# THE RELATIONSHIP BETWEEN VOCABULARY MASTERY AND STUDENT'S SPEAKING ABILITY OF 10TH GRADE OF SMK BINA KARYA TEKNIK, BEKASI

**A PAPER**

The scientific paper is submitted to school of Foreign Languages - JIA to fulfill one of the requirements for taking Graduate or Master program.



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# HUBUNGAN ANTARA PENGUASAAN KOSAKATA AND KEMAMPUAN BERBICARA SISWA KELAS 10 DI SMK BINA KARYA TEKNIK, BEKASI

**Johanis Blatan**

## ABSTRAK

Skripsi ini bertujuan untuk mengetahui hubungan antara penguasaan kosakata dan kemampuan berbicara siswa kelas 10 di SMK Bina Karya Teknik Bekasi. Dalam menyelesaikan skripsi ini, penulis mengambil sampel dari 30 siswa di kelas 10. Untuk guru harus lebih kreatif untuk menggunakan materi, apa pun bisa menjadi alat bantu pengajaran yang menarik. Tes ini dibagi menjadi tes kosakata dan tes berbicara. Pelaksanaan penelitian dilakukan dari bulan Mei 2016 sampai Juni 2016. Setelah menyelesaikan penelitian, data dianalisis dengan menggunakan teknik statistik dengan rumus Pearson untuk menemukan hasil studi eksperimental. Hasil penelitian menunjukkan bahwa ada hubungan yang signifikan antara Penguasaan Kosakata (variabel X) dan Kemampuan Berbicara (variabel Y). Dengan koefisien korelasi (r = 0,73) dan koefisien menentukan 53%. Ini menunjukkan bahwa penguasaan kosakata memberikan kontribusi tinggi kemampuan berbicara. Sisanya 46% dipengaruhi oleh variabel dan faktor lain.

Kata Kunci: Penguasaan Kosakata, Kemampuan Berbicara

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## Johanis Blatan

## ABSTRACT

The paper is aimed at knowing the relationship between vocabulary mastery and student's speaking ability pf 10th grade of SMK Bina Karya Teknik Bekasi. In completing this paper, the writer took the sample of 30 students on the 10th grade. For the teacher should be more creative to use the material, anything can be interesting teaching aids. The test is divided into vocabulary and speaking test. The implementation of the research is conducted from May 2016 to June 2016. After completing the research, the data are analyzed by using statistic technique with Pearson formula to find the result of experimental study. The result shows that there is a significant relationship between Vocabulary Mastery (variable X) and Speaking Ability (variable Y). With coefficient correlation ($r = 0.73$) and coefficient determine 53%. It pointed out that vocabulary mastery gives high contributions speaking ability. The rest 46% is influenced by other variables and factors.

Key Words : Vocabulary Mastery, Speaking Ability

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# CHAPTER I

# INTRODUCTION

## A. Background of the Research

English is one of the most important languages in the world because it is an international communication. Therefore, the government of Indonesia has placed this English language in the curriculum not only at the secondary school, senior high school, but also at university and institute.

Being able to speak in English one needs to have enough vocabulary to express own idea. Therefore, speaking is one way of giving and finding information through oral communication. Speaker of English agrees that vocabulary is needed so much and not less important than grammar. Many students are still doubtful to expose their ideas in English because they have a limited vocabulary in their mind.

Speaking is one of the elements of English, so people who learn English must have good skills in speaking. Students should speak English when they study, yet they are still difficult to speak with others. The problems could come from themselves who are lazy to speak at least with their friends. After that, the students have no desire to speak English. Besides, they have no knowledge of the culture of English which can help to improve their skill in speaking, because they should know the culture in order that they are not false when speaking with foreign people.

Students should learn more about the culture of English, especially when they speak with foreign people because in English there are three steps when they want to speak with others. Therefore, they should be careful when they want to speak as different country has different culture and style in speaking. However, the students should try to speak everyday in order to keep their skill and add their knowledge in culture by practicing with foreign people, especially people from England and American as they have different styles in culture and manner in speaking.

Since English is a foreign language in our country, most students especially senior high school students are not familiar with it (Hetrakul, 1995). Kavin Hetrakul also said that they use English more frequent only inside the class and less frequent outside the class. Whereas, students' have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. This case brings a problem that make senior high school students have difficulties to communicate in English.

The first cause that makes the students difficult in speaking English is that the environment does not support the students to speak English frequently. The environment here means the people outside the class. Those people may think that the students just want to show off when they speak English for daily conversation. The response that the students get makes them loose their self-confidence to improve their speaking. Since the students do not want to be rejected by the people around them, so they use their native

language in daily conversation. That makes the students unable to communicate in English fluently outside the class.

One of the factors that could influence or contribute the speaking ability of the students is vocabulary mastery. Vocabulary is one of the important elements in building up English using this element, someone can communicate, learning and thinking. Therefore, the learning of vocabulary is fundamental need to support some learners to master English, because the ability of students to read and to comprehend the subject is relatively detemined by their vocabulary.

Vocabulary mastery cannot be separated from speaking ability. Both of them give support each other. Many people have difficulty in speaking because lack of vocabulary. They have their great opinion in their mind but because of the lack of vocabulary they can not like in their mind. Even, when student have conversation with someone, it will disturb. Althought, it can be handled by body language but no more effective than the right vocabulary.

One reason why students find speaking in some subject fields difficult because of their lack of vocabulary. Whereas in fact of vocabulary is the most important thing in speaking skill. We can not catch and grasp the idea from our speaking as well as possible. So looking up the difficult words in dictionary is better for us.

From the statement above, the writer could take conclusion that vocabulary mastery give great impact to students' speaking.Vocabulary has actually an important role in improving speaking skill. It is a basis of language. So, the first thing that students of SMK Bina Karya Teknik Bekasi

should learn is some stock of words, vocabulary. The more learn and memorize some stock of words, the more they get easy in their communication. Norbet Schmitt (2000:143), "stated that no matter how successfully the sound of foreign language is mastered, without words to express a wider range of meanings, communication in a foreign language just can not happen in any meaningful way."

Based on the explanation above, the writer tries to conduct a research to find out the correlation between vocabulary mastery and the fluency in speaking English of 10th grade of SMK Bina Karya Teknik Bekasi.

**B. The Scope of the Problem**

The writer has just focused problem on the relationship between vocabulary mastery and student's speaking ability of 10th grade of SMK Bina Karya Teknik, Bekasi.

**C. The Statement of the Problem**

According to the background, the problem is stated as follows :

"Is there a significant relationship between vocabulary mastery and student's speaking ability of 10th grade of SMK Bina Karya Teknik, Bekasi ?"

**D. Objective of the Research**

The objective of the research is to find out whether there is a significant relationship between vocabulary mastery and student's speaking ability of 10th grade of SMK Bina Karya Teknik, Bekasi.

### E. The Significance of the Research

1. For the teachers

    The teachers get advantage to increase his ability in English language especially vocabulary and practice in speaking and familiarize teachers and students to use English in the classroom learning time.

2. For the students

    The advantages which student get among other thing are student can increase their vocabulary and can practice in speaking English. Beside that the student know technique to increase their vocabulary and know that speaking need more vocabulary to help fluently in speech.

3. For the readers

    The reader can increase more knowledge in English language ability, include to know that with a lot of vocabulary and mastery it, that can be easier to fluent in english learning especially in speaking ability. Finally the writer hopes the paper useful for all of side.

## F.   Systematic of the Paper

The systematic of the paper means to present this paper in well organized composition. The writer divided this writing into five chapter as follow :

### CHAPTER I INTRODUCTION

This chapter explains about The Background of the Research. The Scope of the Research, the Statement of the Research. The Objective of the Research, The significance Research and The systematic of the Paper.

### CHAPTER II THEORY REVIEW

This chapter explains about speaking ability, vocabulary mastery and Conceptual framework.

### CHAPTER III GENERAL REVIEW

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

### CHAPTER IV PROBLEM DISCUSSION

This chapter, contains the data description, the data analysis, the data interpretation, the discussion, the implication.

### CHAPTER V CONCLUSION AND SUGGESTION

In this chapter, explains conclusion and suggestion

# CHAPTER II

# THEORY REVIEW

## A. Speaking Ability

### 1. Definition of Speaking

According to Harmer (1998:269), when one of some person speaks, it can be identified that: (1) He wants to say something: he talks to each other because he needs to speak; he wants to convey a message in order to make the listener understand what he wants; (2) He has some communicative purpose; and (3) He selects from his language store.

According to Luoma (2004:9), speaking is "to be able to speak a language and then transfer this understanding to the design of tasks and rating criteria". According to Fitch (2001:57), ways of speaking is "pattern of talk distinctive of a particular group of people, and understood as symbolically meaning within the broader spectrum of communicative behaviour generally.

According to Bormann (1981:106)," Speaking is when two people talk to each other, the meaning  aroused by their interaction are within them. Meanwhile McDonough and Shaw (1993: 151) states, "Speaking is often thought of as 'colloquial' which helps to account for its lower priority in some teaching contexts. Chastain ( 1988:272) says that speaking is the performance of the speaker's competence, but performance does not follow competence automatically. Speaking also plays a vital role

in learning to use a language to communicate. Speaking may not teach students language, but it helps them to activate language known. According to Richards and Renandya (2002:204), speaking is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions.

Luoma (2004:iv) says,

"Speaking skill in a foreign languages is at the very heart of what it means to be able to use a foreign language. Our personality, our self image, our knowledge of the world and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language."

From the definitions above, it is concluded that speaking is a primary form of language and often used for communication among people, as one of the basic skills in English language to express their thoughts and ideas.

## 2. The Objective of Speaking

According to Grauberg (1997:201), "For many students the prime goal of learning a foreign language is to be able to speak it. Teaching should therefore help them to achieve that goal to the best of their ability. Yet the task is not easy, because conditions in the classroom are very different from those in real life. There speaking normally occurs in a domestic, social or occupational environment. Except for the fairly infrequent occasions of a talk or a lecture, only a small group of people,

typically two, are involved. At times people speak to each other simply to demonstrate friendliness or sociability, but much the most frequent case is that one person has a reason to address the other: to request information or service, share experience, suggest action. The other replies, and a dialogue ensues.

Based on the description above, it can be concluded that oral communication activities, speaking is very broad scope of activities which stretches from informal verbal communication to formal verbal communication. All oral communication activities that involve the speaker and listener, including the coverage area to speak. According to Bahasa Inggris SMA/SMK X ( 2013:1,7 )  the objective of speaking : 1). Using English to communicate about the exposure of identity with teachers and friends. 2). Shows polite behavior, caring, and confident in carrying out the communication about the exposure of identity. 3). Identify the social function, the structure of the text, and element 4). Demonstrate sincerity to learn English to communicate about the praise and attention with teachers and friends. 5).Demonstrate caring behavior, confidence and responsibility in carrying out the communication of the praise and attention.

3.  **The Activities of Speaking**

According to Harmer (1990:348-352), many classroom activities which are currently in use fall at or near the communicative end of the communication continuum. There are a number of widely-used categories of speaking activity, and will start by looking at them before going on to specific speaking examples :

a.  Acting from a script

Teacher may ask students to act out scenes from play and their course books, sometimes filming the results. Students will often act out dialogues they have written themselves.

1)  Play script

It means important that when the students are working on plays or play scripts, they should treat it as real acting. In others words, we need to help them go through the script as if we were theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, we ensure that the acting out is both a learning and language producing activity.

2)  Acting out dialogues

When choosing who should come out to the front of the class, teacher should be careful not to choose the shyest students first. Teacher need to work to create the right kind of supportive

atmosphere in the class. Teacher need to give students time to rehearse their dialogues before they are asked to perform them. If teacher can give students time to work on their dialogues, they will gain much more from the whole experience.

b. Communications games

There are many communication games, all the games aim to get students to talking as quickly and fluently as possible. Two particular categories are worth mentioning here:

1) Information-gap games

Many games depend on an information gap: one student has to talk to partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order ( describe and arrange ) or find similarities and different between pictures.

2) Television and Radio Games

Game from radio and television often provide good fluency activities, as the following examples demontrate. In "twenty question" the chairperson think of an object and tells a team that the object is either animal, vegetable or mineral or a combination of two or three of these. The team has to find out what the object is asking only yes or no questions, such as can you use it in the kitchen? Or is it bigger than a person? They get point if they guess the answer in 20 questions of fewer.

c. Discussion

Discussion range from highly formal, whole-group staged events to informal small group interaction.

1) Buzz group

These can be used for a whole range of discussions. For example, we might want to students to predict the content of a reading text, or we may want them to talk about their reactions to it after they have read it. We might want them to discuss what should be included in a news broadcast or have a quick conversation about the rigth kind of music for wedding or party.

2) Instant comment

Another way in which we can train students to respond fluently and immediately is to insert instant comment mini activities into lessons. This involves showing them photographs or introduce topic at any stage of a lesson and nominating students to say the first thing that come into their head.

3) Formal debates

In formal debates, students prepare arguments in favor or against various propositions. When the debate starts, those who are appointed as "panel speakers" produce well rehearsed writing like arguments, whereas other, the audience, pitch in as the debate progresses with their own ( less script ) thoughts on the subject.

4) Unplanned discussion

Some discussions just happen in the middle of lesson: they are unprepared for by the teacher, but, if encouraged can provide some of the most enjoyable and productive speaking in language classes. Their success will depend upon our ability to prompt and encourge and, perhaps, to change our attitude to errors and mistake from one minute to the text. Preplanned discussions, on the other hand, depend for their success upon the way we ask students to approach the task in hand.

d. Prepared talks

One popular kind of activity is the prepared talk, where a student makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more writing like than this. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are useful because by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may encourage the natural use of certain repetitive language pattern and thus can be situated in the middle of our communication continuum. Students can design questionnaires on any topic that is appropriate. As they do so, the teacher can act as a resource, helping them in the

design process. The result obtained from questionnaires can them form the basis for written work, discussion, or prepared talks.

    f.   Simulation and role play

Many students derive great benefit from simulation and role play. Students simulate a real life. Encounter ( such as a business meeting, an interview or a conversations in an aero plane cabin, a hotel foyer, a shop or a cafeteria ) as if they were doing so in the real world. They can act out the simulation as themselves or take on the role of a completely different character and express thoughts and feelings they do not necessarily share. Simulations and role play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying English for specific purposes.

## 4. The Aspects of Speaking

Gregory (1990:255) said that to be an excellent speaker, one must have a golden voice, so rich and resonant that it enthralls anyone who listens to it. There are three basic speaking used speakers in the following :

    a.   Volume : the larger room, the louder student have to speak. Student can tell if your volume is loud enough by observing the people in the back row.

    b.   Clarity : the words that student speak should be uttered clearly and understandably, with good articulation and correct

pronunciation. Most of students are lazy in our daily conversation; students slur sound, drop syllables, and mumble words. While poor articulation may not hurt us in conversation as long as our friends understand what students are saying, it can hinder communication in a speech. Students need to enunciate our words crisply and precisely to make sure that everything we say is intelligibleto our listeners.

c.  Eye Contact

Eye Contact Look at your audience 95 percent of the time. Good eye contact is important because: (1) It creates an important bond of communication and rapport between you and your listeners. It is, in the words of Jack Valenti, former president of the Motion Picture Association of America, a "figurative handshake."12 (2) It shows your sincerity. We distrust people who won't look at us openly and candidly. (3) It enables you to get audience feedback. For example, did a number of listeners look puzzled when you made your last statement? Then you obviously confused them; you need to explain your point in a different way.

d.  Intonation

Patterns give our language its distinctive melody a sound it can be considered the following sentence: "I believe in love." It may say it in a variety of ways— intonation with sincerity, with

sarcasm, with humor, with puzzlement. Each time someone says it, he is using a different Intonation pattern.

e. Content and Meaning

Content and meaning are important in speaking process. So the speaker should plan or prepare material before expressing his/her ideas. Dealing with this statement, Tarigan (1985:45) states that; "The content and meaning in speaking ability can be seen from mistake, competence, clarification, and simplicity what the topic is about".

Speaking ability is reflected frequently of speaking what is used to speak about. In this case, completeness of idea, thought or sense either it is talked simple or not. The content of speaking must by systematic, logical and attractive. So, it be said that speaking process in which speaker must be able to speak systematically, logically and attraction in order to the listener understand what the speaker is meant.

Other can be described as follows :

a. Fluency

Lado (1961: 240) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. Thornbury (2005:6-7) Research into listener's perception suggests that pausing is one of the factors of fluency. Thornbury

(2005:8) People can be said as fluent speakers if they fulfil the following features: 1). Pauses may be long but not frequent, 2). Pauses are usually filled, 3). Pauses occur at meaningful transition points, 4). There are long runs of syllables and words between pauses.

Foster and Skehan in Nunan (2004:87) propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying 'um' and 'ah' by subjects as they complete a task.

b. Pronunciation

According to Thornbury (2005:128-129), pronunciation refers to the student's ability to produce comprehensible utterances to fulfil the task requirements. Harmer (2001:28-33) provides more issues related to pronunciation. He suggest pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

c. Grammar

Brown (2001:362) says that, grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In relation to contexts, a speaker should consider the following things: 1). Who the speaker is, 2). Who the audience is,

3). Where the communication takes place, 4). What communication takes place before and after a sentence in question 5). Implied versus Literal Meaning, 6). Styles and Registers, 7). The alternative forms among which a produce can choose.

Table 2.1. the difference of written of spoken grammar

| Written Grammar | Spoken Grammar |
|---|---|
| • Sentence is the basic unit of construction | • Clause is the basic unit of construction |
| • Clauses are often embedded (subordination) | • Clauses are usually added (co-ordination) |
| • Subject + Verb + Object Construction | • Head + Body + Tail Construction |
| • Reported speech favored | • Direct speech favored |
| • Precision favored | • Vagueness tolerated |
| • Little ellipsis | • A lot of ellipsis |
| • No question tags | • Many question tags |
| • No performance effects | • Performance effects, including |
|  | ☐ Hesitations |
|  | ☐ Repeats |
|  | ☐ False stats |
|  | ☐ Incompletion |
|  | ☐ Syntactic blends |

d. Vocabulary

Thornbury (2005:22) suggests that there are three usual things used by speakers in what they are being said:

1) When people speaking, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said.

2) Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.

3) A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

e. Interactive Communication

Thornbury (2005:129) views that interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfil the task requirements. Brown (2001:269) adds that the most difficulties faced by students in speaking are the interactive nature of communication. In speaking, especially when they are having conversation they are engaging in a process of negotiation of meaning. Thus, learners usually have problems in how to say things, when to speak, and other discourse constants. Although they have difficulties in this aspect, assessing students through the way they interact is good to train them to have natural speaking.

f.  Appropriateness

In Harmer (2001:24), the term of appropriateness is related to some variables. When people are communicating they have to see what effects to achieve the communicative purpose. Those variables are: 1). Setting, 2). Participants, 3). Gender 4). Channel 5). Topic

g.  Complexity

Halliday (1985:87) explains it is wrong that written language is highly organized, structured, and complex while spoken is disorganized, fragmentary, and simple. Nunan (2004:86) What made speaking difficult were related to the type of information that had to be conveyed and were concerned the scale of the task and interrelationships among the different elements involved. The spoken language is complex in a different way. The complexity of written language is static and dense, while spoken is dynamic and intricate.

## B. Vocabulary Mastery

### 1. Definition of Vocabulary

According to Schmitt (2000:1), "Vocabulary is learned incrementally and this obviously means that lexical acquisition requires multiple exposures to a word." Thomson & Vaughn states (2007:88), that receptive vocabulary is the vocabulary you understand from listening others or from reading. Expressive vocabulary is the vocabulary students use to express themselves. National defines (2008:7)," Vocabulary is the most important of word is the high frequency words of the language, these words occur very frequently in all kinds of uses of the language they need in formal and informal uses or the language, in speech and in writing, an in novels, conversation, newspapers and academic texts,"

Based on flohr (2008:3), "Vocabulary can basically be defined as the word we teach in foreign language which the teacher has to introduce and explain to the student. Flohr explains (2008:4), the next important point concerning vocabulary is grammar and with its grammatical rules which are "rule in a language for changing the form of words and combining them into sentences. Another important point that defines vocabulary is the collation of words is a part combination of words.

2.  **Types of Vocabulary**

Some experts have classified types of vocabulary. Shepherd(1980: 1) classifies vocabulary into two kinds: a receptive vocabulary and expressive vocabulary (productive vocabulary). Further, he defines the receptive vocabulary as the words known when the learner listens and reads. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered as the basic vocabulary. Later, expressive vocabulary is defined as the words used when the learner speaks and writes. Harmer (1998: 159) adds that active vocabulary refers to vocabulary that students have been tought or learnt and which the students will recognize when they meet then but which they will probably not be able to produce.

a.  Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they occur in context, but which cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought form others. In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use

when he speaks or writes. In these respects, Richards and Rodgers (1987: 308) give a profound explanation that the listening vocabulary is larger than speaking vocabulary and similarly to the reading vocabulary that is relatively larger than writing vocabulary.

b. Productive Vocabulary

Productive Vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others.

3. **The Aspect of Vocabulary**

English vocabulary develops & many ways of process, from the first time English vocabularies were found by taking from Anglo – Saxon language until the Oxford English dictionary was published. The evolution of English vocabulary indicates the vitality and creativeness. In the way a language by needs of its user. Fromkin and Rodman ( 1998:63-88 ) try to give definition and example about each aspect of vocabulary below :

a. Back formation. It is a very specialized reduction process. Typically, a word of one type ( usually a noun ) is reduced to form another word of a

different type ( usually a verb ). For example : edit from editor, act from action, donate from donation.

b.  Abbreviations. It is a shortened form toward a word without missing the real meaning. For example: bike from bicycle, gas from gasoline, phone from telephone.

c.  Clipping. It is actually one of the class of abbreviation and the cutting of words with two or more syllables to become more popular because easier and simpler to use and it used in many terms. For example: movie from moving picture, zoo from zoological garden, lab from laboratory.

d.  Blending. It is a word is created from parts of two already existing items or combining of two separate forms to produce a single term. For example: gasohol from gasoline and alcohol. Smog from smoke and fog.

e.  Synonym. It is word with the same meaning as another in the same language but often with different implications and association. For example: clever same with able, smart, intelligent etc, club same with association, organization, etc, conform same with agree, obey etc.

C. **Conceptual Framework**

Speaking is the way to say something and convey a message which has communicative purpose from the language store and it can also be transferred in tasks and rating criteria as a pattern of talk in particular group of people. In conveying a message, it also can use understandable speech for audience as measurement of capability and eloquence of our speaking.

Vocabulary is the best learned when someone feels that a certain word is need, learning memory task but also involve creative and personalize use, it also network building, learners have to take responsibility themselves for vocabulary expansion.

People use speaking as the way to say something from their thought and feeling and the collection of words they use in their speaking is part from a thousands vocabulary which is already known by group of people. Vocabulary mastery cannot be separated from speaking ability. Both of them give support each other. Many people have difficulty in speaking because lack of vocabulary. Vocabulary gives great impact to students' speaking. Vocabulary has actually an important role in improving speaking skill. It is a basis of language. So, the first thing that students of SMK Bina Karya Teknik Bekasi should learn is some stock of words, vocabulary. The more they get easy in their communication. Norbet Schmitt (2000:p.143) stated that no matter how successfully the sound of foreign language is mastered, without words to express a wider range of meanings, communication in a foreign language just can not happen in any meaningful way.

Therefore, it is assumed that there is a positive relationship between vocabulary mastery and speaking ability and this is very important for students to support their future, so teachers have to be smart to teach students to master the vocabulary so that students are able to speak fluently.

# CHAPTER III

# METHODOLOGY OF THE RESEARCH

## A. Time and Place

### 1. Time of Research

This research was conducted in SMK Bina Karya Teknik. The writer did the research on June, 2016. The researcher usually takes the research in time of English class.

### 2. Place of Research

The research took place at SMK Bina Karya Teknik, JL. Pahlawan no.18 duren jaya, East Bekasi. The research takes observation in 10$^{th}$ Grade.

## B. Population and Sample

One of the research procedure is to find out data from population and sample. Based on Sugiyono (2006:90) stated population is the generalization area which is consist of subject that has certain quality and characterictic in fixed by the research to be learned to get conclusion. Sugiyono (2006:91) stated that sample is a part of the total and characteristic which has by the population. In this research all the students of the SMK Bina Karya Teknik Bekasi is population. The sample is an

object that is observed. The writer took 30 students of $10^{th}$ grade; all of them become the respondents as a sample.

Rumus Slovin : $n = N / ( 1 + N e^2 )$

n     : number of samples

N     : the number of population

e     : tolerance limit errors (error tolerance)

$n = N / ( 1 + N e^2 ) = 33 / (1 + 33 \times 0{,}05^2) = 30{,}484 » 30$

## C. Method of the Research

The research method needs on process of solving the problem and to reach the goal. Every researcher uses different method. The methodology that used in this research is a survey.

1) Field Research

It is a method to take the data directly based on observation, means the research done by observation directly to the object.

2) Library Research

It is a process of collecting data from a lot of books that have correlation with the problem to increase the knowledge even to strong then the script.

Here the writer uses observation method to get and to process the data. The writer directly enters the place of research by concerning the student of $10^{th}$ grade in daily school life. The writer also uses library researches to find out the supporting sources that are related to the topic discussed, such as books, journal, and also lecture records.

According to Arikunto (2006:160), method of research is a method that used to collect and analyze data in a specific field with purpose of getting best result in a research. For this research the writer uses a survey method to get accurate information from respondents.

### D. Variables

Usman & Akbar (2003:43) determined the main variables which include independent and dependent variables based on the formulation of hypothesis that have been made earlier, the relationship between these variables created the image and then proceed with the operational definitions included in it about how to measure and scale of measurement.

This research consists of two variables those are vocabulary mastery as an independent variable (X) and speaking ability as a dependent or outcome variable (Y).

### E. Instruments

Research, it must need a data. Data also could be counted as a result The research instrument plays an important role to collect data. The instrument used in this research is an objective test, and the writer uses two type of objective test, which are vocabulary test and speaking test. In this research, the test consist of 45 items.

In the of the research. To know the relationship between vocabulary mastery and speaking ability, the writer uses test to measure as the research instrument.

1. Vocabulary Test.

**Table 3.1 Specification of Vocabulary Test**

| No | Indicator / Aspects | Item Number | Score |
|----|---------------------|-------------|-------|
| 1 | Synonym | 1,2,3,4,5,6,7,8,9,10 | 10 |
| 2 | Antonym | 11,12,13,14,15,16,17,18,19,20 | 10 |
| 3 | Definition | 21,22,23,24,25,26,27,28,29,30 | 10 |
| | | TOTAL | 30 |

2. Speaking Test. It is used to measure the student's speaking ability and direct test using the curriculum in 2013 and the following speaking test criteria :

**Table 3.2 Criteria Test of Speaking Ability ( Sari Luoma 2004:77 )**

**Adequacy of participation**

Maintenance of interaction      | 6 | 5 | 4 | 3 | 2 | 1 |

Initiative, expansiveness      | 6 | 5 | 4 | 3 | 2 | 1 |

**Quality of ideas**

Maturity and quality of thought      | 6 | 5 | 4 | 3 | 2 | 1 |

**Interpersonal skills**

Engagement, rapport      | 6 | 5 | 4 | 3 | 2 | 1 |

Nonverbal behaviour      | 6 | 5 | 4 | 3 | 2 | 1 |

**Coherence and expression**

Clarity of ideas      | 6 | 5 | 4 | 3 | 2 | 1 |

Cohesion and coherence      | 6 | 5 | 4 | 3 | 2 | 1 |

**Register and tone**

Level of formality      | 6 | 5 | 4 | 3 | 2 | 1 |

Politeness      | 6 | 5 | 4 | 3 | 2 | 1 |

Directness      | 6 | 5 | 4 | 3 | 2 | 1 |

| Tone of voice | \| 6 \| 5 \| 4 \| 3 \| 2 \| 1 \| |
|---|---|
| **Linguistic criteria** | |
| **Language** | |
| Range of structure and vocabulary | \| 6 \| 5 \| 4 \| 3 \| 2 \| 1 \| |
| Breadth and precision of expression | \| 6 \| 5 \| 4 \| 3 \| 2 \| 1 \| |
| Accuracy | \| 6 \| 5 \| 4 \| 3 \| 2 \| 1 \| |
| **Production** | |
| Pronunciation | \| 6 \| 5 \| 4 \| 3 \| 2 \| 1 \| |
| Intonation, stress and rhythm | \| 6 \| 5 \| 4 \| 3 \| 2 \| 1 \| |
| Voice quality | \| 6 \| 5 \| 4 \| 3 \| 2 \| 1 \| |

## F. Technique of the Data Analysis

To find out the influence of the students achievement vocabulary to their speaking ability, the writer uses a *Pearson Product Moment* correlations. The correlation technique is an analysis technique to evaluate hypothesis concerning correlation between two variables that are examined statistically. In the correlation technique, the variables are compared to know whether the correlation is very significant or it only happens by chance. The formula as follows Riduwan ( 2009:138 ) is :

1. Counting r :

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

r   = Pearson Product Moment coefficient of correlation

n   = the number of respondent

x  = cause variables/influence/independent 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 scores

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

2. Determining significant point, it is 0,05

3. Determining the criteria of correlation significance test.

$$t\ observed = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

If - t observed ≥ t tables H0 is accepted, it means significant

If - t observed ≥ t tables H0 is accepted, it means not significant

If - t tables ≤ t observed ≤ t tables H0 is accepted and Ha is rejected correlation is not significant.

4. Degree of freedom dk = n-2

With significance 0,05, seek t table in appendixes

5. Comparing t observed with t table

6. Making the conclusion

The use of PPM correlation:

a. to show whether there is significance correlation between variable each other

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

The table as bellow is the explanation about the result of data range which is taken by Riduwan, MBA ( 2009:138 ) as follows:

**Table 3.3 Data Range**

| 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. Procedure of the Research

In this research, the writer makes a producedure of the research as follows:

### 1. Preparation

    a. Identifying and formulating the problem

    b. Finding references related

    c. Selecting title

    d. Discussing with the counselor

### 2. Implementation

    a. Collecting data from the test

    b. Making and giving instrument through test

    c. Processing and analyzing the data

### 3. Finishing

a.  Formulating the hypothesis

b.  Making generalization and summary

c.  Making scientific paper

d.  Discussing with counselor

e.  Revising the result

f.  Making conclusion

## H.  Hypothesis

Suwarni and Wahyuni ( 2005:32) said "hypothesis refers to temporal statement or assumption which can be expressed declaratively." Statement and assumption formulated in variable sort so that can be tested. Before deciding the result of hypothesis, the writer purposed interpretation toward $t_1$ ( t observed ) with procedures as follows:

**1. Formulating the alternative hypothesis ( Ha )**

There is a significant correlation between vocabulary mastery ( variable x ) and speaking ability ( variable y )

**2. Formulating the null hypothesis ( Ho )**

There is no significant correlation between vocabulary mastery ( variable x ) and speaking ability ( variable y )

Further discussion, the writer follows some assumptions, they are :

a.  If the result of calculation $t_1$ ( t observed ) is higher than tt ( t table ), so the null hypothesis is rejected and the alternative hypothesis is

accepted. It means, there is a significant correlation between vocabulary mastery and speaking ability.

b.  If the result $t_1$ ( tobserved ) is lower than tt ( t table ), so the null hypothesis ( Ho ) is accepted and alternative hypothesis is accepted. It means, there is no significant correlation between vocabulary mastery and speaking ability.

# CHAPTER IV

# RESEARCH FINDINGS AND DISCUSSION

## A. The Data Description

This research is concerned with the correlation between Vocabulary Mastery and Speaking Ability on the $10^{th}$ grade students of SMK Bina Karya Teknik Bekasi. To know if there are significant correlation between both, the writer would like to explain the research using descriptive method on vocabulary mastery contributes the speaking ability.

As international language, English is an important subject and as compulsory subject in the elementary school and in the continuation high school. Based on the competency based curriculum, the students should not only learn the structure of English but also be able to use English to communicate either in written and oral. With a lot of vocabulary, the students are able to understand English better. Even though have many vocabularies it will be in vain without speaking practice. To fluent their English the students must have skill in speaking. That's why vocabulary mastery and speaking ability have correlation.

In need to know how far the students knowledge in English subject especially in vocabulary mastery and speaking ability, the writer gave a

vocabulary test and speaking test designed based on the topic of the handbook used as the materials test for the students and the writer added from other source, which is relevant to their lesson. To limit the time, the writer gave 30 questions and 3 topics, which were done in pairs for speaking test.

From the table, it can be seen the average count of the Vocabulary score is 73 the table show that tkhe description score of Vocabulary the student are enough. And the average count of the speaking score is 70 this is stated that ability to speaking test will be shown from each variable on the table of frequency distribution below :

Table 4.1 : The Frequency Distribution of Speaking Ability

| Classes | f | fr (%) | fk > | fk< | X |
|---------|---|--------|------|-----|---|
| 60 – 63 | 1 | 3.33 | 100 | 3.3 | 61.5 |
| 64 – 67 | 9 | 30 | 100 | 33.33 | 65.5 |
| 68 – 71 | 8 | 26.66 | 96.66 | 60 | 69.5 |
| 72 – 75 | 7 | 23.33 | 40 | 83.33 | 73.5 |
| 76 – 79 | 0 | 0,00 | 40 | 100 | 77.5 |
| 80 – 83 | 5 | 16.66 | 16.66 | 100 | 81.5 |
| Sum | 30 | 100% | | | |

The relative and cumulative table above is shown that there are 3.33 % of the students who have score of the speaking test among 60 – 63.

There are 30% of the students who have score of the speaking test among 64 – 67. 26.66% about the students who have score of speaking test among 68 – 71. There is 0% of the students who have speaking test among 76 – 79. The students who have score of speaking test among 80 – 83 are 16.66%.

Table 4.2 : The Frequency Distribution of Vocabulary Mastery

| Classes | f | fr (%) | fk > | fk< | X |
|---------|-----|--------|-------|-------|-----|
| 66 – 68 | 5 | 16.66 | 100 | 16.66 | 67 |
| 70 – 72 | 0 | 0.00 | 83.33 | 66.66 | 71 |
| 74 – 76 | 15 | 50 | 83.33 | 66.66 | 75 |
| 78 – 80 | 0 | 0.00 | 33.33 | 66.66 | 79 |
| 82 – 84 | 10 | 33.33 | 33.33 | 100 | 83 |
| 86 – 88 | 0 | 0.00 | 0 | 100 | 87 |
| Sum | 30 | 100% | | | |

From the relative and cumulative table above, it is shown that there is 16.66% of students who have score of the vocabulary test among 66 – 68. There are 0% of students who have scored 70 – 72, 78 – 80, and 86 – 88. There are 50% of the students who have score of the vocabulary test among 74 – 76 and 33.33% of the students who have score of the vocabulary test among 82 – 84.

**B. Data Analysis**

To know the correlation between vocabulary mastery and speaking ablity, the writer gave the test to the 30 students of SMK Bina Karya Teknik Bekasi. The test consist of 30 multiple choice of vocabulary mastery and 3 choices of speaking test. Then the correlation of statistic method processes the answer from both tests.

Based on result of the test, the writer found that vocabulary mastery donated high relationship to speaking ability. It means, students have the vocabulary and speaking balanced. The following is the steps on the data analysis.

1. Using the table to see the scores of variable x and y.

**Table 4.3 : Correlational Statistics**

| No | X | y | $x^2$ | $y^2$ | Xy |
|----|-----|-----|------|------|------|
| 1 | 66 | 65 | 4356 | 4225 | 4290 |
| 2 | 73 | 75 | 5329 | 5625 | 5475 |
| 3 | 73 | 70 | 5329 | 4900 | 5110 |
| 4 | 66 | 65 | 4356 | 4225 | 4290 |
| 5 | 73 | 75 | 5329 | 5625 | 5475 |
| 6 | 73 | 65 | 5329 | 4225 | 4745 |
| 7 | 73 | 70 | 5329 | 4900 | 5110 |
| 8 | 73 | 75 | 5329 | 5625 | 5475 |
| 9 | 66 | 65 | 4356 | 4225 | 4290 |

| | | | | | |
|---|---|---|---|---|---|
| 10 | 83 | 75 | 6889 | 5625 | 6225 |
| 11 | 83 | 80 | 6889 | 6400 | 6640 |
| 12 | 73 | 70 | 5329 | 4900 | 5110 |
| 13 | 73 | 65 | 5329 | 4225 | 4745 |
| 14 | 83 | 80 | 6889 | 6400 | 6640 |
| 15 | 73 | 75 | 5329 | 5625 | 5475 |
| 16 | 73 | 70 | 5329 | 4900 | 5110 |
| 17 | 73 | 65 | 5329 | 4225 | 4745 |
| 18 | 83 | 75 | 6889 | 5625 | 6225 |
| 19 | 83 | 70 | 6889 | 4900 | 5810 |
| 20 | 66 | 65 | 4356 | 4225 | 4290 |
| 21 | 73 | 60 | 5329 | 3600 | 4380 |
| 22 | 83 | 80 | 6889 | 6400 | 6640 |
| 23 | 73 | 65 | 5329 | 4225 | 4745 |
| 24 | 66 | 65 | 4356 | 4225 | 4290 |
| 25 | 83 | 70 | 6889 | 4900 | 5810 |
| 26 | 83 | 80 | 6889 | 6400 | 6640 |
| 27 | 73 | 70 | 5329 | 4900 | 5110 |
| 28 | 73 | 70 | 5329 | 4900 | 5110 |
| 29 | 83 | 75 | 6889 | 5625 | 6225 |
| 30 | 83 | 80 | 6889 | 6400 | 6640 |
| Statistics | $\sum x$ | $\sum y$ | $\sum x^2$ | $\sum y^2$ | $\sum xy$ |

| Total | 2255 | 2130 | 170605 | 152200 | 160865 |
|-------|------|------|--------|--------|--------|

Explanations :

x = score of vocabulary test

y = score of speaking test

$x^2$ = Total of x-quadrate

$y^2$ = Total of y-quadrate

xy = Sum of multiplication between x and y score

2. Finds out r observed by inserting the statistical figures from the table above :

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

$r_{xy}$ = 
$$\frac{30(160865)-(2255) \times (2130)}{\sqrt{\{30 \times 170605-(2255)^2\} \times \{30 \times 152200-(2130)^2\}}}$$

$r_{xy}$ = 
$$\frac{4825950-4803150}{\sqrt{\{5118150-5085025\} \times \{4566000-4536900\}}}$$

$r_{xy}$ = 
$$\frac{22800}{\sqrt{33125 \times 29100}}$$

$r_{xy}$ = 
$$\frac{22800}{\sqrt{963937500}}$$

$r_{xy}$ = 0,73

3. Determining the contribution percentage of variable x to y by using by the following formula:

Coefficient of determinations = KP

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

$= (0,73)^2 \times 100\%$    $= 0,53 \times 100\% = 53\%$

From the result of KP, it is conclude that the knowledge of vocabulary and speaking ability of SMK Bina Karya Teknik Bekasi around 53%.

4. Accounting $r_{table}$ :

Degree of freedom = df

Df = n-2 = 30-2= 28

5. Determining criteria of significant test :

If $- r_{table} \leq r_{observed} \leq r_{table}$. Ho is accepted or Ha is rejected or the correlation is not significant.

6. Making conclusion

If $- r_{table} \leq r_{observed} \leq r_{table}$. Ho is accepted or Ha is rejected or the correlation is not significant. That means Ho is rejected and Ha is accepted or there is a positive and significant correlation between vocabulary mastery and speaking ability.

## C. The Data Interpretation

After processing all the data with product moment formula, it shows that there is a positive relationship between vocabulary mastery and speaking ability of SMK Bina Karya Teknik Bekasi. It also describes that with higher vocabulary mastery, the students will have higher ability in speaking.

Furthermore, from the result of the calculation also showed that there is positive relationship in strong level correlation. It can be seen on the table below according to Riduwan (2008:138):

**Table 4.3 Data Range of Correlation Level**

| Coefficient Interval | Correlation Level |
|---|---|
| 0.80 – 1.000 | Very Strong |
| 0.60 – 0,799 | Strong |
| 0.40 – 0.599 | Strong relationship |
| 0.20 – 0.399 | Low |
| 0.00 – 0.199 | Very low |

## D. The Discussion

1. Before vocabulary through games applying, the writer finds that the students are seldom to speak English. There are some factors cause this problem such as the students feel boring with the method of learning

English, the teachers doesn't many sources, and also the environments that speak English rarely.

Moreover, the school has limited facilities to support the learning process. Besides that, the coorperation with the other institution has to be developed. Thus the students speaking ability needs to be improved by other methods of learning vocabulary.

2. Common problem is the pronunciation of the letter "o". It is usually pronounced as /əʊ/ (UK) or /oʊ/ (US) in open stressed syllables (e.g. go, vote, hope) or /ɒ/ (UK) and /ɑ/ (US) in closed stressed syllables (e.g. hot, god, pot) (/ɒ/ sounds like "o" in most European languages , /ɑ/ sounds as something between "o" and "a" in "father").

Intonation is a rising and falling tone. Thus Intonation will greatly affect the meaning. For example the word Fire! Which if read with a rising intonation can be interpreted as "there was a fire or wildfire" while if read with low intonation could be interpreted as a question "there was a fire?" The ability to identify and distinguish sounds is a basic proficiency in the English language it every learner has to do it. Distinguish English phonemes will help the learner to understand.

The other grammatical mistakes there are  the word your and you're. The rules: "Your" indicates possession – something belonging to you. "You're" is short for "you are". How not to do it: Your beautiful, Do you know when your coming over?, Can I have one of

you're biscuits? How to do it properly: You're beautiful, Do you know when you're coming over?, Can I have one of your biscuits?

The vocabulary analysis discovered several errors by 50% in the number 1 and 8 part c on test questions. It's signed of their lack of vocabulary because they can not distinguish between fruits and vegetables. it should be noticed by the teacher because when students has a shortage vocabulary will affect the ability to speak.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

Having conducted a research of $10^{th}$ grade of SMK Bina Karya Teknik Bekasi, there is a significant relationship between Vocabulary Mastery (variable X) and Speaking Ability (variable Y). With coefficient correlation (r = 0.73) and coefficient determine 53%. It pointed out that vocabulary mastery gives high contributions speaking ability. The rest 46% is influenced by other variables and factors

Based on the statement above, it is therefore concluded that there is a positive, significant relationship between vocabulary mastery and speaking ability students of SMK Bina Karya Teknik Bekasi.

## B. Suggestion

Based on the conclusion, the writer would like to give some suggestion for SMK Bina Karya Teknik Bekasi that are probably useful in the future both the school's staffs and the students.

1. To the Students :

It is very important for students to try to support all of effort of school to increase English ability, especially training of vocabulary mastery and speaking ability as follows:

1. To use fully English in school environment

2. To try to understand all English without Indonesian translation

3. To increase the practice knowledge from competition continuously

4. To make speaking habit and make English fun and enjoyable

5. To choose the best and suitable way to learn rich vocabulary and find the strategy to make excellent in speaking as well as comprehend all of kinds

6. Never to stop to improve the effort that has gotten continuously

2. To the Teacher

The teacher should implement the vocabulary learning on the games in teaching vocabulary lesson for the students of the 10$^{th}$ grade SMK Bina Karya Teknik. It has function to keep the students interested in vocabulary. They are interested due to their enjoyment of the teaching-learning process of speaking, which automatically has effect on their speaking ability.

The teacher also should prepare material for pre-learning English lesson. To make the process run well, the teacher have a main roles.

The creative must be innovative, and objective in the class, to give the motivation and to ask the student to practice their English.

3. To the School

The school would like to give more attention to the student in increasing their English skill. Making English community, add the material and facilities to make the student comfort in learning process, participate in any competition.

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# BIOGRAPHY



Johanis Blatan was born on 6$^{th}$ June 1992 in Makassar. He is the last child of three children from Agustinus Firdaus and Elisabeth Adolfina. He have two brother named Octovianus Blatan and Daniel Blatan. The writer completed his elementary education in Katolik Santo Yakobus Makassar, in 2004 Then, he completed Junior high school of Belibis Makassar in 2007. After he finished his education in Junior High School, he continued his study in SMA Tamalatea Makassar that completed in 2010. In 2012, he continued his study to take his undergraduate program for English Department at School of Foreign Language-JIA. Now the writer have a tour and travel business and network business, please check the website: www.blatan.com.