THE CORRELATION BETWEEN VOCABULARY MASTERY AND SPEAKING ABILITY AT QUALITY CONTROL DEPARTMENT OF PT. TAKEDA INDONESIA

A PAPER

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MOTTO AND DEDICATION

MOTTO :

"Try, without asking why."

DEDICATION :

This paper is dedicated to my husband, parents, sister, and this lovely baby in my belly.

THE CORRELATION BETWEEN VOCABULARY MASTERY AND SPEAKING ABILITY AT QUALITY CONTROL DEPARTMENT OF PT. TAKEDA INDONESIA

EKA RAMADIANTI

ABSTRACT

This paper is aimed at finding correlation between vocabulary mastery and employees' speaking ability at Quality Control Department of PT. Takeda Indonesia. In completing this paper, the writer took the sample of all the employees at Quality Control Department which are 20 employees. The test is divided into vocabulary test and speaking test. The implement of the research was conducted from March until July 2018. After completing the research, the data were analyzed by using statistic technique with Pearson Product Moment formula to discover the result of experimental study. The result shows that there is a significant positive correlation between vocabulary mastery (variable X) and speaking ability (variable Y) with coefficient correlation (r) = 0.933 and coefficient of determination (KP) = 87.05%. It pointed out that vocabulary mastery gives high contribution to speaking ability. The rest of 12.95% is influenced by the other variables and factors that have not been researching by the writer.

Keywords: Correlation, Vocabulary Mastery, Speaking Ability.

HUBUNGAN ANTARA PENGUASAAN KOSAKATA DAN KEMAMPUAN BERBICARA DI DEPARTEMEN PEMASTIAN MUTU PT. TAKEDA INDONESIA

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara penguasaan kosakata dan kemampuan berbicara karyawan departemen pemastian mutu di PT. Takeda Indonesia. Dalam menyelesaikan skripsi ini, sampel merupakan seluruh karyawan departemen pemastian mutu, yaitu 20 karyawan. Tes dalam penelitian ini terbagi atas tes penguasaan kosakata dan tes kemampuan berbicara. Penelitian ini dilakukan dari bulan Maret sampai Juli 2018. Setelah menyelesaikan penelitian, data yang diperoleh dianalisis menggunakan teknik kuantitatif dengan rumus Pearson Product Moment. Hasil penelitian menunjukan bahwa ada hubungan positif antara penguasaan kosakata (variabel X) dan kemampuan berbicara (variabel Y) dengan koefisien korelasi (r) = 0.933 dan koefisien determinasi sebesar 87.05%. Hal ini menunjukan bahwa penguasaan kosakata memberikan kontribusi sangat tinggi terhadap kemampuan berbicara, sedangkan 12.95% sisanya dapat dipengaruhi oleh variabel dan faktor lain yang belum diteliti oleh penulis.

Keywords: Korelasi, penguasaan kosakata, kemampuan berbicara

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Finally, the writer hopes this paper will be useful.

Bekasi, August 2018

TABLE OF CONTENTS

CHAPTER II THEORETICAL DESCRIPTION

CHAPTER III METHODOLOGY OF THE RESEARCH

CHAPTER IV ANALYSIS DATA

CHAPTER V CONCLUSION AND SUGGESTION

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. The Background of the Research

Most of the people in the world used the oral communication to communicate. Language means a lot to communication. Without language, it would be difficult for people to communicate with others. There are many languages in the world. Language makes the speakers are able to send their messages to the listeners.

English is an international language. As the international language, English is used by millions of people all over the world. It is an important language that almost all companies have especially the one with international standard based. English has important role in all aspects, usually for communication. Therefore, it is important to learn English. By mastering English well, people can communicate to other over the world. Besides, people can get knowledge to develop our nation and country. It also increase our value in work place because in this globalization era many companies considered English ability as their important requirement.

PT. Takeda Indonesia is one of companies that often use English as daily language. PT. Takeda Indonesia is Multinational Company which is centred in Japan. It makes English is used as daily language, especially

around the office department. Almost all the documents such as L-SOP and SOP use English. This company experienced human resources and integrated computerized system to guarantee quality and accuracy of product. They have four foundation values which are patient, trust, reputation, and business. It means, PT. Takeda Indonesia has opinion that patient always be number one. The company adopt Japan culture in discipline and professionalism to satisfied customer as top priority (https://www.takeda.com/who-we-are/). In many activities, English used as formal language. Even in morning briefing, daily report, check sheet, part name, and etc. In order to achieve the objectivity, the employees should have many vocabularies and good speaking ability. The employees also should have the four of language skills namely listening, speaking, reading, and writing.

Speaking is quite important at learning language. It is really important to have the good speaking skill because speaking is ultimately a human activity which enables human being to exchange ideas. The interaction with people provides much needed practices in converting thought to speech. By speaking, someone can convey something to another. By speaking fluently, a person probably said adequate at one language. It was absolutely true that to have a good communication, especially in English, people had to master the speaking skill as one of the four skill in English. Through speaking fluently and clearly, the speaker meaning must be delivered as well.

As a general truth, there were many factors that influenced speaking ability. During the pre-observation in Quality Control department PT. Takeda Indonesia, the writer has done already some speaking practices in teaching and learning process, such as discussion, monologue, dialogue and describing thing and also done some interviews. In the speaking practices, some employees mostly asked for the meaning of words in English, they mostly switched some words into Indonesian language because they did not know the meaning of the words in English. Actually, they understood well about the material, but their lack of vocabulary got them difficult to express it. Another problems were, the employees felt doubt and afraid to speak English. This condition made the writer sure that the employees got problems on the speaking ability because they had lack of vocabulary than it should be.

Vocabulary is one important language component, because it appears in listening, speaking, reading, translating and writing. As Thornbury (2002) also stated that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed (p. 13). It meant that grammar gave a role in conveying something, but vocabulary gave a role in conveying everything. Vocabulary is the total number of words which make up a language. Vocabulary is a vehicle of thought, self-expression, interpretation and communication. It is important to learn vocabulary because mastering vocabulary is a great asset. Vocabulary is needed to help learners to comprehend the meaning of the sentence in order to have

general understanding of the whole passage. If acquires do recognize the meaning of the key words used by the speakers who address them, they will able to participate in conversation. In case they wish to express some ideas or ask for informal, they must be able to produce lexical items to convey their meaning. With limited vocabulary anyone also has limited understanding in terms of speaking, reading, listening and writing. It is true that it might be impossible to learn a language without mastering vocabulary.

Vocabulary is related to speaking, good mastery of skills vocabulary will help people to have good ability in speaking. In order to be able to speak well, a person should master vocabulary, because people need a lot of vocabulary to arrange sentences. At this point, speaker must have a wide knowledge in vocabulary. With lack of vocabularies, the speaker may be confused about how to deliver a message. Or the message may be not deliver well because of the sentences is not proper.

In this research, writer would like to find out whether there was a significant correlation between vocabulary mastery and speaking ability at Quality Control department of PT. Takeda Indonesia. The writer chooses to conduct this research at PT. Takeda Indonesia especially in Quality Control department because that company is one of multinational company which uses English as their daily language. English has a great role around the employees' activity, especially in Quality Control department, but not every person in Quality Control department has same

knowledge and capability at mastering vocabulary or speaking ability. For example, during method transfer from Research Development department which is placed at Japan, not every employee could understand what to do. There is significant difference between an employee who is good in vocabulary mastery and speaking and an employee who is not too good in it. An employee who is good at vocabulary mastery and speaking English always faster and better at doing method transfer, and also more active at questioning to learn new things than an employee who is bad at vocabulary mastery and speaking English.

Based on the description above, the writer would like to conduct a research entitled "The Correlation between Vocabulary Mastery to Speaking Ability at Quality Control department of PT. Takeda Indonesia".

B. The Question and Scope of the Research

1. Question of the research

   The problem of the research is formulated into the following question: "Is there any correlation between vocabulary mastery and speaking ability at Quality Control department of PT. Takeda Indonesia?"

2. Scope of the research

   The writer in this research has just focused on the correlation between Vocabulary Mastery and Speaking Ability at Quality Control department of PT. Takeda Indonesia.

C. Research Hypothesis

The hypothesis of this study were :

1. Ha : There is a signficant positive correlation between vocabulary mastery and speaking ability at Quality Control department of PT. Takeda Indonesia.
2. Ho : There is no signficant positive correlation between vocabulary mastery and speaking ability at Quality Control department of PT. Takeda Indonesia.

D. The Objective and Significances of the Research

1. The Objective of the Research

Based on the problem above, the objective of the research is to find out and measure the correlation between vocabulary mastery and speaking ability at Quality Control department of PT. Takeda Indonesia.

2. The Significances of the Research

The writer has several purposes of the writing this scientific paper, they are:

a. For the writer

The writer can get more knowledge in English, especially in vocabulary mastery and speaking ability. In finishing this paper, the writer can increase all necessary skill and background knowledge in both of vocabulary mastery and speaking ability.

b. For the employees

The employees will get some advantages in vocabulary field and speaking ability. It will help them to provide all the necessary skill and background knowledge whether it is in vocabulary or speaking skill.

c. For the readers

This paper is expected to give some information about correlation between vocabulary and speaking ability.

E. Method of the Research

This research type of the study was quantitative research, because the writer wanted to measure the correlation between employees' vocabulary mastery and speaking ability. This type was also being appropriate to collect statistical data to answer the problem of the study. Quantitative research used objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. Numerical data would be gathered and analyzed (Ary., et al, 2010, p. 23).

F. Operational Definition

There are some important terms that were used in this study:

1. *Correlation*, the extent to which the two variables vary directly (positive correlation) or inversely (negative correlation). The

degree of relationship is expressed as a numeric index called the coefficient of correlation (Ary., et al, 2010, p. 27).

2. *Vocabulary mastery,* vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to (Richards, 2001, p. 4). Vocabulary mastery can be defined as the power to control, command, decide, and rule the vocabulary as an useful and fundamental tool for communication and acquiring knowledge.
3. *Speaking ability,* ability is defined as the mental or physical capacity, power or skill to do something (Richards, 2001, p. 2). Speaking ability can be defined as the skill or the power to build and share meaning through the use of verbal and nonverbal symbol in variety of context.

G. The Systematic of the Paper

To get easier view of this paper, the writer arranges it into five chapters which are summary of writing is called systematic of the paper. The five chapters are as follows:

1. CHAPTER I: **INTRODUCTION**

   This chapter explains about background of the research, the questions and scope of the research, the objective of the research, the significant of the research, and the systematic of the paper.

2. CHAPTER II: **THEORITICAL DESCRIPTION**

   This chapter explains about the definition of speaking, the definition of vocabulary, the aspects of speaking, and the correlation study.

3. CHAPTER III: **METHODOLOGY OF THE RESEARCH**

   This chapter explains about time and place of the research, population and sample of the research, method of the research, variables, instruments, technique of the data analysis, and procedure of the research and hypothesis submission.

4. CHAPTER IV: **RESEARCH FINDING AND DISCUSSION**

   This chapter explains about the data description, the data analysis, and the data interpretation.

5. CHAPTER V: **CONCLUSION AND SUGGESTION.**

   In this chapter, the writer writes the summaries and suggestions based on the previous chapters and gives some suggestions for the employees, company and the other researchers.

CHAPTER II

THEORITICAL DESCRIPTION

A. Speaking

1. Definition of Speaking

At learning English language, it cannot be perfect without learning speaking skill. To get the ability in speaking, it is not as simple as learning other skills in English. It will be taking a long period and need consistency to practice it.

Speaking is dealing with many things. It is thinking of what one wishes to say, choosing the right word from vocabulary, putting the words in the proper grammatical framework, communicating the feeling, and so on. Speaking is not just about making sounds, birds, animals, babies, make sound and, though it may be communication of sorts, it is not speaking.

According to Fulcher (2003, p. 23) speaking is the verbal use of language to communicate with others. The purposes for which people wish to communicate with others are so large that they are innumerable, and as this is not a book about human needs and desires people will not even attempt to provide examples.

Fulcher also stated that speaking is a complex matter. Anyone who wishes to speak a second language must learn the grammar and vocabulary of the language, and master its sounds. Planning what to

say, formulating the utterances and producing them need to become automatic if what the learner says is to be considered ‘fluent’. The learner needs to be able to open and close conversations in acceptable ways, and manage the switch between topics. Speaker needs to know the conventions of turn taking, when to begin speaking and when to stop. Cultural knowledge and sensitivity to social context is also very important. A speakers must maintain appropriate roles and relationships with other speakers in a variety of speaking contexts that differ with regard to a wide range of variables including social distance, power and authority (2003, p. 46).

While Louma (2004, p. 27) stated that speaking is a meaningful interaction between people and from a testing perspective. Still, Louma stated that speaking is special because of its interactive nature (2004, p. 107). It could said that speaking is kind of special interactive interaction between people that bring their own perspective. Besides, Byrne (1978, p. 8) stated that oral communication is a two-way process between speaker and listener or listeners and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding).

From the description above, the writer defined speaking is an interaction between people that has meaningful utterance which is expressed to express ideas, deliver speech, make social contact and describe things or people.

2. Micro and Macro Skills of Speaking

Brown (2003) differentiated between micro-skills and macro-skills of speaking, the micro-skills referred to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal unit. The macro-skills implied the speaker's focus on the larger elements, in example fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

a. Micro-skills of Speaking

1) Produce chunks of language of different lengths.
2) Orally produce differences among the English phonemes and allophonic variants.
3) Produce English stress patterns, word in stressed and unstressed positions, rhythmic structure, and into-national contours.
4) Produce reduced forms of words and phrases.
5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6) Produce fluent speech at different rates of delivery.
7) Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
8) Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

9) Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
10) Express a particular meaning in different grammatical forms.
11) Use cohesive devices in spoken discourse.

b. Macro-skills of Speaking

1) Accomplish appropriately communicative functions according to situations, participants, and goals.
2) Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
3) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
4) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
5) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context to interpret the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you (pp. 142-143).

3. The Aim of Speaking

In our real life, it can be easily saw that everybody moved to do their activities, to get what they wanted and needed. Some of them went

to office to work and finally got their salary, students went to school to study hard because they wanted to pass the examination, mother treated her child mercifully because she wanted him to grow up and became a wise man. In short, everybody had some purposes when he or she did an activity or when people did something, they had some aims with it.

It is also happened when someone spoke to others. He or she had aims. These aims relatively intended to get easy in communication because the easiest way of communication was by speaking.

Richards (2002, p. 201) stated that speaking is used for many different purposes. When people use casual conversation our purposes may be to make social contact with people, to establish rapport, to engage in the harmless chitchat that occupies much of the time people spend with friends. When people engaged in discussion with someone, on the other hand, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. People use speaking also to describe things, to complain of people's behaviour, to make polite request, or to entertain people with jokes and anecdotes.

In addition Richards and Renandya (2008, pp. 21-38) stated that there are numerous attempts had been made to classify the functions of speaking in human interaction. They are:

a. As Interaction

This refers to what people normally mean by "conversation" and which describes interaction which serves a primarily social

function. When people meet, they exchange greeting, engage in small talk and chitchat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with other. The focus is more on speakers and how they wish to present themselves to each other than on the message.

Mastering the art of talk as interaction is difficult and may not be a priority for learners. However, students who do need such skills and find them lacking report that they sometimes feel awkward and as loss for words when they find themselves in situation that requires talk for interaction. They feel difficulty in presenting a good image of themselves and sometimes avoid situations which call for this kind of talk. This can be disadvantage for some learners where the ability to use talk for conversation can be important.

The main features of talk as interaction can be summarized as follows:

1) Has a primarily social function
2) Reflects role relationships
3) Reflects speaker's identity
4) May be formal or casual
5) Uses conversational conventions
6) Reflects degrees of politeness
7) Employs many generic words

8) Uses conversational register

9) Is jointly constructed

b. As Transaction

Talk as transaction refers to situation where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other.

As Richards stated, Anne Burns distinguishes talk as transaction into two different types. One is a situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is successfully communicated or understood. The second type is transaction which focus on obtaining goods or services, such as checking into a hotel.

The main features of talk as transaction are:

1) It has a primarily information focus.
2) The main focus is on the message and not the participants.
3) Participants employ communication strategies to make themselves understood.
4) There may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson.
5) There may be negotiation and digression.

6) Linguistic accuracy is not always important.

c. As Performance

The third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk which transmits information before an audience such as morning talks, public announcement, and speeches.

Talks as performance tends to be in the form of monolog rather than dialog. Often follows a recognizable format and is closer to written language than conversational language. Similarity it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are giving a class report about school trip, conducting class debate, giving a speech welcome, making a sales presentation, giving a lecture.

The main features of talk as performance are:

1) A focus on both message and audience
2) Predictable organization and sequencing
3) Importance of both form and accuracy
4) Language is more like written language
5) Often monologist

4. Types of Speaking Performance

According to Brown (2001), speaking can be applied in many different ways. The difference is caused by the aim achieved. Here were six appropriate oral performances:

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain form of language.

c. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiate nature to them than does responsive speech.

e. Interpersonal (dialogue)

The other form of conversation mentioned was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

These conversations are a little trickier for learners because they can involve some or all of the following factors:

1) A casual register
2) Colloquial language
3) Emotionally charged language
4) Slang
5) Ellipsis
6) Sarcasm
7) A covert “agenda”

f. Extensive (monologue)

This intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. The monologues can be planned or impromptu (pp. 271-274).

5. Speaking Assessment

The type of criteria uses to access a speaker's oral performance during a classroom activity will depend on which kinds of talk people are talking about and the kind of classroom activity people are using. Different speaking activities such as conversations, group discussions, and speeches make different types of demand on learners. They require different kinds and level of preparation and support, and different criteria must be used to assess how well students carry them out (Richards, 2008, p. 39).

According to Thornbury (2005, p.125), type of spoken tests that commonly used are:

a. Interview, learners can be set some writing or reading task, while individual are called out, one by one, for their interview.
b. Live monologues, the candidates prepare and present a short talk in a pre-selected topic.
c. Recorded monologues, learners take turns to record themselves about a favorite sport or past time, for example, in a room adjacent to the classroom, with minimal disruption to the lesson.
d. Role-plays, learners will be used to doing at least simple role-play in class.
e. Collaborative task and discussion, these are similar to role-plays except that the learners are not required to assume a role but simply to be themselves.

In same line with Thornbury, Brown (2003) stated that designing assessment task in speaking English may be through some ways, those are:

a. Designing assessment task for imitative speaking. Imitative speaking could be tested by “Phone-pass Test”. The phone-pass test elicits computer-assisted oral production over a telephone. Test-takers read aloud, repeat sentence, say words, and answer question. With a downloadable test sheet as a reference, test-taker are directed to telephone a designated number and listen for directions.
b. Designing assessment tasks for intensive speaking. At the intensive level, test-taker are prompted to produce short stretches of discourse (no more than a sentence) through which they demonstrate linguistic ability at a specified level of language. Directed response tasks, read-aloud tasks, sentence completion tasks and oral questionnaires, picture-cued tasks, and translation are the types of intensive speaking assessment.
c. Designing assessment tasks for responsive speaking. Assessment of responsive tasks involves brief interactions with an interlocutor, differing from intensive tasks in the increased creativity given to the test-taker and from interactive tasks by the somewhat limited length of utterance.

d. Test of Spoken English (TSE). The tasks on the TSE are designed to elicit oral production in various discourse categories rather than in selected phonological, grammatical, or lexical targets.
e. Designing assessment tasks for interactive speaking. Interactive tasks are what some would describe as interpersonal. Example for this assessment are interview, discussions and conversations.
f. Designing assessment for extensive speaking. Extensive speaking tasks involve complex and relatively lengthy stretches of discourse. They are frequently variations on monologue, usually with minimal verbal interaction. (pp. 145-178)

According to Louma (2004, p. 61), there are six levels of holistic scale of speaking, they are:

a. Being able to ask and reply to simple questions with immediately everyday needs, can make use of simple polite forms. Copes with the very simple speaking tasks, but communication is slow and very fragmented, often obliged to report to nonverbal means is order to be understood.
b. Coping with routine speaking situation that require a simple exchange of information, nevertheless, the speakers' language proficiency conceded rustics of the matter range that can deal with successful communication of a massage. Presupposes that the interlocutor is willing to help the speaker in forming the massage pronunciation may deviate clearly from the target language norm.

This requiring special effort from the interlocutor to impeding successful communication.

c. Coping with the most familiar speech situation end is able to tale initiative in everyday language-use-situation. Speech may be quite slow but there are few unnaturally pauses is comprehensible despite transferring native foreign language structure and vocabulary to the target language pronunciation may clearly deviate from target language standard.

d. Coping family well even in less familiar speech situation. Makes a distinction between formal and informal registers, at least to some extent, is able to present in justify an opinion comprehensibly is able to talk about and describe sights, sound and experiences is obliged only rarely to use circumstance locutions in everyday communication because of inadequate language proficiency.

e. Speaking fluently without frequent obvious need to search for an expression, delivery characterized by naturalness, coherence and appropriate length. And able to present a clear and detailed description of even a complex topic can use idiomatic expression and everyday expression and is able to express nuances fairy well.

f. Speaking fluently with few if any non-native features, such as foreign accent. Capable of expensing even subtle nuances of meaning with precision, and also make varied and appropriate use of idiomatic expression. Capable to describe ever a complicated

topic and include sub-themes in the description. Develop different viewpoints and bring the presentation to an appropriate.

In this study, the writer used one of interactive speaking assessment which is interview. Interview can vary in length from five to forty-five minutes, depending on their purpose and context. Every effective interview contains a number of mandatory stages. As cited in Brown (2003, p. 168, Canale (1984) purposed a framework for oral proficiency testing that has withstood the test of time. The test-taker at their best if they are led through four stages:

1. Warm-up, such as small talk during the beginning of interview.
2. Level check, where the interviewer stimulates the test-taker to respond using expected or predicted forms.
3. Probe. Probe question and prompts challenge test-taker to go to the height of their ability to extend beyond the limits of the interviewer expected through increasingly difficult questions.
4. Wind-down, such as short period of talk during interview where the test-taker will be encouraged and relaxed by the interviewer.

Using the interview method above as assessment, the writer would be able to check the employees' speaking ability.

The scoring would be refer to this assessment table below:

No	Criteria	Score	Description
1	Grammar	5	Equivalent to that of an educated native speaker.

		4	Able to use the language accurately on all levels normally pertinent to professional needs. Error in grammar are quite rare.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Vocabulary	5	Speech on all levels is fully accepted by educated native speakers in all features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
		4	Can understand and participate in any conversation within the range of his

			experience with a high degree of precision of vocabulary.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that rarely has to grope for a word.
		2	Has speaking vocabulary sufficient vocabulary sufficient to express themselves simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
3	Comprehension	5	Equivalent to that of an educated native speaker.
		4	Can understand any conversation within rate of their experience.
		3	Comprehension is quite complete at a normal rate of speech.
		2	Can get the gist of most conversation of non-technical subjects.
		1	Limited language experience, delivered

			slow speech repetition.
4	Fluency	5	Speech as fluent and efforts less as that of a native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is also halting and fragmentary as to make conversation virtually impossible.
5	Pronunciation	5	Equivalent to that of an educated native speaker.
		4	Error pronunciation quite rare.
		3	Error never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		2	Accent is intelligible though often quite faulty.
		1	Error in pronunciation are frequent.

(Table 2.1 Scoring rubric of speaking, (Brown, 2003, pp. 172-173))

B. Vocabulary

1. Definition of Vocabulary

In order to live in the world, people must name the thing in and on it. Names were essential for the construction of reality. Without a name, it was absolutely difficult to accept the existence of an object, an event, a feeling, an emotion and etc. By assigning names, people imposed a pattern and a meaning which allowed us to manipulate the world.

Vocabulary played an important role in improving our skills in English. It was a core component of language as well as source or base when speaking English. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieved less than their potential. When someone recognized much names whether the names of noun, adjective, adverb, pronoun, verb, and so on, it meant they were familiar with or know many words.

Takac (2008, p. 64) stated that a set of words known to a person or other entity is usually defined as vocabulary. Meanwhile, according to Richards (2002, p. 4), vocabulary was one of the most obvious components of language and one of the first thing applied linguists turned their attention to.

Read (2000, p. 1) states that vocabulary knowledge continuous to develop naturally in adult life in response to new experiences, inventions, concepts, social trends and opportunities for learning. Read (2000, p. 188) also stated that vocabulary is embedded as one

component of the measurement of a larger construct, such as communicative competence in speaking, academic writing or listening comprehension. An embedded vocabulary measure is one that contributes to the assessment of a larger construct.

Based on the description above, the writer defined the vocabulary as an important collection of words, terms and phrases which is arranged and explained to make up the meaningful language used by a person in expressing ideas, delivering a speech and describing thing or people.

2. Kind of Vocabulary

According to Nation (2000, pp. 15-17), vocabulary can be divided into four levels largely on the basis of how often it occurs in the language (its frequency) and how widely it occurs (its range):

a. High-frequency Words.

The most important group of words in the high frequency words of the language. These words occurs very frequently in all kinds of the language, in speech and in writing, and in novels, conversation, newspapers, and academic texts.

b. Academic Words

Academic words do not occur so often in other kinds of language use. The words in the Academic Word list are very important for learners who will use English for academic study either in upper secondary schools or in universities or technical

institutes. About 4% of the words in newspaper are academic words, so newspaper provide a useful bridge non-academic and academic text.

c. Technical Words

Technical words are clearly very important for anyone who specializes in a particular area. There have not been many statistical studies of technical vocabulary, but at a best guess, it would seem that at least 20% of the running words in the most technical text are likely to be technical words.

d. Low-frequency Words

Low frequency words are diverse group. They include (1) words that are not quite frequent or wide range enough to be high frequency words, (2) technical words from other areas (one person's technical; vocabulary is another person's low frequency vocabulary), (3) words that just occurs rarely.

Besides, Hatch (1995) also divided the vocabulary into two kinds, active and passive vocabulary (p. 370).

a. Active vocabulary is words which the students understand, can pronounce correctly, and uses constructively in speaking and writing.
b. Passive vocabulary is word that students recognize and understand when they occur in a context, but which he cannot produce correctly himself.

According to Hiebert and Kamil (2005, p. 3), there were two kinds of vocabulary, namely productive vocabulary and receptive vocabulary.

a. Productive vocabulary is the set of words that an individual can use when speaking and writing. They are words that are well-known, familiar, and used frequently.
b. Receptive vocabulary is the set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use.

To develop the whole range of language skills, the productive vocabulary and the receptive vocabulary are required for the learners. The productive learning was important for using vocabulary in speaking and writing. And the receptive learning was important for using vocabulary in listening and reading. The techniques which gave familiarity with a target of words are needed.

3. The Importance of Vocabulary

Vocabulary is arranged into sentence to express ideas, opinions, thinking, feelings and etc. That is why vocabulary is important in communication.

Read (2000) stated that vocabulary knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with synonym of the language which used (p. 16).

According Gower (2006, p. 142), “vocabulary is important to learners, it is more important than grammar for communication purposes, particularly in the early stage when students are motivated to learn the basic words they need to get by in language. Also, as the lexical system is ‘open’, there is always something new to learn when learners have ‘done’ the grammar.” So, more advanced learners are motivated to add to their vocabulary stock, to understand nuance of meaning, to become more proficient in their own choice of words and expressions.

Alderson also stated that the size of one’s vocabulary is relevant to one’s performances on any language test, in other words, that language ability is to quite a large extent a function of vocabulary size (as cited in Schmitt, 2010, p. 5). In other line, as cited in Schmitt (2010, p. 3), Wilkins stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It shows the importance vocabulary for communication.

Meanwhile, according to Richards as cited in Read (2000, p. 25), there are seven assumptions cover various aspects of what is meant by knowing a word:

a. Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words people also know the sort of words most likely to be found associated with the word.

b. Knowing a word implies knowing the limitations on the use of the word according to variations of function and situation.
c. Knowing a word means knowing the syntactic behaviour associated with the word.
d. Knowing a word entails knowledge of the underlying form of a word and the derivations can made from it.
e. Knowing a words entails knowledge of the network associations between that word and other words in the language.
f. Knowing a words means knowing the semantic value of a word.
g. Knowing a word means knowing many the different meanings associated with a word.

The writer then stated that vocabulary is quite importance at learning language. Learner should be given the vocabulary which was intimately related to the environment and the pupils early learn. So that, they became more proficient in choosing and expressing the words.

4. Vocabulary Mastery

Vocabulary mastery is defined as the power to control, command, decide, and rule the vocabulary as a useful and fundamental tool for communication and acquiring knowledge. Vocabulary mastery is one of components that needed to master English as foreign language. In learning four skills of language (listening, speaking, reading, and writing), people ought to master the vocabulary because without

mastering the knowledge of words or vocabulary, the learners got noting in learning the four skills of language (Read, 2000, p. 18).

People tried to practice their English skills to get wide range of vocabulary. By having wider range of vocabulary in their mind, it can help them to communicate in English better. The more people mastering vocabulary, the probability to speaking is also getting more.

Teaching vocabulary is directly related to some other language activities. If learners need to cover the whole range of language skills, a productive vocabulary of around 3000 base words and large receptive vocabulary are needed. However, teaching vocabulary to young learner was not just simply presenting some words, but it has significant influence to the four language skills.

Thornbury (2002, p. 59) stated that they were seventh level of vocabulary such as:

LEVEL	**WORDS**
Easy starts	200 Words
Level One Beginner	300 Words
Level Two Elementary	600 Words
Level Three Pre-Intermediate	1.200 Words
Level Four Intermediate	1.700 Words
Level Five Upper-Intermediate	2.300 Words
Level Six Advanced	3.000 Words

(Table 2.2 Level of vocabulary)

As cited in Read (2000, p. 28), Bachman defined the vocabulary ability includes both knowledge of language and the ability to put language in context.

Thus, its three components are as follows:

a. The context of vocabulary use

b. Vocabulary knowledge and fundamental processes

c. Metacognitive strategies for vocabulary use.

In the correlation between vocabulary and speaking, according to Lado (1962, p. 182), a 2000-words vocabulary represented the opinion of these leaders as to the size of minimum vocabulary for speaking. In same line with Lado, Norbert (2000, p. 142) stated that vocabulary of 2000 words would be realistic goal as found people regularly use about this many different words in their daily conversation. Of course, this will not enable a conversation on every topic, and certainly not an in-depth conversation on most topics, but it should still allow satisfying interaction with native speakers on topic focusing on everyday events and activities.

Besides, McCarthy stated that conversation also contains a large amount of vocabulary whose function is mainly relational and interactional (1999, p. 109). This statement explained that vocabulary mastery is quite important at doing conversation. In order to make conversation welling well, people need mastering the vocabulary that has relation to the topic of conversation.

Milton stated that the volume of vocabulary a learner knows is diving the acquisition of other aspects of language and overall proficiency, then a much closer association might be expected. Learners with small or poorly developed vocabularies could not be as proficient nor as fluent in performing through the foreign language (p. 74).

In fact, 2000 words seemed to be the most commonly cited initial goal for learners. In addition, to allow basic conversation this number of words is seen as providing a solid basis for moving into more advanced study.

5. The Factors Influence Vocabulary Mastery

There were seven factors influenced the vocabulary item was easy or difficult to learn. They were similarity to mother tongue language (L1), similarity to English words already known, connotation, spelling and pronunciation, multi-word items, collocation and appropriate use (Gower, 1999, p. 143).

a. Similarity to mother tongue language.

The difficulty of a vocabulary item often depends on how similar the item is in form and meaning to the people's first language.

b. Similarity to English words already known.

People have some English then a word which is related to an English word they are already familiar with easier than one which is not.

c. Connotation.

Another difficult aspect that learners have to get grips with is the connotation of word. For example, does the word have a positive or negative connotation to a native speaker?

d. Spelling and pronunciation.

The spelling of many English words can cause problems for students who speak language with very regular systems. Particular spelling patterns can also cause confuse where the pronunciation is concerned.

e. Multi-word items.

A lexical item may consist of more than one word, as in compound nouns or a phrasal verbs and idioms.

f. Collocation

How a lexical item collocates (or ‘goes with” other items) can also cause difficulty. For example, people are injured or wounded while things are damaged

g. Appropriate use.

Gower points some words and expressions are restricted to use in particular contexts. Also it is important that the students know whether the word or phrases has a marked style-informal or formal. Students have to take care with the use of colloquial and slang expressions.

6. Vocabulary Assessment

Testing vocabulary provided a form of feedback, both learners and teachers. Testing also had a useful backwash effect, if the learners knew they were going to be tested on their vocabulary learning, they may take vocabulary learning more seriously. Testing motivated learners to review vocabulary in preparation for a test (Thornbury, 2002, p. 129).

Read (2000, p. 2) stated that vocabulary assessment seemed straight forward in the sense that word lists were readily available to provide a basis for selecting a set of words to be tested. In addition, there was a range of well-known item types that were convenient to use for vocabulary testing. Here were some examples:

a. Multiple-choice (choose the correct answer)
b. Completion (write the missing word)
c. Translation (give the L1 equivalent of the underlined word)
d. Matching (match each word with its meaning)

These test items were easy to write and to score, and they made efficient use of testing time. Multiple-choice items in particular had been commonly used in standardised tests. A professionally produced multiple-choice vocabulary test was highly reliable and distinguishes learners effectively according to their level of vocabulary knowledge.

In this study, the writer used multiple-choice questions to check employees' vocabulary mastery. The questions consisted of 20 items. In

order to find out the description of the individual employees' vocabulary mastery, the final scores are related to the following qualification:

Criteria	Score
True	1
False	0

(Table 2.3 Scoring rubric of vocabulary multiple choices questions)

C. Conceptual Framework

Speaking is one of the way to do communication. As Flucher (2003, p. 23) stated, "Speaking is verbal use of language to communicate with others". In other line, Schmitt (2010, p. 6) stated that people use language to communicate, and so naturally one key issue in vocabulary studies is how much vocabulary is necessary to enable the communication.

According to those statement above, writer could conclude that to do communication, like speaking, people need vocabulary. It could be said that vocabulary involve at speaking activity, vocabulary has contribution at speaking activity. In order to prove that statement, in this research, writer measure the correlation between vocabulary mastery and speaking ability, especially at Quality Control Department of PT. Takeda Indonesia.

D. Research of Relevance

After seeking for the several title of the research in many source, the writer found the same title, they are:

1. “THE RELATIONSHIP BETWEEN VOCABULARY MASTERY AND STDENT’S SPEAKING ABILITY OF 10TH GRADE OF SMK BINA KARYA TEKNIK, BEKASI” by Johanis Blatan, student of STBA-JIA (NIM. 0431.3151.1210.04), 2016. Blatan found that there was relationship between vocabulary and speaking. Vocabulary mastery gives high contribution to students’ speaking ability at SMK Bina Karya Teknik Bekasi. The paper above has similarity to this paper which is measuring relation between vocabulary mastery and speaking ability. However the title above focusing on students’ speaking ability, while this paper focusing on the employees speaking ability. In other words, the difference with this paper were the population, sample, and also place of the research.

   The title above used school as place of the research while this paper took would be taken place at one of multinational company, PT. Takeda Indonesia. The other difference is Blatan used assessing speaking form by Louma, while the writer used the other scoring rubric by Brown.
2. “THE CORRELATION BETWEEN VOCABULARY MASTERY AND SPEAKING ABILITY OF THE ELEVENTH GRADE STUDENTS AT MAN MODEL PALANGKA RAYA” by Yuwinda, student of IAIN Palangka Raya, 2015. In her paper, Yuwinda found there was correlation between vocabulary mastery and speaking ability of the eleventh grade students at MAN Model Palangka Raya with coefficient correlation 0.949 and coefficient of determination 89.87%.

The paper above has similarity to this paper which is measuring correlation between vocabulary mastery and speaking ability using SPSS programme. However, same as the title before, Yuwinda had focused on students' speaking ability, while this paper focusing on the employees speaking ability. In other words, the difference with this paper were the population, sample, and also place of the research. The title above used school as place of the research while this paper took would be taken place at one of multinational company, PT. Takeda Indonesia. The other difference is Yuwinda used monologue test in order to get speaking score, meanwhile the writer used interview as the speaking test. The last difference is Yuwinda used assessing speaking form by David P. Haris, while the writer used the other scoring rubric by Brown.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Time and Place of the Research

Composing the paper needs a process of the research which takes time and place. This research was carried out in PT. Takeda Indonesia. It has cooperated with the Quality Control manager and also has been approved, so the research is able to collect the real data.

1. Time of the Research

The research has been accomplished for two months, started from June 2018, and the test result were collected on July as a raw data. All the data were processed in the end of July 2018 using comparison formula to find the final result of this research.

2. Place of the Research

The research will be located at QC Laboratory of PT. Takeda Indonesia.

a. Company Profile

Name of Company	:	PT. Takeda Indonesia
Address	:	Jl. Diponegoro, km. 38
		South Tambun, Bekasi 17510.
Phone	:	021-8804714
Company status	:	Multi National Company
Employees	:	175

Product	:	Medicine
Values	:	*"Takedaism"* which are formed by Integrity, Fairness, Honesty and Perseverance.

B. Population and Sample

1. Population

A population is defined as all members of any well-defined class of people, events, or objects (Ary., et al, 2010, p. 148). Besides, Sugiyono (2006, p. 90) define, "population is a region consisting of generalization an object or subject that has certain qualities and characteristic that set by the researchers to learn and then be deduced." So, the population in this study is all of the employees at QC Department of PT. Takeda Indonesia.

2. Sample

A sample is a portion of a population (Ary., et al, 2010, p. 148). Besides, Sugiyono (2006, p. 91) stated, "Sample is part of the number of population that represent the characteristics of it."

The writer used total population sampling technique (quota sampling). Total population sampling is a type of purposive sampling technique, where you choose to examine the total population that have a particular set of characteristics.

Based on Ary., et al (2010, p. 156), quota sampling involves selecting typical cases from diverse strata of a population. The quotas

are based on known characteristics of the population to which wish to generalize. Elements are drawn so that the resulting sample is a miniature approximation of the population with respect to the selected characteristics. For example, if census results show that 25 percent of the population of an urban area lives in the suburbs, then 25 percent of the sample should come from the suburbs.

Here are the steps in quota sampling:

a. Determine a number of variables, strongly related to the question under investigation, to be used as bases for stratification. Variables such as gender, age, education, and social class are frequently used.
b. Using census or other available data, determine the size of each segment of the population.
c. Compute quotas for each segment of the population that are proportional to the size of each segment.
d. Select typical cases from each segment, or stratum, of the population to fill the quotas.

So, the samples of this study were employees taken from all of population at QC Department of PT. Takeda Indonesia which are 20 employees.

C. Method of the Research

This research type of the study was quantitative research, because the writer wanted to measure the correlation between employees' vocabulary

mastery and speaking ability. This type was also being appropriate to collect statistical data to answer the problem of the study. Quantitative research used objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses (Ary., et al, 2010, p. 22).

This study was non-experimental, because the writer measured the correlation between employees' vocabulary mastery and speaking ability. In non-experimental quantitative research, the writer identify variables and may look for relationships among them. This study is correlational research that gather data from individuals on two or more variables and then seeks to determine if the variables are related (correlated) (Ary., et al, 2010, p. 26).

The writer also uses library researches to find out the supporting sources which are related to the tittle discussed, such as books, journal, and the lecture records.

D. Instrument and Variable of The Research

1. Instrument of The Research

A research instrument was a survey, test, scale, rating, or tool designed to measure the variables, characteristics, or information of interest, often a behavioral or psychological characteristic. Research instruments could be helpful tools to the research study. In this study,

the instruments was test, observation, and documentation. The writer also has done some study literature to finish this research.

A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned (Ary., et al, 2010, p. 201). Before doing the test, the writer has done an observation like discovering words that often used by the employees at laboratory, the certain words that only commonly only applied at laboratory, how important English at QC laboratory, and how important English for their job.

There were two kinds of test used in this study, the first one was to measure the employees' vocabulary mastery, and the second was to measure their speaking ability.

The vocabulary test consisted of 20 items in form of multiple choices questions and the employees answered the test in 15 minutes. The test items were adapted from daily words that used in laboratory, whether Standard Operating Procedure or another document using English.

The speaking ability test consisted of the question that will interviewed to employee. So, the employee will be have some conversation with the writer. The employees' performances were scored by two raters, the one of English Literature graduated and also the writer self, then calculated to get the mean of the two raters' scores.

After finishing the test, the scores will be documented and the data will be processed using *Pearson Product Moment* correlation from SPSS as the application. SPSS or "Statistical Package for the Social Sciences" is a package of programs for analyzing, presenting and even manipulating data. The package is widely used in the social and behavioral sciences, (Landau, et al, 2004, p. 11).

2. Variable of The Research

Variable is a representation of a construct that takes on a range of values (Ary., et al, 2010, p. 652). Variable of this research are vocabulary mastery and speaking ability. Where the vocabulary as variable X and speaking ability as variable Y.

E. Technique of the Data Analysis

1. Frequency Distribution

A systematic arrangement of individual measures from highest to lowest is called a frequency distribution. The first step in preparing a frequency distribution is to list the scores in a column from highest at top to lowest at bottom (Ary., et al, 2010, p. 105).

According to Usman (2008, p. 70), there are steps to create frequency distribution table:

a. Short data from the smallest to the large

1) Vocabulary Score

Table 3.1

Shorted Data of Vocabulary Test

65	75	80	85
65	75	80	85
70	75	80	90
70	80	80	90
75	80	85	90

2) Speaking Score

Table 3.2

Shorted Data of Speaking Test

66	72	76	84
68	72	77	86
68	72	80	90
69	76	80	90
71	76	84	94

b. Calculate R by formula:

R = highest data – lowest data

1) Vocabulary

R = 90- 65 = 25

2) Speaking

R = 94- 66 = 28

c. Calculate total amount of the classes using Struges rules:

Total Classes = 1 + 3.3log n

n = number of data, final result rounded. Total classes should be 5-15 are selected according to their needs.

In this research, n = 20. So, the calculation will be like:

Total Classes = 1+3.3log20

= 1 + (3.3x1.301)

= 5.29 (Rounded into 6)

d. Calculate the interval using formula:

$$p = \frac{\text{range}}{\text{total classes}}$$

1) Vocabulary

$$p = \frac{25}{6} = 4.17 \text{ (Rounded into 5)}$$

2) Speaking

$$p = \frac{28}{6} = 4.67 \text{ (Rounded into 5)}$$

e. Determine the end of the first interval class.

Usually the smallest data will be taken or the data smaller than the smallest data, but the difference should be less than the length of the class that has been obtained. In this research, the first

interval is taken from the smallest data which is 65 for vocabulary's interval and 66 for speaking interval.

f. Calculating the interval class.

Determining the interval class is calculated by totaling the lower end of the class with the p being subtracted 1, and continue to the second interval with the same calculation.

1) Vocabulary

65 + 5 – 1 = 69

70 + 5 – 1 = 74

75 + 5 – 1 = 79

80 + 5 – 1 = 84

85 + 5 – 1 = 89

90 5 – 1 = 94

2) Speaking

66 + 5 – 1 = 70

71 + 5 – 1 = 75

76 + 5 – 1 = 80

81 + 5 – 1 = 85

86 + 5 – 1 = 90

91 5 – 1 = 95

g. The value is calculated using the table as followed:

1) Vocabulary

Table 3.3

Tabulation of Vocabulary Test

Value	Tabulation	F
65-69	II	2
70-74	II	2
75-79	IIII	4
80-84	~~IIII~~ I	6
85-89	III	3
90-93	III	3

2) Speaking

Table 3.4

Tabulation of Speaking Test

Value	Tabulation	F
66-70	IIII	4
71-75	IIII	4
76-80	~~IIII~~ I	6
81-85	II	2
86-90	III	3
91-95	I	1

h. Move the f value to the frequency distribution table.

1) Vocabulary

Table 3.5

Frequency Distribution of Vocabulary Test

Value	F	Frequency (%)
65-69	2	10
70-74	2	10
75-79	4	20
80-84	6	30
85-89	3	15
90-93	3	15
Total	20	100

2) Speaking

Table 3.6

Frequency Distribution of Speaking Test

Value	F	Frequency (%)
66-70	4	20
71-75	4	20
76-80	6	30
81-85	2	10
86-90	3	15
91-95	1	5
Total	20	100

2. The Hypothesis Test

Ary., et al (2010, p. 13) stated that hypothesis is a statement describing relationships among variables that is tentatively assumed to be true. The writer uses a *Pearson Product Moment* correlation to find out the correlation between x variable (Vocabulary mastery) and y variable (Speaking ability). "This correlation technique is used to approve the hypothesis between two variable if the variable's data form interval or ratio, and source of the data from two variable is similar", (Sugiyono, 2006, p. 228). So, the correlation technique is an analysis technique to prove the choosen of a true hypothesis to find the significance of it.

The formula as follows Sugiyono (2006, p. 212) is:

a. Counting r

$$r_{xy}=\frac{n\,(\sum xy)-(\sum x).(\sum y)}{\sqrt{(n\sum x^2-(\sum x)^2\,)(n.y^2-(\sum y)^2)}}$$

Explanation:

r = Pearson Product Moment coeficient of correlation

n = The number of the respondent

x = Cause variable/influence/indpendent variable

y = Effect variable/influence/dependent variable

$\sum xy$ = Sum of multiplication between x and y scores

$\sum x^2$= Sum total of x – quadrate sum of x's distribution score

$\sum y^2$= sum total of y – quadrate sum of y's distribution score

b. Determining significant point ($\alpha = 0{,}05$)

c. Determining the critera of correlation significant test

If – $r_{observed} \geq r_{table}$, Ho is rejected, it means there is significant correlation.

If – $r_{observed} \leq r_{table}$, Ho is accepted, it means not significant

d. Determining degree of freedom and $r_{table.}$

df = n-2

n = total amount of respondents

With significance 0.05, seek t_{table} in appendixes.

e. Comparing $r_{observed}$ to $r_{table.}$

f. Making the conclussion based on PPM correlation.

The use of PPM correlation:

a. To show whether there is significance correlation or not between variable x and variable y.

b. To state the amount of variable donation each other and it is usually stated in percentage.

The table as below is explanation about the result of the range which is taken by Sugiyono (2006, p. 214) as follows:

Table 3.7

Data Range and Interpretation

R	Interpretation
0.80 – 1.000	Very high relationship
0.60 – 0.799	High relationship
0.40 – 0.599	High enough relationship
0.20 – 0.399	Low relationship
0.00 – 0.199	Very low relationship

g. Counting coefficient of determination.

$KP = r^2 \times 100\%$

3. Data Analysis Procedure

The writer did some ways in the data analysis procedure, they were as follows:

a. Preparation

1) Formulating the problem

The difference employees' capability at mastering vocabulary and speaking ability made the significant difference at employees' RFT (right first time) while working at Quality Control Department of PT. Takeda Indonesia especially when working or communicating with foreigner. The employees with lack of vocabularies found difficulties at speaking. So, it was became the root problem of this research.

2) Selecting title

Based on the mentioned problem before, the writer would like to measure the correlation between vocabulary and speaking. So, the writer took "The Correlation between Vocabulary Mastery and Speaking Ability at Quality Control Department of PT. Takeda Indonesia" as the title of this research.

3) Discussing with the counselor

After deciding the title of this paper, the writer has done some discussion with counselor while arranging this paper. The writer had discussed the question for the test and also the scoring assessment to collect the data.

b. Implementation

1) Preparing the questionaire

In order to finish this paper, the writer has done preparing the question to be tested to the test taker. The test was divided into two part, which were vocabulary test and speaking test.

2) Spreading out the questionaire

The prepared vocabulary test was spread out at 11^{th} of July 2018. Meanwhile the speaking test was conducted on few days during July 2018. Both of the test was conducted at Laboratory of Quality Control Department PT. Takeda Indonesia.

3) Processing and analyzing the data

The collected data was calculated processed and analyzed using SPSS 21 program.

c. Finishing

1) Comparing the data analysis with hypothesis

After processing the data, the result of the calculated data was compared to the r_{table} in order to choose which hypothesis was accepted to this paper.

2) Making conclussion

The conclusion was taken from the hypothesis was accepted. After taking the main conclusion the writer would explain the details of the result which were the value of coefficient correlation and coefficient of determination. Thus, this paper would be able to be completed.

CHAPTER IV

ANALYSIS DATA

In this part writer will presented the result of tabulation, which is frequency distribution, reliability and validity test, normality test, hypothesis, and data interpretation.

A. Data Description

1. Respondent Characteristic

In this research, the respondent are all the employees at QC Department of PT. Takeda Indonesia. The characteristics of those employees will be presented in the following table below:

Table 4.1

Respondent Characteristic Based on Gender

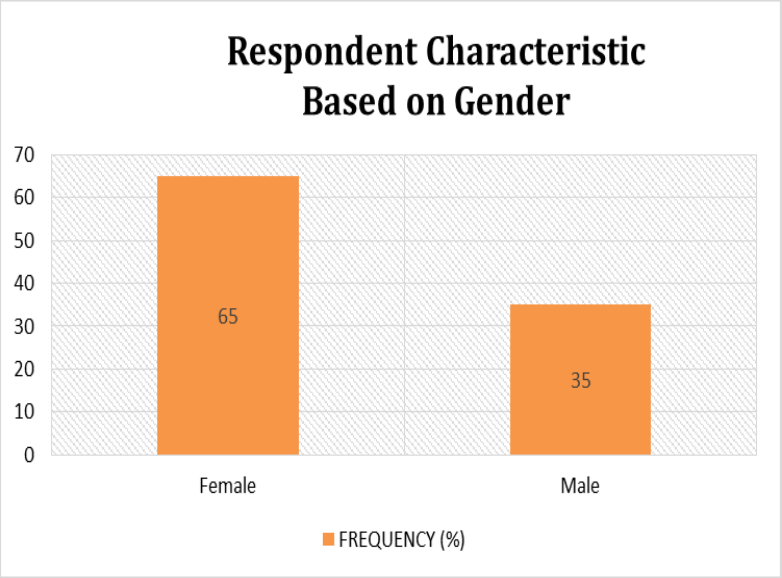
NO	GENDER	TOTAL EMPLOYEE	FREQUENCY (%)
1	Female	13	65
2	Male	7	35
TOTAL		**20**	**100**

(Source: Tabulation of respondent characteristic based on gender)

According to the data on the table above, the majority employee at QC department of PT. Takeda Indonesia is female. Which is 13 people or 65% population is female while the rest of it, 7 people or 35%, were male. Based on the writer's observation, that was because the activity and task at laboratory need high precision, endurance, and perseverance

which are belong to female. However, it does not mean that male could not do such an occupation, laboratory activity still need male engagement. Although they have male employees for now, the comparison between male and female employee at QC Department is far from balance. The comparison will be presented at the following figure below:

Figure 4.1



(Source: Tabulation of comparison Respondent Characteristic Based on Gender)

Based on the figure above, comparison between female and male employee is too high. QC department of PT. Takeda Indonesia may give more opportunity to the male who want join with them in the future. So the mindset, behavior, and man-power will be ore balance.

Besides based on gender, respondents characteristic of this research cloud be distinguish by the education. Education background at QC department of PT. Takeda Indonesia have variation, such as pharmacy,

chemical, biology and even management. But, in this research the writer will divide according to the standard level. The respondent characteristic will be present at the following table below:

Table 4.2

Respondent Characteristic Based on Education

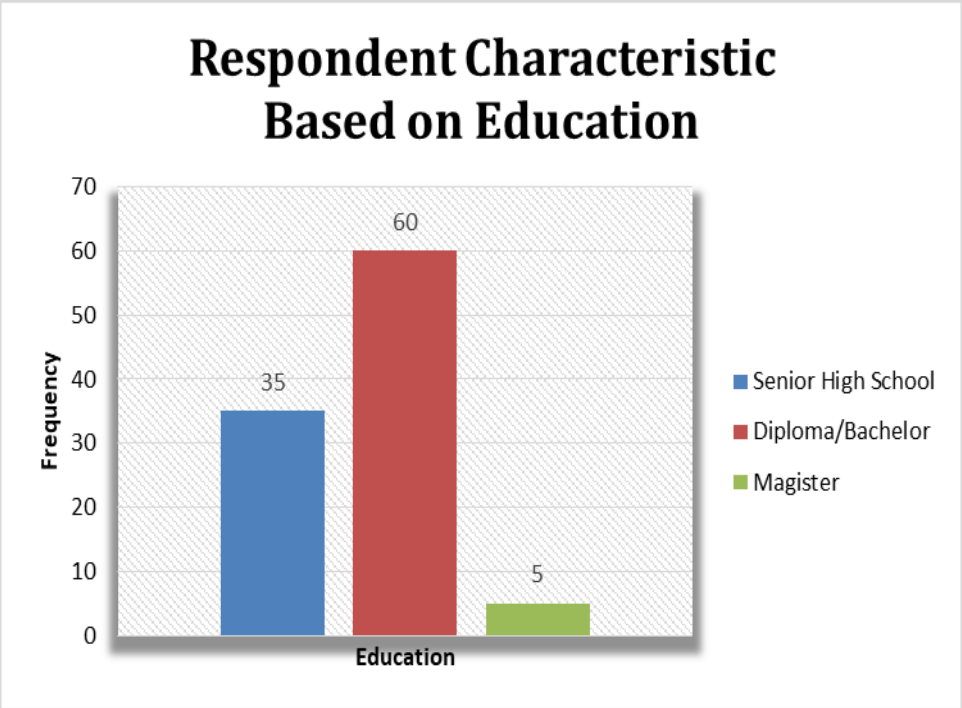
NO	EDUCATION	TOTAL EMPLOYEE	FREQUENCY (%)
1	Senior High School	7	35
2	Diploma/Bachelor	12	60
3	Magister	1	5
TOTAL		**20**	**100**

(Source: Tabulation of respondent characteristic based on education)

The table above showed that the majority employees at QC department of PT. Takeda Indonesia are diploma or bachelor graduated, which is 12 employees or 60% among the other employees. Thus, QC department of PT. Takeda Indonesia has been giving opportunity to Senior High School graduated to join them, especially Vocational High School majoring Chemical Analyst. There are 7 employees or 35% of them are Senior High School graduated. Besides, there is a magister graduated at QC department of PT. Takeda Indonesia. Even only 1 employee or 5 % of population, this magister graduated has great role at this department such as leading the other employees, take responsibility of big global project and so on.

Based on the writer's observation, this proportion of education background has already balance. Because every education background has their own responsibility and job description as their capability. The comparison of respondent characteristic based on education will be presented at the following figure below:

Figure 4.2



(Source: Tabulation of Comparison Respondent Characteristic Based on Education)

From the comparison figure above, there is significant differences between total amount of diploma or bachelor degrees and magister graduated. However, that was because the job description that need a magister graduated only need one person. So, that significant differences is still common at this comparison.

The last respondent characteristic in this research was based on job position. Job position at QC department of PT. Takeda Indonesia was have variation. There are general staff, administration staff, chemical analyst, microbiology analyst, chemical head section, microbiology head section, QC Pharmacist, supervisor, manager, and senior manager. But, in order to make it simpler, the writer has classified them into some level.

The distribution of this job position will be presented at the following table below:

Table 4.3

Respondent Characteristic Based on Position

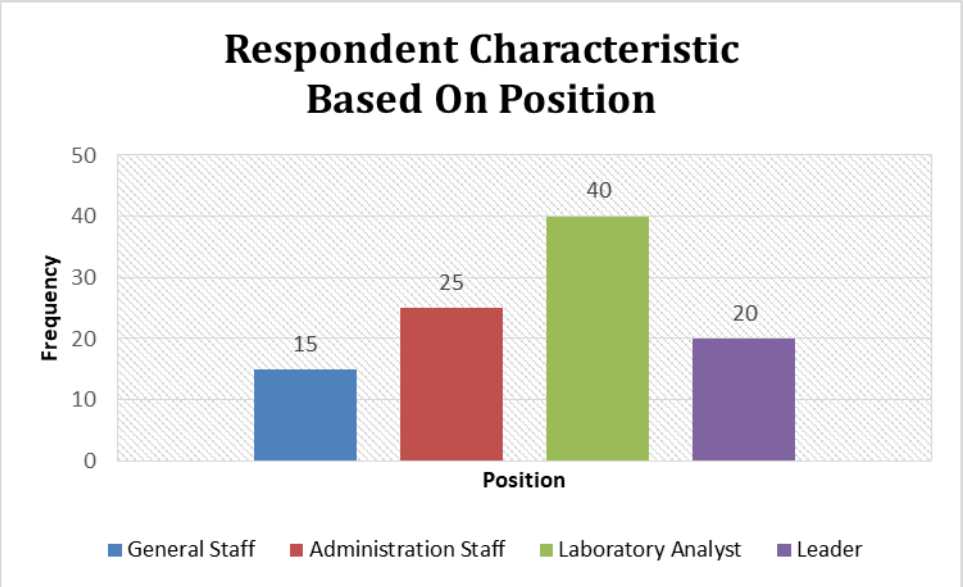
NO	POSITION	TOTAL EMPLOYEE	FREQUENCY (%)
1	General Staff	3	15
2	Administration Staff	5	25
3	Laboratory Analyst	8	40
4	Leader	4	20
TOTAL		**20**	**100**

According to the table above, the majority position is laboratory analyst which is 8 employees or 40%, while the other position does not have significant amount differences which are 3 employees or 15% for general staff, 5 employees or 25% for administration staff, and 4 employees or 20% for total leader include senior manager.

Based on the writer's observation, laboratory analyst became majority job position in this department because the all activities at laboratory almost need laboratory analyst such as analyzing, sampling, making report for release or reject project and so on. So, it was no wonder if majority employees at QC department of PT. Takeda Indonesia is laboratory analyst.

The comparison of respondent characteristic based on position will be presented at the following figure below:

Figure 4.3



(Source: Tabulation of Comparison Respondent Characteristic Based on Position)

The comparison above showed that laboratory analyst was the majority position at QC department of PT. Takeda Indonesia as mentioned before.

2. Frequency Distribution

In this part, the writer presented the obtained data of the employees' vocabulary and speaking test scores. Using SPSS calculation the writer got mean, median, mode and also maximum/minimum values of the vocabulary and speaking test score. The first step was testing and processing frequency distribution of variable X (vocabulary mastery) and variable Y (speaking ability) test score using SPSS 21, the result will be presented at the following table below:

Table 4.4

Vocabulary Mastery

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65.00	2	10.0	10.0	10.0
	70.00	2	10.0	10.0	20.0
	75.00	4	20.0	20.0	40.0
	80.00	6	30.0	30.0	70.0
	85.00	3	15.0	15.0	85.0
	90.00	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

(Source: Output Frequency Distribution of Vocabulary Test Score Using SPSS 21)

From the result above, the writer got valid percent value which is 100%. It was divided as 10% of employees who got score 65, 10% of

employees got 70, 20% employees got 75, 30% of employees got 80, 15% of employees got 85, and also 15% of employees got 90.

Besides the vocabulary mastery test score, the writer also tested and processed speaking ability test score. The result will be presented below:

Table 4.5
Speaking Ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66.00	1	5.0	5.0	5.0
	68.00	2	10.0	10.0	15.0
	69.00	1	5.0	5.0	20.0
	71.00	1	5.0	5.0	25.0
	72.00	3	15.0	15.0	40.0
	76.00	3	15.0	15.0	55.0
	77.00	1	5.0	5.0	60.0
	80.00	2	10.0	10.0	70.0
	84.00	2	10.0	10.0	80.0
	86.00	1	5.0	5.0	85.0
	90.00	2	10.0	10.0	95.0
	94.00	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

(Source: Output Frequency Distribution of Speaking Test Score Using SPSS 21)

From the result above, the writer also got valid percent value which is 100%. However, the frequency had more variant than vocabulary test score. It was divided as 5% of employees who got score 66, 10% of employees got 68, 5% employees got 69, 5% of employees got 71, 15% of employees got 72, and also 15% of employees got 76, 5% of

employees got 77, 10% of employees got 80, 10% of employees got 84, 5% of employees got 86, 10% of employees got 90, and 5% of the rest employees got 94.

The other result of testing frequency distribution using SPSS showed the value of both variables. The data will be presented below:

Table 4.6

Frequency Distribution of Vocabulary Mastery and Speaking Ability Test Score Using SPSS 21 Program

Statistics

		Vocabulary Mastery	Speaking Ability
N	Valid	20	20
	Missing	0	0
Mean		78.7500	77.5500
Std. Error of Mean		1.69655	1.83457
Median		79.0000[a]	76.2500[a]
Mode		80.00	72.00[b]
Std. Deviation		7.58721	8.20446
Variance		57.566	67.313
Skewness		-.232	.505
Std. Error of Skewness		.512	.512
Kurtosis		-.560	-.759
Std. Error of Kurtosis		.992	.992
Range		25.00	28.00
Minimum		65.00	66.00
Maximum		90.00	94.00
Sum		1575.00	1551.00

a. Calculated from grouped data.

b. Multiple modes exist. The smallest value is shown

(Source: Output Frequency Distribution of Vocabulary Mastery and Speaking Ability Test Score Using SPSS 21)

From the calculation above, the mean of vocabulary mastery test score was 78.75 and 77.55 for speaking ability test score. While the mode score was 80.00 for vocabulary mastery test score and 72.00 for speaking ability test score. The last was median score which was 79.00 for vocabulary mastery test score and 76.25 for speaking ability test score.

Besides using SPSS calculation, the writer also used manual calculation to get frequency distribution of vocabulary mastery and speaking ability test scores. The result of calculation will be explained below:

a. Distribution of Vocabulary Mastery Test Score

The vocabulary mastery test had been conducted on Wednesday, July, 4th 2018 at 08.15-08.35 in QC laboratory of PT. Takeda Indonesia. The test consist of 20 multiple choices, and the question was about daily vocabulary at laboratory and the near place around. The writer also took vocabulary at some procedure that used at PT. Takeda Indonesia as the questions of the test. The employees' vocabulary scores have arranged, shorted, and calculated to get range, total class, interval class, and % of frequency.

For further explanation, the result of manual calculation will be presented in the following table below:

Table 4.7
Frequency Distribution of Vocabulary Test Score
Using Manual Calculation

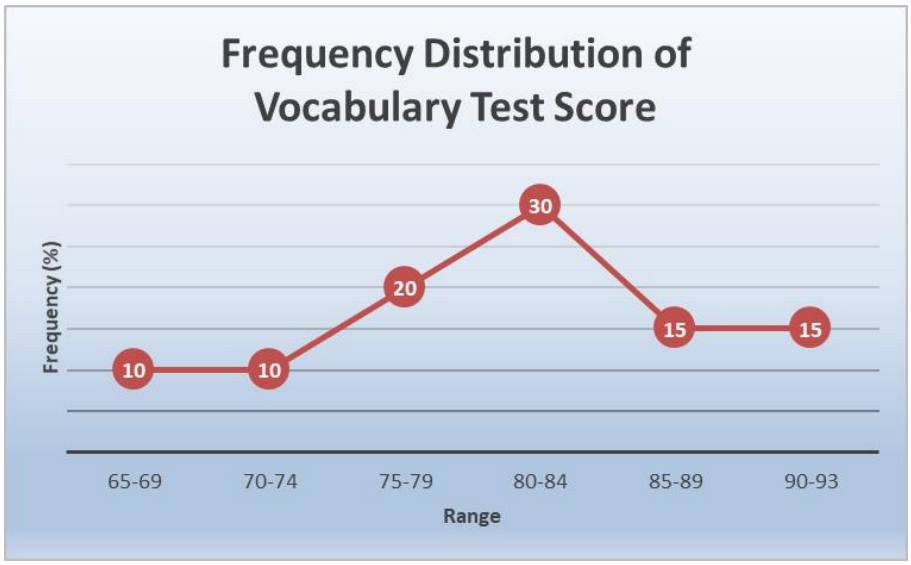
Value	Total Employees	Frequency (%)
65-69	2	10
70-74	2	10
75-79	4	20
80-84	6	30
85-89	3	15
90-93	3	15
Total	**20**	**100**

(Source: Tabulation of Vocabulary Distribution Test Score)

The calculation of frequency distribution of vocabulary mastery test score showed that there was variance of score with difference frequency and presentation. Which are 2 employees or 10% got score between 65-69, similar to the employees who got score between 70-74, and 4 employees or 20% got score between 75-79, then the 30% of employees or 6 employees got 80-84, and the employees who got score between 85-89 were 3 employees or 15%. The highest score was between 90-93, 3 employees or 15% of the population at that level.

Thus, the comparison of variance frequency will be presented at the following figure below:

Figure 4.4



(Source: Tabulation Comparison of Frequency Distribution of Vocabulary Mastery Test Score)

The figure of frequency distribution above explained the variance scores of vocabulary test scores. The lowest score was around 65-69, there were 10% of employees at that level. The 10% of employees also at interval 70-74, this result was similar to the calculation using SPSS 21 program. Meanwhile, the highest score was around 90-93, there were 15% of employees at that level. And the most employees at interval 80-84 which was 30% of employees.

b. Distribution of Speaking Test Score

The speaking test had been conducted on , July, 4th-18th, 2018 in QC laboratory of PT. Takeda Indonesia. The speaking ability test consisted of the interview between the writer and the test taker. The

interview took variance of time depend on the answer and response of the test taker.

In order to describe the distribution of vocabulary test, the writer has calculated frequency distribution. The employees' speaking scores of the sample class of the study will be presented at the following table below:

Table 4.8

Frequency Distribution of Speaking Test Score

Using Manual Calculation

Value	F	Frequency (%)
66-70	4	20
71-75	4	20
76-80	6	30
81-85	2	10
86-90	3	15
91-95	1	5
Total	20	100

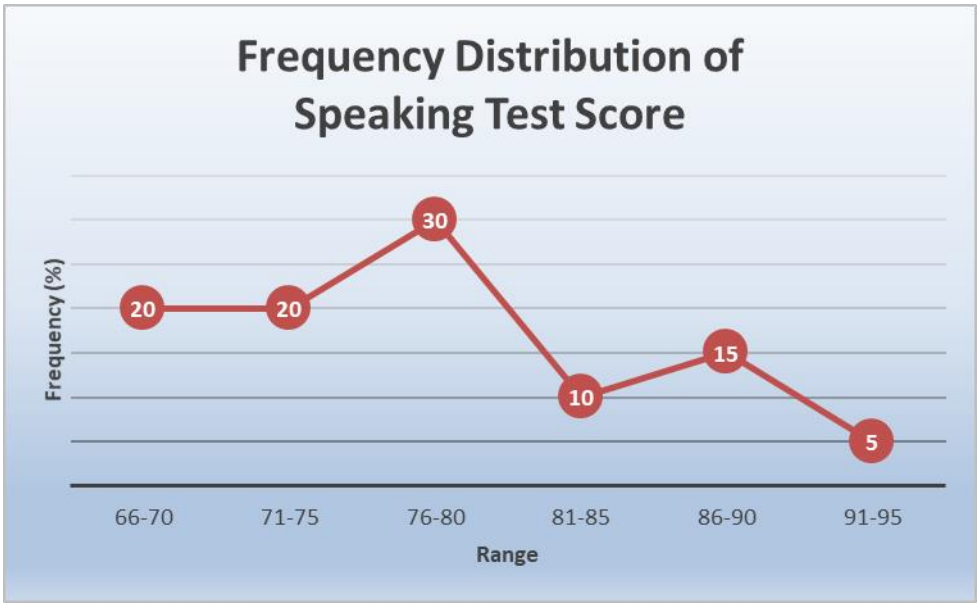
(Source: Tabulation of Speaking Ability Distribution Test Score)

The calculation of frequency distribution of speaking test score showed that there was variance of score with difference frequency and presentation. Which are 4 employees or 20% got score between 66-70, similar to the employees who got score between 71-75, and 6 employees or 30% got score between 76-80, then the 10% of

employees or 2 employees got 81-85, and the employees who got score between 86-90 were 3 employees or 15%. The highest score was between 91-95, 1 employees or 5% of the population at that level.

Thus, the comparison of variance frequency will be presented at the following figure below:

Figure 4.5



(Source: Tabulation Comparison of Frequency Distribution of Speaking Ability Test Score)

The figure of frequency distribution above explained the variance scores of speaking ability test scores. The lowest score was around 66-70, there were 20% of employees at that level. The 20% of employees also at interval 71-75. The rest of employees at interval 81-85 (10%), and 86-90 (15%). Meanwhile, the highest score was around 91-95, there were only 5% of employees at that level. And the most employees at interval 76-86 which was 30% of employees.

B. DATA ANALYSIS

1. Testing of Normality

Testing normality was used to know the normality of the data that was going to be analyzed whether both groups have normal distribution or not. The writer used SPSS 21 program which is *One-Sample Kolmogorov-Smirnov* test to accomplish this test. Based on the calculation using SPSS 21 program, the asymptotic significant normality of the data of the employees' vocabulary and speaking scores were 0.154 and 0.200. Then the normality both of the data were consulted with the table of *Kolmogorov-Smirnov* with the level of significance 5% (α=0.05). Since asymptotic significant was ≥ 0.05, it could be concluded that the data were in normal distribution. The result could be presented on the following table below:

Table 4.9

Normality Test using One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Vocabulary Mastery	Speaking Ability
N		20	20
Normal Parameters[a,b]	Mean	78.7500	77.5500
	Std. Deviation	7.58721	8.20446
Most Extreme Differences	Absolute	.165	.151
	Positive	.135	.151
	Negative	-.165	-.085
Test Statistic		.165	.151
Asymp. Sig. (2-tailed)		.154[c]	.200[c,d]

a. Test distribution is Normal.

(Source: Output SPSS 21, tabulation of Normality Test)

2. Testing of Reliability

Reliability test has done using SPSS program *Cronbach's Alpha*. The result will be presented at the following table below:

Table 4.10.1

Reliability Test using Cronbach's Alpha Test

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

(Source: Output SPSS 21, tabulation of Reliability Test)

Table 4.10.2

Reliability Test using Cronbach's Alpha Test

Reliability Statistics

Cronbach's Alpha	N of Items
.964	2

(Source: Output SPSS 21, tabulation of Reliability Test)

The result shows Cornbach's Alpha's value is 0.964 which is higher than the minimum requirement (0.05). It means the data was reliable and accepted.

3. Testing Hypothesis

Before deciding the result of hypothesis, the writer purposed interpretation toward $r_{observed}$ with procedures as follow:

a. Formulating the null hypothesis (Ho): there is no significant correlation between vocabulary mastery and speaking ability.
b. Formulating the alternative hypothesis (Ha): there is significant correlation between vocabulary mastery and speaking ability.

Further discussion, the writer follow some assumption, which are:

a. If $r_{observed} \geq r_{table}$, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. It means, there is a significant correlation between vocabulary mastery and speaking ability.
b. If $r_{observed} < r_{table}$, the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected. It means, there is no significant correlation between vocabulary and speaking ability.

Thus, the writer used Pearson Product Moment Correlation calculation with the significant level of the refusal of null hypothesis $\alpha = 0.05$. The writer calculated by using SPSS Program to test the hypothesis using Pearson Product Moment Correlation. Based on calculation of SPSS program, the correlation is 0.933.

The result of calculation will be presented at the following table below:

Table 4.11

Calculation of Correlation using SPSS Program

Correlations

		Vocabulary Mastery	Speaking Ability
Vocabulary Mastery	Pearson Correlation	1	.933**
	Sig. (2-tailed)		.000
	N	20	20
Speaking Ability	Pearson Correlation	.933**	1
	Sig. (2-tailed)	.000	
	N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

(Source: Output SPSS 21 Calculation of correlation)

Thus, the $r_{observed}$ was compared with r_{table}. By seeing at the data of r table with n = 20, or df = 20-2 = 18, and **α** = 0.05, the writer got 0.444 as r_{table}. So, it could be concluded that $r_{observed} \geq r_{table}$. It means there is positive correlation between vocabulary mastery and speaking ability.

Then, the writer calculated the contribution of vocabulary mastery to speaking ability by using coefficient of determination, which is:

$$KP = r^2 \times 100\%$$

So, the contribution of vocabulary mastery to speaking ability is 0.933^2 x 100% = 87.05%. It means, vocabulary mastery has high contribution to speaking ability, which is 87.05%. Meanwhile, the other

factors (12.95%) that influence speaking ability could be by another factors that have not been researched by the writer.

C. Data Interpretation

The writer has found the interpretation from all the data above, the significance is 87.05% and Ha can be accepted.

The result of analysis showed that there was significant positive correlation between vocabulary mastery and speaking ability of the employees at QC Department of PT. Takeda Indonesia. It means that the employees whose much vocabulary got high score of speaking test and the employees whose lack of vocabulary got low score of speaking test. Moreover, after the data was calculated using the Pearson Product Moment Correlation, it was found that the $r_{observerd}$ was 0.933 and the r_{table} was 0.444. it means that $r_{observed} \geq r_{table}$.

Based on the calculation above, it was found that the $r_{observed}$ was 0.933, then the $r_{observed}$ was consulted with the table of the interpretation coefficient correlation by Sugiyono (2013, p. 257) as follows:

Table 4.12

Interpretation of Coefficient Correlation

Coefficient Correlation	Interval Coefficient
0,80 – 1, 000	Very High
0,60 – 0,799	High
0,40 – 0,599	Fair
0,20 – 0,399	Poor
0,00 – 0,199	Very Poor

From the table above, the writer could conclude that the level of relationship of the correlation between the two variables was very high because the correlation coefficient of the two variables was 0.933 while the determined criteria showed that the correlation coefficient between 0.80 to 1.0 considered substantial. In this case, the Y variable (speaking ability) was high associated with the X variable (voabulary mastery).

Related to this, Schmitt (2010, p. 6) stated that people use language to communicate, and so naturally one key issue in vocabulary studies is how much vocabulary is necessary to enable this communication. Meanwhile, Fulcher (2003, p. 23) said that speaking is the verbal use of language to communicate with others.

According to the statements above, vocabulary is important at doing communication, and speaking is kind of communication. It means, vocabulary has affect to speaking activity. So, it was clear that vocabulary mastery is one of factors that influence speaking ability. It was also approved by the result of this research that have explained above, vocabulary mastery has high contribution to speaking ability, which is 87.05%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research conducted at QC Department of PT. Takeda Indonesia, there were some conclusion that have found by the writer:

1. There is a significant positive correlation between vocabulary mastery (variable X) and speaking ability (variable Y).
2. The result of calculation using SPSS 21 Program found the calculated value of $r_{observed}$ was higher than the r_{table} at 5% significant level which is $0.933 \geq 0.444$.
3. The calculation coefficient of determination showed result as 87.05%. It pointed out that vocabulary mastery gives high contributions to speaking ability. The rest of 12.95% is influenced by others variables and factor that have not been researched by the writer.

B. Suggestion

In line with the conclusion, the writer would like to propose some suggestions for the employees, company, and other researchers that are probably useful in the future.

1. For the Employees

   It is very important for the employees to expand vocabulary mastery in order to increase their speaking ability. In this sense, the employees is expected to support the company that has facilitated the employees at

learning English like arranging English day every Wednesday. The employees is also expected to do these things as follow:

a. To build speak English up culture;
b. To cooperate with company at improving English ability;
c. To increase the practice knowledge continuously;
d. To give advice that might help improving English at Quality Control of PT. Takeda Indonesia or even more.

2. For the Company

In order to improving English skill, the employees need time and support at practicing their English ability. To make the process run well, the company must have a main rules. So that the company may be able to give more facilitate such as training English based on the employees' level. The company is also expected to create the enjoyable circumstance while the employees learn English, it will be good if the company prepared native speaker to teach the employees at the certain time.

3. For the Other Researcher

The writer realized that the design of the study in this research was very simply. In this case, there were still many weakness that can be found out. The writer would like to suggest some ideas for further research. Future researchers were suggest to conduct a similar study on the other skills or components like listening, reading, or writing and grammar for the improvement of the English ability. Improving the study with the better design or different object in order to support the

result finding also suggested. In other word, hopefully further research would complete this technique.

4. For STBA-JIA

For the last, the writer would like to give some suggestion for STBA-JIA. In order to support the students' research, STBA-JIA is expected to enhance the book collection at the library. It may be given by the alumnus, or the other sources.

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BIOGRAPHY

The writer was born in Bandung, 12 February 1994. The first daughter of her parents. She has got married at January 2018. In education history, she's graduated on July 2013 from Vocational High School 13 Bandung majoring Chemical Analyst. Currently work at PT. Takeda Indonesia as Quality Control staff. The writer decided to continue study at STBA – JIA Bekasi majoring English Literature in 2014. She likes reading and writing. She is available on blog at esaramadha.blogspot.com, the others social media might be able to reach is her Instagram account @ramadiantii. She's been happy ☺