

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is an interactive process in which information is shared, and acted upon by listeners. In the context of education, speaking is one of the four basic skills of language learning. Speaking skills are defined as the skills which permit us to communicate effectively. They give us the ability to convey information verbally and in a manner that the listener can understand. According to Richards (2008:19), the mastery of speaking skill in English is a priority for many second-language or foreign language learners. As a foreign language learner, speaking is an important skill that must be mastered, along with the other three skills. Thornbury (2005:1) states that speaking is the part of daily life that takes it for granted. Communicating with other people is something we always do in our daily life. Therefore, good speaking skills are needed to communicate with other people.

However, speaking is considered as one of the most difficult things to learn in language learning. Many language learners find that it is hard to express word for word to form a sentence in English. Zhang (2009:91) also stated that speaking is the most difficult skill to master for English learners, and they are still incompetent in communicating orally in English. According to several sources, There are several factors that make it difficult to learn speaking, one of which we often find is the lack of vocabulary mastery. Pollard (2008:3) states that when one considers speaking, everything is included; ideas, language, reason what to say, how to use grammar and vocabulary and pronunciation as well as listening to and reacting to

the person they are communicating with. To process information from a language, we need to understand the vocabulary of the sentence.

In learning a language, the first thing we will learn is definitely the vocabulary of the language we want to learn. It is because learners need a huge vocabulary to function appropriately in a non native language (Beltran, 2010:7). Therefore, vocabulary is very important to master, because vocabulary will greatly affect a person's ability to master a language. If we do not know at least basic vocabulary, we can not move on to the next stage, which is learning 4 basic skills in English, and one of them is speaking. Marzano & Pickering (2005:5) says that one of the key indicators of students' success in school, on standardized tests, and certainly, in life, is their vocabulary. The reason for this is definitely that the knowledge each person has about a subject is primarily based on the vocabulary of that information.

In fact, the students tend to be lazy to develop their knowledge of vocabulary. One of the reasons is because learning vocabulary takes time to understand the meaning, and memorizing the vocabulary one by one. Read (2000:63) states that vocabulary knowledge involves knowing the meaning of words. At the simplest level vocabulary consists of words, but even the concept of word is challenging to define and classify. The purpose of this statement is that in learning vocabulary, we are not only required to understand the meaning of a word, but also the meaning behind the word itself. Moreover, Wagner et al. (2007:24) states that varied vocabulary means that the learners do not keep using the same words and phrases over and over again. Therefore, knowledge of various kinds of vocabulary is needed to determine one's language skills.

In accordance with the explanation above, vocabulary mastery can be an essential factor that might affect speaking skills. The researcher is curious to find the correlation by conducting interviews with the teachers and observation in class. The researcher made an observation in the class and checked the facts on how much vocabulary they know and how fluent they speak in English. They stammered and memorized the words that were in their minds when they spoke in front of the class. Lack of vocabulary mastery is one of the reasons that students cannot speak as they want. This confirms that there is a correlation between students' vocabulary mastery and their speaking ability. Considering on those notion, the researcher is interested in conduct a research entitled "The Correlation between Vocabulary Mastery and Speaking Ability of the Eighth Grade Students of SMP PGRI 1 Denpasar in the Academic Year 2021/2022".

1.2 Research Problem

A research problem is a clear and definite statement of a matter of concern, a condition that needs to be improved, a difficulty that needs to be eliminated, or a disturbing question that exists in scientific work, both theoretically and practically which indicates that there is a need for deeper understanding and investigation. If we cannot define and define the research problem, then the research question, which is the second stage of the research process, cannot be formulated. Therefore, the researcher constructed a research problem which can be formulated in the form of question as follows: is there any significant correlation between vocabulary mastery and speaking ability of the eighth grade students of SMP PGRI 1 Denpasar in academic year 2021/2022?

1.3 Objective of the Study

The purpose of the research is the formulation of a sentence that shows the results, something that will be obtained after the research is completed, also something that will be achieved or handled in a study. The words of the research objectives express the researcher's desire to get answers to the research problems that will be proposed. In another sense, the research objective is an indication of the direction in which the research is being carried out or what data and information are to be achieved from the research. The research objectives are formulated in the form of concrete statements, which can be observed and can be measured. Therefore, the formulation of objectives must be relevant to the identity of the problem at hand, the formulation of the problem and the research process. Based on the research that has been explained above, the objective of the present study is to find out how significant is the correlation between vocabulary mastery and speaking ability of the eighth grade students of SMP PGRI 1 Denpasar in Academic year 2021/2022.

1.4 Limitation of the Study

The limitations of the study are used to establish validity or outcomes from unexpected challenges that arose during the study. The limitation of this study is the design or methodological characteristics that influence the interpretation of the findings of a research. The present study is limited to investigate the correlation between vocabulary mastery and speaking ability of the eighth grade students of SMP PGRI 1 Denpasar in academic year 2021/2022. Therefore, the present study is limited on investigating two variables; vocabulary mastery and speaking ability. The researcher limits the vocabulary test that is held in line with focusing the four word classes; verb, noun, adjective, and adverb. Moreover, the speaking ability test

is conducted by asking the students to perform a short monologue, and the speaking performance was mainly focused on several criteria, such as vocabulary, grammar, comprehension, and fluency.

1.5 Significance of the Study

Research significance is a written statement that explains why a study is needed. It is a justification of the importance of research and its impact on the field of research, its contribution to new knowledge and how others will benefit from it. Theoretical and practical significance should provide the expectation of the finding of the present study. The researcher expects both of theoretical and practical importance as the result of the study for those who concerned with the correlation of the research variables, vocabulary mastery and speaking ability. The theoretical and practical significance of the present study can be clearly elaborated as follows:

Theoretically, the finding of this study are expected to help strengthen the theory which mentions the correlation between vocabulary mastery and speaking ability. Through this study, we can see and prove the results of the study whether there is a significant correlation between the two variables. The findings of this study can be used to contribute to the existing theoretical basis according to the correlation between vocabulary mastery and speaking ability. Furthermore, the findings of this study are also expected to provide more empirical evidence in determining the correlation between the two research variables that will be useful in providing results in the field outside the results of this research.

Practically, the findings of this study are expected to be useful for the teachers, students and the next researchers. For the teachers, it will be useful for them to provide information about the correlation of vocabulary mastery and speaking

ability of their students. The teachers can identify the ability of each of their students in vocabulary mastery and speaking ability. For the students, it will be useful to make students pay attention to their vocabulary mastery and speaking ability. In addition, it can also make students realize how important vocabulary mastery affects their speaking ability. Furthermore, for next researchers, by the present study, they can get useful information to compose a new research with the same variables in different grades or in different schools.

1.6 Definition of Key Term

The definition of key terms is another conception about the variables conducted on this research. It is important to present an operational definition of the key terms in the present research to avoid misunderstanding and confusion of the readers. There are several terms of this study that are intended to make sure that the readers have clear insight about what this study is about. Therefore, the researcher need to give operational definitions of the vocabulary mastery and speaking ability as the terms in the present research. The key terms which are needed to be clarified are operationally defined as follows:

1. Vocabulary Mastery

Vocabulary mastery in the present study is operationally defined as the ability of the eighth grade students of SMP PGRI 1 Denpasar in academic year 2021/2022 in mastering vocabulary that focused on verbs, nouns, adjectives, and adverbs.

2. Speaking Ability

Speaking ability in the present study is one of the four main language skills that should be mastered by the eighth grade students of SMP PGRI 1

Denpasar in academic year 2021/2022 which is performed in the form of a short monologue based on the five given topics, and their performances are scored by using a scoring rubric that focused on vocabulary, grammar, comprehension, and fluency.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a theoretical approach used by researchers to explain research problems. The theoretical review in the research process is one of the important stages for researchers to pay attention to. To reinforce the results of the related research, a theoretical review is needed in the hope of being able to avoid the misconception of the variable definition. In addition, there are some theoretical reviews which are taken from several works of literatures related to the present study, and they are used to support this study, as follows:

2.1.1 Vocabulary Mastery

Vocabulary is a set of words that are known to another person or entity, or are part of a particular language. A person's vocabulary is defined as the set of all words understood by that person or all words that are likely to be used by that person to construct new sentences. The wealth of a person's vocabulary is generally considered to be a reflection of his intelligence or level of education. Vocabulary is the most important thing in the process of improving aspects of one's language development. The more vocabulary a person has, the more languages that person will express. Thus, mastery of vocabulary is one of the important things in learning a language. As Pollard (2008:3) says, vocabulary is a basic building block of language learning.

Linse (2005:121) defines vocabulary as a collection of words which are known by an individual. That is, vocabulary is all the words that individuals use to

communicate with others to convey their ideas and thoughts. On the other hand, McCarthy et al. (2010:1) states that vocabulary is all about words. When we use language, it means that we use words all the time, thousands of them. If we know a language well, we know how to write its words and how to say its words. Learners can achieve less than their potential without an extensive vocabulary and strategies for acquiring new words. This implies that the success of the learners in learning a language depends on not only the size of vocabulary they have learned, but also vocabulary building. It is because with vocabulary, we can form a sentence that we will use to communicate.

Hiebert and Kamil (2005:2) state that vocabulary is knowledge of words and words meaning both oral and print language in productive and receptive forms. Oral vocabulary is the set of words for which we recognize the meaning when we speak or read orally. However, print vocabulary consists of those words for which the meaning is known when we write and read silently. Moreover, there are two kinds of vocabulary; receptive and productive. Receptive vocabulary is a set of words for which an individual can assign meaning when listening or reading. These are words that are often less well known to students and less frequent in use. Meanwhile, productive vocabulary is a set of words that an individual can use when writing or speaking. They are familiar word and used frequently. Thus, the present research is focused on verb, noun, adjective, and adverb.

When we learn a foreign language, especially English, we indirectly have to learn vocabulary. Learning vocabulary is very important because learning vocabulary is the main capital for learning sentence structure and other skills in language. Mastering a lot of vocabulary will make it easier for someone to read,

write, listen and speak English. Learning a language is often associated with how to compose a sentence that is good for speaking. Many people think that they want to directly be able to speak fluently and interact with each other with the language being studied, but they rarely think that what is more important to learn and reproduce is the mastery of the vocabulary of the language, however mastering a large vocabulary is the main facility for constructing sentences and speak fluently.

Schmitt (2008:330) states that learning vocabulary is an essential part of mastering a second language. This shows that the vocabulary mastered by a person greatly influences his ability to master a language. Willis (2008:5) also adds that with strengths in vocabulary building, memorizing, and learning foreign languages, these students appear to have greater development in auditory processing that facilitates their auditory learning skills. Therefore, the success in learning English requires vocabulary acquisition. A large vocabulary cannot guarantee the learner's competence, but inadequacy of vocabulary will obstruct their chances to succeed in learning English.

However, learning vocabulary is not as easy as we think. Vocabulary has a very large number and has different meanings. We must recognize, understand the meaning of the vocabulary, and remember every existing vocabulary. As Thornbury (2002:2) says, vocabulary is the knowledge of a word that not only requires a definition but also implies how that word fits into the world. In this case, learning the vocabulary of a foreign language presents the learners with the following challenges. There is a lot to learn from vocabulary, not only the word itself, but also the meaning or meaning of the word, and how we apply it in speaking. Hackman (2008:3) states that vocabulary is more than a list of words, and although the size of

one's vocabulary matters, it can be understood how to use the ones which matter most.

2.1.3 Speaking Ability

Speaking is an oral language skill that is functional in everyday human life. According to Brown (2004:140), speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the validity and reliability of an oral productive test. Productive ability means a person's process of making or designing language. Language is a natural human ability that is found in the brain. Productive abilities require speakers to produce speech in communication. Productive ability refers to the speaker's self which then produces ideas, codes, concepts and messages which has a meaning.

Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. As well as cited in Richards (2008:22), as interaction, speaking refers to what normally means by 'conversation', and which describes interaction that serves a primarily social function. It means that speaking is an interaction made with other people. Someone who has good speaking skills will be able to interact with other people, and hold a conversation.

However, speaking is considered as one of the most difficult things to learn in language learning. Many learners state that they have spent so many years studying English language but can not speak it appropriately and understandably (Bueno et al, 2006). One of the reasons is the lack of vocabulary mastered by them. According to Harmer (2007:343), if students want to speak fluently in English, they

need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. This statement means that the students should enhance their knowledge about vocabulary.

Cameron (2001:66) mentions that speaking is an active use of language to express meaning so that the people can make sense of them to speak in the foreign language in order to share understanding with other people to requires attention to precise details of the language. If students want to master English, of course they not only have to memorize vocabulary, but they also have to apply it by practicing speaking. This will not only help them memorize the vocabulary they have memorized, but also get them used to using English itself. Harmer (2007:284) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot.

According to Brown (2004), there are six components of speaking skill that are important to consider. They are grammar, pronunciation, vocabulary, fluency, comprehension, and task. To be a good speaker, it is very important to master all of these components. However, beside those linguistic components above, there are many factors that influence speaking ability. In line with the statement, in learning speaking, students have to master the components of speaking as those influence students' speaking ability. In this present study, the researcher used the four of six speaking components of Brown (2004) as an aspects for the scoring rubric in the speaking test: grammar, vocabulary, comprehension, and fluency.

2.2 Empirical Review

To provide empirical evidence that supports the present study, an empirical review is required. The empirical reviews are the result of some studies which are related to the topic of the research. The empirical review is required to avoid the deliberated replication of the previous studies and to place the present study in a better position. Besides, the researcher can affirm the significance of the result in the present study. In addition, the researcher can compare the present study conducted previously. There were two previous researchers which were reviewed to support the present research. They are presented as follows:

The first study was conducted by Yus Fernandez Uzer (2017) in his correlational research entitled ‘The Correlation between Vocabulary Mastery and English Speaking Ability: A Case Study at the Tenth Grade Students of Senior High School 12 Palembang in Academic Year 2016/2017’. Furthermore, the objective of this study was to investigate the correlation between students' vocabulary mastery and speaking ability. Moreover, the result revealed that there was a correlation between students' vocabulary mastery and speaking ability, especially about their apprehension to students. Additionally, students with high vocabulary mastery have good speaking scores. In contrast, students with low vocabulary mastery have low speaking scores.

Considering the results of the study above, the strength of the research was a clear specification of the technique for analyzing data. The researcher also explained the aspects in detail. However, there is no specific aspect explained related to the aspect of the rubric that made the students did not know about what was assessed. In this present study the researcher adopted the scoring rubric from

Brown (2004:172), that the aspects were focused on fluency, comprehension and grammar. Besides, the criteria have already been justified with the students' level. To avoid the same issues, the researcher in the present study explained the aspects and descriptors used in the rubric clearly.

The second study was conducted by Bilaleya (2016) in her correlation research entitled 'The Correlation between Vocabulary Mastery towards Students' Speaking Ability in Giving Argument. The research was conducted in SMA Negeri 1 Paguyaman in Academic Year 2015/2016. The aim of this research was to find out the correlation between students' vocabulary towards their speaking ability in giving argument. The instruments were multiple-choice test as the vocabulary mastery and oral test that was measure the speaking ability. Therefore, based on the results of the research, it found that there was a correlation between vocabulary mastery and speaking ability in giving arguments.

In addition, the previous research had clearly explained the description among the present study. The researcher had given clear elaboration about the relation between vocabulary mastery and speaking ability. However, in the research written by Bilaleya, the scoring rubric was only focused on two criteria: fluency and accuracy. This study was limited on speaking aspect which was not comprehensible for the students. They only speak what they wanted to say even they did not understand. In the present research, the research put some aspect with the explanation clearly in the aim to measure students' speaking ability. In the present research, the scoring rubric adapted from Brown (2001:406) will be focused on four criteria; they are vocabulary, fluency, comprehension, and grammar. The speaking performance included four aspects so that the students' speaking performance can

be objectively scored based on those aspects.

2.3 Hypothesis

A hypothesis is a tentative statement about the relationship between two variables. It is a specific, testable prediction about the expectation of a study. Hypothesis was a researcher's prediction on the relationship between two or more variables, but it involved more than a guess. In the present study, the researcher used directional hypothesis to find a prediction about the correlation between vocabulary mastery and speaking ability of the eighth grade students of SMP PGRI 1 Denpasar in academic year 2021/2022. According to Fraenkel and Wallen (2009:47), a directional hypothesis indicates the specific direction such as (higher, lower, more, or less) that a researcher expects to emerge in a relationship. Based on the aforementioned theoretical and empirical review, a hypothesis was proposed in this study. It was constructed as the following statement: "there is a significant correlation between vocabulary mastery and speaking ability of the eighth grade students of SMP PGRI 1 Denpasar in academic year 2021/2022."

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