CHAPTER I

INTRODUCTION

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1.1 Background of the Study

One of the important subjects in studying a language is mastering vocabulary. Vocabulary helps the learners understand the language. Fries (1988:37) points out, "Learning a language practically always means primarily learning the words of that language".

Since vocabulary is central to language mastery, it is given the first priority in the process of language teaching-learning. Richards (1976:77) says that in preparing teaching materials, the teacher should begin with a rich concept of vocabulary. He continues to say that a learner who is constantly adding to his vocabulary knowledge is better prepared both for productive and receptive language skills.

One of productive or expressive skills is speaking. This oral communication is more frequent and generally more valuable for social needs than written communication. Mildred A. Dawson (1963:200-201) says, "Oral communication is basic because, in the everyday affairs of life, it is used more frequently than written communication".

It is by speaking students and teachers alike exchange most of their ideas, express their feelings, and carry on their social activities. Marian Zollinger (1963:201) says, "By speaking, the teacher and the students recount their

background experiences, question one another, give explanations and directions, report on their observations or reading, tell stories, and dramatize situations".

Oral expressional lessons furnish students with an opportunity and an incentive to broaden their vocabulary and to develop their ability to compare words so as to choose the one best suited to express an idea exactly. As what Mildred A. Dawson, Marian Zollinger, and Ardell Elwell (1963:28) state, "The correlation of vocabulary with speaking is relatively high. Anything that a teacher can do to build vocabulary of the language is likely to improve the ability in the language arts (speaking, listening, reading, and writing)".

In Widya Mandala Catholic University Surabaya, some students prove that there is a significant correlation between vocabulary achievement and reading achievement. Sri Tjoegiati makes a study about the correlation between vocabulary scores and reading comprehension scores of the English Department students of Widya Mandala Catholic University, and Elin Kisyuwati proves the correlation between the students' achievement in structure and vocabulary with reading comprehension. Yet there is no study which proves the correlation between vocabulary achievement and one of the other language skills (speaking, listening, or writing) achievement.

Based on the explanations above, the writer wants to see and prove whether or not there is a high, significant, and positive correlation between vocabulary achievement and speaking achievement of the English Department students of Widya Mandala Catholic University.

1.2 Statement of the Problem

The problems investigated in this study are as follows:

1. Main Problem:

"Is there any correlation between Vocabulary and Speaking achievements of the English Department students of the 1994/1995 and 1995/1996 academic years?"

2. Sub Problems:

1. "Is there any correlation between Vocabulary I and Speaking I achievements of the English Department students of the 1994/1995 academic year?"

2. "Is there any correlation between Vocabulary II and Speaking II achievements of the English Department students of the 1994/1995 academic year?"

3. "Is there any correlation between Vocabulary I and Speaking I achievements of the English Department students of the 1995/1996 academic year?"

4. "Is there any correlation between Vocabulary II and Speaking II achievements of the English Department students of the 1995/1996 academic year ?"

1.3 Objective of the Study

The objective of this study is to see and prove whether or not there is a correlation between vocabulary achievement and speaking achievement of the English Department students of the 1994/1995 and 1995/1996 academic years of Widya Mandala Catholic University.

1.4 Hypothesis

In view of the fact that this study is intended to investigate the correlation between the students' vocabulary and speaking achievements, the hypotheses are formulated as follows:

1. The Null Hypothesis

Ho_1: There is no correlation between Vocabulary I and Speaking I achievements of the English Department students of the 1994/1995 academic year of Widya Mandala Catholic University Surabaya.

Ho_2: There is no correlation between Vocabulary II and Speaking II achievements of the English Department students of the 1994/1995 academic year of Widya Mandala Catholic University Surabaya.

Ho_3: There is no correlation between Vocabulary I and Speaking I achievements of the English Department students of the 1995/1996 academic year of Widya Mandala Catholic University Surabaya.

Ho$_4$: There is no correlation between Vocabulary II and Speaking II achievements of the English Department students of the 1995/1996 academic year of Widya Mandala Catholic University Surabaya.

2. The Alternative Hypothesis

Ha$_1$: There is a correlation between Vocabulary I and Speaking I achievements of the English Department students of the 1994/1995 academic year of Widya Mandala Catholic University Surabaya.

Ha$_2$: There is a correlation between Vocabulary II and Speaking II achievements of the English Department students of the 1994/1995 academic year of Widya Mandala Catholic University Surabaya.

Ha$_3$: There is a correlation between Vocabulary I and Speaking I achievements of the English Department students of the 1995/1996 academic year of Widya Mandala Catholic University Surabaya.

Ha$_4$: There is a correlation between Vocabulary II and Speaking II achievements of the English Department students of the 1995/1996 academic year of Widya Mandala Catholic University Surabaya.

1.5 Significance of the Study

This study is intended to give insights to the teachers of the English Department of Widya Mandala Catholic University Surabaya on the correlation between Vocabulary and Speaking achievements.

If the writer can prove that there is a correlation between Vocabulary and Speaking achievements. then, this study is expected to be the basis in developing the students' speaking ability through their vocabulary mastery. Therefore, this study will encourage the teachers of Vocabulary and Speaking skills to work together more intensively in order to get a maximum achievement.

1.6 Assumptions

This study is based on the following assumptions:

1. The students have learnt vocabulary and speaking skills.

2. The students have the ability to use English vocabulary and to speak in English.

3. The scoring procedures on the two variables (vocabulary and speaking) are independent. It means that the scoring procedures in vocabulary achievement is not influenced by the scoring procedures in speaking achievement.

4. The relationship between the two variables which is shown by the regression line on the scatter diagram must be linear.

1.7 Scope and Limitation of the Study

We know that there are many variables that correlates to one another. Therefore, in order to make this study more specific, it is necessary to limit the

scope. Through this study, the writer wants to see whether or not there is a significant correlation between Vocabulary and Speaking achievements.

The subjects of this study are the 1994/1995 and 1995/1996 academic years students of the English Department of Widya Mandala Catholic University Surabaya from the first semester until the second semester.

1.8 Definition of Key Terms

To avoid misunderstanding and / or misinterpretation, it is necessary to define the following key-terms:

1. Achievement

Achievement is something done successfully, with effort and skill (Ruse, 1988:7). Achievement in an L2 is viewed in terms of knowledge about the components of the language such as vocabulary, grammar, pronunciation, or in terms of proficiency in the four basic skills. i.e. speaking, listening, reading, and writing (R.C. Gardner. 1985:127). Achievement test is a formal test which has been designed to show mastery of a particular syllabus (J.B.Heaton, 1975 : xi).

2. Correlation

Correlation is the degree of relationship which exists between two sets of scores (Lien, 1973: 23). Correlation also defines as a statistical tool which express the degree of relationship between two sets of scores or other variables. It ranges from a value of 1.00, which means a perfect positive correlation; and 0.00 which means there is no correlation; and down to -1.00 means a perfect negative

correlation. Positive correlation means an increase in one variable is accompanied by an increase in another variable, while negative correlation means an increase in one variable is accompanied by a decrease of the other variable. The degree of the relationship between the two variables is indicated by the size of the coefficient correlation (David P.Harris, 1974:142).

3. Speaking

Speaking means to give oral expression to thoughts, opinions or feelings, engage in talk or conversation (Procter, 1978:1072).

4. Vocabulary

Vocabulary is the total number of words that make up a language; (the range of) words known to, or used by, a person, profession, etc (Ruse,1988:689-699).

1.9 Organization of the Study

This study consists of five chapters. Chapter I is the introduction which deals with the background of the study, statement of the problem, the aim of the study, hypothesis, significance of the study, assumptions, scope and limitation of the study, definitions of key-terms, and organization of the study. Chapter II deals with review of related literature. This chapter consists of theory of testing, theory of vocabulary, theory of speaking, and theory about the relationship between vocabulary and speaking. Chapter III deals with methodology. Chapter III consists of research design, population and sample, the data, the sources of the data for

this research, technique of scoring, procedures of collecting the data and data analysis techniques. Chapter IV describes the data analysis, the interpretation of the data, discussion of the data analysis result, and summary of the discussion. Chapter V deals with the conclusion of the study.