# CHAPTER I
# INTRODUCTION

This chapter will discuss the research background, research questions, research purposes, research significance, research scope, conceptual framework, hypothesis, and previous studies.

## A.    Research Background

This research aims to explore the relationship between vocabulary mastery and students' speaking performance in English presentation. Vocabulary is the words in a language used by a person in a particular field of knowledge. As the foundation of language skills, vocabulary plays an essential role in the language learning process (Khaeriza, 2024: 2). Vocabulary is a key component of language learning that has high significance for learners (Afifah & Al Fatah, 2023: 2).

Vocabulary mastery is not just about memorizing words but also involves understanding their meaning, usage, and the ability to apply them in various contexts (Agustin, 2023: 1). A large vocabulary acquired significantly impacts their ability when given speaking tasks, including presentation. Speaking requires a blend of various language components, with vocabulary as the main element.

Vocabulary mastery is an important aspect of students' speaking performance, especially when giving presentation in English. According to Nation (2001), speaking effectiveness depends on students' ability to use appropriate vocabulary for the topic and communication situation at hand. Seffar (2015) emphasizes that mastering specific vocabulary improves fluency and reduces communication barriers.

In the context of a presentation, students are expected to use appropriate, formal, and relevant terms related to the discussed field. A broader vocabulary makes it easier for students to convey ideas, develop arguments, and respond flexibly to audience questions. Mastery of an extensive vocabulary enables speakers to express themselves more freely, particularly in terms of improving speaking performance (Khaeriza, 2024: 1). In other words, the more one masters vocabulary, the better one's speaking performance in academic and other formal contexts.

Effective communication in any language depends on mastering vocabulary, as it serves as the foundation for all language skills. According to Tarigan (1993) as cited in Adhim (2023: 63) a person's language skills depend on the quantity and quality of their vocabulary. The more vocabulary one has, the greater the language skills. This means that sufficient vocabulary mastery determines the quality of one's language. If vocabulary mastery is lacking, it will be difficult for a person to interact appropriately.

Good speaking skills allow students to express ideas, goals, thoughts, and emotions through spoken language clearly, so that the listener can understand the message (Sartika et al. 2024: 282). For example, when students get questions from the audience, students with a vast vocabulary will find it easier to provide clear answers. Conversely, students who have limited vocabulary may have difficulty answering well.

Without adequate vocabulary, speaking skills will not develop optimally. Even if a learner has a good grasp of grammar and pronunciation, effective communication will not be achieved if he or she does not have the words to convey a broad meaning (Baskarani, 2016: 1). Therefore, vocabulary becomes the primary key in building meaningful and communicatively functioning language competence.

Research conducted by Taslim et al. (2019) revealed a significant relationship between vocabulary mastery and students' speaking skills. The study found that vocabulary mastery contributed 75.33% to their speaking skills. This finding shows that enriching vocabulary is an important in improving students' speaking skills. Therefore, improving vocabulary mastery needs to be one of the top priorities in English language learning.

In conclusion, vocabulary mastery plays an important role in supporting students' presentation performance in English. With a vast vocabulary, students can convey their ideas more clearly, confidently and effectively. Therefore, vocabulary development needs to be a major part of English learning while still considering other factors that affect the quality of students' presentation.

Considering the importance of vocabulary mastery for language skills, especially speaking, this research was conducted to determine whether or not there is a significant influence between vocabulary mastery and students' speaking performance in English presentation in 11th-grade students of SMA Telkom Bandung. This research is entitled "The Correlation Between Students' Vocabulary Mastery and Their Speaking Performance in English Presentation."

## B. Research Questions

Based on the research background above, there are three research questions about the research problem:

1. What are the level of students' vocabulary mastery?
2. What are the students' speaking performance in English presentation?
3. How do students' vocabulary mastery and speaking performance in English presentation correlate?

## C. Research Purposes

Based on the research questions above, there are purposes of the research:

1. To assess the level of students' vocabulary mastery.
2. To find out the students' speaking performance in English presentation.
3. To examine the correlation between students' vocabulary mastery and their speaking performance in English presentation.

## D. Research Significances

This section outlines the theoretical and practical significance of the research as follows:

1. Practical Significances
a. For the students:

This research aims to inform students about the importance of vocabulary mastery in improving their speaking ability in English presentation. By understanding the correlation, students can focus on developing and improving their vocabulary as a fundamental step to improving their communication skills and increasing their confidence and competence.

b.      For the teachers:

This research provides additional information for teachers on how vocabulary mastery affects students' speaking ability and what the correlation is. This can help teachers design effective teaching strategies and materials that emphasize the development of oral English vocabulary, especially in presentation.

c.      For the researchers:

This research serves as a reference for researchers exploring the same topic. It highlights the importance of vocabulary as an important factor in language and provides knowledge for further research to investigate other aspects of speaking performance.

2.      Theoretical Significance

This research contributes to the knowledge of the relationship between vocabulary mastery and speaking performance in English presentation. It provides insight into how vocabulary mastery impacts students' ability to express themselves in oral communication, especially in presentation. By examining these variables' correlations, this research enriches existing theories, with vocabulary as a fundamental component of language proficiency. The findings are used as a reference for further research exploring the correlation between students' vocabulary mastery and their speaking performance in various communicative contexts.

**E.      Research Scope**

This research aims to examine the correlation between students' vocabulary mastery and their speaking performance in English presentation. The sample of this research were 11th-grade students of SMA Telkom Bandung, Indonesia. The vocabulary context used in the vocabulary mastery test and speaking performance test was analytical exposition and hortatory exposition vocabulary.

Students' vocabulary mastery was measured through a vocabulary mastery test that covered aspects such as understanding the meaning of words, usage in sentence context, synonyms, antonyms, and grammatical structures. Meanwhile, students' speaking performance was assessed through an English presentation that

only focused on conveying the main content of the material. The opening and closing elements were not part of the assessment.

## F.    Conceptual Framework

This research examines the relationship between students' vocabulary mastery and speaking performance in English presentation. It examines the correlation between vocabulary mastery as the independent variable and speaking performance in English presentation as the dependent variable.

According to Richard and Renandya (2002), as cited in Rashid et al. (2022: 548), vocabulary is a core component of language proficiency that provides many elements of how well students speak, listen, read, and write. Vocabulary is the foundation that supports all language skills. Vocabulary is an important element in language mastery, as a person's ability to communicate effectively in a language depends on how extensive their vocabulary is and how well a person masters the language (Schmitt, 2000 cited in Rahmah et al. 2023: 37).

Vocabulary mastery is essential in communication because it contributes to understanding, remembering and using various words in a language appropriately in a particular context (Amanda, 2023: 67). Challenges in vocabulary learning can arise due to a several factors, such as lack of exposure to new words, use of ineffective learning strategies, and lack of opportunities to practice vocabulary in authentic contexts, which can ultimately hinder language mastery (Harselina et al. 2024: 122). Therefore, educators need to implement appropriate teaching methods.

Speaking is a fundamental skill in language learning that serves as the primary means of communication and interaction (Chaney, 1998). Speaking is a productive skill because it involves expressing ideas, conveying messages, and giving advice, so continuous practice is needed to master it (Chastain, 2004 cited in Syaifullah, 2019: 250). As a productive skill, speaking requires individuals to ensure a significant exchange of ideas or information. Speaking is a basic skill that acts as a measure to assess the extent to which learners succeed in the language mastery process (Brown & Yule, 2000 cited in Azzahra et al. 2019: 146). Mastering the skill of speaking not only improves one's communication ability but also helps to build self-confidence and strengthen relationships in various environments.

Speaking performance is an observable and assessable form of action in which a person conveys a message to a listener by following specific rules so that the meaning conveyed can be clearly understood (Irawan et al. 2022: 22). Moreover, Al-Hafiz & Gushendra (2021: 24), state that speaking performance is one of the basic abilities in language that has the most important role compared to other language skill because the scope of its use is very vast.

This research applies a correlational method as a quantitative research design to examine the relationship between students' vocabulary mastery and their speaking performance in English presentation. The variables of this research consist of vocabulary mastery as the independent variable, which is assessed quantitatively through a vocabulary mastery test that has been made, and the dependent variable which is speaking performance in English presentation, which is measured through a speaking performance test based on the rubric of speaking performance that assesses from several aspects.

The merging of these concepts is the central part of this research. This research examines the correlation between students' vocabulary mastery and their speaking performance in English presentation in developing students' language skills in an educational setting. The research scheme can be seen as follows:
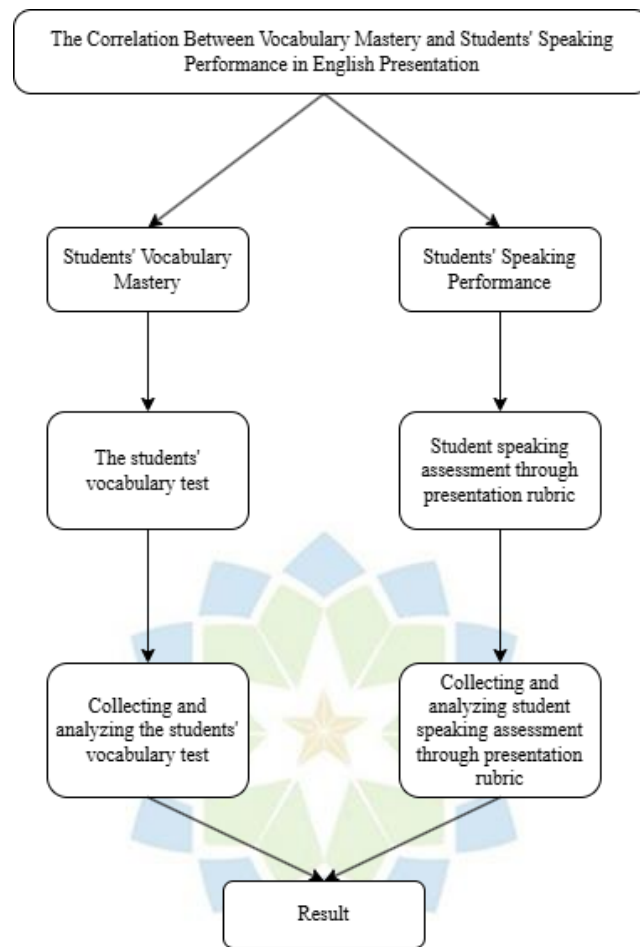
**Figure 1.** Research Scheme

### G. Hypothesis

Hypothesis in quantitative research are predictions or conjectures from researchers about the results of correlation research among several characteristics involving two variables (Creswell, 2012). The hypothesis in this research is formulated as follows:

H0 : There is no correlation between students' vocabulary mastery and their speaking performance in English presentation

Ha : There is a correlation between students' vocabulary mastery and their speaking performance in English presentation

### H. Previous Studies

There are previous studies regarding this topic. The first previous study is the relationship between students' vocabulary mastery and speaking ability at VIII

grade of SMP Negeri 4 Gaung Anak Serka by Fatimah et al. (2019). Using quantitative research methods, data were collected through vocabulary and speaking tests. Five criteria were used to evaluate the students' speaking abilities: vocabulary, fluency, comprehension, and pronunciation. The findings revealed a significant correlation between vocabulary mastery and speaking ability at VIII grade of SMP Negeri 4 Gaung Serka.

The second previous study, by Ani and Sinaga (2021), explored the relationship between vocabulary and speaking mastery. The third study was conducted at grade VIII students of SMPN 5 Padangsidimpuan. The study used two type of instruments to collecting data. This research demonstrates a high-category relationship between vocabulary mastery and speaking mastery.

For the third study, Anova et al. (2015) examined the relationship between speaking proficiency and vocabulary mastery among fifth-semester English Study Program students at the University of Pasir Pengaraian. This study uses descriptive quantitative research. Based on the results of the study, it was discovered that a positive relationship exists between variable X (vocabulary mastery) and variable Y (speaking skill), as found that there is a positive correlation between variable x (vocabulary mastery) and variable Y (speaking ability). The examination and evaluation of students' vocabulary proficiency shows that no one was at a below-average or poor level. From the explanation and evaluation of the student's speaking abilities, most of students demonstrate an average level of proficiency.

The fourth study examines the relationship between vocabulary knowledge and foreign language proficiency conducted by Thamer (2019). This study highlighted the importance of speaking performance vocabulary on speaking skills. This study took data obtained from Productive Vocabulary Levels Test (PVLT) scores, which were analyzed to produce various descriptive statistics, a verbal interview, and a speaking activity. as well as examining the connection between vocabulary and speaking proficiency. The participants in this study were university-level EFL students from King Abdulaziz University (KAU) in Saudi Arabia (SA). The results show significant correlations between the participants' PVLT scores and

their performance on the speaking activity. Vocabulary measure measures how much knowledge to be competent in speaking.

The fifth study is the relationship between vocabulary mastery and speaking skills among Eighth-Grade Junior High School Students by Aulia et al. (2020). Using quantitative research methods, data were collected through vocabulary mastery tests and speaking tests. Students' vocabulary mastery was assessed by some aspects: word meaning, synonyms, antonyms, and completing sentences. Five criteria were used to evaluate the students' speaking abilities: vocabulary, grammar, fluency, pronunciation, and interaction. The findings revealed a significant correlation in strong levels between students' vocabulary mastery and SMP Negeri 26 Padang speaking ability.

Based on the review of previous research, it is clear that most studies focus on the correlation between vocabulary mastery and speaking skills, there is a noticeable gap in speaking skills where this research focuses on English presentation. This research was conducted to address this gap by looking at the relationship between vocabulary mastery and students' speaking performance in English presentation.