

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is the international language used in communication. Although English is the second language used in Indonesian, English has been taught in Indonesian as a compulsory subject since the establishment of standard education. According to Saleh (1997:2), English is the first foreign language taught as a compulsory subject from junior high school to the first year of selected college. In education, work, and community politics, English is the spoken language. Considering the importance of the language, our government has drawn up English as a foreign language that the student should master. So, Indonesian people must understand the English language to communicate with all people worldwide. The ultimate goal of teaching and learning English are to make students able to master four language skills listening, speaking, reading, and writing.

Speaking is the primary source of language exposure and the most accessible communication method. Schmitt and McCarthy (1997) stated for most people, spoken language is the primary source of exposure to language, and it is thus the main engine for language change and dynamism. Conversations are commonly used to make social contact with people, establish good relationships or engage in harmless chats that take up most of our time with friends. Because of the many purposes and functions of speaking for some people, it is always seen as a skill to show mastery of the English language.

Speaking is also seen as the centre of the language even an expert said language is speech (Richards, 2002). So if the students can speak English fluently and adequately, it becomes their advantage because they will be able to engage in many international activities or open the world window. However, Zhang (2009) argued that speaking is the most challenging skill to master for English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), many factors cause difficulty in speaking, including inhibition, students worried about making mistakes, fear of criticism, shyness, and having nothing to say. Students have no motivation to express themselves in mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they speak their mother tongue.

Přibilová (2008) says that judgment leads to students' development. It is one of the important aspects of teaching-learning that influences students' learning. It concerns the quality of the teaching as well as the quality of the education. Based on Thornbury statement that there are some indicators of speaking skill like a capability to know the meaning and use appropriate utterances and words for making sentences, to pronounce their sentences correctly and to express their ideas fluently (Thornbury, 2005). In speaking, there must be at least two people, one as the speaker, who gives or transfers some informations and the other as the listener who receives the information from the speaker.

People sometimes want to say or give comments based on what they have heard, but because their vocabulary is still limited, they are confused and do not know how to say it. It means that the vocabulary is essential in language, including teaching and

learning English. Cathyet al. states, “It is the experience of most language teachers that the single, biggest component of any language course is vocabulary (Carthy, Michael, & O'Dell, 2003:1).” As a result, vocabulary is required to represent our expressions, ideas, and feelings to our communication to be fluent.

Furthermore, the four skills of English are based on English vocabulary. Various studies have proven that appropriate vocabulary instruction benefits language students, especially school-age learners. Every English language learner's useful vocabulary needs, whether they use the language for listening, speaking, reading and writing, or whether they use the language in formal and informal situations, is the most frequent 1000 words families of English. It is difficult for learners to have proficiency in grammar if those learners do not have adequate vocabulary knowledge.

Without vocabulary, people can't say anything, people can't respond to what is heard. It deals with Wilkins' statement in Thornbury without vocabulary, and nothing can be conveyed (Thornbury, 2002: 3). Vocabulary also can be defined as knowledge of words and word meanings in both oral and print language and in productive and receptive forms. Vocabulary is very important to learn and teach because vocabulary can support language skills and has a correlation with each other skills. It means that teaching vocabulary can help to reach the goal of teaching and learning English, such as pronunciation and speaking, because vocabulary is one of the language components. As Cameron states,” Building up a useful vocabulary is central to learning a foreign language at primary level (Cameron, 2001: 72).

In English subjects, vocabulary is very important. Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed (Thornbury, 2002).

Thornbury said that although we have excellent grammar, it is useless if we do not have enough vocabulary. That is the reason why vocabulary is important in English subjects. In addition to vocabulary, speaking is also important in English because it is a part of everyday life that is taken for granted (Thornbury, 2005). Without speaking, people cannot convey feelings and expressions. For many pupils, the prime goal of learning a language is to be able to speak it. Teaching should help to achieve that goal to the best of ability (Grauberg, 1997). Yet the task is not easy because conditions in the classroom are very different from those in real life.

In fact, after an interview with English teacher Mrs Lisma at SMPN 10 Kota Jambi, Mrs. Lisma revealed that students' speaking skills are very poor, students have difficulty understanding when someone speaks in English. The English teacher also said that students in SMPN 10 lacked memorization skills. Students are interested in memorizing vocabulary, but few students want to memorize it because students feel that speaking English is difficult, while the vocabulary they have is still limited. Students are not active in learning vocabulary. It has a lot of irregular and regular words. It can be concluded that speaking is very important to our lives, but speaking is very difficult for our speaking. And vocabulary is very important in our communication.

Tabel 1.1 The Data Preliminary Research of Speaking Ability in Semester II Class VIII Students of SMP Negeri 10 Jambi City in the Academic Year 2021/2022

Class	Student Score	The Number Of Students	Percentage (%)
VIII A	< 60	20	23,8
	≥ 60	8	9,5
VIII B	< 60	13	15,5
	≥ 60	9	10,7
VIII C	< 60	21	25,0
	≥ 60	8	9,5
All Students	< 60	54	64,3
	≥ 60	25	29,8
Total		84	100,0

Source: The Data from English teacher of SMPN 10 Kota Jambi In the Academic Year Of 2021/2022

From the data above, the problem encountered can also be seen in the student's capability to master English, especially in speaking ability. The teacher said that only a few students got scores above the criteria of minimum mastery (KKM), while many got below KKM. Furthermore, there are findings from the speaking study that focus on the students' vocabulary mastery and speaking ability. And what is different here is the correlation between students' vocabulary mastery and speaking ability. Finally, to gain new vocabulary, students must speak English daily because certain terminology will be useful in ordinary conversation in English.

Aristi, N, et al. conducted the relevant study (2017) and found a positive correlation between vocabulary mastery and speaking ability in describing people. The rvalue showed it was 0.68 with a mean score of 83.16 in vocabulary and 73.56. Both vocabulary and speaking were in excellent scores and good scores. Besides, Merlin (2019) found a positive correlation between listening comprehension and speaking ability in the third semester of English Education Department students of

Muhammadiyah University of Palu and categorized moderate. The result showed that the t-counted (2.627) is greater than the t-table (0,482).

Based on the explanation above, it can be assumed that Vocabulary has an important contribution to speaking. And then, the researcher would like to know the correlation between students' listening motivation, vocabulary mastery and speaking ability. So, the title of this research became **“The Correlation Between Vocabulary Mastery With Speaking Ability of The Second-Grade Students’ of SMP Negeri 10 Jambi In The Academic Year 2021/2022”**.

1.2 Identification of the Problem

Based on the background of the problem above, there are some problems:

1. The students have difficulties speaking.
2. The students lack vocabulary in the learning process.
3. Some students rarely ask questions during the learning process.

1.3 Limitation of the Problem

Based on the identification above, this study focuses on the correlation between students' vocabulary mastery in Meaning, Synonym, Antonym, Guessing, and Grammars, and their speaking ability, especially in pronunciation and fluency. Regarding the limitations of researchers, researchers will conduct research with a focus only on efforts to improve the speaking ability of grade VIII students of SMP N 10 in Jambi City.

1.4 Research Problem

Based on the background of the study, identification and limitation of the problem presented above, the researcher does the study to answer the following

research questions Is there any correlation between vocabulary mastery and speaking ability of VIII grade students of SMP N 10 in Kota Jambi?

1.5 Objectives of The Research

Based on the formulation of the problem above, the objectives of this research are stated as follows: To find out whether there is correlation between Students' vocabulary mastery and speaking ability of VIII grade students of SMP N 10 in Kota Jambi.

1.6 Significances of The Research

Based on the objective of the research above, the use of research is as

1. Theoretically, the result of this research is expected to give the information to the English teacher about the correlation between Students' vocabulary mastery and their speaking ability.
2. Practically, the result of this research is to give support for students so that students enjoy speak.

1.7 Hypothesis

It is assumed that there is a correlation between Students' Vocabulary Mastery with Speaking Ability of VIII grade students of SMP N 10 in Kota Jambi. The hypothesis which is formulated in this study as follow:

- Ho: There is no a correlation between Students' Vocabulary Mastery with Speaking Ability of VIII grade students of SMP N 10 in Kota Jambi.
- Ha: There is a correlation between Students' Vocabulary Mastery with Speaking Ability of VIII grade students of SMP N 10 in Kota Jambi.