

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is the way people communicate with others through sounds and words. Humans communicate their thoughts, ideas, opinions, feelings, messages, and feelings through spoken language. Speaking is a skill that students must master. The focus of speaking is not only on conveying people's thoughts and feelings, but also on learning vocabulary, purpose of speech, audience and grammatical structure. When students talk about something, they need to make the meaning clear to the listener. Speaking is very important and should be practiced well. People can speak since they were born in the world. Letting out sound from their mouth can be said as speaking.

However, not everyone can speak well Thornbury (2005:1) said that many people take granted in speaking just because they speak in daily life. Speaking actually is not only about saying several sounds or spelling words. In order to make the listener understand about what needs to be pointed or discussed, the speaker has to know how to speak in the appropriate way. The way speaker gesture, pronounce, and speak the idea should be considered in speaking with someone else. Speaking is an art which no one should take it for granted. In facing the future, students are expected to be able to speak well, especially in English as foreign language.

The world seems ready to accept those who can speak fluently and well. However, according to Turk (20032) even though speaking well is a standard

being a professional in some jobs, there are still many professionals who are nervous and feel anxious when speaking especially in front of the audience. Actually the more we practice and prepare for speaking, the better our ability will be. Speaking is not an easy skill, but students still be able to lean and practice it from now. Being a good speaker is not easy because it needs good confidence and preparation, but that does not mean it is impossible.

Speaking is a skill that is quite complicated because people have to consider several things and also the understanding of the listener. According to Turk (2003), even though speaking is a bit difficult, it can be learned. Where there is a will, there is a way. Practicing is the key. People have to pay attention to several aspects of being able to speak well such as pronunciation, fluency, and grammar structure. Therefore, although speaking English is a bit complicated because it needs to consider several important things and aspects, speaking English can be learned. In this era to become great students, they have to be excellent in English especially speaking.

When they are able to speak fluently, they are seemed ready to face the future. For becoming a good English speaker, students not only need intelligence. There is a crucial aspect that students have to consider. It is vocabulary mastery. According to Cameron (2001; 72), vocabulary is central to the learning of a foreign language. It is called the central because every type of skill needs it as their basic. For example, in speaking, without vocabulary, there is no sentence or any statement that will exist. Vocabulary is such a crucial thing in every skill. Furthermore, speaking is probably the language skill that the most of language learners wish to master perfectly as soon as possible.

According to Turk (2003:2), speaking is such a decent standard that can be learned and this confidence is based on many years of experience in training people to speak. On one side speaking is used to be one language skills that was difficult to practice. Moreover, this situation leads the researcher's intention to conduct ex-post facto correlation research on vocabulary mastery and speaking ability. Students in speaking have to master vocabulary. Thornbury (2002: 13) argues that without vocabulary nothing can be conveyed. From the statement we can conclude that the better a person's vocabulary mastery is, the better his speaking ability will be.

Likewise, the less or weaker students' vocabulary mastery is, their speaking ability will be lower or weaker. This is because they need to know a lot of vocabulary to be able to convey all their opinions or expressions. The high vocabulary mastery of students can make it easier for them to speak good English so that it can produce good speaking quality. The mastery of vocabulary is the ability for students to know and understand many English words. Without this knowledge, sentences would not be possible vocabulary. Moreover, Thornbury (2002: 13) argues that nothing can be conveyed without vocabulary.

The researcher can state that the more students master vocabulary, the more they can convey or deliver something verbally. The students do not need to use translation help in speaking when they are already mastering vocabulary in their mind. Choosing words to be spoken will be easy if students already have good vocabulary mastery. Mastery of vocabulary is always fundamental to any skill that people want to explore. Especially in speaking English, students should know a

lot of vocabularies which will help them speak English properly and correctly to avoid misunderstanding for listeners.

Vocabulary mastery refers to great skills in processing the words of a language. From this statement, it can be concluded that to improve speaking skills, students must be able to master vocabulary well. Processing words or sentences well becomes a challenge in speaking well. Vocabulary mastery can help students in avoiding misunderstanding of the listener. Sometimes, people choose a wrong dictation which does not match with the idea they want to share. This may affect misunderstanding for both speaker and listener. According to Willis (2008:80), students' skill in delivering the ideas, knowledge, and voice will be more effective if they are already mastering vocabulary. Here students have to realize the importance of vocabulary mastery.

Vocabulary mastery is the activity of acquiring or understanding and being able to use the words contained in the language, both orally and in writing. Vocabulary mastery is very important because the more vocabulary a person has, the easier it is for them to send and receive information, and even vocabulary can be used as a measure of intelligence. According to Merriam-Webster Learner's Dictionary (2002), vocabulary means the words that make up a language. It also means all of the words known and used by person, a list or collection of words and phrases usually alphabetically arranged and explained or define, a list or collection of terms or codes available for use.

A sum or stock of word employed by a language group, individual or work or in afield knowledge. Based on the definitions above, it can be concluded that vocabulary is the total number of words in a particular language that a person

knows or used. Vocabulary mastery is one of linguistic features, which influences the communicative competence. Vocabulary is all of word used in English; we must be mastery the English vocabulary for easy use in English, whether it is making sentences or conversations. There are several types of vocabulary, productive and non-productive. Vocabulary productivity means vocabulary that you use frequently on a daily basis. The vocabulary is meant to be productive as it is always used in English. To use English well, you need to learn and understand vocabulary productively, because vocabulary is of course common vocabulary. A productive vocabulary is easier to understand because it is used frequently in everyday life.

The first study was conducted by Belaliya (2016) in her correlational research entitled "The Correlation between Vocabulary Mastery towards English Speaking Ability. Furthermore, the objective of this study was to investigate the correlation between students' vocabulary mastery and their speaking ability. Moreover, based on the research results using the instruments of speaking tests and questionnaires, the result showed that there was a correlation between vocabulary mastery and students' speaking ability. Additionally, students with high vocabulary mastery had been good at speaking scores. In contrast, students with low vocabulary mastery would have low speaking scores.

The second research was conducted by Wira (2020) in his correlational research entitled "The Correlation between Vocabulary Mastery and Speaking Ability of the Eleventh Grade Students of SMA PGRI 2 Denpasar". The objective of this study was to find out if there is a significant correlation between vocabulary mastery and speaking ability of the eleventh-grade students of SMA

PGRI 2 Denpasar. In addition, the research has been already composed based on good test components which emphasized the purpose of giving more important points. The research findings showed that there is a high correlation between students' vocabulary mastery and the speaking ability of the eleventh-grade students of SMA PGRI 2 Denpasar. The previous researcher used a vocabulary and speaking test to measure the correlation. Besides, the theory used is very clear. The aspects and indicators had already stated in the research. However, the previous research included vocabulary scoring in the speaking test. It must be a different scoring rubric for each type. The scoring rubric of vocabulary and speaking is not the same. The scoring for the research may become invalid because of the unclear scoring.

Based on the situation which the researcher found, it is crucial to consider knowing if there is any correlation between vocabulary mastery and speaking ability. This would become feedback for the parents and school to know what the student needs in improving their skills in speaking English. Moreover, in facing the future they are expected to be able in speaking well in English. The researcher is eager to conduct a study entitled "the correlation between vocabulary mastery and speaking ability of the ninth-grade students of SMP Pelangi Dharma Nusantara in the academic year 2023/2024."

1.2 Research Problem

A scientific investigation begins with a problem. Moreover, formulating a research problem in doing an investigation is important and useful for the researcher before being the research. The researcher was interested in finding out the significant correlation between vocabulary mastery and speaking

ability of the student in junior high school. Therefore, the research problem in this present study can be formulated in the form of question as follow: is there any significant correlation between vocabulary mastery and speaking ability of the ninth-grade students of SMP Pelangi Dharma Nusantara in the academic year 2023/2024?

1.3 Objectives of Study

Research objectives describe concisely what the research is trying to achieve. Moreover, the objective of the study must be in the same goals with the background and the research problem which has already been stated for the study. Furthermore, the purpose of any activities which were related to the scientific investigation was always intended to find out a scientific solution to the research problem that has been previously formulated and determined. Thus, in line with the background and the research problem above, the primary objective of the present study is to figure out the significant correlation between vocabulary mastery and speaking ability of the ninth-grade students at SMP Pelangi Dharma Nusantara in the academic year 2023/2024.

1.4 Limitation of Study

To avoid misunderstanding and too broad discussion in this research, the researcher has to limit the problem. In this research, the focus of the discussion was to examine the correlation between vocabulary mastery and speaking ability in the ninth-grade of SMP Pelangi Dharma Nusantara Denpasar in academic year 2023/2024. According to Thornbury (2002), the vocabulary

mastery in this research was limited in word classes such as noun, pronoun, verb, adverb, adjective, and conjunction. The limitation of the speaking ability was using the theory of Brown (2001:406) in practicing monologue, where they have to consider the fluency, pronunciation, grammar, vocabulary and comprehension. The study belonged to correlation research. The study focused on students' vocabulary mastery and speaking ability. The study will be focused on the student's, vocabulary mastery and speaking ability as two broad and complex topics. In this study, two variables which are vocabulary mastery and speaking ability will be examined.

The researcher plans to view the substantial relationship between the two variables, considering the background issues. It is crucial to avoid misunderstanding and to board discussion by limiting the problem. In this research, the focus of the discussion is to examine the correlation between vocabulary mastery and speaking ability in the ninth-grade of SMP Pelangi Dharma Nusantara in the academic year 2023/2024. Vocabulary mastery in this research is limited to word classes such as nouns, verbs, adverbs, and adjectives. The limitation of speaking ability is using theory of Brown (2004) in practicing descriptive text about animals where they have to consider fluency, pronunciation, grammar, and comprehension.

1.5 Significance of the Study

A scientific investigation is conducted to produce such findings which can be used properly as broadly as possible. Moreover, this research was concerned with finding the significant correlation between vocabulary mastery and reading comprehension of the ninth-grade students of SMP Pelangi Dharma

Nusantara in the academic year 2023/2024. In this present study, the results were highly expected to provide meaningful and significant outcomes of research findings. In addition, this research was expected to have more advantages in terms of theoretical as well as practical significance.

Therefore, the findings of this research should be significant and should be both theoretical and practical important as follows. Theoretically, this study was expected to give contribution material for the next researcher regarding investigating the correlation between vocabulary mastery and speaking ability. The result of this research is also expected to give a new list of some study about correlational study that has been conducted before by others or the readers gets new information about it. Therefore, this research was expected to be a reference for the next researchers especially the correlational study to investigate the correlation between vocabulary mastery and speaking ability.

Practically, the findings of the present study are meant to provide educational benefits to students, teachers, and other researchers. For students, the outcome of this study was expected to give information on the eight-grade students speaking ability as well as vocabulary mastery toward learning English. For the teachers, the result of this study was intended as informative feedback regarding the student's motivation towards their reading comprehension of the ninth-grade students of SMP Pelangi Dharma Nusantara in the academic year 2023/2024. Finally, for the other researchers, the research findings are hoped to be used as an additional reference for correlational study especially to investigate the correlation between vocabulary mastery and speaking ability. This finding was also to find the weakness in order to enhance further research.

1.6 Definition of Key Term

Being such a crucial thing, defining the key term is a must to make the study clear about what will be discussed. To avoid misunderstanding because of the too-broad discussion and unclear terms, the researcher states the definitions of the key terms. Thus, the definitions of the key terms that were used in the present study were vocabulary mastery and speaking ability. Furthermore, the key term which were used in the present study were clearly and concisely clarified as follows:

1.6.1 Vocabulary Mastery

Operationally, in this study, vocabulary mastery to learn is the entire psychic driving force that exists within the individual student who can provide encouragement to learning to achieve learning objectives. can be interpreted as factors that continue to contribute and are committed to achieving the goals of class IX students of SMP Pelangi Dharma Nusantara in the 2023/2024 academic year Vocabulary mastery is defined as the ability of the ninth-grade students in mastering noun, verb, adjective and adverb which contribute to English proficiency of the students.

1. Speaking Ability

Operationally, the speaking ability is defined as the ability of the ninth-grade students of SMP Pelangi Dharma Nusantara in the academic year 2023/2024 to comprehend the information or content in speaking namely descriptive monologue text that the students have already learned at the school. The focus of the ability is on understanding the text, especially identifying general

information, specific information, textual meaning, and textual references by using short-answer tasks.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review is a review of the theories that are related to the conducted study. Furthermore, it is used to support and build this study. In this chapter, the researcher described the prominent points which include theoretical reviews that are related literature to this study. The present study dealt with the correlation between vocabulary mastery and speaking ability. The present study was conducted based on the following theoretical frameworks that were taken from the expert. There were some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. The theoretical review includes vocabulary mastery and speaking ability.

2.1.1 Vocabulary Mastery

Vocabulary is an important element in learning English; it is the first step for students if they want to achieve their goal of learning English skills. Vocabulary is an essential part of language and always be the first thing to learn a language. It is considered basic, either written or spoken. In schools, the students are introduced and taught English another important subject as one of the compulsory subjects. However, English is still regarded as a difficult subject and a difficult language to be mastered by the students. Vocabulary is the total number of words that make up a language (Horn by, 2002:6). As Nunan (2005: 121) states that “Vocabulary is the collection of words that an individual knows”. That is a

reason why without a sufficient vocabulary, students will have difficulties in learning a language.

Mastering vocabulary actually is not too hard to be done. Vocabulary mastery is the way students master the word bank. Everyone in this world always uses many words to speak in daily life. No one can deny the importance of words in life. According to Thornbury (2005:35), there are ten thousand words that people can produce per day; even some experts may produce more than that. This can strengthen the statement that no one can speak without words. Learning vocabularies is a basic thing to do especially in foreign language like English. It is like a base for the future when students are already mastering vocabulary well.

Knowing many vocabularies may make students more confident in learning foreign language. The more words they know, the longer sentences they are able to make. When students feel knowing many words, their adrenaline in learning something will be increased. Willis (2008:80) stated students with advanced vocabulary mastery will be more fluent and good at comprehension. On the other hand, students with lack of vocabulary mastery will have a lower confidence in learning foreign language. They will be stuck or find it difficult to do something because of knowing less words.

Vocabulary besides grammar, pronunciation, and spelling is considered one of the important elements in language learning. As Citravelu and Saratha (1996: 214) stated that “the word (vocabulary) which makes up a language constitutes vocabulary”. It is the basic competence that should be mastered by the students. Through vocabulary, the students are able to master the four language skills; they are, listening, speaking, writing and reading. That is why the mastery of

vocabulary determines the mastery of four language skills. By having good mastery of vocabulary the students are able to communicate well and clearly with each other.

Students who lack in vocabulary mastery may be having difficulties in learning foreign language. This shows that mastering vocabulary is not an easy thing. It needs a long process, effective, and also efficient considering the large number of words. Hiebert and Kamil (2005:2) state that vocabulary mastery is not a development skill or one that can be seen as fully mastered. Vocabulary mastery does not mean knowing the meaning of each vocabulary. It means that students are able to recognize, understand, and produce a stock of words and their meaning.

To improve their proficiency in a foreign language, students must learn vocabulary. They will learn a foreign language more quickly the more they practice expanding their vocabulary. However, if they lack language proficiency, they will struggle with all of their skills. Students won't be able to convey their ideas, opinions, or thoughts under this situation. Vocabulary mastery is not a skill that may be considered fully mastered or as a skill in development, according to Hiebert and Kamil (2005:2). Understanding each vocabulary's definition is not a requirement for vocabulary mastery. It denotes that learners can recognize, comprehend, and produce a variety of words and their meanings.

There are so many kinds of things which can be increased when the students already have a rich vocabulary. According to Willis (2008), with enhanced vocabulary students will grow in the skill of fluency and comprehension. The confidence in the students their selves will be high when they are mastering the

English vocabulary well. They will be able to write and speak a good thing with great mastering of vocabulary. On the other hand, a lack of vocabulary mastery will bring students into self-doubt and make them not confident in writing or speaking. They will be stuck in the middle because they do not know what to speak. In delivering everything such as a message, opinion, or expression can be done by speaking some words to avoid misunderstanding.

Vocabulary has an important role in English learning. It is one element that links the four skills of speaking, listening, reading, and writing all together (Huyen and Nga, 2003). In order to master all those skills, the students need to have good vocabulary mastery. Adequate numbers of words that are acquired by the students will enable them to master English skills easily. It will be easy for students to communicate their ideas both in written or spoken form and comprehend what people say if they have good vocabulary mastery. Moreder, Dellar and Hocking (in Thornbury, 2002:13) also stated that when someone spends most of his/her time to learn grammar, there is no significant improvement in his/her English.

However, the significant improvement can be seen if someone learns more words and expression. Someone can say very little with grammar, but without words someone cannot say anything at all. Those statements show that vocabulary is an important element in language learning. In this case, the role of vocabulary is not less important than grammar. The lack of vocabulary will bring many troubles to the students in learning English because without good troubles to the students in learning English because without good vocabulary mastery they will get difficulties to communicate their ideas. Therefore, the role of vocabulary is really

essential in English learning because vocabulary will support the students in mastering English Skills.

According to Lado as cited in Mardianawati (2012:11) there are five aspects of vocabulary which are needed to be learned by the students. They are (1) Meaning; (2) Spelling; (3) Pronunciation; (4) Word Classes and (5) Word Use. Those aspects will be explained below:

1. Meaning

Meaning becomes one of the essential aspects that should be learned by the students because meaning refers to how the word give its meaning to the language users. Frequently, a word may have more than one meaning when it is used in different contexts. For example, the word "present" as a noun has meaning a period of time that is happening now. The word "present" as a noun also can be defined as something that you give to someone, usually for a particular occasion. Therefore, it is really important for the students to know the meaning of the word, because it will help them to use and understand the message from that word when it occurs in a different context.

2. Spelling

When the students encounter a word for the first time, they need to know how to spell that word. Spelling refers to what a word look like (its spelling). By knowing the spelling of a word, the students will know how to write a word correctly in written form. Therefore, it is really important for the students to know the form. Therefore, it is really important for the students to know the spelling of the word.

3. Pronunciation

When the students learn vocabulary, they also need to know what a word sounds like (its pronunciation). It will help the students to understand what the other means to say. If a word sounds incorrectly, it will be difficult for someone to understand it. Therefore, it is really essential for the students to know how to word correctly because it will avoid miss pronouncing understanding in spoken communication.

4. Word Classes

Word classes can be defined as categories of words. It is an important feature in semantic feature analysis. The categories of words can be classified into some categories such as nouns, verbs, adverbs, adjectives, and prepositions. The classification of the words of a language in this way depends on their function in the communication

5. Word Use

Word use refers to how a word is used in a language. Word use may also involve grammar and thus be the subject of profound analysis (Mardianawati, 2012:11)

Apart from grammar, pronunciation and spelling, vocabulary is considered as one of the key components of language learning. The words (vocabulary) that make up a language consist of vocabulary, according to Citravelu and Saratha (1996: 214). Children should be able to master these basic skills. Students can learn the four language skills—listening, speaking, writing, and reading—through vocabulary. Therefore, the mastery of the four language skills depends on the vocabulary one knows. Children can speak effectively and clearly to each other thanks to their strong language skills.

Students who struggle with vocabulary may find learning a foreign language difficult. This shows how difficult it is to become a vocabulary master. Given the number of words, a long process is needed that is also effective and efficient. Vocabulary mastery is not a skill that can be considered fully mastered or as a skill that is being developed, according to Hiebert and Kamil (2005). Understanding each vocabulary definition is not a requirement for vocabulary mastery. This shows that students can recognize, understand, and produce various words and their meanings.

Students must learn vocabulary to advance their understanding of a foreign language. The more they practice expanding their vocabulary, the faster they will learn a new language. However, if they don't speak the language well, they will try to use all of their abilities. In this situation, students will not be able to express their thoughts, ideas or opinions. According to Hiebert and Kamil (2005:2), vocabulary mastery is not a skill that can be considered as full mastery or a skill that is being developed. The definition of each vocabulary is not necessary for vocabulary mastery. This shows that students are able to identify, understand, and use various words and their meanings.

When children have many words, there are many ways to expand their vocabulary. According to Willis (2008), students will improve their fluency and comprehension skills with a stronger vocabulary. When children are proficient in English, they will have a high level of confidence. When they have strong mastery of the language, they will be able to speak and write well. However, a lack of vocabulary mastery will make students self-aware and make them less confident when writing or speaking. They would not be able to speak, therefore they would

be cut down the middle. Everything that needs to be communicated, including ideas, opinions and expressions, can be done with just a few words.

Learning vocabulary is very important for learning English. The four skills of speaking, listening, reading, and writing are all connected by this one factor, according to Huyen and Nga (2003). Children must have a strong command of the language to learn all of these skills. The ability to learn English skills quickly depends on students' ability to acquire a sufficient number of words. Students who have strong vocabulary mastery will easily express their views both orally and in writing, and understand what other people are saying. According to Moroder, Dellar, and Hocking (in Thornbury, 2002:13), studying grammar takes up most of a person's time, but as a result their English does not improve significantly.

2.1.2 Speaking Ability

Speaking plays an important role in English lessons. Speaking as a productive skill produces language through sound which requires us to use the vocal track and brain. Moreover, the purpose of speaking is to communicate effectively. This phenomenon happens because people are aware that speaking has an important role in many aspects of life. McDonough (2013) stated that people want to speak something to achieve a particular goal. This activity includes expressing an idea or opinion, expressing a desire or desire to do something, negotiating or resolving a problem, or establishing and maintaining a relationship.

Speaking is one of the skills which is included in productive skills. The way people deliver their ideas through sound or voice is called speaking. Speaking is also an important ability that people need to master. According to Richard

(2008:19), for foreign language learners, speaking is a crucial skill which needs to be mastered well. English as the foreign language of the student is something new and strange. They even cannot one hundred percent good in speaking native language but, they have to try mastering speaking in foreign language as well. Speaking English may help them face the future well

Speaking is considered one of the most important skills that students should master. Thornbury (2005:1) states that speaking is a part of daily life that students take for granted. In fact, the ability to speak has been owned by students since they were taught at a young age. However, in speaking good and correct English they have to understand some important things. In mastering speaking, they must understand the points they are going to convey. If they are unable to make the point they mean, then their speaking ability is considered poor. Therefore, in speaking there are many things that must be considered.

Actually, students are already able to speak since they were children, but they have to speak well while they are growing older. Speaking needs a good point or idea to be delivered. Turk (20033) stated many people argue that speaking well is no more than the application of common sense. Speaking is not only spelling some words from mouth, but also the art of delivering ideas or opinions. Take notice in structure grammar, linguistic pattern, and physiological terms speaking is a serious aspect in speaking. There are some aspects which need to be noticed if students want to be a good speaker. Based on Brown (2001:406), there are five aspects of speaking. The first one is grammar. Grammar is a crucial part of speaking. Wrong grammar choices will affect the statement operationally. This may create misunderstanding in the discussion. The second one is fluency.

When the speaker speaks their ideas fluently, no one will doubt the statement. Meanwhile, when the speaker is nervous and stutters in conveying his voice, the listener will begin to doubt his statement and may cause misunderstanding.

The third one is comprehension. The statement must contain a good idea and should match with the topic discussed. The speaker also has to master and understand about the topic to avoid unqualified conversation or statement. No need to force ourselves to speak something which we do not understand. The last one is pronunciation. The way we pronounce something will affect the overall statement. Having good pronunciation may impress the listener. The last one is vocabulary where it is so crucial in speaking something to know whether the students have chosen an appropriate diction or not.

To become a good speaker, students have to master some components. (Brown, 2004) stated that there are four components of speaking skills that is important to consider; they are pronunciation, grammar, comprehension, and, fluency. However, besides those linguistic components above, there are many factors that influence speaking ability. Another important factor is the environment. If they have a good environment then they will train well. Likewise, if they can speak well, they will feel motivated to be able to speak better. Speaking can be said to be successful if it meets the required aspects. Therefore, students must pay attention to all aspects that exist and try hard.

Speaking is not only about how to speak; moreover, speaking can show the students' characteristics. Therefore, speaking skill is needed and should be mastered by the speaker to make it easier to transfer the ideas and information to the listeners to make them understand what the speaker says. In a simple way,

speaking is one of the important aspects of communication. Speaking is a crucial part of foreign language in the learning and teaching process and it is important to be learned by the students to transfer their ideas and thoughts. Speaking can be said successful if the speakers have fulfilled the elements which affect speaking ability. Therefore, students have to master vocabulary for basic daily conversation in order to help them express their thoughts. Moreover, the students should have good fluency so that their speaking runs smoothly.

However, there are many factors that affect a student's English proficiency. Adila & Refnaldi (2019) found that there are six types of consonants produced by a student's speaking her performance. Alveolar, interdental, alveolar palate, labial teeth, velum and bilabial. Most mispronunciations were in the alveoli, with the fewest mispronunciations in the velum. These failures were generally influenced by native language, declining use of English in everyday life, demanding education, passive learners, and lack of confidence in performance. (2015) and Sembiring and Ginting (2016) state that another reason for pronunciation problems is unfamiliar words. When speaking, students mostly used familiar or common words.

In addition, grammar should be mastered well in order to compose comprehensible expressions. In line with that statement, in learning to speak, students have to master the components of speaking as those influence students' speaking ability. In addition, language function should involve the use of fluency, comprehension, grammar, pronunciation, and vocabulary. All of those elements are appropriate in social interaction to avoid misunderstanding between the speakers during the conversation. Moreover, in the present study, the researcher

only focused on fluency, comprehension, grammar, and pronunciation to score the students' speaking ability which was assessed through picture description. Furthermore, those four components that were used were adapted based on the situations and conditions, and they were considered appropriate for the sample.

Vocabulary is an important element in learning English; it is the first step for students if they want to achieve their goal of learning English skills. Vocabulary mastery is the way students master the word bank. Knowing a lot of vocabulary can make students more confident in learning a foreign language. On the other hand, students with poor vocabulary mastery will have lower self-confidence in learning a foreign language. Through vocabulary, students are able to master four language skills; they are, listening, speaking, writing and reading. Students who lack vocabulary mastery may experience difficulties in learning a foreign language. Lack of vocabulary will bring a lot of difficulties for students in learning English because without good difficulties for students in learning English because without good vocabulary mastery they will find it difficult to communicate their ideas. Speaking English can help students face the future well. Speaking is considered one of the most important skills that students must master. Likewise, if they can speak well, they will feel motivated to be able to speak better. Talking is not just about how to speak; Besides that, speaking can show the characteristics of students.

Therefore, speaking skills are needed and must be mastered by speakers so that it is easier to convey ideas and information to listeners so that they understand what the speaker is saying. In addition, students must have good fluency so that their speaking is fluent.

2.2 Empirical Review

The empirical review is relevant to research already done by other researcher. By reviewing some researches which already conducted. The researcher of the present study could avoid the same mistakes and can learn something new. In conducting this study, the researcher wanted to know about the correlation between vocabulary mastery and speaking ability. There were other researcher that showed the correlation between vocabulary mastery and speaking ability. The researcher used those studies as a basic consideration to conduct the present study. The empirical reviews were presented as follow:

The first study was conducted by Belaliya (2016) in her correlation research entitle “The Correlation between Vocabulary Mastery toward English Speaking Ability”. Furthermore, the objective of this study was to investigate the correlation between students’ vocabulary mastery and their speaking ability. Moreover, based on the researcher using the instruments of speaking test and questioners, the result showed that there was a correlation between vocabulary mastery and speaking ability. Additionally, students with high vocabulary mastery had been good at speaking scores. In contrast, students with low vocabulary mastery would have low speaking scores.

Additionally, the strength of the previous study was in its research findings. The findings of the previous research showed that there is a correlation between two variables; those are student's vocabulary mastery and speaking ability. Additionally, the validity of the vocabulary test is very detailed because the researcher considered too many things. However, there was an appropriate test to measure students' speaking ability. It only focused on the vocabulary test and

questioner. Using questioner to measure student's speaking ability is less effective. It needs the practice to measure speaking ability.

The second research was conducted by Wira (2020) in his correlational research entitled "The Correlation between Vocabulary Mastery and Speaking Ability of the Eleventh Grade Students of SMA PGRI 2 Denpasar". The objective of this study was to find out if there is a significant correlation between vocabulary mastery and speaking ability of the eleventh-grade students of SMA PGRI2 Denpasar. In addition, the research has been already composed based on good test components which emphasized the purposes of giving more important points. The research findings showed that there is a high correlation between students' vocabulary mastery and their speaking ability of the eleventh-grade students of SMA PGRI 2 Denpasar.

There are the strengths and weaknesses of the research. The strengths of the research was a clear instrument and clear blueprint because it refers to Blachowiz (2008). The previous researcher used a vocabulary and speaking test to measure the correlation. Besides, the theory used is very clear. The aspects and indicators had already stated in the research. However, the previous research included vocabulary scoring in the speaking test. It must be a different scoring rubric for each type. The scoring rubric of vocabulary and speaking is not the same. The scoring for the research may become invalid because of the unclear scoring.

The researcher of the present study used two tests in the instrument design. There are vocabulary tests and speaking tests. For the vocabulary test, the researcher used a Cloze test from Brown (2004) to measure students' vocabulary mastery. To measure students' speaking ability, the researcher used a picture

description test about animals. Additionally, the scoring rubric for each instrument is different. The present study adapted the scoring rubric from Brown (2004:172) that the aspects were focused on fluency, comprehension, and grammar.

2.3 Hypothesis

Hypothesis is from of words hypo and thesis. Hypo is under or less or weak. And the thesis is theory or proposition that showed as a proof. So, hypothesis can be defined as weak truth statement towards problems on research and need to prove the truth (Hadi, 2004). Hypothesis is a temporary answer of problems in research until provided from the data which collected (Arikunto, 2006). Based on the statement of the problems above, the hypothesis of this research can be formulated as follow: there is significant correlation between motivation and reading comprehension of the ninth-grade students of SMP Pelangi Dharma Nusantara in the academic year 2023/2024. In this present study, the hypotheses are stated as follow:

- a. Alternative Hypothesis (H_a): there is a significant correlation between vocabulary mastery and speaking ability of the eighth-grade students of SMP Pelangi Dharma Nusantara in the academic year 2023/2024
- b. Null Hypothesis (H_0): there is no significant correlation between vocabulary mastery and speaking ability of the eighth-grade student of SMP Pelangi Dharma Nusantara in the academic year 2023/2024