# THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR SPEAKING PERFORMANCE AT AL-MAWADDAH ISLAMIC BOARDING SCHOOL PONOROGO

## THESIS

**By:**

**ANIK RAHAYU**

**NIM. 210916028**

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TARBIYAH AND TEACHER TRAINING**

**STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**OCTOBER 2021**

# THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR SPEAKING PERFORMANCE AT AL-MAWADDAH ISLAMIC BOARDING SCHOOL PONOROGO

## THESIS

Presented to

State Institute of Islamic Studies Ponorogo in Partial Fulfilment of the Requirement

for the Degree of Sarjana in English Education

**By:**

**ANIK RAHAYU**

**NIM. 210916028**

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TARBIYAH AND TEACHER TRAINING**

**STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**OCTOBER 2021**

i

# ABSTRACT

**Rahayu, Anik** 2021. *The Correlation between Students' Vocabulary Mastery and their Speaking Performance at Al-Mawaddah Islamic Boarding School Ponorogo.* Thesis, English Education Department, Faculty of Tarbiyah and Teachers Training, State Institute of Islamic Studies of Ponorogo. Advisor : Fenty Andriani, M.Pd.

**Keywords:** *The Correlation, Vocabulary Mastery, Speaking Performance.*

Many theories and research in education have assumed that students' speaking skill is contributed by their vocabulary mastery. Speaking is a way of communication by using speech to express meaning from the speaker to the receiver and involving a non-verbal system in a kind of interaction process to make the meaning clearer. Speaking is one of the most important aspects of learning foreign language. Vocabulary refers to a list set of words that an individual speaker of language might use. It is also central to language teaching and is of paramount importance to a language learner. Vocabulary learning is an essential part of foreign language learning as the meanings of new words are often emphasized, whether in books or classrooms.

The purpose of this research is to examine the correlation between students' vocabulary mastery and their speaking performance at Al-Mawaddah Islamic Boarding School Ponorogo. The problem of the study: is there any correlation between students' vocabulary mastery and their speaking performance at Al-Mawaddah Islamic Boarding School Ponorogo?

This research applied a quantitative approach and used correlational design. The population was taken from the tenth-grade students of Al-Mawaddah Islamic Boarding School Ponorogo. The sample in this research consists of 30 students. The procedures of data collection were documentation and test. To analyze the data the researcher used Pearson Correlation Product Moment formula to determine whether or not there was correlation between students' vocabulary mastery and their speaking performance at Al-Mawaddah Islamic Boarding School Ponorogo.

Based on the data analysis, it was found that students' vocabulary mastery (X) and speaking performance (Y) were average correlation. The result of the research shows that coefficient correlation between student's vocabulary mastery and their speaking performance is 0.441. The significance (2-tailed) value is 0.015. Test significance when Sig < 0.05, (0.015 < 0.05) the alternative hypothesis Ha is accepted. It means there is correlation between students' vocabulary mastery (X) and their speaking performance (Y).

This is to certify that Sarjana's thesis of:

Name : Anik Rahayu

Student Number : 210916028

Faculty : Tarbiyah and Teachers Training

Department : English Education

Title : The Correlation between Students' Vocabulary Mastery and Their Speaking Performance at Al-Mawaddah Islamic Boarding School Ponorogo

has been approved by the advisor and is recommended for approval and acceptance.

Ponorogo, 6 October 2021

Advisor

Fenty Andriani, M.Pd
NIP. 198702012018012001

Acknowledged by
Head of English Education Department of
Tarbiyah and Teachers Training of Faculty
State Institute of Islamic Studies Ponorogo

Dr. Dhinuk Puspita Kirana, M. Pd
NIP. 198031620l1012003

iii

**MINISTRY OF RELIGIOUS AFFAIRS**

**STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO**

**RATIFICATION**

This is to certify that Sarjana's thesis of:

| | |
|---|---|
| Name | : Anik Rahayu |
| Student Number | : 210916028 |
| Faculty | : Tarbiyah and Teacher Training |
| Department | : English Education |
| Tittle | :The Correlation between Students' Vocabulary Mastery and their Speaking Performance at Al-Mawaddah Islamic Boarding School Ponorogo |

has been approved by the board of examiners on

| | |
|---|---|
| Day | : Wednesday |
| Date | : 6 October 2021 |

and has been accepted as the requirement for the degree the sarjana in English Education on:

| | |
|---|---|
| Day | : Tuesday |
| Date | : 2 November 2021 |

Ponorogo, 2 November 2021
Certified by
Dean of Tarbiyah and Teacher Training
State Institute of Islamic Studies Ponorogo

**Dr. Moh. Munir, Lc. M.Ag**
NIP. 196807051999031001

Board of Examiners

| | | |
|---|---|---|
| 1. Chairman | : Dr. Tintin Susilowati, M.Pd | ( ) |
| 2. Examiner 1 | : Dra. Aries Fitriani, M.Pd | ( ) |
| 3. Examiner 2 | : Fenty Andriani, M.Pd | ( ) |

iii

# SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tangan di bawah ini:

Nama     : Anik Rahayu

NIM     : 210916028

Fakultas    : Tarbiyah dan Ilmu Keguruan

Program Studi  : Tadris Bahasa Inggris

Judul Skripsi/Tesis : The Correlation Between Students' Vocabulary Mastery and Their Speaking Performance at Al-Mawaddah Islamic Boarding School Ponorogo

Menyatakan bahwa naskah skripsi/tesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di etheses.iainponorogo.ac.id. Adapun isi dari keseluruhan tulisan tersebut sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 6 Oktober 2021
Penulis

Anik Rahayu

v

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Anik Rahayu

NIM : 210916028

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul Skripsi :"The Correlation between Students' Vocabulary Mastery and their Speaking Performance at Al-Mawaddah Islamic Boarding School Ponorogo"

Dengan ini, menyatakan dengan.sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya aku sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, Oktober 2021

Yang membuat pernytaan

METERAI
TEMPEL
61BB7AJX395283337

Anik Rahayu

vi

# CHAPTER I

# INTRODUCTION

In this chapter, the researcher discusses background of study, scope and limitation of the study, research question, research objectives, significances of the study, and organization of the thesis.

## 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 human being life, language has such a significant role that learning a language becomes crucial for non-native speakers.

English is popular among other languages in the world. English has been used as the tool of international communication and used by around 350 million people as the first language and among 400 million people as the second language or foreign language. English is a part of an important aspect of human being life.[1] In the era of globalization, it has been accepted that English has become the lingua franca and there is a trend in learning English through out the world. Many institutions and language courses offer various courses to teach English and approximately 1 billion people around the world are attending these courses to learn and become fluent in this lingua franca.[2]

In Indonesia, English is the first foreign language that must be 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 this importance, English becomes a compulsory subject in schools, starting from kindergarten up to university level.

---

[1] Gusti Astika, *"Globalisasi Bahasa Inggris: So What?," Lingua, 12* (Maret, 2015), 86.
[2] Serkan Ugyun, "*How To Become An Effective English Language Teacher*," *Educational and Social Research*, 7 (MCSER Publishing, Rome Italy October 2013), 310

As a matter of fact, learning English can not be separated from its skills. There are four skills in English covering; listening, speaking, reading, and writing. Those four skills are divided into two groups, one is called receptive skill and the other is productive skills. Receptive skills involve listening and reading, while productive skills cover speaking and writing.[3] Listening and speaking are included as oral communication, while reading and writing are as written communication. Among those four skills, speaking is the most essential part in practice to use English.

Speaking is a way of communication by using speech to express meaning from the speaker to the receiver and involving a non-verbal system in a kind of interaction process to make the meaning clearer. Speaking skill is the most important aspect of learning a foreign language. Since speaking is a basic and important skill in communication, therefore speaking is viewed as the most important competency beside reading, listening and writing

According to Cora and Knight, Speaking being interactive process of constructing meaning, receiving and processing the information.[4] The success of learning language is measured from the performance of learners to speak the language learned. Speaking is an activity used by someone to communicate with others.

According to Brown and Yule, speaking is needed to express the needs-request, information, services, etc.[5] It takes place everywhere and becomes part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling, and thought. He or she also shares information with others through communication. In fact, speaking is considered difficult to apply compared to other skills. As a matter of fact, there are many students who had learnt English from Elementary School until High School even university still find out the difficult in expressing their ideas

---

[3] Nurul khasanah, *Floating and Hedging In The Discussion Context*, (Ponorogo:STAIN Ponorogo PRESS, 2014), 9.

[4] Kathleen M. Bailey, *Practical English Language Teaching*, (New York: The McGra-Hill Companies, 2005), 62.

[5] Gillian Brown and George Yule, *Teaching the Spoken Language*, (Cambridge University Press), 169

in oral form. They can read and write better, but face some difficulties in speaking performance either caused by linguistic problems or non-linguistic problems.

Having a good vocabulary and the ability to use words correctly can help the students' communication with others. Vocabulary has an important role and is one of the important aspects of learning the language. Word also becomes the key of the language to communicate. The students' limited number of vocabularies may affect their speaking ability. Students cannot build a sentence, they do not know an English word they are going to say, they also do not know the function of the word. Thus, the problem may cause the slow progress in speaking. They could not build sentences without knowing vocabulary to represent their mind, feeling and ideas.

Vocabulary refers to a list or set of words that an individual speaker of a language might use.[6] Vocabulary has long been regarded as a vital component of communicative language ability. Vocabulary learning is an essential part of foreign language learning as the meanings of new words are often emphasized, whether in books or classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about best practices in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning.[7]

Vocabulary is the important part in acquiring fluency for speaking skill. It is a part of mastery skill in speaking which should be mastered by speaker beside grammar and pronunciation. Mastering vocabulary is the ability to get or to receive many words. By having and mastering vocabulary, students will know the meaning of vocabulary in context and helping to avoid making mistakes in understanding. Vocabulary is one of the most important skills in a language. Various criteria have been employed in choosing words, but

---

[6] Rohmatillah, "A Study on Students' Difficulties in Learning Vocabulary,"
[7] Berne & Blachowichz, *"What Reading Teachers Say About Vocabulary Instruction: Voices From the Classroom,"* *The Reading Teacher, 62* (December, 2008), 314.

the dominant activity throughout the period among all those concerned with systemic teaching of English has been vocabulary selection.[8]

In this case, if it is paid much more attention on students' speaking ability in schools, it is hard to find student's good competency in speaking, although they have already been learning for a long time even not only in formal school but also in some courses. Even now there are many schools include boarding schools that have required their students to speak English in daily activity. But the students still do not have good speaking ability. Based on the researcher's preliminary study, one of the schools which intensively improve speaking performance is Al-Mawaddah Boarding School Ponorogo. It could be seen in students' daily activities, they are obliged to speak English, such as in discussion, debate, telling stories, dialog, interview, speech event contest, training of speech, scouting program, and so on. In speaking activities some students mostly ask for the meaning of such words in English, although they have got their vocabulary book. And sometimes, in daily conversation, they switch some words into Indonesian language because they do not know the words in English.

However, there are still several problems faced by the students in speaking. First, it is related to the students' condition who are lack of vocabulary that make them hard to say a certain word during class and also makes them not confidents to speak English fluently. Second, some of the students are not confident to speak English because they are afraid of making mistakes. Some of them are afraid because their pronunciation and grammar are not good as native speaker. Third, the students often speak more often with their first language or their mother of tongue rather than English.

Many theories and research in education have assumed that students' speaking skill is contributed by their vocabulary mastery. Vocabulary is important to support mastery of language skills. Students should memorize and remember vocabulary to be mastered. For

---

[8] Jack C Ricard, *Curriculum Development in Languages Teaching.* (Cambridge University Press), 6.

becoming a fluent and confident speaker, the important thing is trying to find the exact word for some ideas that one wants to express. Students should improve and pay attention to the vocabulary. Nobert Schmiitt stated that no matter how success the sound of foreign language mastered, without words to express a wide range of meanings, communication in a foreign language just can not happen in any meaningful way.[9]

Therefore, this research aims to investigate whether or not there is a significant correlation between student's vocabulary mastery and their speaking performance at Al-Mawaddah Islamic Boarding School Ponorogo. Considering the explanation above, the researcher would like to conduct the study under the title "The correlation between students' vocabulary mastery and their speaking performance at Al-Mawaddah Islamic Boarding School Ponorogo"

## B. Identification and Limitation of the Study

In this study, the researcher focused on the tenth graders of Al-Mawaddah Islamic Boarding School Ponorogo. Concerning the limitation that the researcher has, this study administered the students' speaking skill at the tenth graders of Al-Mawaddah Islamic Boarding School Ponorogo.

## C. Statement of the Problem

Is there any correlation between students' vocabulary mastery and their speaking performance at Al-Mawaddah Islamic Boarding School Ponorogo?

## D. Objective of the Research

Based on the statement of the study the objective of the research is to find out the correlation between students' vocabulary mastery and their speaking skills at Al-Mawaddah Islamic Boarding School Ponorogo.

---

[9] Nobert Schmitt and Michael McCarty, *Vocabulry: Description and Acquistion and Pendagogy,* ( New York: Cambridge Univercity Press, 1997), 12

**E. Significance of the Research**

All studies should press clear purposes and significance. The writer hopes that this writing will give a such of advantages for the following components:

1. Theoretical Significance

The theoretical significance is expected to be useful for the students and teachers to enhance speaking skill in the teaching-learning process.

2. Empirical Significance

   a. Teachers

   This study is expected to add some knowledge and reference for the next learning process, and to increase student ability especially in speaking skills.

   b. Students

   Hopefully, the result of this study will make the students be able to improve their speaking performance and then can increase their achievement toward English ability.

   c. Readers

   For the readers, this study is expected to give a contribution for readers particularly at the student of English education department of IAIN Ponorogo.

**F. Organization of the Study**

The researcher organizes the process of this research report systematically. This thesis covers five chapters in which the organization of the thesis. At the beginning before the first chapter, the researcher included the cover or page title, consular approval sheet, authorization page, motto, abstract, preface, table of contents, and list of appendices. The following show the content covered in this research.

CHAPTER I: INTRODUCTION

This chapter explains about general description background of the study, limitation of problem, statement of the problem, objective of the research, significance of the research, and organization of the thesis.

CHAPTER II: REVIEW OF RELATED LITERATURES

This chapter consists of theoretical background, previous study, theoretical framework, and hypothesis.

CHAPTER III: RESEARCH METHODOLOGY

This chapter consists of research design, population and sample, instrument of data collection, technique of data collection and technique of data analysis.

CHAPTER IV: RESEARCH FINDINGS

This chapter consists of research location, data description, data analysis and discussion.

CHAPTER V: CLOSING

This chapter is intended to make this thesis easier for readers to take the essence of the thesis that contains the conclusion and suggestion.

# CHAPTER II

# PREVIOUS STUDIES AND REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses theoretical background previous related study, theoretical framework, and hypothesis.

## A. Previous Related Study

There are many previous research related to the topic. The previous research have helped the researcher finish this research. Each of them has its own similarities and differences with this study. They are used as references for the researcher to accomplish the study.

The first study was conducted by Suryadi. The tittle of his research is *The Effect of Self-Confident and Vocabulary Mastery on Students' Speaking Skill at class XI MA Negeri 1 Serang in the academic year 2017/2018*. The researcher used descriptive verification method through ex post facto approach and survey. This research aims to find out the effect of self-confidence and vocabulary mastery on students' speaking skill. The result of this study shows that there are significant effect of self-confidence and vocabulary mastery jointly on students' speaking skill.

Based on the finding and discussion of the research, the researcher found the similarity between the previous research and this thesis in term of impact on student's vocabulary mastery toward students' speaking skill. Meanwhile the difference deals with the research method. This research used correlation method and the previous research used descriptive verification method.

The second research was conducted by Doni Anggoro Ari Santoso. The tittle of this research is *The Effect of Reading Habit and Vocabulary Mastery Toward Student's Speaking Skill in vocantional schools in East Jakarta*. It was found that there were some factors that influenced students' speaking ability, a few of them were reading habit and

vocabulary mastery. The result of this study obtained that the correlation coefficient of 0.850 and the coefficient determination of 72.2%.

Based on the study, the researcher found the similarity that vocabulary mastery plays a great role in determining the success of foreign language learning include speaking performance. The difference deals with the research variables. In this research examined the correlation between students' vocabulary and their speaking skills. Yet the previous research examined reading habit and vocabulary mastery toward speaking skills. Besides, the previous research used experimental method and this research used correlation method.

The last research was conducted by Lei Mei Leong and Sayadeh Masaoumeh Ahmadi with the tittle *An Analysis of Factor Influencing Learners' English Speakings Skill*. This paper aims at establishing the need to focus on the factors affecting speaking performance.

Based on the study, the researcher found the similiarity in term of factor which affects speaking skill: vocabulary. The difference deals with the kind of research. This thesis applied quantitative research, meanwhile the previous research applied qualitative one.

## B. Theoretical Background

In this research, the researcher is using theories that are relevant with the theme of the research. The theories cover the speaking skill and vocabulary mastery.

### 1. Speaking Skill

#### a. The Nature of Speaking

Speaking is one of the skills that has to be mastered by students in learning English. Brown and Yule said that speaking is needed to express the need request, information, service, etc. When someone speaks to the listener, they not only give the expressing what he needs but also explain and giving information or services.[10]

While, Jones stated that speaking is a form of communication. As a form of communication which is done by people to communicate with others to express

---

[10] Gillian Brown and George Yule, *Teaching The Spoken Language* (Australia: Cambridge University Press, 1989), 14.

their need-request information or services, we can say as speakers must consider the person they are talking to as listeners. The activity that the person does is primely based on a particular goal. Then, everything we want to say must be conveyed effectively, because speaking is not only producing sound but also a process of achieving goals that involve transferring messages across.[11]

Speaking is an act of making vocal sounds. We can say that speaking means to converse, or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address.[12] Speaking is making use of language expressing one self in words making speech.[13] And also speaking as interactive process of constructing meaning that involves producing and receiving and processing information.[14]

Speaking can be defined as part of communication where the meaningful messages which produced by the speaker and received by the listener in such a way so that there is an interactive process between the speaker and listener. Speaking is a productive skill like writing by involving speech to express meanings to other people that producing some words that represent one's ideas. It is a process of building and sharing meaning through verbal and non-verbal symbols in a variety of contexts.[15] A productive oral skill, speaking deals with the meaning negotiation and the active use of language to express meanings so that others can make sense of them.[16]

According to Nunan, the successful oral communication involves developing:

---

[11] Rhodi Jones, *Speaking and Listening,* (London: The Bath Press, 1989), 14.

[12] September, 24 2020

[13] Fernandes Arung, Improving the Students Speaking Skill through Debate Technique. Journal of English Education, Vol. 1, March 2016

[14] Ibid, 4.

[15] Mary Spratt, et al., *The Teaching Knowledge Test Course* (Cambridge: Cambridge University Press, 2005),34

[16] David Nunan, Language Teaching Methodology (New York: McGraw-Hill, 2000), 98.

1) The ability to articulate phonological feature of language comprehensibly

2) Mastery stress, rhythm, and intonation patterns

3) An acceptable and interpersonal skills

4) Transactional and interpersonal skill

5) Skill in taking short and long speaking turn

6) Skill in the management of interaction

7) Skill in negotiating meaning

8) Skill in knowing about the negotiating purposes for conversations.[17]

In other words, being able to speak fluently is urgent in students' language learning. Speaking requires the learners not only to know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also, they need to understand when, why, and in what ways to produce language (sociolinguistic competence).[18] Speaking serves as an actional function and interpersonal function.[19]

In another case, the people who do not speak much reach their goals. They just have to speak clearly and structure their words well according to whom they are talking. In expressing one's need request, information, or services, we must consider some points about speaking. Jones stated, "Some points should be considered about speaking, they are clarity, variety, audience, and tone."[20]

The mentioned theories above show that speaking is a way of communication by using speech to express meaning from the speaker to the receiver and involving a non-verbal system in a kind of interaction process to make the meaning clearer. Speaking skill is the most important aspect of learning a foreign language. Since

[17] David Nunan, *Designing Task for Communication Classroom* (New York: Cambridge University Press, 1989), 32.

[18] Florez M.A.C, *Improving Adult English Language Learner Speaking Skill* (Washington Dc: ESL Literacy Education,1999), 93.

[19] Thornbury and Scott, *How to Teach Vocabulary* (London: Longman, 2002), 65.

[20] Ibid, 9

speaking is a basic and important skill in communication, therefore speaking is viewed as the most important competency beside reading, listening and writing.

b. **The Purpose of Speaking**

There are three function of speaking according to Brown and Yule in which of the speech activity is quite distinct in terms of form and function, and each requires different teaching approach, as follows: [21]

1) Speaking as Interaction

Speaking as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greeting, engage in small talk, recount recent experience, and so on because they wish to be friendly and to establish a comfortable zone of interaction with other. The focus is more on the speakers and how they wish to present themselves to each other. Such exchange may be either casual or more formal, depending on circumstance and their nature. Speaking as interaction is perhaps the most difficult skill to teach since interactional talk is very complex and subtle phenomenon that take places under the control of unspoken rules.

2) Speaking as Transaction

Speaking as transaction refers to situation where the focus is on what is said or done. Making the message one self understood clearly and accurately is the central focus, rather than the participants and how they interact socially each other. In such transaction, speaking is associated with other activities. For example, students may be engaged in hands-on activities (e.g in English lesson) to explore concept associated between speaking and others skills like listening, reading or writing. In this type of spoken

[21] Jack C. Richards, *Teaching Listening and Speaking* (New York: Cambridge University Press, 2008), 21.

language, students and teachers usually focus on meaning or on taking their way to understanding. Speaking as transaction is easier planned since current communicative materials are a rich resource of group activities, information gap, or role plays that can provide a source for practicing how use talk for sharing and obtaining information.

3) Speaking as Performance

The third type of speaking that can be usefully distinguished has been called speaking as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentation, public announcements, and speeches. Speaking as performance tends to be in form of monologue rather than dialogue, often follows a recognizable format (e.g., a speech of welcome, telling the story, the presentation of chart), and it also closer to written language than conversational language.

c. **The Elements of Speaking**

According to Hughes, there are five elements of speaking, they a mention below:[22]

1) Pronunciation

2) Grammar

3) Vocabulary

4) Fluency

5) Comprehension

And according to Hornby also stated about five elements of speaking, they are as follows:[23]

---

[22] Hughes and Arthur, *Testing for Language Teachers,* (Cambridge University Press, 2003), 118
[23] Hornby, *Oxford Advanced Learner Dictionary of Current English,*(Oxford University Press, 1995), 928

1) Pronunciation

   Pronunciation is the way in which a word is pronounced.

2) Grammar

   Grammar is the way of language elements and it is the rules in language for changing the form of words and combining them into sentences.

3) Vocabulary

   Vocabulary is the total number of words in language.

4) Fluency

   Fluency is able to speak or write a language of perform an action smoothly or expressed in a smooth and accurate way.

5) Comprehension

   Comprehension is the power of understanding or an exercises aimed at improving or testing one understand of language (written and spoken).

d. **Type of Speaking Performances**

According to Brown describes six categories of speaking skill area. Those six categories are as follows:[24]

1) Imitative

   This category includes the ability to practice and intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher use drilling in teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

---

[24] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco State University: Longman, 2004) 141-142.

2) Intensive

This is students' speaking performance that is practicing some phonological and grammatical aspect of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3) Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, and simple request and comment. This is a kind a short replies to teacher or student-initiated question or comment, giving interaction and directions. Those replies usually are sufficient and meaningful.

4) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which done in pair work.

5) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of fact and information. The forms of interpersonal speaking performance are interview, role play, discussion, conversation and games.

6) Extensive (monologue)

Teachers gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use.

e. **Characteristic of Successful Speaking Activity**

There are four characteristics of successful speaking activity, that is:[25] First, learners talk a lot. As much as possible of the period of time allotted to the activity is a fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

Second new participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

Third, motivation is high. Learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

Fourth, language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

f. **Problem in Speaking Activity**

There are four problem in speaking activity, that is:[26] First, inhibition, unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

---

[25] Penny Ur, A Course in Language Teaching Practice and Theory, ( Chambridge Teacher Training and Development, 1991), 120.

[26]    [26] Ibid, 21

Second, nothing to say. Even if they are not inhibited, you often hear learners complain that they can not think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

Third, law or uneven participant. Only one participant can talk at a time if he or she to be heard, and in a large group this means that each one ill has only very little talking time. This problem is compounded by the tendency of some learners to dominate, hile others speak very little or not at all

Fourth, mother-tongue use. In classes here all, or a number of the learners share the same mother tongue, they may tend to use it, because it is easier, because it feels unnatural to speak to another in foreign language, and because they feel less exposed if they are speaking their mother tongue. If they are talking in small group it can be quiet difficult to get some classes particularly the less disciplined or motivated ones to keep to the target language.

g. **Principles for Teaching Speaking**

According to David Nunan, there are five principles of teaching speaking, they are as follows:[27]

1) Be aware of difference between second language and foreign language in learning context.

2) Give students chance to practice with both fluency and accuracy.

3) Provide opportunities for students to talk by using group work or pair work.

4) Plan speaking task that involve negotiation for meaning.

5) Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

2. **English Vocabulary Mastery**

---

[27] David Nunan, *Practical English Language Teaching First Edition,* (New York: The McGraw- Hill Companies, Inc, 2003), 56.

## a. Definition of Vocabulary

Vocabulary is the component of language concerned with words and meanings.[28] In the English language, there are diverse formats of vocabularies, such as phrasal verb and word derivation. Phrasal verbs may not be easy for English learners to learn since they have more than one-two expressions and multiple syntactic patterns. Phrasal verbs can be applied in distinct ways between American and British English.[29]

Vocabulary can define as one of the most obvious components of language and one of the first things applied linguists their attention to.[30] According to Jack C Richard & Willy, A Renandya vocabulary is a core component of language profanely and provides much of the basis for how well learners speak, listen, read and write.[31]

Vocabulary refers to a list or set of words that an individual speaker of a language might use.[32] Vocabulary has long been regarded as a vital component of communicative language ability. Vocabulary learning is an essential part of foreign language learning as the meanings of new words are often emphasized, whether in books or classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about best practices in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning.[33]

---

[28] Woro Hestiningsih, *The Effect of Grammar Mastery and Vocabulary Mastery towards Students Argumentative Writing,* Vol. 08 No. 02, Mei 2016, 211.

[29] Grace Hui-chin Lin & Paul Shih-chieh Chien, An introduction to English Teaching, (49).

[30] Jack C.Ricard, *Curriculum Development in Language Teaching*, (Cambridge University Press), 4

[31] Jack C.Ricard & Willy A.Renandya, *Methodology in Language Teaching*. (United Kingdom: Cambridge University Press, 2002),255

[32] Rohmatillah, "A Study on Students' Difficulties in Learning Vocabulary,"

[33] Berne & Blachowichz, *"What Reading Teachers Say About Vocabulary Instruction: Voices From the Classroom,"* *The Reading Teacher, 62* (December, 2008), 314.

Ur in Alqohtani states, "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. Vocabulary is the words that students learn in a foreign language. And vocabulary not only consists of a single word but also consists of more than one word."[34]According to Hornby," Vocabulary can be defined as the total member of words which make up a language."[35]

b. **The Importance of Vocabulary**

All languages have words. Some words can be used in a wide variety circumstance, but on others much or limited use. Nation and Nunan stated that words are clearly vocabulary which is very importance part of language learning. The useful English vocabulary depend on goal of learners. It almost 1thousand words families of English. Around 75 percent of the running words is used in academic text and newspaper, 80 percent in novels, and 85 percent in conversation. It contains most of 176 function of families.[36]

Wilkins wrote that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.[37] This point that, even without grammar, with some useful words and expression, we can often manage to communicative. By mastering vocabulary, students can express their opinions, thinking, also and idea in their society. And also can helps students master English for their purpose.

---

[34] Mofareh Alqohtani, *"The importance of vocabulary in language learning and how to be taught,"* *International Journal of Teaching and Education*, III (2015), 25.

[35] Lia Ernia Uvia Sari, *"Students Vocabulary Mastery and Their English Achievement,"* (Ponorogo: Faculty of Education English education Department State Islamic Collage of Ponorogo, 2014), 2.

[36] Woro Hestiningsih, *The Effect of Grammar Mastery and Vocabulary Mastery towards Students Argumentative Writing,* Vol. 08 No. 02. Mei 2016, 211.

[37] Walter Grauberg, *The Elements Of Foreign Language Teaching*, (Multilingual Maters,1997), 5.

Dellar H and Hocking D stated that if you spend most of your time studying grammar, your English will not improve very much. You will most improvement if you learn more word and expressions.[38]

Nevertheless, despite the importance of this element, vocabulary is often least systematized and the most neglected of all the aspects of learning a second language, not only in English for General Purposes (EGP) but in English for Specific Purposes (ESP) as well.[39]

The importance of vocabulary is demonstrated daily in school. Vocabulary is very important especially for the students. It can help the students to understand the material given by the teacher in school. And for the students who live in boarding school, it can help their conversation and communication in daily activity.

c. **Kinds of Vocabulary**

Some experts divide two types of vocabulary: productive or achieve and receptive or receive. However, it has been observed that there is no flawless division made between productive knowledge also known as achieve and receptive knowledge as receive. Then we know that the receptive vocabulary person is more than productive vocabulary people. From different views, we can classified vocabulary. In this part, John T.Crow divides vocabulary into two types too, they are active vocabulary and passive vocabulary.

1) Productive or active vocabulary

Productive vocabulary is a word that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be

---

[38] Scott Thornbury, How to Teach English Vocabulary, (Malaysia: Bluestone Press, 2002), 13.
[39] ibid, 11

addressed as an active process, because the learners can produce the words to express their thoughts to others the productive vocabulary is a word that the students understand and can pronounce clearly.[40]

2) Receptive or passive vocabulary

Receptive vocabulary is wording that learners recognize and understand when they are used in context, but which they can not produce. It is used when we hear or read something in context. The learners recognize and understand it, but usually, they can not produce. It is vocabulary that learners hey see or meet in the reading text but do not use in speaking and writing.[41]

**d. Component of Vocabulary**

Many factors appear to play a role in vocabulary development.[42] Mastering vocabulary items should mean mastering the following components:

1) Frequency

Frequency has been accorded a high level of significance in ELT (English Teaching Language) for many years as a result of the use of word. Frequency counting as a procedure informing syllabus and material design.

2) Pronunciation

In the initial stages of language learning it is common for teachers to insist on a Fairmount of pronunciation practice of new words to help learner acquire the correct stress pattern of syllables

3) Contextualization

---

[40] Stuart Webb, "The Effects of Receptive and Productive Learning of Word Pairs on Vocabulary Knowledge," *Sage Journals, 1* (December, 2009). 234

[41] ibid, 32.

[42] Tricia Hedge, Teaching and Learning in the Language Classroom, 118-123

Shouten Van Parraren goes on argue that text, in contrast, present a linguistic and psychological reality and that presenting words in the context of a text will provide support and reduce interference.

4) Depth in processing

We lack of English vocabulary research to develop the language in teachers' institutions and self-reports from learners.

5) Building word network.

The general use for teachers seem to whether learners should simply be encouraged in no-specific ways to actively built their own associations for new words and there by extend the networks of the material lexicon, or whether vocabulary learning activities should include direct instruction which aims to shape the associations learners make.

e. **Types of Vocabulary**

There are four types of vocabulary. Each type of vocabulary has a different purpose and fortunately, the growth in one type of vocabulary supports the growth in another type.

1) Listening Vocabulary

This type of vocabulary refers to the word we hear and comprehend. Fetuses in the womb can perceive sound when their age is sixteen weeks. Moreover, babies keep on listening to various words when they are awake and thus, we grow up listening to different words, thereby learning so many words throughout our lives. In our adulthood, most of us can identify and comprehend almost 50000 words. Children who are deaf are exposed to visual listening as they are exposed to sign language. But in this case, the number of words developed is far less than a normal child's secondary listening vocabulary.

2) Speaking Vocabulary

Speaking Vocabulary refers to the words we speak. Our speaking vocabulary is restricted. Most of the adults use almost 5000 to 10000 words for communication (for conversation and giving instructions). The number of words used in this case is far less than listening vocabulary, the reason being the level of comfort in usage.

3) Reading Vocabulary

This vocabulary refers to the words we recognize when we read any text. We read and understand many words, but we do not use them in speaking vocabulary. If a person is a reader then this type of vocabulary happens to be the second-largest vocabulary. Needless to say, vocabulary grows with reading.

4) Writing Vocabulary

This type of vocabulary represents those words that we regain while writing to express ourselves. It is very easy to explain ourselves verbally by using facial expressions and modulation of voice, but using the same words for communicating the same concept or thought-through writing is not that easy. Our writing vocabulary is intensely affected by the words we can spells.

5) Focal Vocabulary

Focal vocabulary is a specialized set of term and distinctions that is particularly important to a certain group, those with particular focuses of experience or activity. A lexicon or vocabulary is a language's dictionary, its set of names for things, events and ideas.

6) Vocabulary growth

This is the listening vocabulary. The speaking vocabulary follows, as a child's thoughts become more reliant on its ability to express it self without gestures and more sound. Once the reading and writing vocabularies are attained- through questions and education- the anomalies and irregularities of language can be discovered.[43]

## f. Aspect of Vocabulary

In teaching vocabulary, the teacher should consider the aspect (the form, the meaning, and the use) of any new vocabulary item that will be introduced to students.[44]

1) The Form

   a) What part of speech in word-noun, verb, preposition, etc?

   b) How is spelled is it regular or irregular?

   c) Does it belong to a family of words, for example electricity, electrical, electrician?

   d) How is word, or combination of words, pronounced and in words of more than one syllable, where is the stress?

   e) How does the wor collocate with surrounding words? It is part of a et expression?

2) The Meaning

   a) Many words have more than one meaning. What exact meaning in which context do you want to focus on?

   b) What is the connotation of the item?

   c) Could the vocabulary item have different meanings for different people?

3) The use

---

[43]http://www.belencedreading.com/vocabulary.html

[44] Roger Gower, *Teaching Practice A handbook for Teachers in Training* (Macmillan book), 144.

a) How is the vocabulary item use?

b) Does it have a restricted use? Does it belong to a particular style or register?

g. **English Vocabulary Mastery**

Vocabulary mastery plays an important role in learning the language. Vocabulary mastery is needed to express our ideas and to be able to understand other people's saying. According to Webster mastery refers to the author of a master, the upper hand in a contest or competition, superiority, ascendancy, and possession or display of great skill or technique. While Hornby defines mastery as complete knowledge or complete skill.[45] Then we know that mastery means a great skill that makes someone be a mastering a certain subject. Vocabulary, in addition to grammar and pronunciation, is one of the language elements considered necessary for language mastery. Vocabulary is defined as all the words in a particular language.[46]

Vocabulary mastery helps to increase the speaking, listening, writing, and reading ability. According to the explanation above can conclude that vocabulary is considered the most important part of learning a language and vocabulary does not only mean memorizing the form of the word but also understand its meaning to communicate to each other

Vocabulary mastery refers to the great skilling processing of words of a language. It is an individual achievement and possession. This means that vocabulary mastery is a good skill for someone in using words of language by their ability and their interests. At one blow that vocabulary mastery is the component of four basic skills in the language. [47] The vocabulary knowledge will be added as long

---

[45] ibid, 10.

[46] Moh. Nurman, "Improving The Students' Vocabulary By Using "Go Fish" Game," *Journal of English Teaching,* 5*,* (Desember, 2018), 121.

[47] ibid, 10.

as the speaker uses well their new vocabularies in communication every day. Therefore, vocabulary is an important thing to learn the English language, while being the master of vocabulary will support the success of the student in learning the English.

### h. Principles for Teaching Vocabulary

This part aims to investigate the pedagogies of language vocabulary. In addition, it reports the authors 'receptions for the specialized and modernized technique of teaching vocabulary through interactive approaches that River (2000) suggests and provides the results of a research plan. How can English communication be carried out in an appropriate, understandable, and smooth formal way? Vocabulary teaching would contribute to this point if someone is asking this question that should be considered seriously since it is directly associated with the real world.

The technique for teaching vocabulary varies enormously and requires different levels of autonomy on the part of learners. [48] In the classroom, a major part of the teacher's job is to expose students to language so that they can use it later.[49] This study argues that the trend of globalization, English teachers, especially those who are teaching adult learners in universities should fully apply the updated interactive approaches to their student's English vocabulary. The reason is that the students are going enter to real international societies, where comprehensible and fluent communication should be applied through the stuffiest vocabulary. [50]

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is

---

[48] James A. Coleman and John Klapper, *Effective Learning and Teaching in Modern Language*, (Taylor & Francis e-Library: Routledge, 2005), 77

[49] Jeremy Harmer, *How to Teach English*, (England: Longman 1998), 52.

[50] Ibid, 16.

making sure that it does not overwhelm another essential part of the course. There are some principles of teaching vocabulary:

1) Focus on the most useful vocabulary first

   The most useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading, or writing, or whether they use the language in formal or informal situations, is the most frequent 1000-word families of English.

2) Focus on the vocabulary in the most appropriate way.

   These principles look a how they should be taught and learned. Here we will look at the four most important vocabulary learning strategies of using word parts, guessing from context, using word cards, and using a dictionary.

3) Give attention to the high-frequency words across the four strands of a course.

   High-frequency vocabulary needs to occur in all four strands of a course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading, and writing. High-frequency vocabulary should also be fluently accessible for receptive and productive use.

4) Encourage Learners to reflect on and take responsibility for learning.

   There is an important principle that lies behind choosing and learning and that is that learners need to realize that they must be responsible for their learning. We are going to see how they respond to the student in speaking English fluently.

**i. Problem in Learning Vocabulary**

In learning vocabulary students might get some difficulties. Some factors that often cause this problem are:[51]

1) Pronunciation

Research show that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those contain sound that are unfamiliar to some groups of learners.

2) Spelling

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or spelling, and can contribute to a word's difficulty. Words that contain silent letter are particularly problematic such as foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

3) Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, therefore the learner is likely to meet them more often, a factor favouring their 'learnability'.

4) Grammar

Also problematic is the grammar associated with the words, especially if this different from that of its first language equivalent.

5) Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

6) Range, connotation and idiomaticity

---

[51] ibid, 37

Words that can be used in a wide range of context will generally be perceived as easier than their synonyms with a narrow range.

**j. Vocabulary Testing**

Vocabulary testing is means measure the competency of students' vocabulary mastery in any language while receptive or productive.[52] Vocabulary testing is how to master the means of a word. Why test anything? To obvious answer is that, without testing, there are no reliable means of knowing how effective a teaching sequence has been. These acts should then calculate an intensive use of newly learned items in sentences that they create themselves, something which has proved effective.[53] Many teachers use a variety of methods to test vocabulary. We can use a lot of types of techniques when testing vocabulary there are:

1) Multiple choice

This is a question that consists of a so-called stem and four options from which the only one is correct. The examinee has to choose the right answer.

2) Cloze test

Cloze test is a test based on the text with gaps that are put there regularly after every seventh, eighth, or ninth word. The examinee has to complete the gaps with appropriate words. Mostly more than one option is possible. The first three or more lines of the text are without gaps.[54]

3) Dictation

The examiner dictates a text and students write it down. He examined mainly spelling or pronunciation and also listening. Dictation is an easy way of testing for the teacher because the preparation is minimal. However, it is demanding to

---

[52] Nurgiyanto, *"The Effects of Interest in Learning and Mastering Vocabulary About the Ability of Reading English,"* *JIPIS, 29* (April, 2020), 24.

[53] Patrisius Istiarto Djiwandono, "Using Authentic Materials and Vocabulary Profiler to Enhance Vocabulary Learning," *Klausa*, 2 (2018), 3.

[54] Screvener in Ivana Pavlu, "Testing Vocabulary", (Thesis, Masaryk University Brno, 2009), 19.

assess such a test, Hughes recommends that we should consider the dictation correct as long as there is the right order of words and that misspelled words should be accepted because phonologically it is correct.

4) Transformation

In this type students are given a sentence which they have to put into another form, for example, to put sentences in past simple tense into past perfect tense.

5) Matching

There are two groups of words mostly in two columns, the student has to make pairs from those words which make sense somehow. They are especially good for practicing vocabulary such as adjectives of opposite meaning. Berka and Valvano add that matching is especially good for testing definitions, events, and relations. The items are demanding to create, but often they emerge from the context.

6) Translation

This is a damned as well as praised method. Students receive sentences or a text in their mother tongue and their task is to translate them into English. Although the method is easy for the teacher, students hate it because it is very difficult for them. It also prevents students from thinking directly in English and they tend to translate things in their minds which is not good. It is a quick way how to find out about students' knowledge but making may be quite difficult as there may be tens of variations.

7) Synonyms and Antonyms

Students have to write down words of the same meaning or the opposite meaning.

8) Definitions

Usually, the teacher gives her students a list of definitions of words she needs to test. However, not every word can be easily defined, and sometimes there can be more than one possible answer. Moreover, the definitions should be clear so that students understand the definition and can come to the right answer.

9) Rearranging

Students have to rearrange given words so that the sentence makes sense and is grammatically correct.

10) Odd one Out

Students have to determine which item does not belong among others. The number of items can be various. This kind of exercise is easy to prepare; however, the teacher must know which words her students know so that they could find the odd one. It also tests only the meaning of words, but it can be both useful and interesting for the students.

## C. Theoretical Framework

A theoretical framework is a concept in the proposal about how the theorist can be related with the factors which are identified as the important problems.

This research is consisting of two variables, those are:

1. Independent variable: Students' Vocabulary Mastery (X)

2. Dependent variable: Students' Speaking Performance (Y)

X is for the students' vocabulary mastery as independent variable and Y for students' speaking performance as a dependent variable.

The researcher assumed that there is correlation between students' vocabulary mastery and their speaking performance.

## D. Hypothesis

A hypothesis is a formal question that is intended to resolve. Thus a hypothesis may be defined as a proposition or a set of propositions set forth as an explanation for the occurrence of some specified group of phenomena either asserted merely as a provisional conjecture to guide some investigation or accepted as highly probable in the light of facts. Quite often a research hypothesis is a predictive statement, capable of being tasted by scientific methods, that relate an independent variable to some dependent variable.[55]

In this research, the researcher used two variables. Students' vocabulary mastery is as X (independent variable) and students' speaking performance is as Y (dependent variable). The hypothesis of this research is:

1. Null Hypothesis (Ho)

   There is no correlation between students' vocabulary mastery and their speaking performance atAl-Mawaddah Islamic Boarding School Ponorogo.

2. Alternative hypothesis (Ha):

   There is correlation between students' vocabulary mastery and their speaking performance at Al-Mawaddah Islamic Boarding School Ponorogo.

---

[55] C.R. Kothari, *Research Methodology Methods and Technique* (Jaipur: New Age International Publisher, 2004), 184.

# CHAPTER III

# RESEARCH METHODOLOGY

This chapter, presents the research methodology used in the study. The methodology is needed in any research to find out the accurate, and effective research. In this chapter the researcher discusses research design, population and sample, data collection technique, and data analysis technique.

## A. Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Research design stands for advanced planning of the method to be adopted for collecting the relevant data and the technique to be used in their analysis, keeping in view the objective of the research and the availability of staff, time, and money.[56]

According to Kerlinger, research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research question or problems. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data.[57]

This research applied correlational research method. Brog W.R Gall, N.D in Mohammad Adhan Latief define that correlation is the measurement of the correlation between two or more variables using co-relational statistics.[58]

According to Neil J. Salkind, correlational research describes the linier relationship between two or more variables without any hint of attributing the effect of one variable on

---

[56] C.R. Kothari, *Research Methodology Methods and Technique* (Jaipur: New Age International Publishers, 2004), 8

[57] Ranjit Kumar, *Research Methodology* : *A Step-By-Step Guide for Beginners Third edition* (New Delhi : SAGE Publications, 2011)

[58] Mohammad Adhan Latief, Research Methods on Language Learning An Introduction, (Malang : UM Press, 2013), 112

another.[59] In correlational research, the relationship among two or more variables are studied without any attempt to influence them. A correlational study describes the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient. A major purpose of correlational research is to clarify our understanding of important phenomena by identifying relationships among variables.[60] Correlational research produces indexes that show both the direction and the strength of relationships among variables, taking into account the entire range of these variables.[61].

The purpose of this research is dealing with the correlation between two variables. They are students' vocabulary mastery and students' speaking performance. In this research, the hypothesis offers two variables, those are:

1. Independent variable: Students' vocabulary mastery (X).

2. Dependent variable: Students' speaking skills (Y).

## B. Population and Sample

### 1. Population

A population is defined as all members of any well-defined class of people, events, or object.[62] Population is a group of individuals who have the same characteristic.[63] Population is all members of a real set of people, events, or objects that the result can be generalized. It means that can say that the population is the whole subject of research. The population is a generalization area composed of objects/subjects that have certain qualities and characteristics defined by the researcher to learn and then take the conclusion.

---

[59] Neil J. Salkind, Exploring Research "Eight Edition", (USA: Perason Education, 2012), 203.

[60] Fraenkel and Wallen, *How to Design and Evaluate Research in Education,* 328-329

[61] Donald Ary, et al, *Introduction to Research in Education,* (Canada: Wadsworth, 2010), 350

[62] Donald Ary et. al., *Introduction to Research in Education*, 8th ed. (Canada: Wadsworth Cengage Learning, 2010), 148

[63] John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th edition* (USA: Pearson, 2012), 142.

The population of this research were students in the tenth grade of Al-Mawaddah Islamic Boarding School Ponorogo in the academic year 2019/2020. They consist of six classes; each class consists of 18-28 students. So, the population is consisting of 105 students of the tenth grade of Al-Mawaddah Islamic Boarding School Ponorogo.

**Table 3.1**

**Population of the Research**

| Classes | Students in each class |
|---|---|
| IV Science | 18 |
| IV Social A | 27 |
| IV Social B | 27 |
| III Intensive Science | 13 |
| III Intensive Social | 20 |

2. **Sample**

A small group of people selected to represent the much larger entire population from which it is drawn can mention as a sample. A sample also can be defined as a finite part of a statistical population whose properties are used to make estimates about the populations as a whole. [64] Questions of sampling arise directly out of the issue of defining the population on which the research will focus.

When the population is large and widely disperse, gathering a simple random sample poses administrative problems. Cluster sampling technique involves the random selection of groups that already exists.[65] The researcher randomly selected the students as the participants. The researcher took only 30 students of 105 students. The number

---

[64] Kultur Singh, *Quantitative Social Research Method,* (Los Angles: SAGE Publications, 2007), 88.
[65] ibid, UM

of  sample is 30 students of the tenth graders of Al-Mawaddah Islamic Boarding School Ponorogo were chosen.

## C. Research Instrument

Instrument is a measurement tool used to bobtain the quantitative information about the variation of the variable characteristic objectively. The instrument has a very important role in quantitative research, because the quality of the data obtained strongly influenced by instrument quality used.[66]

The instrument can be defined as a tool to collect the data. It has to be constructed and made to show the empirical and accurately as the real condition of the subject of the research. To get objective data, a good instrument is needed because if the researcher takes an invalid instrument, the researcher will get invalid data too.

To assess students' sensitivity to the cultural norms of others, for instance, maybe measuring a students' sensitivity to detecting those responses desired by the professor or the institution that values sensitivity is designed by instrument. Occasionally, the instrument would not provide a valid assessment of cultural sensitivity. The instruments used by the writer in this research were vocabulary tests and speaking tests. In the vocabulary test, the students were given a vocabulary test which consists of 20 questions in the form. The assessment of speaking test was adapted from rubric for speaking. They are accuracy, intonation, pronunciation, fluency, and expression.

---

[66] Ibnu Hadiar, Dasar-Dasar Metodologi Penelitian kuantitative dalam Pendidikan, (Raja Grafindo Persada), 142.

**Table 3.2**

**The Instrument of Data Collection**

| Title of the Research | Variable | Indicator | No. Item of Instrument | Instrument |
|---|---|---|---|---|
| The correlation between students' vocabulary mastery and their speaking performance at Al-Mawaddah Islamic Boarding School Ponorogo | Variable X: Students' Vocabulary mastery | Students are able to find out the vocabularies which consist of noun, pronoun, verb, adverb and adjective | • Matching Word: 1,2,3,4,5 <br>• Multiple choice: 1 up to 15 <br>• Fill the Blank: 1,2,3,4,5 | Test |
| | Variable Y: Students' Speaking Performance | 1. Students are able to pronounce word for word clearly <br>2. Students are able to speak English fluently <br>3. Students intonation are appropriate <br>4. Students are able to use English grammartical structure <br>5. Students are able to use variety expression on performance. | Performance | Speech Test |

An instrument is used to measure a social or a scientific phenomenon. Opportunely research is a measure of data then uses a good tool also. An instrument assesses a

student's sensitivity to cultural norms to others. An objective data is needed from a good instrument. Usually, the instrument is used to measure the variable on research conducted by validity and reliability. Reliability and validity are two most important characteristic of test. Reliability and validity are statistical technique for determining these qualities in the test.[67]

The test is valid when the test exactly can measure what will be measured. A test is used in educational research, as well as in the school system. They are used to measure what individuals have learned. Tests are valuable measuring of which a numerical score is assigned. A validity always refers to the degree to which that evidence supports the inferences made are from the score. Validity must consider the test's content and method, and how test takers perform. Validity is the most important consideration in developing and evaluating measuring instruments. Validity is defined as the extent to which an instrument measured what it claimed to measure.[68]

While the consistency degree with which it measures whatever measuring is rehabilitee. People who use such measuring instruments must identify and use techniques that will help them determine to what extent their measuring instruments are consistent and reliable. It is concerned with the effect of the error on the consistency of scores.

1. Validity test

The validity test in this research is a degree of accuracy between the real data that occurs with data collected by the researcher. Validity is also one of the degrees of accuracy or rehabilitation measurement instruments regarding the content of the

---

[67] Sharon A. Shrock and William C. Coscarelli, *Criterion Referenced Test Development: Technical and Legal Guidelines for Corparats Training* "3rd Edition", (US: Pfiffer, 2007), 18.
[68] Donal Ary, Lucy Cheser Jacob, Chris Sorensen and Asghar Razavieh, *Introduction to Research in Education* (Canada: Wadsworth 2010), 225.

question. Validity always refers to degree to which that evidence support the inferences that are made from the score.[69]

By far the most complex criterion of an effective test and arguably the most important principle is validity, the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the term of the purpose of the assessment.[70] Thus, the researcher checked the validity of instrument in Al-Mawaddah Islamic Boarding School Ponorogo. To measure the validity in this research, the researcher used program of SPSS 16.00 for Windows. Here the result of the validity test of students' vocabulary mastery and students' speaking performance:

**Table 3.3**

**TheValidity Result of Students' Vocabulary Mastery**

| Item | "r" table | "r" hitung | Criteria |
|------|-----------|------------|----------|
| 1. | 0,306 | 0.378 | Valid |
| 2. | 0,306 | 0.504 | Valid |
| 3. | 0,306 | 0.190 | Invalid |
| 4. | 0,306 | 0.858 | Valid |
| 5. | 0,306 | 0.599 | Valid |
| 6. | 0,306 | 0.528 | Valid |
| 7. | 0,306 | 0.412 | Valid |
| 8. | 0,306 | 0.790 | Valid |
| 9. | 0,306 | 0.506 | Valid |
| 10. | 0,306 | 0.790 | Valid |
| 11. | 0,306 | 0.506 | Valid |
| 12. | 0,306 | 0.599 | Valid |

---

[69] Lyle F Bachma, *Fundemental Consideration Language Testing,* (United Kingdom: Oxford University Press, 1997), 236.

[70]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices,* (California : Longman, 2003), 22

| Item | "r" table | "r" hitung | Criteria |
|---|---|---|---|
| 13. | 0,306 | 0.761 | Valid |
| 14. | 0,306 | 0.579 | Valid |
| 15. | 0,306 | 0.690 | Valid |
| 16. | 0,306 | 0.832 | Valid |
| 17. | 0,306 | 0.858 | Valid |
| 18. | 0,306 | 0.541 | Valid |
| 19. | 0,306 | 0.528 | Valid |
| 20. | 0,306 | 0.506 | Valid |

From the result of validity analysis, the researcher concluded that the valid instrument were 19 items and the invalid instrument was 1 item. Based on validity analysis above, the researcher reduced item based on the necessary of each instrument item.

The following table is the result of validity test of students' speaking performance

**Table 3.4**
**The Validity Result Statistic of Students' Speaking Performance**

| No. | r hitting ($o_x$) | r table ($r_y$) | Ket. |
|---|---|---|---|
| 1 | 0.306 | 0.605 | Valid |
| 2 | 0.306 | 0.683 | Valid |
| 3 | 0.306 | 0.566 | Valid |
| 4 | 0.306 | 0.810 | Valid |
| 5 | 0.306 | 0.519 | Valid |

Based on the data above, it is concluded that all of items are valid.

2. Reliability test

A reliable test is consistent and dependable. If someone gives the same test to the same students or matched students on two different occasions, the test should yield similar result. The issues of reliability of a test may best addressed by

considering a number of factors that may contribute to the unreliability of test.[71] Here it is the consistency measurements that contain the meaning of accurate measurement. Unreliable measurement will produce scores that do not can be trusted because of differences in scores produced by every individual influenced by an error factor rather than a difference factor indeed an instrument is said to be reliable if it can be trusted to collect the data.

In this research, the researcher used Alpha Cronbach's formula to find out the reliability. It was calculated in the SPSS 25.0 (Statistical Product and Service Solution) to be easier at the accuracy data. The Alpha Cronbach's formula is as follow:

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{s^2 - \Sigma pq}{s^2}\right)$$

s = standard deviation of test score

p = number of true answers on every item of the test

q = number of wrong answers on every item of the test

a criterion of instrument reliable if the number of reliability coefficient is ($r_{11}$) > 0.6.

The following is the reliability research of students' vocabulary mastery:

**Table 3.5**

**The Reliability Result of Students' Vocabulary Mastery**

| Reliability Statistics | |
|---|---|
| Cronbach's Alpha | N of Items |
| .908 | 20 |

[71]ibid, 70

Based on the table above the instrument X which consists of 20 questions means reliable. Number of reliability coefficient is $r_{11} = 0.888 > 0.6$. the result of the item can be read in the appendix.

The following is the reliability result of students' speaking performance:

**Table 3.6**

**The Reliability Result of Students' Speaking Performance**

| Reliability Statistics | |
|---|---|
| Cronbach's Alpha | N of Items |
| .639 | 5 |

Based on the table above the instrument X which consists of 5 questions means reliable. Number of rehabilitee coefficient is $r_{11} = 0.639 > 0.6$. the result of the item can be read in the appendix.

**D. The Technique of Data Collection**

In this research, the researcher collected quantitative data. The researcher used documentation and test for collecting data.

1. Documentation

    Documentation provides information that is used to support the available data. Documentation is a way of getting information or data through notes, transcripts, books, newspapers, magazines, agendas, etc. Documentation is used to collect data through printed material.

    In this research, documentation is used to find out some data about students' vocabulary mastery of Al-Mawaddah Islamic Boarding School Ponorogo.

2. Test

    The students have standards score that must be reached. The teacher needs to know where they stand. Therefore, the teacher must conduct a test in the teaching-learning

process. The overall purpose of testing is to know students' ability and how the learning process can achieves its goal.

A test, in simple terms is a method of measuring a person ability, knowledge, or performance in a given dominance.[72] Test is used to measure the skills of abilities of the observed object. Based on the definition above, it can be concluded that a test is one of practices of questions that used to motivate the students and as means of measuring skills, knowledge, intelligence, and talent.[73]

In this research, the researcher used the vocabulary testing for student's vocabulary mastery and speech test for student's speaking performance. In this research test applied to the tenth grades students of Al-Mawaddah Islamic Boarding School Ponorogo.

## E. Technique of Data Analysis

The analysis data of quantitative research is a statistic. There are two analysis used in research analysis technique, there are statistic descriptive and statistic inferential. In quantitative research, analysis data is an activity after all the data from the participant or another source were collected it use to answer all problem statements and to examine a hypothesis before. The aim is to get the summary or the conclusion of the study.

In this study, after conducting normality test, the researcher tested hypothesis using correlation analysis, namely correlation Product Moment by Pearson to know the correlation between students' vocabulary mastery and their speaking performance at Al-Mawaddah Islamic Boarding School Ponorogo. The correlation product moment is one of techniques that commonly used to seek the correlation between two variables.

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

r = Coefficient of correlation between X variable and Y variable

---

[72]Sugiyono, *Metode Penelitian Pendidikan,* (Bandung: Alfabeta, 2012), 134

[73]Douglas Brown. *Principles of Languages Learning and Teaching.* (New York; Pearson Education Company, 200), 384.

n       = Number of Class

∑X      = Sum of X score

∑Y      = Sum of Y score

∑X$^2$   = Sum of X quadrate

∑Y$^2$   = sum of Y quadrats

∑XY     = Sum of multiplication of X and Y score

# CHAPTER IV

# RESEARCH RESULT

In this chapter, the researcher discusses about general findings, data description, and data analysis.

## A. General Findings

### 1. History of Al-Mawaddah Islamic Boarding School Ponorogo

Al-Mawaddah Islamic Boarding School as a special education institution for girls was founded on 9 of Dzulqo'dah 1409 H / 21st of October 1989 AD, it is the realization of the ideas and ideals of K.H. Ahmad Sahal (Founder and Caregiver of Pondok Modern Darussalam Gontor), which was later manifested by his wife and children. They are Nyai Haj. Soetichah Sahal, Drs.H. Ali Saifullah Sahal, and KH. Hasan Abdullah Sahal.

This educational institution is registered under the auspices of the Al-Arham foundation (notarial deed no.12 of 1989). The status of the institution is fully private, standing above and for all groups.

After Gontor was known in public, the number of students increased and Gontor only accepted male students. Because Gontor only accepted male students, K.H Ahmad Sahal thought to build and created education for females, the female boarding school might be held, and the location separate from Gontor.

Afterward, Hj. Soetichah Sahal, KH. Ahmad Sahal's wife with her two sons realized of the idea of KH. Ahmad Sahal to build the female Boarding School. Initially, Al-Mawaddah would build in Nglumpang village, Mlarak, Ponorogo, moreover because of family reasons, the condition of the land, which was near

from Gontor, finally the Al-Mawaddah was established in Coper, Jetis, Ponorogo.   The aspiration was testament and realization by Hj. Soetichah Sahal by founding Al-Mawaddah and develop by Al-Arham foundation based on the act of notary no.12-year 1989. Clearly, its meaning of Al-Mawaddah was familial affection, which has become one of the boarding school's identities and as the reference for vision and mission.

2. **Vision and Mission of Al-Mawaddah Islamic Boarding School**

a. Vision of Al-Mawaddah

Become the leading educational institution for a female that created the students alimah, sholihah, virtuous, knowledgeable, skilled, creative, and innovative by the principle of Islamic values.

b. Mission of Al-Mawaddah

1) Foster a love of teaching Islam and its practice with confidence, awareness a responsibility.

2) Students instill an exemplary attitude in society.

3) Train female students to be able to communicate their ideas and religious knowledge to various parties.

4) Prepare female students to pursue higher education, both inside or outside the country.

5) Equip female students with skills and expertise that can be developed professionally.

6) Create the graduates who have the skills to fight the competition.

3. **Geographical Position**

Al-Mawaddah was located at Mangga Street Coper Village, Jetis, District Ponorogo. It was on the southeast side from Ponorogo city (Trenggalek direction

in 15km) or 5 km from Gontor south side. Communities around boarding were Moslem majority. They always supported the programs in the development of Al-Mawaddah.

Geographically Al-Mawaddah was located in a strategic area because this is not near with road, the teachers and the students could get the transport easily.

4. **Curriculum**

One of the prominent features of the education system in Indonesia is the relatively rapid turnover of curriculum, in the last decade have known the 1994 curriculum based on (KBK), in 2006 there was another change of educational unit level curriculum or KTSP. In 2016, a new curriculum will emerge K-13, but this is still to be reviewed. This indicated that the education system in Indonesia is looking for the form. The grand design of standard and strategic education has not been created.

It was not as easy as turning the hand of adjusting the curriculum in Al-Mawaddah Boarding School which used a combining of curriculum between Modern Boarding of Gontor plus Ministry of Religion (MTs / MA). For Al-Mawaddah the new curriculum 2016 becomes an important momentum in the framework of self-trigger and more creative.

In the academic year 2016-2017 ago Al-Mawaddah has finished designing its curriculum. So, it can become the first instrument of quality learning. The aim of education in Al-Mawaddah is to form a high-minded almar'atusssholiha, able-bundled, knowledgeable, thoughtful, and sincere, and holding on to his feminine nature.

To implement the curriculum targets of Modern Boarding of Gontor and Ministry of Religion systematically, the curriculum complication team sets the subject competency standard of the subjects (SK-KMP) as follows:

a) Religion and noble character

b) Citizenship and personality

c) Science and technology

d) Aesthetic

e) Art and health.

## B. Data Description

The variable of this research consisted of two variables namely students' vocabulary mastery (X) and students' speaking performance (Y). This sub chapter explain two main descriptions:

The first is the data description about student's vocabulary mastery at the tenth grade of Al-Mawaddah Islamic Boarding School Ponorogo and the second one is the data description about students' speaking performance at the tenth grader of Al-Mawaddah Islamic Boarding School Ponorogo.

## 1. The Data Description about Student's Vocabulary Mastery at the Tenth Grade of Al-Mawaddah Islamic Boarding School

This data description, measured by the instrument cloze test, the researcher asking the students to fill the blank sentences by vocabulary which has been provided before. It is spread to the students when they are studying in the evening. Then the researcher gets the score of vocabulary mastery. Side it the researcher also take the students score of weekly vocabulary examination too.

**Table 4.1**

**The Score of Student's Vocabulary Mastery at Al-Mawaddah Islamic**

**Boarding School Ponorogo.**

| NO | NAME | CLASS | SCORE |
|----|------|-------|-------|
| 1 | Riska Asmara | 3 INTENSIVE SCIENCE | 14 |
| 2 | Trian Qovivah Diah P | 3 INTENSIVE SCIENCE | 15 |
| 3 | Ula Shafwah | 3 INTENSIVE SCIENCE | 17 |
| 4 | Yasmin Royani | 3 INTENSIVE SCIENCE | 19 |
| 5 | Yesika Putri Sevira | 3 INTENSIVE SCIENCE | 19 |
| 6 | Amalia Putri Yahyani | 3 INTENSIVE SOCIAL | 18 |
| 7 | Anggun Sita Lathifah | 3 INTENSIVE SOCIAL | 15 |
| 8 | Natasha Aurellia | 3 INTENSIVE SOCIAL | 19 |
| 9 | Tia Awaliyah | 3 INTENSIVE SOCIAL | 11 |
| 10 | Ulul Asmiani | 3 INTENSIVE SOCIAL | 14 |
| 11 | Alya Nur Aisyah | 4 SCIENCE | 17 |
| 12 | Fadila Febiola Silfiana | 4 SCIENCE | 17 |
| 13 | Jasmine Qinaya Dema P | 4 SCIENCE | 14 |
| 14 | Luthfiyya Nur Azkiyyah | 4 SCIENCE | 16 |
| 15 | Restu Asri Wulandari | 4 SCIENCE | 19 |
| 16 | Riska Nur Octha Shafera | 4 SCIENCE | 14 |
| 17 | Shofia Aulia | 4 SCIENCE | 15 |
| 18 | Aula Niswa Saleha | 4 SOCIAL A | 15 |
| 19 | Ayukum Ahsanu Amala | 4 SOCIAL A | 14 |
| 20 | Cellomitha Saniy A | 4 SOCIAL A | 17 |
| 21 | Devi Putri Rosalia | 4 SOCIAL A | 11 |
| 22 | Rahel Fahra Walid | 4 SOCIAL A | 17 |
| 23 | Tiara Salsyabila | 4 SOCIAL A | 19 |
| 24 | Vallenza Abestra G | 4 SOCIAL A | 14 |
| 25 | Muthia Husna Qolby | 4 SOCIAL B | 14 |
| 26 | Mutia Medina | 4 SOCIAL B | 17 |
| 27 | Selma zahra Kamila | 4 SOCIAL B | 16 |
| 28 | Theda Sarah Zilla M | 4 SOCIAL B | 15 |
| 29 | Yuniar Dwi | 4 SOCIAL B | 19 |
| 30 | Zikria Sayyidina | 4 SOCIAL B | 14 |

| Students (N) | Students' vocabulary mastery |
|--------------|------------------------------|
| N = 30 | $\sum X = 476$ |

**Table 4.2**

**The Statistic Table of Students' Vocabulary Mastery**

| Vocabulary Mastery | | |
|---|---|---|
| N | Valid | 30 |
| | Missing | 0 |
| Mean | | 15.87 |
| Std. Error of Mean | | .412 |
| Median | | 15.50 |
| Mode | | 14 |
| Std. Deviation | | 2.255 |
| Variance | | 5.085 |
| Range | | 8 |
| Minimum | | 11 |
| Maximum | | 19 |
| Sum | | 476 |

From the table above, we can see that the total score of 30 respondents is 476. By applying SPSS 25.0, it shows that the mean of student's vocabulary mastery score is 15.50, the median 15.50, the range is 8, the minimum score of the students' vocabulary mastery is  and the maximum score of students' vocabulary mastery is 19. The histogram of students' vocabulary mastery is as follows:

Histogram



Mean =15.87
Std. Dev. =2.255
N =30
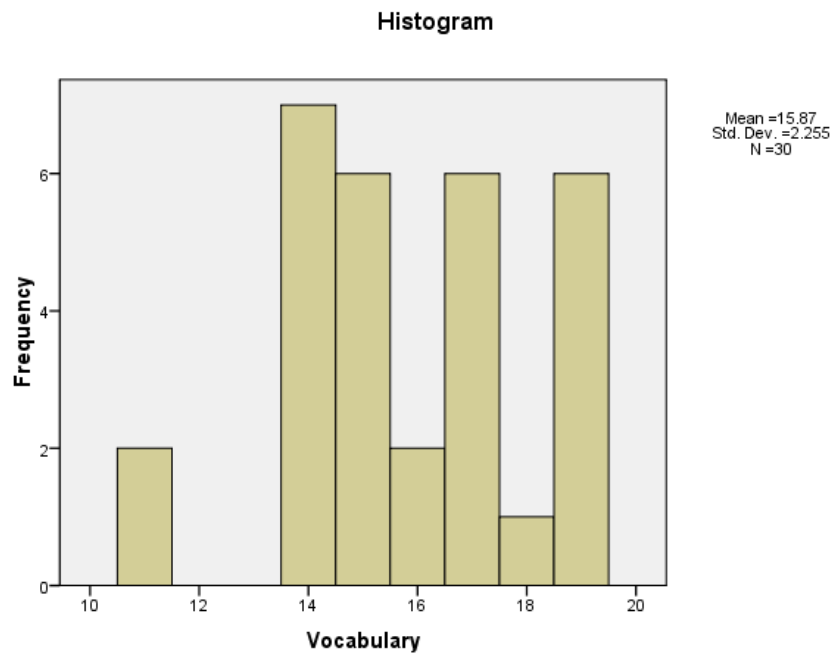
The distribution of vocabulary mastery is below:

**Table 4.3**

**The Analysis of Students' Vocabulary Mastery**

**Vocabulary**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 11 | 2 | 6.7 | 6.7 | 6.7 |
| | 14 | 7 | 23.3 | 23.3 | 30.0 |
| | 15 | 6 | 20.0 | 20.0 | 50.0 |
| | 16 | 2 | 6.7 | 6.7 | 56.7 |
| | 17 | 6 | 20.0 | 20.0 | 76.7 |
| | 18 | 1 | 3.3 | 3.3 | 80.0 |
| | 19 | 6 | 20.0 | 20.0 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

To see the categorization of students' vocabulary mastery the researcher grouped data by determining top and bottom score which use the term below:

a. If the score more than Mx1 + SDx1, it indicates good vocabulary mastery

b. If the score between Mx1 + SDx1 and Mx1 - SDx1, it indicates average vocabulary mastery

c. If the score less than Mx1 - SDx1, it indicates low vocabulary mastery.

Determine the calculation of categorization of student's vocabulary mastery.

a. $MX1 + 1.SDX1$

$= 15,87 + 1 . 2,255$

$= 15,87 + 2,255$

$= 17,728$ (rounded 18)

b. $MX1 - 1.SDX1$

$= 15,87 - 1 . 2,255$

$= 15,87 - 2,255$

$= 13,275$ (rounded 13)

From the description above if the score is $\geq 18$ the vocabulary mastery is good, if the score between 13-17 the vocabulary mastery is average and if the score $< 13$ the vocabulary mastery is low.

**Table 4.4**

**The Categorization of Sudents's Vocabulary Mastery**

| No | Score | Frequency | Precentage | Category |
|----|-------|-----------|------------|----------|
| 1 | $\geq 18$ | 6 | 20% | Good |
| 2 | 13 – 17 | 19 | 63% | Moderate |
| 3 | < 13 | 5 | 17% | Low |
| Total | | 30 | 100% | |

From those tables, we have seen that 6 students or 20% have a good category, 63% or 19 students in medium or average category, and 17% or 5 students have a low category. So, we can conclude that the student's vocabulary mastery is in the average category.It can be seen that the student's vocabulary mastery at the tenth-grade students of Al-Mawaddah Islamic Boarding School Ponorogo has many variations.

2. **The Data Description about Students Speaking Skills at the Tenth Grade of Al-Mawaddah Islamic Boarding School Ponorogo**

The researcher taken the score of speaking performance by give a speech test. The researcher gets the score of speaking performance about the students speaking performance as follows:

**Table 4.5**

**The Scoring of Students' Speaking Performance at Al-Mawaddah Islamic Boarding School Ponorogo**

| NO | NAME | CLASS | SCORE |
|----|------|-------|-------|
| 1 | Riska Asmara | 3 INTENSIVE SCIENCE | 14 |
| 2 | Trian Qovivah Diah P | 3 INTENSIVE SCIENCE | 14 |
| 3 | Ula Shafwah | 3 INTENSIVE SCIENCE | 15 |
| 4 | Yasmin Royani | 3 INTENSIVE SCIENCE | 19 |
| 5 | Yesika Putri Sevira | 3 INTENSIVE SCIENCE | 16 |
| 6 | Amalia Putri Yahyani | 3 INTENSIVE SOCIAL | 18 |
| 7 | Anggun Sita Lathifah | 3 INTENSIVE SOCIAL | 17 |
| 8 | Natasha Aurellia | 3 INTENSIVE SOCIAL | 16 |
| 9 | Tia Awaliyah | 3 INTENSIVE SOCIAL | 17 |
| 10 | Ulul Asmiani | 3 INTENSIVE SOCIAL | 16 |
| 11 | Alya Nur Aisyah | 4 SCIENCE | 17 |
| 12 | Fadila Febiola Silfiana | 4 SCIENCE | 14 |
| 13 | Jasmine Qinaya Dema P | 4 SCIENCE | 15 |

| 14 | Luthfiyya Nur Azkiyyah | 4 SCIENCE | 18 |
| 15 | Restu Asri Wulandari | 4 SCIENCE | 17 |
| 16 | Riska Nur Octha Shafera | 4 SCIENCE | 14 |
| 17 | Shofia Aulia | 4 SCIENCE | 15 |
| 18 | Aula Niswa Saleha | 4 SOCIAL A | 14 |
| 19 | Ayukum Ahsanu Amala | 4 SOCIAL A | 19 |
| 20 | Cellomitha Saniy A | 4 SOCIAL A | 20 |
| 21 | Devi Putri Rosalia | 4 SOCIAL A | 10 |
| 22 | Rahel Fahra Walid | 4 SOCIAL A | 20 |
| 23 | Tiara Salsyabila | 4 SOCIAL A | 18 |
| 24 | Vallenza Abestra G | 4 SOCIAL A | 17 |
| 25 | Muthia Husna Qolby | 4 SOCIAL B | 18 |
| 26 | Mutia Medina | 4 SOCIAL B | 14 |
| 27 | Selma zahra Kamila | 4 SOCIAL B | 18 |
| 28 | Theda Sarah Zilla M | 4 SOCIAL B | 16 |
| 29 | Yuniar Dwi | 4 SOCIAL B | 20 |
| 30 | Zikria Sayyidina | 4 SOCIAL B | 18 |

| Students (N) | Students' vocabulary mastery |
|---|---|
| N = 30 | $\sum X = 465$ |

**Table 4.6**

**The Statistic Table of Students' Speaking Performance**

| Vocabulary Mastery | | |
|---|---|---|
| N | Valid | 30 |
| | Missing | 0 |
| Mean | | 16.47 |
| Std. Error of Mean | | .417 |
| Median | | 17.00 |
| Mode | | 14 |
| Std. Deviation | | 2.285 |
| Variance | | 5.223 |
| Range | | 10 |
| Minimum | | 10 |
| Maximum | | 20 |
| Sum | | 494 |

From the table above, we can see that the total score of 30 respondents is 494. By applying SPSS 25.0, it shows that the mean of student's vocabulary mastery score is 16.47, the median 17.00, the range is 10, the minimum score of the students' speaking performance is 10 and the maximum score of students' speaking performance is 20. The histogram of students' vocabulary mastery is as follows:
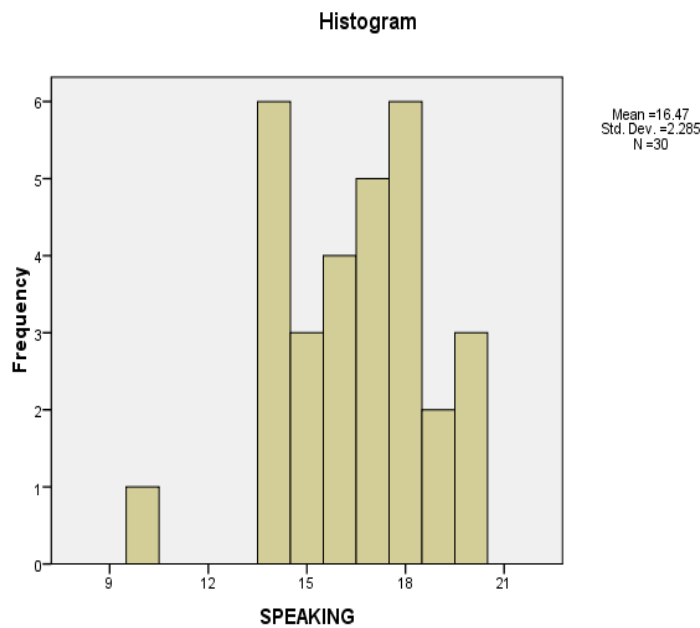


The distribution of vocabulary mastery as a mention below:

**Table 4.7**

**The Analysis of Students' Speaking Performance**

**SPEAKING**

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 10 | 1 | 3.3 | 3.3 | 3.3 |
|  | 14 | 6 | 20.0 | 20.0 | 23.3 |
|  | 15 | 3 | 10.0 | 10.0 | 33.3 |
|  | 16 | 4 | 13.3 | 13.3 | 46.7 |
|  | 17 | 5 | 16.7 | 16.7 | 63.3 |
|  | 18 | 6 | 20.0 | 20.0 | 83.3 |
|  | 19 | 2 | 6.7 | 6.7 | 90.0 |
|  | 20 | 3 | 10.0 | 10.0 | 100.0 |
|  | Total | 30 | 100.0 | 100.0 |  |

To see the categorization of students' speaking performance we can grouping the data by determining top up the score and bottom score which use the term below:

a. If the score is more than Mx1 + SDx1, it indicates a good speaking performance

b. If the score between Mx1 + SDx1 and Mx1 - SDx1, it indicates  medium or avarage speaking performance

c. If the score was less than Mx1 - SDx1, it low speaking performance.

The calculation of categorization of student's vocabulary mastery.

a. MX1 + 1.SDX1

= 16,47 + 1. 2,268

= 16,47 + 2,268

= 18,738 (rounded 19)

b.MX1 - 1.SDX1

= 16,47 - 1 . 2,268

= 16,47 - 2,268

= 14,202 (rounded 14)

From the description above, if the score >18 the speaking performance is good, if the score is between 13-18 then the speaking performance is average. If the score <13 the speaking is the low.

**Table 4.8**

**The Categorization of Students' Vocabulary Mastery**

| No | Score | Frequency | Percentage | Category |
|----|-------|-----------|------------|----------|
| 1 | > 18 | 5 | 17% | Good |
| 2 | 13 – 18 | 24 | 80% | Moderate |
| 3 | < 13 | 1 | 3% | Law |
| Total | | 30 | 100% | |

From those tables, we have seen that 5 students or 17% are in good category, 80% or 24 students are in average category, and 3% or 1 students have a low category. So, it can conclude that the student's speaking performance is in the average. It can be seen that the students speaking performance at the tenth-grade students of Al-Mawaddah Islamic Boarding School have many variations.

C. **Data Analysis**

In this study, students' vocabulary mastery as the independent variable (X), and the students' speaking performance as the dependent variable (Y). Then to know the correlation between students' vocabulary mastery and their speaking performance, the researcher analyzed both of the data by applying Pearson Correlation Product

Moment. In this data, the researcher correlated both the scores of students' vocabulary mastery and student's speaking performance at the table below:

**Table 4.9**

**The Calculation Data of Students' Vocabulary Mastery and Students' Speaking**

**Performance**

| NO. | NAME | VOCABULARY (X) | SPEAKING (Y) |
|---|---|---|---|
| 1 | Riska Asmara | 14 | 14 |
| 2 | Trian Qovivah Diah P | 15 | 14 |
| 3 | Ula Shafwah | 17 | 15 |
| 4 | Yasmin Royani | 19 | 19 |
| 5 | Yesika Putri Sevira | 19 | 16 |
| 6 | Amalia Putri Yahyani | 18 | 18 |
| 7 | Anggun Sita Lathifah | 15 | 17 |
| 8 | Natasha Aurellia | 19 | 16 |
| 9 | Tia Awaliyah | 11 | 17 |
| 10 | Ulul Asmiani | 14 | 16 |
| 11 | Alya Nur Aisyah | 17 | 17 |
| 12 | Fadila Febiola Silfiana | 17 | 14 |
| 13 | Jasmine Qinaya Dema P | 14 | 15 |
| 14 | Luthfiyya Nur Azkiyyah | 16 | 16 |
| 15 | Restu Asri Wulandari | 19 | 17 |
| 16 | Riska Nur Octha Shafera | 14 | 14 |
| 17 | Shofia Aulia | 15 | 15 |
| 18 | Aula Niswa Saleha | 15 | 14 |
| 19 | Ayukum Ahsanu Amala | 15 | 19 |
| 20 | Cellomitha Saniy A | 17 | 20 |
| 21 | Devi Putri Rosalia | 11 | 10 |
| 22 | Rahel Fahra Walid | 17 | 20 |
| 23 | Tiara Salsyabila | 19 | 18 |
| 24 | Vallenza Abestra G | 14 | 17 |
| 25 | Muthia Husna Qolby | 14 | 18 |
| 26 | Mutia Medina | 17 | 14 |
| 27 | Selma zahra Kamila | 16 | 18 |
| 28 | Theda Sarah Zilla M | 15 | 16 |
| 29 | Yuniar Dwi | 19 | 20 |
| 30 | Zikria Sayyidina | 14 | 18 |

**Correlations**

|  |  | VOCABULARY | SPEAKING |
|---|---|---|---|
| VOCABULARY | Pearson Correlation | 1 | .441[*] |
|  | Sig. (2-tailed) |  | .015 |
|  | N | 30 | 30 |
| SPEAKING | Pearson Correlation | .441[*] | 1 |
|  | Sig. (2-tailed) | .015 |  |
|  | N | 30 | 30 |

*. Correlation is significant at the 0.05 level (2-tailed).

## D. The Interpretation of Data

After finishing the process of data analysis, it is obtained that the correlation coefficient between students' vocabulary mastery (X) and their speaking performance (Y) is 0,441. It means that both of variables have correlation and the interpretation is average or medium correlation. It can be seen as the following table:

**Table 4.10**

**The Interpretation of $r_{xy}$**

| Product Moment | Interpretation |
|---|---|
| 0.00-0.20 | Very weak |
| 0.20-0.40 | Weak |
| 0.40-0.70 | Medium |
| 0.70-0.90 | High |
| 0.90-1.00 | very high |

The significance (2-tailed) value is 0.015. Test of significance when Sig < 0.05, (0.015 < 0.05) the alternative hypothesis (Ha) is accepted. It means that there is

correlation between students' vocabulary mastery (X) and their speaking performance (Y).

## E. The Test of Hypothesis

To prove the result of hypothesis in this research, the researcher calculated the data by the formulation of hypothesis below:

1. Null Hypothesis

   There is no correlation between students' vocabulary mastery and their speaking performance at Al-Mawaddah Islamic Boarding School Ponorogo

2. Alternative Hypothesis

   There is correlation between students' vocabulary mastery and their speaking performance at Al-Mawaddah Islamic Boarding School Ponorogo

Based on the data analysis the result Sig $0.015 < 0,05$. So, the calculation is:

1. Ho is rejected (There is no correlation between students' vocabulary mastery and their speaking performance at Al-Mawaddah Islamic Boarding School Ponorogo)

2. Ha is accepted (There is correlation between students' vocabulary mastery and their speaking performance at Al-Mawaddah Islamic Boarding School Ponorogo)

# CHAPTER V

# CLOSING

 In this chapter, the researcher explains the conclusion and recommendations.

## A.  Conclusion

Based on the data analysis and discussion of the thesis under the title "The Correlation between Students' Vocabulary Mastery and their Speaking Performance at Al-Mawaddah Islamic Boarding School Ponorogo", the summary is below:

First, after analyzing the data about students' vocabulary mastery, it can be concluded that the students' vocabulary mastery have 3 categories: good, moderate, and low. 6 students (20%) are in good category, 19 students (63%) are in moderate category, and 5 students (17%) are in low category. Thus, the students' vocabulary mastery in Al-Mawaddah Islamic Boarding School Ponorogo have moderate category.

Second, after analyzing the data about students' speaking performance, it can be concluded that the speaking performance have 3 categories: good, moderate, and low. 5 students (17%) are in good category, 24 students (80%) are in moderate category, and 1 student (3%) is in low category. Therefore, the students' speaking performance in Al-Mawaddah Islamic Boarding School Ponorogo have moderate category.

Overall, the correlation coefficient between students' vocabulary mastery (X) and their speaking performance (Y) at Al-Mawaddah Islamic Boarding School Ponorogo is 0.441. It means that both variables have correlation and the interpretation is medium or avaerage

correlation. The significance (2-tailed) value is 0.015. Test of significance when sig < 0.05,(0.015 < 0.05) the alternative hypothesis (Ha) is accepted. It means there is correlation between students' vocabulary mastery and their speaking performance in Al-Mawaddah Islamic Boarding School Ponorogo.

## B. Recommendation

According to the conclusion above, the researcher would like to give some recommendations:

1. For Teacher

    There are so many media and techniques to increase students' speaking performance and vocabulary mastery. It is expected for the teacher to increase and develop the ability in teaching. The teacher may try various media and technique which is suitable for teaching the students.

2. For students

    Students have to increase their motivation to improve their vocabulary mastery and speaking performance. The students need to try make a new way to support their achievement in speaking performance such as English Day, English Zone, and English Competition.

3. For other researchers

    The researcher hopes this research can be used as reference to conduct other investigation.

# BIBLIOGRAPHY

Ary, Donald et al. *Introduction to Research in Education.* Canada: Wadsworth, 2010.

Brown, Douglas. *Principles of Languages Learning and Teaching.* New York: Pearson Education Company, 2009.

Coleman, James A. and John Klapper. *Effective Learning and Teaching in Modern Language*, Routledge: Taylor & Francis e-Library, 2005.

Florez, M.A.C. *Improving Adult English Language Learner Speaking Skill.* Washington Dc: ESL Literacy Education, 1999.

Harmer, Jeremy. *How to Teach English*. England: Longman, 1998.

Khasanah, Nurul. *Floating and Hedging In The Discussion Context*. Ponorogo: STAIN Ponorogo PRESS, 2014.

Lin, Grace Hui-chin and Paul Shih-chieh Chien. *An introduction to English Teaching*. Saarbrücken, Germany: VDM Verlag Dr. Müller Aktiengesellschaft & Co. KG, 2010.

Nunan, D. *Language Teaching Methodology*. New York: McGraw-Hill, 2000.

Pavlu, Screvener In Ivana. *Testing Vocabulary*. Ceko: Masaryk University Brno, 2009.

Ricard, Jack C. and Willy A.Renandya, *Methodology in Language Teaching*. United Kingdom: Cambridge University Press, 2002.

Ricard, Jack C. *Curriculum Development in Language Teaching.* United Kingdom: Cambridge University Press, 2002.

Sari, Lia Ernia Uvia. *Students Vocabulary Mastery and Their English Achievement*.

      Ponorogo: Faculty of Education English education Department State Islamic

      College of Ponorogo, 2014.

Singh, Kultur. *Quantitative Social Research Method.* Los Angles: SAGE Publications,

      2007.

Spratt, Mary et al. *The Teaching Knowledge Test Course*. Cambridge: Cambridge

      University Press, 2005.

Thornbury and Scott. *How to Teach Vocabulary.* London: Longman, 2002.

Alqohtani, Mofareh. The Importance of Vocabulary in Language Learning and How to be

      Taught. *International Journal of Teaching and Education Vol 3:* 2015.

      https://doi.org/10.52950/TE.2015.3.3.002. (Accessed on February 2 2021).

Astika, Gusti. Globalisasi Bahasa Inggris: So What?. *Lingua Vol 12:* 2015.

      http://dx.doi.org/10.30957/lingua.v12i1.73. (Accessed on March 5 2021).

Berne and Blachowichz. What Reading Teachers Say About Vocabulary Instruction: Voices

      From the Classroom. *The Reading Teacher Vol 62:* 2008.

      http://dx.doi.org/10.1598/RT.62.4.4. (Accessed on April 2 2021).

Djiwandono, Patrisius Istiarto. Using Authentic Materials and Vocabulary Profiler to

      Enhance Vocabulary Learning. *Klausa Vol 2*: 2018.

      https://doi.org/10.33479/klausa.v2i01.143. (Accessed on December 20 2020).

Frijuiarsi, Nurul and Noni Marlianingsih. The Effect of Reading Habits and Vocabulary

      Mastery Toward Listening Skill at State Senior High Schools in East Jakarta. *Lingua*

*Cultura Vol 10:* 2016. https://doi.org/10.21512/lc.v10i1.828. (Accessed on

December 25 2020).

Lee, Barbara. Statistical Conclusion Validity in Ex Post Facto Designs: Practicality in

Evaluation. *Sage Journal Vol 7:* 1985.

https://doi.org/10.3102%2F01623737007001035. (Accessed on 2 April 2021).

Nurgiyanto. The Effects of Interest in Learning and Mastering Vocabulary About the

Ability of Reading English. *JIPIS Vol 29:* 2020.

http://ejournal.unis.ac.id/index.php/JIPIS/article/download/548/pdf/. (Accessed on

February 5 2021).

Nurman, Moh. Improving The Students' Vocabulary By Using "Go Fish" Game. *Journal of

English Teaching Vol 5:* 2018. https://doi.org/10.33394/jo-elt.v5i2.2311. (Accessed

on February 5 2021).

Rohmatillah, R. A Study on Students'Difficulties in Learning Vocabulary. *Jurnal Tadris

Bahasa Inggris Vol 6:* 2014. https://doi.org/10.24042/ee-jtbi.v6i1.520. (Accessed on

January 5 2021).

Santoso, Doni Anggoro Ari, The Effect of Reading Habit And Vocabulary Mastery Toward

Student's Speaking Skill. *Deiksis Vol 6:* 2014.

http://dx.doi.org/10.30998/deiksis.v6i03.527. (Accessed on March 6 2021).

Suryadi. The Effect Of Self-Confident And Vocabulary Mastery On Students' Speaking

Skill. *Journal of English Language Studies Vol 3:* 2018.

http://dx.doi.org/10.30870/jels.v3i2.3158. (Accessed on January 2 2021).

Uygun, Serkan. How To Become An Effective English Language Teacher. *Educational and Social Research* Vol 7: 2013. https://doi.org/10.5901/jesr.2013.v3n7p306. (Accessed on December 29 2020).

Webb, Stuart. The Effects of Receptive and Productive Learning of Word Pairs on Vocabulary Knowledge. *Sage Journals Vol 1:* 2009. https://doi.org/10.1177%2F0033688209343854. (Accessed on January 2 2021).