Grammar and Vocabulary Skills in Relation to the Maritime Students' Speaking Abilities

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ABSTRACT: English proficiency is an important component of a thriving and modern society. This study explored the levels of grammar and vocabulary skills in relation to the speaking abilities of maritime students. This study was conducted in one of the higher education institutions in Ozamiz City. The descriptive-correlational research design was used. One hundred twenty students served as the respondents of the study. They were chosen through stratified random sampling. The researcher-made tests used in gathering the data were the Grammar Skills Test, Vocabulary Skills Test, and Speaking Abilities Test. In addition, Frequency, Percentage, Mean and Standard Deviation, and Pearson Product-Moment Correlation Coefficient were used in analysing the data gathered. The results revealed that the levels of the students' grammar skills and speaking abilities were very satisfactory. On the other hand, the students' vocabulary skills were satisfactory. Furthermore, the students' grammar and vocabulary skills do not correlate with each other. The study concludes that the students have performed well in grammar, are good at vocabulary, and are proficient in speaking. In addition, their grammar and vocabulary skills do not greatly impact how they deliver their speaking abilities. It is recommended that the teachers develop learning strategies to improve their proficiency and promote the development of grammar, vocabulary, and speaking abilities.

KEYWORDS: grammar, vocabulary, speaking, students, teachers

I. INTRODUCTION

In today's society, with the ever-growing levels of interconnectivity and globalization, it is important to have a common language that everyone can understand and communicate. The English language is considered an important medium for communication across the world. It has changed over the years and is now present in every nation. The world's primary source of communication is the English language, which people use to convey ideas and thoughts to others (Ilyosovna, 2020). English is recognized as one of the most crucial business languages since it is the de facto language of the United States and the official language of the United Kingdom, Canada, India, and South Africa (Baleghizadeh & Aghazadeh, 2020). Globalization and information technology have made it clear that most people use English, the only language that is universally recognized (Rao, 2019).

The mastery of the English language in different professions plays an important role since companies that conduct business internationally are likely to interact with people who speak English as a first or second language. Effective workplace communication also requires competencies in interactive communication, such as conversation, dialog, collaboration, and teamwork (Oliveri & McCulla, 2019). According to the study results from English at Work: Global Analysis of Language Skills in the Workplace, over 95% of employers in several non-native English-speaking nations highly value English language proficiency (Clement & Murugavel, 2018). Even though low-paying occupations may not demand advanced English skills, many employers expect graduates to have intermediate language skills to perform their duties (Yeheskel & Rawal, 2019).

One of the most popular courses is maritime education. Students who want a better and brighter future are drawn to seafaring. With more than 25% of the world's maritime fleet coming from the Philippines, the country is known as the manpower capital of the world. Thus, English language proficiency opens up more employment prospects for people (White, 2020). The Philippines is home to about 402,000 seafarers or about 30% of the world's marine labor. In an industry with a strong international presence, it is important to have a common language that everyone on board can understand and communicate (Dutta, 2019). Instructions between officers and crew members may be easier to communicate in a common language. This is where the importance of English language communication skills occurs. Filipino seafarers, in particular, have become the most significant nationality within this internationally movable labor group since the 1970s (Markkula, 2021).

English is regarded as the primary language for communication in the marine industry. Given the global nature of the maritime sector, it serves as a crucial tool. The importance of English language competence in relation to shipboard operations and coastal areas has been underlined strongly in maritime job requirements. The ability to communicate in English also helps us adjust to our

surroundings and find employment in the present and the future (Putra, 2020). To respond as the circumstance requires, it is important to ensure a solid command of the English language and effective communication skills. Although it is not the only need for career advancement, competence in English proficiency is valued in the corporate sector (Yeheskel & Rawal, 2019). In addition to the technical knowledge, abilities, attitudes, and experience required of seafarers, English language competence is seen as crucial in the professional and social lives of many onboard seafarers who are non-native speakers of English (NNS), including Filipino seafarers (Acar & Varsami, 2021).

For marine students, grammar is crucial because language is what allows them to communicate with people in an effective manner. They are expected to write properly, transmit ideas, and use the right words and punctuation in their messages so that most readers and listeners understand what they want to convey. Companies in a competitive market try to hire seafarers who have competency in following the proper English grammar. Although spelling and punctuation are crucial components of written English, these ideas should be more frequently addressed. These aspects of communication give written words meaning in a similar way that pauses, syllabications, and changes in voice tones do when speaking (Alam, 2020).

On the other side, vocabulary plays a significant role for maritime students. Vocabulary is significant since it enhances all forms of communication and allows them to express their emotions fully. A strong English vocabulary improves the quality of all forms of communication. Thus, they can explain their thoughts more effectively using different words. One of the three components of language is vocabulary. The groundwork for students learning English vocabulary and applying various English learning tactics logically is laid by vocabulary learning, which serves as the cornerstone of language learning overall (Bai, 2018).

Grammar and vocabulary skills significantly affect the students' English proficiency. Good speaking skill is another consideration that students should have when they communicate. Speaking abilities are the capabilities that enable efficient communication. These skills enable them to communicate verbally and in a way that is understandable to the listeners. They also allow them to communicate with others and express their thoughts and feelings. Speaking is crucial for learning a foreign or second language (Rao, 2019).

In the maritime industry, the main challenge for maritime schools today is producing seafarers with high standards for competence and professionalism and who can communicate effectively in English. Some issues include mastering the English language's grammar, vocabulary, and speaking skills. In addition, some students need help with sentence construction, spelling, and pronunciation of words. In accordance with Section 36 of CHED Memorandum No. 51 from 1997 (Article 13, Quality Standard System), which states that "recognizing that Filipino seafarers shall be globally competitive in compliance with the 1995 Amendments to STCW'78 and other international laws and conventions," they must produce high-quality graduates with the levels of language knowledge and language communication skills. Therefore, one factor determining how well students' cadets will perform in their journey toward knowledge and acquisition is the efficacy of the instruction in maritime institutions (Abad & Manalo, 2020).

Several studies were conducted about the importance of English proficiency. The ability to communicate thoughts, sentiments and many other aspects more easily can be attributed to our proficiency in English (Putra, 2020). However, limited studies were conducted about maritime students' grammar, vocabulary, and speaking abilities. Thus, this study was conducted to fill the gap in the literature.

It was observed that the performance of the maritime students in relation to their grammar, vocabulary, and speaking abilities should be explored more. Moreover, different tests were conducted to measure the effectiveness of their English proficiency skills. Thus, the researcher examined the efficacy of maritime students in terms of their proficiency skills. Therefore, this study can shed light on the levels of grammar and vocabulary skills in relation to the speaking abilities of maritime students.

II. METHOD

This study used the descriptive-correlational research design. In a descriptive correlational study, the researcher's main goal is to describe the correlations between the variables without attempting to establish a causal relationship (Seeram, 2019). The process of the descriptive research design was utilized to give enough help in collecting data that described various aspects of the phenomenon (Ivypanda, 2022). The main objective of using this design was to generate an exhaustive description of the phenomena addressing the efficacy of grammar, vocabulary, and speaking skills among maritime students. This research design was significant to be used in this study because it determined the significant relationship between the students' grammar and vocabulary skills to their speaking abilities.

III. RESULT AND DISCUSSION

A. Students' Grammar Skills

Table 1 shows that the level of grammar skills of the maritime students was very satisfactory (M=46.16). Among the 120 respondents, 23 students gained an outstanding remark (%=19.17; M=51.78; SD=1.17), 83 students had a very satisfactory remark (%=69.17; M=46.64; SD=2.79), 14 students earned a satisfactory remark (%=11.67; M=34.07; SD=3.36), and no students who attained fair and poor remarks in the grammar skills test. The findings imply that the maritime students performed well on the grammar test and are knowledgeable about the various grammatical constructions used in the English language. Such support

includes the presence of long exposure and experience with reading and writing, which gives them the awareness and proficiency of the system and structure of the language.

The table shows that the proficiency level of the grammar skills of maritime students was very good. Learning to be proficient in grammar is important for maritime students because it allows them to communicate effectively about the language. In addition, many students identify themselves as good writers because they comprehend grammar. Some of these learners find the English language challenging but interesting to study and understand the different rules and concepts. Furthermore, students who know the systematic structure of the language have enough good reading and writing experience. Although they may learn the rules in school, they exert them with further reading and writing practices. Thus, they can be proficient with the rules of the system and structure of the language if they possess the right knowledge and awareness.

Based on the findings, more than half of the maritime students attained a very satisfactory remark. Over the years, the language learning of these students was developed together with the awareness of proper grammar. Rather than focusing on language proficiency, they are also concerned with the basic grammatical rules of the English language. Students' grammatical skills have been utilized to support the relationships of language development (Brinchmann et al., 2019). They can easily identify the correct word to complete the sentence. They can also find grammatical errors in different sentences. However, they can improve their skills to be consistent and outstanding in their grammar. Language proficiency can be a mode of communication that allows students to engage and comprehend verbal communication, particularly when people discuss the grammatical structures of the language (Ebert, 2020). They should understand that certain grammatical rules can be applied to different situations. Grammar mastery is significant in choosing the right words to be used in sentences. In addition, grammar mastery has a significant impact on students' descriptive writing and oral communication abilities (Puspitaloka, 2019).

It can also be found in the study that students got only fair and good remarks. The sufficiency of adherence to grammatical rules helps improve grammar skills. Most students got correct answers in adverbs, adjectives, determiners, and conjunction. As a result, they are more familiar with correctly using concepts in sentences. When writing, using good grammar will result in clear and coherent messages. When communicating verbally, proper grammar can lead to information that can be easily understood. Correct grammar might improve the meaning sometimes, leading to good communication and positive effects. Students have attained adequate scores because they can identify the right answers to create clear and coherent sentences.

The learners' academic progress is influenced by the relationship between their grammar and writing proficiency (Betoni & Ulfaika, 2020). The fundamental strategies and approaches of explicit grammar training assess the students' proficiency in grammar (Nurullayevna, 2021). To write meaningful sentences and receive good scores, students must have a strong command of grammar (Sadiah & Royani, 2019).

The level of grammar skills of the maritime students suggests effort from the instructors to sustain and even improve their performance to reach an outstanding remark. English instructors can take action to help the students to maintain their academic interests and become more engaged in grammar lessons. Their primary goal of grammar instruction is to methodically teach the language's structure and give the learners a strong command of the language so they can apply the grammatical structures they have learned in written form to real-life contexts with accuracy. They can use a variety of tactics while instructing students in grammar, given that there are numerous methods, approaches, and techniques for teaching it. Since teaching grammar inductively takes more time and effort, most schools can teach it deductively to lessen the burden on English teachers. Teachers can also expose their students to additional reading. Reading is one of the best methods to sustain and enhance grammar. Reading will expose them to many grammar rules, which they will subsequently use to reinforce proper grammar usage in their minds. Then they will start using these correct grammatical rules in their writing. It is important to consider that reading extensively will assist them in understanding which grammatical rules are effective and which common grammar errors to avoid. Thus, spending more time and effort developing their grammatical abilities can help them for the rest of their academic endeavours.

Table 1 Students' Grammar Skills (n = 120)

Oral Communication Skills	f	%	Mean	SD
Outstanding	23	19.17	51.78	1.17
Very Satisfactory	83	69.17	46.64	2.79
Satisfactory	14	11.67	34.07	3.36
Fair				
Poor				
Overall Grammar Skills			46.16	*Very Satisfactory*

Note: Scale: 51-60 (Outstanding) 41-50 (Very Satisfactory);27-40 (Satisfactory); 8-26 (Fair); 1-7 (Poor)

B. Students' Vocabulary Skills

Table 2 shows the maritime students' vocabulary skills were satisfactory (M=32.28). Out of 120 respondents, there were six students gained an outstanding remark (%=5; M=43.17; SD=1.17), 62 students got a very satisfactory remark (%=28.33; M=37.90;

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SD=2.37), 34 students had a satisfactory remark (%51.67; M=28.06; SD=3.93), 18 students who attained a fair remark (%=15; M=17.28; SD=2.80), and no student who earned a poor remark in the vocabulary skills test. The findings imply that the students' vocabulary is good, but some find the meanings of the words challenging. The mastery of vocabulary knowledge allows the students' ability to build reading comprehension skills. Thus, reading comprehension and vocabulary knowledge are closely related because to improve understanding, they must be able to define the critical words they will be reading.

Over the years, vocabulary development and its function in acquiring reading skills have received less attention than decoding and comprehension techniques in maritime schools. As a result, some students spend little time studying explicit vocabulary. They still need to evaluate which terms are more important for them to learn, especially in the context of the significant vocabulary gap between those with low levels of education or parents who do not speak English and their more privileged classmates.

Furthermore, some students are good in vocabulary and are more likely to experience broader language knowledge and reading comprehension skills, affecting their academic success. However, a few factors made it possible for them to learn vocabulary. If the written form of English differs from the spoken form, it is challenging yet interesting for them. They may need to learn an extremely large number of words. Their vocabulary knowledge is also affected by the availability of information sources.

Based on the findings, some students did sufficiently in the vocabulary skills test composed of denotation and connotation. They were familiar with some critical words and could develop vocabulary, but they needed consistency and mastery. The general correlation between vocabulary knowledge and language proficiency suggests that certain of the four macrolanguage abilities can be projected more accurately by learners' depth of vocabulary knowledge (Qian & Lin, 2019). Moreover, their vocabulary development also aids them in understanding new terms and ideas across all academic subject areas and contexts. Comprehension is the goal of reading, so the importance of vocabulary development allows them to improve all aspects of communication. Reading, listening, and speaking comprehension in a second language depend heavily on vocabulary knowledge (Zhang & Zhang, 2022).

It is also evident that only a few students earned an outstanding performance on the test. Students faced challenges or difficulties in identifying the denotative and connotative meanings of the words. Denotation and connotation are two approaches that can identify the meaning of words that are foreign to them. To correctly choose the correct answer from the contextualized sentences, they must understand both the denotative and connotative meanings of the words. The lack of vocabulary knowledge is the primary challenge in identifying the literal or denotative meaning of certain words. As a result, they need help understanding what these words mean.

On the other hand, connotative meaning is more challenging to identify than denotative meaning because they must know the emotional and imaginative associations surrounding the words. With a deeper understanding of the contextualized sentence, it will be easier for them to look for the cultural meanings associated with the sign. Thus, the learners must have a comprehension of denotation and connotative to improve the level of their vocabulary skills.

The emerging connection between vocabulary knowledge and word reading fluency in the prediction of reading comprehension may be influenced by the language exposure of students (Lee & Chen, 2019). Vocabulary and decoding were found to be predictive of reading comprehension progress. Therefore, kids who scored lower in decoding or vocabulary need more reading comprehension instruction (Raudszus et al., 2021). The evaluated vocabulary knowledge characteristics, such as vocabulary depth, were all found to correlate substantially with speaking and writing performance (Kiliç, 2019).

The vocabulary abilities of the kids can be developed with the help of the teachers. First, effective vocabulary instruction needs to be introduced in schools. There are several ways that teachers can support and shape their pupils' vocabulary. Explicit instruction, which involves more planned activities and digital tools, or incidental learning, which occurs when students converse, watch films, play games, and read freely, are all possible ways to do this. Moreover, teachers need to promote reading comprehension among their students. Every student's academic achievement depends on their ability to read proficiently. Therefore, consistent reading assignments and various instructional strategies should promote vocabulary growth and comprehension. Teachers should also encourage their students to consider new words and use them in casual talks regularly. As a result, they will be motivated to test their word knowledge and identify areas that need improvement.

Table 2. Students' Vocabulary Skills   (n = 120)

Vocabulary Skills	*f*	*%*	*Mean*	*SD*
	6			
Outstanding		5.00	43.17	1.17
Very Satisfactory	62	28.33	37.90	2.37
Satisfactory	34	51.67	28.06	3.93
Fair	18	15.00	17.28	2.80
Poor				
Overall Vocabulary Skills			32.28	*Satisfactory*

Note: Scale: 42-50 (Outstanding); 34-41 (Very Satisfactory); 22-33 (Satisfactory); 621 (Fair); 1-5 (Fair)

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C. Students' Speaking Abilities

The Pearson product-moment correlation coefficient was still used to determine the relationship between the students' vocabulary skills and speaking abilities performance. Table 5 shows no significant relationship between denotation and speaking abilities (r=0.102, p = 0.266) and between connotation and speaking abilities (r=-0.22, p = 0.815). Therefore, the null hypothesis is not rejected. The finding implies that none of the variables significantly affect the students' speaking abilities. It indicates that although the students' speaking vocabulary is strong, they need help distinguishing the denotative and connotative meanings in tests.

The result suggests that the students struggled to identify needed help to identify certain words' literal and symbolic meanings. However, they are proficient in using the correct words in oral sentences. Learning denotation and connotation is challenging because it requires time and effort to master vocabulary. Denotation is challenging for students who are not exposed to reading and have limited vocabulary knowledge. As a result, they need to familiarize themselves with the literal meanings of the words asked in the tests. Compared to the use of denotation in speaking, the literal words they speak come out freely from their minds, and they can choose the words familiar to them in the explanation they deliver. As a result, they have the chance to avoid words that are ambiguous and difficult. Therefore, they have a higher chance of getting high scores in speaking. As a result, the scores of the students in the denotation test and the speaking test did not coincide.

The scores of the students in the denotation are insignificant in the students' speaking abilities. Understanding a word's denotative and connotative meanings is crucial for conceptualizing its definition and use in communication. However, there are times when people struggle to convey a message clearly because the recipient cannot understand it, and it is simpler for them to use it in speech (Fauziyah & Ilmi, 2020).

Moreover, connotation possesses a greater difficulty than denotation. The students must understand the words and relate them to ideas that have historical and cultural associations. Being not aware of the symbolic associations will cause confusion and misunderstanding. Thus, students have lower scores in connotation. On the other hand, students do not usually apply connotation in their oral delivery. Instead, they use words that are simple and can be understood easily. However, they relate the words in their symbolic associations occasionally. They are more likely to achieve high scores on the speaking test. As a result, there was a discrepancy between the students' speaking test and connotation test results.

In some circumstances, the students' vocabulary skills do not impact their speaking capacity, but it is important that the two types of skills should be related to each other. It was discovered that learners' vocabulary knowledge is generally connected with their speaking skills despite disparities in the levels of association. It has also examined the connection between students' academic success and language knowledge, and a sizable positive association has been found (Qian & Lin, 2019).

Thus, the findings suggest the need to develop the denotative and connotative skills of the students in relation to their speaking abilities. The students' vocabulary in the test must be directly related to their speaking capacity. English teachers play a vital role in enhancing their vocabularies in written and oral tests. Different teaching techniques can be applied to improve the students' vocabularies and speaking skills simultaneously. For example, semantic maps can be used to improve their vocabulary knowledge. The students can visualize the relationships between different bits of information with a semantic map. This tool is an excellent technique to improve the learners' vocabulary retention.

Moreover, the jigsaw learning technique can also be implemented by the teachers. Students can collaborate with peers and learn important terminology quickly and effectively using the jigsaw learning technique. This can be implemented by letting each student learn three new words for this task and teaching them to their group. Indeed, students can improve their vocabulary knowledge with the assistance of effective learning techniques.

Table 3. Students' Speaking Abilities (n = 120)

Speaking Abilities	f	%	Mean	SD
Fluency Outstanding				
	66	55.00	36.08	1.40
Very Satisfactory	37	30.83	31.17	0.79
Satisfactory	17	14.17	33.33	0.09
Fair				
Poor				
Overall Abilities			33.18	*Very Satisfactory*

Note: Scale: 34-40 (Outstanding); 28-33 (Very Satisfactory); 18-27 (Satisfactory); 5-17(Fair); 1-4 (Poor)

D. Relationship between the Students' Grammar Skills and Speaking Abilities

The Pearson product-moment correlation coefficient was used to see if there was a significant relationship between the students' grammar skills and their speaking abilities. As shown in Table 4, there was no significant relationship between the variables. Therefore, the null hypothesis is not rejected. The finding implies that all variables do not significantly impact the students' speaking

abilities. It indicates that the students need to improve at identifying the proper grammar in tests but are good at applying the concepts in speaking.

It is evident in the table that students perform better in grammar when they are asked to speak than answering the grammar skills test. This is because learners have multiple different bits of intelligence. Several situations prove that some people are more comfortable expressing their ideas, thoughts, and feelings in speaking than applying what they have learned in a test. In answering the grammatical test, it requires more physical and mental effort because they have to use their minds to familiarize all of the grammatical rules in the language and use their hands to write their answers on the paper. They have to rely solely on their knowledge to get the correct answers. Once they forget or apply the grammatical rules incorrectly, there is no other chance for them to improve and get high scores on the test.

On the contrary, there is a higher chance for them to have poor scores. Unlike the speaking abilities test, there are other factors to be considered to become a proficient speaker of the language. Their good pronunciation and fluency can enhance their performance.

Moreover, there are also fewer rules to be remembered in the spoken language, and the formation of words comes out freely. They also have the chance to revise their vague ideas by returning to the part of the explanation that needs emphasis. As a result, they have committed fewer grammar errors in speaking ability tests.

In some situations, the students' grammar skills are insignificant to their speaking abilities. Because applying grammar in speaking is simpler than applying it in tests, the influence of individual differences on the use of grammar learning significance to speaking was rarely discovered in the students' speaking abilities (Mister & Zuhairi, 2020). On the contrary, it supports the fact that it requires more effort and focuses on applying the grammatical rules in tests.

To become proficient in the English students' language, grammar and speaking skills must be related to each other. English grammar is significant because it affects all aspects of language use, including speaking. Moreover, grammar is necessary for spoken English. If they use incorrect grammar, their conversations' meanings will be altered, and effective communication will not be observed. On the other hand, it can prevent mistakes and misunderstandings so that the communications are conveyed correctly and the goals are intentionally achieved.

The main objective of many language learners is to speak fluently in a foreign language, which is achievable by including appropriate grammar (Pakula, 2019). The level of grammatical proficiency affects verbal communication. A progressive shift from scholarly communication to interpersonal communication should be the goal of training (Gafurova, 2020).

Notably, the findings highlight the necessity of considering the promotion of students' level of grammar skills to increase their speaking abilities directly. Thus, teachers must make every effort to help students by designing activities that enhance grammar and speaking skills. The teachers can employ various techniques to communicate grammar, including incorporating grammar lessons into games, role-plays, and discussion activities. Since games provide students with a fun and stress-free way to practice and strengthen their language skills, using them to teach communicative grammar is a good idea.

Table 4. Relationship Between the Students' Grammar Skills and Speaking Abilities

Variables	r value	p value	Remark
Students' Vocabulary Skills:			
Preposition and Speaking Abilities	-0.097	0.294	Do not reject H0
Subject Verb Agreement and Speaking Abilities	-0.096	0.297	Do not reject H0
Adverb and Adjective and Speaking Abilities	-0.016	0.859	Do not reject H0
Verb Tenses and Speaking Abilities	-0.032	0.727	Do not reject H0
Determiner and Speaking Abilities	0.136	0.140	Do not reject H0
Conjunction and Speaking Abilities	-0.10	0.914	Do not reject H0

*Note: **Correlation is significant at p<0.001 level*

*Correlation is significant at p<0.05 level

H01: There is no significant relationship between the students' grammar and speaking abilities.

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E. Relationship Between the Students' Vocabulary Skills and Speaking Abilities

The Pearson product-moment correlation coefficient was still used in determining the relationship between the students' vocabulary skills toward their speaking abilities performance. In Table 5, the data revealed that there was no significant relationship between denotation and speaking abilities (r=-0.102, p = 0.266), as well as between connotation and speaking abilities (r=-0.22, p = 0.815). Therefore, the null hypothesis is not rejected. The finding implies that none of the variables significantly affect the students' speaking abilities. It indicates that although the students' speaking vocabulary is strong, they struggle to distinguish the denotative and connotative meanings in tests.

The result suggests that the students had a hard time identifying the literal and symbolic meanings of certain words but they are proficient in using the correct words in the sentences that they deliver orally. Learning denotation and connotation is challenging because it requires time and effort to master vocabularies. Denotation is challenging for students who are not exposed in reading and have limited vocabulary knowledge. As a result, they are not familiar with the literal meanings of the words that are asked in the tests. Compared to the use of denotation in speaking, the literal words that they speak come out freely from their minds and they can choose the words that are familiar to them in the explanation that they deliver. They have the chance to avoid words that are ambiguous and difficult. They have a higher chance to get high scores in speaking. As a result, the scores of the students in the denotation test and speaking test did not coincide with each other.

The scores of the students in the denotation are not significant in the students' speaking abilities. Understanding both a word's denotative and connotative meanings is crucial for conceptualizing its definition and use in communication. However, there are times when people struggle to convey a message clearly because the recipient cannot understand it and it is simpler for them to use it in speech (Fauziyah & Ilmi, 2020).

Moreover, connotation possess a greater difficulty than denotation. The students have to understand the words and relate them to ideas that have historical and cultural associations to them. Being not aware of the symbolic associations will cause confusion and misunderstanding. Thus, students have lower scores in connotation. On the other hand, students do not usually apply connotation in the delivery of their oral delivery. They use words that are simple and can be understood easily. They relate the words in their symbolic associations occasionally. They are more likely to achieve high scores in the speaking test. As a result, there was a discrepancy between the students' speaking test and connotation test results.

In some circumstances, the students' vocabulary skills do not have an impact on their capacity in speaking but it is important that the two types of skills should be related with each other. It was discovered that learners' vocabulary knowledge is generally connected with their speaking skill despite disparities in the levels of association. It has also examined the connection between students' academic success and their language knowledge, and a sizable positive association has been found (Qian & Lin, 2019). Thus, the findings suggest the need to develop the denotative and connotative skills of the students in relation to their speaking abilities. It is important that the vocabulary of the students in the test should have a direct relationship with their capacity in speaking. English teachers play a vital role in enhancing their vocabularies both in written and oral tests. Different teaching techniques can be applied to improve the students' vocabularies and speaking skills at the same time. Semantic maps can be used to improve their vocabulary knowledge. The students can visualize the relationships between different bits of information with the aid of a semantic map. This tool is an excellent technique to improve the learners' vocabulary retention. Moreover, the jigsaw learning technique can also be implemented by the teachers. Students can collaborate with peers and learn important terminology quickly and effectively by using the jigsaw learning technique. This can be implemented by letting each student learn three new words for this task and teach them to their group. Indeed, students can improve their vocabulary knowledge with the assistance of effective learning techniques.

Table 5. Relationship Between the Students' Vocabulary Skills and Speaking Abilities

Variables	r value	p value	Remark
Students' Vocabulary Skills:			
Denotation and Speaking Abilities	-0.102	0.266	Do Not Reject H0
Connotation and Speaking Abilities	-0.22	0.815	Do Not Reject H0

Note: **Correlation is significant at p<0.001 level
  *Correlation is significant at p<0.05 level
  H02: There is no significant relationship between the students' vocabulary skills and speaking abilities.

IV. CONCLUSION

The students have done very good in the grammar skills test and possess knowledge about grammatical structures of the English language. They are mediocre in their vocabulary knowledge and skills. They are proficient speakers of the English language and can deliver their messages effectively. The students' grammar skills are not highly influential to how they speak their ideas. The students' vocabulary skills do not have a big impact on how they express their thoughts through speaking.

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