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## CHAPTER I INTRODUCTION

### A. Background of the problem

Speaking is one of language skills that should be mastered by the students. According to Thornbury (2002, p. 1) speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability. So, we have to do it all over again in a foreign language. In other words, the students' need a language component that support their speaking ability that is called vocabulary.

Vocabulary is a language component that has to be mastered by the students'. Richards and Renandya (2002, p. 255) explained that vocabulary is a core component of language proficiency and provides much of basic for how well learners speak, listen, read and write. It means that by knowledge of vocabulary the students can express their ideas and understand about the meaning of the word that they pronounce.

Vocabulary is an important aspect contributing in speaking ability. This opinion is supported by several research findings such as, Lehr, Osborn & Hiebert in Hanson and Padua (2011, p. 5) mentioned that vocabulary refers to words we use to communicate in oral and print language. Receptive vocabulary refers to the words we understand through reading and listening. Productive vocabulary refers to the words we use to communicate through

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writing and speaking. In order to communicate effectively using oral and print language, we must be able to flexibly use words that we recognize and understand.

Junior High School 2 Rimba Melintang is one of the schools that applies school based curriculum as its guidance in teaching and learning process. As a formal institution, this school also provides English subject, especially for the speaking skill. In Junior High School 2 Rimba Melintang, English is taught twice a week with timeduration 90 minutes.

According to school based curriculum (SBC) of Junior High School 2 Rimba Melintang, in a subject of speaking, the eighth grade students are expected to express their ideas in simple short monologue in the form of narrative and recount(syllabus of English , 2006). In the indicator, the students are expected to speak with a correct grammar, pronunciation, fluency, vocabulary and comprehension when the students do the simple short monologue in the form of narrative and recount text.

Based on the ideaabove, it is clear that many aspects of speaking need to be mastered by all students in the school. If they are not able to master those aspects, the teaching andlearning process in speaking will not run effectively.

Based on the interview done by the reseacher to the teacher of English of that school, when the teacher did some activities in speaking with her students some of her students had many difficulties in speaking. It can be seen from their score of speaking. The students' passing grade is 70. Yet, some of students could not reach the students' passing grade at that school although

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many efforts had been done in term of teaching speaking. At the time, the teacher at the school gave the reseacher a chance to have a teaching practice there, to make sure that her explanation was true. Based on the observation when the reseacher was having teaching practice at that school, it was clear that someof students had difficulties in learning English especially in a subject of speaking. In particular, some of students could speak English but some of them had difficulties when they were speaking. Thus, those problems can beseen into the phenomena below :

1. Some of students know about the words but they are not able to pronounce the word correctly.
2. Some of students are not confidence to express their ideas orally in speaking.
3. Some of students are difficult to construct the right word parts in appropriate form when they are speaking.
4. Some of students are not able to speak with the correct grammar.

Based on explanation above the researcher is interested in conducting a research entitled: **“The Correlation between Students’ Knowledge of Vocabulary and Their Speaking Ability at the Eighth Grade of Junior High School 2 Rimba Melintang Rokan Hilir”**.

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## B. Problem

### 1. Identification of the problem

Based on the background of the problem above, it is clear that some of students at the eighth grade of Junior High School 2 Rimba Melintang still have lack of vocabulary and faced difficulties in speaking. To make the problems of this research clearer, the problems of this research are indentified as follows:

- a. Why do some of students know about the word but they are not able to pronounce the word correctly.
- b. Why are some of students not confidence to express their ideas orally in speaking?
- c. Why are some of students difficult to construct the right word parts in appropriate form?
- d. Why are some of students not able to speak with the correct grammar?

### 2. Limitation of the problem

Based on the identification of the problem above, it is clear that there are many problems in this research. The researcher needs to limit the problems in order to pay more attention to the specific problem. The researcher only focuses on the correlation between Students' knowledge of vocabulary in (form, meaning and use) for productive vocabulary and their speaking ability.

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**3. Formulation of the problem**

Based on limitation above, the problems are formulated into the research question are:

- a. How is the students' knowledge of vocabulary at Junior High School 2 Rimba Melintang, Rokan Hilir?
- b. How is students' speaking ability at Junior High School 2 Rimba Melintang, Rokan Hilir?
- c. Is there any significant correlation between students' knowledge of vocabulary and speaking ability at Junior High School 2 Rimba Melintang, Rokan Hilir.

**C. Objective and significant of research****1. Objectives of the research**

This research has some objectives as follows:

- a. To know the students' knowledge of vocabulary at the grade of Junior High School 2 Rimba Melintang, Rokan Hilir.
- b. To know the students' speaking ability at the eighthgrade of Junior High School 2 Rimba Melintang, Rokan Hilir.
- c. To know whether there is or not significant correlation between students' knowledge of vocabulary and their speaking ability at the eighthgrade of Junior High School 2 Rimba Melintang, Rokan Hilir.

**2. Significance of the research**

- a. Hopefully, these research findings are expected to be meaningful, especially for the researcher as a novice researcher in term of learning how to conduct a research.

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- b. This research finding is expected to be useful, and valuable for both teacher and students of English at state Junior High School 2 Rimba Melintang, Rokan Hilir.
- c. Besides, this research finding is also expected to be positive and valuable information for those who are concerned in the field of teaching as a foreign language.
- d. Finally, this research finding is expected to be practical and theoretical information to the development of the theories in language teaching in general.

**D. Reason For Choosing The Title**

There are some of reasons why the researcher wants to conduct the research as follows:

1. The title of this research is relevant to the researchers status as a students of English Education Department. In English Education Department, the students need to carry out a research related to teaching and learning in a formal intuition as a requirement when they want to graduate from the faculty.
2. The problems of this research are not yet investigated by the other previous researchers.
3. The location of the research facilitates the researcher to in carry out the research.

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## E. Definition of terms

### 1. Correlation

According to Cresswell (2012, p. 338) a correlation is a statistical test to determine the tendency or pattern for two or more variables or two sets of data to vary consistently. In this case of only two variables, it means that two variables share common variance, or they co-vary together. In this research correlation means the correlation between students' knowledge of vocabulary and students' speaking ability at Junior High School 2 Rimba Melintang.

### 2. Vocabulary knowledge

Alqathani (2015, p. 22) noted that vocabulary knowledge is often viewed as critical tool for second language learners because a limited vocabulary in a second language impedes succesul commuicaion. In other word, one of the components that supported speaking ability is vocabulary.

### 3. Speaking Ability

As we know, speaking is one of important skills that we have mastered it. Thornbury (2002, p. 1) mentioned that speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability. So, we have to do it all over again in a foreign language.