Correlation Between Arabic Vocabulary Mastery and Arabic Speaking Ability

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INFO ARTIKEL	ABSTRAK
	Di era globalisasi yang terus berkembang pesat, penguasaan bahasa asing merupakan salah satu keterampilan penting yang dibutuhkan dalam berbagai aspek kehidupan, baik dalam konteks pendidikan, pekerjaan, maupun pergaulan sosial khususnya bahasa Arab, namun hal tersebut tidak dibarengi dengan penguasaan kosakata yang baik untuk menunjang keterampilan berbicara. Dengan demikian, tujuan penelitian ini adalah untuk mengetahui korelasi atau hubungan antara penguasaan kosakata bahasa Arab dengan keterampilan berbicara bahasa Arab. Metode penelitian yang digunakan dalam penelitian ini adalah metode penelitian kuantitatif dengan jumlah populasi kurang lebih 75 orang siswa dan sampel penelitian sebanyak 30 orang siswa. Hasil penelitian ini menunjukkan bahwa terdapat hubungan yang negatif dan signifikan antara Penguasaan Kosakata Bahasa Arab dengan Keterampilan Berbicara Bahasa Arab dengan nilai sig. (2-tailed) sebesar 0,023, karena nilai sig. (2-tailed) < 0,05 artinya terdapat hubungan yang signifikan antara variabel X dengan variabel Y serta nilai r = 0,413 dengan nilai p < 0,05 artinya terdapat korelasi antara kedua variabel yang artinya semakin tinggi Penguasaan Kosakata Bahasa Arab maka semakin rendah Keterampilan Berbicara Bahasa Arab. Jadi dapat disimpulkan bahwa penguasaan kosakata bahasa Arab mempengaruhi kemampuan berbicara bahasa Arab.
	ABSTRACT
	In the era of globalization that continues to grow rapidly, mastery of foreign languages is one of the important skills needed in various aspects of life, both in the context of education, work, and social interaction, especially Arabic, but this is not accompanied by good vocabulary mastery to support speaking skills. Thus, the purpose of this study is to determine the correlation or relationship between Arabic vocabulary mastery and Arabic speaking skills. The research method used in this study is a quantitative research method with a population of approximately 75 students and a sample of 30 students. The results of this study indicate that there is a negative and significant relationship between Arabic Vocabulary Mastery and Arabic Speaking Skills with a sig. (2-tailed) value of 0.023, because the sig. (2-tailed) <0.05 means that there is a significant relationship between variable X and variable Y and the r value = 0.413 with a p value <0.05 that there is a correlation between the two variables, which means that the higher the Arabic Vocabulary Mastery, the lower the Arabic Speaking Skills. So it can be concluded that Arabic vocabulary mastery influences Arabic speaking ability.

1. Introduction

In the era of globalization that continues to grow rapidly, mastery of foreign languages is one of the important skills needed in various aspects of life, both in the context of education, work, and social interaction (Ni'mah, 2017). Arabic, as one of the languages with profound historical, cultural, and religious significance, has become the focus of attention of many language education researchers and practitioners around the world. This language is not only used in the context of Islam but also plays an important role in diplomatic, trade, and cultural relations in various parts of the world (Abusyairy et al., 2020).

As a Semitic language that has a distinctive grammatical structure and vocabulary, Arabic requires a structured and comprehensive learning approach (Baso et al., 2016). Vocabulary mastery is one of the key elements in language learning that is often the focal point in various language teaching methods. In the context of Arabic, vocabulary includes a number of terms that are not only different from other languages but also often have specific meanings and nuances according to the context in which they are used (Kasmiati et al., 2022). Therefore, the ability to master Arabic vocabulary not only affects language comprehension but also has a direct impact on speaking ability.

Speaking is one of the key skills in language learning that is often the main indicator of successful language mastery. The ability to speak in Arabic involves correct grammar understanding, adequate vocabulary mastery, and the ability to communicate fluently and effectively in a variety of situations (Hendri, 2017). In other words, a person who is able to speak Arabic well must be able to use the right and relevant vocabulary according to the context of the conversation. Therefore, it is important to understand the correlation between vocabulary mastery and speaking ability in Arabic to design more effective learning strategies, so in this case the importance of vocabulary mastery in language learning (Jabir & Diran, 2020).

Vocabulary is a fundamental element in language learning, which functions as a basic unit in the communication process. Without adequate vocabulary mastery, a person will have difficulty understanding and using language effectively (Nurlaila Sapitri, 2023). In the context of Arabic, vocabulary includes a variety of categories, including nouns, verbs, adjectives, and special terms that are often used in everyday situations. Mastery of a broad vocabulary allows learners to understand the meaning of words and phrases in a broader context, so they can communicate more smoothly and precisely Minatullah, 2019.

This is in line with research conducted by (Abusyairy et al., 2020) The results of the study showed that there was a correlation in the "very strong" category between mastery of Arabic vocabulary and Arabic speaking skills, as evidenced by the analysis of hypothesis tests with the product moment correlation formula, which obtained a significance value of 0.000 < 0.05 and a Pearson correlation value of 0.926 included in the category of very strong correlation. And the average value of Arabic vocabulary mastery of students = 81 and the average value of Arabic speaking skills of students = 80 which means the mastery of Arabic vocabulary and Arabic speaking skills of grade XII students of SMK Muhammadiyah Loa Janan in the Good category. Other similar research conducted by (Kasmiati et al., 2022) The results of his research show that Sig. The t value is 0.00 < 0.05 and the t is 22.572 > t table 1.672. From the results of the above analysis, it can be concluded that vocabulary mastery has a significant effect on Insyā's ability. This shows that the better the mastery of the mufrodāt of the student, the better the ability to write Insya'.

Previous research shows that there is a significant relationship between vocabulary mastery and the ability to speak in the target language. This also applies to learning Arabic, where mastering a wide vocabulary can enrich a person's speaking skills by increasing fluency and accuracy in communicating.

However, although previous research has shown a significant relationship, there are challenges in mastering Arabic vocabulary. Arabic has unique characteristics that set it apart from other languages. One of the main challenges in mastering Arabic vocabulary is the complex morphological and syntactic system. The language has a root structure and patterns that allow the formation of words from the same root. This structure is often confusing for new learners, especially those who are unfamiliar with the Semitic morphological system Zahra, 2024). In addition, Arabic has a wide variety of dialects that can affect vocabulary mastery. These dialects often have different vocabulary and pronunciations than Modern Standard Arabic. Therefore, learners must be able to navigate these vocabulary variations to become effective communicators in a variety of contexts (Nalole, 2018).

Another challenge faced by Arabic learners is the use of vocabulary that is appropriate to certain social and cultural situations. For example, vocabulary used in formal contexts, such as official speeches or academic documents, may differ from vocabulary used in everyday conversation. Therefore, it is important for learners to understand and master vocabulary relevant to the context in which they will use the language Riska et al., 2021).

The correlation between vocabulary mastery and speaking ability has been the focus of research in various language learning studies. In the context of Arabic, this relationship is very important because speaking ability is often the main indicator of language learning success. Research shows that good vocabulary mastery can improve speaking fluency and confidence in oral communication Zulhannan, 2015).

A broad vocabulary allows learners to express their ideas more precisely and clearly. By having an adequate vocabulary, learners can avoid miscommunication and improve their ability to adapt to different speaking situations. In addition, a good vocabulary mastery also aids in understanding and responding to conversations more quickly, which is an important skill in verbal interactions Nurgiyanto, 2018).

Thus, the purpose of this study is to find out the correlation or relationship between mastery of Arabic vocabulary and Arabic Literacy Ability. Therefore, the researcher is interested in conducting a study entitled "Correlation Between Mastery of Arabic Vocabulary and Arabic Speaking Ability".

2. Method

The type of research used in this study is correlational quantitative research. Correlational quantitative research is research that examines the relationship between variables or more, independent (independent variables) and dependent variables (bound variables). Data processed by statistical analysis or in the form of numbers (Sugiyono, 2021)

The research conducted by the researcher is carried out in Madrasah and the time of this research is carried out from January to May 2024. In this case, the population that is the focus of this study is students with a population of approximately 75 students. In the sampling of this study, the formula used is the slovin formula, which is as follows:

$$n = \frac{N}{Nd^2 + 1}$$

Information:
n = Number of samples
N = Number of Population
d = Precession (10%)
From the formula above, the calculation results are as follows:

$$n = \frac{75}{1 + 75(0,1)2}$$

$$= \frac{75}{2,5}$$

= 30 Respondents

Based on the formula above, the sample value is 30 students.

The sampling technique in this study uses simple random sampling, which is taking sample members from the population randomly without paying attention to the strata in the population. The data collection technique used in this study uses several steps, namely using observation, tests and documentation. The data analysis techniques used in this study used instrument tests and hypothesis tests.

3. Result and Discussion

Data Presentation

In this study, the researcher focuses on the mastery of Arabic vocabulary on the ability to speak Arabic, whether the extent of mastery of Arabic vocabulary on the ability to speak Arabic students, the process of mastering vocabulary, the teacher here writes vocabulary on the blackboard and the students rewrite and memorize the vocabulary.

The researcher uses tests, observations, and documentation in the data collection method from this study, therefore the data obtained are:

Correlation of Arabic Vocabulary Mastery to Madrasah Students' Arabic Speaking Ability. This study uses two variables, namely the independent variable and the bound variable. The independent variables in this study are in the form of mastery of Arabic vocabulary, and the bound variable is in the form of Arabic speaking ability. There are several objectives for learning Arabic vocabulary and speaking skills.

Among the main objectives of learning Arabic vocabulary are as follows: Introducing new vocabulary to students, both through reading materials. Train students or students to be able to pronounce the mufradāt properly and correctly because good and correct pronunciation leads to the proficiency of speaking and reading properly and correctly. Understanding the meaning of vocabulary, both denotatively or lexically (stand-alone) and when used in the context of a particular sentence (connotative and grammatical meaning). Being able to appreciate and function the mufradāt in oral expression (speaking) and writing (composing) according to the correct context (Achoita & Susanti, 2020).

And among the main objectives of the ability to speak Arabic are as follows: In order to be able to pronounce Arabic expressions. In order to be able to pronounce different expressions or those that resemble them. In order to be able to pronounce phrases that are read long and those that are read short. Able to express their heart's desires by using sentence arrangements that are in accordance with nahwu (grammar). Be able to express what comes to mind by using the correct rules in sentence formation in Arabic. Able to think about Arabic and express it appropriately in any situation and condition Faizah, 2017).

Data Analysis

Analysis of Instrument Test Results

The testing of this test instrument is carried out to see whether the question meets the criteria for a good question or not to be used as a research instrument. The test instrument used by the researcher in this study has two types of analysis, namely validity and reliability tests.

Validity Test

The Validity Test on this instrument was carried out using excel and spss.25 for windows. The benchmark used to interpret the degree of validity of an instrument, namely by comparing the calculation with the Product Moment table In such a way that if at a significance level of 5% the calculation > the table then the problem is valid, but if the calculation > the table then the problem is invalid. A good limit for measuring validity is 0.361 by looking at the "rtable" with a significant value of 5%.

Validity Test of Vocabulary Mastery Test

In the test, the researcher asked several observation sheets and several criteria that must be looked at, starting from pronunciation which has a score of 0-10, a minimum score of 0 and a maximum score of 10 and so on to word variation, the research respondents totaled 30 students. The following are the results of the validity test of the vocabulary user test.

Table 1. Results of the Validity Test of the Vocabulary Mastery Test

No	R Count	R Table	Decision-making criteria	Result
1	0,482	0,361	R Calculates > R Table then the question is valid and if R Calculates < R Table the question is invalid	Valid
2	0,495			Valid
3	0,495			Valid
4	0,486			Valid
5	0,521			Valid
6	0,488			Valid
7	0,644			Valid
8	0,653			Valid
9	0,536			Valid
10	0,448			Valid

From the 10 test items, it can be known that all test items can be tested on students as questions to test their mastery of Arabic vocabulary.

Speaking Validity Test

The instrument's utility can be proven by several evidences. These evidences include content, or known as content validity or content validity, construct, or known as construct validity, and criteria, or known as criterion validity. In this study, what is used is the validity of speaking ability.

In the test, the researcher made several observation sheets and several criteria that must be looked at, starting from pronunciation which has a score of 0-20, a minimum score of 0 and a maximum score of 20 and so on to word variation, the research respondents totaled 30 Madrasah students The following is a rubric of assessment of speaking ability.

Table 2. Results of the Speaking Ability Validity Test

No	R Count	R Table	Decision-making criteria	Result
1	0,643	0,361	R Calculates > R Table then the question is valid and if R Calculates < R Table the question is invalid	Valid
2	0,637			Valid
3	0,623			Valid
4	0,620			Valid
5	0,485			Valid

In the assessment of the test observation sheet, each item has its assessment criteria, each item has a maximum score of 20, each item is assessed from the extent of mastery in speaking skills. The scoring is taken from 0-20 points, if you can master everything, you will get 100 points.

And from the results of the validity test above, it can be seen that the results of the assessment criteria for each item are valid.

Reliability Test

The reliability test of the instrument can be tested with multiple reliability tests. Some of the reliability tests of an instrument that can be used include test-retest, equivalent, and internal consistency. Internal consistency itself has several different test techniques. The internal consistency reliability test technique consists of split half, KR 20, KR 21, and Alfa Cronbach tests. However, each test has criteria for what kind of instruments can be tested with the technique. The test used in this study is using the Alfa Cronbach reliability test.

Tabel 3. Hasil Uji Reliabilitas Tes

Reliability Statistics

Cronbach's Alpha	N of Items
.701	10

In the results of the reliability test, it can be seen that from 30 samples, the cronchbact's alpha value was obtained as much as 0.701 out of a total of 10 statements. If the Alfa Cronbach reliability coefficient has been calculated (ri), the value is then compared with the Alfa Cronbach reliability coefficient criterion for a reliable instrument. If it is based on the cronbach alpha value > 0.60: reliable and if the cronbach alpha value < 0.60: not reliable, then it can be said that the results of the above reliability test are appropriate and reliable because the value is 0.701 > 0.60.

Results of Correlation Hypothesis Test

The hypothesis testing in this study is related to the presence or absence of a significant influence of the independent variable, namely the mastery of Arabic vocabulary, on the dependent variable, namely the ability to speak Arabic.

In this study, the hypothesis test used is the Spearman Rank Correlation hypothesis test used to find relationships or to test the significance of associative hypotheses if each of the variables that are connected is ordinal, and the data sources between variables do not have to be the same. The results of the Spearman Rank Correlation can be seen in the table below:

Table 4. Results of the Spearman Rank Correlation Test Correlations

			Mastery Vocabulary	Speaking Ability
Spearman's rho	Vocabulary Mastery	Correlation Coefficient	1.000	-413
		Sig. (2-tailed	.	.023
		N	30	30
	Speaking Ability	Correlation Coefficient	-.413	1.000
		Sig. (2-tailed	.023	.
		N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the output above, it is known that the value of sig. (2-tailed) of 0.023, because the value of sig. (2-tailed) < of 0.05 means that there is a significant relationship between variable X and variable Y.

From the output of SPSS, a correlation coefficient of -0.413** is obtained, meaning that the level of correlation strength is sufficient or strong. The direction of the relationship -0.413 is negative.

This study aims to find out whether the mastery of Arabic vocabulary owned by students affects students' speaking ability. The researcher took the population for this study as all students in madrasah Fathul Ulum which amounted to approximately 75 students while the sample amounted to 30 students. Before taking data on the sample, the researcher first compiled research instruments for vocabulary mastery and Arabic speaking skills. The Arabic vocabulary mastery instrument is in the form of a test consisting of translating Arabic conversation texts, while the ability to speak Arabic is in the form of speaking Arabic and has assessment criteria.

After the research instrument is prepared, the researcher first conducts a research trial to find out whether the instrument used is valid and reliable to be used as a measuring tool. The researcher conducted a research trial on 30 students. After being tested, the instrument was then measured for its validity and reliability. From translating conversation texts that are declared valid and reliable and the ability to speak with assessment criteria are all declared valid and reliable. Then the researcher collected data on 30 predetermined samples.

In this discussion, it started from the validation test of Arabic speaking ability, the research respondents totaled 30 people and obtained the following results by using the Product Moment formula In this way, if at the significance level of 5% the calculation > the table, the question is valid, but if the calculation > the table, the question is invalid. A good limit for measuring validity is 0.05 by looking at the "rtable" with a significant value of 5% and producing the following data, it can be seen that from the results of the validity test, it is found that the results with a significance correlation with a value of 0.01 and a value of 0.05 are obtained. It can be seen from the 10 statement questions that statements that have been tested for validity get statements with valid results.

In the next test, namely reliability, the researcher obtained the results of 30 students and the data is In the results of the reliability test, it can be seen that from 30 samples of students in the madrasah obtained a cronchbact's alpha score of 0.701 out of a total of 10 test items, the statement from the conclusion of the reliability coefficient statement statement that more than 0.70 can be declared moderate reliability and if it is less than 0.60, it can be declared low reliability. The research data obtained by the researcher was 0.701, so it was declared high and more than 0.70.

In the second test, the researcher used a correlation hypothesis test, in this test, the researcher has taken data and must do there are several requirements in drawing conclusions. To find out whether the independent variable has a significant influence on the dependent variable. The meaning of significant is that the influence between variables applies to the entire population. The hypothesis to be tested is as follows:

H0 : There is no positive relationship between Arabic vocabulary mastery and students' Arabic speaking ability.

H1 : There is a negative relationship between Arabic vocabulary mastery and students' Arabic speaking ability.

In this hypothesis test to determine the hypothesis using the Spearman Rank test, it is found with a statement of decision conclusions, if the significance value is <0.05, then the data is significant, and if the significance value is >0.05, then the data is not significant. Results sig. obtained by 0.023, it can be stated that the data is significant.

0.023 < 0.05, then the regression model can be used to predict the influence of variable (X) on variable (Y). From the data produced by the researcher as follows, the researcher obtained data of 0.023, the significance level is 0.023< 0.05, then the regression model can be used to predict the religiosity variable or in other words there is an influence of the free variable (X) on the bound variable (Y).=, then it can be concluded as follows that 0.023 < 0.05 is less than 0.05, then it is predicted that there is a correlation (significant) from the data of 0.023 because it is less than 0.05.

So it can be explained if the correlation test between the mastery of Arabic vocabulary and the ability to speak Arabic has a negative relationship/correlation with a value (r= -413) that is sufficient or strong enough (p=<0.05).

Based on the discussion above, this is in line with the research conducted by This is in line with the research conducted by (Abusyairy et al., 2020) from the results of the research show that there is a correlation in the "very strong" category between mastery of Arabic vocabulary and Arabic speaking skills, as evidenced by the analysis of hypothesis tests with the product moment correlation formula, The significance value of 0.000 < 0.05 and the Pearson correlation value of 0.926 are included in the category of very strong correlation. And the average value of Arabic vocabulary mastery of students = 81 and the average value of Arabic speaking skills of students = 80 which means the mastery of Arabic vocabulary and Arabic speaking skills of grade XII students of SMK Muhammadiyah Loa Janan in the Good category. Another similar study conducted by (Kasmiati et al., 2022) from the results of her research showed that Sig. The t value was calculated 0.00 < 0.05 and t calculated 22.572 > t table 1.672. From the results of the above analysis, it can be concluded that vocabulary mastery has a significant effect on Insyā's ability. This shows that the better the mastery of the mufrodāt of the student, the better the ability to write Insya'.

4. Conclusion

Based on the results of this study, it was found that there was a negative and significant relationship between Arabic Vocabulary Mastery and Arabic Speaking Ability with a value of 0.413, with a p < value of 0.05 and can be seen from the results listed in table 4. that there is a correlation between these two variables, which means that the higher the Mastery of Arabic Vocabulary, the lower the Arabic Speaking Ability. So it can be concluded that the Mastery of Arabic Vocabulary affects the ability to speak Arabic in students.

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