THE CONTRIBUTION OF THE VOCABULARY MASTERY
TOWARD STUDENTS' SPEAKING ABILITY IN THE
CLASSROOM INTERACTION AT THE
SECOND YEAR STUDENTS OF
SMAN 1 TAMBANG

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A Thesis
Submitted of Fulfill One of Requirements
for Undergraduate Degree in English Education
(S.Pd.)

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ABSTRACT

Kaspirahmi (2011): The Contribution of Vocabulary Mastery toward the Students' Speaking Ability in the Classroom Interaction at the Second Year Students of SMAN 1 Tambang.

The writer found that the students have difficulties in speaking English. The matter was also seen by their low scores in English. So, the writer is interested in carrying out the research.

The subject of the study is the second year students' social science of SMAN 1 Tambang. There are 27 students as respondents of this research. In this matter, the writer used total sampling.

The technique of collecting the data in this research is test and questionnaire. In analyzing the data, the writer used the formula of statistic regresi. This formula is used, because the both data are interval scale. According to Hartono (2004:136) if the formula is:

$$Y = a + bX$$

Based on the findings of this research, it concludes that the second year students' ability in mastering vocabulary is less (45.4) and their ability in in speaking is bad (35.4), and there is no significant contribution of vocabulary mastery toward the students' speaking ability in the classroom interaction at the second year students of SMAN 1 Tambang. It can be seen at value b = 0.344 is smaller than " r " table in significance of 1 % and 5 %.

ABSTRAK

Kaspirahmi (2011): Pertolongan Penguasaan Kosakata terhadap Kemampuan Berbicara Siswa Kelas 2 dalam Interaksi Kelas di SMAN 1 Tambang.

Penulis menemukan bahwa siswa siswi menemukan kesulitan dalam berbicara, Hal itu juga terlihat dari nilai mereka yang rendah dalam bahasa Inggris. Jadi penulis tertarik untuk melakukan penelitian tentang ini.

Sabjek dari penelitian adalah siswa siswi kelas 2 IPS SMAN 1 Tambang. Disana terdapat 27 siswa sebagai responden penelitian ini. Dalam hal ini penulis menggunakan tekhnik total sampling.

Tekhnik pengumpulan data pada penelitian ini adalah tes dan angket. Dan untuk menganalisa data, penulis menggunakan rumus statistic regresi. Rumus ini digunakan karena datanya yang berjenis interval scala. Menurut Hartono (2004:136) rumus yang digunakan adalah:

$$Y = a + bX$$

Berdasarkan temuan dalam penelitian ini, dapat disimpulkan bahwa kemampuan siswa SMA N 1 TAMBANG dalam menguasai kosakata adalah kurang (45.4) dan kemampuan mereka dalam berbicara adalah buruk (35.4) dan tidak ada kontribusi yang signifikan dari penguasaan kosakata terhadap kemampuan berbicara siswa kelas 2 SMAN 1 TAMBANG. Hal ini bisa dilihat pada nilai b = 0.344 lebih kecil dari tabel " r " 1 % and 5 %.

ملخص

كسفى رحمي (٢٠١٠) : اشتراك التعرق المفردات على الستطاع المحد ثة المعلة فى الفصل الدراسية لفصل الثاني فى المدرسة العلية الحكومية الواحدة تمباغ

وحدت الباحثة المشكله فيها ان الطلاب اصابهم الصعبه فى تكله. بمتا سبة, اعتذبت الباحثة ان تبحث بحثن علميا عن هذه المشكلة.

واسافراد البحث هو الطلاب فى الفصل الثاني فى المرسة العالية الواحدة تمباع الذى يتكون من ٢٧ طالب مستجيبا لهذا البحث, فى البحث استعمل الباحث تكوين العينة فصل واحد.

واما الاسئلة المتنوعة طلريقة الجمع البيانات. وطريقة تحليل البيانات باستخدام الرموز ارتباط لا نتاج العزم (Statistic Regresi)

$$y = a + b\ x$$

استادا على نتائج هذا البحث يخلاص ان القدرة الطلاب مدرسة العالية الحكومية الواحدة تمباع فى اتقان المفردات اقل (٤٥،٤٪) وقدرتهم قدرة تكله انه شيئ (٣٥،٤٪) وليس هنك اشتراك كبير التعرق المفردات كل قدرة تكله فى الفصل الثاني مدرسة العالية الحكومية الواحدة تمباع. هذا ينظر على ارتبط (٠،٤٤٤) اكبر من (٠,٠٥)

LIST OF CONTENT

CHAPTER I

INTRODUCTION

A. The Background

Speaking in English is one of the four language skills. Students learn English in Indonesia are expected to be able to speak English as the objective of the curriculum for each level. Therefore, the existence of speaking is very prominent role in our life to communicate to another people and even to adapt in society. According to Nursalim in Yuliana (2007:2) there are four functions of language in our life namely; to express self expression, as a mean of the communication, as a mean of social control, as a mean of perform social adaptation and integration.

In order to communicate in English well, learners must be able to master four language skills. One way to undertake some activities in learning English is by speaking or conversation. Speaking is one competence of communicative competence. It must be developed. People can obtain ideas, message, and information through speaking or conversation. Furthermore, Harmmer (1991:2) said that speaker says things because they want something to happen as result of what they say. Furthermore, we judge that someone can speak English is from her or his speaking.

In order to communicate in English well, learners must be able to master many vocabularies. By mastering vocabulary, someone can understand easily what he or she hears, reads, and communicates clearly (Elsjelyn, 2008)

Vocabulary is an important element in the acquisition of a second language (Nunan, 1991; 118). It is one of the language contents that should be studied to master four skills. It is used to understand of forms, phrases, and sentences to convey meaning of words. That is why the function of vocabulary is very crucial in comprehending spoken language.

The objective or goal study English in Senior High School 1 Sungai Pinang Tambang is developing communicative competence with emphasizes on the ability to understand and produce both oral and written. Here, developing competence in English will provide students with practice of using English in contextual, integrated and collaborative ways to develop the ability to use English appropriately. Based on the language skills, the goals can be explained as follows:

Senior High School 1 Sungai Pinang Tambang is one of the Senior high schools in Tambang. English is taught as one of the main lessons. It is examined in National examination. In the class, the second year students social science are provided with English because the English teacher of SMAN 1 Tambang uses English in teaching learning process.

Based on the ideas above and the preliminary study of the writer toward the problems, even though the second year students social science program of SMAN I Tambang have been taught English 4 class periods a week as long as 4 semesters. They also studied English for 3 years or 6 semesters when they were in

Junior High School, 6 semesters in Elementary school. It means that the second year students of Senior High School of Sungai Pinang Tambang have learned English as long as 16 semesters.

The teacher also teaches new vocabularies, its meaning to the students every meeting. The writer had gotten information from a teacher of the second year students' social science program of SMAN 1 TAMBANG. Her name is Sri Rahmadani S.pd. She said that the Students were also asked to memorize vocabularies. If they memorize one vocabulary every day, the total number of vocabularies that they have as long as one year are about 365 vocabularies. Besides, they had learned many vocabularies through their topics of English subject like discussion, conversation, listening, speaking, reading, and writing. Each their topic of English subject has new vocabularies. So that, each semester, at least they get approximately 500 vocabularies. If we count along 4 semesters, they have gotten 2000 vocabularies. Beside this all, their daily activities, like reading, watching television, listening to the radio, looking at advertisement in English also make contribution to the development of their vocabulary items.

Based on the statement above, the students who have gotten many vocabularies ought to be fluent on speaking English with the vocabularies that they have. But in fact, they are not. Most of them still have problems in speaking. The weaknesses of the students can be seen from phenomena as follows:

1. Some of the students seldom use English among them both inside and outside of classroom.

2. Some of the students are afraid of making mistakes if they speak English.

3. Some of students are lack of self confident when they are speaking each other.

4. Some of students are bored to use English in their daily conversation.

5. Some of the students are lack of gaining the language skill, especially speaking skill.

Based on the phenomena found by the writer, the writer is motivated to investigate those problems with a title "**THE CONTRIBUTION OF THE VOCABULARY MASTERY TOWARD STUDENTS' SPEAKING ABILITY IN THE CLASSROOM INTERACTION AT THE SECOND YEAR STUDENTS OF SMAN 1 TAMBANG".**

B. The Definition of the Terms.

In order that this research is easier understood and to avoid misunderstanding and misinterpretation in reading this research, the writer writes the definition of the terms as follows:

a. Vocabulary is a set of lexemes, including single words, and idioms. (Richard *at all*, 1992: 400).

b. Mastery is great skill or knowledge (Hornby, 2000:265). According to Richard et al (1992:221), mastery learning is based on the idea that all students can master a subject given sufficient time.

c. Speaking is make use of words in an ordinary voice (Hornby: 1989: 398)

d. Ability is capacity of power to do something physical or mental (Hornby: 1989:1)

e. Interaction analysis is any of several procedures for measuring and describing the behavior of the students and teachers in classroom (Longman Dictionary, 1992: 185). Interaction in this research is the activeness between students and teacher in teaching learning process in the classroom. The teacher tells about a story orally and students ask and retell the story.

f. In this research, mastery of vocabulary means that the students can comprehend the vocabulary in reading text

g. Speaking Ability in this research means the ability of a person to express his or her ideas, feeling or something in his or her mind to others by using spoken language.

C. The Problem

1. The Identification of the Problems.

Based on the background above, it is clear that some of the second year students' social science program of SMAN 1 Tambang still feel difficulty to speak. In order that these problems are clear, the writer will identify the problems as follows:

1. What factors cause some of the students seldom use English among them both inside or outside of classroom.

2. What factors cause some of the students are afraid of making mistakes if they speak English.

3. What factors cause some of students are lack of self confident when they are speaking each other.

4. What factors cause some of students are bored to use English in their daily conversation.

5. What factors cause some of the students are lack of gaining the language skill, especially speaking skill.

2. The Limitation of the Problems.

Due to the writer's limitation, the problems in this research are limited on the contribution of the students' vocabulary mastery toward their speaking ability in the classroom interaction at the second year students of SMAN 1 Tambang.

3. The Formulation of the Problem.

Based on the limitation above, the problems in this research are formulated into the following research questions as follows:

1. Is there a significant contribution of the students' vocabulary mastery toward their speaking ability in the classroom interaction at the second year students of SMAN 1 TAMBANG?

2. What factors influence the second year students in speaking English?

D. The Reason for Choosing the Title.

The following statements are the writer's reasons in carrying out this research.

1. The title of this research has never been researched yet by others before.

2. The writer wants to obtain the influence of vocabulary mastery and speaking ability.

3. This research can be conducted by the writer.

4. The writer states that the problems of this research are very important.

E. The Objective and Significance of the Research

1. The Objective of the Research.

The objectives of the research are to find out the answering of formulation of the problems above. The writer would like to state the objectives of this research as follows:

1. To find out a significant correlation between vocabulary mastery and speaking ability of the students at SMAN 1 TAMBANG.

2. To find out the factors influence the students in speaking English

2. The Significance of the Research.

The significances of the research are:

1. To give information to the English teacher and learners about vocabulary mastery and speaking ability.

2. as a motivation for the students to improve and increase their vocabulary in order that they can speak easily.

CHAPTER II
THE THEORETICAL FRAMEWORK
AND OPERATIONAL CONCEPT

A. The Theoretical Framework

1. Vocabulary Mastery

Vocabulary is one of language contents that should be studied to master the four language skills. It is one of the crucial elements of language skills. It is also stated by Nunan (1991:18). He said that vocabulary is an important element in the acquisition of a second language. According to Murcia and Intosh (1979:242) vocabulary is fundamental even in the earliest stages of the acquisition of language. They also add that vocabulary is a language area that needs continued growth and development for both native and non-native speaker .All four-language skills (speaking, writing, reading, and listening) need vocabulary.

According to Richard at all (1992:400), vocabulary is a set of lexemes, including single words, compound words, and idioms. Word can be divided into two classes:

1. Content words are words which refer to a thing, quality, state, or action. Content words are mainly nouns, verbs, adjectives, and adverbs.

2. Function words are words which have little meaning on their own (conjunction, preposition, article).

By mastering vocabularies, someone can understand easily what he or she hears, reads, and communicates clearly (Elsjelyn, 2008). It means that the students who have no vocabulary, they will be difficult in developing their skills especially

listening and speaking skills. As a result, they do not understand what the teacher or speaker says. Rich vocabulary is an important element in the acquisition of a second language (Nunan, 1991; 118).

You cannot have comprehension without a large amount of vocabularies (Burton, 1982:98 in Noni, 2004:10). Besides, to be able to appreciate English well, students should have educated vocabulary because it is a main key, especially in learning a foreign language, particularly English at educational institution in Indonesia. This statement suits with what had been pointed out by Burton (1982:98 in Susanti Khasanah, 2008:1) who says that you cannot do well in comprehension without a large vocabulary. So, with a large of vocabulary communication can happen well.

While, Murcia and Intosh (1979:253) pointed out that students often claim that their primary problem in acquiring English is a lack of vocabulary. Such students often have an adequate active vocabulary, but they lack an extensive passive vocabulary. With this fact, as well as, English teacher should teach vocabulary with interesting situation in order that the students are not bored in the class when they study about vocabulary. According to Phillips (1995:74 in Suyanto, 2008:47) both vocabulary and grammar need to be taught in context and children should always be given plenty of opportunities to use the language that they have learned in class.

Based on the statement above, it is clear that learning vocabulary should be in context and more concrete. For example, when a teacher tells "glass and water. So the teacher should show a concrete glass and water. This matter will be

easy remembered by students. As said by Suyanto (2008:47) that learning vocabulary and grammar will be better if in a context. In order that it is practiced and communicated easily. This matter is also supported by Murcia and Intosh (1979:244). They said that it is easier to teach students words with concrete meaning than words with abstract meaning.

Akmal (2003 in Wiwik, 2006:14) which might also strengthen the importance of vocabulary teaching. She states three features as follows:

1. The ability to understand the target language greatly depends on one's mastery vocabulary.
2. Vocabulary aspect acquisition is an important aspect of four skills.
3. The ability to write a foreign language presupposes knowledge of the lexical units of the foreign language.

In learning vocabularies, the students should know the meaning of the word. Murcia and Intosh (1979:254) said that an important aspect of building a passive vocabulary is the ability to guess the meaning of the word from context. They also say that the students should be able to practice parts of speech of root words and to recognize without difficulty related to noun, verb, adjective, and adverb.

There are some of the students who are active students. But some of them are passive. To measure active and passive students can be seen from their speaking frequency. The active students will have frequency of speaking and in

expressing their ideas. For passive students, they seldom speak because they have limited vocabularies.

Vocabulary is seen in its central role in contextualized, meaningful language. Below are some guidelines for the communicative treatment of vocabulary instruction

1. Allocate specific class time to vocabulary learning.

2. Help students to learn vocabulary in context.

3. Play down the role of bilingual dictionary.

4. Encourage students to develop strategies to determine the meaning of word (Brown, 1994:47).

Higa (1965 in Murcia and Intosh, 1979:244) pointed out five specific factors that make a word relatively easy and difficult to learn:

1. The intrinsic difficulty of the word to be learned.

2. The interaction between groups of words to be learned at the same time

3. The interaction between groups of words to be learned in sequence.

4. The effect of repeated presentation of words to be learned.

There are at least six ways in order that you can increase your vocabulary

1. Learn to use the context efficiently

2. Use the words part (prefix, suffix, and root) you already know and apply them to unknown words. Learn additional common parts.

3. Develop a systematic way of your own to collect word you read and hear but whose meaning is unclear.

4. Use mnemonics with visualization and association.

5. Use the dictionary routinely, to help you pronounce words and understand the meaning. According to Murcia and Intosh (1979:254) a students must know how to look up a word in the dictionary and how to use a thesaurus. They also add that ability to use a dictionary or a thesaurus should not be taken for granted. Particular useful are for determining pronunciation, and in recognizing the different meaning and derivatives of a word.

6. Use the thesaurus to find synonyms and antonyms (Rose Wassman and Lee Ann Rinsky, 2000:30 in Jazuli, 2004:116). According to Harmer (2007:61) synonym is when words mean the same thing or one word can have many meanings (ex. hold up and delay). Antonym is opposite of the word (ex. hot and cold). This fact helps us understand the meaning of the word.

According to Paulston and Bruder (1976:183), there are three major areas for word study:

1. Function words.

2. Closed list content words. They consist of irregular plurals like, brethren, sheaves.

3. Word formation. It is study of roots, prefixes, and suffixes.

According to Ellis (1994:263 in Breen, 2001:34) the most effective strategies for vocabulary learning are:

1. Inferring word meaning from context.

2. Semantic or imagery mediation

3. Deep processing for elaboration of the new word with existing knowledge.

Mastery is based on the idea that all students can master a subject given sufficient time. It means that the students should reach a comprehension level before they move on to the next lesson (Longman, 1992:221). In Oxford (2000:264) states that mastery is great skill or knowledge. Based on the statements above, the writer concludes that mastery is to obtain greatly and detailed about subject of study. Bloom has classified three main categories system in cognitive domain that often used for instructional goals in education, they are:

a. Knowledge.

b. Comprehension.

c. Application (Afandi, 1996:24, in Elisna, 2003:7).

Brown (1994:20) said that successful mastery of the second language will be due to a large extent to a learners' own personal "investment" of time, effort, and attention, to the second language in the form of an individualized battery of strategies for comprehending and producing the language.

So, basically, vocabulary mastery can be described that students can master the vocabularies (single word, compound word and idiom) given by the teacher before they move on to the next lesson.

2. The Types of Vocabulary

1. Nouns

Nouns perform the function of naming. Nouns name person, places, animals or things, as well as groups, ideas and qualities. In a sentence, nouns can be subjects, objects or appositives.

Examples:

a. -acy, -cy

Noun: state or quality

* Privacy: the state of being alone
  * Priv + acy
* Infancy: the state of being a baby or young child
  * In + fan + cy

b. - age

Nouns: activity or result of action

* Courage: having the spirit to overcome fear
  * Cour + age

c. -ment

Nouns: condition or resurt

* Document: an official paper usually showing proof or evidence of something
  * Docu + ment

2. Verbs

Verbs make statements about nouns, ask questions, and give commands, or show states of being. Verbs can be active or passive. Verbs also show tense or time of action.

Examples:

a. -ate

Verb: cause to be

     * Graduate: to give a degree, to pass from one state to the next
       * Gradu + ate

  b. –er, -or

   Verb: action

     * Ponder: to think about
       * Pond + er
     * Clamor: to make a noise, to call for loudly
       * Clam + or

  c. –fly

   Verb: cause

     * Specify: to name or indicate in detail
       * Spec + fly

3. Adjectives

 Adjectives describe or modify nouns. Adjectives tell the teacher more about the nouns used in the sentence.

 Examples:

  a. –al, -ial, -ical

   Adjective: quality, relation

     * Structural: related to the physical make up of a thing
       * Struct + ure + al
     * Territorial: related to nearby or local areas
       * Territ + or + ial
     * Categorical: related to a category, absolute
       * Cate + gor + ical

  b. -est

   Adjective: superlative

     * Strongest: having the most strength
       * Strong + est

  c. –ing

   Adjective: activity

     * Cohering: the act of sticking together

$$* \quad Co + her + ing$$

4. Adverbs

Adverbs describe verbs, adjectives and other adverbs.

Examples:

a. -flod

Adverb: in a manner of, marked by

* Fourfold: being four times as great
    * Four + fold

b. -ly

Adverb: in the manner of

* Fluently: marked by ease of movement, effortlessly smooth.
    * Flu + ent + ly

c. –ward

Adverb: in a direction or manner

* Homeward: toward home
    * Home + ward   (Elisna: 2003)

4. Speaking Ability

Basically, speaking ability can be described as the ability of someone to take out his or her ideas, feelings or something in his or her minds to others by using spoken language. Raymond S.Ross (1977:7, in Elisna 2003:12) stated that the achieved communication occurs if the ideas the speaker transmits are similar to the ideas the listener. While, According to Henri (1989:13), language and communication is changing of ideas, information, etc between two people or more people.

Speaking is one of the language skills. It is a crucial part of the language learning process (Kalayo and Ansyari, 2007:104). It is very important thing in

learning a language, because a purpose of someone in learning a language is to be able to communicate a language, especially, in a language classroom (Murhani, 2008:8). One of the characteristics of communicative learners is talking to friend in English (Kalayo and Ansyari, 2005). Kalayo (2006: 11-12) said that before developing the skill of speaking the students should understand the spoken language first. When the students feel comfortable and confident in understanding, thus they will be able to produce the utterance. Harmer (1994; 34) said that both students and teachers need to know how to talk about language at various points during learning and teaching.

There are three significant areas for assessing speaking: purpose of talk, the speaking situation, and speaker roles. The purposes of talk are chatting and information-related talk. Chatting is as the exchange of amicable conversational turns with another speaker. Information-related talk is transferring information on a particular topic, for example doctors talking to patient. There are four speaker roles: **Quantity**: give sufficient information but not too much. **Quality**: say only what you know to be true. **Relation**: be relevant. **Manner**: be brief, clear and orderly.

According to Brown (1994:29), communicative competence is a goal of language classroom Walter (2004) said that the model of communication can be described below;

1. Grammatical Competence, including vocabulary, grammar, pronunciation, and spelling.

2. Sociolinguistic Competence. It involves the appropriate use of language. Such as knowing how to request information, accept or refuse assistance.

3. Discourse Competence the appropriate use. This competence requires the participant to be both a sender and a receiver of language.

4. Strategic Competence. It includes the manipulation of language, both verbal and non verbal, to achieve the communication goals.(Kalayo and Fauzan)

Model of communication competence above is defined as the ability to use language appropriately in a variety of contexts. So, in speaking, the students must direct toward the components above.

> Harris focuses speaking ability on five components, and they are pronunciation, grammar, vocabulary, fluency, and comprehension. Pronunciation includes vowels, consonants, and stress intonation pattern. Grammar means the ability to use the sentence in general as structural use. Vocabulary includes the right and appropriate use of words. Fluency includes the easy and speed of the flow of speech, comprehension for oral communication, requires a subject to respond to speeches well as to initiate it.(Harris:1969:81,in Zumri).

From the theories above, the writer concludes that in speaking, we have to master many vocabularies and to express ourselves to another person in communication. Both vocabularies and speaking are strongly related, and they cannot be separated. They are like two sides of coin. Logically, students who have limited vocabularies have difficulties in comprehending text, moreover in speaking. So before speaking activity, the most important thing to be mastered is as many as vocabularies. The most important point of spoken language is the special nature of spoken grammar and spoken vocabulary.

Citravelu (1995: 250) stated that without vocabularies, structures and functions cannot be used to comprehend and communicate. Rivers has also argued that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication (Nunan, 1991:117).

From theories above, the writer can inferred that vocabulary will determine speaking ability in which by mastering vocabulary as many as possible will give contribution toward speaking ability.

Speaking is a complex skill. There are speakers and listeners that talk about something. In addition, to know the sound, structure, grammar and vocabulary system of language, the speaker should thinks the idea that he/she wishes to express, either initiating monologue or conversation or responding to a previous speaker. Therefore, there are three main reasons for getting to speak in the classroom.

> Firstly, speaking provide rehearsal chances to practice real-life speaking. Secondly, students try to use a language to provide feedback for both teacher and students. Finally, students have opportunities to activate the various elements of language (grammar, vocabulary, pronunciation) they have stored in their brains. (Harrmer, 2007:123).

Statement above means that the students will be able to use words and phrases fluently without conscious thought. They automatically use language. The following activities are helpful in getting students to practice speaking:

1. Information gap activities. Two speakers have different bits of information. They complete the picture by sharing.

2. Telling stories. Students need to be able to tell story in English. The teacher can encourage them to retell stories. According to Brown and Yule (1983, in Luoma: 24), one of types of informational talk for language learning is telling a story. Speaker need to be able to identify the main character, event and activity.

3. Favorite object. Students are asked to talk about their favorite.

4. Meeting and Greeting. Students meet people and introduce themselves.

5. Surveys. To get the students interviewing each other.

6. Famous people. Students think of five famous people.

7. Student presentation. Students give a talk.

5. The Factors Influence the Students' Ability in Speaking English.

According to Tsui (1996:154 in Kalayo and Abdul Hadi: 234) there are some factors that influence the students' ability in speaking.

1. Students are willing to speak English when they are asked by the teacher.

2. Students feel that English as a need (Suyanto, 2008).

3. Students have self confident in speaking English.

4. English is used both outside and inside of classroom (Suyanto, 2008).

5. Students' fear of derision of their friends.

6. Teacher's intolerance of silence: many of the teachers taking park in the study gave the students little or no wait time. It means that the teacher should give opportunity and time to the students in speaking English.

7. Students are shy in speaking English (Suyanto, 2008).

8. Students are afraid if they make mistakes in speaking English (Suyanto, 2008).

 (Kalayo and Abdul Hadi: 234).

B. The Relevant Research

There are many pieces of previous research. One of them was conducted by Jazuli (2004). In her research, he focuses on the correlation between vocabulary mastery and reading comprehension of the second year students of English Education Department of State Islamic University Sultan Syarif Kasim Riau. The samples of this research are 45 respondents. The techniques used are test, questionnaire, and documentation. He found that there is significant contribution of vocabulary mastery and reading comprehension of the second year students of English Education Department of State Islamic University Sultan Syarif Kasim Riau.

The second research is by Arsyad Thamrin Daulay (2003) in descriptive research, in which he focuses his research on student's ability in mastering English vocabulary of social science students of Masmur Senior High School. He found out that vocabulary is the most important thing to be mastered by the students; they will not be able to talk much without having enough words. In other word, the students of Senior High School are hoped to master the vocabulary as many as possible. If they have limited vocabulary, of course, they cannot understand what they are reading or studying.

The last one is Murhani (2008). She has carried a research entitled "The correlation between understanding meaning and giving feedback in speaking

English at the second year students' language program of Madrasah Aliyah Man 2 Model Pekanbaru". The samples of the research are 21 students. The techniques used are test and interview. Based on her research, she found that there is significant correlation between understanding meaning and giving feedback in speaking at the second year language program of MAN 2 Model.

The title which was not discussed yet in some research topic will be discussed in this research. The writer was interested in investigating the correlation between vocabulary mastery and speaking ability in the classroom interaction at the second year students' social science program of SMAN Tambang.

C. The Operational Concept

Operational concept is the main element to eliminate misunderstanding and misinterpretation in a specific research. It is a concept used to give an explanation about theoretical framework. In analyzing the correlation between vocabulary mastery and speaking ability in classroom interaction the writer used several indicators as a guidance to conduct this research. There are two variables in this research. They are X, which is vocabulary mastery of second year students SMAN 1 TAMBANG, and Y that is students' speaking ability. X is an

Independent variable and Y is a dependent variable. The students' vocabulary mastery can be seen in the following indicators:

1. Students are able to identify meaning of the words in the text.

2. Students are able to identify synonym.

3. Students are able to identify antonym in reading text.

The students' speaking ability can be seen in the following indicators:

1. Students are able to speak English in front of the class.

2. Students are able to express his or her own ideas to each other by using spoken language.

3. Students are able to speak English by correct pronunciation.

4. Students are able to speak English by correct grammar.

The factors influence the students in speaking English:

1. Students' willingness to speak English when they are asked by the teacher.

2. Students feel that English is a need.

3. Students have self confident in speaking English in front of the class

4. Students are fearless of mistakes when they are speaking.

5. Students are afraid with derision of their friend when they make mistakes in speaking.

6. Teacher gives opportunity and time to the students to speak English.

7. Students are shy in speaking English in front of their friends.

8. Students practice English both outside and inside of classroom.

D. The Assumption and Hypothesis.

a. The Assumption

Before stating hypothesis as temporary answer to the problem discussed, the writer would like to present some assumptions in reference to the research problem.

1. The more vocabulary the students have, the more fluent their speaking ability.

2. Many aspects influence the students' speaking ability.

b. The Hypothesis

1. Noll hypothesis (Ho)

There is no a significant contribution of the students' vocabulary mastery toward students' speaking ability in the classroom interaction at the second year students of SMAN 1 TAMBANG.

2. Alternative hypothesis (Ha)

There is a significant contribution of the students' vocabulary mastery and students' speaking ability in the classroom interaction at the second year students of SMAN 1 TAMBANG.

CHAPTER III
THE RESEARCH METHODOLOGY

A. The Design of the Research

The design of this research is a causal relationship. It consists of two variables. The first is independent variable that is the students' mastery of English vocabulary which is symbolized by "X" and dependent variable that is the students' speaking ability which is symbolized by "Y". This research describes the contribution of vocabulary mastery toward students' speaking ability in the classroom interaction at SMAN 1 Tambang.

B. The Location and Time of the Research.

This research was conducted at the second year students' social program at SMAN 1 TAMBANG. It is located Pekanbaru Bangkinang Street KM. 35 Sei. Pinang Tambang. The time of the research had been started on April to June 2010.

C. The Subject and Object of the Research.

The subject of this research is the second year students' social science program at SMAN 1 TAMBANG, while the object is the contribution of vocabulary mastery toward the students' speaking ability in the classroom interaction at SMAN 1 Tambang.

D. The Population and Sample

The population of the research is the second year students' social science program of SMAN 1 Tambang. It consists of a class and the numbers of the students are 27 students. Because the population is view. The writer uses the total sampling.

E. The Technique of Data Collection

To determine the students' English vocabulary mastery and their speaking ability, it could be seen from their score. It is gotten from test. Researcher gave two kinds of tests. They were vocabulary and speaking test.

1. Vocabulary test

To get the data about student's vocabulary mastery, the writer gave the students three titles of narrative text. To obtain their vocabulary mastery, the writer gave them 40 questions.

2. Speaking test.

For the students' speaking ability, the teacher talked about a story that had been studied by the students before. The teacher talked about the text three times and the students are asked for retelling it. In this case, the writer prepared a tape recorder. The use of this tape recorder is to record the students' speaking ability by retelling the text.

3. Questionnaire

This technique is conducted to collect the data about the factors that influence the students' speaking ability. This questionnaire consists of some questions for the respondents. It deals with respondents' opinions in answering to the following options: always, often, sometime, seldom, never.

The data is obtained through tests. They are about students' English vocabulary mastery and speaking ability in classroom interaction at the second year students' social science program of SMAN 1 TAMBANG. Furthermore, to get the level of the students' vocabulary mastery and speaking ability, the writer uses the standard percentage. The writer also uses categories of level according to Suharsimi Arikunto (1998:246). The categories of level can be seen as follows:

76% - 100% is good

56% - 75% is enough

40% - 55% is less

Less than 40% is bed

In analyzing the data, the writer uses statistic regresi. The formula is

Y = a + bX

CHAPTER IV
DATA PRESENTATION AND ANALYSIS DATA

A. The Data Presentation

1. Description of the Research Variable

In this chapter, the writer presents the result of the research, which has been collected from the second year students' social science program at SMAN 1 Tambang. The numbers of students are 27 persons. The data consists of two variables namely; independent variable which is symbolized by X referring students' vocabulary mastery and dependent variable which is symbolized by Y referring to students' speaking ability.

2. The Data Presentation of the Result students' vocabulary mastery

Before giving test to the sample, the writer did try out of the test for the 20 samples. Its purpose is to identify the reliability of the test. Because the first try out did not reach the reliability. Then, the writer did the second try-out. After knowing the test was reliable, the writer gave the test for the samples as long as 45 minutes. The data presentation for students' vocabulary mastery can be seen in table 1V.1.

TABLE IV.I

Students of Vocabulary Mastery

student	The number of correct answer	N	Variable X Scores	Category
1	32	40	80	Good
2	28	40	70	Enough
3	25	40	62.5	Enough
4	15	40	37.5	Bad
5	28	40	70	Enough
6	26	40	65	Enough
7	21	40	52.5	Less
8	24	40	60	Enough
9	17	40	42.5	Less
10	23	40	57.5	Enough
11	23	40	57.5	Enough
12	23	40	57.5	Enough
13	15	40	37.5	Bad
14	18	40	45	Less
15	15	40	37.5	Bad
16	16	40	40	Less
17	17	40	42.5	Less
18	15	40	37.5	Bad
19	17	40	42.5	Less
20	17	40	42.5	Less
21	17	40	42.5	Less
22	18	40	45	Less
23	18	40	45	Less
24	21	40	50	Less
25	21	40	50	Less
26	21	40	50	Less
27	19	40	47.5	Less

TABLE IV. 2

Table to Look for Mean Variable X

SCORE (X)	F	F.X
80	1	80
70	2	140
62,5	1	62.5
60	1	60
57.5	3	172.5
50	3	150
47.5	1	47.5
45	3	135
42.5	4	170
40	1	40
37.5	3	112.5
52.5	1	52.5
TOTAL	N = 27	$\Sigma fx = 1225$

From the table we get:

N = 27

$fx = 1225$

Substitution to formula:

$Mx = \dfrac{\Sigma fx}{N}$ So Mx $= \dfrac{\Sigma 1225}{27} = 45.4$

So Mean for variable X = 45.4

TABLE IV.3

Table to Look for Modus Variable X

SCORE (X)	F
80	1
70	2
62,5	1
60	1
57.5	3
50	3
47.5	1
45	3
42.5	4
40	1
37.5	3
52.5	1
TOTAL	N = 27

From the table, we can get the modus variable X = 42.5, it means that most score of the students' vocabulary mastery are 42.5, they consist of 4 persons.

To make it clear about the percentage of students' vocabulary mastery, it can be seen in following table IV. 4

Based on the table above, it can be seen the students' vocabulary mastery can be categorized into good, enough, less, and bad. It is seen that 1 person (3.7%) get good category. The students who get enough categories in this test are

8 students (29.6%). The students who get fewer score are 14 (51.8%) students, and 4 (14.8%) students who get bad score. To make clear about percentage of students' vocabulary mastery, it can be seen in the following table:

TABLE IV.4

Percentage of Vocabulary Mastery

N	Category	Frequency	Percentage
1	Good	1	3.7%
2	Enough	8	29.6%
3	Less	14	51.8%
4	Bad	4	14.8%
	Total	27	100%

Students' vocabulary mastery is falling 40-55. Meaning that most of them get fewer category. Because the higher score is 14 students (51.8%)

3. The Data Presentation of Result of students' speaking ability

Before giving test to the sample, the writer did try out of the test for the 20 samples. Its purpose is to know the reliability of the test. After knowing the test was reliable, the writer gave retelling story test for the samples. The data for students' speaking ability can be seen in table IV. 5 below:

Table IV.5

Students' Speaking Scores

No	Speaking ability	Category
1	28	Bad
2	28	Bad
3	30	Bad
4	30	Bad
5	62	Enough
6	46	Less
7	36	Bad
8	36	Bad
9	30	Bad
10	34	Bad
11	36	Bad
12	46	Less
13	44	Less
14	38	Bad
15	40	Less
16	46	Less
17	48	Less
18	38	Bad
19	26	Bad
20	32	Bad
21	34	Bad
22	34	Bad
23	42	Less
24	30	Bad
25	30	Bad
26	44	Less
27	34	Bad

Table IV.6

Table to Look for Mean Variable Y

Score (Y)	F	F.Y
62	1	62
48	1	48
46	2	92
44	2	88
42	1	42
40	1	40
38	2	76
36	3	108
34	4	136
32	1	32
30	5	150
28	2	56
26	1	26
Total	**27**	**956**

N= 27

$$Mx = \frac{\Sigma fx}{N} \quad \text{So My} = \frac{\Sigma 956}{27} = 35.4$$

So, mean for variable Y =35.4

Table IV. 7

Table to Look for Modus Variable Y

Score (Y)	F
62	1
48	1
46	2
44	2
42	1
40	1
38	2
36	3
34	4
32	1
30	5
28	2
26	1
Total	**27**

From the table above, we can get the modus variable y = 30. It means that most scores of the students in speaking English are 30. It consists of 5 persons.

To make it clear about the percentage of the students' speaking ability, it can be seen in following the table IV.8

Table IV.8

Percentage of Speaking Test

No	Category	Frequency	Percentage
1	Good	0	0 %
2	Enough	1	3.70%
3	Less	8	29.62%
4	Bad	18	66.66%
	Total	27	100%

From the table above, the students' speaking ability can be seen. It shows that there are no students who get good scores. The numbers of the students who get enough scores are 1(3.70%) students out of 27 students. The students who get fewer score are 8 (29.62%) students. The students who get bad scores are 18 (66.66%) students. Students' speaking ability is falling into the level 0-40. It seems that most of them get bad category.

4. Data Presentation of Students' vocabulary mastery and Speaking Ability.

In this study, the writer presents the score of students' vocabulary mastery (independent variable or X variable) and their speaking ability (dependent variable or Y variable). It can be seen the following tables:

TABLE IV. 9

THE RESULT OF VARIABLE X AND Y

STUDENTS	SCORE		FINAL SCORE	CATEGORY
	VARIABEL X	VARIABLE Y		
1	80	28	54	Less
2	70	28	49	Less
3	62.5	30	46,25	Less
4	37.5	30	33,75	Bad
5	70	62	66	Enough
6	65	46	55	Enough
7	52.5	36	44,25	Less
8	60	36	48	Less
9	42.5	30	36,25	Bad
10	57.5	34	45,75	Less
11	57.5	36	46,75	Less
12	57.5	46	51,75	Less
13	37.5	44	40,75	Less
14	45	38	41,5	Less
15	37.5	40	38,75	Bad
16	40	46	43	Less
17	42.5	48	45.25	Less
18	37.5	38	37.75	Bad
19	42.5	26	34.25	Bad
20	42.5	32	37.25	Bad
21	42.5	34	38.25	Bad
22	45	34	39.5	Bad
23	45	42	43.5	Less
24	50	30	40	Less
25	50	30	40	Less
26	50	44	47	Less
27	47.5	34	40.75	Less

Mean : $\dfrac{\text{Score (variable x) + Score (variable y)}}{2}$

Mean : $\dfrac{80 + 28}{2}$ = 54

From the table above, it can be seen the students' vocabulary mastery and speaking ability can be categorized into good, enough, less, and bad. It is seen that 2 students from 27 respondents (7.40%) get enough category, the students who get less category in this test are 17 students (62.96%),while bad category there are 8 students (29.62%), and there is no students who get good category.

Table IV.10

Percentage of Students' Vocabulary Mastery and Speaking Ability

No	Category	Frequency	Percentage
1	Good	0	0 %
2	Enough	2	7.40%
3	Less	17	62.96%
4	Bad	8	29.62%
	Total	27	100%

Students' vocabulary mastery and speaking ability fall into level of 40-55. It means that most of them get fewer categories, because the higher score is 17 students (64.48%).

5. Data about factors that influence students' speaking ability.

Some factors that influence students in speaking can be presented from the tables below:

TABLE IV.11

The students' answers when they were asked whether they are

willing to speak English when they are asked by the teacher

Items	Alternative answer	Frequency	Percentage
A	Always	13	48.14 %
B	Often	5	18.51 %
C	Sometimes	5	18.51 %
D	Seldom	3	11.11 %
E	Never	1	3.70 %
TOTAL		27	100 %

The table above shows us the highest percentage is 48.14%. The conclusion that can be stated that the students always willing to speak English when they are asked by the teacher.

TABLE IV.12

The students' answers when they were asked whether they

feel that English as a need.

Items	Alternative answer	Frequency	Percentage
A	Always	27	100 %
B	Often	0	0%
C	Sometimes	0	0%
D	Seldom	0	0 %
E	Never	0	0 %
TOTAL		27	100 %

The table above shows that majority of the respondents express that they are always feel that English as a need. It can be seen that majority (100%) of the respondents answer that they are always feel that English as a need.

TABLE IV.13

The students' answers when they were asked whether

they have self confident in speaking English.

Items	Alternative answer	Frequency	Percentage
A	Always	1	3.70 %
B	Often	1	3.70%
C	Sometimes	2	7.40%
D	Seldom	4	14.41%
E	Never	19	70.37%
TOTAL		27	100 %

The table above shows us the highest percentage 70.37%. The conclusion can be stated that the students are never self-confident in speaking.

TABLE IV.14

The students' answers when they are asked whether they

Use English both outside and inside of classroom

Items	Alternative answer	Frequency	Percentage
A	Always	1	3.70%
B	Often	2	7.40 %
C	Sometimes	3	11.11%
D	Seldom	7	25.92 %
E	Never	14	51.85 %
TOTAL		27	100 %

The table above state that the highest percentage is 51.85 %. The conclusion is that the students never use English both outside and inside of classroom. It can be seen that the majority of respondents (51.85 %) answer that they never use English both outside and inside of classroom.

TABLE IV.15

The students' answers when they are asked whether they are fearless with Derision of their friends when they make mistakes in speaking English.

Items	Alternative answer	Frequency	Percentage
A	Always	20	74.07%
B	Often	2	7.40 %
C	Sometimes	2	7.40 %
D	Seldom	2	7.40%
E	Never	1	3.70 %
TOTAL		27	100 %

The table above shows that majority of the respondents express that they are always afraid with derision of their friends in speaking. It can be seen that the majority of respondents (74.07%) answer that they are always afraid with derision of their friends in speaking.

TABLE IV.16

The students' answers when they are asked whether the teacher gives opportunity and time to the students in speaking English.

Items	Alternative answer	Frequency	Percentage
A	Always	27	100%
B	Often	0	0%
C	Sometimes	0	0%
D	Seldom	0	0%
E	Never	0	0%
TOTAL		27	100 %

The table above shows that majority of the respondents express that the teacher always gives opportunity and time to the students to speak. It can be seen that the majority of respondents (100%) answer that teacher always gives opportunity and time to the students to speak.

TABLE IV.17

The students' answers when they are asked whether they are shy in speaking English in front of their friends.

Items	Alternative answer	Frequency	Percentage
A	Always	15	55.55%
B	Often	4	14.81%
C	Sometimes	5	18.51%
D	Seldom	3	11.11%
E	Never	0	0%
TOTAL		27	100 %

The table above shows that majority of the respondents express that the students are shy in speaking English in front of their friends. It can be seen that the majority of respondents (55.55%) answer that teacher always and often comprehend what they are speaking.

TABLE IV.18

The students' answers when they are asked whether they are afraid if they make mistakes in speaking English.

Items	Alternative answer	Frequency	Percentage
A	Always	18	66.66%
B	Often	4	14.81 %
C	Sometimes	3	11.11%
D	Seldom	1	3.70%
E	Never	1	3.70 %
TOTAL		37	100 %

The table above state that the highest percentage is 66.66%. The conclusion is that the students always fearless of mistakes when they are speaking.

B. The Data Analysis

To analyze the data in this research, the writer use the technique of statistics. In other word, to obtain that the contribution of students' vocabulary mastery toward their speaking ability in the classroom interaction, the writer use the formula of statistic regresi :

$Y = a + bX$

The variables in this research are:

1. variable X is students' vocabulary mastery
2. Variable Y is students' speaking ability.

The ways of analyzing the data of variable X in this research are:

1. Give score for each item.

The questions consist of 40 items. The score for each item is 2.5

2. The score of variable X is classified into four categories:

(Students' vocabulary mastery)

76% - 100% is good

56% - 75% is enough

40% - 55% is less

Less than 40% is bed

The ways of analyzing data of variable Y.

Harris in Zumri (2006: 17) states that to measure the components of speaking theoretically, there are typical scale that each component has a set of qualities (level) to be rated and a series of possible rating. Here is sequence of the speaking rates:

1. Pronunciation

5 =   Has few traces of foreign accent

4 =   Always intelligible, thought one is conscious of a define accent

3 =   Pronunciation problems necessities concentrated listening and occasionally lead to misunderstanding.

2 =   Very hard to understand because of pronunciation problems. Most frequently be asked to repeat

1 =   Pronunciation problems so serve as to make speech virtually unintelligible.

2. Grammar

5 =   Making few (if any) noticeable errors of grammar or word order

4 =   occasionally makes grammatical and or word order that do not. However, obscure meaning.

3 =   Makes frequent error of grammar and word that occasionally obscure meaning.

2 =   Grammar and word order make comprehension difficult. Must often rephrase sentences or restrict him/ her to basic pattern.

1 =   Error in grammar and word order so severe as to make speech virtually unintelligible.

3. Fluently

    5 =   Speech as fluency and effortless as that a native speaker.

    4 =   Speed of speech seems to be slightly affected by language problem.

    3 =   Speed and fluently as rather strongly affected by language problem.

    2 =   usually hesitant, often into silence by language limitation.

    1 =   Speech is also halting and fragmentary as to make conversation virtually.

4. Vocabulary

    5 =   Use of vocabulary and idiom is virtually that of a native speaker.

    4 =   Sometimes uses inappropriate term and or must rephrase ideas because of lexical inadequate vocabulary.

    3 =   frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary.

    2 =   Misuse of word and very limited vocabulary make comprehension quite difficult.

    1 =   Vocabulary limitations as extreme as to make conversation virtually impossible.

5. Comprehension

    5 =   Appears to understand every without difficult.

    4 =   Understanding nearly everything at normal speed although occasionally repetition may be necessary

3 = Understanding meet of what is said at slower that normal speech with repetition.

2 = has great difficult following what is said. Can comprehend only social conversation, spoken slowly and with frequently repetition.

1 = cannot be said to understand even simple conversation English.

The score of variable Y is classified into four categories:

(Students' vocabulary mastery)

76% - 100% is good

56% - 75% is enough

40% - 55% is less

Less than 40% is bed

The formulation of the problems which should be analyzed in this chapter as well as to find out the answer the question below:

1. Is there any significant contribution of students' vocabulary mastery toward their speaking ability?

2. What factors influence the students in speaking English?

1. Is there any significant contribution of the students' vocabulary mastery toward their speaking ability?

The previous tables are presented the data of two variables (X and Y) with 27 respondents of this study. It is analyzed by using formula of Product Moment Correlation Coefficient technique. Based on the description of the test to the second

year students of SMAN 1 Tambang, the students' vocabulary mastery and speaking ability are presented above.

1. Good, the students' vocabulary mastery range between 76-100 = there is no students = 0%

2. Enough, the students' vocabulary mastery range between 56-75 = 2 students = 7.40%.

3. Less, the students' vocabulary mastery range between 40- 55= 17 = 62.96%

4. Bad, the students' vocabulary mastery range less than 40% =8 =29.62%

TABLE IV.20

CALCULATION TO LOOK FOR COEFFICIENT REGRESI OF VOCABULARY MASTERY AND SPEAKING ABILITY

No	X	Y	XY	X^2
1	80	28	2240	6400
2	70	28	1960	4900
3	62.5	30	1875	3906,2
4	37.5	30	1125	1406.2
5	70	62	4340	4900
6	65	46	2990	4225
7	52.5	36	1890	2756.2
8	60	36	2160	3600
9	42.5	30	1275	1806.2
10	57.5	34	1955	3306.2
11	57.5	36	2070	3306.2
12	57.5	46	2645	3306.2
13	37.5	44	1650	1406.2
14	45	38	1710	2025
15	37.5	40	1650	1400
16	40	46	1840	1600
17	42.5	48	2040	1806.2
18	37.5	38	1425	1806.2
19	42.5	26	1105	1806.2
20	42.5	32	1360	2025
21	42.5	34	1445	2025
22	45	34	1530	2500
23	45	42	1890	2500
24	50	30	1500	2500
25	50	30	1500	1406.2
26	50	44	2200	2500
27	47.5	34	1615	2256.2
	$\sum X = 1225$	$\sum Y = 956$	$\sum XY = 50985$	$\sum X = 72692.8$

$\sum X = 1225$
$\sum X = 956$
$\sum X^2 = 72692.8$
$\sum XY = 50985$
$N = 27$

$$b = \frac{N\sum XY - (\sum X)(\sum Y)}{N.\sum X^2 - (\sum X)^2}$$

$$b = \frac{27 \times 50985 - (1225)(956)}{27 \times 72692.8 - (1225)^2}$$

$$b = \frac{1376595 - 1171100}{1962705.6 - 1500625}$$

$$b = \frac{205495}{462080.6}$$

b   = 0.344

$$a = \frac{\sum Y - b(\sum X)}{N}$$

$$= \frac{956 - 0.444(1225)}{27}$$

$$= \frac{956 - 543.9}{27}$$

$$= \frac{412.1}{27}$$

a = 15.262

Y = a - bX

$$= \quad 15.262 \quad + \quad 0.344\ (70)$$

$$= \quad 15.262 \quad + \quad 31.08$$

$$Y \quad = \quad 46.34$$

To the test hypothesis, b is 0,344 compared with r table by finding out the df first:

$$Df = N - n\ r$$

$$= 27 - 2$$

$$= 25$$

So, $0.344 < 1\%\ (0.487)$ and $5\%\ (0.381)$. It means that there is no significant contribution of vocabulary mastery toward the students' speaking ability.

The reliability of student`s vocabulary mastery.

$$Rii = \frac{N}{N - 1} \left[1 - \frac{M\,(n - m)}{N\,x^2} \right]$$

$$Rii = \frac{27}{27 - 1} \left[1 - \frac{45.4\,(27 - 45.4)}{27\,(12.43)^2} \right]$$

$$Rii = \frac{27}{26} \left[1 - \frac{835.3}{4171.6} \right]$$

$$Rii = 1,03\ (1 - 0,20)$$

$$Rii = 1,03 \times 0,8$$

Rii = 0,824

Then the score obtained (0,824) is compared to the table of product moment, from the table we know that, N = 25, r = table at 5 % = 0,381 and 1 % = 0,487. So, Rii = 0,824 is bigger than "r" table of product moment (0, 824 > 0, 381 (5%) > 0, 487 (1%). This means that vocabulary test is reliable.

The reliability of speaking ability test:

$$Rii = \frac{N}{N-1} \left[1 - \frac{M(n-m)}{N y^2} \right]$$

$$Rii = \frac{27}{27-1} \left[1 - \frac{35.4(27-35.4)}{27(8.5)^2} \right]$$

$$Rii = \frac{27}{26} \left[1 - \frac{297.3}{1950.7} \right]$$

Rii = 1. 03 (1 – 0,15)

Rii = 1.03 x 0,85

Rii = 0,875

So, Rii = 0.875 is bigger than "r" table of product moment. From the table we know that, N = 25, r = table at 5 % = 0,381 and 1 % = 0,487. So, Rii = 0,875 is bigger than

"r" table of product moment (0, 875 > 0, 381 (5%) > 0, 487 (1%). This means that speaking test is reliable.

Giving interpretation:

To give interpretation toward Product Moment Correlation Coefficient technique, there are several ways, they are:

1). Making Hypothesis

Ho = There is no a significant contribution of students' vocabulary mastery toward their speaking ability at second year students of SMAN I Tambang.

Ha = There is a significant contribution of students' vocabulary mastery toward their speaking ability at the second year students of SMAN I Tambang.

2. The Factors that Influence Students' Speaking Ability.

Based on the data presentation in chapter IV about, factors that influence the students in speaking English, it is known that the dominant factors that influence them in speaking are:

1. Students are not self confident in speaking English in front of the class. It can be seen the highest percentage is 70.37 %.

2. Students are never fearless of mistakes when they are speaking. It can be seen state that the highest percentage is 66.66 %.

3. Students are afraid with derision of their friends when they make mistakes in speaking. Majority of respondents (74.07%) answer that they are always afraid with derision of their friends in speaking.

4. The students never use English both outside and inside of classroom. It can be seen that the majority of respondents (51.85%) answer that they never use English both outside and inside of classroom.

5. The students are shy in speaking English in front of their friends. It can be seen that the majority of respondents (55.55%) answer that they are shy in speaking English in front of their friends

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

1. The Theoretical Conclusion

In this study the writer can take the conclusion that in speaking, we have to master many vocabulary and grammar in order that we understand what other persons say. So that, we can express our ideas, finally communication between To the test hypothesis, r xy is 0,138 compared with r table or product moment by finding out the df first:

Df = N – n r

= 37 - 2

= 35

speaker and listener are running well without misunderstanding.

Both vocabulary and speaking cannot be separated. They are like two sides of coin. Without the acquisition of an adequate vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication (Nunan: 1991: 11). While Elsjelyn (2008: 31) says that with many vocabularies, someone can understand easily what he or she hears reads and communicates clearly. The better the students' vocabulary mastery is the better their speaking.

2. Research Conclusion.

Based on the research finding, the writer draws the conclusions as follows:

a. There is no a significant contribution of students' vocabulary mastery toward their speaking ability in classroom interaction at the second year students of SMAN I Tambang. It can be seen from $b = 0.344 < 1\%$ (0.487) and 5% (0.381).

b. The factors that influence students in speaking English refer to:

  1. Students are not self confident in speaking English in front of the class. It can be seen the highest percentage is 70.37 %.

  2. Students are never use English both inside and outside of classroom. It can be seen that the highest percentage is 51.85%

  3. Students are afraid with derision of their friends when they make mistakes in speaking. Majority of respondents (74.07%) answer that they are always afraid with derision of their friends in speaking.

  4. Students are never fearless of mistakes when they are speaking. It can be seen state that the highest percentage is 66.66 %.

  5. The students are shy in speaking English in front of their friends. It can be seen that the majority of respondents (55.55%) answer that they are shy in speaking English in front of their friends.

B. **The Suggestions**

Based on the conclusions of the research, some suggestions are proposed as follows:

1. for the teachers

    a. The teacher actively give high self confident feeling to the students in order that they always self confident in speaking English.

    b. The teacher gives stimulation to the students' in order that they are not afraid with derision of their friends when they make mistakes in speaking.

    c. The teacher asks to the students to practice English both outside and inside classroom.

2. for the students

    a. The writer hopes, the second year students of SMAN 1 TAMBANG always self confident in speaking English.

    b. The students are not afraid with derision of their friends when they make mistakes in speaking.

    c. The students are hoped never afraid of making mistakes when they are speaking.

    d. The students are hoped to practice their English both inside and outside of classroom.

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