

**THE CORRELATION BETWEEN STUDENTS'
VOCABULARY ACHIEVEMENT AND SPEAKING
ABILITY**

(A Case Study at the First Grade of SMAN I Ciputat Academic Year
2007 / 2008)

A “ Skripsi ”

Presented to the Faculty of Tarbiyah and Teachers Training
In Partial fulfillment of the requirements

For the degree of S.Pd. (Bachelor of Arts) in English Language Education



By

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**DEPARTEMENT OF ENGLISH EDUCATION
FACULTY OF TARBİYAH AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA 2007**

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Approved by the Advisor

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FACULTY OF TARBIYAH AND TEACHERS TRAINING
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ENDORSEMENT BY THE EXAMINATION COMMITTEE

The “Skripsi” (Scientific Paper) entitled, written by Afif Fauzi, student’s registration number 103014027030 was examined in the examination session of the Faculty of Tarbiyah and Teachers Training, Syarif Hidayatullah State Islamic University Jakarta on 26 October 2007. The “Skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of S.Pd. (Bachelor of Arts) in English Language Education in the Department of English Education.

Jakarta, November
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The writer

CHAPTER I INTRODUCTION

A. Background of the Study

Language is a means of communication which is used by humans to communicate and interact with each other. By language, people could express their ideas and emotions. In humans 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.

English language is, for Indonesia, the first foreign language that is learned in schools. It is the language used by almost every country in the world. Learning English has a great necessity to everyone who realizes the importance of this international language. Because of its importance, English becomes a compulsory subject in schools starting at junior high school. Nowadays, in some places starting even from elementary school.

As a matter of fact, learning English can not be separated from its elements. Based on 2004 curriculum, one of the aims of learning English is “*mengembangkan kemampuan berkomunikasi dalam bahasa tersebut, dalam bentuk lisan dan tulis. Kemampuan berkomunikasi itu meliputi mendengarkan, berbicara, membaca dan menulis*”¹.

(developing the ability to communicate in English in the form of spoken or written. The ability involves the four skills: listening, speaking, reading, and writing).

From the statement above, it can be said that one of the purposes of learning English is to develop spoken communication.

It is absolutely true that to have good communication, especially in English, we have to master the speaking skill as one of the four skills in English. Because, speaking is the main source in exposing a language as well as the easiest

¹Departemen Pendidikan Nasional, *Kurrikum 2004, Standar Kompetensi Bahasa Inggris, Sekolah Menengah Atas dan Madrasah Aliyah*, (Jakarta : 2003), p. 14

way in communication. Norbert Schmitt and Michael McCarthy stated for most people the spoken language is the main source of exposure to language and it thus the main engine for language change and dynamism².

Speaking is used for many different purposes³. When we use casual conversation, for instance, our purpose maybe to make social contact with people, to establish rapport or to engage in the harmless chitchat that occupies much of the time we spend with friends. When we take part in discussion with someone; on the other hand, the purpose maybe to seek or to express opinion, to persuade some about something or to clarify information. In some situations, we use speaking to give instructions or to get things done. We may use speaking to describe things, to complain about people behavior, to make polite request, or to entertain people with jokes and anecdotes. Because there are many purposes and functions of speaking, for some people, speaking is always viewed as the skill that shows the mastery of English language. Speaking is also seen as the central of the language even an expert said language is speech⁴. So that if the students are able to speak English fluently and properly, actually, it becomes their advantage because they are going to be able to engage in many international activities or open the window of the world. Furthermore, a large percentage of the world's language learners study English in order to develop proficiency in speaking.

However, if we pay much attention to students' speaking ability in schools, it is hard for us to find students' competency in speaking, despite the fact that they have already been learning for a long time even not only in formal institution but also in some courses. Besides, from decade to decade the government, on behalf of its policy, seems to change the English curriculum in order to get the rational out put such as students who are ready to face the globalization by having good oral communication. In addition, constructivism in language teaching as the up-date and supposedly the most suitable method of

²Norbert Schmitt and Michael McCarty, *Vocabulary: Description, Acquisition and Pedagogy*, (New York : Cambridge University Press, 1997), p. 38

³Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (New York : Cambridge University Press, 2002), p.201

⁴Jack C Richards and Theodore S Rodgers, *Approaches and Methods in Language teaching, A description and analysis*,(New York : Cambridge University Press,1986), p. 49

teaching, from time to time, has been already applied in teaching English Indonesia through the CTL (Contextual Teaching and Learning) Approach through some strategies such as problem-based, using multiple context, drawing upon student diversity, supporting self-regulated learning, using interdependent learning groups, and employing authentic assessment.⁵

As a general truth, there are many factors that influence toward students' speaking ability. During teaching practice as long as thirteen weeks in SMAN I Ciputat, the writer from time to time have done already some speaking activities in teaching and learning process. It could be in the form of discussion, debate, telling stories, describing people, describing things, dialogue and interview. In the speaking activities some students mostly ask for the meaning of words in English, even in speech activities they get stagnant because they lost of words. In the interview process, they mostly switch some words into Indonesian language because they do not know the words in English. Actually, their material understanding is generally good but their lack of vocabulary makes them hard to express it. This condition makes the writer sure that the students get problem on the speaking ability because they having less stock of words than it should be. This opinion is not without a critical analysis but it is supported by some experts who really know the impact of vocabulary expose.

Scott Thornbury stated without grammar very little can be conveyed, without vocabulary nothing can be conveyed⁶. It means that grammar gives a role in conveying something, but vocabulary gives a role in conveying everything. In addition, David Wilkins stated if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar but you can say almost anything with words⁷. According to Swan and W.Alter vocabulary acquisition is the largest and most important task facing

⁵ Suwarsih Madya, *Constructivism in language Teaching*, Presented in Seminar on English Language Teaching in High Schools, May 23rd, 2007

⁶Scott Thornbury, ed Jeremy Harmer, *How to Teach Vocabulary*,(Edinburgh Gate: Person Education Limited, 2002), p.13

⁷Scott Thornbury, ed Jeremy Harmer, *How...*,p.12

the language learner⁸. Conversation contains a large amount of vocabulary whose function is mainly relational or interactional.⁹ The main reason for believing that vocabulary knowledge can help grammar acquisition is that knowing the words in a text or conversation permits learner to understand the meaning of the discourse, which in turn allows the grammatical patterning to become more transparent¹⁰.

From the statements above, the writer could take conclusion that vocabulary gives great impact to students' speaking. Vocabulary has actually an important role in improving speaking skill. It is a basis of language. So, the first thing that students of SMAN I Ciputat should learn is some stock of words, vocabulary. The more they learn and memorize some stock of words, the more they get easy in their communication. Norbert Schmitt stated that no matter how successfully the sound of foreign language is mastered, without words to express a wider range of meanings, communication in a foreign language just can not happen in any meaningful way¹¹.

Furthermore, the writer would like to analyze and investigate whether there is a significant correlation between students' vocabulary achievement and that of their speaking ability.

B. Limitation and Formulation of the Problem

1. Limitation

To make this study easy to understand, the writer tries to limit the problem as follows :

- a. The subject of the research is the first grade students of SMAN (State Senior High School) I, Ciputat
- b. The students' achievement in Vocabulary and Speaking will be obtained from the result of test given
- c. The Vocabulary, which is tested to students, relates to semantic vocabulary

⁸Scott Thornbury, ed Jeremy Harmer, *How...*,p.14

⁹ Michael McCarthy, *Spoken Language and Applied Linguistics*,(United Kingdom: Cambridge University press, 1998), p.109

¹⁰Norbert Schmitt, *Vocabulary in Language Teaching*, (New York : Cambridge University Press, 2000), p.143

¹¹Norbert Schmitt, *Vocabulary...* p. 1

2. Formulation of the Problem

The writer formulates the problem as follows:

- a. Is there any correlation between students' vocabulary achievement and speaking ability ?

C. Objective of the Study

The objective of the study is to confirm that there is a significant correlation between students' vocabulary mastery and their speaking fluency

D. Use of the Study

The writer hopes that his research could give advantages to anybody who reads his research paper. He also hopes that teachers would give more attention toward students' vocabulary and find the best way on how to increase students' stock of words.

E. Organization of the Study

In his research paper, the writer divides it into four chapters.

Chapter One is the Introduction which consists of Background of the Study, Limitation and Formulation of the Problem, Objective of the Study, Use of the Study and Organization of the study.

Chapter Two is theoretical framework. It discusses the definition of Vocabulary, Kinds of Vocabulary, Vocabulary Achievement, the Definitions of Speaking, Aims of Speaking, Types of Speaking Activities.

Chapter Three is research methodology and findings. Research methodology consists of Purpose of the study, Operational Definition of Variables Place and Time of the study, Method of Study, Technique Sample Taking, Technique of Data Colleting, and Technique of Data Analysis. In research findings, the writer discusses on the description of the data analysis of the data and interpretation of the data.

Chapter four is the conclusions and suggestions.

CHAPTER II

THEORETICAL FRAMEWORKS

Vocabulary

In order to live in the world, we must name the things in and on it. Names are essential for the construction of reality. Without a name it is absolutely difficult to accept the existence of an object, an event, a feeling, an emotion, etc. By assigning names we impose a pattern and a meaning which allow us to manipulate the world.

When students recognize much names whether the names of noun, adjective, adverb, pronoun, verb and so on , it means they are familiar with or know many words. And a set of words known to a person or other entity is usually defined as Vocabulary¹².

Vocabulary plays an important role in improving our skills in English. It is a core component of language as well as source or base when students speak English language. As Jack C. Richards and Willy A. Renandya stated that Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.¹³ It means, As we have already known, that without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as English club, discussion, reading English novel, reading English newspaper, listening to radio etc.

¹² <http://en.wikipedia.org/wiki/Vocabulary> (June 13th 2007)

¹³ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (New York : Cambridge University Press, 2002), p.255

1. Definitions of Vocabulary

Some libraries have been visited, some books have been read and other literatures have been analyzed in order to find out the meanings of Vocabulary. So the writer found the meaning of vocabulary. In fact, there are some definitions of Vocabulary. AS Hornby in “ Oxford Advanced Learner’s Dictionary of Current English” states that vocabulary is :

- a. Total number of words which (with rules for combining them) make up a language
- b. (Range of) words known to, or used by, a person, in a trade, profession, etc.¹⁴

Another dictionary, Webster’s New World College Dictionary, defines vocabulary as a list of words and, often, phrases, abbreviations, inflectional forms, etc., usually arranged in alphabetical order and defined or otherwise identified, as in a dictionary or glossary.¹⁵ In addition, according to Penny Ur, Vocabulary can be defined, roughly, as the words we teach in foreign language.¹⁶

Based on the definition above, the writer want to define and limit vocabulary as a collection of words, terms, and phrases which is arranged and explained to make up the meaningful language used by a person in expressing ideas, delivering speech, and describing things or people.

2. Kinds of Vocabulary

According to the basis of frequency, vocabulary can be divided into two kinds, namely high frequency vocabulary and low frequency vocabulary.¹⁷

- A. High frequency vocabulary consists of words that are used very often in normal language use in all four skills and across the full range of situation of use. It consists of most of the function words of English and the most of

¹⁴ AS. Hornby, *Oxford Advanced Learner’s Dictionary of Current English*, Revised and Updated ed, (New York : Oxford University Press, 1987), p.959

¹⁵ Merriam-Webster, *Webster’s New World College Dictionary*, 4th ed, (Cleveland : Wiley Publishing Inc, 2002), p. 1600

¹⁶ Penny Ur, *A Course in Language Teaching(Practice Theory)*, (Cambridge : Cambridge University Press, 1996),p.60

¹⁷ Paul Nation, *New Ways of Teaching Vocabulary* (USA : Teacher of English to Speaker of Another Language/ TESOL Inc, 1994),p.3

content words. High frequency vocabulary consists of 2000 words families, which are about 87 % of the running words in formal written text and more that 95% of the words in informal spoken text.

B. The Low Frequency Vocabulary on the other hand, covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely used in a common activity of English language. This group includes well over 100.000 word families.

Besides, Evelyn Hatch and Cheryl Brown divides the vocabulary into ;

a. Active Vocabulary

Active vocabulary is words which the students understand, can pronounce correctly, and uses constructively in speaking and writing

b. Passive Vocabulary

Passive vocabulary is words that students recognize and understand when they occur in a context, but which he can not produce correctly himself¹⁸

Meanwhile, I.S.P. Nation distinguished vocabulary into increasing vocabulary and establishing vocabulary. Increasing vocabulary means introducing learners to new words and thus starting their learning. Establishing vocabulary means building on strengthening this initial knowledge, that is, encouraging the knowledge of particular words to develop and expand.¹⁹

3. Vocabulary Achievement

From time to time, learners in schools try and practice English to get wider range of vocabulary. By having wider range of vocabulary in their mind it can help them to communicate in English better.

¹⁸ Evelyn hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (New York: Cambridge University Press, 1995), p.370

¹⁹ I.S.P Nation, *Teaching and Learning Vocabulary*, (USA: Heinle & Heinle Publisher, 1990),p.6

Bachman defined the vocabulary ability includes both knowledge of language and the ability to put language in context. Thus, its three components are as follows:

1. The context of vocabulary use
2. Vocabulary knowledge and fundamental processes
3. Metacognitive strategies for vocabulary use²⁰

In the correlation between vocabulary and speaking, according to Robert Lado, a 2000-word vocabulary represented the opinion of these leaders as to the size of a minimum vocabulary for speaking.²¹ In the same line with Robert Lado, Norbert Schmitt Stated :

A vocabulary of 2000 words would be realistic goal as found people (Australian in their study) regularly use about this many different words in their daily conversation. Of course, this will not enable a conversation on every topic, and certainly not an in-depth conversation on most topics. But it should still allow satisfying interaction with native speakers on topic focusing on everyday events and activities.²²

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

²⁰ John Read, *Assessing Vocabulary*, (New York : Cambridge University Press, 2000),p.28

²¹ Robert Lado,Ph.D, Langugae Testing, *The construction and Use of Foreign Language Tests*,(New York: Longman, 1962), p. 184

²² Norbert Schmitt, *Vocabulary in Language Teaching* ,(New York: Cambridge University Press, 2000), p.1425

4. Ways of Presenting New Vocabulary

Mastering large vocabulary is not an easy job. But mastering it is unavoidable thing when we learn English language. We have already realized that it is hard to keep in mind or memorize a new word but it is so easy to forget it. When we memorize a new word once time even until four times, it will not guarantee the word will internalize into our mind. So, as a solution, it is needed some interesting ways in presenting new vocabulary.

Here are some of them :

a. In Context

If the word occurs in a text or passage, the meaning can often be deduced when the other words in the sentence are already known. This deductive process applies particularly to the use of reading passage or stories, whether taped, read or told ;

b. Outside the Classroom

Taking the students out of the class room and introducing words for things seen in a shop window, or in the street is also a good way to a teacher in teaching vocabulary in a living context ;

c. Drawing

A teacher can represent simple objects on the board. If he draws badly, a guessing game ensures to determine what he actually has drawn.

d. Mime

This is particularly useful for actions : ‘eating’, ‘drinking’, ‘tripping up’, etc. It can also involve the objects connected with these verbs: ‘drinking coffee’, eating sandwich.

e. Flash cards / Pictures

The existence of a wide assortment of magazines and illustrated advertisements means that pictures can be easily found for special vocabulary areas such as kitchen, clothes, cars, interiors, and so on. The pictures or cuttings can be pasted on to a piece of cardboard to make a flash-card

f. Wall Charts

These are valuable because they also present vocabulary in a visual context, as long as they are clearly visible.

g. Create a context

The only way to teach the meaning of many abstract words is by creating a context or situation from which the students can then deduce the meaning.²³

From all the ways or techniques above the writer could not agree more to Norbert Schmitt who stated that there is no “right” or “best” way to teach Vocabulary. The best practice in any situation will depend on the type of student, the words that are targeted, the school system and curriculum, and many other factors.²⁴

Speaking

When a student learns English language, it can not be perfect without learning speaking skill. To get the ability in speaking, it is not as simple as learning other skills in English . It takes a long period and needs consistency to practice it. In fact, some students have got the English lesson during education in formal institution for some years; however, their tongue is still having rigid in conveying argumentation or information in English orally. Why does it happen ? It is because speaking is

²³ John Haycraft, *An Introduction to English Language Teaching*, (USA : Longman, 1986), p. 2

²⁴Norbert Schmitt, *Vocabulary...*,p.142

dealing with many things, it is thinking of what one wishes to say, choosing the right words from our vocabulary, putting the words in the proper grammatical framework, communicating the feelings we have, and so on.²⁵ Speaking when it is seen from its process systematically is also a complicated one. There are some organs that continuously support it so that some voices produce. The producing voice is through the use of the vocal cords and vocal apparatus to create a linguistic act designed to convey information.²⁶ And when we speak, a great deal more than just mouth is involved: the nose, pharynx, epiglottis, trachea, lungs and more. Such a highly complex and sophisticated mechanism produces a vast range of highly-controlled sound and air combinations which result in speech. But, one thing that we need to know, speaking is not just about making sounds. Birds, animals, babies, make sound and, though it may be communication of sorts, it is not speaking.²⁷

1. Definitions of Speaking

During his research, the writer from one place to other places, from library to library tried to find out the

²⁵ <http://www.stuttering.org/Default.aspx?tabid=417>, (July 13th, 2007)

²⁶ <http://en.wikipedia.org/wiki/speech>, taken on July 13th, 2007

²⁷ Sandra Cornbleet and Ronald Carter, *The Language of Speech and Writing*, (New York : Routledge, 2001), p.17

definition of speaking as one of skills in English language.

And he finally found out its definition as follows:

**According to Dictionary Noah Webster speaking has
some definitions:**

- a. To tell, to say, to make known or as by speaking; to declare ; to announce ;**
- b. To proclaim; to celebrate;**
- c. To use or be able to use (a given language) in speaking**
- d. To address²⁸**

In addition Hornby stated that speaking is making use of language in an ordinary, not singing, voice.²⁹

From the definitions above that are taken from some dictionaries, Sandra Cornbleet and Ronald Carter gives opinion as follows:

It is little more than a list of synonyms, and more debatable at that ! Does it really tell us what speaking is ? We can ‘utter words’- for example, ‘fish’, ‘avenue’, ‘definite’, - but that is not really speaking. We can add grammar- to use world-famous linguist Noam Chomsky’s much quoted example ‘Colorless green ideas sleep furiously’- but it is still is not speaking. We can attempt a closer

²⁸ Noah Webster, *Webster’s New Twentieth Century Dictionary*, 2nd ed, (USA : William Collins Publishers, 1980), p.1980

²⁹AS. Hornby, *Oxford...*, p.827

definition by saying that speaking is combining sounds in a recognized and systematic way, according to language-specific principles, to form meaningful utterances.³⁰

Besides, Donn Byrne oral communication is a two-way process between speaker and listener (or listeners) and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding).³¹

From all of definitions above, the writer himself defines as well as limits speaking as meaningful utterance which is expressed to express ideas, deliver speech, make social contact, and describe things or people.

2. The Aims of Speaking

In our real life, we easily see that everybody moves to do their activities to get what they want and need.

Some of them go to office to work and finally get salary. Students go to school to study hard because they want to pass the examination. A child acts politely and warmly because he wants to get a prize from his father. A mother treats her child mercifully because she wants him to grow up and become a wise man. In short, everybody has

³⁰ Sandra Cornbleet and Ronald Carter, *The Language of Speech and Writing*,(New York: Routledge, 2001),p.18

³¹ Donn Byrne, *Teaching Oral English*,(New York: Longman, 1979),p.8

some purposes when he or she does an activity or when people do something, they have some aims with it.

It also happens when someone speaks to others. He or she has aims. These aims are relatively intended to get easy in communication. Because the easiest way of communication is by speaking. Here are some opinions about the aims of speaking.

Speaking is used for many different purposes. When we use casual conversation our purposes may be to make social contact with people, to establish rapport, to engage in the harmless chitchat that occupies much of the time we spend with friends. When we engage in discussion with some one, on the other hand, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. We use speaking also to describe things, to complain of people's behavior, to make polite request, or to entertain people with jokes and anecdotes.³²

Besides, speaking is also used to make a promise or a threat, deliver a warning or rebuke, congratulate or apologize.³³

In addition, numerous attempts have been made to classify the functions of speaking in human interaction.

They are ;

³²Jack C. Richards and Willy A. Renandya, *Methodology...*, p.201

³³ Sandra Cornbleet and Ronald Carter, *The Language...*, p.18.

a. As Interaction

This refers to what we normally mean by “conversation” and which describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

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

- **Has a primarily social function**
- **Reflects role relationships**
- **Reflects speaker’s identity**
- **May be formal or casual**
- **Uses conversational conventions**
- **reflects degrees of politeness**
- **Employs many generic words**
- **Uses conversational register**

Some of the skills (involved in using talk as interaction) are :

- **Opening and closing conversation**

- **Choosing topics**
- **Making small-talk**
- **Recounting personal incidents and experiences**
- **Turn-taking**
- **Using adjacency pairs**
- **Interrupting**
- **Reacting to others³⁴**

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

b. As transaction

³⁴ Jack C Richards, *Developing Classroom Speaking Activities from Theory to Practice*, <http://www.professorjackrichards.com/pdfs/developing-classroom-speaking-activities.pdf>, (July 15th 2007), p.1

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other.

As quoted by Jack C Richards, Anne Burns distinguishes talk as transaction into two different types.

One is a situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is successfully communicated or understood.

The second type is transactions which focus on obtaining goods or services, such as checking into a hotel³⁵.

The main features of talk as transaction are :

- It has a primarily information focus**
- The main focus is the message and not the participants**
- Participants employ communication strategies to make themselves understood**

³⁵ Jack C Richards, *Developing ...*, p.3

- **There may be frequent questions, repetitions, and comprehension checks**
- **There may be negotiation and digression**
- **Linguistic accuracy is not always important**

Some of the skills involved in using talk for transactions are :

- **explaining a need or intention**
- **describing something**
- **Asking questioning**

- **Confirming information**
- **Justifying an opinion**
- **Making suggestions**
- **Clarifying understanding**
- **Making comparisons³⁶**

c. As Performance

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

Talk as performance tends to be in the form of monolog rather than dialog. Often follows a recognizable

³⁶Jack C Richards, *Developing...*, p. 4

format and is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are giving a class report about a school trip, conducting a class debate, giving a speech welcome, making a sales presentation, giving a lecture.

The main features of talk as performance are:

- **There is a focus on both message and audience**
- **It reflects organization and sequencing**
- **Form and accuracy is important**
- **Language is more like written language**
- **It is often monologic**

Some of the skills involved in using talk as performance are :

- **Using an appropriate format**
- **Presenting information in an appropriate sequence**
- **Maintaining audience engagement**
- **Using correct pronunciation and grammar**
- **Creating an effect on the audience**
- **Using appropriate vocabulary**

- **Using appropriate opening and closing**³⁷

3. Factors Affecting on Students' Oral Communication³⁸

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. Therefore, it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately. In order to provide effective guidance in developing competent speakers of English, it is necessary to examine the factors affecting adult learners' oral communication, components underlying speaking proficiency, and specific skills or strategies used in communication. This paper explores these aspects so that teachers can more effectively help adult learners develop their abilities to communicate in the target language.

a. Age or Maturation Constraints

Age is one of the most commonly cited determinant factors of success or failure in second language or foreign language learning. Krashen, Long, Scarcella argue that acquirers who begin learning a second language in early childhood through natural exposure achieve higher proficiency than those beginning as adult. This shows that the aging process itself may affect or limit adult learners' ability to pronounce the target language fluently with native like pronunciation. Even if they can utter words and sentences with perfect pronunciation, problems with prosodic features such as intonation, stress, and other phonological nuance still cause misunderstandings or lead to communication breakdown.

b. Aural Medium

Speaking feeds on listening, which precedes it. Usually, one person speaks, and the other responds through attending by means of the listening process. In fact, during interaction, every speaker plays a double role. If one can not understand what is said, one is certainly unable to respond. So, speaking is closely related to or interwoven with listening, which is the basic mechanism through which the rules of language are internalized. The fleetingness of speech, together with the features of spoken English undoubtedly the learners' comprehension and affects the development of their speaking ability.

³⁷Jack C Richards, *Developing...*, p.6

³⁸Jack C. Richards and Willy A. Renandya, *Methodology...*, pp.205-206

c. Sociocultural Factors

Many cultural characteristics of a language also affect foreign language learning. From a pragmatic perspective, language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange, and meaning is thus socially regulated.

d. Affective Factor

The affective side of the learner is probably one of the most important influences on language learning success or failure. The affective factors are emotions, self-esteem, empathy, anxiety, attitude and motivation. Speaking in public, especially in front of native speakers, is often anxiety provoking. Sometimes, extreme anxiety occurs when a learner becomes tongue-tied or lost for words in unexpected situation, which often leads to discouragement and a general sense of failure.

4. The Types of Speaking Activity

Speaking can be applied in many different ways. The difference is caused by the aim achieved. Here are some appropriate activities

a. Affective-humanistic Activities

Affective activities attempt to involve students' feelings, opinions, desires, reactions, ideas and experiences. They are considered *acquisition activities* because the focus is on content, i.e., what the students are saying. These speaking activities are appropriate for proficiency levels one and two. Complexity and literacy oriented variations on these activities can be added as students' proficiency and control of vocabulary increase.

b. Dialogues

Dialogues vary in the amount of structure or creativity. The open dialogue allows students some measure of creativity. Situational dialogues can be used where the instructor sets up a situation and solicits students' reactions.

c. Interviews

Students are divided into pairs and are given a series of questions to ask their partner. The best interviews focus on interesting events in the students' own lives. Example:

When you were a child, did you have a nickname? What games did you play? Did you ever have any serious illness or accident? Who was your favorite relative?

Interviews can be constructed around a particular grammatical structure, such as the use of past tense or present progressive verbs. If the conversational exchange is interesting enough, the grammatical focus will probably not interfere with the interaction, or the conversation will expand naturally into a semantic or contextual emphasis.

d. Preference Ranking

This activity is conducted orally but the material must be printed and distributed to the students. It consists of a simple lead-in statement followed by three or four possible responses.

Students then rank (1-2-3-4) the responses according to their own preference.

My favorite summer activity is:

- ___ *swimming*
- ___ *reading novels*
- ___ *playing tennis*
- ___ *cooking*

The point of preference ranking is not the initial ranking itself, but the follow-up conversation between the instructor and the students.

Who ranked swimming as number one? (Mark raises his hand.) Where do you swim, Mark? How often? When did you first learn to swim? Have you ever swum competitively? Who else in the class swims a great deal? Did you check swimming as your first preference? Why not? What did you rank first? Why do you like tennis more than swimming?

e. Activities using the Imagination

There are various sorts of experiences in which the students are asked to imagine some situation, some person, or some interaction that might take place. After a period, they are asked to describe to the class what they "saw" and "said". One strategy is visualizations where students close their eyes and imagine a place with certain characters and interaction, guided by verbal cues from the instructor.

Think of a pleasant place. It may be outdoors or indoors. Look around you. Notice as much as you can. Try to feel the air around you. What is the weather like? Can you see the sun? Is it cloudy? Is it warm? Cold? Is it a calm day or are there storms on the horizon? Perhaps it is raining. Now get up and walk around your environment. What is the first thing you see? Look at it carefully. Describe it in your mind. What is the shape? Are there colors? Is this thing you see alive? What is it doing?

Another activity is to imagine some hypothetical situation and ask students to relate what went on. For example, ask a student to imagine he is speaking to Napoleon and giving him advice about his campaign against Russia. Or imagine that the student is interviewing his great, great grandmother as she crossed the plains in a covered wagon on the way to California.

f. Problem-solving Activities

In these activities an individual or group is focused on finding a correct answer or solution to a question, problem or situation. The problems or projects may involve many of the activities mentioned earlier, such as rank-ordering, use of charts, visualizations and simulated situations, etc. Some projects may include work on: maps of all kinds, timetables and itineraries, floor plans of buildings, appropriately labeled, menus, both typical ones and for banquets, etc.³⁹

In addition, traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one

³⁹Jill Kerper Mora, *Speaking Activities for Language Development in L2 Classroom*, <http://coe.sdsu.edu/people/jmora/MoraModules/speakactv.htm>, July 14th, 2007

correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.⁴⁰

a. Structured Output Activities

Two common kinds of structured output activities are *information gap* and *jigsaw* activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

Information Gap Activities

- Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that

⁴⁰ Developing Speaking Activities
<http://www.nclrc.org/essentials/speaking/developspeak.htm> (July 14th, 2007)

are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."

- **Completing the picture:** The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different. Differences in the activities depicted lead to practice different verbs. Differences in number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases.

These activities may be set up so that the partners must practice more than just grammatical and lexical features. For example, the timetable activity gains a social dimension when one partner assumes the role of a student trying to make an appointment with a partner who takes the role of a professor. Each partner has pages from an appointment book in which certain dates and times are already filled in and other times are still available for an appointment. Of course, the open times don't match exactly, so there must be some polite negotiation to arrive at a mutually convenient time for a meeting or a conference.

Jigsaw Activities

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a

tape recording of a conversation, in which case no two partners hear exactly the same conversation.

- In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. Partners may not show each other their panels. Together the four panels present this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container of ice cream, now melting, on the kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing. You can make the task more demanding, however, by using pictures that lend themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence.
- More elaborate jigsaws may proceed in two stages. Students first work in input groups (groups A, B, C, and D) to receive information. Each group receives a different part of the total information for the task. Students then reorganize into groups of four with one student each from A, B, C, and D, and use the information they received to complete the task. Such an organization could be used, for example, when the input is given in the form of a tape recording. Groups A, B, C, and D each hear a different recording of a short news bulletin. The four recordings all contain the same general information, but each has one or more details that the others do not. In the second stage, students reconstruct the complete story by comparing the four versions.

With information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students. If an activity calls for language your students have not already practiced, you can brainstorm with them when setting up the activity to preview the language they will need, eliciting what they already know and supplementing what they are able to produce themselves.

Structured output activities can form an effective bridge between instructor modeling and communicative output because they are partly authentic and partly artificial. Like authentic communication, they feature information gaps that must be bridged for successful completion of the task. However, where authentic communication allows speakers to use all of the language they know, structured output activities lead students to practice specific features of language and to practice only in brief sentences, not in extended discourse. Also, structured output situations are contrived and more like games than real communication, and the participants' social roles are irrelevant to the performance of the activity. This structure controls the number of variables that students must deal with when they are first exposed to new material. As they become comfortable, they can move on to true communicative output activities.

b. Communicative Output Activities

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are *role plays* and *discussions*.

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeed with role plays:

- Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it

- Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product
- Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
- Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
- Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.
- Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.
- Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.
- Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.
- Do topical follow-up: Have students report to the class on the outcome of their role plays.
- Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

5. Speaking Ability

Many students regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their

progress in terms of their accomplishments in spoken communication. The Students need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.⁴¹

Besides, Canale and Swain (1980) shows graphically the abilities underlying speaking proficiency as follows :

a. Grammatical Competence

Grammatical Competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax) vocabulary, and mechanics. With regards to speaking the terms mechanics refer to basic sound or letter and syllable, pronunciation of words, intonation, and stress. Thus grammatical competence enables speakers to use and understand English language structure accurately and unhesitatingly, which contributes to their fluency.

b. Discourse competency

In discourse, whether formal or informal, the rules of cohesion and coherence apply, which aid in holding the communication together in a meaningful way. In communication both the production and comprehension of a language require one's ability to perceive and process stretches of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences.

c. Sociolinguistic Competence

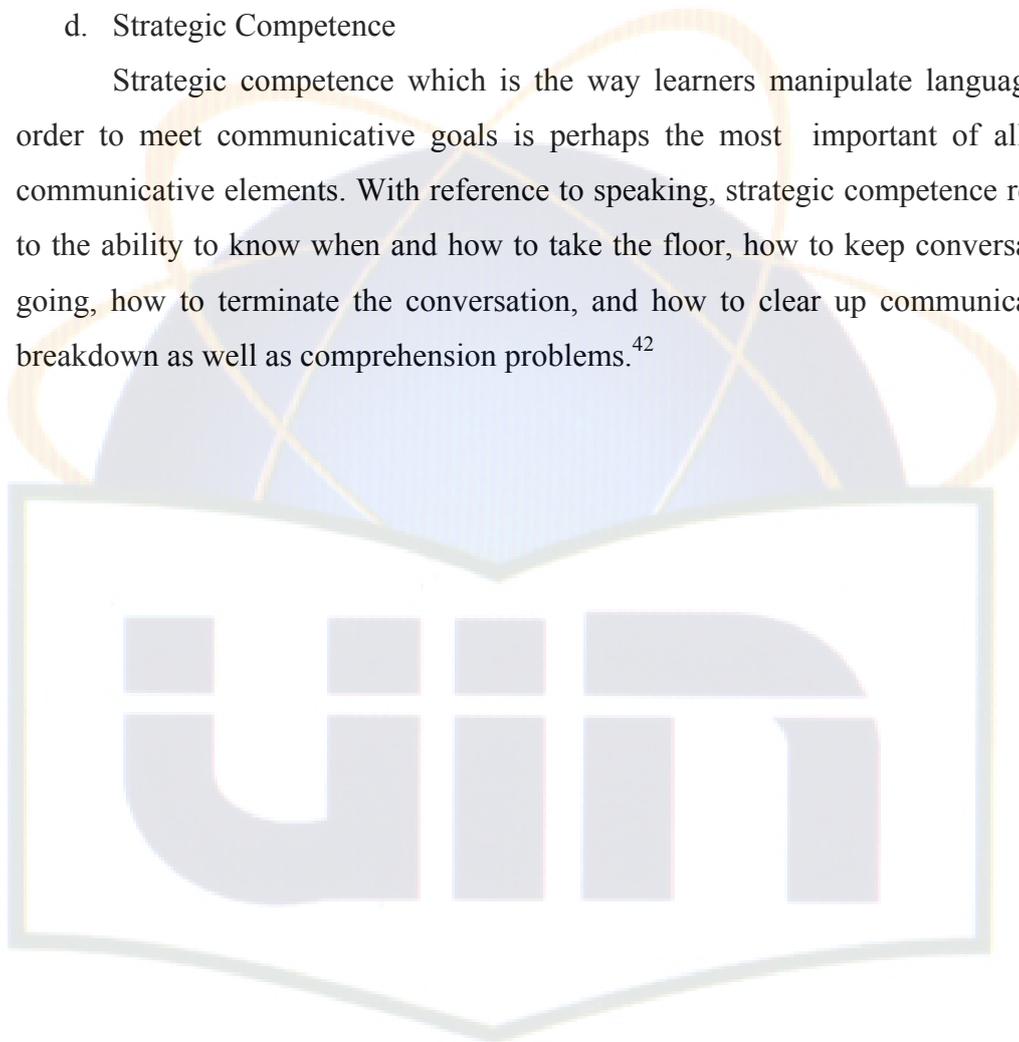
Understanding the sociolinguistic side of language helps learners know what comments are appropriate , how to ask question during interaction, and how

⁴¹ <http://www.nclrc.org/essentials/speaking/spandex.htm>, taken on July 14th, 2007

to respond nonverbally according to the purpose of the talk, therefore, adult learners must acquire stylistic adaptability in order to be able to encode and decode the discourse around them correctly.

d. Strategic Competence

Strategic competence which is the way learners manipulate language in order to meet communicative goals is perhaps the most important of all the communicative elements. With reference to speaking, strategic competence refers to the ability to know when and how to take the floor, how to keep conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems.⁴²



⁴² Kang Shumin, *Factors to Consider Developing Adult EFL Students' Speaking Abilities*, p. 9 (http://exchanges.state.gov/forum/vols/vol135/no3/p8.htm#page_top, taken on July 14th, 2007)

CHAPTER III

RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology

1. The Purpose of Study

- a. To know whether there is any significant correlation between students' vocabulary achievement and that of speaking ability
- b. To obtain the empirical data about the correlation between students' vocabulary and their speaking ability at State Senior High School (SMAN) I Ciputat.

2. The Operational Definition of Variables

There are two main variables in this research. The first variable is the students' vocabulary achievement, and then it is called as independent variable (variable X). The second one is speaking ability which is called as dependent variable (variable Y)

The students' vocabulary achievement data are derived from the result of the test given by the writer himself . Meanwhile the students ability in speaking data are resulted from speaking test given in a group in the form of a discussion

3. The Place and Time of Study

The research took place at SMAN I Ciputat located at Jl. Pendidikan no.49, Ciputat, Tangerang. The research was held on July 16th until July 28th, 2007.

The writer observed, analyzed, and processed respondents' data carefully and with full of honesty to get the result he needed.

4. The Method of Study

The writer conducted two researches to collect data needed for the study. They were library research and field research. Library research was meant to get some information concerning with the topic from the books, textbook, etc.

In the field research, the writer observed classes of tenth grade at SMAN I Ciputat. During the research, the writer taught English and in every meeting, the writer gave new vocabulary to be mastered by students. Then, at several meetings exactly at the end of the research he gave test in two types.

The first type was written test. This was intended to measure their vocabulary achievement. The second type test was speaking test which was in the form of discussion. It was intended to measure the students' speaking ability.

To get the maximum result in the discussion, the writer followed a procedure on how to prepare a discussion test. They are :

- a. Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.
- b. Offer choices: Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.
- c. Set a goal or outcome: This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.
- d. Use small groups instead of whole-class discussion: Large groups can make participation difficult.
- e. Keep it short: Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.
- f. Allow students to participate in their own way: Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.

- g. Do topical follow-up: Have students report to the class on the results of their discussion.
- h. Do linguistic follow-up: After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.⁴³

Through well-prepared communicative output activities such as discussions, the writer can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

Meanwhile, to obtain the score of speaking test, the writer consulted with Mr. Suyono⁴⁴ about components which should be measured. Based on the interview with him, the writer used these components to measure students' speaking ability.

The components are :

- a. Pronunciation

It is intended to measure or check students' pronunciation when they are speaking or explaining reasons in their discussion, whether their pronunciation is wrong or correct, certainly, according to Standard English

- b. Vocabulary

On measuring this component, the writer classified it into two categories. They were qualitative and quantitative. Qualitatively, students were checked their dictions and quantitatively, students were checked their amount of words expressed or spoken in their discussion

- c. Fluency

The measurement on this component is focused on students' fluency in giving their argumentation in the discussion

⁴³Developing Speaking Activities
<http://www.nclrc.org/essentials/speaking/developspeak.htm> (July 14th, 2007)

⁴⁴ Suyono, Senior Lecturers of English Education Department UIN Jakarta, Personal Communication, Jakarta 12-13th May, 2007

d. Grammar

To measure this component the writer checked students' sentence structure whether the sentences expressed correctly or not based on the grammatical rule.

Besides, to avoid the subjectivity in testing or measuring the students' speaking ability, the writer did not check or score students' speaking ability by himself at once but he recorded it. By having students' film, the writer could check it several times till he was sure on his scoring.

5. The Technique of Sample Taking

The writer took population of the first grade students of SMAN I Ciputat. The total population is about 120 students from 3 classes. The experiment class was done in class X-6, there are about 40 students and all of them were tested as a sample through random sampling system.

6. Technique of Data Collecting

The next step of this research is collecting data. The function of data collecting is to determine the result of the research. The writer, in collecting data, did some steps. They were

a. Observation

Before doing the research, the first thing that the writer did was observation. He observed the class which one from three classes of tenth grade should be chosen. The purpose of this step was to get representative and reasonable sample.

b. Experiment

During the research, the writer gave many kinds of puzzles, games derived from Test Your Vocabulary Book as a technique in presenting new vocabulary to the class. The research was held as long as 4 meetings. Almost in each meeting the students were asked to come forward and answer the questions given by the teacher on the whiteboard individually.

c. Testing

The last step of collecting data is giving the students' test. As the writer have written in methodology that they are two kinds of test. The first one is to measure the students' vocabulary achievement. It consists of 30 questions in the form of multiple choice and matching. And the second type is to measure their speaking ability in the form of discussion.

7. The Technique of Data Analysis

a. Formulation

The technique that the writer used in analyzing the data is the correlational technique. The correlation technique is analysis technique to evaluate the correlation between two variables that examined statistically.

In the correlation technique, the variables are compared to know whether the correlation is very significant or it only happen by chance. The writer used Pearson product moment test to find out the correlation score of students' vocabulary achievement and their speaking ability.

The Formula is⁴⁵

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2] \cdot [N\sum Y^2 - (\sum Y)^2]}}$$

r_{xy} : The number of index correlation 'r' product moment

N : Number of Cases

$\sum XY$: The sum of multiplication between deviation of variable X scores and deviation of variable Y scores

$\sum X$: The sum of X score

$\sum Y$: The sum of Y scores

B. RESEARCH FINDINGS

1. Data Description

⁴⁵ Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta, PT Raja Grafindo Persada, 1996), p.206

Having done the field research about the correlation between students' vocabulary achievement and that of speaking ability of 40 students of SMAN I Ciputat on Jl. Pendidikan No. 49 Tangerang, the writer took the score of the 40 students and analyzed those scores in order to find out whether there is a significant correlation between Students' vocabulary achievement and that of speaking ability by using Pearson 'r' Formula. The data of students' score of vocabulary test and speaking test can be seen on the following tables in data analysis

2. Data Analysis

Table I
Score of students' vocabulary test

Number of student	The Score of Vocabulary Test (Independent Variable)	The Score of Speaking test (Dependent Variable)
01	73	76
02	73	74
03	70	73
04	66	63
05	60	63
06	60	69
07	63	70
08	66	79
09	66	68
10	60	63
11	60	63
12	66	63
13	70	75
14	70	75
15	76	75
16	73	79

17	80	75
18	80	76
19	76	74
20	76	73
21	73	70
22	73	70
23	70	73
24	73	74
25	76	74
26	76	76
27	73	76
28	76	79
29	76	79
30	80	79
31	70	74
32	70	74
33	63	69
34	60	69
35	76	71
36	66	71
37	70	63
38	66	61
39	70	75
40	73	75

Table II

The Result of Students' Vocabulary Achievement and Speaking Test

NO	X	Y	XY	X ²	Y ²
1	73	76	5548	5329	5776
2	73	74	5402	5329	5476
3	70	73	5110	4900	5329
4	66	63	4158	4356	3969
5	60	63	3780	3600	3969
6	60	69	4140	3600	4761
7	63	70	4410	3969	4900
8	66	79	5214	4356	6241
9	66	68	4488	4356	4624
10	60	63	3780	3600	3969
11	60	63	3780	3600	3969
12	66	63	4158	4356	3969
13	70	75	5250	4900	5625
14	70	75	5250	4900	5625
15	76	75	5700	5776	5625
16	73	79	5767	5329	6241
17	80	75	6000	6400	5625
18	80	76	6080	6400	5776
19	76	74	5624	5776	5476
20	76	73	5548	5776	5329
21	73	70	5110	5329	4900
22	73	70	5110	5329	4900
23	70	73	5110	4900	5329
24	73	74	5402	5329	5476
25	76	74	5624	5776	5476
26	76	76	5776	5776	5776
27	73	76	5548	5329	5776

28	76	79	6004	5776	6241
29	76	79	6004	5776	6241
30	80	79	6320	6400	6241
31	70	74	5180	4900	5476
32	70	74	5180	4900	5476
33	63	69	4347	3969	4761
34	60	69	4140	3600	4761
35	76	71	5396	5776	5041
36	66	71	4686	4356	5041
37	70	63	4410	4900	3969
38	66	61	4026	4356	3721
39	70	75	5250	4900	5625
40	73	75	5475	5329	5625
N = 40	$\Sigma X = 2814$	$\Sigma Y = 2878$	$\Sigma XY = 203285$	$\Sigma X^2 = 199314$	$\Sigma Y^2 = 208126$

Based on the data above, we can apply those data into this formula

$$r_{xy} = \frac{N (\Sigma XY) - (\Sigma X) \cdot (\Sigma Y)}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2] \cdot [N \Sigma Y^2 - (\Sigma Y)^2]}}$$

$$\frac{40 (203285) - (2814) \cdot (2878)}{\sqrt{[40 \cdot 199314 - (2814)^2] \cdot [40 \cdot 208126 - (2878)^2]}}$$

$$\frac{8131400 - 8098692}{\sqrt{[7972560 - 7918596] \cdot [8325040 - 8282884]}}$$

$$\frac{32708}{\sqrt{2274906384}}$$

$$\frac{32708}{47695,98}$$

$$r_{xy} = 0.686$$

3. Data Interpretation

After having counted the formula and found out the result of the correlation, the next step is to give the interpretation of the 'r' score (r_{xy})

From the correlation above appeared that the correlation index between x variable and y variable is not negative. It means that between both variables, there is positive correlation. To give simple interpretation toward the correlation index 'r' product moment (r_{xy}) can be done by noting the following table.⁴⁶

'r' Score of Product Moment	Interpretation
0.00 – 0.20	Considered as no correlation
0.20 – 0.40	Low correlation
0.40 – 0.70	Medium correlation
0.70 – 0.90	Strong correlation
0.90 – 1.00	Very strong / perfect correlation

By noting to the result of the formula of r (0.686), it is found out that the index is in the interval of 0.40 – 0.70 which means that between x variable and y variable there is a medium correlation.

By noting to the table of degree of freedom (df) = $N - nr = 40 - 2 = 38$. By consulting to 'r'_{table} product moment, it is found in the table of significance of 1% it is obtained 0.418 and of 5% is 0.325. By comparing the values of $r_{xy} = 0,686$ and 'r'_{table} = 0.325 and 0.418, So the writer makes an assumption that r_{xy} is bigger than 'r'_{table} or in short $0.325 < 0.686 > 0.418$.

Finally, the writer concludes that there is significant correlation between students' vocabulary achievement and that of speaking ability.

⁴⁶ Anas Sudjono, *Pengantar...*, p.193

CHAPTER IV

CONCLUSION AND SUGGESTIONS

A. The Conclusion

Based on the data described previously, the conclusion can be drawn that the correlation between students' achievement in vocabulary and that of speaking ability is significant. It can be seen from the score of the index correlation between variable x and y (r_{xy}). (page 37)

The result of the analysis of the research also implies that when students' vocabulary increases at the same time there is improvement in their speaking ability and when students' vocabulary decreases at the same time their speaking ability becomes weak. However this finding needs further research.

B. The Suggestions

Based on the result and the process of the research , the writer would like to give some suggestions. They are:

1. To the English Teachers

- a. It is proved in this research that vocabulary and speaking ability has a significant correlation, thus, teacher should not focus only in one language skill or components in teaching. Because, the achievement in certain skills or component, it may influence the other one.

2. To the School policy-makers.

- a. To improve students' vocabulary and their speaking ability, there are many people who engage in it. One of them is school policy-makers. They need to try to make a new way to support the achievement in speaking such as English Day (a term which is used where every body speaks English in the certain day), creating English Club or even asking the students to use English in their

communication during school day or even making English Zone (the common place used is teachers' room).

- b. In every written and spoken announcement, for the level of SMAN I Ciputat, the School policy-makers should ask the teachers and students to force themselves to use English, because this school will go up to international standard level.



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