

# CHAPTER I

## INRODUCTION

This chapter present the background of the research, problem statement, limitation and question of the research, objective and significance of the research, operational definition, and the last is systematization of the research.

### **A. Background of the research**

The world would be difficult if everyone was silent and did not speak. It is obviously incredibly challenging. Almost all things require speaking to describe them. Speaking is the process of creating and conveying meaning in a range of situations using both verbal and nonverbal information. Skill of communication is one of the main benefits of speaking. There are two types of communication, one of which is verbal communication that is highly dependent on one's speaking ability. Communication in Indonesia facilitates cross-cultural understanding, information sharing about daily living and Indonesian culture, then connections in variety of fields. It is focused only in Indonesia, and speaking ability is urgently needed.

Now, what a terrible world it would be if no one could or dared to speak. Without any doubt, there is no exchange of information between countries. Nowadays, English is a language that is widely used in many areas of life. There are four skills to master in English, one of the most crucial is speaking skill. Communication is the main reason behind learning a language: the ability to 'speak the language.' If it is not achievable, the goal is not achieved. The starting point of all human interactions are speaking. Speaking English is not only used

in the UK and USA. There are more than fifty countries that use English as their first language. This causes people around the world to understand English as their international communication language. When it comes to education, English is a must for local students who want to pursue international studies. In the workplace, you may interact with clients, colleagues, and international business leaders with ease and effectiveness. For most of the company to consider hiring a new person, proficiency in English is required. English language also promotes communication between global tourists and tourism actors in the tourism industry. Essentially, through speaking, people can share their ideas, thoughts, knowledge, and feelings.

In order to speak English fluently and confidently, people may have a wide range of vocabulary that they have already acquired. Vocabulary is one of the crucial elements of English language. Based on Cameron (2001), for language learners, vocabulary, one of the language's knowledge branches, is crucial to their language acquisition. English vocabulary mastery has a big impact on other English language skills. It may be the more someone can read and hear, the more proficient someone is at writing and speaking what she or he want to get through. Developing vocabulary helps people gain knowledge and abilities in many different areas of language and literacy. Without vocabularies, people may find it hard to express the intended message. Since vocabulary mastery is closely related, in the field of education, teacher can encourage students to speak using the vocabulary they have previously learned. Implementing activity that push students to talk in English is one way to do this. This will help and train students

who are quite afraid of speaking English independently to pronounce the vocabulary they have.

It is certainly not an easy thing for students to acquire a language. As it turns out, in the journey of honing speaking skill, motivation is also one of the essential factors in learning a foreign language. Just like speaking and vocabulary, motivation is needed in all aspects of life. In learning activities, motivation is an essential quality that every student must have. Students that have a passion and ambition to learn will do well in their education. Higher learning outcomes are likely to come from highly motivated students. Essentially, this implies that greater motivation leads to greater effort and improved learning outcomes. It is because student's attitudes and behaviours during learning can be influenced and guided when they are motivated. (Santrock, 2011, p. 441) divided motivation into two: intrinsic and extrinsic motivation. Extrinsic motivation derives from outside, for example is get a reward or punishment after doing something, whereas intrinsic motivation comes from inside; students learn English because of they love do it. These two motivation types are both equally important.

In Indonesia, English has become one of the compulsory lessons to study. From kindergarten to senior high school, students study the English language taught by the teacher. The government-provided curriculum will be used by the teacher to instruct the students. However, there are several problems that make it hard to understand and practice English language in this country. Unfortunately, based on the writer's first hand, English learning in Indonesia is

too generalized and unbalanced in improving students' skills. This may be one of the reasons why many Indonesian students are passive in speaking English. According to (Farhani et al., 2020), there are five issues faced by Indonesian students to speak English language; lack of vocabulary knowledge, grammar as a barrier, worry about how people would react, lack of courage while speaking in public, and anxiety when speaking English. Most of students are quite afraid or shy to speak English. It is necessary to investigate whether the vocabulary they have limits them from speaking or maybe they have enough vocabulary but low motivation. Besides, it is very possible that the reason behind all of those issues because speaking classes and activities by the teacher are still extremely uncommon in Indonesia. Actually, there are lots of exercises in the classroom that help students become better speakers and be more confidence. Some of them are information gap, task based, Jigsaw, presentation, short conversation, and role play. The purpose of using these activities is for love learning English and having fun, they will boost students' conversation time, then go over previous material and consider upcoming material. The teacher and the government must address all of the previously mentioned problems so that the students can love and have confidence to speak English language in their daily lives.

Start from knowing the issues of English vocabulary learning in Indonesia, the writer was captivated in exploring the influence of vocabulary mastery and motivation on student's ability to speak. The writer was interested in finding out if students who have a good vocabulary mastery may also perform well when speaking. In addition, the writer also wanted to know what kind of motivation

possess the most and how it might support their speaking ability. The reason above drove the writer to conduct a research study at Baitul 'Ilmi junior high school. Baitul 'Ilmi is the place that focus on learning Islamic, especially memorizing Qur'an, hadits, and Arabic lesson. The writer has considered about the decision to do the research. Moreover, the writer aimed to investigate the relationship between students' vocabulary mastery and motivation towards speaking ability in students who are more dominant in studying Arabic. The writer chooses students in classes 8B as the research sample.

## **B. Questions and Scopes of the Research**

### **1. Question of the Research**

As maintained by the previous background, the writer intends to examine the impact of students' vocabulary mastery and motivation on English-speaking ability will be the main focus on this research. Based on that statement, there are two questions of the research:

- a. Does vocabulary mastery of students affect speaking ability of 8th grades students in Baitul 'Ilmi junior high school?
- b. Does students' motivation affect their speaking ability of 8th grade students in Baitul 'Ilmi junior high school?
- c. Do vocabulay mastery and motivation affect students' speaking ability of 8th grade students in Baitul 'Ilmi junior high school?

### **2. Scope of the Research**

Talking about English skills, there are 4 skills that students must have. All of these skills are closely related to vocabulary mastery and speaking

ability. Not only vocabulary mastery, students also need motivation to apply their speaking ability. In assessing students' speaking ability, Grammar and vocabulary, discourse management, pronunciation, and interactive communication are the criteria that will be assessed in this study.

In conclusion, this research focused on vocabulary mastery and the influence of motivation that affected the four points of assessing students' speaking ability of 8th grades students at Baitul 'Ilmi Junior High School.

### **C. Research Hypothesis**

The writer states that this research has two main hypotheses: alternative hypothesis ( $H_a$ ) and null hypothesis ( $H_o$ ).

1. Alternative Hypothesis ( $H_{a1}$ ): Students' vocabulary mastery influences the English-speaking ability.
2. Alternative Hypothesis ( $H_{a2}$ ): Students' motivation influences their English-speaking ability.
3. Alternative Hypothesis ( $H_{a3}$ ): Both students' vocabulary mastery and motivation influence their English-speaking ability.
4. Null Hypothesis ( $H_o$ ): Students' vocabulary mastery and motivation do not influence student's speaking ability.

### **D. Objective and Significance of the Research**

#### **1. Objective of the Research**

In every research, the objective is included. The writer of this research likely hopes that it will benefit all of the readers. Three goals motivated the writer in the writing of this research:

- a. To know the influence of vocabulary mastery in English speaking ability of eighth grade students in Baitul 'Ilmi junior high school.
- b. To find out the influence of students' motivation in English speaking ability of eighth grade students in Baitul 'Ilmi junior high school.
- c. To analyse whether vocabulary mastery and motivation affect students' speaking ability.

## 2. Significance of the Research

Every research has value for the people, the society, the nation, even whole world. The following will greatly benefit from and receive significant benefit from the research.

### a. For students

The writer hopes that student understand about the amount of vocabulary they have is crucial for their speaking ability. The writer calls for students to have an awareness about the impact of intrinsic and extrinsic motivation while speaking. Furthermore, the writer wants students to realize about the importance of vocabulary mastery and speaking ability which will help them continue to apply speaking English in their daily lives, not only in English class.

### b. For teachers

The writer believes that teacher would see the importance of practicing students' vocabulary through speaking activities, the teacher also has to apply several speaking activities. Not only that, this conducted so that students can show their motivation and then use the vocabulary

they have through speaking. The writer also expects teacher will be able to speak or act in ways that can boosting motivation in their students. However, the teacher should also able to educate students on the role of vocabulary mastery and motivation in applying their speaking ability.

c. For readers

It will become clear to other readers how crucial English usage is. The writer hopes the reader become inspired to learn and practice speaking English. The writer hopes the reader realizes that there is a connection between vocabulary mastery and motivation on one's speaking ability. Additionally, this research can be used as extra support data in research to help researchers who are investigating similar topics to this study increase references.

## **E. Operational Definition**

### **1. Vocabulary mastery**

Understanding knowledge of vocabulary and its definitions deeply. It includes not only understanding word meanings but also being able to apply them correctly and appropriately in a variety of situations including speaking, writing, reading, and listening.

### **2. Motivation**

Motivation is a crucial factor that can inspire someone to do action and even make it delightful. The concept of motivation is complicated and diverse, impacted by several kinds of internal and external elements, individual variances, and situational environments. Encouraging

contribution, efficiency, and well-being in a variety of scopes of life requires an understanding of motivation.

### 3. Speaking ability

Refers to a someone's ability and skill that enables a person can communicate verbally while applying correct vocabulary and pronunciation. It includes the ability to communicate in spoken language with confidence, clarity, and effectively. The way someone speaks is shown by their general communication style, articulation, pronunciation, vocabulary usage, grammar, and coherence.

## **F. Systematization of the Research**

This point existed to make it easier for the reader to understand the entire contents of this research sequentially. The research is organised systematically to facilitate easy reading and understanding for the readers. This paper is divided into five chapters, which are typically. There are subsections in every chapter. The descriptions of each chapter are given in the brief paragraphs that follow.

Chapter I consisted of five points. First point was background that show the readers explanation of all reason the writer chose the tittle above as the research. The second were question and scope of the research. That second point enclosed several questions related data of the research and the scope point refers to the limitation within which the study project will be carried out. The third were objective and Significance of the Research. The writer expressed all the purpose of this research in objective of the research point whereas in significance, this section highlighted the advantages of this research for some

people. The brief summary of all experts relevant to the research topic contained in the operational definition, which is the fourth in chapter one. The last point was systematization of the Research. This last point consisted a summary of the research.

Chapter II contained the theories and concepts more specific regarding the influence of vocabulary mastery and motivation on speaking ability. This chapter was full of several theory based on the expert in each field to support this research. Furthermore, there were particular English article that is relevant to the thesis title.

Chapter III of this research provided a description of the research methodology and its components. The components were; locations, subjects of research, source of data, data gathering and analysis techniques, and research instruments. Not only explain about what has been mentioned, but also examined the methodology of the research.

Chapter IV presented research findings and discussion. This chapter showed the readers data obtained by the writer. Moreover, in this chapter, the findings from influence of vocabulary learning and motivation on English-speaking ability explained.

Chapter V was the last chapter of this thesis. It presented conclusion of the research related to the hypothesis. In addition, this chapter gave a suggestion related the significance of the research.