

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Communication is a process of social interaction, through signs and sign systems, the product of human activities. Men in the communication process express their needs, aspirations, criteria, emotions, etc. (Fernández, 2013: 98). According to Seiler and Beall (2005: 72), communication has also been defined as sharing and giving meaning occurring at the same time through symbolic interactions. In order to speak appropriately with a wide variety of people, having communication skills is necessary for learning English. Demonstrating a varied vocabulary and tailoring the language to the audience is one of many ways in learning English. The process of communication generally involves four elements, which are the speaker, the receiver, the communication channel, and feedback. In addition Idris (2010: 45) also states that communication as a nonverbal ability to provide feedback, present ideas verbally and in writing, give presentations, negotiate to achieve goals, and obtain support or approval.

Vocabulary is necessary since it is the basis of all languages. It is the raw building blocks that we can use to express thoughts and ideas, share information, understand others, and grow personal relationships. In the worst situation of learning English, communication is still able to happen even with a little knowledge of grammar. The more people master vocabulary the more they can speak, write, read and listen as they want. Wilkins in Thornbury (2004: 13) states that without grammar very little can be conveyed, without vocabulary nothing can

be conveyed. It means that even someone has good grammar but it will be useless if they do not know many vocabularies.

In addition, Alqahtani (2015: 21-34) also says vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. To put it simply, the more vocabulary to know, the easier it will become to improve the language skill. As a result, it will help to understand these words from their context, naturally expanding the vocabulary and improving the language skill without needing to spend time looking the words up in a dictionary or asking someone for an explanation. Therefore the communication which involves speaking and listening will happen and end successfully.

Based on what the researcher had already explained in the background above, the researcher believes that English vocabulary mastery and communication skills are related to each other. Therefore it makes the researcher interested in finding out the significant correlation or not between English vocabulary mastery and communication skills of the tenth-grade students of SMK PGRI 3 Badung academic year 2021/2022. In addition, it became the reason for the researcher to carry out this research, entitled “The Correlation between English Vocabulary Mastery and Communication Skill of SMK PGRI 3 Badung Academic Year 2021/2022”.

In consideration of the problems, the researcher proposed an appropriate technique to show the correlation between English vocabulary mastery and the students' communication skills. The students' English vocabulary mastery is

tested through a listening test which makes them to write down the vocabulary that is heard by them. Furthermore, the students need to perform their communication skill through roleplay. The students must make their conversation by including the vocabulary that is heard by them. Therefore, the role play performance is suitable because it gives the students the opportunity to practice their communication skills. Enriching the students' vocabulary encourages them to be active in performing their role play. The students not only master more vocabulary but they also know how this vocabulary is used in the hospitality conversation. Moreover, they are easier in developing their dialogue before performing their role play.

Therefore, based on the background, it is really important to conduct research to find the correlation between the students' English vocabulary mastery and the communication skill. Moreover, having a role play as a test is suitable to improve the students' communication skill. In addition, the students learn how to get an enjoyable situation by communicating in English since they are not under pressure to speak up because it is a natural part of class activity.

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1.2 Research Problem

Based on the background of the study, the problem is focused on finding the correlation between the students' English vocabulary mastery to its communication skill. Therefore, based on the background of the study, the research problem could be formulated as follows: is there any correlation between English vocabulary mastery and communication skill of the tenth grade students of SMK PGRI 3 Badung in academic year 2021/2022.

1.3 Objective of the Study

Every research has its own objective. The objective of the study should be in line with the background and the research problem. There are many correlations that could happen in teaching and learning for improving student communication skill. Moreover, all correlations faced by the students in the classroom would be found by looking at the correlation that happened between those two variables. Based on the research problem above, the objective of this research is to find out the correlation between English vocabulary mastery and communication skill of the tenth-grade students of SMK PGRI 3 Badung academic year 2021/2022.

1.4 Limitation of the Study

This discussion of communication skill is considered very broad and complex to be dealt with in a short time study. In order to focus on a specific area of speaking skill and listening skill, the research should be limited. Moreover, it also can avoid the research problem does not run complexly. Furthermore, the implementation of the students' vocabulary mastery is observed through communication by practicing verbal communication. In the present study, the researcher focuses on investigating the significant correlation between vocabulary mastery and communication skill of the tenth grade students of SMK PGRI 3 Badung in academic year 2021/2022. Besides, students' vocabulary mastery in this study is limited to the skill of the students to pass the test that is given by the researcher with their maximum effort. The students perform a conversation by doing a role play which is needed to include a recorded vocabulary that is sent to them previously by the researcher. They have to make a group which consists of two people and perform their conversation by doing a *Zoom* meeting. The result of their work is sent via *WhatsApp* group.

1.5 Significance of the Study

An investigation is conducted to produce such a finding that is used properly as broad as possible, but minimally it is useful for the certain study being investigated. The researcher hopes this research can have some benefits in this research as follows: theoretical and practical. In theoretical significance: to contribute more to the theory of the relationship between English vocabulary mastery and communication skill. Moreover, the researcher, the writer hopes the

result of this study is expected to enrich the evidence on the correlation between English vocabulary mastery and communication skill.

Furthermore, in practical significance pervade benefits for the writer, students, teachers, and readers. The first, significance is for the writer whereas doing the research, the writer hopes that she can study and get more information to identify problems in mastering both English vocabulary mastery and communication skill. In addition, the writer also gains new experience and knowledge for her future life. The second, significance is for the students to know that by learning communication skills, the students can sharpen their speaking and listening skills. The third, significance is for the teachers. The researcher is expected to provide students with information about vocabulary and communication skill, whereas the teacher will help their students when facing some problems in mastering both of them. The last, significance is for the readers, who are expected that by reading the final project, the reader will not find any difficulties in understanding the English vocabulary mastery and communication skill.

1.6 Definition of Key Term

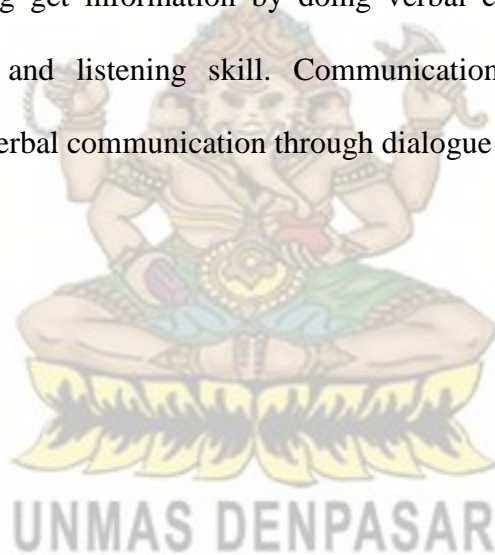
The terms in scientific research are too broad to be discussed. In addition, key terms are several typical words used by researchers in the present study. To make this present study clearly understood, the researcher needs to give a clear explanation to readers.

1. English Vocabulary Mastery

In this study, English vocabulary mastery is defined as the ability of the tenth grade students' of SMK PGRI 3 Badung to understand and use the meaning of words related to contextual text. The world class vocabulary mastery including noun, verb, adverb, adjective, prepositions, and meaning. English vocabulary mastery is measured by authentic listening tasks in the form of note-taking.

2. Communication Skill

Communication skill is defined as a way the tenth grade students' of SMK PGRI 3 Badung get information by doing verbal communication including speaking skill and listening skill. Communication skill is measured by practicing the verbal communication through dialogue (role play test).



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Some theoretical background is really needed to give support of the present study. Theoretical review is an abstract concept that defines a term in an academic discipline. These assume both knowledge and acceptance of the theories that depend on. The purpose is to provide information in knowledge toward variables. Theoretical reviews consist of a theoretical framework, which allows the researcher to present the research in light of summary of the literature. This research concerned the correlation between English vocabulary mastery to communication skill. Description of theory in the present study as follows: (1) English vocabulary mastery and (2) Communication skill.

2.1.1 English Vocabulary Mastery

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea (Ur, 1998: 60). Vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary. Having a wide range or wide knowledge of vocabulary will help people in having a conversation on a certain topic with the appropriate subject with the right word.

In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. There are language elements that English learners must master in learning English. Pronunciation, grammar, spelling, and vocabulary are part of those elements. Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words said Ur in Hormailis (2003: 6). In learning English, vocabulary is regarded as the most crucial one. According to Hatch and Brown (1995: 368) vocabulary refers to lists or sets of words which individual speakers of language might use, since vocabulary is a list, people may think that the only system involved is that of alphabetical order. Without vocabulary, English learners are unable to develop the other language elements; pronunciation, grammar or spelling. In addition Richards and Renandya (2002: 255) state that vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write.

Vocabulary becomes the basic components that support the students in communication to express their ideas. Vocabulary becomes something that has to be known in order to communicate. According to Kamil and Hiebert (2005: 3), vocabulary is the knowledge of meaning of words. It means that vocabulary is the key to master communication skill. If students have mastered vocabulary, they are able to communicate with others without misinterpreting the meaning. In addition, when students are able to master the vocabulary they will easily communicate with other. Mastering vocabulary is essential for the students who learn English as

foreign language. The mastery of vocabulary can support them in doing a communication with others.

Based on the definition above, it can be concluded that vocabulary is the most needed as the first step in learning English. By mastering vocabulary, the students can upgrade their communication skill. It can be assumed that vocabulary is a list of words as a basic component of language proficiency which has a form or expression and contains aspect, they are meaning, use of word, form (pronunciation and spelling).

2.1.2 Communication Skill

Communication is a process conducted among humans as they interact with one another, which is an important aspect to them. In relation to this, human communication is a connector for society in the process of relaying information or news and to broadcast important announcements. According to Smith (1996: V) human communication is a subtle set of processes through which people interact, control one another and gain understanding. Communication in society is basically needed in face to face interaction or direct conversation which requires both speaking skill and listening skill. Furthermore Dance (1986: 8) said human communication through touch (as do other creatures), through odor (as do other creatures), through other channels shared with other creatures, and in addition through the use of spoken language.

Communication skills are the abilities you use when giving and receiving different kinds of information. Some examples include communicating new ideas,

feelings or even an update on your project. According to Tubtintong (1993) students need to actively use the language to give them confidence and to feel its communicative value. As a university student who is getting ready to start on their chosen career, he or she should take the opportunity in any activities that developed communication skills in a wider and complete aspect so that communication skills can be fully developed. Penbek, Yurdakul, & Cerit (2009: 72) claim that in our globalized world, university students need to master communication skills in different cultural contexts. Communication skills involve listening, speaking, observing and empathizing. It is also helpful to understand the differences in how to communicate through face-to-face interactions, phone conversations and digital communications like email and social media. Communication skill also means having the ability to convey information and ideas effectively.

Based on the definition above, it can be concluded that communication is also taking a fundamental role in terms of learning English. Moreover Ahmad (2016: 479) said that people frequently fail to communicate effectively because they do not express themselves clearly enough. Indeed in every conversation each party needs to express what they talk or discuss about. Mastering communication skill will help them a lot in doing an effective conversation. The effectiveness of a communication will be achieved when the person that is involved in a communication understands each other. That being said, communication skill is necessary for the students to master.

2.1.3 Verbal Communication

Verbal communication is the process of interaction that applies vocals that are easy for people to understand. Verbal communication is the message expressed through words or spoken language that conveys meaning (Kraus, 2012: 37). The use of verbal communication is associated with basic skill in learning English. This verbal communication is in the form of oral communication whereas speaking skill and listening skill are needed. The verbal element of communication is all about the words that are chosen.

In the process of verbal communication, the individuals involved in face-to-face communication would use something that can be understood by both parties. Students tend to have verbal communication while doing interaction both with the teacher or other students. Having a clear communication through verbal form is crucial in conveying the meaning of the context in conversation of each party. Verbal communication refers to symbols which have universal meanings for all involved in the process; these spoken or written verbal symbols are known as language (Barker, 1984: 6). Both verbal communication and mastering English vocabulary are related with each other. Having a good skill in verbal communication and a wide range of vocabulary make students or other people understand unfamiliar situations by guessing the meaning of the vocabulary.

It is true if verbal and non-verbal communication cannot be parted but in communication skill especially in proving vocabulary mastery, verbal communication comes first before non-verbal communication. As the example, people speak to prove they have a good speaking skill. Wahyuni (2018: 80) said

that the failure in building good communication will happen when people do not want to understand others' thoughts or ideas, feel annoyed when getting message, create further distance when communicating with others, and always fail to encourage others to act. In addition, for achieving this people need to have a good verbal communication. Verbal communication contributes a lot in supporting the communication skill.

Based on the definition above, it can be concluded if verbal communication is taking a fundamental role in the teaching and learning process. Wahyuni (2018: 82) also said if teachers are also required to understand the students' verbal communication and are able to help students improve their verbal ability. Both speaking skill and listening skill are required in this form of verbal communication. Having a wide range of vocabulary is also crucial for the students hence the students are needed to have two ways of communication for the process of getting and asking information in a communication.

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2.1.4 Speaking Skill

Speaking skills are defined as the skills which allow people to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Speaking is a productive skill since it produces ideas, messages, and suggestions and we need to practice it (Chastain, 2004: 32). Speaking is one of the main skills that have to be mastered by students in learning English. This skill was used to express oneself to be understood by others. Moreover Erwadi (2004: 7) states that the students' need in a target

language is the skill to use the language in acts of communication, because speaking is a very complex and different skill to learn especially by the foreign language students. Speaking skill also allow students to have the other opportunities in the future. Furthermore, speaking skill is considered as the vital element in learning English for the students. Considering by its importance, it can be said if the students need to master speaking skill. In order to make the student speak English confidently, mastering speaking skill is a must for them.

Based on the definition above, it can be concluded that speaking skill is one of four language skills which become a priority in teaching English. In addition Bailey (2004: 49) claims that teaching speaking involved providing students with the components of the language in hopes that they would eventually put them all together and speak. Having a good speaking skill is proving the students if they are having a good listening skill too. Students will speak if they hear the spoken words clearly. In doing communication students must to speak properly so the other person or party will be able to respond their word.

2.1.5 Listening Skill

Listening can be considered the fundamental skill to speaking, because without understanding the input at the right level, any learning cannot begin. Along with speaking skill, listening skill also allows people to communicate effectively. Listening is not a passive skill but an active process of constructing meaning from a stream of sounds. Having a good listening comprehension makes people able to decipher and interpret the meaning of a certain context while doing

communication. Based on Richards and Renandya, (2002: 225) listening received little attention in language teaching and learning, because teaching methods emphasized productive skills and listening was characterized as passive activity. In the teaching and learning process, the view of listening has changed the role of the listener from someone who was thought to passively receive the spoken message to an active participant in the act. People are able to hear what the other person says by only focusing their hearing toward the person that is called “hearing”, while for listening it is not only about to hear yet people need to understand the context well. Brownell (2002: 78) states that listening is the process of receiving, constructing meaning from and responding to spoken and/or non-verbal messages. On the other note, hearing is considered a physical, passive and natural process and listening is a physical and mental, active and learnt process and is defined as a skill.

Based on the definition above it can be concluded that listening skill is also needed in order to communicate effectively along with the speaking skill because without understanding the input at the right level, any learning cannot begin. Listening is an active and interactional process in which a listener receives speech sounds and tries to attach meaning to the spoken words. Byrnes (1984: 8) said the listener tries to understand the intended message of the oral text to respond effectively to oral communication. Listening comprehension is a highly complex problem-solving activity but the point of having listening comprehension itself is to be able understand what other parties have said to support the communication skill.

2.2 Empirical Review

Empirical review is the review of the relevant research that had been conducted by the previous researchers that were relevant with the present study. The purpose of providing empirical review is to show the relevant studies that have similarity with the present study. In conducting this study, the researcher wanted to know the correlation between student English vocabulary mastery and communication skill. Moreover, it is to look over both their strength and their skill in communication at the first semester of the tenth grade of SMK PGRI 3 Badung academic year 2020/2021. The result showed that the correlation between English vocabulary mastery and communication skill is significant. The related studies that are used by the researcher are described in chronological order below:

The first research was conducted by Franscy (2016) with similar research entitled “The Correlation between Vocabulary Mastery and Pronunciation Ability with English Speaking Ability”. The objective of the study was to know students’ English speaking ability and to know if there is a correlation between vocabulary mastery and pronunciation ability. Based on the discussion of the study, there is a correlation between vocabulary mastery and pronunciation ability with English speaking ability. There is a significant correlation between vocabulary mastery and pronunciation ability. However, the research did not give clear information about the population and the sample of her research. Furthermore, it is confusing in finding the population and the sample. Therefore, in the present study state the clear grade of students for the population and sample.

The second research was conducted by Nina Aristini, Atni Prawati, Desri

Maria (2017) with similar research entitled “The Correlation between the Vocabulary Mastery and the Speaking Ability in Describing People by the Second Year Students of SMPN 12 Bintan”. The objective of the study was to know the students’ speaking ability in describing people and to know if there is a correlation between vocabulary mastery and the speaking ability. Based on the discussion of the study, there is a correlation between vocabulary mastery and the speaking ability in describing people. In addition the data analysis of the study showed that there is a significant correlation between vocabulary mastery and the speaking ability in describing people. The result showed that the correlation between vocabulary mastery and the speaking ability in describing people is significant.

Considering the result of the data, those two studies are already well made in presenting the data of the importance of mastering the English vocabulary. It also showed the correlation between English vocabulary mastery and communication skill depending on the hypothesis and the fact condition. Furthermore, the content is well constructed by the authors by including speaking ability in the research as one of communication skill. Each statement was supported by many theories from the experts. The sources of the material that the resources used were good. However, communication skill also needs listening skill as a verbal communication. In order to make it more complete, in the present study, the researcher includes the speaking skill to complete the verbal communication which requires both speaking and listening skill.

2.3 Hypothesis

Hypothesis gives approval for reporting conclusion in this research. In this present study, the researcher used directional hypothesis. Directional hypothesis is a predication made by a researcher regarding a positive or negative change, relationship, or differences between two variable of a population. A researcher typically develops a directional hypothesis from research question and uses statistical methods to check validity of the hypothesis (Salkind, 2010: 166).

The hypothesis is there is a significant correlation between English vocabulary mastery and the communication skill of tenth grade students of SMK PGRI 3 Badung academic year 2021/2022.

