

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is a language skill that is important to master in addition to writing and listening. Speaking skills are also one of the keys to success in a career or work and relationships. Good speaking skills will facilitate the delivery of messages verbally. Being masters in speaking lets us obtain information and share our knowledge and ideas. These skills allow students access to ideas communicated by people in different countries, thus broadening their horizons and increasing their knowledge. If a person has good speaking skills, then he will get social and professional benefits.

Many second or foreign language learners prioritize developing their English language skills. Therefore, students often judge their achievement in language acquisition and the success of their English course based on how much they believe their spoken language fluency has improved. Talking is a way to communicate with others. Speaking almost every time is used by people to interact with others. Speaking is a part of everyday life (Thornbury, 2013a). Therefore, speaking is an essential skill for students in learning English. Speaking is a critical skill prioritized for many people learning a second or foreign language.

Speaking enables students to participate and use English in short conversations, gather information, and ask and answer guesses fluently and appropriately (Brown, 2007). The most important part of learning a second or

foreign language for persons learning a new language is to master the art of speaking, and their success can be gauged by their capacity to carry on conversations in that language. Therefore, speaking skills are taught from elementary school to high school. Among the other three English skills, speaking is the most difficult one to master. Undeniably, many students experience difficulties in learning to speak and practicing it. Learning how to talk involves not just learning the language but also learning how to communicate honestly.

However, because English is not their first language and is rarely used in daily interactions with others, many students need help using it in class and communicating honestly. This is a fact from what students experience in class; they sometimes understand what is said in English but cannot speak English. They are not used to using English in or outside of class. On the other hand, to be successful in learning, students must be in a situation where they must speak English. In other words, many factors influence students in learning to speak. One of the factors that influence students in learning to speak is vocabulary.

Vocabulary is one of the fundamental aspects of learning English. By mastering vocabulary, everything related to English will become easier. For example, when gaining an extensive vocabulary, a person will find it easier to speak, write, read, and listen in English. This statement makes vocabulary an essential thing in learning English. Without understanding vocabulary, it will be challenging to master the four basic skills in English. One of the skills closely related to vocabulary is speaking; speaking, but having a limited vocabulary will cause someone difficulty speaking.

Without vocabulary, nothing can be said; without grammar, very little is possible to say (Thornbury, 2013). When the reader does not know the word's meaning, it can be said that the reader does not have basic knowledge in that field. Vocabulary mastery helps students have opportunities to speak, listen, read, and write. The more words students learn, the more ideas students must have. So students can communicate ideas more effectively. For students who study English at school, vocabulary mastery is essential knowledge. Vocabulary is closely related to reading comprehension, intelligence, and general ability.

Vocabulary learning is essential in all language skills in English as a second and foreign language. This means that vocabulary mastery can make it easier for students to express their ideas or feelings about something. Vocabulary is a significant part of language and an essential part of language learning for young learners Coady and Huckin (1998:5) as quoted in (Mega et al., 2022). The previous statement shows that vocabulary is essential to mastering English and other languages. Knowing more words in English will give students the advantage of making others understand and easy to understand.

Students must understand the topics discussed to get accurate information about a particular topic. Nevertheless, the fact is that many students need more vocabulary, making it very difficult to understand English lessons. Meanwhile, to obtain this information, students must know the meaning of the discussed word. Knowing the word's meaning is essential so students do not misinterpret it. Adequate vocabulary mastery will facilitate students' understanding of the subject matter provided by the teacher (Putri & Refnaldi, 2020). Vocabulary is an essential factor that can support students in speaking. Developing a helpful

vocabulary is very important for learning a foreign language at the primary level (Cameron, 2005).

When the researcher interviewed the English teacher at SMPN 2 Ubud, he said that the condition of the students' speaking was. Students get a minimum score in speaking; this is due to their vocabulary. Most of them still need to improve their vocabulary mastery, and there are still many mistakes in speaking English. Sometimes, when teachers ask their students to speak in front of the class, they often feel nervous because they are afraid to speak and do not know what to say. In addition, students are also afraid to ask the teacher for the correct vocabulary. In addition, students need to know the vocabulary representing their thoughts, feelings, and ideas to construct sentences. They also need to learn the function of a word. Thus, this condition can cause slow progress in speaking.

In addition, these students need to learn what they will say in English. Several studies conducted by researchers, such as Mega (2022) and Sari (2021), show a significant relationship between vocabulary mastery and speaking skills. Based on the background above, the researcher wanted to know the correlation between vocabulary mastery and speaking skills of junior high school students, especially seventh graders of SMPN 2 Ubud.

1.2 Research Problem

Before conducting the research, the research problem should be formulated and specified to make the research problem in the present study more specific. Analyzing and focusing the research on a particular issue was important; it helped the researcher obtain and identify the answer to the research problem accurately.

Concerning the description above, the researcher's question of the present study can be formulated as follows: Is there any significant correlation between vocabulary mastery and speaking skills of the seventh-grade students of SMPN 2 Ubud in the academic year 2023/2024?

1.3 Objective of the Study

The research objectives were set to find solutions and answer the research described above. Specific investigations are expected to present a research problem scientifically. The implementation investigations are always intended to solve research problems formulated previously. In line with the research problem, this research aims to determine whether there is any significant correlation between vocabulary mastery and speaking skills in seventh grade during the 2023/2024 academic year.

1.4 Limitations of the Study

Research is a design or methodological characteristic that influences or affects the interpretation of research findings. This research, which was limited to investigating the correlation between vocabulary mastery and speaking skills of seventh graders of SMPN 2 Ubud in the academic year 2023/2024, was separated into two variables: vocabulary mastery and speaking skills. Therefore, to measure the level of understanding of students' vocabulary mastery, it is only limited to carrying out a test, namely the cloze test. This test is used to measure students' vocabulary mastery. Then, the speaking test is limited to a personal monologue test with the topic given by the researcher.

1.5 Significance of the Study

Research significance is part of the introduction of a study. This should determine who benefits from the research and how specific audiences benefit from its findings. This study will focus on the correlation between vocabulary mastery and speaking skills in seventh-grade students of SMPN 2 Ubud in the 2023/2024 academic year. First, this research is expected to be useful for English teachers at SMPN 2 Ubud in the future. This also informs teachers at SMPN 2 Ubud regarding the correlation of students' vocabulary mastery with speaking ability. Second, this research is expected to make students more confident to speak in front of their friends. Moreover, finally, with this research, other researchers can obtain helpful information for developing a new thesis with the same variables.

1.6 Definition of the Key Terms

Key terms are several familiar words used in research to ensure understanding and clarity among the readers in comprehending this research. The researcher provides a clear operational definition to help understand this study and clarify the present study's terms. It could lead to the definition that the researcher needed to focus on the research. These operational definitions can be used as a reference in confining the complexity of the present study related to the key terms. Accordingly, the definition of the key terms used by the researcher in this study is vocabulary mastery and speaking skills.

1. Speaking Skills

In this research, Operational speaking skills are defined as students' skills to speak fluently, understanding, and grammar in teaching and learning activities. Speaking skills are also defined as the skills of class VII grade students of SMPN 2 Ubud in the academic year 2023/2024 in conducting personal monologues that will be assessed based on Brown's fluency, comprehension, and grammatical correctness criteria.

2. Vocabulary Mastery

In this research, vocabulary mastery is defined as the knowledge of seventh-grade students at SMPN 2 Ubud in the 2023/2024 academic year in understanding and using nouns, verbs, adjectives, adverbs, and prepositions. This test will be carried out using a cloze test where later, students will fill in the blanks in a paragraph with the answers provided by the researcher.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review means a review of some theories related to the study. The review is used to support and build this study. In this chapter, the researcher describes prominent points, including theoretical reviews related to this research. The present study dealt with the correlation between vocabulary mastery and speaking skills. The present study was conducted based on the following theoretical framework, taken from experts. There are some crucial points in this current study to be explained and discussed based on relevant theoretical reviews taken by the researcher. Thus, the academic review included speaking skills and vocabulary mastery.

2.1.1 Vocabulary Mastery

Vocabulary is one of the language aspects that must be learned when learning a language. Good mastery of speech is essential for anyone who understands the language used in listening, speaking, writing, and reading besides grammar. The quality of one's language skills depends on the quantity and quality of vocabulary. The more vocabulary we have, the more significant the possibility of having the skill to use the language Tarigan (2008), as cited in (Mega et al., 2022). Mastering vocabulary is the ability to get or receive many words. By having and mastering vocabulary, students will be able to speak, and they can communicate and express their ideas. Vocabulary helps to avoid making mistakes in understanding.

Vocabulary is an essential language learning point (Pollard & Collins, 2005). Students need to know what words mean and how they are spelled and pronounced. Vocabulary is essential for understanding and conveying messages. Building a helpful vocabulary is the foundation of learning a foreign language at an elementary level. Students with an extensive vocabulary in English or other foreign languages can learn languages quickly. Mastery of good vocabulary will help students to understand the language.

When students learn a foreign language, especially English, they must learn vocabulary to understand messages and convey their ideas. Vocabulary is also a series of words used to express ideas. Vocabulary is the total number of words in a language; all the words a person knows or uses in a particular book, subject, etc.; a list of words and their meanings (Hestiana & Anita, 2022). Vocabulary is constantly changing and developing. Vocabulary is a reflection of knowledge, experiences, and social interactions. As life becomes more complex, people borrow new words to describe one's activities.

Vocabulary is the number of words in a language; all the words a person knows or uses in a book, subject, list, or a particular set of words used to express ideas or can be said to be another way of communicating. Words in language are constantly evolving and changing. Vocabulary itself also reflects our knowledge and experience of social communication. People begin to use new terms to describe their actions as time passes. No one knows how many words there are in the English vocabulary today. Vocabulary consisting of various lexemes, including single words, compound words, and idioms, is essential for language skills.

Vocabulary is a collection or group of words that a speaker can use (McCarten, 2007). Vocabulary can be defined as a comprehensive collection of words that an individual possesses and uses to communicate with others. Vocabulary is essential for effective communication because it allows speakers to convey their thoughts and ideas clearly and precisely. Having a strong vocabulary will help speakers communicate their ideas effectively. A strong command of language in the educational field benefits students because it allows them to articulate their thoughts effectively and understand written or spoken information. Vocabulary itself refers to a person's understanding and familiarity with language.

Vocabulary is knowledge of words and their meanings (Lehr et al., 2004). Vocabulary serves as the initial stage in gaining a deeper understanding of language. Someone with a strong command of vocabulary will better understand communication, while someone with a limited vocabulary will face challenges in communication. Vocabulary is essential in language understanding for students, especially those who study English at school. The role of vocabulary is to facilitate students in understanding language deeply, making it more accessible to students. Vocabulary is an essential aspect of achieving competence in a second language. One of the main goals of language acquisition is to understand words' meanings comprehensively.

One of the fundamental aspects of learning a foreign language at the beginner level is to increase the repertoire of helpful vocabulary (Cameron, 2001). Acquiring vocabulary is important because it can improve one's understanding of words. Therefore, the learner has achieved proficiency in acquiring a language. A

strong vocabulary is essential for students to gain a proficient command of the English language. Students in school must acquire vocabulary knowledge, including word definitions, spelling, and pronunciation. Proficiency in vocabulary allows students to understand the words they encounter when listening and reading. According to the previous definition of vocabulary above, researchers can conclude that vocabulary is knowledge about words and word meanings that plays a significant role in learning foreign languages, especially English.

In education, students with a strong vocabulary will be better able to understand the language; students who can comprehend specific topics in the text will be able to comprehend the text more quickly because they will know the meaning of each word. Vocabulary is words or phrases arranged alphabetically according to rules and identified in a dictionary. Words can be classified based on their functional categories and are called parts of speech (Hatch & Brown, 2001). Furthermore, oral vocabulary refers to words whose meaning is known when speaking or reading orally. Thus, this research focuses on nouns, verbs, adjectives, adverbs, and prepositions.

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- A. Nouns, according to Lyons, as quoted in (Hatch & Brown, 2001) Nouns, are all parts of speech with a semantic core independent of language. The most central ones, like nouns (which he calls first order), are the names of people, physical objects, and entities in space and time. Second-order nouns are observable entities that have place and time. So, it includes state nouns (for example, sleeping), processes (for example, weaving), and events (for example, collision). So, nouns refer to people, places, or things.

- B. Verbs are words that contribute to action. As quoted, Vendler places verbs into four classes: activity, achievement, attainment, and state. Class activities include running, walking, writing, driving, searching, and listening. For achievement classes, for example, painting, drawing, running, writing, building, killing, and putting. Next, in the achievement class, for example, recognize, find, lose, understand, and hear. Finally, it states the classes' examples of knowing, loving, having, and wanting.
- C. Adjectives are used to highlight qualities or attributes. Certain adjectives are usually used to describe specific nouns. For example, light, dark, light, and dull are used with color names. From all the definitions given by experts, it can be concluded that researchers chose nouns, verbs, pronouns, and adjectives as the objects of research instruments.
- D. Adverbs are similar to adjectives in many ways, although they usually attribute attributes to verbs, clauses, or entire sentences, not to nouns.
- E. Prepositions are all words that help find the location of items and actions in items and space (Hatch & Brown, 2001)

In conclusion, vocabulary mastery is an essential element. It plays a vital role to have good communication. In addition, students need to master vocabulary well to improve their skills. In this study, researchers focused on five classes of words, namely nouns, verbs, adverbs, adjectives, and prepositions. Thus, vocabulary will be assessed through cloze tasks.

2.1.2 Speaking skill

The students usually find difficulties when learning English at school. One of the problems in learning English is speaking skills because the students should

arrange and think their minds and ideas at the same time. That is why the students should enrich and enhance their pronunciation, grammar, and vocabulary to master their speaking skills and make them fluent. Speaking is the ability to speak fluently and presupposes knowledge of language features and the ability to process information and language' on the spot (Harmer, 2005). Therefore, they can say many sentences directly without worry. Speaking is also one of the productive skills. Therefore, speaking requires a product in the form of speech.

The process of speaking is not only used to develop students' speaking skills but also to shape their creativity. In other words, speaking can be mastered and trained by increasing vocabulary and self-confidence. Interaction speaking refers to what is usually meant by "conversation," which describes an interaction that serves a primarily social function (Richards, 2008). Generally, when people meet, they will exchange greetings. Engage in small talk. They will talk about their recent experiences because they want to be friendly and build a comfortable interaction zone with other people.

Mastering the art of speaking is difficult because not all students have the courage to speak in public (Paranduk et al., 2021). However, students need speaking skills. Students who think their skills could be improved say that they sometimes feel awkward and lost for words when placed in conditions and situations requiring speaking to interact. This can be a disadvantage for some learners, where the ability to use speech for conversation can be significant. In speaking, students tend to get things done, explore ideas, work on some aspects of the world, or hang out together. Their collective experience, physical environment,

and speaking skills depend highly on the interactive process of constructing meaning, which involves producing, receiving, and processing information.

Speaking is an important language skill that must be learned to become a better speaker (Kashinathan & Aziz, 2021). When students speak a foreign language, they must master that language's sound system, have almost instant access to appropriate vocabulary, and combine words intelligently with little hesitation. Thus, to build understanding in a foreign language, speakers use their language resources and build on previous language experiences to better convey their thoughts, ideas, and information. When a person can speak a language, he can carry on a natural and complete conversation. In addition, he states that the measure of success in language acquisition is almost always the demonstration of the ability to accomplish pragmatic goals through the interactive discourse of speakers of another language. Appropriately utilizing language during social interactions is crucial to effective oral communication.

This proficiency encompasses verbal communication and paralinguistic components, including tone, stress, and intonation. In addition, it is imperative to acknowledge the significance of non-linguistic components, such as gestures, body language, and facial expressions, in effectively communicating messages without using verbal language. If students want to speak fluently in English, they must be able to pronounce the phonemes correctly, use the correct stress and intonation patterns, and speak in connected utterances (Harmer, 2007). This statement says that students should improve their knowledge of English words. They must practice more English, which can make them master speaking skills. In learning to speak, students must master the components of speaking that affect

their speaking skills. While speaking is a productive skill that can be observed directly and empirically, observation is always associated with the accuracy and effectiveness of the test taker's listening skills, which, of course, compromises the reliability and validity of oral tests.

This must be mastered by students so that they can improve their English skills. Furthermore, speaking can be mastered through hard work and continuous practice; thus, a speaker can build that can improve their communicative abilities. Students need to practice directly because it will make them accustomed to speaking in English. Six key elements must be considered while assessing speaking skills: grammar, pronunciation, vocabulary, fluency, comprehension, and task (Brown, 2004). In order to cultivate proficiency in public speaking, it is imperative to attain mastery over each of these constituent elements. Nevertheless, other factors exert an influence on one's speaking skills. In order to enhance their speaking abilities, students need to possess self-awareness of their motivations, behavioral patterns, and potential errors.

In the present study, the researcher used three of the six speaking components outlined as integral elements of the assessment rubric employed in the speaking examination (Brown, 2004). These components encompass grammar, understanding, and fluency. Moreover, these components can be succinctly delineated as follows. Speaking is considered one of the most demanding of the four skills in English. Furthermore, Speaking is a productive skill that can be observed directly and empirically (Brown, 2004). The reliability and validity of an oral productive test always color this observation. Talking is a part of everyday life that we take for granted. Speaking is used by people to communicate with

other people to share information in various forms (Thornbury, 2013). Speaking is the production of speech, part of students' daily activities.

Most speaking activities take the form of face-to-face dialogue. In addition, Speaking is a higher version of the familiar (Turk, 1985). Apart from that, speaking is defined as a communication tool with a two-way relationship between the speaker and the listener with specific essential goals, especially relationships in social interactions. Talking is used for various purposes. When we use casual conversation, we aim to make social contact with others, establish rapport, or engage in the harmless chat that takes up most of our time with friends. In contrast, when we discuss with someone, the aim may be to see or express an opinion, persuade someone about something, or get something done.

Speaking has several definitions for saying, telling, informing or by speaking, stating, announcing; to use or be able to use (a particular language) in speaking. Speaking is a meaningful utterance expressed to express ideas, deliver speeches, make social contact, and describe things or people. Speaking can succeed if the speaker has fulfilled the elements influencing speaking ability. Therefore, we must master basic everyday conversational vocabulary to help them express their thoughts. In addition, students must have good fluency so that their speaking skills run smoothly. In addition, grammar must be mastered well to compose comprehensive expressions. In this study, three of (Brown, 2004) six speaking elements were used by researchers as aspects of the assessment rubric: fluency, comprehension, and grammar. These components can then be briefly described as follows.

A. Fluency

Pollard (2008:16) states that teachers should provide opportunities for students to express themselves freely without interruption in measuring student fluency, as stated in (Daddi, 2016). Moreover, the aim is to help students become fluent quickly. Apart from that, teachers should refrain from directly correcting their students. The idea of doing too many corrections disrupts the flow of the conversation. Furthermore, fluency is developed by creating classroom activities where students must negotiate meaning, use communication strategies, correct understanding, and avoid misunderstandings. One of the main parts of fluency is related to the temporal aspects of speech, such as speaking speed, speech pause relationships, and the frequency of fluency markers, such as situations, repetitions, and self-corrections (Luoma, 2004).

B. Comprehension

Understanding is the ability to obtain or capture ideas with the mind (Brassell & Rasinski, 2008). In addition, comprehension refers to understanding something said, meaning that students think about it and what they learn.

C. Grammar

One of the skills involved in using speaking as a performance is using correct grammar (Richards, 2008). The grammar of a language is a description of how words can change form and be combined into

sentences in that language. The function of grammar is to organize the meaning of sentences and is used to avoid misunderstandings among speakers. In addition, grammatical characteristics in language skills refer to language's fundamental principles and structure, including clear and correct sentence construction.

Speaking is a direct path from one thought to another and is usually chosen by speakers when they want to ask questions for clarification or provide an explanation (Turk, 2003). In addition, language functions must involve fluency, comprehension, grammar, pronunciation, and vocabulary. These elements are appropriate in social interactions to avoid misunderstandings between speakers during a conversation. In addition, in this study, the researcher only focused on fluency, comprehension, and grammar to assess students' speaking skills, which would be assessed through personal monologues. Furthermore, the three components are the same based on the situation and conditions and are considered suitable for the students.

2.2 Empirical Review

The empirical review is the review of the relevant research that has been conducted, in which it reviews the previous research that is relevant to the present research. The researcher wanted to correlate vocabulary mastery and speaking skills in this research significantly. In addition, several researchers have already done their own related to this present research, which discusses the correlation between vocabulary mastery and speaking skills. Thus, the researcher put some empirical review-related studies, used as references, described in chronological order below.

First, the research entitled "The Correlation between Vocabulary Mastery and Speaking Skills of the Eighth-grade Students of SMP Pancasila Canggu in the academic year 2021/2022" was conducted by (Mega et al., 2022). In this study, the researcher used two types of assessment, namely fill-in-the-blank for understanding vocabulary and videos telling stories about experiences for the speaking ability of class VIII students at SMP Pancasila Canggu for the 2021/2022 academic year. These results answer the formulation of the problem and the hypothesis that has been stated: a positive correlation exists between vocabulary comprehension and the ability to speak English.

The second study, "The Correlation between Vocabulary Mastery and Speaking Skills of the Seventh-grade Students of SMPN 1 Kerambitan in the academic year 2020/2021, " was done by Sari (2021). In this study, the researcher took samples using the cluster sampling method with a lottery system so that there were two classes with a total of 66 students. The researcher used two tests to obtain data: cloze task to measure vocabulary mastery and picture description to measure speaking skills. In this study, a positive correlation was found to answer the formulation of the problem that there was a significant relationship between vocabulary mastery and speaking skills in class VII students of SMPN 1 Kerambitan for the 2020/2021 academic year.

In addition, these studies have strengths and weaknesses. The advantage of these two studies is that researchers can access accurate data, allowing them to show a significant correlation between vocabulary mastery and speaking skills. So, the weakness needs a clear explanation. Therefore, in this study, based on the (Brown, 2004) statement, the researcher wanted to provide apparent aspects and

indicators in the assessment rubric. In addition, this research provides a precise time allocation for completing the test.

2.3 Hypothesis

A hypothesis is a precise, testable statement of what the researcher predicts will be the study's outcome. It focuses on the relationship between two variables studied in this research. The hypothesis aims to provide a tentative proposition suggested to any research problem of the study. It will serve as the pathway to follow without wasting time or effort in looking for answers without any directions. The hypothesis is needed to predict the existence or non-existence of a relationship. In the present study, the researcher uses a hypothesis to indicate the relation between vocabulary mastery and speaking skills of the seventh-grade students of SMPN 2 Ubud. The hypothesis conducted by the researcher is constructed in the following statement.

1. Ha: There is a significant correlation between vocabulary mastery and speaking skills of the seventh-grade students of SMPN 2 Ubud. In the academic year 2023/2024.
2. H₀: There is no significant correlation between vocabulary mastery and speaking skills of the seventh-grade students of SMPN 2 Ubud. In the academic year 2023/2024.