THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND SPEAKING ABILITY AT GRADE 8 OF SMP NEGERI 26 PADANG

THESIS

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ABSTRAK

Putri, Aulia. 2020. The Correlation between Students' Vocabulary Mastery and Speaking Ability at Grade 8 of SMP Negeri 26 Padang. Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui hubungan antara penguasaan kosa kata siswa dan kemampuan berbisara siswa kelas 8 SMP Negeri 26 Padang. Penelitian ini adalah penelitian kuantitatif yang mengunakan design korelasi. Sample penelitian ini berjumlah 30 siswa kelas 8 yang dipilih dengan *clustering sampling*. Instrumen yang digunakan di penelitian ini adalah tes kosa kata dan tes berbicara. Tes kosa kata terdiri dari 50 soal pilihan berganda, dan tes berbicara dalam bentuk permainan peran. Data penelitian ini berupa interpretasi dari hasil tes kosa kata, tes berbicara, dan korelasinya. Berdasarkan analisis data, ditemukan bahwa penguasaan kosa kata siswa dan kemampuan berbicara siswa cukup. Hal ini dibuktikan dengan skor rata-rata 65 untuk penguasaan kosa kata dan 68 untuk kemampuan berbicara. Selain itu, terdapat korelasi yang kuat antara penguasaan kosa kata siswa dan kemampuan berbicara siswa. Hal ini ditunjukan dengan nilai r = 0,703.

Kata Kunci: Kosa Kata, Berbicara, Permainan Peran

ABSTRACT

Putri, Aulia. 2020. The Correlation between Students' Vocabulary Mastery and Speaking Ability at Grade 8 of SMP Negeri 26 Padang. Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

This research aimed to find out the correlation between students' vocabulary mastery and speaking ability at grade 8 of SMP Negeri 26 Padang. This research was quantitative research which used correlational technique design. The sample of the research was 30 students of grade eight selected by clustering sampling. The instruments used in the research were vocabulary test and speaking test. Vocabulary test consisted of 50 questions of multiple choices, and speaking test in the form of role play. The research data were in the form of interpretation of students' vocabulary and speaking test results, and their correlation. Based on data analysis, it was found that students' vocabulary mastery and speaking ability were fair. It was proved by the mean score 65 for vocabulary mastery and 68 for speaking ability. Moreover, there was strong correlation between students' vocabulary mastery and speaking ability. It was shown by the r_{value} = 0,703.

Key words: Vocabulary, Speaking, Role Play

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Speaking has a crucial role in the English instruction. Speaking as productive skill produces language through sound which requires us to use vocal track and brain. Moreover, the purpose of speaking is to communicate effectively. In many contexts, people often judge person' language competence from speaking rather than any of the other language skills. This phenomenon happens because people are aware that speaking has important role in many aspects of life. McDonough (2013) stated that people want to speak something to achieve a particular goal. This activity involves expressing ideas and opinion, expressing wish or desire to do something, negotiating or solving problem, or establishing and maintaining the relationship. Furthermore, speaking skill is found as the most enjoyable learned skill for students. However, it also becomes the hardest one (Darancik, 2018).

To develop English speaking skill, teachers need to understand the aspects of speaking. Grammar, vocabulary, comprehension, fluency, pronunciation and task are several categories to assess speaking skill. Each category can be scored separately, with an additional combination score that attempts to synthesize overall performance (Brown 2004:157). These aspects are as indicators to assess speaking skill. Moreover the teacher can design some activities to assess students' speaking performance. In traditional teaching, most teachers use reading aloud in which students are expected to pronounce the words appropriately by selecting certain passage, sentence or word; or monologue in which students are expected to present a speech about certain topic in front of the class. However, these activities just assess students' production of short starches of oral language designed to

demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship, and there is no interaction with an interlocutor or other students. However, there have been many speaking activities that can be used by teacher in modern teaching speaking. According to Brown (2004:141) there are five basic types of speaking, such as imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking. The aim of these activities is to practice students to be proficient in speaking English and achieving the goals of language learning.

Based on the writers' observation in SMP Negeri 26 Padang, second year students have unsatisfied level of English-speaking ability. As we have known, English subject is not required in curriculum for primary school, then they start to learn English in first year of junior high school. When they enter junior high school, they do not have the basic of English or the simple common vocabulary in English. In the other side, students require to have the ability of oral and written form of language. Especially for second year students, they require to learn many expressions, such as getting attention; telling about ability, obligation, prohibition, suggestion; giving instruction; inviting someone; asking permission; giving and asking information about "greeting card", telling about the existence of thing or someone, quantifiers; telling about daily routine, etc (Permendikbud, 2016). These topics are listed in the English syllabus curriculum 2013, and most basic competence in the syllabus requirse students to learn spoken text in the forms of transactional speech and interpersonal speech. Moreover, in every competency students are expected to be able to do speaking activities in the classroom.

Speaking activities can be in the form of role play, speech, oral presentation, or picture-cued storytelling, etc.

However, there are many factors influencing students' English-speaking ability. According to Adila & Refnaldi (2019) stated that there were 6 kinds in consonant sounds made by students' speaking performance: alveolar, interdental, alveo-palatal, labiodental, velar, and bilabial. Most pronunciation errors were in alveolar and the lowest pronunciation errors was in velar. These errors were generally influenced by their mother tongue, less using English in their daily life, unchallenging lesson, being passive learners, and less confidence while performing. Furthermore, Suryatiningsih (2015) and Sembiring and Ginting (2016) stated that the other reason of problem in pronunciation is the unfamiliarity words. Students mostly used familiar words or common words in speaking. When they meet unfamiliar words, they also become unfamiliar to their pronunciation.

Besides, word becomes the key of the language to communicate. Vocabulary mastery could be one of factors influencing students' English speaking ability. The students' limited number of vocabularies may affect their speaking ability. Students cannot build a sentence, they do not know an English word they are going to say, they also do not know the function of a word. Thus, this problem may cause the slow progress in speaking. Consequently, the ultimate goal of language learch in which to communicate in that language is difficult to be achieved.

Therefore, vocabulary becomes a fundamental aspect of speaking bacuse words become a base to the development of other aspects of speaking. Generally, students can build a sentence if they have sufficient words and a good

arrangement of sentence. After that, people want to produce utterance to deliver meaning by using words as the representative of thought, ideas, or opinion. If people are good at arranging the words into sentences and pronucing words well, their speaking could be fluent and the interlocutor can understand the conversation and respond the speaking well. Meanwhile, if students do not master sufficient vocabulary, they could not develop other aspects of speaking and the goal of learning language in which to communicate effectively could be achieved.

There are several studies which were conducted about vocabulary and speaking in the past. Seffar (2015) and Khan (2018) analysed teacher and students' perception of the role of vocabulary and students' speaking performance. Moreover, Fhonna (2014), Yuwinda (2015) and Uzer (2017) have conducted the study to investigate the correlation between vocabulary mastery and English-speaking ability for senior high school students. Fhonna (2014) used two kind tools to collect the data: observing and test to measure students' vocabulary mastery and speaking skill. The vocabulary test consisted of translation words English to Indonesia and Indonesia to English, matching items, and finding meaning from reading text. Besides, for speaking test students were asked to speak monologue about their experience or family for 3-4 minutes. Then, Yuwinda (2015) have conducted the similar research for MAN MODEL Palangkaraya. The researcher used vocabulary test and speaking test. For speaking test students were asked to perform in the form of monologue by choosing one focus they interest. Moreover, Uzer (2017) has conducted the similar research for senior high school and used same tools: test. However, the form of speaking tests is different with Fhonna's and Yuwinda's research which used speech

(monologue) to assess students' speaking skill. Uzer (2017) used role play in theme of "Giving Compliment" as speaking activities which was used to assess students speaking skill by following the terms of its pronunciation, Grammar, fluency, vocabulary, and comprehension.

Furthermore, Albar (2016) investigated the correlation between students' vocabulary size, foreign language anxiety, and their speaking skill. He used speaking test to collect the data in which students were asked to deliver a speech about descriptive text by choosing one theme from describing your house, describing your close friend, or describing the most beautiful place you have visited.

From, the previous research, most researchers used monologue to assess students' speaking skill. However, the objective of teaching spoken language is the development of the ability to interact successfully in that language, (Hughes, 2003). Afriani, Ratmanida, & Syafei (2017) also found that most frequently used activity in English teaching speaking class was role play. This concept is in line with Nunan (2003) who believed that people learn languages by interacting, and learners should interact during lesson.

In order to add new research for analysing the correlation students' vocabulary mastery and speaking skill, the researcher used role play as interactive activity to assess students' speaking ability. This research was conducted because of some reasons. First, junior high school English Curriculum expects the students are able to communicate effectively, however they face some problems in speaking. One of the crucial problems is the lack of vocabulary. Second. There were few

researches which used role play as the activities to assess students' speaking ability.

B. Identification of the Problem

Based on the background of the study, speaking means the performance of person's language competence because the purpose of learning a langue is to communicate effectively. Moreover, one way to communicate is by speaking.

In the speaking, there are some aspects which can be investigated to know the ability of students speaking performance, namely: grammar, pronunciation, fluency, comprehension and vocabulary. First, Grammar is needed to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in oral and written form of language. Second, pronunciation deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. Thirdly, fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and filler word. Fourth, comprehension certainly requires a subject to respond, to speech as well as to initiate it. Fifth, vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written form.

C. Limitation of the Problem

In this research, the researcher investigated the correlation between students' vocabulary mastery and speaking ability at grade 8 of SMP Negeri 26 Padang.

D. Formulation of the Problem

Related with the limitation of the problem above, the formulation of problem as states: Is there any correlation between students' vocabulary mastery and speaking ability by second year students of SMP Negeri 26 Padang?

E. Research Question

Based on the formulation of the problem above, the research questions can be formulated as follow:

1. How is students' vocabulary mastery at grade 8 of SMP Negeri 26 Padang?
2. How is students' speaking ability at grade 8 of SMP Negeri 26 Padang?
3. Is there any correlation between students' vocabulary mastery and speaking at grade 8 of SMP Negeri 26 Padang?

F. Purpose of the Research

Based on the research questions above, the purpose of this research are:

1. to find out how students' vocabulary mastery of at grade 8 of SMP Negeri 26 Padang
2. to find out how students' speaking skill at grade 8 of SMP Negeri 26 Padang
3. to find out the correlation between students' vocabulary mastery and speaking ability at grade 8 of SMP Negeri 26 Padang

G. Significance of the Research

Theoretically, the results of this research are expected to give some beneficial to researcher teacher and students. For researchers, they can use this study as a comparison with other studies in this field. Then, for teachers and students, they

can get valuable information about correlation between students' vocabulary mastery and speaking skill.

However, practically, the researchers can use the information to do further research about this issue, or may be to do further research about other issues that might be related to this research topic. Then, teacher can use the information of students' vocabulary mastery and speaking skill to develop and improve their teaching learning strategies for delivering their material to make students more excited in learning English. Then, students can use the information to motivate and encourage them in improving their speaking ability.

H. Definition of Key Terms

1. Vocabulary mastery: comprehend a number of words and be able to apply and use those words.
2. Speaking skill: a skill that gives us ability to communicate effectively. This skill allows us to express ideas and opinions, to express a wish or a desire to do something, to negotiate and/or to solve a particular problem; or establish and maintain social relationships and friendships.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion above, it can be conclude that the students' vocabulary mastery of grade 8 of SMP Negeri 26 Padang was categorized as fair or in satisfied level with the mean score 65. Specifically, word meaning obtained the highest score percentage (73%) as the indicator of vocabulary mastery. Moreover, based on the result of the test students' speaking ability was categorized as fair or in satisfied level with the mean score 68. Specifically, students had sufficient vocabulary to speak. It was proved by the percentage of students' vocabulary (73%) as indicator of speaking ability. Therefore, regarding to the result of students' vocabulary and speaking tests, it was found that there was correlation in strong level between students' vocabulary mastery and speaking ability of SMP Negeri 26 Padang based on r_{value} = 0.703 was higher than r_{table} = 0.361 at df 28 with the significant level of 5% and 0.462 at df 28 with the significant level of 1%. It mean that there was strong significant between students' vocabulary mastery and speaking ability.

B. Suggestion

Based on the research finding, there was a positive correlation between students' vocabulary mastery and speaking ability of Grade 8 of SMP Negeri 26 Padang. The researcher suggested to teachers to concern to the ability of students to mastering vocabulary because it gives contribution to the ability of students' speaking. Moreover, teacher should develop and improve their teaching learning strategies for delivering their material to make students more excited in learning English, especially in speaking. Teacher also should use target language in

classroom activities and maintain to use media or other sources in teaching learning process to increase students' vocabulary.

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