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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The theoretical Framework

Syafi'i (2015, p. 103) stated that theoretical framework is viewed as the relevant theories related to references cited from various printed documents to provide the researcher and the readers with the alternative answer of the problem theoretically. It means that the theoretical framework explain how the researcher can develop her research project based on the theory through printed document.

1. The Concept Of Speaking Ability

Speaking skill, as the researcher wrote in the previous chapter is one of the basic language skills that has an important role rather than other skills due to its significant and its use for communication. So that, the researcher will explain about the nature of speaking itself in order to gives the obvious information about what speaking is.

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. While, Jones says in speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In

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writing we may be creating a record, committing events or moments to paper. It means that when we are speaking we can produce the word by exploring our ideas that we want to share to the other people, but in writing we can create something that we want.

a. The Element of speaking

Adams and Firth in Hughes (2003, p. 131-133) stated that speaking ability is assessed through several elements. Those elements are grammar, vocabulary, comprehension, fluency and pronunciation.

1. Grammar

It is obvious that in order be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not mastering grammar structure, he cannot speak English well.

2. Vocabulary

As we know, vocabulary is a basic element in language. Richards and Renandya (2002, p. 255) stated 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.

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3. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Longman dictionary stated that fluency is the ability with a good but not necessarily perfect command of intonation, vocabulary and grammar.

4. Comprehension

Longman dictionary mentioned that comprehension refers to the identification of the intended meaning of written and spoken communication. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

5. Pronunciation

The last element of speaking ability is pronunciation. Pronunciation is the way a certain sound or sound is produced. It means that pronunciation is the way how we pronounce the word correctly.

2. The concept of vocabulary

Hiebert and Kamil (2005, p. 3) stated that vocabulary is the knowledge of meanings of words". Learning vocabulary aims to find and understand the meaning of certain words in language used. It refers to the words that we know to communicate effectively. In general, vocabulary can be described as oral vocabulary and written or print vocabulary. Oral vocabulary refers to words that we use in speaking or listening. Written or print vocabulary refers to words that we use in reading or writing.

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Richards and Renandya (2002, p. 255) stated that vocabulary is a core component of language proficiency and provides much of basic for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learner often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speakers, using the language in different contexts, reading, or watching television.

From the definition above, it can be concluded that vocabulary is the knowledge of the total numbers of word, a list or set of words in a particular language that a person knows or uses. It must be learned by foreign language learner aimed to find out the meaning in certain purposes. They will be easy in learning language because of the role of vocabulary. The lack of vocabulary causes difficulties in learning process for the learners.

a. Types of vocabulary

Lehr, Osborn & Hiebert in Hanson and Pauda (2011, p. 5) noted that vocabulary refers to word we use to communicate in oral and print language. In this case, vocabulary is an essential and basic component of all uses of English language. When the learners acquaint new vocabulary, they must know the meanings of words. The words will be useful if it is used at certain language. It means that Hiebert and Kamil also declare that knowledge of words also comes in at least two forms, productive that the vocabulary we use when we write or speak and

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receptive that which we can understand or recognize. These will be explained clearly as follows:

1. Productive vocabulary

Hiebert and kamil (2005, p. 3) mentioned that Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well known, familiar, and use frequently. It means that, in productive vocabulary, the students have to know about the meaning, use and form of the word.

2. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. Furthermore, receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning.

- b. Vocabulary knowledge

Alqathani (2015, p. 22) stated that vocabulary knowledge is often viewed as critical tool for second language learners because a limited vocabulary in a second language impedes succesul communicaion. In other word, vocabulary is language components that have to be known by the students to improve their speaking ability.

Same as this statement with Nation (2001, p. 63) stated that knowing a word can involve knowing thatis made up of affixes and a stem that can occur in other word. There is evidence that, for first language user

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of English, many low frequency regularized formed, complex words are rebuilt each time they are used. That is a word like unpleasantness is not stored as a whole unanalysed item, but is reformed from un-, pleasant, and -ness each time it is used. This does not necessarily mean that the word in its whole unanalyzed form is learned initially, and it is later seen as fitting into a regular pattern and is then stored differentially.

It is thus possible to argue that knowing a word involves knowing the members of its word family, and what are considered as members of the word family will increase as proficiency develops. For example, knowing the word mend can also involve knowing its forms, meanings, and uses as mends, mended, and mending. As a later stage of proficiency, knowing mend may also involve knowing mender, mendable, and unmendable. There is research evidence to support the idea that word families are psychologically real, and that when we talk about knowing a word, we should really be talking about knowing a word family. There are three aspects of vocabulary knowledge such as, form, meaning, and usage.

c. Aspect of vocabulary

Nation (2001) explained that there are three aspects of vocabulary such as, form, meaning and usage. Further, for the detailed explanation is as follows:

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1. Form

In this aspect, word formation means to know how words are spoken, written, and how they can change their form. Firstly, the learners have to know what a word sounds like its pronunciation (spoken form). Knowing the spoken form of word includes being able to recognize the word when it is heard. On the other hand, it also involves being able to receptive or produce in order to express a meaning.

Secondly, the learners must know how spell of word (written form). As Nation points out that one aspect of gaining familiarity with the written form of word is spelling. Sometimes, the learner also must be careful in this activity because it (spell of word) is not same as they pronounce.

Thirdly, the learners also must know word parts that make up these particular items (such as prefix, root, and suffix). Suffix is an affix that lies at the end of word to make new word, while root is the head of a word. Then, prefix is an affix at the beginning of root or word to make new word. For instance, words “uncommunicative” where the prefix of *un* means negative or opposite meaning, *communicate* as the root word, and *ive* means a suffix denoting that someone or something is able to do something. Here, they all together refer to someone or something that is not able to communicate, hence *uncommunicative*.

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2. Meaning

Nation stated that meaning encompasses the way that form and meaning work together in other words, the concept and what items it refers to, and the association that come to mind when people think about a specific word or expression. These are to realize about vocabulary items that they frequently have more than one meaning. Sometimes, word has meanings in relation to other words. As far as meaning goes, students need to know about meaning in the context and they need to know about sense relation. The meaning of word can be understood in terms of its relationship with other words in the language.

Ur (1999, p. 23) mentioned that the sense relation is divided into four as follows:

- a. Synonym, it means exactly or nearly the same as each other. While Synonym is item that means the same or nearly the same. For example, bright, clever, smart may serve as synonyms of intelligent.
- b. Antonym, a word is often defined by its relationship to other words. While antonym is items that mean the opposite. For example, rich is an antonym of poor.
- c. Hyponymy, that relationship between a word which is a member of a category and the name of category. While hyponym is items that serve as specific example of a general

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concept. For example, dog, lion, mouse are hyponyms of animal.

- d. Co- Hyponyms or co- ordinates, other items that are the same kind of thing; red, blue, green and brown are coordinates.
 - e. Superordinates, general concept that 'cover' specific items: animal is the superordinate of dog, lion and mouse.
 - f. Translation, words or expression in the learners mother tongue that are (more or less) equivalent in meaning to the item being taught.
3. Usage

The meaning of language depends on where it occurs within a large stretch of discourse. Here, Nation involves the grammatical function use of the words or phrase, the collocation that normally occurs with a language use, and any constraints used (in term of frequency, level, so forth). Therefore, the students have to know the grammar especially in parts of speech to improve their vocabulary knowledge. There are nine points of parts of speech that consist of:

a. Noun

Leech and Svartvik (2003, p. 26) stated that noun referring to objects and substances with physical existence (we shall the word 'object' to refer generally to things, animals,, people, etc.)

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b. Pronoun

Leech and Svartvik (2003, p. 39-40) mentioned that pronoun is a word which may replace a noun or noun phrase. There are three types of person pronoun that consist of: the first person pronoun(I, you, we), the second person pronoun(me, my, us our, your and etc.), and the last type is the third person pronoun(he, she, it, they).

c. Verb

Verb occurs as part of the predicate of a verb. Leech and svartvik (2003, p.52-53) noted that verbs often cannot be used with the progressive at all, because the notion of ‘something in progress’ cannot be easily applied to them.

d. Adverb

Longman dictionary (2002, p. 15) mentioned that adverb is a word that describes or adds to the meaning of a verb, an adjective, another adverb, or a sentence, and which answers such question as how?, where?, or when?.

e. Adjective

Longman dictionary (2002, p. 13) noted that adjective is a word that describes the thing, quality, state, or action which a noun refers to. For example **black** in a black hat is an adjective.

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f. Conjunction

Longman dictionary (2002, p. 107) explained that conjunction is a words, phrases, or clauses together, such as but, and, when: John **and** Mary went. She sings **but** I don't.

g. Preposition

Longman dictionary (2002, p. 414) stated that preposition is a word used with nouns, pronouns and gerunds to link them grammatically to other words. Preposition may express such meaning as possession (e.g. the leg of the table), direction (e.g. to the bank), place (e.g. at the corner), time (e.g. before now).

h. Article

Longman dictionary (2002, p. 32) noted that article is a word which is used with a noun and which shows whether the noun refers to something definite or something indefinite. English has two articles: the **definite** article *the*, and the **indefinite** article *a* or *an*. The main use of the definite article in English is to show that noun refers to a particular example of something, e.g.: by referring to something which is known to both the speaker and the hearer: *she is in the garden. He is at the post office*. Then, for the main use of the indefinite article in English is to show that the noun refers to something general or to something which has been identified by the speaker, e.g.:
a. by referring to one example of a group class: *pass me a*

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pencil, please. b. by referring to something as an example of a group or class: *A dog is a friendly animal.*

i. Interjection

Longman dictionary (2002, p. 267) mentioned that interjection is a word such as *ugh!*, *gosh!*, *wow!*, Which indicates an emotional state or attitude such as delight, surprise, shock and disgust but which has no referential meaning.

Regarding the explanation, the researcher summarizes that in general, vocabulary can be classified into some parts covering all words in language. After knowing some points of vocabulary, it is clear that the students should have a great skill on vocabulary not only to mastery in a rich vocabulary but also to understand about using vocabulary accurately.

d. The importance of vocabulary

Vocabulary study is one language component that should be mastered by the students. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspects of language. Richards and Renandya (2002, p. 255), noted that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". So that, by having a high vocabulary, it can help the students learn four

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basic skills of English that are speaking, listening, reading, writing in certain purposes. Without an extensive of vocabulary, learners often achieve less than their potential and discourage from making language use in language learning opportunities around them in different context.

3. The relationship between knowledge of vocabulary and speaking ability

In learning activity, Speaking is one of language skills that should be mastered by the students. Jones says in speaking and listening we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. In writing we may be creating a record, committing events or moments to paper. It means that in speaking we can produce the word by exploring our ideas that we want to share to the other people, but in writing we can create something that we want.

In the learning process, students usually have many problems in their speaking. When they are speaking, there are some of the students who get difficulties in self confidence and vocabulary.

As we know vocabulary is the important thing that support the students' speaking ability. 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.

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B. Relevant Research

To prove that this research is qualified, researchers should present the research that is relevant. Syafi'i stated that relevant research is required to observe some researches conducted by other researchers in which they are relevant to our research itself. There are several relevant researches which have relevancy to the research especially in introversion and writing area where the researcher focuses on. Some of them are:

1. The research that was conducted by Zaleka (2008) entitled "The Correlation between Vocabulary Mastery and Ability in Writing Hortatory Expository Text of The Second year Students of MAN Selat Panjang". She took 23 students that consisted of 12 males and 11 females as the sample of this research. Based on it, the data was analyzed using Spearman-Rank Correlation. Based on the result of Spearman-Rank Correlation the coefficient correlation was 0.96 and "pvalue" was $0.000 < 0.05$. She concluded that there was Correlation between the vocabulary mastery and ability in writing hortatory expository text.
2. The research that was carried by Zeli (2015) entitled "the correlation between vocabulary mastery and speaking ability of the tenth grade students of vocational high school dwi sejahtera pekanbaru. She took 50 students that consisted of 21students from X R2/L/MP,13 students from X R4 AND 16 STUDENTS FROM X TKJ/AK/PB as the sample of this research. The data was analyzed by using pearson correlation . Based on the result of pearson Correlation the coefficient correlation was 0.728 and

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“pvalue” was $0.000 < 0.05$. She concluded that there was Correlation between the vocabulary and speaking ability.

The Operational Concept

Syafi'i (2013, p. 94) stated that operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in academic writing-a research paper. The writer would like to explain briefly about variables in this research. It is important to clarify the theories used in this research. This research is correlational research which focuses on correlation between students' vocabulary and their speaking ability. Therefore, in analyzing the problem in this research, there are two variables:

The indicators of variable X (students' knowledge vocabulary) are as follows:

- a. Students have knowledge of English parts of speech.
- b. Students are able to get the meaning of word based on the context/different uses.
- c. Students are able to get the synonym of word.
- d. Students are able to differentiate the antonym of word.
- e. Students are able to identifying the hyponym of word.

The indicators of variable Y (students' speaking ability) are as follows:

- a. Students are able to speak with the correct grammar.
- b. Students are able to speak with the good fluency.
- c. Students are able to speak with the good accuracy.

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- d. Students are able to speak with the good pronunciation.
- e. Students are able to comprehend what they are talking about.

D. The Assumption and the Hypothesis

1. The Assumption

In this research, after looking at the theories and the possibilities described in the theoretical framework and operational concept, the researcher indicated some assumption as follows:

- a. Students who have sufficient knowledge in vocabulary can enhance their ability in speaking.
- b. Students that have lack in vocabularies can affect their ability in speaking.

2. The Hypothesis

- a. H_a (alternative hypothesis)

There is a significant correlation between students' knowledge of vocabulary and their speaking ability at eighth grade Junior High School 2 Rimba Melintang.

- b. H_0 (null hypothesis)

There is no significant correlation between students' knowledge of vocabulary and their speaking ability at eighth grade Junior High School 2 Rimba Melintang.