

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Vocabulary Mastery

2.1.1 Definition of Vocabulary

Vocabulary is a basic component of language, and it is also a source or foundation when speaking English. According to Richard (2013), vocabulary is "the basic component of language proficiency, this means that vocabulary is the first step towards speaking, without vocabulary and strategies for mastering new vocabulary, students often achieve less than their potential and may be discouraged from taking advantage of language learning opportunities available to them, such as English clubs, discussions, reading English novels, reading English newspapers, listening to audio, video, etc. Meanwhile, Takac (2008:64) defines vocabulary as "the set of words known by a person or other entity". In other words, all the words are understood by a person, by a group of people, or by an organization. Learners often fail in learning because they lack a large vocabulary and the tools to expand their vocabulary. When someone recognizes a large number of names, whether nouns, adjectives, adverbs, pronouns, verbs, and so on, it means they know a large number of terms.

Vocabulary is essential in oral and written communication, and a strong command of vocabulary is necessary for understanding, speaking, reading, and writing in a particular language, discovering, concepts, social trends, and learning

opportunities. According to Read (2000:188) states that “vocabulary is embedded as one component of a broader construct, such as communicative ability in speaking, academic writing, or listening comprehension”. Expanding and enriching vocabulary is an important goal in language development. Reading, listening, learning from context, using dictionaries, and participating in structured learning are all ways to expand someone's vocabulary.

Vocabulary also reflects someone's understanding of the world, concepts, and culture as expressed in language. In other words, vocabulary is the main tool for expressing someone's thoughts and ideas in a particular language. Thornbury (2002) says “Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed.” It means that without grammar people will have difficulties expressing ideas in written or spoken form and without vocabulary, people will cannot express any ideas in both written and spoken form.

Based on the explanation above, the researcher defines vocabulary as a collection of important words, terms, and phrases arranged and explained to form a meaningful language used by a person in expressing ideas, delivering speeches, and describing things or people.

2.1.2 Kind of Vocabulary

Vocabulary has been discussed and classified into different types. Some experts divide vocabulary into two categories: active and passive vocabulary. Hatch (1995) divides vocabulary into two types, namely active and passive vocabulary. Active

vocabulary is words that students understand, can pronounce correctly, and use constructively in speaking and writing. That is a collection of words that can be used and produced in conversation or communication actively, such as when someone is trying to convey ideas or communicate with others. Meanwhile, passive vocabulary is words that are recognized and understood by students when they appear in a context, but cannot be produced correctly by themselves. In other words, passive vocabulary includes words that can be understood when read or heard but may not be routinely used in conversation or writing. Examples are terms or words that may appear in a reading text or conversation, and one can understand them when they are encountered.

From the explanation above, it can be concluded that active and passive vocabulary complement each other in the English learning process. Active vocabulary includes words that can be used actively in speaking and writing, meanwhile, passive vocabulary involves understanding words that may be more frequently encountered in reading or conversation, but are not necessarily used actively. Active vocabulary plays a key role in speaking and writing skills, while passive vocabulary facilitates understanding and interpretation of language in reading and listening contexts. A balance between active and passive vocabulary allows one to not only participate in active communication but also to understand better and respond to language in a variety of contexts.

In addition, according to Nation (2000), vocabulary can be classified into two types based on its frequency, namely high-frequency vocabulary and low-frequency vocabulary. High-frequency vocabulary consists of words that are frequently used in

normal language use across all four abilities and situations. This vocabulary contains most English function terms as well as most content words. These words appear very frequently in all types of language, in speech and writing, and in novels, conversations, newspapers, and academic texts. The high-frequency vocabulary consists of 2000-word groups, which include about 87% of the words used in formal written texts and more than 95% of the words in informal spoken language. On the other hand, low-frequency vocabulary only encompasses a small portion of the words being used in the ongoing text, implying that this vocabulary is infrequently utilized in common English language activities and consists of technical terms from other fields (someone's technical vocabulary is the low-frequency vocabulary of another person). This category includes more than 100,000-word families. In language learning, mastering both types of vocabulary are important. A focus on high-frequency vocabulary helps build the foundation of everyday communication; meanwhile, an understanding of low-frequency vocabulary is necessary for specialized contexts and an in-depth understanding of a particular field. By combining the mastery of these two types of vocabulary, one can develop more holistic and comprehensive language skills.

2.1.3 Definition of Mastery

Mastery is a high level of understanding of a particular concept or skill. According to Guskey (2007), mastery is a process where students achieve a high level of understanding through instruction followed by continuous practice and feedback. Similarly, Ericsson (1993) states that mastery of a particular skill is achieved through structured practice and receiving appropriate feedback. From these

statements it can be concluded that mastery is a high level of understanding, being able to master concepts, techniques, or skills well and be able to apply them.

2.1.4 Vocabulary Mastery

Vocabulary mastery is the understanding of recognizing, and producing word stocks and their meanings in a language. Strong vocabulary mastery is an important element in the language learning process, because, adequate vocabulary will help students' understanding of the subject matter delivered by the teacher. Vocabulary mastery is very important in language because ideas will be easily understood if conveyed with the right words.

According to Cameron (2001:78), vocabulary skills include pronunciation, spelling, grammar, and vocabulary meaning.

1. Pronunciation

Pronunciation is the capacity to accurately pronounce phonemes including being able to pronounce words correctly and being aware of their phonetic structure. According to Gilakjani (2012), the creation of sounds that humans utilize to convey meaning is referred to as pronunciation. In its broadest sense, it encompasses attention to gestures and expressions that are closely associated with language use, as well as specific language sounds (segments), aspects of speech that go beyond the level of a single sound, such as intonation, phrasing, stress, timing, and rhythm (suprasegmental aspects), and the projection of the voice (voice quality).

2. Spelling

Spelling is the depiction of words or phrases using the correct letters by spelling rules. spelling is a rule, on how to represent sounds (words sentences, and so on) in the form of writing accompanied by correct punctuation. Widyaningrum (2021)

3. Grammar

Grammar is the rules and principles of using language. Grammar is the rules of a language governed by pragmatic constraints, Suri (2012).

4. Meaning of vocabulary

Meaning is the process of finding words in the learners' mother tongue that have the same meaning as the material being taught, Suri (2012).

2.2 Speaking Ability

2.2.1 Definition of Speaking

There are several definitions said by several experts. Speaking is a way to communicate with others and is a type of productive skill. Firstly, Speaking is a productive language skill that is used more in communication than other skills (Prasad 2018:791). This is supported by Simaibang (2017) who states that "speaking is one of the four language skills referred to as productive skills". It encompasses the ability to produce something, and in the context of speaking, it reflects one's ability to convey ideas or information orally to others. It also relates to the ability to articulate sounds or pronounce words in a clear voice. Therefore, speaking plays an important role,

especially in obtaining information. Every individual is expected to be able to obtain and convey information in a clear, effective, and precise manner.

Speaking is also the main way to express thoughts and ideas, as Hornby (1984) said, speaking is saying words to express thoughts with words, speech, discourse, or debate, to speak, to mention, to tell, and to communicate ideas in a material orally and in writing. Similarly, Husna (2021) states that "people want to say something to achieve a particular purpose." These actions include expressing thoughts and opinions, stating goals or desires to achieve something, bargaining or solving problems, and creating and maintaining relationships. From the definitions put forward by the experts above, it can be concluded that speaking is an expression of someone's ideas and feelings.

2.2.2 The Aspects of Speaking

Speaking is a complex skill that involves several different aspects. According to Suvarnaphaet (2023:2), there are five aspects of speaking, namely: pronunciation, grammar, vocabulary, fluency, and accuracy. The first is Pronunciation, which refers to how a particular language phrase or sound is pronounced. The second is Grammar; Grammar is the process of combining words to form sentences. The third is Vocabulary, which is the total number of words that have meaning in a language. The fourth is Fluency, which is the ability to regularly apply expertise in a precise way, like a person who is already an expert in the field, requiring minimal directed thought to complete without error. Fluency is described as the ability to speak or write a language with ease and accuracy. The last is Accuracy, accuracy refers to the extent to which a person uses language correctly, including proper word usage, grammar, and sentence

structure. Accuracy includes the avoidance of errors that can change the meaning or make the message unclear.

2.2.3 Speaking Ability

Speaking ability refers to someone's capacity to express a message orally clearly and effectively. According to Kardiansyah (2018), speaking ability allows us to produce utterances when they are truly communicative. Speaking is desire and goal-driven; in other words, we want to communicate something to achieve a certain goal. This can include expressing thoughts and beliefs, as well as the desire or drive to achieve something, negotiate, address a particular issue, or develop and maintain social relationships and friendships. In addition, according to Lado in Kusmaryati (2009) "Speaking ability is described as the ability to report actions or situations inappropriate words, or the ability to encompass or express a sequence of ideas fluently" (p.32). Based on the statement presented above, speaking ability is the ability to produce an action or situation by determining words. The interlocutor can capture what is conveyed if we have good speaking skills. A skilled speaker will explain their purpose well in a conversation so that others understand what they are saying. Furthermore, speaking has developed into an integral component in processing meaning through verbal and nonverbal symbols. When communicating a purpose, speakers always hope that the audience will easily understand them.

2.3 Correlational study

Correlational design is a research design used to test the relationship between two or more variables. According to Sukardi in Afna Mauloeddin (2018), correlational

research is research that involves data collection to determine whether or not there is and how much the level of relationship between two or more variables can be measured. There are several types of correlational research, such as simple correlational research, multiple correlation, partial correlation, simple and multiple correlation with mediation test, simple and multiple research with moderation test, and exploratory correlational research. This research used simple correlation which involves two variables to determine if there is a relationship between them. Furthermore, correlational research results are divided into three types, positive correlation, negative correlation, or no relationship.

A correlation coefficient approaches 1, then there is a strong positive relationship. Therefore, this implies a positive relationship between the variables. if the correlation coefficient is close to -1, this implies a strong negative relationship. Therefore, this implies a negative relationship between the variables. if the correlation coefficient is 0, then there is no relationship. Lopez et al., (2023).

Correlation research has the following characteristics:

1. Non-experimental

research is non-experimental, where researchers only observe and measure variables without changing or adhering to external conditioning. correlational research measures variables as they are without intervening or experimental manipulation. Cresswell (2012)

2. Backward looking

Correlation research revisits historical data and observes past events to measure and find historical patterns between two variables.

3. Dynamic

the pattern of research results is never the same and is always changing. correlation tests may show a positive relationship between the two variables but may turn negative in the future due to various factors.

2.4 The Correlation Between Vocabulary Mastery and Speaking Ability

Good speaking skills also require mastery of correct grammar and sentence structure. However, mastery of grammar and sentence structure alone is not enough to produce good speaking skills. A wide and strong vocabulary is also needed to support good speaking skills. Supported by Suryanto (2021) states that speaking ability can be improved by having a strong vocabulary. Therefore, a person needs to have adequate vocabulary mastery to convey ideas in speaking, because speaking is one way to provide and seek information through oral communication.

2.5 Previous Study

Previous studies helped researchers in completing the research. Each of these studies has similarities and differences with this research. Previous studies were used as references for researchers to complete this research. The first is Putri's (2020) study entitled "The Correlation between Students' Vocabulary Mastery and Speaking Ability in Grade 8 Junior High School". This study used a correlational technique design and the instruments used were vocabulary tests and speaking tests. This study aims to determine the correlation between vocabulary mastery and speaking ability of grade 8

students of SMP Negeri 26 Padang. The result of this study shows that students' vocabulary mastery and speaking ability are quite good. This is proven by the average score of 65 for vocabulary mastery and 68 for speaking ability. In addition, there is a strong correlation between students' vocabulary mastery and speaking ability. This is shown by the value of $r = 0.703$. This study is different in the object of research; the researcher used grade nine junior high school students in conducting research.

The second study by Rahayu (2021) is entitled "Correlation between Students' Vocabulary Mastery and Speaking Performance at Al-Mawaddah Ponorogo Islamic Boarding School". The purpose of this study was to examine the correlation between students' vocabulary mastery and their speaking performance at Al-Mawaddah Ponorogo Islamic Boarding School. This study used a quantitative approach and used a correlational design. The results of this study show that there is a significant correlation between students' vocabulary mastery and their speaking performance. Based on the findings and discussion of the study, the reviewer found similarities between the research methods and variables. Meanwhile, the difference lies in the object of research.

Last, Taslim (2019) entitled "Correlation between Student's Vocabulary Mastery and Speaking Skill". This research used correlational design and, the researcher used this design to correlate two variables. The purpose of this research was to measure correlation between student's mastery vocabulary and speaking skill of the eleventh grade at SMAN 6 Sidrap. The result of calculation of contribution between students' mastery vocabulary (variable X) gave about 75.33% contribution to the

speaking skill (variable Y) of the sample class and 25.66% was influenced by other aspects. Based on the research findings, it is shown that there is a very significant positive correlation between student's mastery vocabulary and speaking skills of the eleventh grade at SMAN 6 Sidrap. It meant that the students who had lack of vocabulary.

2.6 Theoretical Framework

In the previous sub-chapter, namely the background and theory review, the researcher explained several theories that underlie the two variables used in this study, namely:

1. Independent variable (X) is “Variables whose existence is not influenced by other variables, but instead can affect other variables”. In this study the independent variable is students' vocabulary mastery.
2. Dependent variable (Y) is a “variable whose existence is influenced by other variables.” In this study the dependent variable is speaking ability.

These theories will be used to test the hypothesis: There is a significant relationship between students' vocabulary mastery and the speaking ability of ninth-grade students of Muhammadiyah 1 Junior High School in Kota Jambi.

This study aims to find the correlation between students' vocabulary mastery and speaking ability in learning English. Students' vocabulary mastery will be measured through a multiple-choice, match-up, and fill the blank. On the other hand, students' speaking ability will be measured through spoken test in the form of describe

person or classroom. Later, the results of each test will be correlated with each other to prove the hypothesis. Therefore, the framework for this study can be illustrated as shown below:

Figure 2.1 Theoretical framework

