THE CORRELATION BETWEEN VOCABULARY MASTERY AND SPEAKING ABILITY OF THE EIGHTH GRADE STUDENTS AT SMP NEGERI 15 PALEMBANG

THESIS

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MOTTO AND DEDICATION

MOTTO:

- There is no limit of struggling, always believe in yourself

DEDICATION

This is dedicated to:

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ABSTRACT

Sandy, F. 2021. *The Correlation between vocabulary mastery and speaking ability of the Eight Grade Students at SMP Negeri 15 Palembang.* This Thesis by English Education Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang*. Advisor (1) Kurnia Saputri, S.Pd., M.Pd, (2) Finza Larasati, S.Pd., M.Pd.

Keyword : Correlation, Vocabulary mastery, Speaking ability.

The objectives of the study were to find out the students' vocabulary mastery at the eighth grade students of SMP Negeri 15 Palembang in the academic year of 2021/2022 and to find out the correlation between vocabulary mastery and speaking ability at the eighth grade students of SMP Negeri 15 Palembang in the academic year of 2021/2022. In this study, the researcher used purposive sampling in taking the sample because of the consideration of respondents. The subjects of this study were the eighth grade students of SMP Negeri 15 Palembang in the academic year of 2021/2022. The researcher took 31 students of class VIII 9. The researcher used readymade multiple choices and the students are assign to make a video from the topic as the test to collect the data. Then, the researcher analyzed the data result by SPSS 22 version for windows.

The research result showed that the mean of vocabulary test was 82.03. Meanwhile, the mean of speaking test was 46.61. Therefore, it means that vocabulary test and speaking test were included in good category and fair category. From that explanation, the correlation between vocabulary mastery and speaking ability at the eighth grade students of SMP Negeri 15 Palembang in the academic year of 2021/2022 was positive and there was a significant correlation, it shows that coefficient correlation between two variables is 0.564 and this more than 0, the correlation between two variables is positive, and r value is higher than r table, it is 0.564> 0.355, so Ha is accepted or it can be said significant.

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At the end, the researcher realized this thesis still far from being perfect. Therefore, any criticism, ideas and suggestions for the improvement of this thesis are highly appreciated. The researcher expects that this thesis gives a contribution for the readers and the beneficial for the English teaching and learning process.

Palembang, November 2021
The researcher

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CHAPTER I

INTRODUCTION

This chapter consists of (1) background of the study, (2) problem of the study, (3) limitation of the study, (4) formulation of the study, (5) objective of the study, (6) significance of the study, (7) hypotheses.

1.1. Background of Study

English as an international language that is used by so many people all around the world. Most of the people in the world use the oral communication to communicate. The common four elements of language skills are listening, speaking, reading and writing. Speaking is one of the important language skill that the students have to master. When students try to understand what people say, he or she ought to master the vocabulary, grammar and also pronunciation of that word to make it clear and it is not being misunderstanding.

According to Afrizal (2015), Speaking is one of the productive activities in daily life and is the most important language skill because it is the main skill needed to carry out a conversation (p.343). Fajariyah (2009) says that learning to speak in a second language will be facilitated when learners are actively engaged in attempting to communicate. Thus, the teacher must give the learners practice after actualize their speaking skill. By mastering speaking, they can carry out conversation with others, give ideas and change the information with interlocutors (p. 14).

Deighton (2005) says that vocabulary is the most important elements of language power (p.341). He views that vocabulary will affect and influenced how good he/she in communication and how far he/she understand what other say. This is to say that vocabulary was an essential aspect to determine how much a student is able to study. Alqahtani (2015) defines vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication (p.22). The researcher can infer that without sufficient vocabulary, it was hard to have a good talk or communication due to limited words possession.

One of languages in the world that many countries use for communication is English. In many countries, English is used as first language (L1), second language (L2), or foreign language (FL) and also it can become a lingua franca. Tanveer (2007) deals with the fact how different particular aspects of L2/FL (pronunciation, grammar, vocabulary items, etc.) are related to learners' L1. The participants explained that some English sounds do not exist in their L1. They feel difficulty, particularly to pronounce those sounds that they never have produced or even heard in their own language (p.48).

According to Crystal (2003) English is the global language. This reality encourages many countries to put English into formal school curriculum that will be taught from elementary school up to university level, especially in Indonesia. In other words, English plays very important role almost in every aspects of life, especially in term of education. It becomes one of compulsory subjects which determine the students can continue their education to the higher level or not. It can be proven by National examinationin (p.1). Other words, students tend to have problems in pronouncing words that sound unfamiliar and they never heard in their native language.

As a general truth, there were many difficulties and factors that influenced students speaking ability. According to Nunan (2003), there are some difficulties in speaking. They can be errors in grammar, vocabulary, pronunciation, or any combination of problems that affect the learners 'ability to communicate by speaking (p.54). Furthermore, Paakki (2013) states that there are some difficulties in speaking. They are remembering words and the fact that one cannot express oneself fully in English. Other difficulties are making sense of English (syntax, grammar, vocabulary), remembering the tenses, the word order, making a sentence, grammar, not daring to open one's mouth, making mistakes, lack of practice, the fact that one has to think a lot, and that one has to translate sentences into English before speaking (p.61). In addition, Raba'ah (2005) points out that there are many factors that cause difficulties in speaking English. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep interaction going (p.16).

Based on the interview with teacher of English of the eighth grade students of SMP Negeri 15 Palembang, the teachers clarified that the students had there were many problems during teaching and learning speaking process in the class. Students were still doubtful to expose their ideas in English because they have no vocabulary in their mind and felt confused how to start to describe orally about a given object, some students asked for the meaning of words in English, they 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. Therefore, that was why the students tended to say nothing when they were asked to describe something. Students also feel nervous when the teacher asked them to speak in front of the class because they worried about the errors

in vocabulary, grammatical and pronunciation. Teacher should be able to make students speak English fluently. These conditions make the researcher sure that the students got problems on the speaking ability because they have lack of vocabulary than it should be.

Based on the explanation above, the researcher would like to know whetherthere is any correlation between vocabulary mastery and speaking ability. And this is also the reason the researcher interested in carrying out this research, entitle "The Correlation between Vocabulary Mastery and Speaking Ability of the Eighth Grade Students at SMP Negeri 15 Palembang.

1.2. Problem of the Study

In relation to background of the study stated, the researcher concerning the correlation between vocabulary mastery and speaking ability of the Eighth Grade Students at SMP Negeri 15 Palembang.

1.3. Limitation of the Study

The study belongs to the correlation research. The study focuses on vocabulary mastery and speaking ability of the Eighth Grade Students at SMP Negeri 15 Palembang.

1.4. Formulation of the Study

Based on the limitation of the problem, this study was formulated on the following question:

In relation to the research background stated, the formulation of the problem "Is there any significant correlation between vocabulary mastery and speaking ability of the eighth grade students at SMP Negeri 15 Palembang?"

1.5. Objective of the Study

The objective of the research was to measure the correlation between vocabulary mastery and speaking ability of the Eighth Grade Students at SMP Negeri 15 Palembang.

1.6 Significance of the Study

1. Theoretically

   This research would provide information and alternative strategy for students to teach in the classroom. The teacher can give contribution to support speaking ability by vocabulary acquisition.

2. Practically

   a. Teacher

   1) Give information of empirical data about the correlation between vocabulary mastery and speaking ability of Eighth Grade Students at SMP Negeri 15 Palembang.

   2) Help the students to solve their problem in speaking

   b. School

      1) The students can be interested in English learning especially speaking.

      2) To improve students' speaking in learning English

1.7 Hypotheses

Concerning to the theories and the frame of thinking, the researcher formulates the hypothesis as follows:

1. Null hypotheses (Ha) : There is correlation between vocabulary mastery and speaking ability of the Eighth Grade Students at SMP Negeri 15 Palembang.

2. Alternative hypotheses (Ho) : There is no correlation between vocabulary mastery and speaking ability of the Eighth Grade Students at SMP Negeri 15 Palembang.

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