

CHAPTER 1

INTRODUCTION

This chapter served as the introduction of the research. It consists of the background of the study as the basic deliberations for the research problem and the objective of the study. It also includes the significance of the study followed by the scope of the study and the definition of the term.

1.1 Background of Study

Language is a mean of communication which is used by humans to communicate and interact with each other. By language, people could express their ideas and emotions in human's lifetime language has a significant role so that learning a language becomes a crucial thing for non-English spoken people to do especially English as an international language. According to Sariakin (2023), English as an international language is very important for interaction active in the current era of globalization. With the development of science and technology, English has been used as a means of spoken and written communication in all environments around the world.

English is the primary language of communication, spoken by millions worldwide. It plays a crucial role in various aspects of life, including medicine, finance, industry, military, and education. Indonesia has made English a compulsory subject in its educational curriculum, starting from junior high school. The curriculum emphasizes the importance of English for students to prepare for

further studies and to speak English to others. The final objective of teaching English is to master listening, speaking, reading, and writing skills. Vocabulary is crucial in English, as it allows for effective communication and expression. Speaking is also essential in daily life, and teaching should help students achieve this goal to the best of their ability. According to Aulia (2019), English is not only important in academic contexts but also in the professional world. By focusing on speaking skills, students are expected to develop the communication skills needed in the global market.

English study is crucial for developing communication skills in both written and spoken forms. In Indonesia, students struggle with speaking, as effective oral communication requires appropriate language use in social interactions. Successful speaking activities include frequent conversation, even participation, high motivation, and an acceptable language level. However, many English classrooms lack interest and interest, leading to students being silent, shy, afraid of mistakes, and unsure of their intentions. This highlights the need for improved teaching methods and student engagement in English learning. According to Sariakin (2016), Language is an important part of the learning process and plays an important role in broaden horizons and facilitate social interaction. Language skills are an important foundation in communication and an important part of development academic and professional skills. Therefore, educators must ensure that Students have a vocabulary broad enough to communicate well in a variety of ways situation.

Speaking is used for various purposes, including informal conversations, obtaining clarification, expressing opinions, persuading, directing, describing objects, and amusing others. However, mastering speaking is challenging for students due to factors such as inhibition, fear of mistakes, and lack of motivation. Students must master both oral and written language, and vocabulary is a mandatory linguistic element. Vocabulary is used for various purposes, and the quality of speaking skills depends on the quantity and quality of vocabulary. Vocabulary mastery may have a positive relationship with language education, as it helps students communicate effectively and efficiently. According to Sariakin (2023), emphasized that for language learners to improve their speaking skills, they must pay attention to the language they use first and then internalize it. He argues that limited vocabulary can prevent students from noticing and using new language structures, which in turn hinders their speaking fluency.

According to Utami (2023), speaking in general is a function or communication tool to give and receive language or to convey ideas and messages to the other person and almost at the same time, the speaker will receive ideas, opinions and messages conveyed by the interlocutor in addition to the speaking activity. Speaking is also seen as the foundation of language in fact, one scholar has stated that language is speech. Therefore, it really works to the students' advantage if they can speak English correctly and fluently because it will allow them to participate in a wide range of international activities and open doors to the rest of the world. Additionally, a significant portion of language learners worldwide pursue English studies with the goal of becoming proficient speakers.

Despite students' long-standing learning in schools, it's challenging to determine their speaking competency. The government changes English curriculums to prepare students for globalization constructivism in language teaching, applied through the contextual teaching and learning approach, includes strategies like problem-based learning, multiple contexts, student diversity, self-regulated learning, interdependent learning groups, and authentic assessment.

The problem underlying this study stems from the researcher's observations during the implementation of teaching practice for twelve weeks at SMPN 1 Kluet Selatan, where speaking learning activities have been carried out through various forms of practice, such as discussion, argumentation, narration, character and object descriptions, dialogue, and interviews. Although the variations of these exercises are quite diverse and aim to improve students' speaking skills, most students still show significant obstacles in carrying out speaking activities. These obstacles are characterized by pauses or hesitation when speaking which are generally caused by errors in pronunciation and students often ask the meaning of words in English that they have not mastered. This phenomenon shows that limited vocabulary mastery is one of the dominant factors that affects students' speaking fluency. This is in line with the findings of Aziz (2024), who stated that one of the main challenges in speaking practice is the interlanguage stage, namely the transition phase between the mother tongue and the target language. This stage is characterized by pronunciation errors and the need to frequently check the meaning of vocabulary, which reflects limitations in basic vocabulary mastery. Aziz (2024), emphasized that these challenges can be

minimized by providing sufficient speaking practice in a low-pressure atmosphere, to help students overcome their doubts gradually.

In this process, they mostly replace some words into Indonesian because they do not know the words in English. In fact, their understanding of the material is generally good, but the lack of vocabulary makes it difficult for them to express it. This condition makes the author believe that students have problems with speaking skills because they have fewer words than they should. This opinion is not without critical analysis but is supported by several experts who really know the impact of vocabulary exposure, Scott Thornbury stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. This means that grammar plays a role in conveying something, but vocabulary plays a role in conveying everything. According to Sariakin (2023), asserts that “without vocabulary, nothing can be conveyed.” Vocabulary knowledge is very important to express ideas. Vocabulary not only helps students understand language better but also allows them to express complex thoughts in a more precise way. Lack of vocabulary often leads to the use of filler language or reliance on the learner's first language, which limits the quality of communication. Acquiring more vocabulary and expressions will yield the most noticeable progress. With grammar, you can express very little, but with words, you can convey practically anything. The largest and most significant challenge facing language learners.

The problem in this research that the author wants to solve is with the findings that currently many students at SMPN 1 Kluet Selatan still have difficulty in mastering vocabulary accurately to speak well and correctly to the discovery of

factors and methods used to assess students' speaking abilities. that can influence students' speaking abilities, such as grammar, self-confidence, or speaking practice so to what extent is there a relationship between vocabulary mastery and students' speaking abilities, is there a significant contribution with the sample taken by a representative researcher to generalize the research results with the implications of this research for teaching English at SMP N 1 Kluet Selatan, by studying this issue can help in understanding the dynamics between vocabulary mastery and speaking ability among students at SMPN 1 Kluet Selatan.

The main justification for the idea that vocabulary knowledge helps the acquisition of grammar, it allows students to understand the content of texts or conversations, which makes grammatical patterns easier to understand. The object of this research is students, in students' speaking meanwhile students need sufficient vocabulary so you can talk to other people more easily. Therefore, vocabulary is one of the linguistic elements that students must master besides grammar and pronunciation in language education. Vocabulary is used for various purposes. The quality of speaking skills depends on the quality and quantity of the vocabulary they have. The more vocabulary a person has, the better the quality of his speech is. In this case, vocabulary mastery may have a good relationship with educational goals. According to Nabilah (2024), vocabulary is the basis needed for discussion skills.

In this research, researchers linked five previous studies: The previous research was conducted by Jambari (2021), entitled “*The Correlation Between Students' Vocabulary Mastery and Students' Speaking Skills*”, this research

investigated the correlation between students' vocabulary mastery and speaking skills in the second session, quantitative descriptive methods were used in this research. Participants in this research were thirty students in class II MTs. Based on data analysis, research shows that there a good correlation between students' vocabulary mastery and their speaking skills. The values are students' vocabulary mastery score is 6.5 and their speaking skill is 6.7. The r value is 0.54 while the r-table is 0.46 at the 1% significance level. From the results it was decided that the r- obtained (0.54) is greater than the r-table (0.46). It means the r value is significant.

Second study was conducted by Sari (2021), entitled "*The Correlation Between Students' Vocabulary Achievement and Fluency in Speaking English*", the aim of this research is to determine the relationship between students' vocabulary achievement and English-speaking fluency, in data collection a suitability test is used to measure vocabulary and oral mastery. The test to measure English speaking fluency in this study uses the Pearson Product Moment Formula, students' vocabulary achievement will support English speaking fluency, an r-count of 0.873 was found. This means that the r-count is higher than r-table. So, the relationship between the two variables above is significant. The conclusion is that there is a correlation between students' vocabulary achievement and fluency in English. The researchers compared r-calculated with r table ($0.873 > 0.304$) if r-count is greater than r-table then the correlation is significant. And the percentage of correlation between students' vocabulary achievement and English-

speaking fluency was 76.22%. It means that the achievement of students' vocabulary will support fluency in speaking English.

Third, was conducted by Bangun (2022), entitled "*The Effects of Vocabulary Mastery on English Speaking Ability: A Meta Analysis Study*", this research analyzes the influence of vocabulary mastery on English language skills, which so far has been focused on language teaching, qualitative descriptive techniques are used in this research, research that focuses correlation between students' adequate academic vocabulary and English language proficiency speaking ability. research findings show that having an adequate academic vocabulary has a positive impact on English language skills.

The previous research has investigated and focused on dimensions that explore Research with found on the relationship between students' vocabulary mastery and speaking skills in English, found that there is a good correlation between vocabulary mastery and students' speaking skills, indicating that students' vocabulary achievement influences language speaking fluency. England, using suitability tests and oral tests in data collection, revealed that sufficient mastery of academic vocabulary had a positive impact on the ability to speak English, then found a significant relationship between vocabulary mastery and the ability to write descriptive text with a contribution of vocabulary mastery of 31%, and the latter shows a positive relationship between vocabulary mastery and students' self-confidence in speaking, both partially and simultaneously. Overall, this research confirms the importance of vocabulary mastery in supporting students' speaking skills.

Meanwhile, this research focuses on examining the contribution of vocabulary mastery to students' speaking skills at SMPN 1 Kluet Selatan, to explore the extent to which vocabulary mastery influences students' English speaking abilities, both in terms of fluency, accuracy, and their ability to convey ideas effectively, this research It is hoped that it can provide a clear picture of the relationship between vocabulary mastery and students' speaking skills and provide useful insights for the development of more optimal English teaching methods at the secondary school level. This is also the reason why researchers are interested in conducting research entitled: *The Contribution of Vocabulary Mastery Speaking Proficiency a Study at SMPN 1 Kluet Selatan*.

1.2 Research Questions

According to the previous background and the focus of the research above, the research questions are:

1. Is there a significant correlation between vocabulary mastery and students' ability speaking proficiency?
2. Does vocabulary mastery contribute to students speaking ability speaking proficiency?

1.3 The Aims of Study

Based on the research question stated above, the research target is:

1. To investigate the significant correlation between students' vocabulary mastery and their speaking proficiency.
2. To exam the contribution of vocabulary mastery to speaking proficiency.

1.4 Hipotesis of Study

Based On the question of the study the Hipotesis of this study are:

1. Alternative Hypothesis (H_a):

This hypothesis states that vocabulary mastery has a significant contribution to students' speaking proficiency at SMPN 1 Kluet Selatan. It assumes that students with higher levels of vocabulary knowledge will be able to express their ideas more fluently, accurately, and appropriately in spoken English. Therefore, a positive and meaningful relationship is expected between vocabulary mastery and speaking performance.

2. Null Hypothesis (H_0):

This hypothesis argues that vocabulary mastery does not have a significant contribution to students' speaking proficiency at SMPN 1 Kluet Selatan. In other words, students' speaking performance may not be strongly influenced by their vocabulary knowledge, and the statistical analysis will determine whether this assumption holds true or is rejected.

1.5 The Scope of Study

- a. There is significant correlation between vocabulary mastery and student ability speaking proficiency.
- b. Vocabulary mastery contributes to students speaking proficiency.

1.6 The Significant of the Study

This research aims to enhance the quality of English education at SMPN 1 Kluet Selatan by examining various aspects:

1. Learning Development

This research provides insight to teachers in designing more effective teaching strategies to improve students' vocabulary and speaking skills.

2. Improved Student Skills

This study helps students understand the importance of mastering vocabulary in improving their speaking skills, so that they can increase their confidence when communicating.

3. Basis for Further Research

This research also serves as a reference for further research exploring other aspects of language learning, such as reading or listening.

4. Better Curriculum

This study provides input for the development of an English curriculum that focuses more on the relationship between vocabulary and speaking skills.

5. Increased Awareness

This research will increase students' and teachers' awareness of the importance of vocabulary in language acquisition, especially in speaking contexts.

6. Evaluation Strategy

Providing information for schools to evaluate and adjust the teaching methods used based on research results.

1.7 The Definition of Key Term

Contribution This research focuses on understanding key terms to better differentiate it within a specific context:

1. Contribution

The contribution of influence or role provided by vocabulary mastery on speaking skills. In this context, contribution means how much vocabulary mastery can influence students' speaking abilities at SMPN 1 Kluet Selatan.

Vocabulary Mastery

2. Vocabulary Mastery

Vocabulary mastery refers to students' ability to recognize, understand, and use words in various contexts. This includes the number of words mastered and the student's ability to apply that vocabulary in communication.

3. Speaking Proficiency

Speaking skills are the ability to express ideas, thoughts and feelings orally clearly and effectively. This includes aspects such as pronunciation, intonation, fluency, and appropriate use of vocabulary.

4. Mastery

Deep mastery or control of a skill or knowledge, indicating a high level of understanding and ability in the use of vocabulary.

