

Chapter One

Introduction

This chapter presents several points to assert a definite discussion of the main problem of this research. This chapter discusses the background of the research and statement of the problem. Furthermore, this chapter mentions the research questions. Then, this research goes to the objectives of this research, delivers the significance of the research and mentions the outline of this research.

Background of the Research

English language is a lingua franca in the world because it is a language used for communication between speakers of different languages. In fact, the English language plays a major role in many sectors around the world including education, business, technology, politic, and tourism. It forces many countries to understand, learn and communicate in English language even though English is not the first language in those countries, (Qureshi, 2000). As a result, English is taught and learnt in some countries as a foreign language in which the goal of English language learning is communication in English.

As means of communication, English involves some major language skills *i.e.* listening, speaking, reading and writing. From all language skills, speaking can be the one of skills that was frequently used in communication. It is because people can express opinions, feelings and ideas through speaking in variety of the contexts (Singh, Singh, & Eng, 2015). Besides, people can interact directly with interlocutors and implement their language knowledge in a conversation (Kayi, 2006). Moreover, speaking makes people able to carry out a conversation to communicate orally, naturally and spontaneously, (Buchard & Sheppard, 2004).

Meanwhile, oral interaction gives the benefit for people to improve speaking

ability and elicit them to use previous knowledge for communication purposes (Torky, 2006). It can be concluded that speaking is regarded as one of the important skills because speaking helps someone to communicate with other people to share and get any information, deliver opinions or ideas orally even it is the way to apply the English knowledge that someone has and improve the speaking ability in English.

According to Ryhan (2014), there are some factors that effects speaking ability in language learning as a mark that speaking ability is mastered by the students. Those factors are vocabulary to transmit thoughts, pronunciation to produce sounds of words correctly, mastery of the syntax to create correct utterances in speaking, and self-confidence to leads students achieve the success of speaking. From all factors that affect the speaking ability, vocabulary is one of the factor that possibly helps students to improve the speaking ability. It is supported by Nation (2001) who stated that vocabulary is the basis of language used to catch the language acquisition. It means that vocabulary has an important role in using language because vocabulary is used for language use such as to construct utterances or sentences and to transmit ideas in communication because communication cannot occur without vocabulary.

Even though speaking ability is one of important skills in language learning, it is not an easy matter to be master. Previous study by Arung (2016) revealed that there were some students in a private Senior High School in Kolaka who did not had a good ability in speaking. The problems involved the students cannot express ideas, afraid to make mistakes when speak up and lack of vocabulary. Other study who was conducted in Colombia by Guerra and Tulena

(2016), found that the students were lack of vocabulary which affects the speaking ability in a private Senior high school in north coast of Colombia especially in eighth grade. It showed when the students almost used L1 all times in speaking as they mixed English and their L1. Besides, the students also stated that they cannot express ideas because they are lack of vocabulary. Meanwhile, the similar problem occurred in higher education especially in English Language Education Department (ELED) at a private University in Yogyakarta. The researcher conducted an interview with some lecturer in ELED and found that there were some students who also did not had good speaking ability even though they had been taken some courses that focusing on speaking skill. The students' problems involved they cannot produce pronunciation correctly, had low self-confidence, were lack of vocabulary, and produced improper grammar well speaking. Hence, those problems depicted that there were some students in ELED who cannot reach good speaking ability.

Statement of the problem

Speaking skill is among language skills learnt in formal education especially in higher education. In an English Language Education Department (ELED) at a private University in Yogyakarta, the students learn speaking in some courses related to speaking skill. However, there were some students in ELED who do not have a good ability in speaking. It based on an interview with some lecturer in ELED. It means that the students cannot reach their speaking accuracy and fluency because the problems involved insufficient grammar, lack of vocabulary, low self-confidence and bad pronunciation. Among all factors that possibly influence the speaking ability, vocabulary size is assumed as a factor that

possibly influence the speaking ability. Therefore, this research specifically wants to find out whether there is a correlation between vocabulary size and speaking ability in ELED at a private University in Yogyakarta.

Limitation of the research

This research has some limitations to make the research feasible. This research only focuses on the students in ELED in batch 2016 because they are in the same semester, they also had taken Listening and Speaking in Career Development course in the second semester and by taking this course, their speaking ability had been tested in which the test focuses on the accuracy and fluency.

Research questions

The researcher would like to find out the correlation between students' vocabulary size and students' speaking ability through the questions that have been formulated as follows:

1. How is the students' vocabulary size at ELED in batch 2016?
2. How is the students' speaking ability at ELED in batch 2016?
3. What is the correlation between students' vocabulary size and students' speaking ability at ELED in batch 2016?

Objectives of the research

The first objective of this research is to measure the students' vocabulary size at ELED. The second is to identify the students' speaking ability at ELED.

The third is to reveal the correlation between students' vocabulary size and

Significance of the research

In this research, the researcher also provides the significances of the research for the students, teacher, and future researchers.

The students. This study can make the students know whether there is a correlation between vocabulary size and speaking ability. They can more aware that vocabulary could be a factor that helps students in increasing the students' speaking ability. Besides, the result can be good inspired to the students to improve their vocabulary size and speaking ability.

The teachers. This research can give an input for the teachers about the student's vocabulary size, students' speaking ability, and the correlation between students' vocabulary size and speaking ability at ELED. Thus, by knowing the students' vocabulary size and speaking ability, teachers can develop their teaching technique in teaching vocabulary and speaking to improve the students' vocabulary size and students' speaking ability. Whereas, by knowing the correlation between both of them, the result can be implemented optionally to teach vocabulary and speaking and the teacher be aware related the result between both of them.

The future researchers. This research gives future researchers reference and an idea to conduct further research in the area of the research. The aim is to give an input reference for other researchers on their research.

Outline of the Research

There are five chapters in this research. The first chapter presents introduction which consists of a background of the study, statement of the problem, research questions, limitation of the research, objectives of the study,

and significance of the study. The second chapter presents the literature review. It reviews the definition of vocabulary, the importance of vocabulary, knowing a word, categories of words, vocabulary size, the number of English vocabulary, vocabulary mastery vs vocabulary size. It also includes the speaking including speaking competence, and the relationship between vocabulary and speaking. Then, this research asserts the related studies and formulates the conceptual framework and hypothesis. The third chapter presents the research methodology of this research. It explains research design, setting, population and sample, data collection methods, data collection procedure and data analysis. The fourth chapter presents the findings and discussion of this research to answer the research questions of this research. In the fifth chapter, the researcher gives the conclusion and recommendation.