

CHAPTER 1

INTRODUCTION

A. Background

English is one of the most important languages in the world because it is the most commonly used as an international communication. Therefore, the government of Indonesia has placed English in the curriculum at elementary school until the higher level

English is one of the languages in the world. It is treated as an international language. Almost all countries have regarded English as a compulsory subject at schools. In Indonesia, English has been a foreign language taught in schools. It is learned started from primary school up to university program. There are four language skills of English that students are required to master.

Vocabulary is a daily in English language that one have to master. It is an important aspects in learning a foreign language. According to Kami and Hiebert (2008, p. 8) that vocabulary as one of two aspects of comprehension instruction, the other being comprehension strategy instruction. Based on the definition above, it can be concluded that vocabulary is the most important thing that should learn for the students.

Speaking is one of main skills of English. Without speaking the human can not master english language, because through speaking everyone can convey the

information, ideas, deliberation, and maintain social relationship. According to Harmer (2007, p. 284) speaking is the fluency to speak fluently and presupposes not only knowledge of language features, but also the fluency to process information and language “on the spot” while Quianthy (1990:7) defines speaking as the process of transmitting ideas and information orally in variety of situations.

Speaking and vocabulary are interrelated. However, vocabulary is one of the problems confronted by English learners. With limited vocabulary, learners can not communicate clearly to others. even difficult to pronounce with opponents. this problem often occurs to students in Indonesia. They do not have a vocabulary that is mastered, so they are embarrassed and unable to speak in English.

Based on previous study was written Ismail Yilmaz (2009) entitled “The Correlation between Students’ Vocabulary Achievement and Speaking Fluency at The Second Grade Students of SMA SEMESTA SEMARANG in Academic Year 2008/2009”. The researcher concludes that the correlation between students’ vocabulary achievement and speaking fluency is significant.

Based on the previous explanations, this research was designed to scientifically investigate whether students’ vocabulary mastery has significant correlation with students’ speaking fluency at SMAN 10 Bekasi

B. Problem Statement

Problem statement function as the researcher's attention in carrying out the Research and the problem is formulated:

1. Is there a significant correlation between students' vocabulary mastery and speaking fluency at SMAN 10 Bekasi?
2. How is the relationship between students' vocabulary mastery and speaking fluency?

C. Objective of The Research

The purpose of this research is to demonstrate and investigate whether there is a significant correlation between students' vocabulary mastery and speaking fluency at SMAN 10 Bekasi to determine the relationship between variables, and to describe how independent variable predicts dependent variable.

D. Significance of The Research

Significances of the research was designed to state that the researcher expected this research to be beneficial to:

1. Students : The results of this study are expected to motivate students to improve and master their vocabulary so that they are able to speak English

2. Teachers : The results of this study are expected to encouragement for English teachers in order to assist and provide support to students in mastering English vocabulary and their speaking fluency
3. Other researchers : The result of this research was expected could be a reference to do the same research

E. Scope of The Research

Withal doing this research,the researcher have the time and consideration enough. The population and sample in this research was enough to the eleventh grader at SMAN 10 Bekasi. The research method used quantitative method. The independent variable was vocabulary mastery and the dependent one was speaking fluency.