CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a means of communication which is used by humans to communicate and interact with each other. By language, people could express their ideas and emotions. In humans' lifetime, language has a significant role so that learning a language becomes a crucial thing for non-English spoken people to do, especially English as an international language. In Indonesia, the first foreign language that is learned at school is English language. It is the language used by almost every country in the world. Learning English has a great necessity to everyone who realizes the importance of this international language. Because of its importance, English becomes a compulsory subject in schools starting at junior high school. Now days, in some places starting even from elementary school. It is absolutely true that to have good communication, especially in English; people have to master the speaking skill as one of the four skills in English.

Speaking is a simply ways to communicate with others. It is an activity conducted by a person to communicate with others in order to express their ideas, feelings, opinions, etc. It also used to share information among people, to negotiate, to solve problems, to maintain social relationship and friendship. Speaking is used by people almost every time to interact with others. According to Thornbury (2005:1), speaking is the biggest part from our daily life that we take it for granted. Therefore, it is an essential skill to be learned by students in learning

English. And if not learned at an early, then speaking would be the fear of the students.

The main things of speaking skill are considered as a priority for many second or foreign language learners. According to Brown (2001: 113), the purpose of speaking enables students to participate and use English in brief conversations, gather information, ask and answer questions eloquently and appropriately in the daily context. To most people, mastering the art of speaking is the most important aspect of learning a second or foreign language and success is measured in terms of ability to carry out a conversation in the language. For this reason, consequently speaking skill has been taught since the students attended and elementary school until high school.

Speaking is a complex ability among the other three abilities in English. There is no doubt that many students get difficulties in learning speaking, moreover to practice it. According to Thornbury (2005) as citied in Jayanti (2012:3) learning speaking skills is not only about learning the language, but also learning how to speak in real communication. However, many students cannot use English is the classroom and in real communication because English is not their mother tongue, it is rarely used in daily activities to interact with others. They are not accustomed to use English neither in the classroom nor outside the classroom. On the other hand, actually to get successful in learning speaking, students should be at the situation in which they are willing to speak in English. Besides, students also should have strength from inside to speak up. In other words, many factors affect students in learning speaking.

Furthermore, a large percentage of the world's language learners study English in order to develop proficiency in speaking. However, if we pay much attention to students' speaking ability in schools, it is hard for us to find students' competency in speaking, despite the fact that they have already been learning for a long time even not only in formal institution but also in some courses. Besides, from decade to decade the government, on behalf of its policy, seems to change the English curriculum in order to get the rational out put such as students who are ready to face the globalization by having good oral communication.

In addition, constructivism in language teaching as the up-date and supposedly the most suitable method of teaching, from time to time, has been already applied in teaching English Indonesia through the CTL (Contextual Teaching and Learning) Approach through some strategies such as problem-based, using multiple context, drawing upon student diversity, supporting self-regulated learning, using interdependent learning groups, and employing authentic assessment. As a general truth, there are many factors that influence toward students' speaking ability. In the speaking activities some students mostly ask for the meaning of words in English, even in speech activities they get stagnant because they lost of words. In the interview process, they mostly switch some words into Indonesian language because they do not know the words in English.

Actually, their material understanding is generally good but their lack of vocabulary makes them hard to express it. This condition makes the writer sure that the students get problem on the speaking ability because they having less stock of words that it should be. Scott Thornburry stated without grammar very little can be conveyed, without vocabulary nothing can be conveyed. That's means

that grammar gives role in conveying something, but vocabulary gives a role in conveying everything. The main reason for believing that vocabulary knowledge, which can help grammar acquisition, is that the words on a text or conversation permits learner to understand the meaning of the discourse.

From the statements above, the writer could take conclusion that vocabulary gives great impact to students' speaking. Vocabulary has actually an important role in improving speaking ability, it is a basis of language. The first thing that students of SMP Pancasila Canggu should learn is some stock of words, vocabulary. The more they learn and memorize some stock of words, the more they get easy in their communication. Furthermore, the writer would like to analyze and investigate whether there is a significant correlation between students' vocabulary achievement and that of their speaking ability.

1.2 Research Problem

Based on the background of the study above, the students in the eighth grade of SMP Pancasila Canggu still consider that speaking is very difficult subject to they learn. Most of them feel shy, lack of vocabulary mastery, not confidence and afraid to try speaking in English. Thus, the writer problem can be formulated as follows: Is there any correlation between students' vocabulary achievement and speaking ability of the eighth grade of SMP Pancasila Canggu in academic year 2021/2022?

1.3 Objective of the Study

The objective of the study is to confirm that there is a significant correlation between students' vocabulary achievement and speaking ability. A research objective is a clear, concise, declarative statement, which provides direction to investigate the variables under the study. The research objectives are the specific accomplishments the researcher hopes to achieve by the study. To solve the research question, the objective of the study is defined as the goal in which the researcher plans to achieve during the research also to find out the conclusions about something by gathering facts or by making measurements. To achieve new insights or gain familiarity of a phenomenon of problem statements above that conducted before, the objective of the study is to figure out whether there is significant correlation between students' vocabulary achievement and speaking ability of the eighth grade of SMP Pancasila Canggu in academic year 2021/2022.

1.4 Limitation of the Study

The limitations of the study are those characteristics of design or methodology that impacted or influenced the interpretation of findings from your research. Considering the problem that has been identified above, this study is limited on students' vocabularies achievement and speaking ability of the eighth grade students of SMP Pancasila Canggu in academic year 2021/2022. Moreover, students' vocabulary achievement in this study was limited to the ability of the students in understanding the meaning what is meant nouns, verbs, adverbs and adjectives. Furthermore, speaking ability in this study was limited to the ability of the students how they pronounce the sentences from word repetition task and how

the answer and pronounce the questions about gives directions to someone that given by the teacher.

1.5 Significance of the Study

The significance of the study is a part of the introduction of a research. It should determine who benefits from the study and how that specific audience will benefit from its findings. All researchers expect both from theoretical and practical importance as the result of the study for those who are concerned with the correlation of students' vocabulary achievement and their speaking ability. Theoretical and practical importance as follows:

Theoretical, the finding of the study is expected to provide the students' ability in speaking has a correlation with the students' vocabulary achievement. In addition, the results of this study are also intended to strengthen existing theories.

Practically, the findings of the study provide valuable feedback to some objects, which are teachers and students. Firstly, the research is useful for teachers; this can help to improve teachers when teaching English especially in speaking and how to motivate students to want to learn English. This study expected to the teacher to know the ability of students' ability in speaking. It also provides the students' vocabulary achievement in learning speaking is important for the students especially in mastering speaking skill. This research can improve students in practicing speaking skills and provides ways in which students can easily memorize vocabulary.

1.6 Definition of Key Term

Definition of key terms is another conception about the variables that conducted on the research. Furthermore, it is important to present in the research because it gives the definition by the researcher. In order to avoid misunderstanding and confusion of the readers about this research study, there are several terms of this study provided to make sure that the readers have clear insight about what this study is about; therefore, the researcher needs to give operational definition of the vocabulary achievement and speaking ability as the terms in this study.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The purpose of this form is to concretely examine the corpus of theory that has accumulated in regard to an issue, concept, theory, phenomena. The theoretical literature review help establish what theories already exist, the relationships between them, to what degree the existing theories have been investigated, and to develop new hypotheses to be tested. Often this form is used to help establish a lack of appropriate theories or reveal that current theories are inadequate for explaining new or emerging research problems. The unit of analysis can focus on a theoretical concept or a whole theory or framework.

2.1.1 Vocabulary Achievement

In order people must name things in and on it, to live in the world. Names are essential for the construction of reality. Without a name it is absolutely difficult to accept the existence of an object, an event, a feeling, an emotion, etc. With assigned names, people are imposed a patterns and a meaning that allowed people to manipulate the world. When students recognize much names whether the names of noun, adjective, adverb, pronoun, verb and so on, it means they are familiar with or know many words. And a set of words known to a person or other entity is usually defined as Vocabulary. Vocabulary plays an important role in improving our skills in English. It is a core component of language as well as source or base when students speak English language.

In fact, there are some definitions of Vocabulary. AS Hornby in "Oxford Advanced Learner's Dictionary of Current English" states that vocabulary is:

a) Total number of words which (with rules for combining them) make up a language.

b) (Range of) words known to, or used by, a person, in a trade, profession, etc.

Another dictionary, Webster's New World College Dictionary, defines vocabulary as a list of words and, often, phrases, abbreviations, inflectional forms, etc., usually arranged in alphabetical order and defined or otherwise identified, as in a dictionary or glossary. In addition, according to Penny Ur, Vocabulary can be defined, roughly, as the words we teach in foreign language. Based on the definition above, the writer want to define and limit vocabulary as a collection of words, terms, and phrases which is arranged and explained to make up the meaningful language used by a person in expressing ideas, delivering speech, and describing things or people.

According to the basis of frequency, vocabulary can be divided into two kinds, namely high frequency vocabulary and low frequency vocabulary. High frequency vocabulary consists of words that are used very often in normal language use in all four skills and across the full range of situation of use. It consists of most of the function words of English and the most of content words. High frequency vocabulary consists of 2000 words families, which are about 87 % of the running words in formal written text and more that 95% of the words in informal spoken text.

The Low Frequency Vocabulary on the other hand, covers only small proportion of the running words of a continuous text; it means that low frequency vocabulary is rarely used in a common activity of English language. This group includes well over 100.000 word families. From time to time, learners in schools try and practice English to get wider range of vocabulary. By having wider range of vocabulary in their mind it can help them to communicate in English better. Bachman defined the vocabulary ability includes both knowledge of language and the ability to put language in context. Thus, its three components are as follows:

1) The context of vocabulary use.

2) Vocabulary knowledge and fundamental processes.

3) Metacognitive strategies for vocabulary use.

2.1.2 Speaking Ability

When a student learns English language, it cannot be perfect without learning speaking skill. To get the ability in speaking, it is not as simple as learning other skills in English. It takes a long period and needs consistency to practice it. In fact, some students have got the English lesson during education in formal institution for some years; however, their tongue is still having rigid in conveying argumentation or information in English orally. Speaking when it is seen from its process systematically is also complicated one. There are some organs that continuously support it so that some voices produce.

The producing voice is through the use of the vocal cords and vocal apparatus to create a linguistic act designed to convey information. And when we speak, a great deal more than just mouth is involved: the nose, pharynx, epiglottis,

trachea, lungs and more. Such a highly complex and sophisticated mechanism produces a vast range of highly-controlled sound and air combinations which result in speech. But, one thing that we need to know, speaking is not just about making sounds. According to Dictionary Noah Webster speaking had some definitions: a) To tell, to say, to make known or as by speaking, to declare, to announce. b) To proclaim, to celebrate. c) To use or be able to use (a given language) in speaking. d) To address.

In addition Hornby stated that speaking is making use of language in an ordinary, not singing, voice. The first is the aims of speaking. In life, people easily see that everyone moves to do their activities to get what they want and need. Some of them go to office to work and finally get salary. Students go to school to study hard because they want to pass the examination. In short everybody has some purposes when he or she does an activity or when people do something and they have some aims with it. It also happens when someone speaks to others. He or she aims. These aims are relatively intended to get easy in communication. Here are some opinions about the aims of speaking.

Speaking is used for many different purposes. People must use casual conversation for purposes may be to make social contact with the others, to establish rapport, to engage in the harmless chitchat that occupies much of the time to spend with friends. On the other hand, someone engages in discussion with other, to persuade someone about something or to clarify information. Someone use speaking also to describe things, to complain of people's behavior, to make polite or to entertain people with jokes and anecdotes.

The second is, factors affecting on students' oral communication. Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. Therefore, it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately. In order to provide effective guidance in developing competent speakers of English, it is necessary to examine the factors affecting adult learners' oral communication, components underlying speaking proficiency, and specific skills or strategies used in communication. This paper explores these aspects so that teachers can more effectively help adult learners develop their abilities to communicate in the target language.

The third is the types of speaking activity. Speaking can be applied in many different ways. The difference is caused by the aim achieved. Here are some appropriate activities. Affective activities attempt to involve students' feelings, opinions, desires, reactions, ideas and experiences. They are considered acquisition activities because the focus is on content, i.e., what the students are saying. These speaking activities are appropriate for proficiency levels one and two. Complexity and literacy oriented variations on these activities can be added as students' proficiency and control of vocabulary increase.

Dialogues vary in the amount of structure or creativity. The open dialogue allows students some measure of creativity. Situational dialogues can be used where the instructor sets up a situation and solicits students' reactions.

Students are divided into pairs and are given a series of questions to ask their partner. The best interviews focus on interesting events in the students' own lives. Interviews can be constructed around a particular grammatical structure, such as the use of past tense or present progressive verbs. If the conversational exchange is interesting enough, the grammatical focus will probably not interfere with the interaction, or the conversation will expand naturally into a semantic or contextual emphasis.
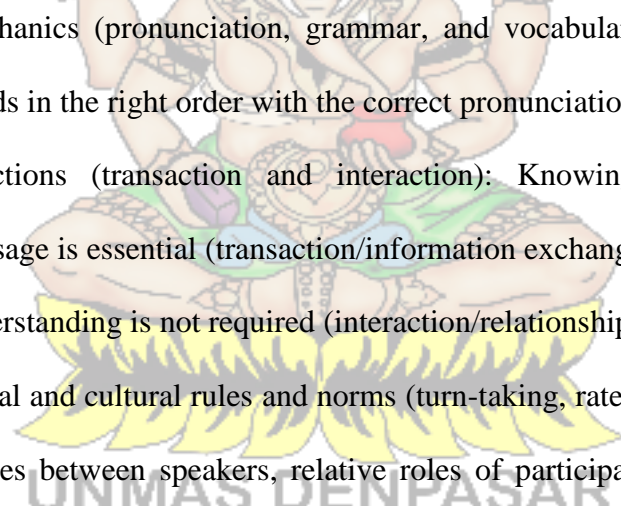
This activity is conducted orally but the material must be printed and distributed to the students. It consists of a simple leading statement followed by three or four possible responses. Students then rank (1-2-3-4) the responses according to their own preference.

There are various sorts of experiences in which the students are asked to imagine some situation, some person, or some interaction that might take place. After a period, they are asked to describe to the class what they "saw" and "said". One strategy is visualizations where students close their eyes and imagine a place with certain characters and interaction, guided by verbal cues from the instructor.

In these activities an individual or group is focused on finding a correct answer or solution to a question, problem or situation. The problems or projects may involve many of the activities mentioned earlier, such as rank-ordering, use of charts, visualizations and simulated situations, etc. Some projects may include work on: maps of all kinds, timetables and itineraries, floor plans of buildings, appropriately labeled, menus, and both typical ones and for banquets, etc. In addition, traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and

the answers are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

The fourth is, speaking activity. Many students regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. The Students need to recognize that speaking involves three areas of knowledge:

a) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.

b) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).

c) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

2.2 Empirical Review

To provide empirical evidence that supported the present study, the empirical review required. The empirical reviews were the results of some studies which dealt with the topic of the research. The empirical review was required to avoid the deliberated replication with the previous studies and place the present study in better position. Besides, the researcher can declare the significance of the result in the present study. Also, the researcher can compare the present study with the study that conducted previous. There were previous researchers which reviewed.

The first research from Nerfi Istianti (2013) entitled "The Correlation between Students' Motivation in Learning Speaking and Their Speaking Ability (A Correlational Study in the Second Grade of SMA Darussalam Ciputat)". The purpose of this study is know whether there is any correlation between students' motivation in learning speaking and students' speaking ability at second grade of SMA Darussalam Ciputat. It is proved by the r_{xy} (0.555) is biger than r_{table} in the hypothesis (Ho) in this study rejected and the alternative hypothesis (Ha) which is states that there is correlation between students' motivation in learning speaking and their speaking is accepted.

In conclusion, there is positive correlation between students' motivation in learning speaking and their speaking ability. It means that students with higher motivation will get better speaking ability then the lower one. In other words, the higher motivated students, the better speaking ability can be achieved.

The second previous study is written by Fatahillah Syamsu (2017) entitled "The Correlation between Students' Motivation and Their Speaking Ability". This

research aimed to know the motivation of students in learning how to speak English and also to find out the extent to which the correlation of students' motivation and their speaking ability. The methods used in this research were qualitative and quantitative method with a correlational technique. The researcher collected data by doing classroom observation and distributing questionnaires to assess students' motivation. The questionnaires were adopted from the Attitude/Motivation Test Battery (AMTB) by R.C. Gardner. Besides, in assessing students' speaking ability, the lecturer conducted oral test to the students. The lecturer was the assessor of the oral test. Then, the researcher collected students' score from the lecturer.

The differences between this study and previous studies are on the subject of the study and the topic of speaking test. The subject of this study is the eighth grade students of SMP Pancasila Canggu in academic year 2021/2022 then, for the topic of speaking test in this study is about how they can understand about vocabulary achievement and speaking ability. In addition, this study and previous studies used different ways of collecting data or conducting tests. The previous studies used oral test and questioner for the test. Meanwhile, in this study used cloze test and speaking test, which that word repetition and giving directions to someone.

2.3 Hypothesis

A hypothesis is a tentative statement about the relationship between two variables. It is a specific, testable prediction about what expectation of a study. Hypothesis is what the researcher predicts the relationship between two or more

variables, but it involves more than a guess. In the present study, using hypothesis to find a prediction about the correlation between students' vocabulary achievement and speaking ability among the eighth grade of students SMP Pancasila Canggu in academic year 2021/2022. Based on the theoretical and empirical review before, a hypothesis is proposed in this study. The hypothesis that conducted by the writer is constructed in the following statement, "There is a positive and significant correlation between students' vocabulary achievement and speaking ability of eighth grade of SMP Pancasila Canggu in academic year 2021/2022.