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The Correlation Between Students' Risk-Taking and Vocabulary Achievement Toward Speaking Skill of The Second Grade Students of Man 2 Kota Malang

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Abstract

The objectives of this research are to find out the correlation between (1) vocabulary mastery and speaking skill (2) risk taking and speaking skill (3) vocabulary mastery and risk taking toward speaking skill.

The research was carried out at MAN 2 KOTA MALANG. The research method was a quantitative correlation research. The population of the research is all the second-grade students of MAN 2 KOTA MALANG in the academic year of 2019/2020. Consist of 180 students and it consist of six classes namely XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5, XI IPA 6 and XI IPA 7 The sample of the research consists of 30 students. The sampling used is a technique cluster random sampling. The techniques of collecting the data are: test for vocabulary mastery, questioner for risk taking and interview for speaking skill. The technique used to analyze the data was simple and multiple linear regression. The result of the study shows that there is a positive correlation between vocabulary mastery and speaking skill because the coefficient of correlation r -obtained is higher than r -table ($0.679 > 0.361$). There is a positive correlation between risk taking and speaking skill because the coefficient of correlation r -obtained is higher than r -table ($0.735 > 0.361$). There is a positive correlation between vocabulary mastery and risk taking toward speaking skill because the coefficient of correlation r -obtained is higher than r -table ($0.791 > 0.361$). From the the result of the research, it can be concluded that there is a positive correlation between vocabulary mastery and risk taking toward speaking skill. Therefore, vocabulary mastery and risk taking have contribution in increasing speaking skill.

Keywords: Vocabulary Mastery, Risk Taking, Speaking Skill.

1. INTRODUCTION

Language is a means of communication. It connects people with different cultures, places, thoughts, and many other differences. Blumetal in Brown (2004: 68) states that language is the principal means we have to get our ideas and feeling across the other. It can be said that language is an important tool of human communication. As a means of communication, language has a system and each language has its own system. It makes each language differs with other.

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English is the most important languages in the world because it is an international language. One of the most important functions of English is to be an instrument of communication. The goal of learning a foreign language is sited on reaching of the communication ability (Littlewood, 1981: 1). This suggests that learning English is not only learning grammar or structure but also learning how to apply and use this language for communication.

Teaching English covers four skills; writing, listening, speaking and reading. All of the skills are taught in order to achieve integration in learning. Among the four skills, speaking is believed to be the most difficult skill to be learned. It is needed especially for oral communication. There are many difficulties to be found in this skill. It makes the teacher working hard in conveying English for the students because there are many materials that are conveyed by the teacher to the students, such as; speaking skills, pronunciation, vocabulary, grammar, etc. It also involves many aspects like cognitive, psychological, and psychomotor aspects.

In order to have a good speaking skill, especially in English, people must have some other supplementary skill to support their speaking skill. Vocabulary mastery is especially needed to develop speaking skill. The meaning of vocabulary mastery is not only having great vocabularies or remembering vocabularies. It also includes the skill to make the right choice of words and with vocabulary mastery it will be easy for people to make a good dialogue or speaking. According to Zimmerman in Coady and Huckin (1997: 5) He states that vocabulary is central to language and critically important to the typical language learners. In line with that statement people need to have stocks of vocabulary to master the language easily.

It's true that vocabulary is a key aspect in speaking. However, there are many people who master lots of vocabulary but in the end they still cannot speak well. When they have to speak spontaneously, they suddenly become hesitant. They suddenly forget all vocabularies that they have memorized. This happens because they are nervous. So, it's not enough when someone is able to memorize lots of words. They also have to be brave to take the risk while they are learning how to speak English. A great courage will make them confident. They will speak more fluently when they are confident. That's the reason risk taking is important in learning language. Risk taking is one of the most important features of good language learner. They accept what they don't know (the ambiguity of language/communication) and they focus on what they do know.

Analyzing vocabulary mastery and risk taking which has correlation with speaking skill is very interesting. Therefore, the researcher choose "The Correlation between Vocabulary Mastery and Risk Taking toward Speaking Skill of the Second Grade Students of MAN 2 KOTA MALANG in Academic Year of 2019/2020".

In this research, the problems are limited only on the correlation between vocabulary mastery and risk taking toward speaking skill. The research subject is the second grade students of MAN 2 KOTA MALANG in the academic year of 2019/2020. The correlation method is used to examine the coefficient of correlation among the variables. Whereas, the research objectives are: 1) to find whether there is a positive correlation between vocabulary mastery and speaking skill of the second grade students of MAN 2 KOTA MALANG? 2) to prive whether there is a positive correlation

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between risk taking and speaking skill of the second grade students of MAN 2 KOTA MALANG? 3) to find whether there is a positive correlation between vocabulary mastery and risk taking toward speaking skill of the second grade students of MAN 2 KOTA MALANG.

1.1. Hypothesis

The statistical hypotheses are:

- 1) There is a positive correlation between vocabulary mastery and speaking skill of the second grade students of MAN 2 KOTA MALANG in the academic year of 2019/2020.
- 2) There is a positive correlation between risk taking and speaking skill of the second grade students of MAN 2 KOTA MALANG in the academic year of 2019/2020.
- 3) There is a positive correlation between vocabulary mastery and risk taking toward speaking skill of the second grade students of MAN 2 KOTA MALANG in the academic year of 2019/2020.

2. THEORETICAL REVIEW

2.1 Speaking Skill

Mc Laughlin in O'Malley and Chamot (1990: 66) states that speaking is an example of a complex cognitive skill that can be differentiated into various hierarchical sub skills, some of which might require controlled processing while others could be processed automatically. It means that speaking is a skill which require processing. According to Nunan (2003: 48) speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. In Speaking Skill Introduction (n. d) speaking skill is a skill that gives people the ability to communicate effectively. It allows the speaker to convey the message in passionate, thoughtful, and convincing manner. It also helps to assure that people will not be misunderstood by those who listening.

Based on the explanations above, it can be concluded that speaking skill is a complex cognitive skill of a creative process as the result of behavior, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromised the reliability and validity of an oral production test.

2.2 Vocabulary Mastery

Vocabulary mastery is an important part in all language skills. Hornby (1995: 721) defines mastery as: (1) complete knowledge, great skill; and (2) control. And vocabulary is the total number of word that individual speakers of language might use for a particular language. Thornbury (2002: 27) declared there are some factors that make learning vocabulary are rather difficult for second language learner. If those factors are fulfilled, someone can be said that he or she has achieved the vocabulary mastery. Those factors are: pronunciation, grammar, meaning, are the indicators in vocabulary mastery.

It can be concluded that vocabulary mastery means the complete knowledge or great skill of the list of the total number of words that individual speakers of language

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might use for particular language. This complete knowledge includes the knowledge of the meaning of the word, the pronunciation, grammar, and meaning to carry it.

2.3 Risk Taking

According to Kindler (1999: 1) risk taking is a process by which you decide whether to take chance of losing something that you value to gain something that you desire. Another statement stated by Zafar and Meenakshi (2012: 36) that risk taking has been defined as a situation where an individual has to a decision involving choice between alternatives of different desirability; the outcome of the choice is uncertain; there is possibility of failure. Matthew (2011) says that risk-taking refers to the tendency to engage in behaviors that have the potential to be harmful or dangerous, yet at the same time provide the opportunity for some kind of outcome that can be perceived as positive.

Based on the definitions come from the experts about risk and risk taking itself, it can be concluded that risk taking is a process by which you decide under uncertain possibility which can be harmful, yet at the same time provide the opportunity for some kind of outcome that can be perceived as positive in order to gain something that you desire.

2.4 Rationale

Vocabulary mastery is important for students who want to get result on speaking. Since vocabulary mastery is the complete knowledge of word (the form and meaning of the word), it makes up a language. It is clear that without vocabulary mastery, the students will find some difficulties in speaking. They cannot make up a language maximally. So, it can be said that the students who master vocabulary better will have a better speaking skill too. They can more easily express their idea in speaking. So, it is predicted that there is a correlation between vocabulary mastery and speaking skill.

It will be much better when the students have courage in taking the risk such as being laughed at by other people after making a mistake, getting a punishment and many other in the process of learning speaking. If the students have the courage in taking the risk, it will raise their confidence. Basically someone who learns speaking needs a high confidence in order to express their idea. So, it is predicted that there is a correlation between risk taking and speaking skill.

Based on the two previous statements, it can be seen that both vocabulary mastery and risk taking are taking part in the process of learning speaking. When the learners have good vocabulary mastery and being supported by courage in taking the risk they will have good speaking skill as the result. It can be predicted that theoretically, vocabulary and risk taking have positive correlation to the speaking skill, either partially or simultaneously. However, those predictions should empirically be tested by research data.

3. RESEARCH METHODOLOGY

This research can be categorized as a correlation method which studies the correlation between two or more variables. A correlation method is a method of which the goal is to describe the relation between two or more events or characteristics (Sugiyono, 1999). The reason for choosing this method is that the researcher wants to

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know the strength of the relation of two or more variables based on correlation coefficient.

The research was carried out at MAN 2 KOTA MALANG which is located at Jl.Bandung malang. In this research, the population is all of the second grade students of MAN 2 KOTA MALANG in the academic year of 2019/2020. There are ten classes which consist of 180 students. In this study, the researcher used cluster random sampling to choose the sample of the data. Based on the sampling, the chosen classes to be the sample are XI IA 1. The classes chosen consist of 30 students.

The Instrument of the data: in this research, the researcher uses table-type questionnaire in collecting the data about students's risk-taking. It is a questionnaire which answers the questions are provided so that the respondents only choose the suitable one in the answer. To collect the data about the vocabulary mastery the researcher uses objective tests that contain 32 items. Meanwhile, to test the students' speaking skill, the researcher conduct an oral test in form of interview.

Try out of Instrument: the instrument was tried out to 30 students of one class (XI IA 2) which was not chosen as the sample of the study. The validity results of the try out indicate that all the 20 items of the risk taking questionnaire are valid, 40 items test of vocabulary mastery (32 items are valid and 8 items are not valid). Then, the reliability results of the try out indicates that the instrument of questionnaire is reliable (0.895>0.361) and the reliability results of the try out indicates that the instrument of test of vocabulary mastery is reliable (0.913>0.361).

3.1 The Technique of Analyzing the Data

- 1) Prerequisite test: the tests cover normality test and linearity test. Normality test is one of the prerequisite tests before entering linear regression analysis, that is used to know whether the dependent variable are normally distributed or not. Linearity testing is aimed in order to know whether two variables which done by statistical analysis correlation show the linear relationship or not.
- 2) Hypothesis: After testing the pre-requirement test, the researcher tests the hypothesis between vocabulary mastery and risk taking toward speaking skill. To test the hypothesis whether there is a positive correlation between vocabulary mastery and risk taking toward speaking skill, the researcher used Simple Linear Regression and Multiple Linear Regression.

4. THE RESULT OF THE STUDY

The data analyzed in this research are the result of the test and questionnaire. The obtained data for each variable (vocabulary mastery, risk taking and speaking skill) are described in the table 1. as follows.

Table 1. The Descriptive Statistic of Each Variable

Descriptive Statistics					
Variables	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	30	10	26	18,03	4,35

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Risk taking	30	41	65	52,3	6,61
Speaking	30	69,5	84	75,32	3,02

From the instrument of vocabulary mastery were obtained from a test. It is found that the highest score is 26 and the lowest score is 10. The mean and standard deviation are 18,03 and 4,35 respectively.

The data of risk taking is obtained from questionnaire consisting of 20 items, with the score 4, 3, 2, and 1. Based on the research result, it is found that the highest score of risk taking is 65 and the lowest one is 41. The mean and standard deviation are 52,3 and 6,61 respectively.

The data of speaking skill is obtained from interview. It is found that the highest score is 85 and the lowest score is 69,5. The mean and standard deviation are 75,35 and 3,02 respectively.

- 1) *Normality Test*: Normality test is one of the prerequisite tests before entering the linear regression analysis, that is used to find out the whether the population is in normal distribution or not. The normality test is purposed to know whether the variable data research distribution is normal distributed or not. In this research, the normality test uses manual computation by using *liliefors* method. The result can be seen from the L_o (L obtained) compared to L_t (L table), L stands for Liliefors with $\alpha=0.05$. It tells that the distribution of the data is normal if $L_o < L_t$, conversely if $L_o > L_t$, it tells that the distribution of the data is not normal.
- 2) *Linearity Test*: Linearity test is used to determine whether the relationship between the independent variable and the dependent variable in the form of a straight line (linear relationship) or not. The researcher uses F Test to know the linearity of the test. The computation of the linearity testing of the student's vocabulary mastery (X_1) and speaking skill (Y) show that the value F_{value} is 0,610. F_{value} must be compared to F_{table} . The value of F_{table} for $N = 30$ at the level significant $\alpha = 0,05$ is 4,196. It can be seen that F_{value} was lower than F_{table} or F_v ($0,610 < F_t$ (4,196)). It means that the regression between student's vocabulary mastery and speaking skill is linear. The computation of the linearity testing of risk taking (X_2) and speaking skill (Y) show that the value F_{value} is 0,354. F_{value} must be compared to F_{table} . The value of F_{table} for $N = 30$ at the level significant $\alpha = 0,05$ is 4,196. It can be seen that F_{value} was lower than F_{table} or F_v ($0,354 < F_t$ (4,196)). It means that the regression between risk taking and speaking skill is linear.

After examining the data for normality and linearity, the researcher tested the null hypothesis (H_o) against the alternative hypothesis (H_a). The correlation of instruments is computed by manual computation.

Table 2. The Summary of Correlation Testing Result

No	Variable	Correlation	Coefficient Determination (R)	Conclusion
1.	X_1 and Y	0,679	0,460	Positive correlation

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2.	X ₂ and Y	0,735	0,540	Positive correlation
3.	X ₁ , X ₂ and Y	0,791	0,625	Positive correlation

The first hypothesis says that there is positive correlation between vocabulary mastery and speaking skill. After being computed, it found that the coefficient of correlation between vocabulary mastery (X₁) and speaking skill (Y) (r_{x_1y}) is 0,679. While the coefficient of correlation table (r_{table}) for N = 30 at the level of significant $\alpha = 0,361$. It shows that $r_{obtained}$ (r_{x_1y}) is higher than r_{table} ($0,679 > 0,361$). It can be concluded that there is correlation between vocabulary mastery and speaking skill.

It implies that H₀ is rejected and therefore, there is positive correlation between vocabulary mastery (X₁) and speaking skill (Y) is $r^2 \times 100\% = (0,679)^2 \times 100\% = 46\%$. It means that 46% variation of speaking skill is influenced by vocabulary mastery and the other 54% is influenced by others factors.

The second hypothesis says that there is positive correlation between risk taking and and speaking skill. The result of the computation shows that the coefficient of correlation (r) between risk taking (X₂) and speaking skill (Y) (r_{x_2y}) is 0,735. While the coefficient of correlation table (r_{table}) for N = 30 at the level of significant $\alpha = 0,361$. It shows that $r_{obtained}$ (r_{x_2y}) is higher than r_{table} ($0,735 > 0,361$). It can be concluded that there is correlation between risk taking and speaking skill.

It implies that H₀ is rejected and therefore, there is positive correlation between risk taking and speaking skill. The contribution of risk taking (X₂) to speaking skill (Y) is $r^2 \times 100\% = (0,735)^2 \times 100\% = 54\%$. It means that 54% variance of speaking skill is influence by risk taking, while the other 46% is contributed by other factors.

The hypothesis that tested is H₀ saying there is no positive correlation between vocabulary mastery (X₁) and risk taking (X₂) toward speaking skill (Y); against the alternative hypothesis H_a saying there is a positive correlation between vocabulary mastery (X₁) and risk taking (X₂) toward speaking skill (Y).

Based on the calculation, it is gotten the r_{xy} is 0,791 then it related to the r_{table} with N= 30 and the significantly 5% is 0,361. So it can be compared that r_{xy} is bigger than r_{table} ($0,791 > 0,361$). Based on the result analysis above, it can be stated that the null hypothesis H₀ is rejected and therefore the alternative hypothesis is accepted. The conclusion is that there is a positive correlation between vocabulary mastery (X₁) and risk taking (X₂) toward speaking skill (Y).

It can be concluded that In other words, there is a positive correlation between vocabulary mastery and risk taking toward speaking skill. The coefficient of determination (R²) is aimed to identify the contribution of vocabulary mastery and risk taking toward speaking skill. The coefficient of determination is gotten from $(r_{xy})^2 \times 100\% = (0,791)^2 \times 100\% = 62,5\%$. It means that 62,5% variance of speaking skill is influence by vocabulary mastery and risk taking, while the other 37,5% is contributed by other factors.

5. CONCLUSION, IMPLICATION AND SUGGESTION

5.1. Conclusion

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Based on the discussion in the previous chapter, the researcher drew the conclusion that there is a positive correlation between vocabulary mastery and speaking skill of the second grade students of MAN 2 KOTA MALANG in academic year 2019/2020. It indicates that the improvement of students' vocabulary mastery is followed by the improvement of students' speaking skill.

There is a positive correlation between risk taking and speaking skill of the second grade students of MAN 2 KOTA MALANG in academic year 2019/2020. It indicates that the improvement students' risk taking is followed by the improvement of students' speaking skill.

There is a positive correlation between the vocabulary mastery and risk taking toward speaking skill of the second grade students of MAN 2 KOTA MALANG in academic year 2019/2020. It indicates that the improvement of speaking skill follows the improvement of vocabulary mastery and risk taking.

5.2. Implication

Based on the research finding, it can be concluded that there is a positive correlation between the vocabulary mastery and risk taking toward speaking skill of the second grade students of MAN 2 KOTA MALANG in the academic year of 2019/2020. A positive correlation means that the increase of student's vocabulary mastery and risk taking can give the impact to the speaking skill.

The vocabulary mastery is the key factor for students who want to get a good result on speaking skill. It is easier for students to speak if they know the vocabularies they need. It is very important factor in learning speaking, because what builds speaking is the vocabulary itself. The more someone mastering vocabularies, the better his/her speaking skill. However, mastering vocabulary is not enough. It will be nothing if someone cannot speak up words. So, the thing that the students must have is the courage to take risks while speaking. The combination between vocabulary mastery and risk taking will make good result in speaking skill. Both vocabulary mastery and risk taking are important factors in learning speaking. The teacher should be able to combine the method in improving vocabulary with the techniques in motivating the students to be brave in taking the risk when they are learning speaking.

After knowing the result of the study that had been explained before, there were some points that those must be attention. First was about the way in teaching, although the teaching method was good enough, the teacher should pay attention to the student's vocabulary mastery to support speaking skill of the students. The teacher also needs to stimulate student to speak more and practice to increase the students' courage in taking risks in speaking activities. In addition, by giving the different way to study in speaking class, the student got new atmosphere in increasing speaking skill, as we know that MAN 2 KOTA MALANG has good facilities and good teacher to facilitate the students to reach the target of the class

5.3. Suggestion

Based on the result, the researcher present some suggestion as follows:

5.3.1. For the teacher

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- 1) The teacher should be more creative to increase the student's vocabulary mastery. Students' vocabulary mastery gives the positive impact for students' speaking skill.
- 2) The teacher should stimulate students to increase their courage to take risks while speaking through concrete actions, such as: use creative technique in speaking activities; ask the student to practice more in speaking English not only in the class learning but also outside the class; and giving speaking task which is related to the subject being studied
- 3) The teacher can know the good way to teach speaking English by knowing there is positive correlation between vocabulary mastery and risk taking toward speaking skill.

5.3.2. For the students

- 1) The students should develop their vocabulary mastery since it is key factor to improve their English subject. It can be useful in learning English especially in Speaking.
- 2) The students should improve their courage to take risks while speaking English. The effective way is by practice their speaking skill more in front of audiences.
- 3) The students should realize the advantages of memorizing and mastering vocabularies and the big courage to take risks in speaking English can be benefit them in English speaking activities so they will have motivation to learn more and gain vocabulary mastery and risk taking to improve their speaking skill.

5.3.3. For Other Researcher

The researcher found that vocabulary mastery and risk taking gave the impact for the student's speaking skill. In this research, the researcher explained more about the vocabulary mastery and risk taking. It will be useful for the others researcher in determining of the next research material and conducting correlation study, so that this research could enrich the reference for the next research.

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