

CHAPTER I

INTRODUCTION

In this chapter, the writer discussed about the introduction of study which consisted of background of the study, problem of the study, objective of the study, significance of the study, limitation of the study, variables of the study, definition of concept, frame of discussion, assumption of the study and hypotheses of the study.

A. Background of the Study

Most of the people in the world used the oral communication to communicate. The common four elements of language skills were listening, speaking, reading and writing. Speaking was one of the important language skills that the students had to master. When someone tried to understand what people said, he or she ought to master the vocabulary, grammar and also pronunciation of that word to make it clear and it was not being misunderstanding. Speaking was also the form of oral language that is used to communicate ideas and feeling. In conclusion, speaking was the way to express your opinion or argument about something and explain what happen with your life.

English language was, for Indonesia, the first foreign language that is learned in schools. It is the language used by almost every country in the world. Learning english had a great necessity to everyone who realized the importance of this international language. Because of its importance, English became a compulsory subject in schools started at junior high school. Nowadays, in some places started even from elementary school.

However, it was hard to state that the students' English ability at most of schools was good, especially in speaking skills, despite that in fact they had already been learning for a long time even not only in formal institution but also in some courses.

As a matter of fact, learning English can not be separated from its elements. Based on 2004 curriculum, one of the aim of learning English was “*mengembangkan kemampuan berkomunikasi dalam bahasa tersebut, dalam bentuk lisan dan tulis. Kemampuan berkomunikasi ini meliputi mendengarkan, berbicara, membaca dan menulis*”.¹

(developing the ability to communicate in English in the form of spoken or written. The ability involves the four skills: listening, speaking, reading and writing).

From the statement above, it can be said that one of the purposes of learning English was to develop spoken communication. Then, the students should be able to communicate well in form of speaking, express their idea or feeling, and transfer the information to the other.

It was absolutely true that to have a good communication, especially in English, we had to master the speaking skill as one of the four skill in English. Norbert and Michael McCarthy stated for most people the spoken language is the main source of exposure to language and it thus the main engine for language change and dynamism.²

¹ Departemen Pendidikan Nasional, *Kurikulum 2004, Standar Kompetensi Bahasa Inggris, Sekolah Menengah Atas dan Madrasah Aliyah*, Jakarta: 2003, p. 14.

² Norbert Schmitt and Michael McCarthy, *Vocabulary: Description, Acquisition and Pedagogy*, New York: Cambridge University Press, 1997, p. 38.

As a general truth, there were many factors that influenced students' speaking ability. During the pre-observation in the school, the writer has done already some speaking practices in teaching and learning process, such as discussion, monologue, dialogue and describing thing and also done some interviews to the teachers of the subject. In the speaking practices, some students mostly asked for the meaning of words in English, they mostly switched some words into Indonesian language because they did not know the meaning of the words in English. Actually, they understood well about the material, but their lack of vocabulary got them difficult to express it. Another problems were, the students felt doubt and affraid to speak English. So, they never practiced to use target language and always used mother language in the classroom. The teachers sometimes also did not use variety of teaching technique such as visual aids. Teacher should be able to make students speak English fluently. This condition made the writer sure that the students got problems on the speaking ability because they had lack of vocabulary than it should be.

The learners had their own difficulties in learning the language. Particularly in improving speaking skill was not easy for the students. The problems of speaking skill were, first, the inhabitation unlike reading, writing or listening activities, speaking required some degree of real-time exposure to an audience. Learners were often inhibited about trying to say thing in foreign language in the classroom. Second, feeling worried, the learners were often worried about mistakes or simply shy of the attention that their speech attract.

Most of the Senior High School students did not have much vocabulary eventhough they were Senior High School students. If they had various vocabularies, it will be easy for them to learn English especially speaking, because speaking was a productive skill that plays an important role in communication.

For learners, acquisition of vocabulary was typically a more conscious and demanding process. Even at advanced level, learners were aware of limitation in their knowledge of second language (or L2) words. They experienced lexical gaps, that was words they read which they simply did not understand, or concepts that they could not express as adequately as they could in their first language (or L1). Many learners thought second language acquisition as essentially a matter of learning vocabulary, so they devoted a great deal of time to memorize lists of L2 words and relied on their bilingual dictionary as a basic communicative resource.³

Vocabulary played an important role in improving skills in English. It was a core component of language as well as source or base when students spoke English. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieved less than their potentials.

Roger stated that vocabulary is important to students, it is more important than grammar for communication purposes, particularly in the early stage when students are motivated to learn the basic words they need to get by in language.⁴

³ John Read, *Assesing Vocabulary*, New York: Cambridge University Press, 2000, p. 1.

⁴ Roger Gower, Diana Philips & Steve Walters, *Teaching Practice Handbook*, Thailand: Macmillan, 1995, p. 142.

Scott Thornbury also stated without grammar very little can be conveyed, without vocabulary nothing can be conveyed.⁵ It meant that grammar gave a role in conveying something, but vocabulary gave a role in conveying everything.

Conversation contains a large amount of vocabulary whose function is mainly relational and interactional.⁶ The writer could take conclusion that vocabulary gave great impact to students' speaking ability and vocabulary had actually important role in improving speaking skill.

Based on the descriptions above, the writer is interested in investigating **“THE CORRELATION BETWEEN VOCABULARY MASTERY AND SPEAKING ABILITY OF THE ELEVENTH GRADE STUDENTS AT MAN MODEL PALANGKA RAYA”**.

B. Problem of the Study

1. Is there any correlation between vocabulary mastery and speaking ability of the eleventh grade students at MAN Model Palangka Raya?

C. Objective of the Study

1. To measure the correlation between vocabulary mastery and speaking ability of the eleventh grade students at MAN Model Palangka Raya.

D. Significance of the Study

Theoretical : to give contribution to support the speaking ability by vocabulary acquisition of the eleventh grade students at MAN Model Palangka Raya.

⁵ Scott Thornbury, ed Jeremy Harmer, *How to Teach Vocabulary*, Edinburgh Gate: Person Education Limited, 2002, p. 13.

⁶ Michael McCarthy, *Spoken Language and Applied Linguistics*, United Kingdom: Cambridge University Press, 1998, p. 109.

Practical : to help the students to solve their problem in speaking and to give empirical data about the correlation between vocabulary mastery and speaking ability of the eleventh grade students at MAN Model Palangka Raya.

E. Limitation of the Study

The study belonged to the correlation research. The study focused on students' vocabulary mastery and speaking ability. The population of the study was the eleventh grade students of language class of MAN Model Palangka Raya. The number of the population was 27 students. To take the sample, the writer applied the total population sampling technique. The number of the sample was 27 students.

F. Variables of the Study

A variable was a construct or a characteristic that can take on different value or score. In this study, there were two continuous variables or quantitative variables, both were students' vocabulary mastery (as variable X) and students' speaking ability (as variable Y). Variables are classified as continuous if they show gradational differences in the same trait possessed by individuals, like height, weight, speed. These variables can be explained by the adjective modifier, very and more like very high, very fast, very tall, very big, or taller, bigger, faster. Variable sex or profession does not belong to continuous variables because we can not say very male or very teacher.⁷ The variables are continuous interval variables because they occur when the measurements are continuous, but one is

⁷ Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction*, 2 ed, Malang: UM Press, 2014, p. 11.

not certain whether they are on a linear scale, the only trustworthy information being the rank order of the observations.⁸

G. Definition of the Concept

There are some important terms that were used in this study:

1. *Correlation*, the extent to which the two variables vary directly (positive correlation) or inversely (negative correlation). The degree of relationship is expressed as a numeric index called the coefficient of correlation.⁹
2. *Vocabulary mastery*, vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.¹⁰ Mastery is defined as a comprehensive knowledge or skill in a particular subject or activity.¹¹ Vocabulary mastery can be defined as the power to control, command, decide, and rule the vocabulary as an useful and fundamental tool for communication and acquiring knowledge.
3. *Speaking ability*, ability is defined as the mental or physical capacity, power or skill to do something.¹² Speaking ability can be defined as the skill or the power to build and share meaning through the use of verbal and non verbal symbol in variety of context.

⁸ http://www.unesco.org/webworld/idams/advguide/Chapt1_3.htm. (Accessed on March 23, 2015)

⁹ Donald Ary, Lucy Cheser Jacob, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education*, 8 ed, United State: Wadsworth Cengage Learning, 2010, p. 27.

¹⁰ Jack C Richards, *Curriculum Development in Language Teaching*, United Kingdom: Cambridge University Press, 2002, p. 4.

¹¹ A S Honrby, *Oxford Advance Learner's Dictionary of Current English*, Oxford: Oxford University Press, 1995, p. 721.

¹² Jack C Richards, *Curriculum Development in Language Teaching*, p. 2.

H. Frame of Discussion

The frame of discussion of the study are as follows:

Chapter I : Introduction that consisted of background of the study, problem of the study, objective of the study, significance of the study, limitation of the study, variables of the study, definition of concept, frame of discussion, assumption of the study and hypotheses of the study.

Chapter II : Review of related literature that consisted of the previous study, the nature of vocabulary, the importance of vocabulary, the factors influence vocabulary mastery, vocabulary mastery, kinds of vocabulary, vocabulary assessment, the nature of speaking, micro and macro skills of speaking, the aims of speaking, types of speaking performance, speaking assessment, teaching english at SMA/MA level and correlation study.

Chapter III : Research method that consisted of research type, research design, population and sample, data collection, research instruments, research instruments try out, research instruments reliability, research instruments validity, and data analysis.

Chapter IV : Research finding and discussion that consisted of data presentation, result of data analysis, and discussion.

Chapter V : Closing that consisted of conclusion and suggestion.

I. Assumption of the Study

The writer assumed that there was a significant correlation between vocabulary mastery and speaking ability, because vocabulary is very marginal to the process of developing communicative ability in foreign language, it might be expected that the students with large vocabularies performed comparably with the students with much smaller vocabularies.

As James Milton stated that the volume of vocabulary a learner knows is dividing the acquisition of other aspects of language and overall proficiency, then a much closer association might be expected. Learners with small or poorly developed vocabularies could not be as proficient nor as fluent in performing through the foreign language.¹³

J. Hypotheses of the Study

The hypotheses of this study were :

Ha : There is a significant positive correlation between vocabulary mastery and speaking ability of the eleventh grade students at MAN Model Palangka Raya.

Ho : There is no a significant positive correlation between vocabulary mastery and speaking ability of the eleventh grade students at MAN Model Palangka Raya.

¹³ James Milton, *Measuring the Contribution of Vocabulary Knowledge To Proficiency In The Four Skills*, Swansea University, p. 74.