

**THE CORRELATION BETWEEN STUDENTS' VOCABULARY  
MASTERY AND THEIR SPEAKING ABILITY AT THE FIRST  
SEMESTER OF THE ELEVENTH GRADE OF  
SMK TARUNA BANDAR LAMPUNG  
IN THE ACADEMIC YEAR OF 2019/2020**

**A Thesis**

Submitted as a Partial Fulfillment  
of the Requirements for S1-Degree



**By:**

**INDAH WULANDARI  
NPM. 1411040270**

**English Education Study Program**

Advisor : Dr. M. Muhassin, M.Hum  
Co-Advisor : Rohmatillah, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2020**

## ABSTRACT

In this research the researcher focused on the correlation between students' Vocabulary Mastery and Speaking ability. The objective of the research was to know whether there was a correlation between students' vocabulary mastery and speaking ability at the eleventh grade of the first semester of SMK Taruna Bandar Lampung in the academic year of 2019/2020. The research methodology used correlation research design.

The population of the research was the students the eleventh grade of the first semester of SMK Taruna Bandar Lampung in the academic year of 2019/2020 consisted of 93 students grouped in three classes. The sample was chosen by doing total sampling technique, it is because the students' achievements are heterogeneous. The sample of the research was taken 29 students from 88 students. In collecting data, the researcher used multiple choice test consisted of 20 items for vocabulary mastery test and 1 item for speaking ability test. After giving the test, the researcher analyzed the data using SPSS Statistic 16.0 to analyze the data.

After doing the hypothetical testing, the result demonstrated that there was positive correlation between students' vocabulary mastery and speaking ability. Based on the data analysis computed by using SPSS, it was obtained that  $\text{Sig} = 0.001$  and  $\alpha = 0.05$ . It means that  $H_a$  is accepted because  $\text{Sig} < \alpha = 0.05$ . Based on this research, it was suggested that to have a good speaking ability, students should have a good mastery of vocabulary.

**Keywords:** *Correlation, Vocabulary Mastery, Speaking ability*



**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289*

**APPROVAL**

**Title : THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR SPEAKING ABILITY AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMK TARUNA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**

**Student's Name : INDAH WULANDARI**

**Student's Number : 1411040270**

**Study Program : English Education**

**Faculty : Tarbiyah and Teacher Training**

**APPROVED**

**To be tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, The State Islamic University  
Raden Intan Lampung**

**Advisor,**

**Co-Advisor,**

  
**Dr. M. Muhassin, M.Hum**  
**NIP.197708182008011012**

  
**Rohmatillah, M.Pd**  
**NIP.198105082007102001**

**The Chairperson of  
English Education Study Program,**

  
**Meisuri, M.Pd**  
**NIP. 19800515 20031222004**



**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Alamat: Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289*

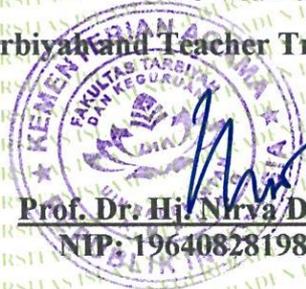
**ADMISSION**

A research thesis entitled: **“THE CORRELATION BETWEEN STUDENTS’ VOCABULARY MASTERY AND THEIR SPEAKING ABILITY AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMK TARUNA BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020”**, by: **INDAH WULANDARI, NPM: 1411040270, Study Program: English Education**, was tested and defended in the examination session held on: **Thursday, January 02<sup>nd</sup> 2020.**

**Board of Examiners:**

**Chairperson : Meisuri, M.Pd**  
**The Secretary : Septa Aryanika, M.Pd**  
**Primary Examiner : Istiqomah Nur R., M.Pd**  
**The First Co-Examine : Dr. M. Muhassin, M.Hum**  
**The Second Co-Examiner : Rohmatillah, M.Pd**

**The Dean of  
Tarbiyah and Teacher Training Faculty**



**Prof. Dr. Hj. Nirva Diana, M.Pd**  
**NIP: 196408281988032002**

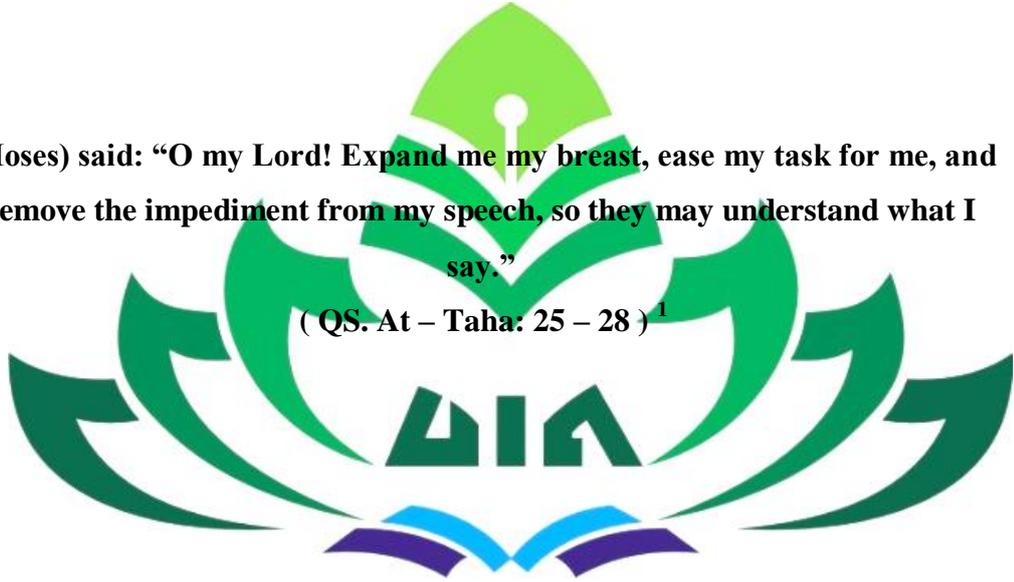
## MOTTO

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾ وَيَسِّرْ لِي أَمْرِي ﴿٢٦﴾ وَأَحْلِلْ عُقْدَةَ مِنِّ لِسَانِي

﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾

(Moses) said: “O my Lord! Expand me my breast, ease my task for me, and remove the impediment from my speech, so they may understand what I say.”

( QS. At – Taha: 25 – 28 )<sup>1</sup>



<sup>1</sup> King Fahd Holy Qur'an Printing complex, *The Holy Qur'an English Translation Of The Meaning And Commentary*, P. 883-884

## DECLARATION

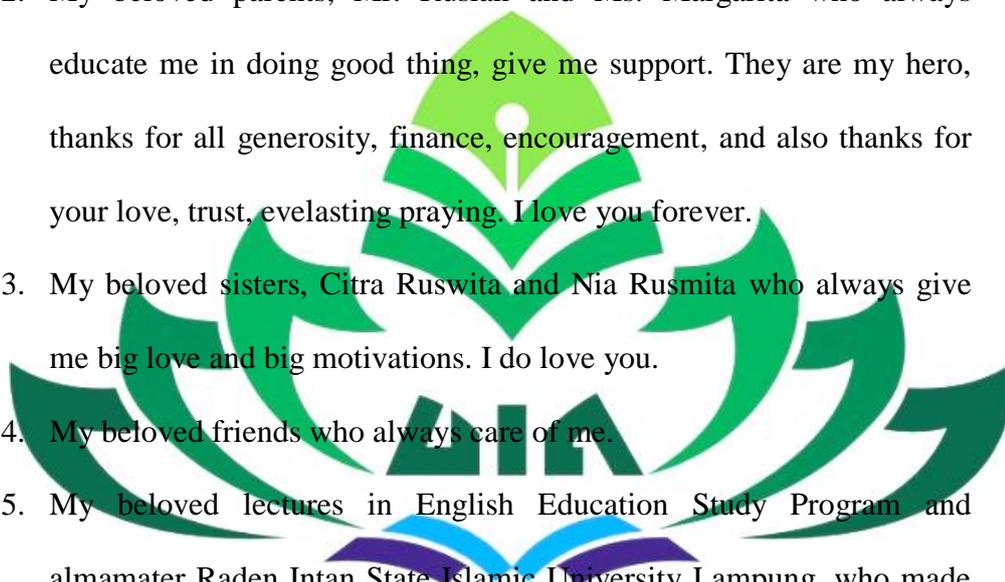
I hereby declare that the thesis entitled ‘The Correlation between Students’ Vocabulary Mastery and Their Speaking Ability at the First Semester of the Eleventh Grade of SMK Taruna Bandar Lampung in the Academic Year of 2019/2020’ is completely my own work. I am fully aware that I had quoted some statements and theories from various sources and they are properly acknowledged in the text.



## DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Ruslan and Ms. Margarita who always educate me in doing good thing, give me support. They are my hero, thanks for all generosity, finance, encouragement, and also thanks for your love, trust, evelasting praying. I love you forever.
3. My beloved sisters, Citra Ruswita and Nia Rusmita who always give me big love and big motivations. I do love you.
4. My beloved friends who always care of me.
5. My beloved lectures in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who made me grow up and have contributed a lot for my self development.



## **CURRICULUM VITAE**

The writer's name is Indah Wulandari. She was born in Bandar Lampung on November 29<sup>th</sup>, 1996. She is the first child of three children of Mr. Ruslan and Mrs. Margarita. She has two sisters.

The writer started her study at SD Negeri 3 Makarti. She continued her study at SMP Negeri2 Tumijajar. Then she continued at SMA Negeri 1 Tumijajar. After graduating from the high school, she continued her study to UIN Raden Intan Lampung as an S1-Degree student of Tarbiyah and Teacher Training Faculty Majoring in English Education Study Program.



## ACKNOWLEDGEMENT

First of all, Praise to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the writer during her study and completing her thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled ‘The Correlation between Students’ Vocabulary Mastery and Their Speaking Ability at the First Semester of the Eleventh Grade of SMK Taruna Bandar Lampung in the Academic Year of 2019/2020’. This thesis is presented to the English Education Study Program of the State Islamic University of Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-Degree.

Then, the writer would like to thank the following people for their ideas, time, and guidance for this thesis:

1. The Dean of Tarbiyah and Teacher Training Faculty Prof. Dr. Hj. Nirva Diana, M. Pd, UIN Raden Intan Lampung who had given the writer opportunity to study until the end of this thesis composition.
2. The Chairperson of English Education Study Program of UIN Raden Intan Lampung Ms. Meisuri M. Pd.
3. Mr. Dr. M. Muhassin, M.Hum the advisor who had given guidance and help to finish this thesis.
4. Mrs. Rohmatillah M.Pd the co-advisor who had given guidance and supervision to finish this thesis.

5. All lecturer of English Education Department of UIN Raden Intan Lampung.
6. All writers' friends of English Department of UIN Raden Intan Lampung.

Finally, none or nothing is perfect and neither this thesis. Any correction, comments, and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, February 2020

The Writer,

Indah Wulandari  
NPM. 1411040270



## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>APPROVAL.....</b>	<b>iii</b>
<b>ADMISSION.....</b>	<b>iv</b>
<b>MOTTO .....</b>	<b>v</b>
<b>DECLARATION.....</b>	<b>vi</b>
<b>DEDICATION.....</b>	<b>vii</b>
<b>CURRICULUM VITAE.....</b>	<b>viii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ix</b>
<b>TABLE OF CONTENTS.....</b>	<b>xi</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>LIST OF FIGURE.....</b>	<b>xv</b>
<b>LIST OF APPENDICES.....</b>	<b>xvi</b>
 <b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem .....	1
B. Identification of the Problem .....	9
C. Limitation of the Problem.....	9
D. Formulation of the Problem .....	10
E. Objective of the Research .....	10
F. Significance of the Research.....	10
G. Scope of the Research .....	11

## **CHAPTER II     REVIEW OF RELATED LITERATURE**

A. Frame of Theory	
1. Teaching English as a Foreign Language.....	12
a. Vocabulary .....	13
b. Definition of Vocabulary .....	13
c. Definition of Vocabulary Mastery .....	15
d. Kinds of Vocabulary .....	17
e. Aspect of Vocabulary .....	19
f. Type of Vocabulary.....	22
1. Noun .....	23
a. Definition of Noun.....	23
b. Type of Noun .....	24
2. Verb .....	25
a. Definition of Verb .....	25

3. Adverb .....	26
a. Definition of Adverb .....	26
4. Adjective .....	27
a. Definition of Adjective.....	27
b. Type of Adjective.....	27
5. Pronoun .....	29
6. Preposition.....	29
7. Conjunction.....	29
8. Determiner.....	30
2. Teaching and Learning Vocabulary .....	30
a. Teaching.....	30
b. Learning .....	31
c. Teaching Learning Vocabulary.....	34
d. Teachers' problem in teaching Vocabulary.....	37
e. Students' problem in teaching Vocabulary .....	38
3. Speaking .....	40
a. Definition of Speaking .....	40
b. Speaking as Language Skills.....	42
c. Micro and Macro Skill Of Speaking .....	44
d. Elements of Speaking.....	46
e. Speaking Ability.....	48
f. Teachers' problem in teaching Speaking .....	52
g. Students' problem in teaching Speaking.....	54
4. The Correlation between Students' Vocabulary Mastery and Their Speaking Ability .....	56
B. Hypothesis .....	58

### CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	59
B. Variable of the Research .....	60
C. Operational Definition of Variable .....	60
D. Population, Sample, and Sampling Technique .....	61
1. Population of the Research.....	61
2. Sample of the Research.....	61
3. Sampling Technique.....	62
E. Research Procedure.....	63
F. Data Collecting Technique.....	63
G. Instrument of the research.....	64
H. Validity and Reliability .....	67
1. Validity of Test .....	67
a. Content of Validity.....	67
b. Construct of Validity.....	68
c. Internal Validity .....	68
2. Reliability of Test.....	69

I. Data Analysis .....	71
1. a. Normality of the Test .....	71
b. Linearity of the Test .....	71
2. Hypothetical Test .....	72

#### **CHAPTER IV    RESULT AND DISCUSSION**

A. Research Procedure .....	73
B. Result of the Test.....	75
1. Result of Vocabulary Mastery.....	75
2. Result of Speaking Ability .....	76
C. Data Analysis .....	77
1. The Normality of Test.....	77
2. The Linearity of Test.....	77
3. The Hypotical of Test.....	78
D. Discussion of the Research Finding .....	79

#### **CHAPTER V    CONCLUSION AND SUGGESTION**

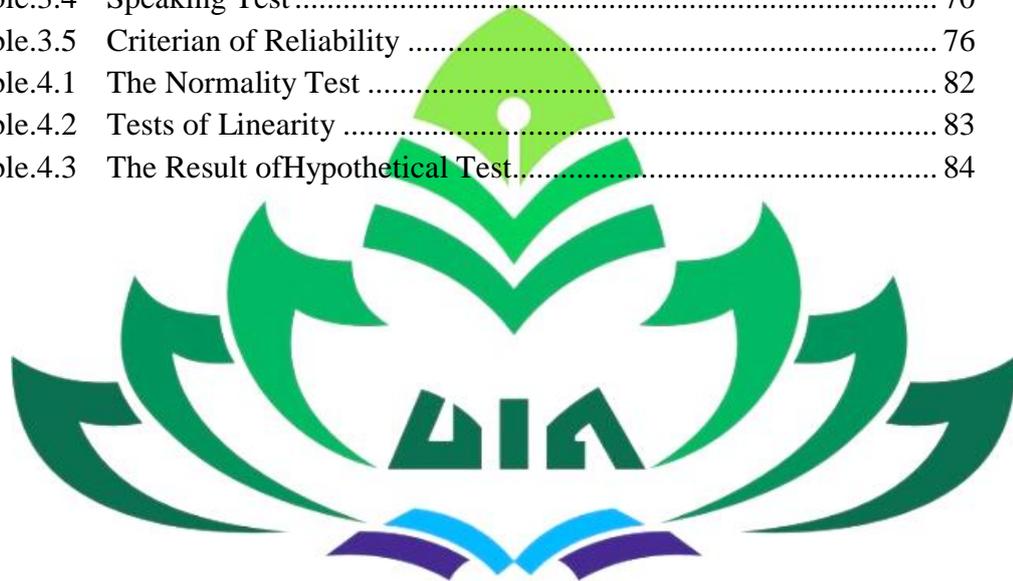
A. Conclusion.....	82
B. Suggestion.....	83
1. For the Teacher.....	83
2. For the Students.....	83
3. For the school.....	83
4. For the Researcher.....	84

<b>REFERENCES .....</b>	<b>91</b>
-------------------------	-----------

<b>APPENDICES .....</b>	<b>94</b>
-------------------------	-----------

## LIST OF TABLES

Table.1.1	Students' Score of Speaking Ability .....	5
Table 1.2	Students' Score of Vocabulary Mastery.....	6
Table 2.1	The Rating Sheet Score of Students' Speaking Ability .....	53
Table.3.1	The population of the eleventh grade of SMK Taruna .....	65
Table.3.2	The Specification of Try Out Test for Vocabulary Mastery .....	69
Table.3.3	The Specification of Test Vocabulary Mastery.....	69
Table.3.4	Speaking Test .....	70
Table.3.5	Criterion of Reliability .....	76
Table.4.1	The Normality Test .....	82
Table.4.2	Tests of Linearity .....	83
Table.4.3	The Result of Hypothetical Test.....	84



**LIST OF FIGURE**

Figure. 4.1	The Result of Vocabulary Mastery .....	80
Figure. 4.2	The Result of Speaking Ability .....	81



## LIST OF APPENDICES

Appendix 1.	A. Syllabus.....	95
Appendix 2.	A. Interview Guideline for the Teacher.....	100
	B. Transcript of Interview with the Teacher .....	101
	C. The Result of Teacher’s Interview in the Preliminary Research.....	103
Appendix 3.	A. Questionnaire of the Students in the Preliminary Research .....	104
	B. The result of student questionnaire .....	105
Appendix 4.	A. English Score in Tryout.....	106
	B. English Score in Tryout .....	107
	C. English Score in Tryout.....	108
Appendix 5.	A. Tryout Test Vocabulary.....	109
	B. Key Answer Tryout Test Vocabulary .....	110
Appendix 6.	A. Test Vocabulary Validity.....	111
	B. The Answer Key of Test Vocabulary Validity .....	113
Appendix 7.	A. Speaking Test .....	114
	B. Instrument Readability.....	115
Appendix 8.	A. KKM.....	116
Appendix 9.	A. Students’ Name of Sample .....	117
Appendix 10.	A. TryOut Vocabulary Mastery of Sample .....	118
Appendix 11.	A. Vocabulary Mastery Score .....	119
Appendix 12.	A. Speaking Ability Score .....	120
Appendix 13.	A. Result of Readability Test .....	121
Appendix 14.	A. Reliability of Vocabulary Mastery .....	122
Appendix 15.	A. Rekap Analysis Butir Soal Try-Out Vocabulary Mastery.....	123

## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is a system for the expression of meaning.<sup>2</sup> It means that language is used to express ideas, opinions and feelings to other people. We can communicate each other if we know and understand the same language which becomes a means of communication. Sometimes, we cannot communicate with other by using our language to other people from different countries because not all of them know and understand the language we use. Therefore, we need the same language for communication in over the world, and it is English because it has been used by almost all countries in the world either as native (primary), second or foreign language.<sup>3</sup>

Allah SWT, in holy Qur'an said about good communication in surah An Nisa/4:63:

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا (٦٣)

“Those are the ones of whom Allah knows what is their hearts, so turn away from them but admonish them and speak to them a far-reaching word”. (AnNisa/4:63)<sup>4</sup>

This verse told about how to warn a community with good communication. The verse can be interpreted as fluent and précising talking, clear interoperating, and

---

<sup>2</sup>Ag.BambangSetiyadi, *Teaching English as a Foreign Language* (Yogyakarta: GrahaIlmu, 2000), p.10.

<sup>3</sup>Jeremy Harmer, *the Practice of English Language Teaching* (New York: Longman, 2002) p.17.

<sup>4</sup>*Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda KelompokGemaInsani) Al-Qolam: 1, p.1138.

able to inform the message well. Besides that, by domain it touched, it can be called as effective communication. When people interact with others in society at anytime and anywhere they must use a language. Without language, people will find some troubles when they do their activities and toward the others. Two kinds of language that we can use in communication are verbal and nonverbal. One of the languages that use to communicate is English.

Brown states that language is more than a system of communication.<sup>5</sup> It involves whole person, educational and developmental communication process. It means that language is very important for human life to deliver messages or ideas from one person to others in interaction among themselves or with the environment. In this case, people using language can deliver their messages or ideas through writing and speaking in order that others can understand what we want to deliver or convey.

Nowadays, English is very important to be learnt because many people all over the world use it for communication. In Indonesia, English is considered as the first foreign language to be taught as a compulsory subject. It is taught to the students of junior high school, senior high school and university. English is considered as the subject for local optional instruction in elementary school, junior high school, senior high school.

---

<sup>5</sup> H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy* (New Jersey: Longman, , 2001), p. 70.

There are four skills in English that must be mastered by the students, they are: listening, speaking, reading and writing. Brown states that for almost six decades now research and practice in English language has identified the four skills, listening, speaking, reading and writing as of paramount important.<sup>6</sup> It means that speaking is very important skill in learning English that should be mastered by students, because every human in this world need to speak, to deliver their aim in their live.

Speaking is a speech production that becomes a part of our daily activities.<sup>7</sup> While Underwood says that speaking means creative process an active interaction between speaker and listener that involves thought and emotion.<sup>8</sup> From that's statement, good speech comes from any speaker and listener. Both of them need another to create a conversation; the conversation is usually called by communication. In our live, we need to speak up.

Vocabulary is a big topic area, and a number of perspectives are possible.<sup>9</sup>Therefore, having good vocabulary can make easier to understand the meaning of the words and mastering vocabulary is the key to language learning, the students who have good vocabulary will be easier to master the language skills well. On the other hand, the students who have less vocabulary will get difficulty to understand the text, to speak English, and to write their idea.

---

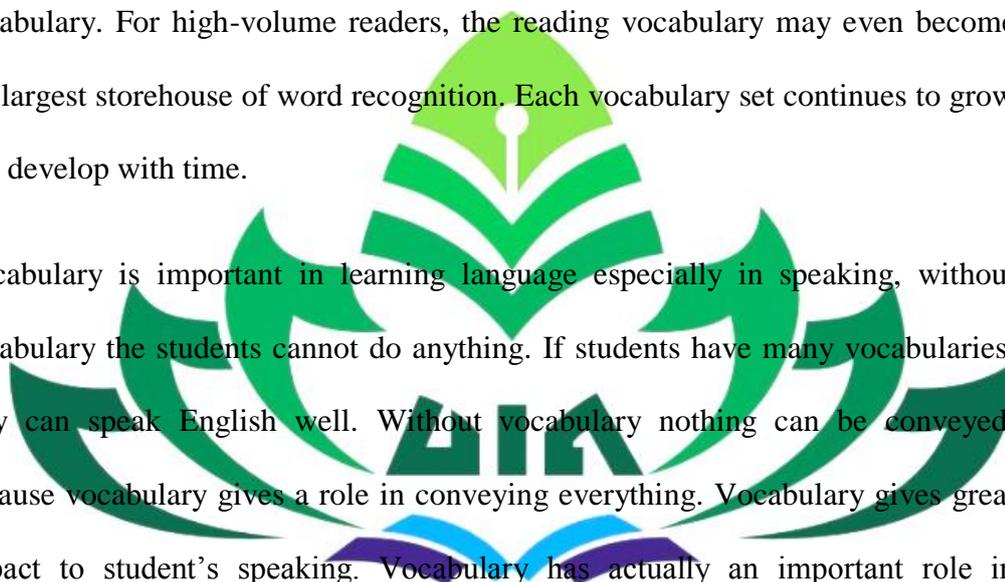
<sup>6</sup>*Ibid.*, p.217.

<sup>7</sup>Scott Thornburry, *How to Teach Speaking*, (Cambridge: Longman, 1994), p.8.

<sup>8</sup>MaryUnderwood, *TeachingListening*, (New York: Longman Inc, 1997), p.11.

<sup>9</sup>NorbertSchimtt, *Vocabulary in Language Teaching*, (Notherham: Rarebook.Inc, 2000) p. 117.

Vocabulary is the meaning and pronunciation of words that we use in communication.<sup>10</sup> It is simply the number of words that we understand or can actively use to listen, speak, read, or write. Each person has four different vocabularies: listening, speaking, reading, and writing. An individual's listening vocabulary is the largest and first to develop, followed by the speaking or oral vocabulary. The reading vocabulary is third to develop followed by our writing vocabulary. For high-volume readers, the reading vocabulary may even become the largest storehouse of word recognition. Each vocabulary set continues to grow and develop with time.



Vocabulary is important in learning language especially in speaking, without vocabulary the students cannot do anything. If students have many vocabularies, they can speak English well. Without vocabulary nothing can be conveyed, because vocabulary gives a role in conveying everything. Vocabulary gives great impact to student's speaking. Vocabulary has actually an important role in improving speaking skill. No matter how successfully the sound of foreign language is mastered, without word to express a wider range of meanings, communication in a foreign language just cannot happen in any meaningful way. Speaking is a speech production that becomes a part of our daily activities. From both variables vocabulary is an important devise that we used in speech production in our daily activity.

---

<sup>10</sup> Karen Tankersley, *The Threads of Reading Strategies for Literacy Development*, (Cambridge: Cambridge University Press, 2002), p.201.

Based on the interview to an English teacher of the eleventh grade of SMK Taruna Bandar Lampung, she is Mrs. DeasySusanti“thestudents have problems in speaking and vocabulary. Usually they learn just depend on the materials in the book. They have difficulty invocabulary and speaking”.<sup>11</sup>The teacher said that there is problem faced by students when they speak English; they have difficulty to speak English because they do not have many vocabularies. In addition, besides interviewing the English teacher, the researcher gave questionnaire for students of te eleventh grade, the students questionnaire result, they are difficult to speak becuse their vocabulary is low and they could not remember it for a long time. The students’ score can be seen in te table below:

**Table 1.1**  
**Students’ Score of Speaking Ability of the Eleventh Grade of SMK Taruna Bandar Lampung in the Academic Year of 2018/2019**

No	Range	Qualification	Class			Number of Students	Percentage %
			XI TKJ	XI AK	XI AP		
1	100-90	Excellent	-	2	-	2	2.1%
2	89-80	Verry good	5	4	2	11	11.8%
3	79-70	Good	5	5	4	14	15%
4	69-60	Fair	3	10	7	20	21.5%
5	59 or fewer	Fail	18	12	16	46	49.5%
<b>Total</b>			31	33	29	93	100%

*Source: Teacher Documentation of the Eleventh Grade of SMK Taruna Bandar Lampung*

Based on the table criteria of Brown, it can be seen that achievement of students’ speaking ability from SMK Taruna Bandar Lampung is not yet optimally. There are 27 students or just 23.9% students get score above criteria while 76%

<sup>11</sup>DeasySusanti, *Interviewing an English Teacher of SMK Taruna Bandar Lampung*, (Unpublished:Lampung, On February 27, 2018).

(66) of them not yet optimally or get score under criteria. That is why, 66 students have difficulty in speaking. Based on the result of students' questionnaire, the students felt difficult and confused in speaking English.

**Table 1.2**

**The Score of Preliminary Result of vocabulary mastery of the Eleventh Grade of SMK Taruna Bandar Lampung in the Academic Year 2018/2019**

No	Score	Class			Number of Students	%
		XI TKJ	XI AK	XI AP		
1	$\geq 75$	15	8	11	34	39%
2	$< 75$	16	25	13	54	61%
<b>Total</b>		31	33	24	88	100%

*Source: Teacher Documentation of the Eleventh Grade of SMK Taruna Bandar Lampung*

Based on the data above, it can be seen the achievement of the students practice in vocabulary mastery from SMK Taruna Bandar Lampung is not yet optimally. There are 34 students or just 39% students that qualify from the KKM (Kriteria Ketuntasan Minimum) score while 61% of them not yet optimally. The KKM score for practice vocabulary is 75. That is why, 54 students have difficulty in vocabulary.<sup>12</sup>

Based on the document, the eleventh grade students of SMK Taruna Bandar Lampung is still difficult to master the speaking ability. They cannot speak English well. They also cannot use the aspects in speaking like, pronoun, fluency, vocabulary, grammar, and comprehension as well as possible. Based on the background above, the researcher would like to know about the correlation

<sup>12</sup>Document of SMK Taruna Bandar Lampung, *Result of Preliminary Research on December, 11<sup>th</sup> 2017*

between students' vocabulary mastery and their speaking ability of SMK Taruna Bandar Lampung in the academic year 2019/2020.

The relevant study was conducted by Lestari(2013) in her thesis entitled “The Correlation between Vocabulary Mastery and their reading short story ability of te eighth grade SMP N 25 Bandar lampung.” The population of this study was the eighth grade SMP N 25 Bandar lampung. The total sample of this research followed by 35 students. The tehniqe of collecting the data was by using a test. From the test, it was found out that the mean of the score is 50.00. It means that the mean of the scores of vocabulary is fair. The mean of scores of the students' reading short story is same that is 50.00 which means that the mean of the score test reading ability is fair. The result of applying  $R_{ry}$  the distrubution shows that the coefficent corellation is 0.856. It means that there is a positive correlation between students' vocabulary and their reading short story ability the eighth grade of SMP N 25 Bandar Lampung.<sup>13</sup>

The second relevant study was conducted by Muslikah (2017) in her thesis entitled “The Correlation between Students' Vocabulary Mastery and Their Ability in Writing Analytical Exposition Text at the Second Semester of the Eleventh Grade at SMA KaryaMataram South Lampung in the Academic Year of 2016/2017”. The population on her research was all eleventh grade students at SMA KaryaMataram South Lampung amounting 98 students in the Academic Year of 2016/2017”. The total of the population in her research are 98 students.

---

<sup>13</sup>Indah Lestari , *The Correlation between Vocabulary Mastery and Their Rteading Short Story Ability of the Eighth Grade of SMP N 25 Bandar Lampung in the Academic Year of 2012/2013*, (Unpublished:Lampung:2013) p. 9.

The researcher used cluster random sampling. The sample of her research was the second semester of the eleventh grade at SMA KaryaMataram South Lampung. The result of the research was significant correlation between students' vocabulary mastery and ability in writing analytical exposition text at the second semester of the eleventh grade at SMA KaryaMataram South Lampung, the result obtained from the calculation of the correlation between the students vocabulary mastery and ability and in writing analytical exposition text the last is hypothesis of the research.<sup>14</sup>

The research findings showed that the vocabulary mastery affected the students' performance in writing ability and reading comprehension. So, there was positive correlation between students' vocabulary mastery with their writing ability or reading comprehension, it supported the basic assumption that the student who got high score in vocabulary test, he would get the score in writing ability and reading comprehension, as well. It means that the more students have many stocks of words, the better he performs in comprehension.

Based on those explanations, there were difference between those previous research and present research. The first previous research used vocabulary and their reading short story ability, and the second previous research used vocabulary mastery and writing analytical exposition text. While present research, the writer used vocabulary mastery and speaking ability.

---

<sup>14</sup>Muslikah, *The Correlation between Students' Vocabulary Mastery and Their Ability in Writing Analytical Exposition Text at the Second Semester of the Eleventh Grade at SMA KaryaMataram South in the Academic Year of 2016/2017*, (Unpublished:Lampung:2017)

Based on the background of the problem above, the researcher assumes that vocabulary has an important part in speaking. Thus, the researcher is interested in doing the research entitled ‘The Correlation between Students’ Vocabulary Mastery and Their Speaking Ability at the First Semester of the Eleventh Grade of SMK Taruna Bandar Lampung in the Academic Year of 2019/2020.’

### **B. Identification of the Problem**

Based on background study above, there are many problems that can be identified in this research such as:

1. The students’ vocabulary mastery was still low.
2. The students do not have many vocabularies.
3. The students find difficulties in speaking English.

### **C. Limitation of the Problem**

Based on the identification of the problem above, the researcher limits in the correlation between two variables are students’ vocabulary mastery and their speaking ability. Furthermore, for vocabulary mastery the theme was school, with the subject only focus in adverb, verb, noun and adjective. Then, in speaking ability was dialogue with the themes ‘Around us at School’.

#### **D. Formulation of the Problem**

Based on the background, the identification and the limitation of the problem as follows: Is there a correlation between students' vocabulary mastery and their speaking ability?

#### **E. Objectives of the Research**

The objective of the research is to know whether there is a correlation between two variables are students' vocabulary mastery and their speaking ability at the First Semester of the Eleventh Grade of SMK Taruna Bandar Lampung in the Academic Year of 2019/2020.

#### **F. Significance of the Research**

The following are the used of the research:

1. Theoretically

The result of this research is expected to be a source of information for further research in vocabulary mastery and speaking ability.

2. Practically,

- a. For the teachers, it can be a source of information and knowledge about the kind of vocabulary mastery especially in adverb, verb, noun and adjective. Then, speaking ability that appropriate with the five aspects by Brown: Pronunciation, Grammar, Vocabulary, Fluency and Comprehension.
- b. For the students, it is expected that this research could provide useful input in improving the quality of learning in the school.

- c. For other researcher, the result of this study is expected to be one of resources to get the larger knowledge and experience about the correlation of vocabulary mastery especially in adverb, verb, noun and adjective. Then, speaking ability that appropriate with the five aspects by Brown: Pronunciation, Grammar, Vocabulary, Fluency and Comprehension.

### **G. Scope of the Research**

In the research, the researcher includes some kinds of information as the scope of the research. They were as follows:

#### **1. Subject of the Research**

The subject of the research was the students of the eleventh grade of SMK Taruna Bandar Lampung.

#### **2. Object of the Research**

The object of the research was the correlation between students' vocabulary mastery and their speaking ability.

#### **3. Place of the Research**

The research was conducted at the eleventh grade of SMK Taruna Bandar Lampung.

#### **4. Time of the Research**

The research was conducted at the first semester of 2019/2020 academic year.

## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Frame of Theories

#### 1. Teaching English as a Foreign Language

Language is a means of communication. Human being use language to express idea, feeling and their expectation to other. Setiyadi said, “Language is a system for the expression of meaning (communicative language teaching) and principle in teaching foreign language are develop from an axiom about the language.”<sup>15</sup> In this case the objective the foreign language is enabling the students to communication with other people by using English.

Language teaching is influenced by ideas on the nature language (language theories) and the learning conditions that make learners to acquire the language (learning theories).<sup>16</sup> It means that English is different when English for communication and English for teaching materials and methods. These differences may influence in teaching English achievement.

Teaching is the process of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and it is causing someone understand about something that learned.<sup>17</sup>

It describes that teaching is a process to help the learner for understanding something that learned. In this case the English teacher should be able to create a

---

<sup>15</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta : Graha Ilmu, 2006), p.10.

<sup>16</sup> *Ibid*, p.20

<sup>17</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*: 4<sup>th</sup> Edition, (new York: Addison Wesley Longman, 2000), p.7

real situation that can be used to support learning and teaching process in order that the students are able to use English naturally for communication. The students should be put into situation that they can use English for communication both in written and spoken forms.

According to Harmer that English as a foreign language is generally taken to apply to students who are studying general English at schools and institute in their own country or as transitory visitors in a target language country.<sup>18</sup> Meanwhile, English generally has been learnt by the students since they were in the basic level of education. It means that English as a foreign language is important, and is needed to the English learner as a part their study in the school.

Based on the statement above, it can be inferred that teaching English as a foreign language is the process for helping the students to learn English and make their understanding in learning process and do a lot of practice to master the English language. In teaching English as a foreign language, the teacher should be creative to make the students are interested in learning English as a foreign language.

## **2. Vocabulary**

### **a. Definition of Vocabulary**

According to Cameron, vocabulary is one of the language aspects which should be learn. Learning we have to know vocabulary first. A person said to “know” a

---

<sup>18</sup> Jeremy Harmer, *How to Teach Writing*, (Harlow: Longman Group, 2004), p.79

word if they can recognize its meaning when they see it.<sup>19</sup> It means that in learning vocabulary we must know the meaning of it and also understand and can use it in the sentence context. Wallace states, "Vocabulary is the stock of words used by people, particular class or person".<sup>20</sup> Based on the statement above it is clear that the students should master adequate vocabulary.

Some definitions of vocabulary are proposed by some experts. Vocabulary is one of the language components that can affect macro skill because vocabulary one of the important things in learning English. Thornbury states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.<sup>21</sup> It means that vocabulary has a big contribution to supporting the successful learning of English. Without vocabulary they cannot develop their language skills namely: listening, speaking, reading and writing.

Hornby states that vocabulary is central to language and has great significance to language learners.<sup>22</sup> It means vocabulary is part of language, because a language is formed by words, so that is significant to language learners. According to Richard, vocabulary is one of the most important aspects of foreign language.<sup>23</sup> It can be said that vocabulary is the basic aspect in learning language especially foreign language.

---

<sup>19</sup> Lyne Cameron, *Teaching Language To Young Learners*, (Chicago: United of America press, 2001), p.27

<sup>20</sup> Catherine Wallace, *Reading*, (Oxford: Oxford University Press, 1987), p.30

<sup>21</sup> Scott Thornbury, *How to Teach Vocabulary*, (Cambridge: Longman, 2002), p.13

<sup>22</sup> As. Hornby, *Oxford Advanced Learner's Dictionary of Current English*. (Oxford: Oxford University Press, 1983), p.959

<sup>23</sup> Jack C. Richards and Theodore S. Rodgers, *Approach Methods in Language Teaching* (Second Edition), (Cambridge: University Press, 2001), p. 37

From the statement above, writer assumes that vocabulary is an important part in learning a language. Without mastering a large number of vocabularies, it is very difficult for a learner to study and using English to speak with other people. We can still understand the language even if we know nothing about grammar. On the other hand, the language will tell us nothing if we do not know anything about vocabulary. So that, vocabulary is an essential part of language which makes the language meaningful.

#### **b. Definition of Vocabulary Mastery**

Hornby states that vocabulary is the total number of words which make up a language.<sup>24</sup> It means that vocabulary is basic element of language in form of words in which it will make a language meaningful. Vocabulary is all the words of language. Vocabulary plays important part learning English.

Brown states, that vocabulary is seen its central role, conceptualized meaningful language”.<sup>25</sup> It means in other word vocabulary is the important part that can make the language meaningful. Richard and Renandya states, that vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, listen, read and write.<sup>26</sup> It can be said that the first think people should be learn is vocabulary because with vocabulary people can learn the language skills easier and will be useful for the process of achieving language teaching objectives.

<sup>24</sup> A.S. Hornby, *Op.Cit.*, p.461

<sup>25</sup>H. Doughlas Brown, *Op. Cit.*, p.377.

<sup>26</sup> Jack C. Richards And Willy A Renandya, *Methodology in Language Teaching*, an Anthology of Current Practice, (New York: Cambridge University Press,2002) ,p. 255.

Based on the definitions above, vocabulary in this study is the words to teach in English. Vocabulary a set of words known to a person or that part of specific language. Vocabulary plays important part in learning to read and to speaks through everyday experiences with oral and written language.

Mastery means understanding well or simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what has been mastered. According to Guskey mastery is a term that all education use and believe they understand well, but when pressed to describe precisely what it means to master a concept, skill or subject everyone has different definition.<sup>27</sup>

It can be concluded that vocabulary is one of important aspect of the language, as we know that vocabulary is the basic element in language and it is one of the objective in teaching learning English. Vocabulary mastery is a complete skill of the students to understand well and communicate by using something they have learned.

According to Harmer there are four basic aspects of vocabulary that are word grammar, word use, word meaning and word combination.<sup>28</sup> Beside that Thornbury there are several aspect of vocabulary, that are word classes, word families word formation and multi word units. Then in this research, the writer will use word meaning and word use for teaching a basic learner especially

---

<sup>27</sup> Thomas R Guskey, *Educational Leadership*, (Cambridge: Cambridge University Press,1994) ,p.1.

<sup>28</sup> Harmer, *Ibid.*, p.16

students of seventh grade, it is achievable for students of seventh grade because the students of seventh grade have not learned about word formation, word classes, word families, and also they have not learned about word grammar and word combination yet. So, 2 aspects of Harmer to teach vocabulary to students of seventh grade is more suitable to help students to mastering vocabulary.

Beside aspect of vocabulary, there are types of vocabulary that should be mastered by the learner including, adverb, adjective, noun, verb, pronouns, preposition, conjunction and determiner (articles).<sup>29</sup> In this research the writer will do the research to know the students' vocabulary mastery especially adverb, adjective, noun, verb that appropriate with the syllabus.

Based on that explanation, it can be inferred that vocabulary mastery is important because in learning vocabulary students must understand the meaning of vocabulary that have been learned in the classroom, not only to be understood at that moment, but also will be remember on words and use in a sentence. So, the writer will use word meaning and word use as the aspect of vocabulary and only focuses on some types of vocabulary that are, adverb, adjective, noun, and verb.

### c. **Kinds of Vocabulary**

Vocabulary is an essential component that links the four skills of listening, speaking, reading, and writing all together in language learning. There are many

---

<sup>29</sup> Scott Thronburry *Op.cit.*, p.4

kinds of vocabulary made by the experts. Harmer distinguishes two kinds of vocabulary; there are active vocabulary and passive vocabulary.<sup>30</sup>

1. Active vocabulary refers to all words the students have learned, and which can be used in communication.
2. Passive vocabulary refers to all words which students will recognize them when they see them in communication.

According to Hiebert and Kamil, vocabulary is divided into:

1. Oral vocabulary, which is the set of words for which we know the meanings when we speak or read orally.
2. Print vocabulary, it consists of those words for which the meaning is known when we write or read silently.
3. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and use frequently.<sup>31</sup>

So, no matter how many experts classifying kinds of vocabulary, words are a part of language elements or language tools of communication which are used by a person for showing and telling their opinion and ideas. And the writer concludes that the most important thing in learning vocabulary is the learners have to know vocabulary as many as possible in order to increase their ability in using the target language.

---

<sup>30</sup>Harmer, *Ibid.*, p. 159.

<sup>31</sup>Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary; Bringing Research to Practice*. (Lawrence Erlbaum Associates, Inc- New Jersey, 2005), p. 3.

#### d. Aspects of Vocabulary

According to Harmer there are four basic aspects that students need to know to learn new vocabulary items:

- 1) Word Meaning : Harmer states that one final point should be made about word meaning, namely that what a word means is not necessarily the same as what it suggest~ or rather that words are different connotations, often depending on the context they occur in.<sup>32</sup> The one problem in learning vocabulary is about meaning. It is one of the difficult in learning vocabulary. People cannot interpret something only with one meaning, they also have to understand meaning in the context.

To learn a new word, we must not only learn how that word relates to other words (the definitional information), but also how the word changes in different contexts.<sup>33</sup> One of the difficulties when learning vocabulary is meaning. One word in English has several meaning, so it can be difficulties to learn English if someone do not learn the meaning of word accurately. In addition, the same collection of sounds and letters can have many different meanings.<sup>34</sup> Therefore, to have an accurate meaning of word, people have to know a context of the text or conversation also. So, they would not have a misunderstanding or misinterpretation. For example: He looks so blue

---

<sup>32</sup>*Ibid*, p.19

<sup>33</sup> Elfrieda H. Hiebert and Taffy E Raphael, *Early Literacy Instruction*, (Santa Cruz, California: Text Project, Inc, 1991), p.103, *Op.Cit*, p.103

<sup>34</sup>Jeremy Harmer, 1991, *Op.Cit*, p.18

because he get a low score today. “Blue” in this sentence does not mean a kind of color, but it means expressing of sad.

- b. Word use: Word do not just have different meaning, however. They can also be stretched and twisted to fit different context and different uses.<sup>35</sup> It means that, words that somebody says. It sometimes contains expression and interpretation of the speaker. It explains what the speaker feeling about something that can be imagined. For example: My mother water her flowers in the garden. “Water” in this sentence doesn’t mean something to drink, but it means that pours or splash water. So, we can interpret something depend on the context of the sentence itself.
- c. Word combinations: Words can be combined in a sentence; they also can in two or more item group. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.<sup>36</sup> It means that, the words can be combined of two or more words in sentence. For example: fireman, football, businessman, etc.
- d. Word Grammar: The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. Example: Mr. Budi is a postman. He sends the letters everyday.<sup>37</sup>

---

<sup>35</sup>*Ibid*, p.19

<sup>36</sup>*Ibid*, p.20

<sup>37</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Landon: Longman, 1991), p.19

Another expert explains about vocabulary aspect in different form, as Thornbury states that there is several vocabulary aspects that is important to be learned, they are:

- a. Word classes: Word classes divide the words into different roles. That word include in grammatical words or function words that are generally prepositions, conjunctions, determiners, and pronoun.<sup>38</sup> Another one is content words that are carry a high information, such as noun, verb, adjective, and adverb.
- b. Word families: A word family comprises the base word plus its inflexions and its common derivatives.<sup>39</sup> A word family based on the same base or root and including prefixes and suffixes, for example: the word “play” is a base or root that has prefixes and affixes also.
  - i. Player :er is suffixes
  - ii. Replay : re is prefixes
- c. Word formations: In the word formations, affixation is one of way to form new words. Another one is compounding, compounding is combining of two words or more dependent word.<sup>40</sup> For example: second-hand (secondhand), dishwasher (dishwasher), and wild-flower (wildflower).
- d. Multi-Word Units: even when words are not joined to form compounds, we have seen that groups of more than word, such as (bits and pieces, do up, look for) can function as a meaningful unit with a fixed or semi-fixed form.<sup>41</sup> It means that, in word unit is not only to learn about words but also about the

---

<sup>38</sup>Scott Thornbury, *Op.Cit*, p. 3

<sup>39</sup>*Ibid*, p.3

<sup>40</sup>*Ibid*, p.5

<sup>41</sup>*Ibid*, p.6

idiomatic and phrasal verb to build a new vocabulary. Example: a lot of, looking for, in the other hand, etc.

Based on the theories above, the writer concludes that both of the theories have the similar explanation, word units from Thornbury has similar explanation with word combination from Harmer, but it is better to learn about word meaning, word use, word grammar and word combination for teaching a basic learner especially students of eleventh grade, Nation declared there is both a receptive and productive dimension, so knowing these four aspects (grammar, meaning, combination and use) for each word or phrase actually involves all of types of vocabulary.<sup>42</sup> So, it is achievable for students of eleventh grade because the students of eleventh grade have not learned about word formation, word classes, word families. So, 4 aspects of Harmer to teach vocabulary to students of eleventh grade is more suitable and the aspect is appropriate with the syllabus.

#### e. Types of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts. One of explanation is explained by Thornburry. He explained that there are at least eight types of vocabulary.<sup>43</sup> There are noun, verb, adverbs, adjective, pronouns, preposition, conjunctions, and determiner. Those can be described as follows:

---

<sup>42</sup> Nation, ISP. *Learning Vocabulary in Another Language*. (Cambridge: Cambridge University Press, 2000), p.33.

<sup>43</sup> Scott Thronburry *Op.cit.*, p.4

## 1. Noun

### a) Definition of Noun

The noun is one of the most important part of speech. It may function as the chief or head of word in many structures of modification.<sup>44</sup> According to Harmer noun is a word (or group of words) that is the name of a person, a place, a thing or activity or quality or idea; noun can be used as the subject or object of verb.<sup>45</sup> It consists of single word, complex word and compound word.

Single word (simple) is word whose root cannot be morphologically analyzed, for example: book, chair, stone. Complex word is word which is form by a simple word added with certain augmentation, in the form or prefix or suffix, for example: teacher, friendly, national. Compound word represents the word yielded with combination of two words or more to forming new word, for example: boyfriend and blackboard.

From the statement above, the writer can draw a conclusion that noun is a word (or group of words) that is the name of a person, a place, a thing or activity or quality or idea; noun can be used as the subject or object of verb. In short, in this research the students' vocabulary mastery is a complete skill to understand the stock of words and their meaning of a particular language.

---

<sup>44</sup> *Ibid* p.6

<sup>45</sup> Jeremy Harmer, 2004, *Op.Cit.* p.34.

## b) Types of Noun

While according to Crystal, there are six types of noun, they are: countable noun, uncountable noun, concrete noun, proper noun and collective noun.<sup>46</sup>

### I. Concrete and Abstract Nouns

A concrete noun is a word for a physical object that can be perceived by senses we can see, touch, smell the object (flower, girl).<sup>47</sup> Concrete noun refers to entities which can be observed and measured. Then, an abstract noun is a word for a concept it is an idea that exist in our minds only (beauty, justice, mankind).<sup>48</sup> Abstract noun refers to unobservable nations, such as idea, difficult, certainly, etc.

### II. Countable and Uncountable Nouns

Countable noun are things we can count, such as books, houses, flowers, for example: He bought six *books* of mathematics. It can be know that *book* is countable noun. Uncountable noun refers to an undifferentiated mass or nation, such as butter, wetter, sugar, etc. Uncountable noun also know as non-count nouns mass nouns.<sup>49</sup> For example: I add some *sugar* in his milk. It can be known that *sugar* is uncountable noun.

### III. Proper and Common Nouns

Proper noun is a noun that is written with capital letter, since the noun represents the personal name, names of geographical units such as countries,

---

<sup>46</sup> D. Crystal, *The Cambridge Encyclopedia of the English Language*, (Australia; Cambridge University Press, 1995), p.206

<sup>47</sup> Marcella Frank, *Op. Cit*, p.6

<sup>48</sup> *Ibid*, p.7

<sup>49</sup> A.J. Thomson and A.V. Martinet, *A Practical English Grammar*, (Oxford: Oxford University Press, 1986), p.28

cities, rivers, etc. The name of nationalities and religions, names of holidays, names of time units and words use for personifications. Example: Mr. Jams Charles (names personal), England (name city) countries, Jakarta (name city), etc.

#### IV. Collective Nouns

A collective noun is a word for group of people, animal or objects considered as a single unit. Example of collective nouns are audience, committee, class, crew, faculty, family, government, group, majority, national, press, public, team, etc.<sup>50</sup>

From classification of noun above, it can be concluded that there are nine types of noun. Types of noun based on it can be count and can not be count, they are; Countable Noun and Uncountable Noun. Types of noun based on number, they are; Singular and Plural Noun. Types of noun based on form, they are; Abstract Noun and Concrete Noun also Possessive Noun that show ownership. In this case, for teaching basic learners especially students of the eleventh grade, the writer limits the material of noun only about concrete noun.

## 2..Verb

### a. Definition of Verb

There are some definitions about verb that proposed by the expert. Frank states that verb is the most complex part of speech. Arrangements with nouns determine the different kinds of sentences statements, questions, commands, and

---

<sup>50</sup> Marcella Frank, *Op.Cit*, p.6

exclamations. Like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject.<sup>51</sup> While Sjah and Enong Its varying states that verb is a word that is showed measure and condition of a thing.<sup>52</sup> It means that verb can be used to show the measure and condition of thing. For examples : write, read, listen and others.

From the statement before, it can be concluded that verb is a word that the most complex part of speech and show measure and condition of a thing. Verb has the grammatical properties of person and number, properties which require agreement with the subject.

### 3. Adverb

#### a. Definition of Adverb

There are some definitions of adverb that proposed by the experts. Frank states that adverbs are words that describe or modify verbs, adjectives, and other adverbs.<sup>53</sup> It means that adverb can be used to describe or modify verbs, adjectives, and other adverbs. While Sjah and Enong states that adverb is a word that explain about how, where and when a thing happen.<sup>54</sup> It means that adverb related with the how the process, time and where the thing happen. Examples: now, tomorrow, certainly, maybe and others.

---

<sup>51</sup> *Ibid.*, p.47.

<sup>52</sup> Sjah and Enong, *Modern English Grammar*, (Jakarta: Cv Simplex, 2002), p.30.

<sup>53</sup> Marcella Frank, *Op, Cit.*, p.141.

<sup>54</sup> Sjah and Enong, *Op, Cit.*, p.72.

From the statements before, it can be concluded that adverb is a word that modify verbs, adjectives, and other adverbs and can explain how, when and where a thing happen. For example: now, tomorrow, certainly, maybe and others.

#### 4. Adjective

##### a. Definition of Adjective

According to Frank, the adjective is a modifier that has the grammatical property of comparison.<sup>55</sup> It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other position as well.

##### B. Type of Adjective

Furthermore Frank classifies the type of adjective as follows:

I. Determiners: consist of a small group of structure word without characteristic form.

- a. Articles: the, a-an
- b. Demonstrative adjectives: this-plural these, that-plural those
- c. Possessive adjective:
  - c.1. From pronouns: my, your, one's, etc.
  - c.2. From nouns: John's., the girl's, etc.

---

<sup>55</sup> Marcella Frank, *Modern English a practical reference guide* (Prentice-Hall, New Jersey, 1972) p.109.

d. Numeral adjectives:

d.1. Cardinal: four, twenty-five, one hundred, etc.

d.2. Ordinal: fourth, twenty fifth, one hundredth, etc.

e. Adjectives of indefinite quantity: some, few, all, more, etc.

f. Relative and interrogative adjectives: whose, what, which.

II. Descriptive adjectives: it usually indicate an inherent quality (beautiful, intelligent), or a physical state such as age, size, color. Some descriptive adjective take the form of :

a. Proper adjectives: a Catholic church, a French disk, a Shakespearian play.

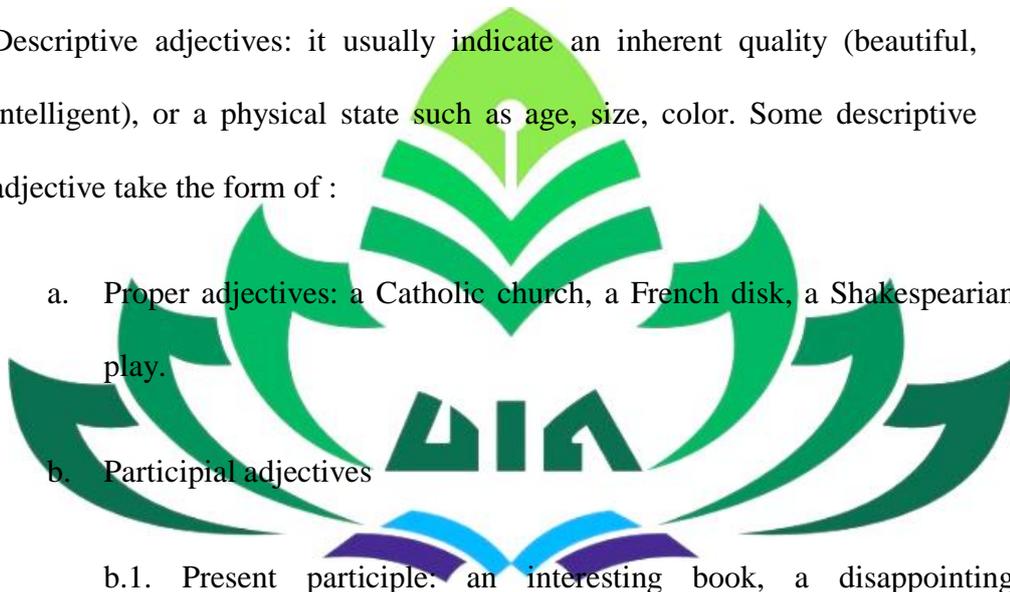
b. Participial adjectives

b.1. Present participle: an interesting book, a disappointing experience, etc.

b.2. Past participle: a bored students, a worn tablecloth, etc.

c. Adjective compounds

c.1. With participle : present participle: a good looking girl, a heart breaking story, etc.



c.2 . With-ed added to nouns functioning as the second element of a compound. The first element is usually a short adjective: absent-minded, ill-tempered, tear-stained, far-sighted etc.

## 5. Pronoun

The definition of the pronoun as “a word that takes the place of a noun is applicable to some types pronouns but not to others. Those pronouns that are actual substitutes may refer not only to a preceding noun-its antecedent- but to a larger part of a discourse that proceeds. Those pronouns that are not substitutes may simple have indefinite reference or express indefinite quantity.<sup>56</sup>

## 6. Preposition

The preposition is classified as part of speech in traditional grammar. Prepositions range in meaning from such definite semantic notions as time, place, etc., to such purely structural meanings as those shaped by the subject-verb-complement relationship.<sup>57</sup>

## 7. Conjunction

The coordinate conjunction joins structural units that are equal grammatically. This term is a source of difficult in grammar because it is applied not only to separate grammatical items joined by a coordinate conjunction (men and women), but to word groups combined into a single vocabulary unit. In addition, the term

---

<sup>56</sup> *Ibid*, p. 18

<sup>57</sup> *Ibid*, p. 162

compound sometimes also refers to phrasal prepositions, phrasal conductions or verb phrases.<sup>58</sup>

## 8. Determiner (Article)

The two articles are the and a. The may be used with a singular or a plural noun; a is generally used a singular countable noun. Each of the articles undergoes a change before a word beginning with a vowel sound.

From the explanation above can be concluded they are many types of vocabulary that should be mastered by the learner including, adverb, adjective, noun, verb, pronouns, preposition, conjunction and determiner (articles). In this case the writer was doing the research to know the students' vocabulary mastery especially adverb, adjective, noun, verb that appropriate with the syllabus.

## 2. Teaching and Learning Vocabulary

### a. Teaching

Teaching is the systematic activity which includes many components. Every component cannot be separated, but it has to be run together dependently and continually. For the reason, it is necessary for having a good management in teaching. Teaching is about the 'transmission' of knowledge from teacher to student.<sup>59</sup> It means that teaching is not only about sharing teacher's knowledge and material but also sharing about experience.

---

<sup>58</sup> *Ibid*, p. 206

<sup>59</sup> *Ibid*, p.56.

Then Brown states that teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, method, and classroom technique.<sup>60</sup> In other words, Teaching is the way we guide our students, we give a facility and our way to make a good condition in learning process.

From the theories purposed by some experts above, it can be concluded that teaching is an activity that make our students have a new knowledge, experience and also make our students know about how to do something. In teaching, teacher have to guide their students, give a facility, and also make a good condition in learning process.

#### **b. Learning**

Learning is the process or business conducted by someone to obtain knowledge or skills of which have been studied. Learning is a process of change from not knowing to knowing. According to Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.<sup>61</sup> It is a relatively permanent change in a behavioral tendency and the result of reinforced practice. It means that learning is about getting a knowledge from study, from experience, or instruction.

---

<sup>60</sup> H. Douglas Brown, 2001, *Op. Cit*, p.8.

<sup>61</sup> *Ibid*, p.7.

According to Lefancois, Learning can be defined as changes in behavior. This change occurs as a consequence of experience in some specify situation. The change brought about by developing a new skill, understanding a scientific law, and attitude. The change is not merely incidental or natural in the way the human appearance change as people get older.<sup>62</sup> It can be said that learning will give many benefits that we can have, which give change something that is better than before such as to the students that make students improve their knowledge, skill, and also their attitude.

According to the theories above, it can be concluded that learning is the process of the students' understanding and mastering the lesson that the teacher gives to them. In addition, learning can also give a change to the students such as developing a new skill, understanding a scientific law, and attitude.

In addition, in Al-Qur'an explained about how to consider or choose an appropriate way for learners, it is described in Al-Nahl: 125 that

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ (النحل : ١٢٥)

Meaning: Invite (all) to the way of thy Lord with wisdom and beautiful preaching; and argue with them in ways that are best and most gracious; for they Lord knoweth best, who have strayed from His Path, and who receive guidance. (QS. Al-Nahl:125)<sup>63</sup>

<sup>62</sup> Guy Lefancois, *Psychology for Teaching*, (California: Wadsworth Publishing Company, 1972), P.8.

<sup>63</sup>Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publication, 2001), p.669

Based on the verse above, it can be concluded that as a teacher is required to be able to consider various factors in the teaching process, especially in choosing what appropriate way is for the students and what the students needed is. Thus, the teaching process can run well.

Moreover, from another verse in Holy Qur'an said that in Al-baqarah verse 31 is very interesting to be discussed because in this verse there is a term "Transferring Knowledge". Here the detailed verses and explanation about Surah Al-baqarah verses 31.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ (٣١)

Meaning:

And He taught Adam the name of all the things; then He placed them before the angels and said, "Tells the name of these, if you are right." (QS. Al- Baqarah: 31)<sup>64</sup>

In this verse above, informs that human beings are given the potential of God to know the name or function and the characteristic of things, such as the function of fire, the function of the wind, and so on. Besides, humans are also granted the potential for language. Thus, the first step systems of teaching language to humans are started by introducing the names of things around then another word will follow.

---

<sup>64</sup> *Ibid.*, p. 24.

From those statements, it can be inferred that as facilitator the teacher not only consider the suitable way is for students but also should know what the students need. in this case have related about teaching vocabulary, to achieve teaching vocabulary well.

### c. Teaching Learning Vocabulary

Gairns & Redman in Moras state that there are several aspects of lexis that need to be taken into account when teaching vocabulary such as:

- 1) *Boundaries between conceptual meanings*: knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (e. g. cup, mug, and bowl).
- 2) *Polysemy*: distinguishing between the various meaning of a single word form with several but closely related meanings (head: of a person, of a pin, of an organization).
- 3) *Homonymy*: distinguishing between the various meaning of a single word form which has several meanings which are not closely related (e. g. a file: used to put papers in or a tool).
- 4) *Homophony*: understanding words that have the same pronunciation but different spelling and meanings (e. g. flour, flower).
- 5) *Synonymy*: distinguishing between the different shades of meaning that synonymous words have (e. g. extends, increase, and expand).
- 6) *Affective meaning*: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on

the speakers attitude or the situation. Socio-cultural associations of lexical are another important factor.

- 7) *Style, register, dialect*: being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.
- 8) *Translation*: awareness of certain differences and similarities between the native and the foreign language (e. g. false cognates).
- 9) *Chunks of language*: multi-word verbs, idioms, strong and weak collocations, lexical phrases.
- 10) *Grammar of vocabulary*: learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep, slept, sleeping; able, unable, disability).
- 11) *Pronunciation*: ability to recognize and reproduce items in speech.<sup>65</sup>

From the statement above that, the teachers must find a good technique that can bring the learners to the lesson and interesting to learn vocabulary in order that, they can gain much vocabulary on their mind and keep it long. Besides that they can master the seven aspects of vocabulary above.

It is relevant with McCarten's statement. He says that learning vocabulary is largely about remembering, and students generally need to see, say, and write

---

<sup>65</sup> Solange Moras, *Teaching Vocabulary to Advanced Students: A Lexical Approach*. Brazil. (Available: [Http://www3.Telus.Net/Linguisticsissue/Teachingvocabulary.Html](http://www3.telus.net/Linguisticsissue/Teachingvocabulary.html). Voc. 1. 2017)

newly learned words many times before they can be said to have learned them.<sup>66</sup> For that, the teachers should select kind of technique and match it into the materials that they use in the classroom. So all of the aims of teaching English especially vocabulary can be reached based on curriculum.

According to Brown, teaching is guiding and facilitating the learners to learn, setting the condition for learning.<sup>67</sup> It means that the teacher is monitoring progress, where the teacher can assess progress identify gaps and errors, many pace to fill in activity. Also, Wallace states that in teaching vocabulary the teacher does not merely give the students a list of words to be memorized separately, but the words are put and practice in sentences.<sup>68</sup>

Some people claim that vocabulary should be taught in its own way, not in conjunction with the language skills. They argue that such a way will provide learners with more time to focus on certain lexicons that needed to be activated. However it does not seem true for it is not enough for learners just to memorize a number of words. Only memorizing vocabulary words without using them in applying the language skills will lead learners to boredom. Besides, the words the learners encounter will only be stored into their short term memory.

On the other hand, many assume that vocabulary should not be taught in isolation, it should be taught in conjunction with the four language skills. They think if vocabulary is taught in isolation, it means that the students are asked to

---

<sup>66</sup> Jeanne Marccarten, *Teaching Vocabulary Lessons From The Corpus Lesson For The Classroom*. (New York: Cambridge University Press, 2007). p. 21

<sup>67</sup> H. Douglas Brown, 2001, *Op. Cit*, p.7.

<sup>68</sup> Michael Wallace, *Teaching Vocabulary*, (New York: Henemen Education Book. 1998). p.39.

memorize a long list of lexical items and it is very boring. Yet this may not fully be true if it is not done exactly that way. Learning vocabulary in isolation has tendency to memorize the lexicon. It is absolutely essential to do especially when English is not more than a school subject. In order to make it, each learner should have a partner to practice his/ her vocabulary. The most appropriate activity to do is to take conversation because it can activate their vocabulary rather than if it is done in isolation.

#### **d. Teachers' Problem in Teaching Vocabulary**

Teaching vocabulary is clearly more than just presenting new words. Teacher should be careful in selecting the vocabulary that he/she will teach. Both students and teacher need to know how it talks about language at various points during learning and teaching.<sup>69</sup> In other words, when teaching vocabulary the teacher have to mastery the vocabulary more than students. So if he/she wants to teach they are must know the point of language and vocabulary that will transferring in learning and teaching process. However, there are some problems by the teacher in teaching vocabulary which affects the outcomes of teaching learning vocabulary in the class. Some of those problems, as Nation states, it can be described as follows:

- 1) The teacher is unable to make student understand so many word knowladge and use them in English listening, speaking, reading, and writing.

---

<sup>69</sup>Jeremy Harmer, 1991, *Loc.Cit.*, p.19.

- 2) The teacher also unable to repeat the frequencies of same words are so low, that make students cannot memorize the words they have been learned.
- 3) Teaching vocabulary does not distinguish common words from uncommon words, which is make students more burden to memorize the vocabulary.
- 4) Present vocabulary teaching lacks logics and does not reveal the regularity of English words.
- 5) The main problem with vocabulary teaching is that only a few words and a small part of what is required know a word can be dealt with at any time.<sup>70</sup>

It means that the problem faced by teacher is about knowing a word.

From the explanation above, it can be concluded that teaching vocabulary is only few words and small part of what is required to know a word can be dealt with at any one time. The more complex the information is the more likely the learners are to misinterpret it.<sup>71</sup> It means that when the teacher teaches some words in the class, sometimes it is difficult to share because the student only can understand the word but students did not know about the meaning.

#### **e. Students' Problem in Learning Vocabulary**

A student is trying to use the language by using vocabulary into certain sentences in order to be able to communicate and transfer their ideas in any activity of learning language. As Thornbury says, "Without grammar very little can be

---

<sup>70</sup> Paul Nation, *Teaching Vocabulary*, (Wellington:Victoria University of Wellington, 2015), p.1.

<sup>71</sup> *Ibid.*, p. 1.

conveyed, without vocabulary nothing can be conveyed.”<sup>72</sup> It means that vocabulary has a big contribution in supporting the successful of language use. It is impossible to learn about language if students are lack of vocabulary. In learning vocabulary, students may have problems. They include:

- a. Pronunciation, research shows, the words that difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of students.
- b. Spelling; sound-spelling mismatches are likely to be the cause of errors, either of pronunciation of spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.
- c. Length and complexity, long words seem to be more difficult to learn than the short ones. Dealing with complex words also tends to be more difficult than the simple one.
- d. Grammar, also problematic is grammar associated with the word grammar of phrasal verb is particularly troublesome. Some phrasal verbs are separable, but others are not.
- e. Meaning, when two words overlap in meaning, students are likely to confuse them. Words with multiple meaning can also be troublesome

---

<sup>72</sup>Jeremy Harmer, 2004, *Op.Cit.* p. 153.

for students. Range, connotation, and idiomatically, words that can be used in a wide range of context will generally be perceived as easier than their synonyms with a narrower range. Uncertainty as to the connotations of some words may cause problems too.<sup>73</sup>

From the theories above, it can be concluded that in learning vocabulary, the students may have some problems and difficulties. Some of those problems are the students felt that the teacher explanation for meaning or definition, pronunciation, spelling and grammatical function is boring, students only think of vocabulary learning as knowing the primary meaning of new word. . In this research, researcher analysed some points of the students problems according to the students junior high school and their ability, the points are pronunciation, spelling, and meaning.

#### 4. **Concept of Speaking**

##### a. **Definition Speaking**

Speaking is a speech production that becomes a part of our daily activities.<sup>74</sup>

While Cameron say that “speaking is the active use of language to express meanings so that other people can make sense of them”.<sup>75</sup> From those statement, speaking is the speech production to express meanings. Good speaking is coming from the speaker and the listener. Both of them need another to create a conversation, the conversation usually called by communication. In our live, we

---

<sup>73</sup>*Ibid*,pp. 27-28.

<sup>74</sup>Scott, Thornburry. *How to Teach Speaking*. (Cambridge: Kesainc Blanc, 1994), p.8

<sup>75</sup>Lynne, Cameron. *Teaching Languages to Young Learners*. (Cambridge: Cambridge University Press,2001), p. 40

need to speak up, we need to extend our aims, what we want, what we need, etc. Speaking need language, all of the human in this world need language to communicate with the other to make a sense with the other. By using language all of our purposes in communicate will be delivered maximally.

Speaking involves three areas of knowledge. They are mechanics (pronunciation, grammar and vocabulary). It is the ability to use the right words in the right order with correct pronunciation, function, (transaction and interaction), knowing when clarity of message is essential (transactional/information exchange), and when precise understanding is not required (interaction/relation building), and also social culture rules and norms. It consists of the knowledge of turn-talking, rate of speech: length of pauses between speakers, relative's roles of participants. It is an ability to understand how to take into account who is speaking to whom, in what circumstances, about what and for what reason. Then Weir defines that there are five aspects have to pay attention in speaking, they are content, vocabulary, grammar, performance, and fluency. There are many requirements for making a good speech, such as speech of speaking, voice and delivery, vocabulary profanity, grammar, and self-improvement suggestions.

Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts.<sup>76</sup> Speaking is a crucial part of second language learning and teaching.<sup>77</sup> Despite its importance, for many years,

---

<sup>76</sup> A. L, Chaney. and T. L, Burk, *teachingOral Communication in Grades K-8*, (Boston: Allyn & Bacon, 1998), p. 13.

<sup>77</sup> Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*. (Nevada: Nevada University Press, 2017), p. 01.

teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

Speaking is special thing in life. Speaking is become an important part of processing meaning through verbal or non verbal symbol However, today's world requires that the goal of teaching speaking should improve students' communicative skill. Because, only in that way, students' can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Based on the statement above, the writer assumes that speaking is meaningful utterance which is expressed to express ideas, deliver speech, make social contact, and describe things or people. Speaking becomes an important process of sharing and building meaning, speaking also became an active used of language to express the meaning in communication. In communication as the speaker need a partner of listener. The aim in speaking is to deliver our meaning correctly. By using language in speaking the communication will be created instantly.

### **b. Speaking as Language Skill**

Speaking as language skill has some taxonomy emerges for oral production. As we know that speaking is producing language. There are five speaking as language skill:

a. Imitative

At one end of continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled pronunciation; no inferences are made about the test taker's ability to understand or convey the meaning of to participate in an interactive conversation.

b. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrowband of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences; and translation up the simple sentence level.

c. Responsive

Responsive assessment task includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comment, and the like. The stimulus is almost always a spoken prompt with perhaps only one or two follow-up questions or retorts.

#### d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining a social relationship.

#### e. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interactions from listeners is either highly limited (perhaps to nonverbal response) or ruled out altogether. Language style is frequently more deliberative and formal for extensive task, but we cannot rule out certain informal monologues such as casually delivered speech.<sup>78</sup>

From states above, it can be concluded that speaking as language skill are imitative, intensive, responsive, interactive, and extensive. Each component of speaking as language skill should be mastered by the teacher.

#### c. Micro and Macro Skill of Speaking

On the other hand, the speaker in the speaking should consider several elements in the speech itself, which include micro and macro skill. Because the micro and macro skill have the role in the speech. Here are some of the micro and macro

---

<sup>78</sup> H. Douglas Brown, *Op.Cit.*p.141

skills involved in speaking which are stated by Carol. Micro and Macro skills of oral production:

Micro skills:

1. Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
2. Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
3. Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
4. Put words together in correct word order.
5. Use vocabulary appropriately.
6. Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
7. Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
8. Make the main ideas stand out from supporting ideas or presenting ideas in information.
9. Make the discourse hang together so that people can follow what you are saying.

Macro skills:

1. Appropriately accomplish communicative function according to situations, participants, and goals.

2. Use appropriate styles, registers, redundancies, pragmatic conventions, and conversation rules, and other sociolinguistic features in face to face conversations.
3. Convey link and connections between events and communication such relations as focal and peripheral ideas, event and feelings, new information and give information, generalization and exemplification.
4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately how well your interlocutor is understanding you.<sup>79</sup>

From the statement above, it can be concluded that speaking requires micro and macro skill in order to produce a well-directed speech. If the component can be fulfilled as well, it can make the quality of the speech will have a good meaning.

#### **d. Elements of Speaking**

Sometimes, when we speak with someone, we never think about the purpose of our speak. We just speak up in our mind, like a habit. Actually, in speaking skills, there are some elements of speaking. Harmer states that the ability to speak English presupposes the elements necessary for spoken production as follows:

---

<sup>79</sup> Orwig Carol J, *Speaking Skills*. Internet Tessol. <http://www.Sil.org>.1999).p.23

a. Language features

The elements needed for spoken production are the following:

1. Connected speech: in connected speech sounds are modified (assimilation), omitted (Elision), added (linking), or stressed (through contractions and stress patterning.) it is for this reason that we should involve students in activities designed specifically to improve their connected speech.
2. Expressive devices, native speakers of English change the pitch and stress of particular part of utterances, vary volume and speed, and show by other physical and nonverbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meanings.
3. Lexis and grammar, teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock or approval.

b. Mental/social processing

The success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates.

1. Language processing, language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
2. Interacting with others, effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow other to do so.

3. (On the spot) information processing, quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.<sup>80</sup>

From the explanation above about elements of speaking, we can conclude that speaking is an important skill in English. Because with speaking, we can develop another knowledge expert such structure as lexical and grammatical. Moreover, when we know more about the important part in speaking English, we can speak using smoothly connecting. It is good for our negotiation to support our career, also it can increase our mental in public or social. That is why students needs to learn about it.

#### e. Concept of Speaking Ability

Speaking ability is one of language abilities that have to be learned and mastered by the students in learning foreign language. In addition Loma states, "Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well".<sup>81</sup>

*According to muhassin Communicative activities implemented by English teachers in TEFL the dominant communicative activity of each English skill implemented by the teachers also reveals that the dominant communicative activity of each English skill implemented in TEFL is the teachers' asking the*

---

<sup>80</sup> *Ibid*, p.265

<sup>81</sup> Sari Loma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004), p. 1

*question in speaking, note-taking in listening, pre-question in reading, and making sentences in writing.*<sup>82</sup>

McDonough states, “Speaking ability is enables us to produce utterances, when genuinely communicative, speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions, expressing a wish or desire to do something, negotiating and/or solving a particular problem, or establishing and maintaining social relationships and friendships”.<sup>83</sup> Lado in Kumaryati said, “Speaking ability is described as the ability to report acts or situation, in precise words, or the ability to covers or to express a sequence of ideas fluently”.<sup>84</sup>

Based on the statement above, the writer assumes that speaking ability is one of language abilities that have to be learned in other words we genuinely want to communicate something to achieve a particular end.

In evaluating students speaking ability, the writer will use oral English rating sheet proposed by Brown. Based on this oral rating sheet, there are five aspects to be considered: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension.

---

<sup>82</sup> Muhassin, Mohammad. “*Teachers’ Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at Sman 9 Bandar Lampung.*” *Humaniora* 7, no. 4 (October 30, 2016): 485. <https://doi.org/10.21512/humaniora.v7i4.3601>.

<sup>83</sup> Jo, McDonough and Christopher Shaw, *Materials and Method in ELT*, (Malden: Wiley Blackwell, 2013), p. 157

<sup>84</sup> Robert Lado, *Language Teaching: A Scientific Approach*, (Landon: Spinger,1964 ), p. 32.

**Table 2.1**  
**The Rating Sheet Score of Students' Speaking Ability**

No	Criteria	Rating Score	Comments
1	Pronunciation	5	Equivalent to and fully accepted by educated native speaker
		4	Errors in pronunciations are quite rare
		3	Errors never interface with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		2	Accent is the intelligible though often quite faulty.
		1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak students' language.
2	Grammar	5	Equivalent to that of an educative native speaker.
		4	Able to use the language accurately on a level normally pertinent to professional needs. Errors 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 conversations on practical, social, and professional topics.
		2	Can usually handle elementary construction quite accurately but does not have through or confident control of the grammar.
		1	Errors in grammar are frequent, but speaker can be understood by a native speaker use to dealing with foreigners attempting to speak students' language.
3	Vocabulary	5	Speech on levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.
		4	Can understand and participate in any conversation within the range of students' 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 conversation on practical, social, and professional topics. Vocabulary is broad enough that she/he rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express themselves simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
<b>4</b>	<b>Fluency</b>	5	Has complete fluency in the language such that students' speech is fully accepted native speaker.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
		2	Can handle with confidence but not with facility most social situations, including introductions and casual conversation about current events, as well as work, family, and autobiographical information.
		1	No specific fluency description. Refer to other four language areas for implied level of fluency.
<b>5</b>	<b>Comprehension</b>	5	Equivalent to that of an educated native speaker.
		4	Can understand any conversation within the range of his experience.
		3	Comprehension is quite complete at a normal rate of speech.
		2	Can get the gist of most conversation non technical subject (i.e. topics that required no specialized knowledge).
		1	Within the scope of students is very limited language experience, can understand simple question and statements if delivered with slowed speech repetition, or phrase.

Criteria of the scores:

5 = Excellent

- 4 = Very Good
- 3 = Good
- 2 = Average
- 1 = Poor.<sup>85</sup>

From the descriptions above, the researcher concluded that speaking ability is the ability to produce utterances to communicate that conducted of some indicators such as pronunciation, grammar, vocabulary, comprehension and fluency.

### **5. Teacher's Problem in Teaching Speaking**

Speaking is one important skill in English as a foreign language. There are some problem in teaching speaking, according to Thornbury, there are some problems in learning speaking, they are knowledge factor is the learner does not yet know aspect of language the enables production. They are lack of knowledge of the language and lack of practice interactive speaking itself.

Then skill factors is the learners has known about aspect of language, but because they are rarely practicing speaking English, thus their skills are sufficient to ensure fluency.<sup>86</sup> The completeness understanding of problem in teaching speaking should be known by the teacher. The factor is an institutional context that puts English as second or foreign language in Maley such as:

---

<sup>85</sup>H. Douglas Brown, *Language Assessment Principle and Classroom Practice*, (New York: Addison Wasley Longman, 2004), pp. 172-173

<sup>86</sup> Scott Thornbury, *Op.Cit.* p.123.

1. Students will not talk or say anything.

It can be solved by arranging the classroom desks differently, in groups instead of lines. Giving positive feedback also helps to encourage and relax shy students to speak more.

2. When students work in pairs or groups they just end up chatting in their own language.
3. When all the students speak together it gets too noisy and out of hand and lose control of the classroom.<sup>87</sup>

Another way to discourage students speaking in their mother tongue is to walk around the classroom monitoring their participation and giving support and help to students as they need it. Maybe they just need some extra reassurance or they do not like working with certain students or there is some other problem that you can help them resolve. According to Ur, there are solutions to speaking problems as follows:

- a) Group Work: Working in groups also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.
- b) Easy Language: Simple language can make the students easier to speak for longer without hesitation and gives them a sense of accomplishment.
- c) Interesting Topic: Choosing a topic according to the interests of the class ensures students motivation.

---

<sup>87</sup>Alan Maley, *Classroom Problems in Teacher* British Council. <http://www.teachingEnglish.org.uk/article/teaching-speaking-skills-2-overcoming-classroom-problems>,Elt, Caracas, 2004, accessed on May 2<sup>th</sup> 2018.

- d) Clear Guidelines: Feedback reveals the result of the discussion and motivates each student to follow the guidelines.
- e) English Monitor: A monitor can be appointed to each group to remind students' speaking their mother tongue to switch back to English.<sup>88</sup>

Related to explanation above, the teacher is expected to be able to manage classroom. Then, the teacher can make some acts that can make the students are not noisy and feel ashamed, such as: first working in groups can help the shy students interacting more comfortable, second simple language can help the students more understand about the material. Third choose the interesting topics can make the students more interesting to the material, fourth try feedback the students to reveals the result after discussion and motivates each student to follow the guidelines, fifth monitoring the classroom is another way to discourage students speaking in their mother tongue.

The teacher can monitor the students naturally move over to the part of the classroom where the noise is coming from and calm the rogue students down and focus them back on the task without disrupting the rest of the students who are working well.

## 6. Students' Problems in Learning Speaking

This theory correlated by teacher's problem in learning speaking. Many teachers see major difficulties in maintaining academic standards in today's larger and

---

<sup>88</sup> Penny Ur, *A Course in Language Teaching*, (New York: Cambridge University Press, 1991), pp. 121-122

more diversified classes. The problem becomes more tractable if learning outcomes are seen as more a function of students' activities than of their fixed characteristics. According to Rosalina the outline the factors causing learning difficulties are two kinds:

a. Internal factors (students namely the thing that emerged from within the students themselves)

1. Physical disorders such as sensory disorders, disability and so on.
2. Mental weaknesses such as lack intelligence capabilities, lack of interest.
3. Emotional weaknesses such as insecure, less adaptable, hate, antipathy.
4. Weaknesses caused by wrong habits and attitudes such as lack off attentions and interest in school work, lazy learning, are often absent.

b. External factors (students things that come from outside the students )

1. Influence less harmonious family environment, lack of family life , the attitude of parents who do not pay attention to her.
2. School environment that does not support such a method is wrong and inadequate for active, lack of equipment and learning resources.

3. Societies as many peoples' views on education are wrong, mischievous playmates.<sup>89</sup>

Based from the problem above, it can be said that the children with learning difficulties should be given alternative or assistance in accordance with the factors cause of that learning difficulties can be overcome, and students can absorb maximum knowledge.

It can be concluded that in learning speaking, the students may have some problems and difficulties. Some of those problems are the students felt that the teacher explanation for meaning or definition, pronunciation, spelling and grammatical function is boring, students only think of speaking learning as knowing the primary meaning of new word. In this research, researcher analyze some points of the students problems according to the students eight grade and their ability, the points are pronunciation, spelling, length and complexity, and meaning.

## **7. The Correlation between Students' Vocabulary Mastery and Their Speaking Ability**

Without vocabulary people cannot say anything, without vocabulary people cannot response what they listen. Vocabulary is very important for us to use language, without vocabulary we cannot develop the language skills namely, listening, speaking, reading, writing, and translating. Vocabulary is an important

---

<sup>89</sup> Rosliana Sitompul, *Kesulitan Belajar Speaking*. <http://id.shvoong.com/writing-and-speaking/2202963mengungkap-faktor-faktor-kesulitan-belajar/> (accessed on December 4, 2018).

devised in language learning, there are some experts who give definition of vocabulary.

Vocabulary is one of important aspect of the language, as we know that vocabulary is the basic element in language and it is one of the objective in teaching learning English. The fact, most of the students are still low in vocabulary. It causes of the students' difficulties in speaking.

Moreover, now, speaking skill in many schools is still low. Speaking is so much a part of daily life that we take it for granted. By speaking, people can express their ideas, thoughts and feelings to communicate. According to Thornbury the average person produces tens of thousands of word a day, although some people may produce even more than that.<sup>90</sup>

Speaking is one of skill that should be mastered by students, where the students can use English in their activity, at school or at home. Speaking is one of the important skills in language learning. According to Bull, "Speaking is talking to somebody about something use voice to say something."<sup>91</sup> It means that the primary goal of learning a foreign language is to be able to speak it; teaching should therefore help students to achieve that goal to the best of their ability, because with the available teaching technique the students can enjoy and increase their speaking ability.

---

<sup>90</sup> Scott Thornbury, *How to Teach Speaking* (Kuala Lumpur: Longman, 1998), p.1

<sup>91</sup> Victoria Bull, *Oxford Learner's Pocket Dictionary*, (New York: University Press, 2000), p.414

In this case, the writer will analyze the correlation between vocabulary mastery and their speaking ability because for many students speaking is difficult to be mastered. There were some factors that can make it difficult to be learned. It is caused by some factors like difficulties for remembering about English words, students did not have enough time to practice English and not confidence to speak English and the important factors that can be the causes of the low speaking ability is their vocabulary is still low, then they will find difficulties to speak and understand the information. It means that is it impossible to speaking English without mastery the Vocabulary.

Based on the explanation above, between vocabulary and speaking the researcher assumes about variable probability has correlation. Because, vocabulary is one of five criteria on speaking assessments.

## **B. Hypothesis**

Based on the theoretical above, the writer assumes the hypothesis as follows:

Ha: There is a correlation between students' vocabulary mastery and their speaking ability at the first semester of the eleventh grade of SMK Taruna Bandar Lampung in the academic year of 2019/2020.

Ho: There is no correlation between students' vocabulary mastery and their speaking ability at the first semester of the eleventh grade of SMK Taruna Bandar Lampung in the academic year of 2019/2020.

## REFERENCES

- Ary, Donald. Lucy Chesar Jacobas, et. al. *Introduction to Research in Education*. Eighth Edition. Boston: Wadsworth, Cengage Learning. 2006.
- Brown, H. Douglas. *Teaching by Principle an interactive Approach to Language Pedagogy*. San Francisco: Pearson ESL. 2001.
- \_\_\_\_\_. *Language Assessment Principle and Classroom Practice*. San Francisco: Merrill Prentice Hall. 2004.
- Cameron, Lynne. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. 2001.
- Creswell, John W. *Educational Research (Planning, Conducting, and Evaluating Quantitative and Qualitative Research)*. Forth Edition. Boston: Person Education. 2012.
- Crystal, D. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press. 1995.
- Fraenkel, Jack, C. and Norman E Wallen. *How to Design and Evaluate Research and Education*. Pennsylvania: McGraw Hill Publishing Company. 2009.
- Frank, Marcella. *Modern English a Practical Reference Guide*. Englewood Cliffs: Prentice Hall. 1972.
- George E. and Julia M. Burks. *Let's Write English*. New York: Litton Educational Publishing. 2002.
- Guskey, Thomas. R. *Educational Leadership*. Cambridge: Cambridge University Press. 1994.
- Harmer, Jeremy. *The Practice of English Language Teaching*. Cambridge: Longman. 2002.
- \_\_\_\_\_. *How to Teach Writing*. Harlow: Longman Group. 2004.
- Hayriye. Kayi. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. University of Nevada, Nevada USA. Retrieved from [http://kodotchigovaRole.Play/in20teaching/culturesix%/quickStepsforClassroom20implementation%20\(TESL TEFL\)](http://kodotchigovaRole.Play/in20teaching/culturesix%/quickStepsforClassroom20implementation%20(TESL%20TEFL)) Lynch, Anderson. 1992. Study speaking. United Kingdom: Cambridge University Press. (Access on december, 30 2018). 2017.

- Homby, As. *Oxford Advanced Learner's Dictionary of Current English*. Oxford; Oxford University Press. 1983.
- Jack R. Frankel and Norman E. Wallen. *How to Design and Evaluate Research in Education*. Pennsylvania: McGraw-Hill Book Co. 1932.
- Jo.Mcdonough.Et. Al. *Materials and Method in ELT*. Malden: Wiley Blackwell. 2013.
- Karen Tankersley. *The Threads of Reading Strategies for Literacy Development*. Journal of Catholic Education, 8. <http://dx.doi.org/10.15365/joce.0804122013>. (Access on december, 30 2018). 2005.
- Kothari, C.R. *Research Methodology: Methods and Techniques*.Bangalore: New Age. 2004.
- Lado, Robert. *ImprovingEnglish Speaking Ability Through Classroom Discussion*. Ann Arbor: University Microfilm Press. 1951.
- Loma, Sari. *Assessing Speaking*.Cambridge: Cambridge University Press. 2004.
- Muhassin, Mohammad. "Teachers' Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at Sman 9 Bandar Lampung." *Humaniora* 7, no. 4 (October 30, 2016): 485.<https://doi.org/10.21512/humaniora.v7i4.3601>.
- Muslikah. *The Correlation between Students' Vocabulary Mastery and Their Ability in Writing Analytical ExpositionTtext at the Second Semester of the Eleventh Grade at SMA KaryaMataram South in the Academic Year of 2016/2017*.RadenIntan State Islamic university of Lampung.Lampung. 2017.
- Orwig, Carol. J. *Speaking Skills*. Internet Tessel. <http://www.Sil.org>. (Access on december, 29 2018). 1999.
- Richard, Jack C.and Theodore S. Rodgers. *Approach Methods in Language Teaching*. Second Edition. Cambridge: University Press. 2001.
- Richard,Jack C. and Willy A.Renandya. *Methodology in Language Teaching on Anthology of Current Practice*. New York: Cambridge University Press. 2002.
- Sugiono. *PengantarStatistikPendidikan*. Jakarta: Rajawali Press. 2009.
- Sudijono, Anas. *PengantarEvaluasiPendidikan*. Jakarta: Rajawali Press. 2006.

Setiyadi, B.Ag. *Teaching English as a Foreign Language*. Yogyakarta: Graha Ilmu. 2006.

Thomson, A.J. and A.V. Martinet. *A Practical English Grammar*. Oxford: University Press. 1986.

Thornburry, Scott. *How to Teach Speaking*. Longman: Kanisius. Kesainc Blanc. 1998.

\_\_\_\_\_. *How to Teach Vocabulary*. Essex: Longman Pearson Education Limited. 2002.

Underwood, Mary. *Teaching Listening*. New York: Longman Inc. 1997.

Usman, Husaini. *Pengantar Statistik*. Jakarta: PT Bumi Aksara. 2009.

