CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is one of the abilities which are crucial for all human beings. Being a key for communicating makes speaking need to be mastered well. In every aspect of life, speaking is needed to deliver someone's opinion orally. In other words, speaking is the art of delivering something through verbal sounds with the intention of expressing an idea. A speaker should consider several points in expressing their thoughts such as focusing on their idea, the purpose of the speech, the listener, and grammar structure. Speaking is not as easy as issuing empty words, there must be a meaning in it. As an important ability, speaking should be mastered well by all people, especially students.

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 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

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who can speak fluently and well. However, according to Turk (2003:2) 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 audiences. 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 learn 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.

In becoming a good speaker, students have to learn many things such as pronunciation, fluency, comprehension, vocabulary and grammar. But one of the important things in speaking is vocabulary mastery. Students cannot speak without knowing the word they want to deliver. According to Cameron (2001:72), the central thing in learning foreign language is vocabulary. As we know, English is not the native language for the students in Indonesia. As foreign language, students find it difficult in choosing the vocabulary. Translating the word into target language is a bit difficult if the students speak constantly.

Vocabulary mastery is how students can master or know many words in English. There would be no sentences exist if there is no vocabulary. Moreover, Thornbury (2002: 13) argues that nothing can be conveyed without vocabulary. We 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.

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 Wilis (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 in speaking to achieve a good speaking skill. By having good English speaking skills, students are seemed ready to face the future.

After conducting observation in SMPN 4 Marga, the researcher found that the students are still lack in speaking. They seem confused about what to be conveyed while speaking. Based on the situation which the researcher found, it is crucial to consider knowing if there was any correlation between vocabulary mastery and speaking ability. The researcher was eager to conduct a study entitled "The Correlation between Vocabulary Mastery and Speaking Ability of the Eighth Grade Students of SMPN 4 Marga in Academic Year 2021/2022.

1.2 Research Problem

Formulating a research problem in doing an investigation was important and useful for the researcher before doing the research. The researcher was interested in finding out the significant correlation between vocabulary mastery and speaking ability of the students in junior high school. Therefore, the research problem in this present study could be formulated in the form of questions as follows: is there any significant correlation between vocabulary mastery and speaking ability of the eighth-grade students of SMPN 4 Marga in academic year 2021/2022?

1.3 Objective of the 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. Thus, in line with the background and the research problem above, the primary objective of the present study was to figure out the significant correlation between vocabulary mastery and speaking ability of the eighth-grade students at SMPN 4 Marga in academic year 2021/2022.

1.4 Limitation of the 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 eighth grade of SMPN 4 Marga in academic year 2021/2022. 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.

This research is also limited in applying basic competency 3.10 and 4.4. Furthermore, the basic competency (3.10) is comparing social functions, text structure, and language features several oral and written descriptive texts by giving and asking information related to the description people, animals, and things, very short and simple, according to the context and basic competency (4.4) is constructing oral and written descriptive texts, very short and simple, related to

people, animals, and objects, taking into account social functions, text structure, and linguistic elements, correctly and in context.

1.5 Significance of the Study

The significance of the study was important in conducting research. The result of the present study was highly expected and recommended to provide significant research findings related to vocabulary mastery and its correlation with speaking ability. With the results obtained, it was hoped that it can help and facilitate many parties in the field of English, especially speaking and vocabulary. In conclusion, the finding of the present study was expected to give both theoretical and practical significance on the correlation between vocabulary mastery and speaking ability that will be conducted in the future. In practice, the result of the study would be useful for all subjects such as the students, English teacher, and other researchers.

The results of this research were expected to help teachers understand the problems experienced by their students in mastering speaking, especially in foreign languages such as English. The teachers were also expected to focus on applying teaching methods that could help students improve vocabulary mastery so that they could improve their speaking skills as well. By knowing the results of the correlation between speaking and vocabulary mastery, the students would be able to know what they need to do first to improve their speaking skills, it was mastering the vocabulary. For other researchers, this research may help to strengthen the theory and as a guidance in doing another research.

1.6 Definition of the Key Term

To make the terms in this research clear and understandable, both of two variables need to be defined operationally. Moreover, defining the key terms was important to avoid misunderstanding and too broad discussion. In this present study, the key terms were such as speaking ability and vocabulary mastery which can be defined as follows:

1.   Vocabulary Mastery

Vocabulary mastery was operationally defined as the ability of the student in mastering vocabulary particularly about noun, pronoun, verb, adverb, adjective, and conjunction at the eighth grade student in SMPN 4 Marga in academic year 2021/2022.

2.   Speaking Ability

Speaking ability was operationally defined as the skill of the student in speaking performance by doing descriptive monologue based on pictures about things, animals and famous persons which will be provided by the researchers.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a part of research where the theories related with the study are being reviewed. The purpose of reviewing theory is to strengthen, support, and build up this research to become reliable and factual. 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 experts. There were some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher.

2.1.1 Vocabulary Mastery

Vocabulary mastery is a crucial aspect in English. According to Lehr et al (2004:5), vocabulary is the knowledge of words and interpreting the meaning of words. However vocabulary is more complex than the definition stated. All aspects in English need vocabulary to be existing. No sentences can exist when there is no vocabulary or word. As stated before, Cameron (2001:1) stated that the central thing in learning foreign language is vocabulary. All human beings are using words to show or deliver something. Without vocabulary, nothing can be stated.

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 which 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. Wilis (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.

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. Although it is difficult, it can still be studied well and seriously.

In conclusion, vocabulary mastery is a crucial aspect in life where people use it every day. Without words, nothing can be conveyed and no sentences will exist. Mastering vocabulary is such a foundation for students in facing the future

because it can build up their confidence when they already mastered it well. Even though it is not easy yet difficult, students are still expected to master vocabulary well in order to make them communicate easily, especially in foreign language. The more students master vocabulary, the more they are ready to face the future. Besides, if they are still lacking in mastering vocabulary: they will have trouble in communicating their ideas.

2.1.2 English Speaking Ability

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.

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 (2003:3) 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.

In conclusion, speaking is an art in delivering ideas by considering some points such as fluency, grammar, comprehension, vocabulary and pronunciation. The students' characteristics may be shown by the way they speak. Knowing that speaking is not only about sounding words, students should realize that speaking is an ability where no one can underestimate. 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.

2.2 Empirical Review

Empirical review was a review from previous researches which were already conducted. Reviewing other researches was important as a guidance to create a new study being well done. The present study could avoid the same mistake and continuing the great thing. 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 ability. The researcher used those studies as a basic consideration to conduct the present study. The empirical reviews were presented as follows:

The first research was from Nugraha (2019) 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 his study was to find out the significance of the correlation between speaking ability and vocabulary mastery. In addition, his research had been already composed based on good test components which emphasized the purposes of giving more important points. The research findings showed that there was a high correlation between students' vocabulary mastery and their speaking ability of the eleventh-grade students of SMA PGRI 2 Denpasar.

Inside a well conducted research, there were strengths and weaknesses which all researchers might make. Using the theory of Blachowicz (2008), made the previous study had a clear instrument and blueprint. To collect the data, it used vocabulary and speaking test. The research also provided many clear theories from experts. However, the researchers used a wrong scoring method, scoring rubric

speaking should be used to assess speaking, not using the scoring rubric vocabulary. This may be perfect if he uses the correct assessment to assess speaking. The scoring rubric of vocabulary and speaking is not the same.

The second research was from Putra (2020) with his correlational research entitled "The Correlation between Vocabulary Mastery and Speaking Ability of the Eighth Grade Students at SMPN 4 Tegallalang in Academic Year 2020/2021". This research had the same vision as Nugraha (2019) it was to figure out the significance of the correlation between vocabulary mastery and speaking ability. In his research, found out there was a high and significant correlation of the eighth grade students in SMPN 4 Tegalallang. It showed correlational value 0.942 which was considered as very high correlation.

The strength of this research was on the finding. The finding and discussion was so detailed. The instrument was very clear, the assessment was appropriate with the variable that was being assessed. This research also showed clear instruction of the instrument even though it was conducted online. The students are easily understood and know about what to do properly. However, the weakness of this research was only using four of eighth part of speech as a limit in vocabulary mastery. It would be perfect if the previous researcher used all aspects in part of speech as the limit of vocabulary to create complex aspects.

This present research used two kinds of tests to assess vocabulary mastery and speaking ability of the eighth grade student of SMPN 4 Marga in academic year 2021/2022. This study used a clear instrument with an appropriate scoring rubric or assessment. This present study used more part of speech such as noun, pronoun, verb, adverb, adjective, and conjunction to make a clear point in

vocabulary mastery. Additionally, the scoring rubric for each instrument was different. The present study adapted the scoring rubric from Brown (2001:406) that the aspects were focused on fluency, comprehension, vocabulary, pronunciation and grammar.

2.3 Hypothesis

The hypothesis was a produced outcome that was being expected in the study. Normally, the hypothesis focused on two variables that are being discussed. All of this depended on the theory used and several other aspects of examining how things work. The researcher revealed that there was a theory called the directional correlation which could answer the problem formulation. Hypothesis was a relationship between the two variables being studied. It stated that the results were not due to chance and that they were significant in terms of supporting the theory being investigated. In this present study, the hypothesis were stated as follows:

a. Alternative Hypothesis (Ha): there was a significant correlation between vocabulary mastery and speaking skill.

b. Null Hypothesis (H0): there was no significant correlation between vocabulary mastery and speaking.