CHAPTER I
INTRODUCTION

1.1   Background of Study

Vocabulary is the center of teaching english because without sufficient vocabulary students can not undersand to express their own ideas. Students often instinetively recognize the importance of vocabulary of their language learning. To speak with others, the speakers need vocabulary. According to Richard and Reynanda (2005:255), vocabulary is a core component of language provicienci and provides much of the basic of vocabularies in English. Without vocabulary students cannot speaking english with others. Here, vocabulary is important becuase it helps student to speak variously and comfortably. According to Targian (2008:3), the quality of one's language skill depends on the quantity and quality of vocabulary. The more vocabulary they have, the bigger possibility they can expand the topics of speech. A vocabulary usually extends with age servesas useful and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. When learning a foreign language, our individual vocabulary in that language is one of the most important micro-skills to develop. Of course, all micro-skills like grammar, and ptonunciation are important. But it is far more difficult to communicate with no vocabulary than with no grammar.

According to Simaibang (2016: 85), learners need to employ vocabulary, grammar, pronunciation, intonation, and organization of contents of speech at the same time in speaking skills. Therefore, it is highly essential for students to mastering vocabulary in order to be able to speak by using the target language

they Icarned. In line with Simaibang (2016:85). Carthy et.al (2003.1) state that the experience of most language teachers that the single, biggest component of any language course is vocabulary. Vocabulary represents ourexpression, idea and feeling, so when we speak in communication it will be more fluent. A vocabulary can help to reach the goal of teaching and learning English one of them is speaking skills, In addition, Cameron (2001: 94) said that vocabulary has been a majon resource for language use. Based on the Cameron statement, the researcher assumes that, in learning a language and to improve an oral vocabulary is usually needed because without words communication run well. So, if students study hard, they will not get difficulties in reading, listening, writing and especially speaking if students know the meaning of words widely, they will improve their speaking easier because they can comprehend what they speak automatically by mastering vocabulary.

In addition, without vocabulary, we can not say something Both of them have a correlation in many aspeets of communication, such as how to speak fuently. Wilkins, as cited from Thornbury (2003: 13), states that without gramnar very little can be conveyed, without vocabulary nothing can be conveyed Gosd mastery of vocabulary is important for anyone who leans the language used in listening, speaking. writing. and reading besides grammar.

In relation to the explanations above, the eighth grade students of SMP Pancasila Canggu know that mastering vocabulary is something absolute for students in communication, vocabulary plays an important role in having good communication. As educators know, some student had weel speaking but some students cannot to speak because the vocabulary that students have is limited so

that students are afraid to speak and express ideas. Most the students learn to speak English at school. They generally develop to explore their ideas in a spoken language, but just some of the students can speak well the target tanguatee It is because their expersence and vocabulary of spoken languaze are still limited. By masterimg vocabulary, students probaibly get pieces of information and ideas more effectively and they can communicate fluently with other people. Words are signs or symbols for ideas without words, people cannot communicate and interact with other people.

In accordance with the explanation above, the previous theories about students vocabulary mastery and speaking skill have convlinced the researcher that vocabulary and speaking can exist when studenls learn a foreign language and it can give an impact on the learning process. Moreaver, based on the background above, the researcher is curious about the any significant correlation between students' vocabulary mastery and speaking skill especially in personal recount monologue and cloze test Therefore, the researcher is interested in conducting rescarch entitled "The Correlation Bettwen Vocabulary Mastery and Speaking Skill of the eighth grade Students of SMP Pancasila Canggu in academic year 2020/2021"

1.2 Research Problem

Scientific investigation begins with a problem. Moreover, formulating a research problem is important and useful for the researcher before doing the research. Based on what has been deseribed in the background of the study above, the study focuses on the correlation between vocabulary mastery and speaking skill of the eight grade students of SMP Pancasila Canggu in the academic year

2021/2022. Moreover, the researcher is interested in finding out the significant correlation between vocabulary mastery and speaking skill of the students in SMP Pancasilal. Therefore, the research problem in this present study can be formulated in the form of a question as follows: is there any significant correlation between vocabulary mastery and speaking skill of the eighth grade students of SMP Pancasila Canggu in the academic year 2021/2022?

1.3 Objective of the Study

Every research has its objective. A research objective describes concisely what the research is trying to achieve. The objective of the study is a concise description of the goal or any goals that was planned to achieve concerning the determined research problem. Moreover, the objective of the study should be in line with the background and the research problem that has already been formulated for the study. Thus, in line with the background and the research problem above, the primary objective of the present study is to figure out whether there is a significant correlation between vocabulary mastery and speaking skill of the eight grade students of SMP Pancasila in academic year 2021 /2022.

1.4 Limitation of the Study

In the present study, the researcher focused on investigating the significant correlation between vocabulary mastery and speaking skill of the grade students of SMP Pancasila Canggu in the academic year 2020/2021. Besides, speaking skill in this study was limited to the skill of the students in personal recount monologue. They had to perform a personal recount monologue and make videos

to send via Google Classroom.

Moreover, the students' fluency, comprehension and grammar are three aspects of speaking that the researcher wants to score in the present study. Furthermore, vocabulary achievement in this study is limit to the ability of the students in understanding and also have to master nouns, verbs, and adverbs, and adjectives

1.5 Significance of the Study

One the practical reflections which are taken into account in undertaking the present study was the significance of the expected research findings. Moreover, it is because the significance of the study is important in conducting research. In addition, the study was only focused in figuring out whether there was a significance correlation between vocabuary mastery and speaking skill of the eighth grade stundents of SMP Pancasila Canggu. The result of the present study is higly expected and recommended to provide significant research findings related to vocabulary mastery and correlation with speaking skill. In conclusion, the finding of the present study expected to give both theorical and practical significance on the correlation between vocabulary mastery and speaking skill that will be conducted in the future.

Theoretically, the results of the study are expected to distribute and support the theoretical and empirical outcome of existing correlation theory, especially about vocabulary mastery and English speaking skill. Furthermore, the results of the study also intended to strengthen the theory that has been existed. Moreover, the additional empirical evidence to the existing findings related to the

correlation between vocabulary mastery and English speaking skill. In addition, the findings of the present study can disclose further areas of research so that they could be used by other researchers as bases for undertaking a similar study.

Practically, the results of the present study are expected to be beneficial for English teachers, students and other rescarchers. For the English teachers, it is expected to give information that can be used as a consideration to get better results for the students being taught in SMP. It also gave the teachers results on how to teach speaking For the students, it is expected that it can help them overcome the issue by considering better learning strategies in the future so they can solve their problem in speaking especially when they don't know the vocabulary in constructing and performing personal recount monologue. For other researchers, this study can be used as a reference for future researchers who want to carry rescarch that is related to the correlatiors betwecen students, vocabulary mastery and their English speaking skill in persoral recount monologue
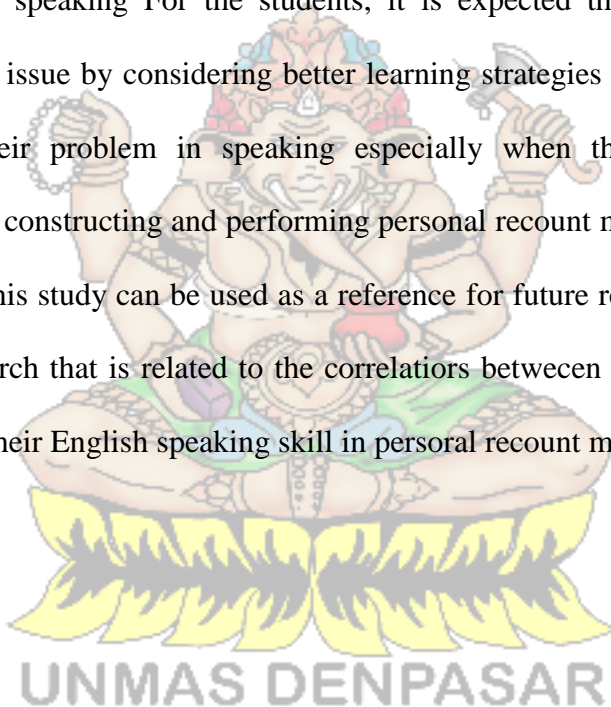
1.6   Definition of Key Terms

To avoid misinterpretation about the title, which is adopted in this study, thewritmer hereby feels necessary to explain some term concerning the tittle as follows:

1.   Vocabulary Mastery

Vocabulary mastery in the present study is operationally defined as the skill of the

eighth grade students of SMP Pancasila Canggu in academic year 2021/2022 mastering vocabulary in the form of noun, adjective, adverb, and verb.

2. Speaking skill

Speaking skill is opperationally difined as the skill of the eighth grade students of SMP Pancasila Canggu in the academic year 2021/2022 in perfoming personal recount monologue that is scored on the based of Brown's criteria, fluency, comprehension, and grammar

CHAPTER II
THEORETICAL AND EMPERICAL REVIEW

2.1 Theoretical Review

The teorical review is a set of concepts and terms from the experts that are used and requered in the present research. Therefore, a scientific research should be conducted on the basis of relevant theorical contrusct and it is hoped to give practical significance empirical evidence in relation with this study. Theories show the expert opinions and spesifications about the subject. The relevance of theorical reviews is very necessary to support this research. In line with the issue of the correlation between vocabulary mastery and speaking skills, the present study is conducted based on the following theoretical that includes vocabulary mastery, English speaking skills, and assessment of speaking

2.1.1   Vocabulary Mastery

According to Hiebert and Kamil (2008), vocabulary is the knowledge of words' meaning. Word is such a crucial aspect of life. Every skill in learning English needs words as basic or crucial elements. When there is no words people are not able to speak, write, read, listen. From that opinion, we can state that vocabulary is the most crucial thing in learning English. This statement has been reinforced by Cameron (2001) who argues that the center of learning a foreign language is vocabulary. When people learn the foreign language they will be taught about vocabulary first.

People in the world as long as they are alive will use words to comenunicate. It is such ans impossible thiag when people are trying to

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communicate without words. According to Thornbury (2005), the average of people produced ten thousand words in a day: even though people like politicians and auctioneers can produce more than that. It proofs that people in daily activity are never get lost with words. Mastering vocabulary in learning a foreign language is the most basic thing to do. Knowing some vocabulary is such a need to understand more about that language. Without having the modal first, people will get complicated in lecaring the language.

Students have to master vocabulary in order to increase their skills in a foreign language. The more they practice knowing more vocabulary, the more easily they learn a foreign language. However, if they are lack in vocabulary mastery; they will get difficulties in every skill. In this case, students will not able in expressing their idea, opinion, or thoughts. 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 word and their meaning.

There are so mary kinds of things which can be increased when tho students already have a rich vocabulary. According to Wilis (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, lack of vocabulary mastery will bring students into sell-doubt and make them not confident in writing or speaking. They will be stuck in the middie because they do not know what to speak. In

delivering everything such as message, opinion, oe expression can be done by speaking some words to avoid misunderstanding.

In conclusion, vocabulary mastery is students' ability in recognizing.understanding, and collecting words in learning a foreign language. Becoming a crucial aspect for every skill, students have to master vocabulary well to make their skill become increased. In learming a language, vocabulary is centrai and becomes the basic elements. When students have great vocabulary mastery, they are able to deliver or communicate easily. However, if they have less vocabulary mastery, they will face a problem in the future in learning a foreign language.

2.1.2 Speaking Skill

Speaking is considered one of the most demanding of the four skills in English. Furthermore, Brown (2004:140) states speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the reliability and validity of an oral productive test. Speaking is so much a part of daily life that we take it for granted. Scott Thornbury (2005: 1), Furthermore, speaking is used by people to communicate with others to share information in different forms. In addition, he also states that speaking is a speech production that becomes a part of the students' daily activities.

Most of the speaking activities are in the form of face-to-face dialogue. Moreover, Turk (2003: 35) defines speaking as a heightened version of familiar day-to-day interaction. In addition, speaking is defined as a means of communication in which there is a two-way relationship between the speaker and

the listener which has a certain important purpose in life, especialloy in social interaction. Speaking is used for many different purposes. When we use casual conversation, for instance, our purpose may be to make social contact with people, to establish rapport or to engage in the harmless chitchat that occupies much of the time we spend with friends. When we take a discussion with someone, on the other hand, the purpose may be to see or to express an opinion, to persuade some about something or to get the thing done.

Speaking has some definitions to tell, to say, to make known or as by speaking, to declare, to announce; to use or be able to use (a given language) in speaking. Speaking a meaningful utterance which is expressed to express ideas, deliver a speech, make social contact, and describe things or people. speaking can be said successful if the speakers have fulfilled the elements which affect speaking ability. Therefore, we 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. In addition, grammar should be mastered well in order to compose comprehensive expressions. In present study, three of six speaking elements of Brown (2004) were used the researchers as the aspects of the scoring rubric; fluency, comprehension and grammar, Furthermore, those components can be briefly elaborated as follows.

3.1   Fluency

Fluency Pollard (2008:16) states that in measuring fluency aspects of the

students, the teacher should allow students to express themselves freely without interruption. Moreover, the aim is to help students to be fluent easily. Moreover, the teacher shall not correct the students immediately. The idea of having too much correction interferes with the flow of the conversation. Furthermore, fluency is developed by creating classroom activities in which students should negotiate the meaning, the use of communication strategies, correct understanding, and work to avoid misunderstanding. Luoma (2004: 89) states that one central part of fluency is related to temporal aspects of speech, such as speaking rate, speech-pause relationship, and frequency of fluency markers such as situation, repetition and self-correction.

3.2 Comprehension

According to Brassell and Rasinski (2008:16), comprehension is the ability a get or grasps ideas with the mind. Moreover, comprehension refers to an understanding of something that there are saying it means that the students not only think about but also what they are learning.

3.3 Grammar

Richards (2008: 23) states that one of the skills involved in using speaking as performance is by using grammar correct. The granmar of the language is the description of the ways in which words can change their forns and can be combined into sentences in that langunge. The function of grammar is to arrange the mcaning of sentenoes and it is used to avoid misunderstanding among the speakers. In addition, grammar features in language skills refer to the fundamental principles and structure of the language, inchuding clear and correct sentence construction.

Turk (2003:39) defines speaking as the direct route from one mind to another and it is the way the speaker usually chooses when they want to ask a question for clarification or give an explanation. In addition, language function should involve the use of fluency, comprehension, grammar, pronunciation and vocabulary All of those clements are appropriate in social interaction to avoid misunderstanding between the speakers during the conversation. Moreover, in the present study, the rescarcher only focused on fluency, comprehension and grammar to score the students' speaking ability will be assessed through personal recount monologue Furthermore, those three components in the same based on the situations and conditions, and they are considered appropriate for the students.

2.2 Empirical Review

The empirical review is a review of the previous researches already done by other researcher. By reviewing some researches which already conducted, the researcher of the present study could to 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 researchers that showed the correlation between vocabulary mastery and speaking skill. The researcher used those studies as a basic consideration to conduct the present study. The empirical reviews were presented as follows:

The first study was conducted by Belaliya (2016) in her correlational research entitled "The Correlation between Vocabulary Mastery and Speaking Skill". 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.

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 becausc the researcher considered too many things. However, thete was an appropriato test to measure students' speaking skill. It only focused on the vocabulary test and questionnaire. Using questionnaire to measure students' 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 Skill. The objective of this study was to find out if there is a significant correlation between vocabulary mastery and speaking skill of the eighth grade students of SMP Pancasila Cnggu. 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 eighth grade students of SMP Pancasila Canggu.

There are the strength and weaknesses of the research. The strenpths 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 cach 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 research of the present study use two test in the instrument design. There are vocabulary and speaking test. For the vocabulary test, the researcher used a Cloze test from Brown (2004) to measure students' vocabulary mastery. To measure students' speaking skill, the researcher used personal recount monologue test. Ad.ditionally, the scoring rubric for each instrument is different. The present study adapted the scoring rubric from Brown (2004:172) that the aspect were focused on fluency, comprehension, and grammar.

2.3   Hypothesis

A hypothesis tentative statment about the relationship between two ore more variables. It is specific, testable prediction about what the researcher expects to happen in a study. It is usally based on both theorical expectations about how things work and already support the scientific evidence. To answer the research problem in this study, the researcher assumed that were was correlation research namelly the dirictional hypothesis. It defines as a hypothesis that there is a relationship between two variabless being studied. It stated that the results were not due to chance and that they were significant in terms of supporting the teory being investigated. In this present study, the hypothesis of the study can be stated that there is a significant correlation between vocabulary mastery and speaking

skill of the eighth grade students of SMP Pancasila Canggu in academic year 2021/2022