
THE CORRELATION BETWEEN VOCABULARY MASTERY AND SPEAKING SKILLS OF FEMALE BOARDING STUDENTS AT ISLAMIC HIGH SCHOOL

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Abstract

This study determines the relationship between vocabulary mastery (*mufrodlat*) and speaking skills (*maharah kalam*) among female boarding students. Employing a quantitative correlational design, the total sampling technique was used to select all 32 tenth-grade female boarding students at MAN 2 Model Medan. Data were collected using valid and reliable vocabulary and speaking tests and analyzed using descriptive statistics and Pearson Product-Moment correlation tests in SPSS, along with tests of normality and linearity. Results showed 50% of students had moderate vocabulary mastery, and 71.88% fell into the moderate speaking category. The Pearson correlation yielded a coefficient (*r*) of 0.124 with a significance value of 0.501. Since $p > 0.05$, no significant relationship exists between vocabulary mastery and speaking skills within this population. Theoretically, this study offers an empirical critique of Arabic pedagogy by demonstrating a clear decoupling between lexical competence and communicative performance in high-control language environments. In practice, these findings shift the focus of boarding school language strategies from passive vocabulary accumulation (input) to mitigating psychological barriers, such as language anxiety, and maximizing active speech production (output) in daily communication.

Keywords

Vocabulary mastery (*mufrodlat*), speaking skills (*maharah kalam*), Arabic language, and correlation.



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INTRODUCTION

During the golden age of Islamic civilization, Arabic was not merely a religious language but also the language of the state (Abd Wahab Rosyidi, 2011). Arabic, like English, is highly essential for communication, globalization, and the information era (Holipah et al., 2025). In Arabic, when ordered according to the skills that foster learners' language development, there are four language skills (*maharah*): *istima'* (listening), *syafawy* or *kalam* (speaking), *qira'ah* (reading), and *kitabah* (writing) (Sholehuddin, 2019). Arabic language learning has a profound objective: to achieve linguistic competence (Marni Avita Sari, 2021). Arabic possesses its own distinct characteristics and specifications that require special attention in the learning process (Anah, 2021). Without a solid mastery of letter pronunciation, the produced Arabic sounds will not be understood by the interlocutor (Mohammad Sofi Anwar, 2023). The Arabic language possesses a rich repertoire of vocabulary (*mufradat*) and synonymous expressions (Utami, 2021). Through active conversation with teachers or peers, individuals can refine their pronunciation, improve fluency, and expand their speaking skills (Syifani & Fauji, n.d.).

In linguistic terms, *mufradat* (vocabulary) is referred to as the lexicon, which signifies the wealth of words possessed by a reader, a writer, or a specific language; a vocabulary; a word treasury (Nur Rohmah et al., 2023). Vocabulary mastery within the structure of language skills is a foundational element that cannot be overlooked, occupying a strategic and essential position, given that the fundamental aspect of language learning is the transformation and transfer of specific abilities or skills (Lubis, 2023). The relationship between vocabulary mastery and speaking skills is complementary and inseparable in the process of Arabic language learning (Inayatul, 2025). Fundamentally, vocabulary is considered the main pillar that enables individuals to communicate; it is impossible for someone to verbally express their intentions, thoughts, or feelings without possessing a sufficient linguistic repertoire in their memory (Arianti & Cahyo, 2024). In this context, vocabulary serves as the raw material or tool used by students to construct sentences (Ibnu Fikri, 2025). The larger the vocabulary mastered by students, the broader the horizon available to them to express themselves across various conversational topics (Romadhon et al., 2023). Internal problems refer to various Arabic language learning issues that arise from within the students themselves during the learning process, whereas external problems originate from outside the students (Kasmiati, 2019).

Based on the author's observations, there is a sharp gap between theory and daily practice in the female dormitory of Madrasah Aliyah Negeri (MAN) 2 Model Medan. However, the reality we face in the field is that numerous learning challenges require our collective efforts to overcome (Sugiono, 2024). Although students live in an environment where Arabic is designated as the official language for daily conversation, their ability to practice speaking skills still faces recurring obstacles (Maksum & Jumaha, 2024). This phenomenon arises from various complex issues, with Arabic language learning challenges encompassing key factors that make it difficult for learners to comprehend. These problems manifest as linguistic and non-linguistic issues (Putra et al., 2023). Linguistic obstacles, specifically the lack of vocabulary mastery and memorization, are primary causes of weak fluency and low self-confidence among students when communicating in Arabic within the dormitory environment. (M. Khalilullah, 2011)

This gap emerges when the expectation of high speaking fluency in the dormitory is not supported by adequate vocabulary knowledge among the students, even though strengthening this aspect would help achieve student fluency and proficiency in Arabic listening and speaking skills (Sakdiah & Sihombing, 2023). This discrepancy proves that the existence of a stimulating environment like a dormitory will not provide an essential impact as long as the basic tool—vocabulary mastery—has not been well mastered (Tawakkal, Saidah, 2022). Therefore, the issue regarding the correlation between the quantity of vocabulary mastered and the quality of speaking practice becomes a major focus that needs to be studied scientifically, because this gap indicates that the dormitory, as a language laboratory, has not been able to fulfill its role ideally as long as the students' mastery of language elements remains at a low level. (Ali, 2023)

Several previous studies have confirmed the crucial role of vocabulary (mufradat) mastery in maharah al-kalam. (Munthe et al., 2022) found that vocabulary learning conducted separately at Pondok Pesantren Al-Ashry contributed to improved speaking skills among students, although optimization is still needed. (Zahra et al., 2023) In their research at MTs Khairul Bariyyah, they statistically proved that vocabulary mastery has a positive influence of 24.9% on students' muhadatsah ability. Similarly, (Abusyairy et al., 2020) at SMK Muhammadiyah Loa Janan found a "very strong" correlation (0.926) between vocabulary mastery and speaking ability. (Anshar, 2022) asserted that rich vocabulary mastery, in terms of both quality and quantity, is an absolute prerequisite for possessing good Arabic speech skills, while (Susanto, 2017), on a primary education scale, showed that vocabulary mastery is a strong predictor for productive skills such as speaking

and writing.

Although the positive relationship between vocabulary mastery and speaking skills has been widely documented, previous studies have predominantly assumed a linear, universal causal relationship without assessing how high academic demands and structured language environments alter this dynamic. This study addresses this conceptual gap by contributing a nuanced understanding of the divergence between lexical competence (passive vocabulary mastery) and communicative competence (active speaking performance) within a formal *bi'ah lughawiyah* (language environment). Rather than merely replicating previous frameworks in a new location, this research contributes to the language acquisition literature by critically examining why intensive environmental control and rote vocabulary expansion do not automatically translate into oral proficiency, thereby challenging the conventional input-output paradigm in Arabic language pedagogy.

Based on this background, this study aims to determine the level of vocabulary mastery and maharah al-kalam ability among female boarding students at MAN 2 Model Medan. More specifically, this research is directed toward empirically testing whether there is a significant correlation between vocabulary mastery and maharah al-kalam in this environment, as well as the extent to which vocabulary mastery contributes to improving students' speaking abilities. Through this study, it is hoped that strategic solutions will be found to strengthen *bi'ah lughawiyah* through an effective vocabulary foundation for the boarding environment.

METHOD

This study employs a quantitative approach with a correlational research design (Afron, 2018), aimed at determining the relationship and the degree of association between the variable of vocabulary mastery (*mufradat*) as the independent variable (X) and speaking skills (*maharah al-kalam*) as the dependent variable (Y). The research setting was the female dormitory of MAN 2 Model Medan, with a population of 32 students. Given the limited population size, this study applied a total sampling technique, where the entire population was used as the research sample; thus, the total sample size used was 32 students. (Hardani, 2022)

The data collected in this study were quantitative, sourced from tests and documentation. The test instrument was used as the primary measurement tool, in which vocabulary mastery was tested via a multiple-choice written test (20 items). At the same time, speaking skills were assessed

through a practical conversation test with evaluation criteria covering pronunciation, fluency, intonation, expression, and self-confidence. Additionally, documentation techniques were used to supplement the research data with activity photos and other supporting documents. Before being used, all instruments were tested for validity using the Pearson Product-Moment correlation and for reliability using the Cronbach's Alpha coefficient with the aid of the SPSS program.

The data analysis stages began with descriptive statistics and score categorization (Muchtar, A., & Bahar, 2016), followed by prerequisite analyses, including normality tests (Shapiro-Wilk method) and linearity tests, to ensure that the data were normally distributed and exhibited a linear relationship (Siti Norkhafifah, 2022). Hypothesis testing was conducted using Pearson Product-Moment correlation analysis in SPSS at a significance level of 0.05. Hypothesis decisions were determined based on the significance value; if the sig. value is < 0.05 , the alternative hypothesis (H_1) is accepted, indicating a significant relationship between vocabulary mastery and Arabic speaking skills (Nur Rohmah et al., 2023).

FINDINGS AND DISCUSSION

Findings

Instrument Validity and Reliability Testing

A research instrument must be tested for its validity and reliability before the data can be analyzed (Amelia & Sofa, 2025). Instrument validity was measured using Pearson's Product-Moment with an r -table value = 0.361 ($n = 32$, $\alpha = 0.05$), under the condition that an item is declared valid if the calculated r -value $> r$ -table (Diah & Ni'mah, 2023).

The results of the validity testing for the vocabulary mastery test (Mufrodat / Variable X) indicated that all 20 items met the validity criteria, with calculated r -values ranging from 0.362 to 0.878. All of these items exceeded the r -table value of 0.361, as presented in the following table:

Table 1. Instrument Validity Test Results for Variable X

Item	r hitung	r table	Interpretation
X1	0,712	0,361	Valid
X2	0,454	0,361	Valid
X3	0,542	0,361	Valid
X4	0,454	0,361	Valid
X5	0,472	0,361	Valid
X6	0,848	0,361	Valid
X7	0,365	0,361	Valid
X8	0,365	0,361	Valid

X9	0,647	0,361	Valid
X10	0,878	0,361	Valid
X11	0,362	0,361	Valid
X12	0,789	0,361	Valid
X13	0,446	0,361	Valid
X14	0,362	0,361	Valid
X15	0,610	0,361	Valid
X16	0,830	0,361	Valid
X17	0,404	0,361	Valid
X18	0,421	0,361	Valid
X19	0,370	0,361	Valid
X20	0,787	0,361	Valid

Meanwhile, the validity test results for the *Maharah Kalam* test items (Speaking Skills / Variable Y) showed that all 4 tested items were declared valid, as presented in the table below:

Table 2. Validity Test Results for Variable Y

Item	r hitung	r table	Interpretation
Y1	0,668	0,668	Valid
Y2	0,527	0,527	Valid
Y3	0,370	0,370	Valid
Y4	0,513	0,513	Valid

The reliability coefficients obtained through Cronbach's Alpha are 0.980 for the vocabulary mastery test (*Mufrodat* / Variable X) and 0.657 for the speaking skills test (*Maharah Kalam* / Variable Y). Since both coefficients are above the minimum threshold of 0.60, the research instruments possess an adequate level of reliability and are eligible for use (Aini, 2022).

Descriptive Statistics and Score Categories

A general overview of both research variables was obtained through descriptive statistical analysis. Based on the results of the analysis using SPSS, the data obtained are presented in the following table:

Table 3. Descriptive Statistical Analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Mufradat	32	8	19	14.09	3.523
Maharah Kalam	32	15	19	16.81	0.931
Valid N (listwise)	32				

The average score of the vocabulary (*mufrodat*) test for the 10th-grade female boarding students was 14.09, with a maximum score of 19 and a minimum score of 8. Meanwhile, the average score for the speaking skills (*maharah kalam*) test was 16.81, with a maximum score of 19 and a minimum score of 15. To determine the levels of vocabulary mastery and speaking skills in more detail, score categorization was conducted using the Mean $\pm$ Standard Deviation formula into 3 classifications, namely high, moderate, and low (Al Bari, 2010).

Table 4. Score Categories for Variable X

Category	X	Frequency	Percentage
High	>17,61	10 Students	31,25
Medium	10,57-17,60	16 Students	50
Low	< 10, 57	6 Students	18, 75

Table 5. Score Categories for Variable Y

Category	Y	Frequency	Percentage
High	>17,74	2 Students	21,8
Medium	15,88-17, 73	23 Students	71,88
Low	< 15,88	7 Students	6,25

Based on the tables above, the majority of the 10th-grade female boarding students' vocabulary mastery scores fall into the moderate category, accounting for 16 students (50%). This indicates that while most students possess a sufficient command of vocabulary, it has not yet reached a high level of intensity, leaving room for further improvement. Similarly, for the speaking skills (*maharah kalam*) scores, the majority of the respondents fall into the moderate category, totaling 23 students (71.88%). This demonstrates that most students have a moderate level of speaking proficiency, implying that while their speaking skills have developed fairly well, they have not yet uniformly reached the high category. Therefore, more optimal efforts are required to enhance the students' speaking skills.

Normality Testing

To determine the appropriate analysis technique, a normality test was conducted to examine whether the distribution of the research data meets the assumption of normality (Siti Norkhafifah, 2022). The choice of the Shapiro-Wilk test was based on the consideration of the sample size, where $n = 32 < 50$, in accordance with the guidelines (Hardani, 2022). The criterion for decision-making dictates that a significance value > 0.05 indicates normally distributed data, while < 0.05 indicates non-normally distributed data. The test results are presented as follows:

Table 6. Normality Test Results for Variables X and Y

Tests of Normality				
Variable	Shapiro-Wilk			Interpretation
	Statistic	df	Sig.	
Mufradat (X)	0.921	32	0.022	Normal
Maharah Kalam (Y)	0.905	32	0.008	Normal

The results of the normality test indicate that the data for variable X (*mufrodat*) are normally distributed with a significance value of $0.220 > 0.05$, and the data for variable Y (*maharah kalam*) are also normally distributed with a significance value of $0.220 > 0.05$. Referring to these normality test results, the simple correlation technique known as the Pearson Product-Moment correlation was applied as a parametric approach (Fatimatuzzahro, 2022).

Linearity Testing

Linearity testing aims to determine whether the relationship pattern between vocabulary mastery (Variable X) and speaking skills (Variable Y) forms a straight line. The basis for decision-making refers to two significance values: if the Sig. Linearity value is < 0.05 and the Sig. If the deviation from the linearity value is > 0.05 , then the relationship between the two variables is declared linear (Hikmah et al., 2024). The results of the linearity test are presented in the table below:

Table 7. Linearity Test Results

			F	Sig.
Mufradat*	Between	Linearity	0.543	0.469
Maharah Kalam	Groups	Deviation from Linearity	1.559	0.192

Based on the linearity test results, the Sig. Linearity value was found to be 0.469, and the Sig. Deviation from Linearity value was 0.192. The significance value for the Deviation from Linearity is greater than the 0.05 significance level ($0.192 > 0.05$); thus, it can be concluded that there is no significant deviation from a linear relationship between Variable X and Variable Y.

Accordingly, the relationship between Variable X and Variable Y is linear (forming a straight line), which means the assumption of linearity in this study has been fulfilled. Consequently, the data are eligible for further analysis using either the Product-Moment correlation test or linear regression, as the Pearson Product-Moment correlation assumes a linear relationship between the

two variables.

Correlation Testing

To answer the research problem that has been formulated, namely whether there is a significant relationship between vocabulary (*mufrodat*) mastery and speaking skills (*maharah kalam*) among 10th-grade female boarding students, a correlation analysis was conducted using the Pearson Product-Moment correlation test. The decision-making criteria dictate that if the Sig. (2-tailed) value is < 0.05 , it can be concluded that a significant relationship exists, whereas if the Sig. (2-tailed) value is > 0.05 , which means there is no significant relationship (Hardani, 2022). Furthermore, the guidelines for the degree of relationship (correlation coefficient) can be seen in the following table:

Table 8. Guidelines for the Degree of Relationship (Correlation Coefficient)

Correlation Coefficient	Strength of Relationship
0,00- 0,199	Very Weak
0,20- 0,399	Weak
0,40- 0,599	Moderate
0,60- 0,799	Strong
0,80- 1,00	Very Strong

The results of the correlation test are presented in the following table:

Table 9. Pearson Correlation Test Results

		Mufradat(X)	Maharah Kalam (Y)
Mufradat (X)	Pearson Correlation	1	.124
	Sig. (2-tailed)		.501
Maharah Kalam (Y)	Pearson Correlation	.124	1
	Sig. (2-tailed)	.501	

The Pearson correlation test yielded a correlation coefficient (r) of 0.124 with a significance value (Sig.) of 0.501. Since this significance value exceeds the 0.05 threshold, H_0 is accepted, and H_1 is rejected. Consequently, there is no significant relationship between vocabulary (*mufrodat*) mastery and speaking skills (*maharah kalam*). This demonstrates that, in this dataset, variations in students' speaking skills are not meaningfully influenced by the amount of vocabulary they possess. The conclusion regarding the absence of a significant relationship is further supported by the correlation coefficient value of 0.124, which indicates that the strength of the relationship between the two variables falls into the very weak category.

Discussion

The data analysis results of this study indicate that the correlation coefficient (r) between vocabulary mastery (*mufrodat*) and speaking skills (*maharah kalam*) among female boarding students at MAN 2 Model Medan is 0.124, with a significance level (Sig.) of 0.501. Based on the decision-making criteria, since the significance value is greater than 0.05, the alternative hypothesis (H_1) is rejected, and the null hypothesis (H_0) is accepted (Hifni Mevin Miavara et al., 2022). These findings empirically reveal that there is no significant relationship between vocabulary mastery and speaking ability within this research population. Although theoretically vocabulary constitutes a fundamental element of language, the data indicate that the students' vocabulary mastery does not directly correlate with their ability to produce oral utterances within the boarding environment.

Theoretically, these results demonstrate a gap between *lexical competence* and *communicative competence*. According to language acquisition theory, vocabulary mastery is often passive or receptive; students may understand the meaning of words but fail to transfer them into speaking performance (Yurisa, 2019). In the context of the female boarding students at MAN 2 Model Medan, external factors likely exert a more dominant influence on speaking ability than mere vocabulary quantity, such as psychological factors (lack of self-confidence), insufficient intensity of direct conversation practice (*muhadatsah*), and the sub-optimal utilization of the dormitory as a *bi'ah lughawiyah* (language environment) to stimulate active interaction (Harianto, 2020).

These findings serve as an antithesis to several previous studies that reported a significant positive correlation. For example, research by Abusyairy at SMK Muhammadiyah Loa Janan identified a "very strong" correlation (0.926) (Abusyairy et al., 2020), while Safitri at MTs Khairul Bariyyah demonstrated a positive influence of 24.9%. Furthermore (Zahra et al., 2023), Anshar asserted that *mufrodat* (vocabulary) mastery is the primary predictor of speaking skills (Anshar, 2022). These divergent results indicate that the correlation between *mufrodat* mastery and *maharah kalam* is not absolute or universal across all educational institutions, but rather highly dependent on the learning methods and language culture implemented within the specific environment.

In synthesis, this study provides a significant theoretical contribution by redefining the absolute prerequisite status of *mufrodat* mastery in developing *maharah kalam*. While mainstream literature frequently treats vocabulary size as a definitive predictor of oral proficiency, this research offers an empirical antithesis: vocabulary expansion does not automatically scale with communicative readiness when psychological constraints and output opportunities are

unaddressed. Therefore, the conceptual contribution of this study lies in highlighting the critical need for an output-oriented instructional shift and demonstrating that within structured boarding environments, the pedagogical focus must transition from lexical accumulation to communication activation.

CONCLUSION

Based on the research conducted on 32 tenth-grade female boarding students at MAN 2 Model Medan, it can be concluded that the majority of the students fall into the moderate category for vocabulary (*mufrodlat*) mastery, totaling 16 students (50%), and the moderate category for speaking skills (*maharah kalam*), totaling 23 students (71.88%). The Pearson Product-Moment correlation test results yielded a correlation coefficient (r) of 0.124 with a significance value of 0.501. Because the significance value is greater than 0.05, it can be concluded that there is no significant relationship between vocabulary mastery and speaking skills among the female boarding students at MAN 2 Model Medan.

These findings indicate that Arabic speaking proficiency is not solely determined by the quantity of vocabulary possessed, but is also influenced by other, more complex factors, such as the level of self-confidence, language anxiety, and the intensity of direct speaking practice. Therefore, improving speaking skills requires learning strategies that do not focus exclusively on theoretical vocabulary memorization, but must also be supported by strategies that encourage the active use of the Arabic language in daily communication.

Future researchers are advised to conduct more in-depth studies on psychological variables or environmental factors that are suspected of having a more significant impact on *maharah kalam*, such as the influence of foreign language anxiety, intrinsic motivation, or the effectiveness of conversational practice (*muhadatsah*) intensity within the boarding environment. This is crucial for understanding language dynamics more holistically, considering that in a boarding environment, the ability to activate vocabulary in oral performance often presents a primary challenge that cannot be resolved merely through passive vocabulary mastery.

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