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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the important parts for students in learning a language because they can communicate the language to other people especially in teaching learning language process. According to Richards and Willy (2002, P. 201) "Speaking is used for many different purposes". From the description above, the researcher defined speaking as meaningful utterances which is expressed to express ideas, deliver speech, make social contact and describe things or people.

Students learn English in Indonesia are expected to be able to communicate in English, which become the objective of the curriculum for each level. Therefore, the existence of speaking is very prominent role in life to communicate to another people and even to adapt in society. The ultimate goals of reaching and learning English is to make students able to master four language skills; reading, speaking, listening and writing. In teaching speaking skill, the focus is on providing the students with a high quality of speaking ability. In most cases, the teacher frequently find difficulties in subject practicing English. As one aspect of speaking, in fact, learning vocabulary is one of the first steps of language learning, yet a learner never finishes their vocabulary development.

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Moreover, investigating the correlation between vocabulary knowledge and speaking ability can be a significant area of further consideration. A lesson to develop speaking skills which begins with the words, rarely, if the teachers should give the students to engage with a text which focuses on a topic or vocabulary area with which they have no knowledge or experience (Lucantoni, 2002, p.37).

By mastering vocabulary, someone can understand easily what he or she hears, reads, and communicates clearly. Vocabulary is an important element in the acquisition of a second language (Nunan, 1991 p. 118). It is one of the language contents that should be studied to master four skills. It is used to understand forms, phrases, and sentences to convey meaning of words. That is why the function of vocabulary is very crucial in comprehending spoken language.

Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieved less than their potential. When students recognized many names which are the names of noun, adjective, adverb, pronoun, verb, etc., it meant they were familiar with or know many words. a set of words known to a person or other entity is usually defined as vocabulary (Visnja 2008, p. 4). The standard of vocabulary that must be mastered by students of junior high school is 1,000 words.

Based on the above explanation, the researcher sum up that the correlation between English vocabulary knowledge and speaking ability is the vocabulary of a person is defined as the set of all words, which are understood by the person. According to Richard (2002, p. 255), Vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, listen, read

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and write. In order to conduct a speaking activity, the speaker needs to know many words and their meanings to speak. The speaker also must be careful to choose the suitable words if the students want to speak clearly. The simple assumption is if the speaker only has little words of vocabularies, the speaker will face the obstacle to choose words and explore the speaker's ideas. Thus, it can be said that there is a necessary connection between English vocabulary knowledge and students' speaking ability. The speaking ability can be developed through vocabulary knowledge. On the contrary, the vocabulary can help the speaker to explore the ideas.

Junior High School IT Madani is one of educational institutions that exists in Pekanbaru. As an educational institution, this school also offers the English lesson to the students, especially speaking skill. In this school, the teacher not only focuses on the technique or strategy that is used in the process of teaching and learning, but teacher also tries to know about the background knowledge of the students when they study about text, especially in recount text. Junior High School IT Madani is taught two times with duration 180 minutes in a week. In this school, the passing score of learning English for the eighth grade students is 7.5. Junior High School IT Madani implies the 2013 curriculum as the guidance in conducting the learning process of English. Based on the curriculum, the students are required to express the meaning of the spoken monologue functional and short simple text in form descriptive and recount to interact with their surroundings.

Madani Pekanbaru, there were some problems that occurred to the students in teaching and learning English. The researcher did the interview with the English Teacher of the eighth grade students in that school.

Referring to the English teacher's explanation, teaching and learning English, particularly in speaking skill, in the eighth grade students were more focused on simple past and simple perfect, because in the eighth grade, it focused on learning narrative and recount text and using the simple past tense is one of the language features. Actually the students had the high motivation. However, when the teacher gave a text to the students, they got difficulties to understand the vocabulary. If there were some parts that students did not understand about the sentences or text, so they just referred to dictionary as the best way to solve their low vocabulary knowledge. Therefore, the students just knew the meaning of the word at the time. They would be able to finish their task only when teacher prepared or provided and told the meaning of vocabulary. In other words, the students were unable to work independently.

Besides, when the teacher told part of story related to recount, and then asked them to continue the story, by speaking up spontaneously in front of the class, they got obstacles to speak, they should take a minute to find out the vocabulary that they want to say, or they will mix it with the use of Indonesian language. They could not speak fluently due to the limited vocabulary that they had. Based on the statement above, the researcher assumed that most of them still have problems in speaking.

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The weaknesses of the students can be seen from the phenomena as follows: First, the limited Vocabulary made some students unable to speak fluently. Second, the limited ability to pronounce the words made some students unable to pronounce the word correctly. And the last, some of students unable to express ideas orally. Based on the above phenomena, the researcher is motivated to investigate those problems entitled "The Correlation between Students' Vocabulary Knowledge and Their Speaking Ability at The Eight Grade of Junior High School IT Madani Pekanbaru".

B. Problem

1. Identification of the Problem

- a. What were the causes that some of the students were unable to speak fluently?
- b. What were the causes that some of the students were unable to pronounce the word correctly?
- c. What were the causes that some of the students were unable to express ideas orally?

2. Limitation of the Problem

In relation to the identification of the problem stated above, the researcher needs to limit the problems of the research. The researcher focuses on investigating students' vocabulary knowledge and their speaking ability at the eighth grade of Junior High School IT Madani Pekanbaru. In which, the researcher focus on whether any correlation between student's vocabulary knowledge and their speaking ability.

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3. Formulation of the Problem

- a. How is students' vocabulary knowledge at the eighth grade of Junior High School IT Madani Pekanbaru?
- b. How is students' speaking ability at the eighth grade of Junior High School IT Madani Pekanbaru?
- c. Is there any correlation between students' vocabulary knowledge and their speaking ability at the eighth grade of Junior High School IT Madani Pekanbaru?

C. Objective and Significance of the Research

1. Objective of the Research

- a. To find out students' vocabulary knowledge at the eighth grade of Junior High School IT Madani Pekanbaru.
- b. To find out students' speaking ability at the eighth grade of Junior High School IT Madani Pekanbaru.
- c. To find out if there is any correlation between students' vocabulary knowledge and their speaking ability at the eighth grade of Junior High School IT Madani Pekanbaru.

2. Significance of the Research

- a. Hopefully this research finding is able to contribute some benefits to the researcher as a novice researcher in learning how to conduct a research.
- b. This research findings are expected to be useful and valuable for both Teacher of English and students of Junior High School IT Madani Pekanbaru for further teaching and learning consideration.

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- c. Besides, this research finding is also expected to be positive and valuable information especially for those who are concerned in the field of teaching and learning English as a foreign or second language.
- d. Finally, this research finding is also expected to be the practical and theoretical information to the development of theories on language teaching in general.

D. Reason for Choosing the Tittle

There are some reasons why the researcher is interested in carrying out this research :

1. The tittle of the research is relevant to the researcher's status as a student of English Education Department.
2. The tittle of the research is not yet investigated by other previous researchers.
3. According to the research that researcher has done, the eighth grade students At Junior High School IT Madani Pekanbaru got difficulties in their speaking ability.
4. The location of the research facilitates the researcher in conducting the research.

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E. Definition of Terms

There are so many terms involved in this research. To avoid miss understanding to the terms used in this research, the following terms are necessarily defined as follows :

1. Vocabulary Knowledge

Vocabulary means the words. According to Hiebert and Kamil (2005, p. 3), vocabulary is a knowledge of the meaning words. The nature of lexical knowledge, that is the question of what it actually means for a language learner to “know” a word, lies at the very heart of second language vocabulary acquisition. As Laufer and Paribakht (1998, p. 366) observe, “no clear and unequivocal consensus exists as to the nature of lexical knowledge clear and unequivocal consensus exists as to the nature of lexical knowledge”.

According to Fan (2003, p.142), vocabulary knowledge is the biggest part of learning a language. Vocabulary knowledge includes two dimensions: breadth of vocabulary knowledge and depth of vocabulary knowledge. Breadth of vocabulary knowledge is regarded as vocabulary size, i.e., the quantity of words that a learner at a certain level knows. Depth of vocabulary knowledge refers to the quality of knowing a word, which means learners should know more than a superficial understanding of a word’s meaning. For example, learners should know deeper aspects of a word, including pronunciation, meaning, spelling, register, frequency, morphology, syntactic and collocational prosperities (Qian, 2002).

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2. Speaking Ability

Basically, speaking can be described as a communication process which is a primary medium to express ideas. Many experts believe that speaking is a medium to interact with the surrounding people in terms of sharing ideas and releasing problems. According to Goosner (2003, p. 125), ability refers to the possibility of an agent to achieve particularly action. Ability means the state of being able to do something. In this research, the ability means students' ability in speaking. So, speaking ability is the capacity of a speaker to tell something well to other persons, as his listener in speaking, where the listener can catch or understand the oral communication.