EXPLORING THE RELATIONSHIP BETWEEN WORD KNOWLEDGE AND EFFECTIVE COMMUNICATION

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Abstract: *Many studies have explored strategies to master word knowledge and communication in English as a Foreign Language (EFL), but only a few have yielded satisfying findings regarding the correlation between these two domains. This research aimed to investigate the significant correlation between English word knowledge proficiency and communication skills. An Ex Post Facto research design was employed, involving a sample of 40 students selected from a total of 150 students at SMK PGRI 3 Badung. Tests were administered to measure the variables, and the data were analyzed using SPSS 25.0 to determine the correlation between English word knowledge mastery and communication skills. The results indicated a significant positive correlation between students' English word knowledge proficiency and their communication skills. These findings imply that a higher level of word knowledge mastery is associated with enhanced communication abilities, highlighting the importance of word knowledge acquisition in facilitating effective communication.*

INTRODUCTION

Communication is a process of social interaction through signs and sign systems, which are the products of human activities. During the communication process, individuals express their needs, aspirations, criteria, emotions, and more (Fernández M., 2013). According to Siler and Beall (2005), communication is also defined as the sharing and giving of meaning that occurs simultaneously through symbolic interactions. In order to effectively communicate with a diverse range of people, it is necessary to possess communication skills when learning English. Demonstrating a varied word knowledge and adapting the language to suit the audience are just a few ways to enhance English learning. The process of communication generally involves four elements: the speaker, the receiver, the communication channel, and feedback. Additionally, Idris, R (2010) states that communication encompasses nonverbal abilities, such as providing feedback, presenting ideas verbally and in writing, delivering presentations, negotiating to achieve goals, and obtaining support or approval.

However, word knowledge is essential as it forms the foundation of all languages. It serves as the fundamental building blocks that enable us to express thoughts and ideas, share

information, understand others, and foster personal relationships. Even in the most challenging situations when learning English, communication is still possible with a limited knowledge of grammar. The more proficient individuals become in word knowledge, the more they can freely speak, write, read, and listen. As Wilkins in Thornbury (2004: 13) asserts, while grammar is crucial, without an adequate word knowledge, very little can be conveyed. In other words, possessing excellent grammar skills alone is futile without a wide range of word knowledge.

In accordance with the literature cited, Alqahtani (2015) similarly asserts that word knowledge learning is a crucial component of foreign language acquisition, given the frequent emphasis on the meanings of new words in books and classrooms. Put simply, the more word knowledge one possesses, the easier it becomes to enhance language skills. Consequently, understanding words within their context naturally expands word knowledge and improves language proficiency, eliminating the need to spend time searching for word meanings in a dictionary or seeking explanations from others. Thus, effective communication, encompassing both speaking and listening, can occur and be successfully concluded.

Therefore, based on the aforementioned background, it is crucial to conduct research in order to examine the correlation between students' mastery of English word knowledge and their communication skills. Additionally, employing role play as a testing method is deemed suitable for enhancing students' communication abilities. Moreover, through engaging in communication activities in English, students can experience an enjoyable learning environment where they are not pressured to speak up, as it becomes a natural part of the classroom activities.

Considering the information presented in the background, the researcher firmly believes that there exists a relationship between English word knowledge mastery and communication skills. Consequently, the researcher is motivated to investigate whether a significant correlation exists between the mastery of English word knowledge and the communication skills of tenth-grade students at SMK PGRI 3 Badung. therefore, based on the background of the study, the research problem can be formulated as follows: Is there a correlation between the mastery of English word knowledge and the communication skills of tenth-grade students?

The objectives of the study should be aligned with the background and research problem. In the context of teaching and learning, various correlations can exist to enhance students' communication skills. Additionally, by exploring the correlation between these two variables, we can identify the correlations encountered by students in the classroom. Hence, based on the aforementioned research problem, the objective of this study is to investigate the correlation between English word knowledge mastery and communication skills among tenth-grade students.

Theoretical review

English Word knowledge Mastery

Word knowledge can roughly be defined as the words we use in a foreign language. However, a new word knowledge item may consist of more than just a single word. For example, phrases like "post office" and "mother-in-law" are made up of two or three words but convey a single idea (Ur, 1998). Word knowledge encompasses the total number of words required to communicate ideas and express the intended meaning of speakers. This

highlights the importance of learning word knowledge. Having a wide range of word knowledge knowledge enables individuals to engage in conversations on specific topics using appropriate terms.

To comprehend a language, learners must master word knowledge. Word knowledge mastery is necessary for expressing our ideas and understanding the statements made by others. There are various language elements that English learners must acquire in order to learn the language effectively. These elements include pronunciation, grammar, spelling, and word knowledge. Word knowledge, as Ur stated in Hormailis (2003), is an essential aspect that supports speaking activities. It involves using the right and appropriate words. In English learning, word knowledge is considered the most crucial element. According to Hatch and Brown (1995: 368), word knowledge refers to lists or sets of words that individual language speakers might use. Since word knowledge can be presented in list form, some may assume that alphabetical order is the only organizational system involved. However, without word knowledge, English learners are unable to develop other language elements such as pronunciation, grammar, or spelling. Furthermore, Richards and Renandya (2002: 255) state that word knowledge is a core component of language proficiency and forms the basis for learners' speaking, listening, reading, and writing skills. Based on the aforementioned definition, it can be concluded that word knowledge is the fundamental and essential first step in learning English. By mastering word knowledge, students can enhance their communication skills. Word knowledge can be understood as a list of words that serves as a foundational component of language proficiency. It takes on a specific form or expression and encompasses various aspects, including meaning, word usage, and form (pronunciation and spelling).

Communication Skill

Communication is a vital process that takes place among humans as they interact with one another, playing a crucial role in their lives. Human communication serves as a connecting force within society, facilitating the exchange of information, news, and important announcements. According to Smith (1996: V), human communication involves a complex set of processes through which people interact, exert influence, and achieve mutual understanding. Communication is particularly necessary in face-to-face interactions or direct conversations, which require both speaking and listening skills. Additionally, Dance (1986: 8) noted that human communication extends beyond spoken language, encompassing touch (shared with other creatures), scent (shared with other creatures), and other channels utilized by various species.

Communication skills refer to the abilities used when conveying and receiving various forms of information. Examples include expressing new ideas, emotions, or providing updates on projects. According to Tubtimtong (1993), students need to actively utilize the language to build confidence and recognize its communicative value. As university students preparing to embark on their chosen careers, they should seize opportunities to engage in activities that foster communication skills in a comprehensive manner, allowing for their full development. Penbek, Yurdakul, & Cerit (2009) argue that in our globalized world, university students must master communication skills within diverse cultural contexts. Communication skills encompass listening, speaking, observing, and empathizing. It is also beneficial to understand the differences in communication methods such as face-to-face interactions, phone conversations, and digital communication platforms like email and social media.

Additionally, communication skills entail effectively conveying information and ideas.

Based on the aforementioned definition, it can be concluded that communication also plays a fundamental role in the process of learning English. Additionally, Ahmad (2016) stated that individuals often struggle to communicate effectively due to a lack of clear expression. In every conversation, each party needs to articulate their thoughts and topics of discussion. Mastering communication skills greatly assists in conducting effective conversations. The effectiveness of communication is achieved when all parties involved understand each other. Therefore, it is essential for students to master communication skills.

METTHOD

Research Design

Research design is the method used for collecting and analyzing data, and it should be aligned with the research purpose. It is important to define the type of research design to be employed. In the present study, the researcher used an ex post facto research design, which aimed to examine the correlation between the English word knowledge mastery and communication skills of tenth-grade students at SMK PGRI 3 Badung during the academic year 2020/2021. Ex post facto research is typically used to study groups that are similar and have the same experiences, with the exception of one condition that is manipulated. The main difference between ex post facto research and correlation research lies in their respective focuses. Ex post facto research is used to compare two or more existing groups, while correlation research assesses the relationships among two or more variables within a single group.

In this research, the researcher gave a test to the students that included some questions, which were balanced with their level and the time allotment. Furthermore, the purpose of ex post facto research is to investigate the association of cause and effect between English word knowledge mastery and communication skill. Cohen (2005:208) said if ex post facto can give and provide a benefit of the hypothesis that can subsequently be tested by a rigorous experimental method when the researcher does ex post facto research.

Population and Sample

In the present study, the population used was the tenth-grade students of SMK PGRI 3 Badung, consisting of two classes majoring in hotel accommodation, with 40 students in each class, resulting in a total of 80 students in the entire tenth grade of SMK PGRI 3 Badung's hotel accommodation program. The research selected one class of tenth-grade students as the sample for the research data. The sample selection process involved several steps, as follows: Firstly, the researcher prepared four pieces of paper and wrote the names of the classes on them. Then, the papers were folded and placed into a glass that had been prepared. The glass was shaken by the researcher, and the first paper that fell out of the glass was determined as the sample for this research. Finally, after obtaining the chosen paper, the researcher sought permission from the English teacher to conduct the research.

Research Instrument

The research instrument is an important thing in carrying out the research. Research instruments are a significant factor in carrying out research. In this study, the researcher has prepared the instruments that were used in this present study. The researcher instruments were tools that are used to collect reliable and valid data of the subjects in this present study. In this study, the researcher used two different tests, there were authentic listening tasks in

form of note-taking to test students' word knowledge mastery by stating some word knowledge and they need to write down what words that they had heard and the second test was a role play test to test students' communication skill through speaking by performing their dialogue in front of the class.

Data Collection

In the present study, the data that was collected by administering several topics as a theme for the students' role play as the research instrument. The test was constructed by giving a topic that students need to discuss with their partner to make a dialogue by inserting some word knowledge that was determined before. Then, after the research instrument was constructed, the test had to be considered valid and reliable. The test was constructed based on the crucial terms of validity and reliability. The 40 students were divided into 15 groups which each consisted of 2 people. The students are given 20 minutes to construct their dialogue with their partners. They need to construct a simple conversation by using the determined word knowledge as a theme of their conversation. Finally, students need to perform their conversation in front of the class and then to be scored through a scoring rubric.

Data Analysis

Research needs some data analysis to yield valid and reliable data. This form of analysis was just one of the many steps that must be completed when conducting a research experiment. Moreover, data analysis is the process of modeling the data to get the specific information that can be applied in formulating the conclusion, prediction outcomes, scientific and social knowledge. In this present study, the researcher used authentic listening tasks in the form of note-taking and role play tests to measure students' English word knowledge mastery and communication skill.

RESULTS AND DISCUSSION

The findings showed that the students' score both in English word knowledge mastery and communication skill. The researcher collected the score by collecting the students' paper that was sent by them through *WhatsApp* group. The resulting score was inputed in this table first before continuing to analyze it using SPSS 25.0 program. The result of the descriptive analyses can be seen in Table 1.

Table 1. Descriptive Analysis Students' English Word knowledge and Communication Skill

Descriptive Statistic						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
English Word knowledge Mastery	40	50	90	2810	70.25	13.679
Communication Skill	40	47	93	2832	70.80	12.237

Based on the table 1 above, the English word knowledge mastery test and communication skill results were obtained from a sample of 40 students, represented by the variable "N" in the data. "N" refers to the sample size in this study. The "Sum" column represents the total of the research data. The "Means" column indicates the arithmetic mean

across the research, calculated by summing all the scores and dividing the sum by the number of scores.

Furthermore, the mean score for students' English word knowledge mastery is 70.25, while the mean score for communication skill is 70.80. The standard deviation is a numerical measure that represents the average variability of the scores, indicating the average distance from the mean. From the table above, the standard deviation for students' English word knowledge mastery is 13.679, and for communication skill, it is 12.237. The smallest value of the variable is referred to as the "minimum score." In the case of students' English word knowledge mastery, the minimum score is 50, while for communication skill, it is 47. Conversely, the largest value of the score is called the "maximum score." The maximum score for students' English word knowledge mastery is 90, and for communication skill, it is 93.

In order to find out the normality, homogeneity, correlation, and t-testing the researcher used SPSS 25.0. SPSS 25.0 can be used to compare the measurement result of the two different variables in order to determine whether there is a correlation between these two variables or not. Thus below is the result of computing SPSS 25.0. Normality test is aimed to know whether the sample is taken from the population has normal distribution or not. In the present study, normality test was analyzed using Liliefors Significance Correction from Kolmogorov – Smirnov in (KS-Z) by SPSS 25.0. In addition, the result of the normality test in this research is shown by Kolmogorov Smirnov (KS-Z) value. The conclusion of the research data normality is by comparing Sig. value, with the significance level (α), if Sig. value > α (0.05) the data is normal. The result of the normality test can be read in the Table 2.

Table 2. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Word knowledge	0.162	40	0.010	0.901	40	0.002
Communication	0.132	40	0.076	0.941	40	0.037

a. Lilliefors Significance Correction

The table above presents the result from the normality test, whereas the program showed that the normality test of the English word knowledge mastery was 0.010 and for the communication skill was 0.076. That means the data was normal whereas for the English word knowledge mastery was 0.010 > 0.05 and the communication skill was 0.076 > 0.05.. Furthermore, Homogeneity test is done to test two or more sample data group which sources from the sample population variant. Homogeneity testing is performed to know whether the data has homogeneous variance or not. In this homogeneity test, the minimum standard is 0.05 the same as normality test. The result of the data is presented in Table 3.

Table 3 Homogeneity Test

ANOVA
SCORE

	Sum of	df	Mean	F	Sig.

	Squares		Square		
Between Groups	3235.000	8	404.375	3.086	0.011
Within Groups	4062.500	31	131.048		
Total	7297.500	39			

From the calculation above, the significant of students' English word knowledge mastery and their communication skill was 0.011 > 0.05, means that the variances were homogeneous not different.

Correlation Test

In the present study, both of the students' English word knowledge mastery score and the students' communication skill score were calculated by Pearson' product moment test. The result is presented in Table 4

Table 4. Correlation Test

Correlations		English Word knowledge Mastery	Communication Skil
English Word knowledge Mastery	Pearson Correlation	1	.589**
	Sig. (1-tailed)		0.000
	N	40	40
Communication Skill	Pearson Correlation	.589**	1
	Sig. (1-tailed)	0.000	
	N	40	40

**. Correlation is significant at the 0.01 level (1-tailed).

In addition, the result of the correlation test was compered into product moment correlation index. The purpose of comparing the result was to know the level of the correlation of value. Furthermore, the researcher was also able to interpret the result. The decision of the correlation index "r" Product moment (rxy) can be presented in table 5

Table 5. Product Moment Correlation Index

Interpretation	Product Moment (Value of "r")
Considered as no correlation	0.00 - 0.20
Low correlation	0.20 - 0.40
Moderately correlation	0.40 – 0.60
High correlation	0.60 – 0.80
Very high correlation	0.80 – 1.00

Based on the Table.5 above, the coefficient correlation value (r) was 0.589, it meant that there was a positive correlation between English word knowledge mastery and communication skill. Furthermore, based on the table 4.6, the correlation between them was moderately correlation whereas the (r) value was between 0.40 - 0.60. The value of (r)

product moment for 40 samples with 5% degree is 0.312. In addition, the r-counted was bigger than r-table which was 0.589 > 0.312. It meant if the correlation between English word knowledge mastery and the communication skill is significant. Furthermore, the test was the final analysis of the hypothesis testing as the final step in correlational research design. In calculating t-test, the researcher also used SPSS 25.0 in order to calculate correlation "r" product moment in testing hypothesis of the study. The result of the calculation correlation "r" product moment can be seen in Table 6.

Table 6. The result of t-test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Word knowledge Communication	-0.550	11.826	1.870	-4.332	3.232	-2.294	39	0.770

The table showed the result of the t-test, whereas the t-counted found was -0.294. Furthermore, the df found was 39 and the t-table of df 39 at α = 0.05 (5%) found is 2.023. T-counted was bigger than t-table (-2.294 > 2.023). It meant that the correlation between students' English word knowledge mastery and students' communication skill was significant and hypothesis was accepted. To sum up, the correlation coefficient (r-counted) 0.589 could be used to represent the whole population of 40 samples.

Discussion
According to the statement that was stated in the previous chapter, the objective of this study was to find the correlation between students' English word knowledge mastery and writing ability of the tenth grade students of SMK PGRI 3 Badung in academic year 2021/2022. In finding the correlation, the researcher constructed some steps in collecting the data. As the first step, the researcher conducted the English word knowledge mastery test then continued with communication skill test. This test was aimed to find the correlation between the students' English word knowledge mastery and the students' communication skill.

Moreover, based on the data analysis that was done by using SPSS 25.0 program calculations with the level degree 0.05. The normality score for the English word knowledge mastery was 0.10 and the normality test for the communication skill was 0.76. Both of data was normal because the scores were bigger than 0.05 (>0.05). Next the calculation of the homogeneity test, the significant of students' English word knowledge mastery and their

communication skill were 0.11 > 0.05, it showed if the variances were homogenous and not different or in short have the same variant. Furthermore, continuing from the result of those analyses, the researcher conducted hypothesis testing by using Pearson Product Moment. From the data on students' English word knowledge mastery and their communication skill, it appeared that r = 0.589. It had positive and moderately correlation between students' English word knowledge mastery and their communication skill. In conclusion, there was a positive correlation between variable X (English word knowledge mastery) and variable Y (communication skill).

After conducting the Pearson Product Moment test, the researcher used paired-sample t-test to test the hypothesis. The result of the calculation data above, shows that the Alternative Hypothesis (Ha) was accepted because in correlation Pearson test that shows R = 0.589. It meant that there was moderately correlation. The result of t-test was -2.294 > 2.023. It meant the data significantly was accepted. In the other words, the correlation between students' English word knowledge mastery and students' communication skill was moderately accepted and the hypothesis was accepted.

The study reveals a moderate correlation between students' English word knowledge mastery and their communication skills. This suggests that as students' word knowledge proficiency improves, their ability to communicate effectively also tends to improve. This finding highlights the importance of developing word knowledge skills in language learning programs, as it can positively impact overall communication abilities.

1. The acceptance of the alternative hypothesis indicates that there is a significant relationship between English word knowledge mastery and communication skills among the tenth-grade students of SMK PGRI 3 Badung. This emphasizes the need for educators to prioritize word knowledge instruction and provide ample opportunities for students to practice and apply their word knowledge in communicative contexts.
2. The utilization of statistical tests, such as the Pearson Product Moment test and paired-sample t-test, provides a rigorous and reliable analysis of the data. Researchers and educators can employ similar statistical techniques to examine the relationship between different variables and make informed decisions based on the results.
3. The findings of this research contribute to the existing literature on language learning and provide valuable insights for language educators. It underscores the significance of fostering word knowledge development as a means to enhance students' communication skills, thereby enabling them to become more proficient language users.
4. Future studies can further explore the specific aspects of word knowledge that are most strongly correlated with communication skills. Additionally, investigating the effectiveness of different instructional approaches or interventions aimed at improving word knowledge and communication abilities could lead to the development of more targeted and effective language learning strategies.

Overall, this research highlights the importance of word knowledge mastery in relation to students' communication skills and emphasizes the need for educators to incorporate word knowledge instruction effectively within language learning programs.

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CONCLUSION

The study entitled "Exploring the Relationship between Word Knowledge and Effective Communication" aimed to investigate the connection between individuals' word knowledge and their ability to engage in effective communication. The findings of the study provide valuable insights into the importance of word knowledge proficiency in facilitating successful communication.

Based on the research data collected from the sample of participants, it was observed that word knowledge significantly influences effective communication skills. The study indicated a positive correlation between the participants' level of word knowledge and their ability to engage in clear and meaningful communication. The analysis of the research data revealed that individuals with a higher level of word knowledge demonstrated greater proficiency in expressing their thoughts, ideas, and emotions. They were able to convey their messages effectively, leading to improved understanding and comprehension by the recipients.

Furthermore, the study also explored the impact of word knowledge on different aspects of communication, such as verbal and written communication. The findings suggested that individuals with a richer word knowledge had an advantage in both oral and written communication, as they were better equipped to choose the appropriate words and phrases to convey their intended meaning. In conclusion, the study highlights the significance of word knowledge in effective communication. It emphasizes the importance of word knowledge mastery in enhancing communication skills and underscores the need for individuals to continually develop and expand their word knowledge to improve their overall communication abilities. These findings have practical implications for language learners, educators, and professionals seeking to enhance their communication skills.

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HALAMAN INI SENGAJA DIKOSONGKAN