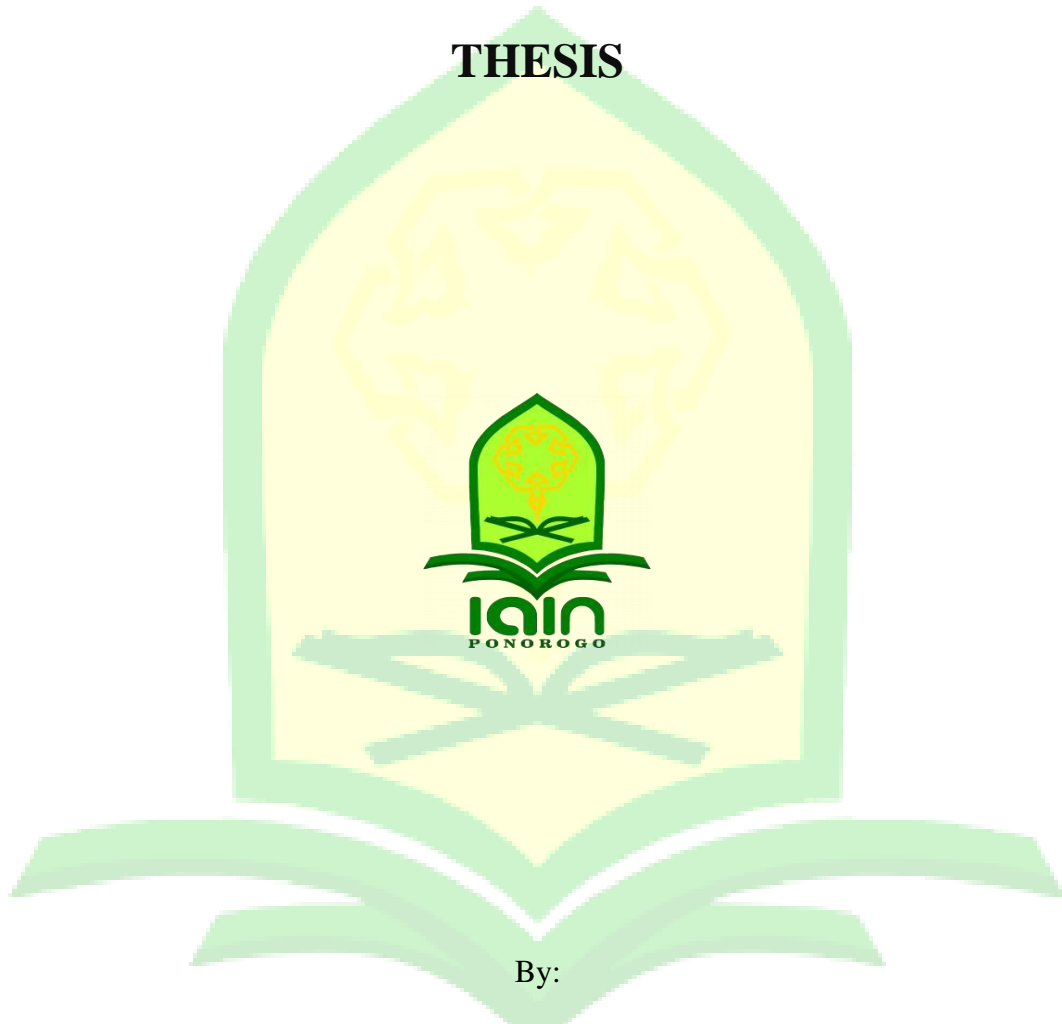


**THE CORRELATION BETWEEN STUDENTS'
VOCABULARY MASTERY ON SPEAKING
PERFORMANCE AND READING ACHIEVEMENT
AT SMK PGRI 2 PONOROGO**

THESIS



By:

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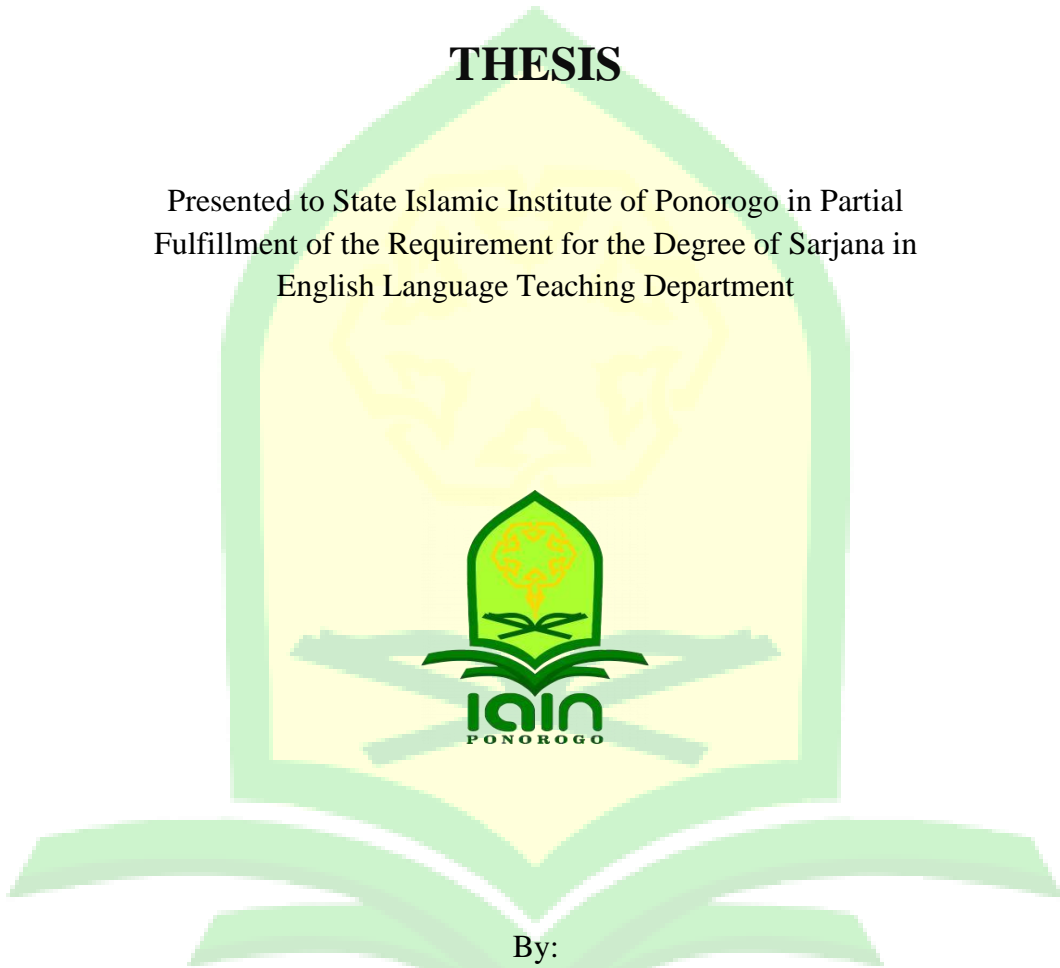
IAIN
PONOROGO

**ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO
2024**

**THE CORRELATION BETWEEN STUDENTS'
VOCABULARY MASTERY ON SPEAKING
PERFORMANCE AND READING ACHIEVEMENT
AT SMK PGRI 2 PONOROGO**

THESIS

Presented to State Islamic Institute of Ponorogo in Partial
Fulfillment of the Requirement for the Degree of Sarjana in
English Language Teaching Department



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FACULTY OF TARBIYAH AND TEACHER TRAINING
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2024**

ABSTRACT

Aziza, Shofia Lutfi. 2024. *The Correlation between Students' Vocabulary Mastery on Speaking Performance and Reading Achievement at SMK PGRI 2 Ponorogo.* Sarjana's Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Fenty Andriani, M. Pd.

Keywords: *vocabulary mastery, speaking performance, reading achievement*

Vocabulary is an important aspect of learning a foreign language because, with a limited vocabulary, anyone also has a limited understanding in terms of speaking, reading, listening, and writing. Indeed, vocabulary is a crucial aspect of learning English, particularly in relation to speaking performance and reading achievement. Vocabulary becomes a significant resource in language use. Vocabulary proficiency is a fundamental skill when students embark on learning English, yet it presents various difficulties. If students know the meaning of a word, it is easier for them to respond because they can understand what other people say automatically by mastering vocabulary and also being able to understand the meaning of a reading text.

The purposes of this research are; 1) To find out the correlation between students' vocabulary mastery and their speaking performance at SMK PGRI 2 Ponorogo, 2) To find out the correlation between students' vocabulary mastery and their reading achievement at SMK PGRI 2 Ponorogo.

This research applied a quantitative approach and used a correlational design. The population of this study was all tenth-grade students majoring in TAB at SMK PGRI 2 Ponorogo. The sample consists of 30 students at X TAB 6 class of SMK PGRI 2 Ponorogo. Data collection procedures were through tests and documentation. To analyze the data, researcher used the Pearson Correlation Product Moment formula in the SPSS version 22 program for Windows to determine whether or not there is a correlation between students' vocabulary mastery on their speaking performance and reading achievement at SMK PGRI 2 Ponorogo.

Based on data analysis, the results of this research show that the correlation coefficient between students' vocabulary mastery (X) and students' speaking performance (Y1) is 0.756. This means that the two variables have a correlation and the interpretation of the correlation is high. The correlation coefficient between students' vocabulary mastery (X) and students' reading achievement (Y2) is 0.682. This means that these two variables also have a correlation and the interpretation of the correlation is high. The significance value (2-tailed) for variable (X) with (Y1) and variable (X) with (Y2) is both 0.000. Significance test if the significance value is less than 0.05 then alternative hypothesis 1 (Ha1) and alternative hypothesis 2 (Ha2) are accepted.

APPROVAL SHEET

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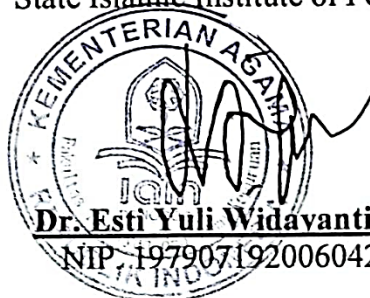
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Ponorogo, 10 Juli 2024

Penulis



Shofia Lutfu Aziza

P O N O R O G O

LETTER OF AUTHENTICITY

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I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

I fully understand the gravity of the consequences of any form of academic dishonesty, plagiarism and I take full responsibility for the authenticity and originality of this thesis. I certify that all information presented in this work is accurate and based on research conducted by me.

Thank you for your attention to this matter.

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Sincerely,

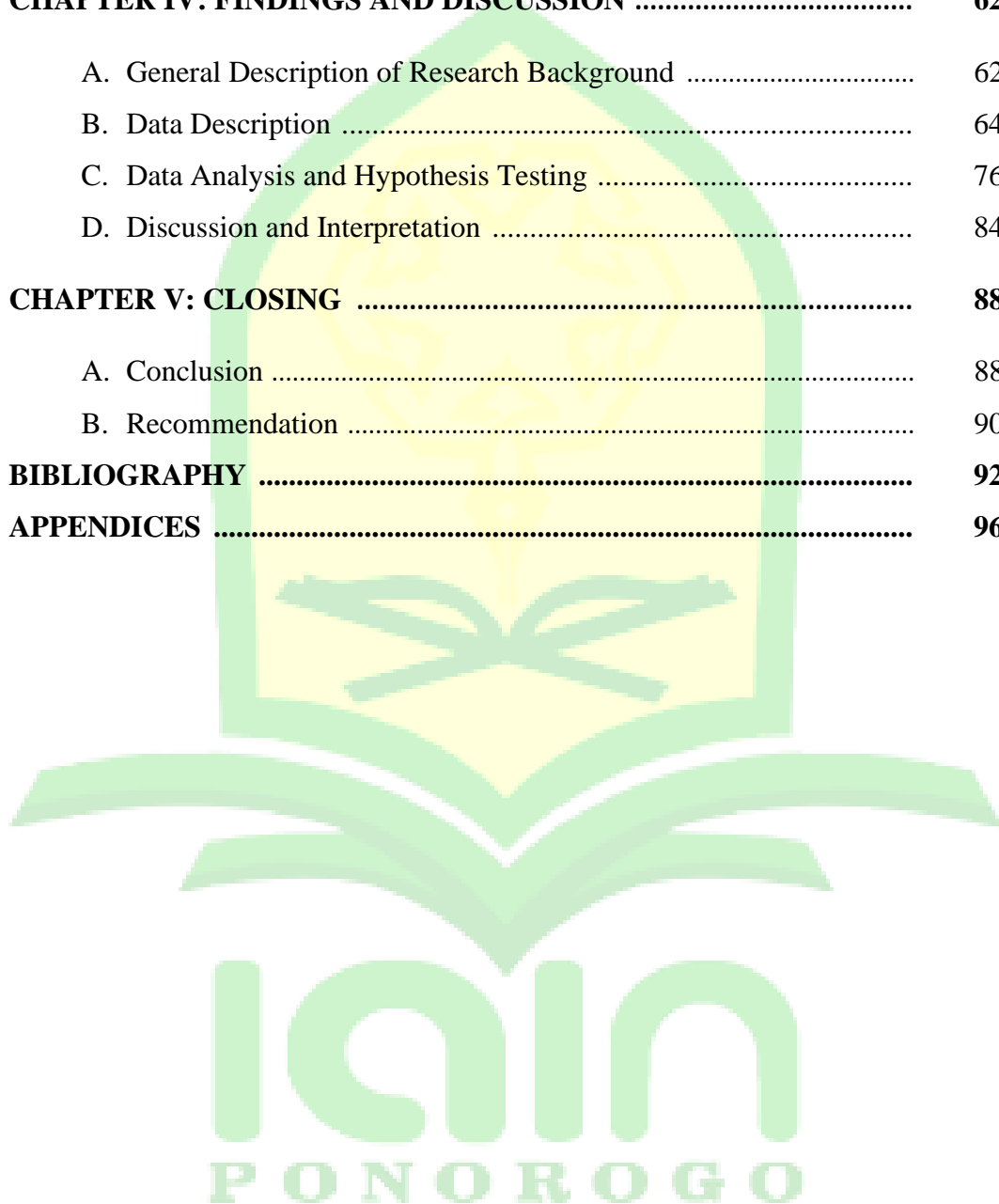


Shofia Lutfu Aziza

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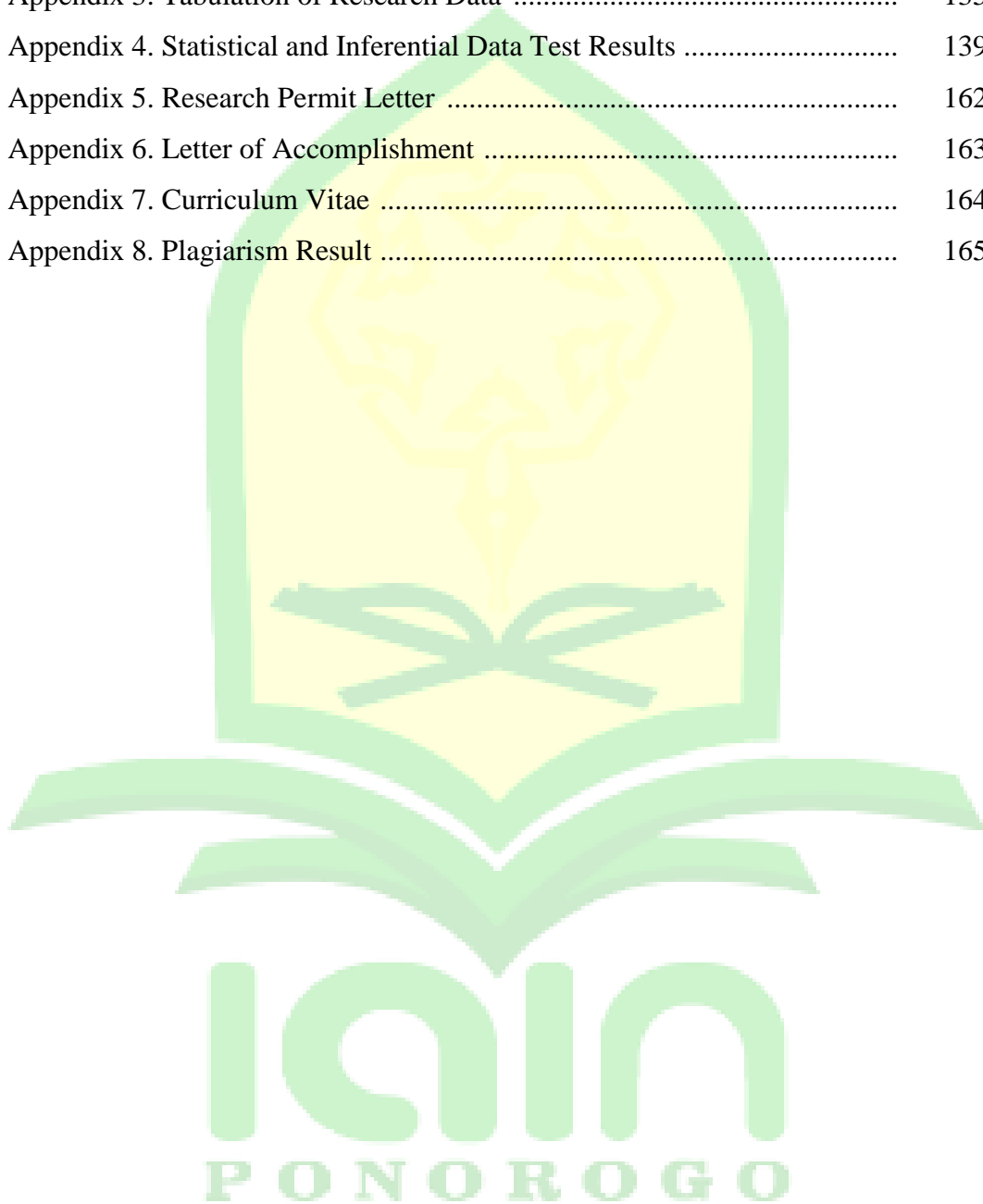
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CHAPTER I

INTRODUCTION

A. Background of the Study

There are numerous factors contributing to the challenges of learning English, with vocabulary mastery being a primary one. Learning vocabulary is crucial to master a foreign language since without it, comprehension of speaking, reading, writing, and listening would be severely limited.¹ Mastering vocabulary is essential for proficiency in any English language skill.² Vocabulary proficiency is fundamental when students embark on learning English, yet it presents various difficulties. English vocabulary is diverse and expansive, encompassing present, past, future, singular, and plural forms, as well as regular and irregular verbs.

This emphasizes the importance of students learning the proper structures of English vocabulary in addition to its meanings. It's common for students to forget the meanings of certain words, struggle to apply new words in the appropriate context, or be unsure about the specific form of certain words. Indeed, vocabulary is a crucial aspect of learning English, particularly in relation to speaking performance and reading achievement.³

¹ Dede Gustiawan, *The Study on Students Vocabulary Mastery and Speaking Fluency Students*. (Banyumas: CV. Pena Persada, 2021), 2.

² Kurnia Saputri, "Improving Students' Vocabulary Mastery by Using Composite Picture Lampung". (Muhammadiyah University of Jember, 2019), 1.

³ Bintana Alula Zanoobia, "The Correlation Between Students' Vocabulary Mastery and Students' Speaking Ability in Learning English at SMK Minhajut Thullab Dolopo Madiun". (Thesis: IAIN Ponorogo, 2022), 1.

Speaking performance and reading achievement are two essential skills in communication. Speaking serves as a form of verbal communication used to convey thoughts and emotions. Acquiring a robust vocabulary stands out as a fundamental language skill essential for students and individuals alike.⁴ Speaking enables individuals to articulate their thoughts, viewpoints, or sentiments to others. On the other hand, reading allows individuals to comprehend the thoughts, viewpoints, or feelings conveyed by others. Additionally, research by Fahrurrozi stated that students with a good understanding of reading comprehension can interpret a text in the best way possible, enabling them to extract the message from the text.⁵

However, within the context of English, there are numerous challenges to consider. For example, the first is self-confidence in speaking is a challenge because many do not feel confident in speaking, either because they are afraid of making mistakes or feel uncomfortable speaking in a language that is not their mother tongue. Second, difficulties in text comprehension, where many students find it difficult to understand texts in English which ultimately has an impact on reading achievement. The third is scarcity of ideas and grammatical errors, this often happens because they find it difficult to find ideas and also errors in grammar which can affect understanding of what is being conveyed. Finally, a deficiency in vocabulary is also a major challenge because without

⁴ Helli K. B. B., and Debora C. S. *The Effects of Vocabulary Mastery on English-Speaking Ability: A Meta-Analysis Study*. JOLLT Journal of Languages and Language Teaching, Vol. 10, No. 2. (Universitas Advent Indonesia, 2022), pages 213.

⁵ Fahrurrozi., et al. *The Influence of Reading Interests, Vocabulary Mastery and Critical Thinking on Reading Comprehension in Elementary School Students*. (State University of Jakarta, 2019), 02.

good vocabulary mastery, students would find it difficult to understand texts and communicate effectively.

The relationship between vocabulary mastery on speaking performance and reading achievement is very important and has an influence too. Various studies have shown that vocabulary mastery has a significant correlation with speaking performance and reading achievement. In the context of English learning, vocabulary functions as an important tool for understanding and interpreting texts, as well as communicating effectively. Cameron Lynne stated that vocabulary has become a significant resource in language use. When learning a language and increasing spoken vocabulary is usually necessary because without words communication goes well. Therefore, if students have sufficient vocabulary input, the chances of them facing difficulties in listening, writing, especially speaking and reading, would be reduced. When students grasp the meaning of a word, their ability to respond becomes smoother, as they can automatically comprehend what others communicate. Mastery of vocabulary also facilitates understanding written texts, enriching their overall comprehension skills.⁶ Thus, a correlation exists between mastering vocabulary and proficiency in both speaking and reading.

Previous research has shown that the level of student vocabulary mastery contributes to students' speaking performance and also their reading achievement. As said by Bradhiansyah, that by having good vocabulary mastery, can improve their speaking skills. They can articulate their thoughts in a foreign language with ease because they understand the vocabulary that symbolizes the

⁶ Cameron, L. *Teaching Language to Young Learners*. (UK: Cambridge University Press, 2001), 94.

content of the message they aim to express in English. Proficiency in English vocabulary aids students in speaking effectively.⁷ Apart from that, Shacitra Ayu C, stated that it was discovered that there's a significant correlation between a student's vocabulary mastery and their reading skills. This suggests that mastery of vocabulary greatly influences their reading abilities, found out that there is a strong correlation between students' vocabulary mastery and their reading ability.⁸

However, although the significance of mastering vocabulary in English language acquisition is widely recognized, it is still the most important thing, there are still shortcomings or problems exploring the correlation between vocabulary mastery on speaking performance and also reading achievement, especially in the context of vocational high schools such as SMK PGRI 2 Ponorogo. SMK PGRI 2 Ponorogo is a vocational high school that has various study programs, many of which require a good command of English. Apart from that, mastering English at this school is also very important as a preparation when they graduate and enter the world of work. It is no longer a public secret that most of the graduates from SMK PGRI 2 Ponorogo work abroad, and of course mastery of English plays a big role in this.

At this school, English is taught with the aim of equipping students with competent English language skills, including reading, writing, listening and speaking. However, in practice, it is often found that students have difficulty

⁷ Bradiansyah, T. S., et al. "The Correlation Between Students' Vocabulary Mastery and Speaking Skill". *International Journal of English Education and Linguistics (IJoEEL)* Vol. 03 No. 01. (Universitas Nurul Jadid, 2021), 18.

⁸ Shacitra, A. C., et al. "The Correlation Between EFL Students' Vocabulary Mastery and Their Reading Ability." *Jurnal Pendidikan: Riset & Konseptual*, Vol. 6 No. 3. (University of Brawijaya, 2022), 492.

understanding English speaking English and reading texts. A key concern revolves around establishing the connection between vocabulary mastery and students' speaking performance, as well as their achievements in reading. Some students may have a good command of vocabulary but still have difficulty speaking and reading on English. On the other hand, there are also students who may not have extensive vocabulary but are able to speak and read well.

Therefore, this research aims to ascertain the extent of the correlation between vocabulary mastery and students' speaking performance and reading achievement at SMK PGRI 2 Ponorogo. The principal aim of this research is to investigate whether there is a correlation between vocabulary mastery and students' speaking performance and reading achievement at SMK PGRI 2 Ponorogo. The purpose of this research is to gain a deeper insight into how vocabulary mastery influences students' ability in speaking performance and reading achievement in English. Hence, it is anticipated that the findings of this research will make a meaningful contribution to English language teaching at SMK PGRI 2 Ponorogo. In pursuit of this objective, the research is conducted under the title "*The Correlation between Students' Vocabulary Mastery on Speaking Performance and Reading Achievement at SMK PGRI 2 Ponorogo*".

B. Identification of the Problems

Based on the results of observations during internship 1 and the findings of interviews with English teachers at SMK PGRI 2 Ponorogo as an initial study, several phenomena related to English learning were discovered. As reported by the English teacher at SMK PGRI 2 Ponorogo, students exhibited inadequacies in both their speaking performances and reading achievements.

Deficiencies in speaking performance encompass pronunciation, fluency, intonation, vocabulary, and grammar. Similarly, low reading achievement encompasses reading comprehension, analytical skills, vocabulary and language skills, and critical thinking skills.

This phenomenon is thought to be caused by a lack of mastery and limited vocabulary abilities among students. Of these phenomena, the most interesting thing to research is how the vocabulary mastery can influence students' speaking performance and reading achievement. This phenomenon was selected due to the pivotal role of vocabulary in language learning and its substantial impact on both, English speaking performance and reading achievement. Apart from that, this research also has the potential to provide new insights into English teaching methods in schools.

C. Limitation of the Study

The research limitations of this study concentrate on several facets. First, this research only involved class 10 TAB 6 students at SMK PGRI 2 Ponorogo, so the results may not be generalizable to other school contexts or student populations. Second, this study only considered three main variables, that is vocabulary mastery, speaking performance, and reading achievement. Other variables that might influence speaking performance and reading achievement, such as students' learning motivation or educational background, would not be examined in this study. Third, this research would be carried out over a certain period of time, so changes that occur after the research period would not be captured in this research.

D. Statements of the Problem

Based on the explanation above, the questions in this research are as follows:

1. Is there any correlation between students' vocabulary mastery and their speaking performance at SMK PGRI 2 Ponorogo?
2. Is there any correlation between students' vocabulary mastery and their reading achievement at SMK PGRI 2 Ponorogo?

E. Objectives of the Study

The objectives of the research are:

1. To find out the correlation between students' vocabulary mastery and their speaking performance at SMK PGRI 2 Ponorogo
2. To find out the correlation between students' vocabulary mastery and their reading achievement at SMK PGRI 2 Ponorogo

F. Significances of the Study

This research is anticipated to provide benefits for:

1. Theoretically
 - a. Literature Contribution: This study contributes to the existing body of knowledge by investigating the correlation between vocabulary mastery on speaking and reading skills within the context of vocational education in Indonesia, an area that may be under-researched.
 - b. Further Research: The findings can serve as a foundation for future research, inspiring other researcher to delve deeper into the subject matter, possibly in different educational settings or with different variables.

2. Practically

- a. Educational Implementation: The findings of this research offered valuable insights for educators, especially those at SMK PGRI 2 Ponorogo, on how to develop effective teaching strategies that could enhance students' vocabulary mastery, speaking performance, and reading achievement.
- b. Policy Development: The results can also be informative for educational policy makers in designing curricula or language learning policies that emphasize vocabulary learning, considering its impact on students' speaking and reading abilities.
- c. Student Progress: Lastly, understanding this correlation can aid students in identifying their learning gaps and working towards improving their vocabulary, thereby enhancing their overall English language proficiency.

G. Organization of the Thesis

The researcher systematically organized the process of this research report to make it easier for readers to understand. Before the first chapter, the researcher included a cover page, title page, approval sheet, ratification, letter of authenticity, dedication sheet, motto, abstract, acknowledgement, table of contents, list of tables, list of figures, and list of appendices. These elements outlined the content covered in this research:

1. CHAPTER I: Introduction

This chapter explains a general description background of the study, identification of the problems, limitations of the study, statements of the

problems, objectives of the study, significances of the study, and last is organization of the thesis.

2. CHAPTER II: Literature Review

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

3. CHAPTER III: Research Methods

This chapter consists of the research design, research setting, population and sample of research, operational definition of research variables, data collection techniques and instrument, validity and reliability, and data analysis techniques.

4. CHAPTER IV: Findings and Discussions

This chapter consists of a general description of the research setting, a description of research results, data analysis and hypothesis testing, then finally a discussion.

5. CHAPTER V: Closing

This chapter certainly consists of conclusions and recommendations

The last section after the last chapter consists of a bibliography and appendices.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

In this theoretical background section presents the Concept of Teaching English as a Foreign Language (TEFL), Concept of Vocabulary, Concept of Speaking, and Concept of Reading.

1. Concept of Teaching English as a Foreign Language (TEFL)

In the Concept of Teaching English as a Foreign Language (TEFL) section, presents definition of TEFL and focus on vocabulary in TEFL.

a. Definition of TEFL

Teaching English as a Foreign Language (TEFL) is a pedagogical field dedicated to instructing English to individuals whose native language is not English. Within this field, TEFL involves teaching all four language skills: listening, speaking, reading, and writing. Each of these skills is interrelated and crucial for achieving proficiency in English.⁹ In addition to language skills, TEFL also emphasizes the teaching of three key language components: vocabulary, grammar, and pronunciation. Grammar provides the structural framework for language use, enabling students to formulate meaningful sentences. Pronunciation, on the other hand, is essential for clear and effective spoken communication.

⁹ Nunan, D. Second Language Teaching and Learning. *RELC Journal* vol. 50, no.1 (2019), 43-59.

Teaching English as a Foreign Language (TEFL) stands as an encompassing educational approach aimed at facilitating the acquisition and mastery of the English language among non-native speakers. It involves employing a diverse range of methodologies, instructional strategies, and pedagogical techniques to foster language learning in diverse cultural and linguistic contexts. As cited by Richards and Schmidt, TEFL includes the teaching of language skills in a communicative and interactive manner, emphasizing meaningful engagement with the language.¹⁰ The multifaceted nature of TEFL recognizes the importance of integrating cultural awareness, technological advancements, and varied assessment methods into language instruction, aligning with the ever-evolving landscape of language learning practices.

Moreover, within the framework of TEFL, the four fundamental language skills - listening, speaking, reading, and writing - are interconnected and complementary, forming the basis for effective language communication. As noted by Celce-Murcia et al, these skills intertwine to facilitate holistic language proficiency and effective communication in real-life contexts. Additionally, the emphasis on vocabulary, grammar, and pronunciation within TEFL signifies the importance of a balanced approach to language instruction.¹¹

Vocabulary mastery plays a pivotal role in language acquisition,

¹⁰ J. C. Richards, et al., *Longman Dictionary of Language Teaching and Applied Linguistics* (Routledge, 2013).

¹¹ Celce-Murcia, M., et al., *Teaching English as a Second or Foreign Language* (National Geographic Learning, 2019).

enabling learners to comprehend and express ideas coherently, while grammar and pronunciation contribute significantly to language fluency and accuracy, thereby enhancing communicative competence.

In essence, TEFL encompasses a comprehensive and dynamic pedagogical approach that aims not only to impart language knowledge but also to cultivate language skills, cultural understanding, and effective communication among learners of English as a foreign language.

b. Focus on Vocabulary in TEFL

Among these components, vocabulary holds a significant role. Vocabulary is considered the foundation of language learning. A robust vocabulary is crucial for understanding and producing English texts. For instance, a wide vocabulary range can enhance reading comprehension and enable more expressive and nuanced spoken communication.

Furthermore, vocabulary learning is interconnected with the other key components of language learning: grammar and pronunciation. A solid vocabulary base can support grammar understanding as words often carry grammatical information. Similarly, knowing a word also means knowing its pronunciation, contributing to effective spoken communication.

In TEFL, ensuring students' vocabulary mastery is a complex task that requires ongoing assessment and tailored teaching strategies.¹² This

¹² Roehr-Brackin, K., & Tellier, “M. The Role of Language Learning Aptitude in Vocabulary Learning: An Eye-Tracking Study”. *Studies in Second Language Acquisition* 41, No. 2 (2019): 619-646.

comprehensive approach to vocabulary teaching prepares students to use English effectively in various contexts, from academic settings to everyday communication.

The importance of vocabulary in TEFL goes beyond knowledge of individual words. As noted by Thornbury, vocabulary serves as the foundation of language proficiency, influencing a learner's ability to understand complex grammatical structures and aiding in the prediction and comprehension of unfamiliar texts. The integration of vocabulary teaching in TEFL includes both receptive (reading and listening) and productive (speaking and writing) skills, encouraging a holistic approach to language learning that improves overall communicative competence.¹³

TEFL practitioners use a variety of teaching methodologies to facilitate vocabulary acquisition, such as the use of contextual clues, word groups, collocations, and semantic mapping techniques. According to Laufer, combining explicit vocabulary instruction with ample opportunities for practice and meaningful application in authentic language contexts promoted the retention and used of deeper word knowledge.¹⁴

In summary, in the TEFL field, the focus on vocabulary goes beyond simply memorizing words, emphasizing the integral role of a broad vocabulary base in facilitating effective language use across all

¹³ Scott Thornbury, *Uncovering Grammar* (Oxford University Press, 2020).

¹⁴ Batia Laufer, *Vocabulary Instruction: Research to Practice* (Springer, 2016).

language skills and improving overall language proficiency among learners.

2. Concept of Vocabulary

In the concept of vocabulary section, presents definition of vocabulary, the importance of vocabulary, types of vocabulary, vocabulary mastery, and assessment of vocabulary mastery.

a. Definition of Vocabulary

Vocabulary serves as the foundation of communication, encompassing the set of words that individuals use in a particular language.¹⁵ It is an integral part of language proficiency, providing the tools necessary to express thoughts, convey ideas, and interpret messages. Vocabulary is the lifeblood of language, giving meaning to every conversation, every text, and every utterance. Vocabulary can be divided into two main categories: productive and receptive.¹⁶

However, vocabulary knowledge is more than just the accumulation of words. As Milton and Alexiou explain, this also involves depth of vocabulary, which refers to a deep understanding of the properties of words. This includes knowledge of a word's various meanings, its grammatical characteristics, common collocations (words that often appear together), and its connotations (implied or related meanings).¹⁷ It plays a central role in the processes of language

¹⁵ Webb, S., & Nation, P. *How Vocabulary is Learned*. (Oxford: University Press. 2017), 3.

¹⁶ Nation, I. S. P. *Learning Vocabulary in Another Language*. (Cambridge University Press, 2013), 25.

¹⁷ Milton, J., & Alexiou, T. "The Vocabulary Knowledge of Advanced English Language Users". *Language Learning* 70, no. 1 (2020): 92-125.

comprehension and expression, enabling individuals to participate in communicative interactions by understanding, remembering, and using appropriate words in appropriate situations. For example, knowing a word means understanding not only its dictionary definition, but also how the word can be used in different contexts, how it can be modified, and how it relates to other words.

Apart from that, knowledge also includes the concept of word depth. As stated by Laufer, word depth refers to a deep understanding of certain words, including various meanings, grammatical structures, and their relationships with other words in different contexts.¹⁸ For example, the ability to use words correctly is not only related to understanding the definition of the word itself, but also how the word is used in sentences, how the word interacts with other words in the text, and how the word produces certain effects in the text. communication. In the context of language education, broad and deep knowledge is an important element in understanding reading texts and speaking ability.¹⁹ A well-mastered vocabulary facilitates a better understanding of the context of meaning, describes situations, and allows for more comfortable and natural speech in various communicative situations.

In conclusion, vocabulary is a multifaceted aspect of language that involves the quantity (breadth) and quality (depth) of the words a person knows. It's not just about knowing a list of words but understanding how

¹⁸ Batia Laufer, *Vocabulary Instruction: Research to Practice* (Springer, 2016).

¹⁹ Gu Yanfeng, et al., "A Review of Vocabulary Learning Strategies in TEFL." *English Language Teaching* 14, no. 3 (2021): 51-65.

those words function and interact in the tapestry of language. Thus, understanding is not just a list of known words, but also involves a deep and flexible understanding of how these words are used and interact in everyday use and broader communicative contexts.

b. The Importance of Vocabulary

Vocabulary stands as the heart of effective communication and plays a crucial role in language learning and comprehension. Beck, McKeown, and Kucan underscore that a robust vocabulary significantly enhances reading comprehension and overall academic success.²⁰ The ability to understand and utilize a wide array of words allows students to access and engage with a variety of texts and academic content, expanding their horizons and enriching their learning experiences.

In the context of second language acquisition, vocabulary holds a paramount importance. According to Milton, a broad vocabulary often serves as a reliable indicator of a person's language proficiency level.²¹ Furthermore, vocabulary knowledge has a direct impact on academic achievement. A study conducted by Luo, Wang, and Koda reveals that vocabulary knowledge is crucial for academic success, particularly in content-area subjects²². Students with a strong vocabulary can better understand complex texts and demonstrate their learning in written assignments and assessments. This suggests that a strong vocabulary not

²⁰ Beck, I. L., et al., *Bringing Words to Life: Robust Vocabulary Instruction*. (Guilford Press, 2013).

²¹ Milton, J., & Alexiou, T. "The Vocabulary Knowledge of Advanced English Language Users." *Language Learning* 70, no. 1, (2020): 62.

²² Luo, T., et al., "The Role of Vocabulary Knowledge in Predicting L2 Reading Comprehension: A Study Of Chinese As A Foreign Language". *Reading and Writing*, 34 (2021): 1049–1074.

only assists students in communicating more effectively, but also aids them in performing better in their studies.

c. **Kinds of Vocabulary**

Vocabulary is often categorized into two main types: receptive and productive vocabulary. Receptive vocabulary, also known as passive vocabulary, includes words that individuals can recognize and understand when they encounter them in reading or listening. These are words that individuals may not use in their own speech or writing, but they can comprehend them when they encounter them in other people's speech or text. On the other hand, productive vocabulary, often referred to as active vocabulary, includes words that a person can use accurately and appropriately in speaking or writing.²³ These are the words that individuals feel comfortable using in daily communication, whether in casual conversation, a formal presentation, or a written document.

However, a more recent perspective suggests a more nuanced view of vocabulary types. Qian suggests a four-facet model of vocabulary knowledge, which includes receptive-productive knowledge and oral-written knowledge.²⁴ This model recognizes that vocabulary knowledge is not binary but exists on a continuum. Moreover, vocabulary can also be categorized based on word frequency. High-frequency words are

²³ Nation, I. S. P. *Learning Vocabulary in Another Language*. (Cambridge University Press, 2013), 25.

²⁴ Qian, D. D. "A Multidimensional Perspective on Vocabulary Knowledge and Vocabulary Use in A Second Language." *Language Teaching Research* 24, no. 5 (2020): 669-691.

common and used regularly in the language, while low-frequency words are less common and may be specific to certain contexts or fields.²⁵

d. Vocabulary Mastery

Vocabulary is the first basic important aspect for learning English by learner, by mastering vocabulary they are to communicate both orally and written well. Also having a lot of vocabularies, the students are hoped to master four skills in English such as: speaking, reading, and writing. The concept of vocabulary mastery extends beyond just knowing a set of words. It encapsulates an individual's ability to comprehend (receptive vocabulary) and use (productive vocabulary) words accurately in various contexts. This includes understanding the multiple meanings, grammatical characteristics, and appropriate usage of words.²⁶

According to McCharthey (cited in Eka Julianti) stated that good mastery of vocabulary is important for everyone who learns the language, which is used in listening, speaking, writing, and reading besides grammar as stead.²⁷ Vocabulary mastery is integral to language proficiency, impacting both speaking performance and reading achievement. Meanwhile, as highlighted by Cameron Lynne, that vocabulary has become a significant resource in language use. When

²⁵ Webb, S., & Nation, P. "Vocabulary and language teaching". In *The Routledge Handbook of Vocabulary Studies*, (Routledge, 2020): 407-421

²⁶ Schmitt, N. "Size and Depth of Vocabulary Knowledge: What the Research Shows". *Language Learning* 70, no. S1 (2020): 67-92.

²⁷ Julianti, E. "The Correlation Between Students' Vocabulary Mastery and Their Speaking Ability at The Second Semester of The Eleventh Grade of SMA Negeri 17 Bandar Lampung In The Academic Year Of 2019/2020". Thesis. (Raden Intan State Islamic University, 2020), 36.

learning a language and increasing spoken vocabulary is usually necessary because without words communication goes well. Therefore, if students have sufficient vocabulary input, the chances of them facing difficulties in listening, writing, especially speaking and reading, would be reduced. When students grasp the meaning of a word, their ability to respond becomes smoother, as they can automatically comprehend what others communicate. Mastery of vocabulary also facilitates understanding written texts, enriching their overall comprehension skills.²⁸ Thus, a correlation exists between mastering vocabulary and proficiency in both speaking and reading.

Moreover, vocabulary mastery is critical for reading comprehension. A study by Jeon and Yamashita found a strong correlation between vocabulary knowledge and reading comprehension in a second language.²⁹ Regarding speaking performance, According to Derakhshan Ali, good comprehension is one of the key factors in improving speaking skills in a second language. He conducted research on a group of students learning a second language and found that students who had a better command of vocabulary tended to have better speaking skills.³⁰

There are several indicators in evaluating someone's vocabulary.

Here are some main indicators and their theories:

²⁸ Cameron, L. *Teaching Language to Young Learners*. (UK: Cambridge University Press, 2001), 94.

²⁹ Jeon, E. H., & Yamashita, J. "L2 Reading Comprehension and Its Correlates: A Meta-Analysis." *Language Learning* 71, no. 1 (2021): 202-245.

³⁰ Derakhshan, Ali. "The Dynamics of EFL learning in an Online Task-Based Language Teaching Environment." *Computer Assisted Language Learning* (2021): 57-76.

1. Comprehension and use of words: This indicator emphasized a person's ability to understand and use words in the right context. Understanding and using words is an important indicator of vocabulary mastery.
2. Ability to identify and understand the meaning of words: This indicator emphasizes a person's ability to identify and understand the meaning of words in various contexts. Understanding the meaning of words is an important indicator in mastering vocabulary.
3. Ability to associate words with concepts or ideas: The ability to associate words with concepts or ideas is an important indicator of vocabulary mastery. This means that a person must be able to associate the learned words with relevant concepts or ideas.
4. Ability to master vocabulary diversity: This indicator assesses the extent to which students have knowledge of various synonymous or antonymous words. Students must be able to recognize and use words with different meanings to replace the given words. Good vocabulary competence can influence reading comprehension and speaking ability. Students who have extensive vocabulary knowledge have an advantage in

text comprehension and the ability to communicate effectively.³¹

e. Assessment of Vocabulary Mastery

To ensure the effectiveness of English language instruction, a system of evaluation is essential. This evaluation process—designed to gather data on student performance—serves as a barometer for the success of the teaching methodology employed. A key component of this evaluation is assessment, which is intended to gauge students' acquisition of knowledge, skills, and attitudes throughout the learning journey. Assessment is a multifaceted activity, involving the collection, analysis, and interpretation of data related to student learning processes and outcomes. Through assessment, educators can gain insights into their students' capabilities.

Specifically, in the context of vocabulary mastery, as Sismona points out, assessment is a necessary tool for teachers to determine their students' vocabulary proficiency.³² According to Djiwandono, as cited in Bhardiansyah, vocabulary tests form an integral part of language proficiency evaluations. These tests aim to assess or glean information about the language learning progress made by students, indirectly shedding light on various instructional aspects. Vocabulary tests are designed to evaluate students' receptive and productive language skills.

³¹ Zimmerman, C.B. *Word Knowledge: A Vocabulary Teacher's Handbook*. (Oxford University Press, 2009.)

³² Sismona, Silvia. "The Effect of Using Video on Students' Vocabulary Mastery". In *Atlantis Press: Advances in Social Science, Education and Humanities Research*, vol 504 (2020).

Hence, in such tests, there should be a clear connection between receptive and productive abilities.³³

Nurgiyantoro (cited in Bradhiansyah) outlines two crucial considerations in conducting a vocabulary test: the selection of vocabulary to be assessed and the appropriate form and method of testing. Emphasis is placed on crafting tests aligned with specific cognitive aspects, particularly in accordance with Bloom's Taxonomy. This taxonomy encompasses six distinct levels: knowledge/memory, understanding, application, analysis, evaluation, and creativity. This study specifically focuses on assessing vocabulary mastery up to the analysis level within this cognitive framework. Consequently, the vocabulary mastery test utilized in this research encompasses four levels: memory/knowledge, understanding, application, and analysis. Higher-level cognitive tests weren't incorporated due to their demanding nature and simultaneous evaluation of thinking processes. The tests at the fifth and sixth levels are more suited for essay-type assessments.³⁴

In providing students' abilities in English, assessment instruments play an important role. In the context of research, this instrument refers to the tools used to collect data related to the required research variables. Azwar stated that there are two types of instruments used in the data collection process, that is tests and non-tests. Tests or assessments are used as a measurement method that encourages participants to show

³³ Bradhiansyah, Tri Suryanto. "The Correlation between Students' Vocabulary Mastery and Speaking Skill". *International Journal of English Education & Linguistics* 03, no. 01 (June 2021).

³⁴ *Ibid.*,

their best performance. Meanwhile, non-test instruments are used as evaluation tools that direct students to express themselves honestly, reflecting their thoughts and feelings.³⁵

Assessment instruments such as tests function as a tool to measure student understanding. Tests are available in a variety of formats, including oral, written, and practice assessments. In assessing vocabulary, a variety of techniques can be used, including multiple choice, cloze tests, dictation, transformations, matching exercises, translations, synonyms and antonyms, definitions, reordering tasks, and true or false questions. On the other hand, non-test assessment methods have an important meaning in evaluating students' affective and psychomotor domains, in contrast to test instruments which mainly focus on cognitive aspects. These non-test methods include observation, interviews and questionnaires.

Considering the details of the assessment instruments that have been mentioned, the researcher aims to utilize the multiple choices test format to evaluate students' vocabulary mastery, taking into account the assessment of cognitive abilities.

3. Concept of Speaking

In the concept of speaking section, presents definition of speaking, the aspects of speaking, speaking performance, and assessment of speaking performance.

³⁵ Azwar, Saifuddin. *Tes Prestasi*, (Yogyakarta: Pustaka pelajar, 2nd ed., 2016), 13.

a. Definition of Speaking

Speaking, in the context of language learning, is the productive skill of conveying thoughts, ideas, and emotions through the use of structured verbal language. It is a complex process that requires not only the knowledge of the language's vocabulary and grammar, but also the ability to apply this knowledge in real-time communication. Speaking involves the accurate formation and pronunciation of words, the appropriate use of tone and intonation, and the ability to form coherent and meaningful sentences that effectively express the speaker's intended message.³⁶

Speaking in language learning is the active process of expressing ideas, thoughts, and emotions through verbal means. It constitutes a multifaceted skill that involves linguistic competence, pragmatic awareness, and effective communication strategies.³⁷ According to Thornbury, speaking proficiency extends beyond the mere verbalization of words; it encompasses the ability to engage meaningful discourse, adapt language use to varying contexts, and employ appropriate communication strategies to convey intended messages clearly and coherently.³⁸

Furthermore, successful speaking involves not only the mastery of vocabulary and grammar but also the integration of paralinguistic

³⁶ Derakhshan, A. "The Dynamics of EFL learning in an Online Task-Based Language Teaching Environment." *Computer Assisted Language Learning* (2021): 105.

³⁷ Celce-Murcia, M., et al., *Teaching English as a Second or Foreign Language*. (National Geographic Learning, 2019).

³⁸ Thornbury, S. *About Language: Tasks for Teachers of English*. (Cambridge University Press, 2015.)

features such as intonation, stress, and rhythm. Effective communication also requires the utilization of non-verbal cues, including gestures and facial expressions, to complement spoken language and enhance the communicative exchange. In essence, speaking proficiency in language acquisition involves a combination of linguistic competence, sociocultural awareness, and effective use of communicative strategies to convey meaning accurately and engage in interactive communication within diverse social settings.

b. The Aspects of Speaking

Assessment of speaking performance involves several main indicators that cover various aspects of speaking performance. The following are several indicators that are generally used in Speaking Performance assessments:

1. Pronunciation

This indicator refers to a person's ability to pronounce words and sounds clearly, correctly and understandably. The importance of understanding the sound differences between the first language and the second language to improve pronunciation.

2. Fluency

This indicator shows how fluent a person is in pronouncing words or sentences without stopping or stammering. Speaking speed and fluency are influenced by an understanding of efficient language processing.

3. Intonation

This indicator includes the tone, stress and intonation patterns used in speaking, which influence the articulation of messages and meaning. Intonation plays an important role in conveying nuance, emotion and meaning in speaking.

4. Vocabulary

This indicator refers to the richness of vocabulary or the diversity of words a person uses in speaking. The use of rich vocabulary supports better understanding and more precise expressions.

5. Grammar

This indicator reflects accuracy and skill in using correct grammar or sentence structure. The importance of understanding the basic rules in a language to produce grammatically correct sentences.³⁹

c. Speaking Performance

Speaking performance refers to how well an individual is able to utilize their speaking skills in various contexts. It is not just about the correct use of language, but also about the ability to communicate effectively and appropriately according to the situation. Speaking performance can be seen in how the speaker organizes their thoughts, how they use their language resources to express these thoughts, and

³⁹ Nation, I. S. P. *Teaching and Learning Vocabulary*. (Newbury House, 1990).

how they adapt their speech to the demands of the communication situation.⁴⁰

Speaking performance is an important indicator in assessing someone's proficiency in verbal communication. According to Ellis (2019), this aspect involves not only a person's ability to produce sounds and organize words, but also the ability to interact with listeners, express thoughts clearly, and adapt language according to the communication context.⁴¹ In addition, speaking performance is not only limited to technical aspects in word use or grammar, but also includes aspects such as clarity, intonation skills, as well as appropriate and varied use of words.

Furthermore, according to Cohen, effective speaking performance also involves a person's ability to control speaking speed, use appropriate pauses, and adapt language style to communication goals.⁴² This shows that speaking skills are not only related to the production of sounds and words, but also include non-verbal aspects such as body gestures, facial expressions, and eye contact that support effective message transmission.

Overall, speaking performance reflects more than just language fluency; this is the ability to communicate ideas clearly, adapt to various communication situations, and produce effective interactions in speaking.

⁴⁰ *Ibid.*, 115.

⁴¹ Ellis, Rod. *Understanding Second Language Acquisition*. (Oxford University Press, 2019).

⁴² Cohen, Andrew D. *Strategies in Learning and Using a Second Language*. (Routledge, 2020).

d. Assessment of Speaking Performance

The assessment of speaking performance involves evaluating the speaker's abilities in the different aspects of speaking. This can be done through various methods, including direct observation, recorded speech samples, or structured oral tests. The goal is to identify the speaker's strengths and areas for improvement. This information can then be used to provide feedback and guide future instruction to help the speaker improve their speaking skills.⁴³

In evaluating speaking performance, there are various approaches that can be used, especially when using reading texts as evaluation material. Research has highlighted methods such as structured oral tests that ask students to read texts and explain them, as well as present their understanding orally. This approach allows an assessment of students' abilities to understand, interpret, and convey the information they read verbally.⁴⁴

Speaking performance has several different types of assessment tests that are appropriate to the context of the material. The following are several types of speaking performance and their explanations:

- 1) Monologue: A monologue is a type of speaking performance in which one person speaks alone without any direct interaction with the listener. Usually, this involves a long conversation about a particular topic or thought. Examples could be political speeches, lectures, or narration.

⁴³ *Ibid.*, 120.

⁴⁴ Brown, H. D. *Principles of Language Learning and Teaching*. (Pearson Education, 2014).

- 2) Dialogue: Dialogue is a type of speaking performance in which two or more people interact with each other verbally. This can occur in a variety of contexts, including everyday conversation, drama, or interviews.
- 3) Storytelling: Storytelling is a type of speaking performance in which a person tells a story or narrative to a listener. The goal is to entertain, inspire, or convey a certain message. Storytelling can be done in a variety of styles, from traditional fairy tales to modern business presentations.
- 4) Speech: A speech is a type of speaking performance in which a person gives a pronunciation in front of an audience. Speeches can cover a variety of topics, including political speeches, motivational speeches, or academic speeches.
- 5) Debate: A debate is a type of speaking performance in which two or more parties structuredly argue about a topic or issue. The goal is to influence the listener's opinion or belief. Debates often have certain rules and formats that must be followed.
- 6) Presentation: A presentation is a type of speaking performance in which a person presents information or material to an audience with the aim of educating, informing, or inspiring. Presentations can be made in a variety of contexts, including business, educational, or public events.

By paying attention to these various aspects, researcher developed a more comprehensive and in-depth assessment related to students'

speaking performance based on monologue reading texts. In this research, researchers used monologue reading in text procedures according to the material taught for the speaking test. Then, to make the assessment easier, the researcher used an assessment rubric as a guide that included aspects of speaking.

4. Concept of Reading

In the concept of reading section, presents definition of reading, the aspects of reading, reading achievement, and assessment of reading achievement.

a. Definition of Reading

Reading is a multifaceted cognitive activity that involves decoding symbols to derive meaning. It's not merely a process of recognizing words, but a dynamic interaction that requires comprehension and interpretation. This process is highly influenced by the reader's existing knowledge and experiences, making it a unique and individual experience.⁴⁵

Reading is a complex cognitive activity and involves interaction between the reader and the symbols that are decoded to obtain meaning. In a broader perspective, Rasinski and Hoffman (2016) describe reading as a constructive process in which readers link new information with previously held knowledge.⁴⁶ In addition, reading is not only limited to

⁴⁵ Grabe, W. "Current developments in second language reading research." *TESOL Quarterly* 54, no. 2 (2020): 410-422.

⁴⁶ Rasinski, T. V., & Hoffman, J. V. "Concepts about Print and Early Reading Development." In K. A. Dougherty Stahl & L. M. Flores (eds.), *Professional Development for Early Childhood Educators: Supporting School Readiness and Development* (Routledge, 2016): 117-136.

understanding words literally, but also requires the ability to analyze, interpret and evaluate texts critically. This shows that reading involves deep understanding and active interaction with the text being read.

Reading can also be influenced by various factors, including the reader's cultural context and environment. Comprehension of reading texts is influenced by social background, culture and individual experiences. Readers bring their personal knowledge and experiences to the reading process, which influences how they understand and interpret the texts they read. Thus, reading is not just a process of recognizing words, but is a complex process involving meaning formation, critical evaluation, and the reader's personal interaction with the text being read.

b. The Aspects of Reading

Reading involves several interconnected aspects. These include decoding, where readers translate written symbols into meaningful language; comprehension, where readers understand and interpret the decoded information; and fluency, which involves reading speed and accuracy. Additionally, reading also involves the application of strategies, such as predicting, questioning, clarifying, and summarizing, to enhance understanding and recall. Lastly, reading is an interactive process that involves the integration of the reader's prior knowledge and experiences with the text.⁴⁷

Indicators in assessing or measuring reading achievement can involve several aspects including reading comprehension, decoding

⁴⁷ *Ibid.*

skills, analysis and interpretation. Following are some of the main indicators and their theories:

1. Reading Comprehension

This indicator includes a person's ability to understand the meaning of the text as a whole and interpret the information read. Reading comprehension occurs through complex interactions between previous knowledge and new information obtained from the text.

2. Decoding Skills

This indicator includes the ability to correctly recognize words, phrases, and associate them with appropriate sounds and meanings. Decoding skills are the main foundation in reading, where reading comprehension is closely related to the ability to recognize words.

3. Text Analysis Skills

This indicator includes the ability to decipher text structure, identify important elements, and interpret the information presented. Individuals use their mental schemes to organize and understand information obtained from text.

4. Critical Thinking Skills

This indicator includes the ability to evaluate, critically analyze, and synthesize information from various sources or texts. The importance of a critical approach to learning and

reading, where students are encouraged to question and analyze information received.⁴⁸

c. Reading Achievement

Reading achievement refers to the level of proficiency a reader has attained in understanding and interpreting written text. It is often measured through assessments that evaluate various aspects of reading, such as decoding skills, comprehension, and fluency. According to Koda, successful reading achievement is the product of decoding and linguistic comprehension, both of which are necessary for proficient reading.⁴⁹

Reading achievement is a multifaceted skill that extends beyond just word recognition; it encompasses the ability to comprehend, analyze, and synthesize information from various textual sources. As noted by Snow et al., successful reading achievement involves not only decoding written symbols into words but also constructing meaning from the text by connecting prior knowledge with the information presented.⁵⁰ This process is intricate and involves higher-order cognitive abilities, including inference-making and critical thinking skills. Moreover, reading achievement is a dynamic process influenced by diverse factors such as vocabulary knowledge, background knowledge, and reading strategies utilized by the reader.

⁴⁸ Gough, P. B., and W. E. Tunmer. "Decoding, Reading, and Reading Disability." *Remedial and Special Education*, 7, no. 1 (1986): 6-10.

⁴⁹ Koda, K. *Insights into second language reading: A cross-linguistic approach*. (Cambridge University Press, 2020), 8.

⁵⁰ Snow, C. E., et al., *Improving Reading Comprehension and Fluency: Using Empirical Evidence to Inform Practice*. (New York: Guilford Press, 2019).

Assessing reading achievement involves evaluating a reader's proficiency in several dimensions. This includes assessing their ability to understand the main idea, infer implicit information, and analyze text structures. Measuring reading achievement extends to assessing a reader's capacity to engage with different genres and understand complex texts. It involves not only understanding literal meanings but also drawing conclusions, making inferences, and evaluating arguments or opinions presented within the text.

d. Assessment of Reading Achievement

Assessment of reading achievement is a process that evaluates a reader's ability to understand and interpret written text. It typically involves measuring key components of reading such as reading comprehension, decoding skills, text analysis skills, and critical thinking skills. These assessments can take various forms, including standardized tests, curriculum-based measures, and informal reading inventories. The aim is to identify the reader's strengths and areas for improvement to guide instruction and intervention.⁵¹

The process of assessing achievement in reading is an integral part of learning development. In assessing reading achievement, a comprehensive approach is needed to describe how well a reader understands, analyzes and interprets the text they read. Text comprehension, analytical skills, and critical thinking skills are key

⁵¹ Pearson, P. D. "Reading instruction in the age of Common Core Standards". (International Literacy Association, 2019), 35-55.

elements that are evaluated to understand the depth of reading comprehension.

According to Cunningham and Stanovich, the importance of assessing reading achievement is to identify the extent to which a reader is able to decode words, understand the meaning of text, and relate information to form a cohesive understanding.⁵² This assessment is not only limited to standardized tests, but also includes regular measurements in the classroom environment to understand individual progress in building reading skills.

In addition, a curriculum-based approach and providing an in-depth understanding of reading skills is important in assessing reading achievement.⁵³ This allows educators to identify each student's reading skill level in greater detail and direct instruction in a more focused manner. Diverse assessments, such as informal reading inventories, tests integrated into the curriculum, and project-based measures, all aim to provide more holistic and in-depth information about students' reading abilities. In this research, the researcher aims to utilize a multiple choices test format to evaluate students' reading achievement, taking into account the assessment of cognitive abilities.

⁵² Cunningham, A. E., & Stanovich, K. E. "Assessment and Evaluation of Reading". In M. Kamil et al. (Eds.), *Handbook of Reading Research*, vol. 4 (Routledge, 2018.), 123-156.

⁵³ Coiro, J., & Dobler, E. "Exploring the Online Reading Comprehension Strategies Used by Sixth-Grade Skilled Readers to Search for and Locate Information on the Internet." *Reading Research Quarterly* 52, no. 2 (2017): 151-176.

B. Previous Research Findings

Research entitled "Correlation Between Students' Vocabulary Mastery and Speaking Skill" by Taslim, Andi Asrifan, Yan Chen, Nurdania NR (2019). Based on the research conducted at the eleventh-grade students at SMAN 6 Sidrap, it can be concluded that there the students with large vocabulary performed comparably with the students with much smaller vocabulary in speaking activities. The result of data analysis showed that there was a significant positive correlation between student's mastery vocabulary and their speaking skill. This research only discusses or focuses on one variable, that is the speaking skills aspect, whereas the research that researcher conducted more specifically discusses two aspects at once which not only involve speaking skills, but also reading skills.

Research entitled "The Correlation between EFL Students' Vocabulary Mastery and Their Reading Ability" by Shacitra Ayu Cleverisa, Sahiruddin, Widya Caterine Perdhani. Based on the result, the correlation coefficient was 0.869 and P Values were 0.000, the result showed that there was a significant relationship between students' vocabulary mastery and their reading ability. Referring to the result and discussion, it was found out that there was a strong correlation between students' vocabulary mastery and their reading ability. It indicated that the vocabulary mastery significantly contributed to their reading ability. The main difference was that the language skills examined in this research were more specifically reading abilities, whereas the research that the researcher conducted did not only focus on reading skills, but also on aspects of speaking skills.

Research entitled "Exploring the Importance of Vocabulary for English as an Additional Language Learners" by Gavin Brooks, Jon Clenton, Simon Fraser. The research focuses on how vocabulary mastery is important for reading comprehension for those studying English as an additional language. The partial correlational test showed that there was a strong and statistically significant partial correlation between the nVLT scores and reading comprehension ($r = .57, p < .001$) whilst controlling for the other variables. In this model vocabulary can be said to account for around 33% of the variance seen in the participants' reading comprehension scores, indicating that vocabulary does indeed have a strong and independent effect on the participants' reading comprehension. Meanwhile, the research that the researcher conducted discussed vocabulary mastery in general affecting the reading and speaking skills of secondary school students, not limited to those studying English as an additional language. The main difference is in the targeted population and the language skills studied.

Research entitled "The Correlation between High Proficiency English Vocabulary Mastery and B2-Level Reading Comprehension" by Ratu Kharisma Kamal, Syamsul Bahri Ys, and Dian Fajrina. The purpose of this study was to examine the relationships between productive vocabulary and reading comprehension as well as the relationships between receptive vocabulary and reading comprehension. According to the research findings, these two categories of vocabulary and reading comprehension are related. In this study, there was little association between any of the variables. The weakest association between productive vocabulary and reading comprehension was

also confirmed. The main differences with my research are in the targeted population (students with high level vocabulary mastery and B2 level vs high school students in general) and the language skills studied (reading only vs reading and speaking).

Research entitled "The Correlation Between Students' Vocabulary Mastery and Speaking Ability at Grade 8 Of Junior High School" by Aulia Putri and Refnaldi. Based on the finding and discussion above, it was found that there was a significant correlation in strong level between students' vocabulary mastery and speaking ability of SMP Negeri 26 Padang based on $r_{value} = 0.703$ was higher than $r_{table} = 0.361$ at $df\ 28$ with the significant level of 5% and 0.462 at $df\ 28$ with the significant level of 1%. It means that there was strong significant between students' vocabulary mastery and speaking ability. This research only focuses on aspects of speaking ability in junior high school students, whereas the research That the researcher conducted more specifically focused on speaking and reading skills in high school/vocational school students.

C. Theoretical Framework

In the previous sub-chapter, reviewing the theoretical background, the researcher explained several theories underlying the two variables used in this research, those are:

1. Independent variable: Student vocabulary mastery (X)
2. Dependent variable: student Speaking Performance (Y1) and student Reading Achievement (Y2)

These theories were instrumental in testing the hypothesis: A correlation existed between students' vocabulary mastery and their speaking performance and reading achievement at SMK PGRI 2 Ponorogo.

This research aimed to uncover a relationship between students' vocabulary mastery and their speaking performance and reading achievement in English learning. The students' vocabulary mastery was gauged through a written test, while the students' speaking performance was assessed through an oral test, and the reading achievement was measured via a reading comprehension test. Subsequently, the outcomes of each test were correlated with each other to validate the hypothesis. Hence, the theoretical framework for this research could be depicted as follows:

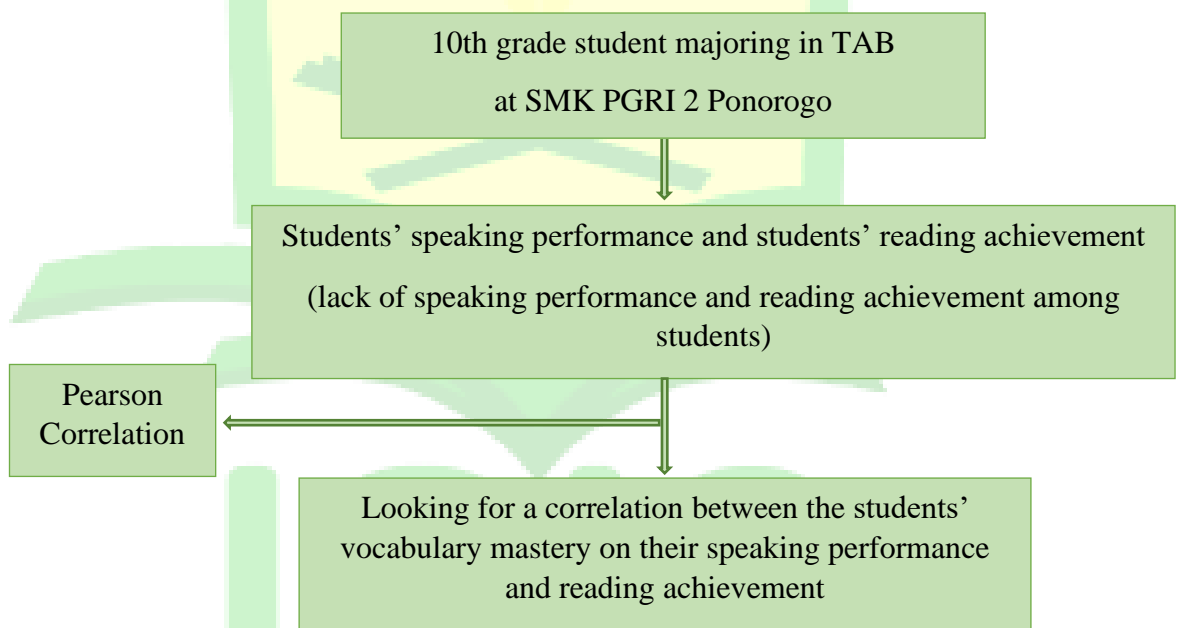


Figure 2.1 Theoretical Framework

D. Research Hypothesis

A hypothesis, derived from the words 'hypo' meaning under, and 'thesis' meaning truth, essentially signifies an assumption that is not necessarily

accurate but can be considered as such if supported by evidence. It serves as a provisional response to a research problem, the validity of which needs to be empirically tested. The hypothesis outlines the relationship that the researcher aims to explore or understand. It is a tentative statement that describes the connection between complex phenomena.⁵⁴

Consequently, the development of hypotheses was of paramount importance in a study. The primary objective of scientific research was to address problems through the scientific method, thereby leading to the acquisition of new scientific knowledge. Prior to the problem-solving process, a researcher possessed various conjectural alternative solutions that contained elements of uncertainty. These predictions were further empirically validated using the scientific method. In this research, the researcher employed three variables. The first was the students' vocabulary mastery, which served as the 'X' or independent variable, the second was the students' reading achievement, referred to as the 'Y1', and the third was the students' speaking performance, denoted as the 'Y2' or dependent variable. The hypothesis of this research was:

- For speaking performance:

H₀₁: There is no correlation between students' vocabulary mastery and students' speaking performance at SMK PGRI 2 Ponorogo.

H_{a1}: There is a correlation between students' vocabulary mastery and students' speaking performance of students at SMK PGRI 2

Ponorogo.

⁵⁴ Dodiet Aditya, S. *Handout Metodologi Penelitian: Hipotesis*. (Kementrian Kesehatan RI: Politeknik Kesehatan Surakarta, 2014), 2

- For reading achievement:

H₀₂: There is no correlation between students' vocabulary mastery and students' reading achievement at SMK PGRI 2 Ponorogo.

H_{a2}: There is a correlation between students' vocabulary mastery and students' reading achievement at SMK PGRI 2 Ponorogo.



CHAPTER III

RESEARCH METHODS

A. Research Design

This research uses a quantitative approach, which focuses on collecting and analyzing numerical data aims to ascertain the correlation between vocabulary mastery (independent variable) on speaking performance (dependent variable 1) and reading achievement (dependent variable 2) in students at SMK PGRI 2 Ponorogo. The main goal of this approach is to measure the extent to which the independent variable influences the dependent variable. This method is effective in providing objective and measurable results, and allows appropriate statistical analysis to test research hypotheses.⁵⁵

The utilized research type is correlational research, which is a quantitative method aimed at establishing the relationship between two or more variables.⁵⁶ This type of research allows researcher to determine whether improvements in one variable (in this case, vocabulary mastery) are associated with improvements in another variable (speaking performance and reading achievements), because the researcher found several problems faced by students in learning English that were related to speaking performance and reading achievement caused by a lack of understanding of their vocabulary mastery.

⁵⁵ Creswell, J. W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. (SAGE Publications, 2017), 220.

⁵⁶ *Ibid.*, 75.

B. Research Setting

1. Location

The location of the research refers to the physical place or places where the data collection is carried out.⁵⁷ For this research, SMK PGRI 2 Ponorogo was chosen as the research location. This school is located at Jl. Soekarno Hatta in Kertosari, within the Babadan District of Ponorogo Regency, East Java.

2. Time of Research

The time of research referred to when the data collection took place. This could have been a specific period or a continuous period until the data collection was complete.⁵⁸ For research time, the researcher conducted this research when the teaching and learning process took place during English learning at SMK PGRI 2 Ponorogo. This research was precisely carried out on March 20, 2024 until completion.

C. Population and Sample of Research

1. Population

The population of research refers to the total set of individuals or entities from which data may be collected. It includes everyone or everything that meets the researcher defined set of criteria.⁵⁹ The population of this research were all students of class X TAB at SMK PGRI 2 Ponorogo. Class X TAB students consist of eight classes and the total number of students is 240 people.

⁵⁷ Flick, U. *An Introduction to Qualitative Research*. (SAGE Publications, 2020), 88.

⁵⁸ *Ibid.*, 90

⁵⁹ Creswell, J. W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. (SAGE Publications, 2017), 142-144.

2. Sample

In this research, only a portion of the sample was taken from the population. Sugiyono stated that a sample is a portion of the total population and possesses the characteristics of that population. When the population is large and it is impossible for the researcher to study everything within the population due to limitations in funding, resources and time, the researcher can use a sample taken from that population.⁶⁰ In this research, the sampling technique used random sampling data. The type of random sampling used is Cluster Sampling. The cluster sampling technique is used to determine samples if the object to be studied or data source is very broad.⁶¹ Researcher took one class as a sample of 30 students. The sample are students from class X TAB 6 SMK PGRI 2 Ponorogo.

D. Operational Definition of Research variables

The operational definition of variables used to describe the characteristic of the variable that investigated by the research. In the context of this research, the research variables are defined operationally as follows:

1. Independent Variable (X):

Independent variable is a variable that affects (influence) or is the cause of the change or the emergence of the dependent variable (bound). In this term, the independent variable of the research was the students' vocabulary mastery (X). Vocabulary mastery is defined as the student's ability to recognize, understand, and use words in a

⁶⁰ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (Bandung: ALFABETA, 2016), 81.

⁶¹ *Ibid.*, 83.

second language (English) accurately and in the appropriate context. This can be measured through a vocabulary test that covers various aspects such as word recognition, understanding word meanings, and usage of words in sentences or conversations which will focus on Procedure Text material.

2. Dependent variable (Y):

Dependent variable is a variable that is influenced or which is the result, because of the independent variable. In this line, the dependent variable of the research are students' speaking performance (Y1) and students' reading achievement (Y2). Speaking performance (Y1) is defined as a student's proficiency level to communicate orally in a second language (English) in a clear, coherent, and effective manner. This can be measured through a speaking performance assessment that covers various aspects such as pronunciation, fluency, intonation, vocabulary, and grammar. Then, reading achievement (Y2) is defined as a student's proficiency level to understand, analyze, and interpret text in a second language (English). This can be measured through a reading achievement test that encompasses various types of texts and comprehension questions. These two dependent variables will both be measured through tests which also focus on Procedure Text material.

E. Data Collection Techniques and Instrument

1. Data Collection Technique

This research is going to collect the data through:

a) Test

A test is a procedure or method employed within the realm of education for measurement and assessment purposes. It typically involves tasks or a series of activities designed to generate scores indicative of a person's behavior or accomplishments. Furthermore, according to Ratnawulan and Rusdiana, a test is defined as a tool utilized to assess the knowledge and proficiency of individuals on a specific set of material.⁶² A test serves the purpose of evaluating students' attained skills or progress subsequent to their engagement in a particular period of teaching and learning. Furthermore, it acts as an assessment tool to gauge the efficacy of the instructional program, providing insights into the program's accomplishments. In employing the test method, researcher employ testing tools consisting of sets of questions or tests. These test items assess different variables individually. This research utilized two types of assessments:

1. Written Test

The written test was conducted to evaluate students' vocabulary mastery and reading achievement scores. Multiple-choice questions focused specifically on procedural text material.

⁶² Ratnawulan, R., & Rusdiana., *Evaluasi pendidikan*. (Bandung: PT Remaja Rosdakarya, 2015).

2. Oral Test

The researcher aimed to employ an oral test to appraise students' speaking proficiency, concentrating on their ability to articulate the content of procedural text. These tests were conducted among students in the 10 TAB 6 class at SMK PGRI 2 Ponorogo.

In the data collection phase, the research procedure involved the following steps:

- The researcher distributed written tests to evaluate students' vocabulary also reading achievement and provided oral tests to assess speaking abilities.
- Additionally, the researcher conducted sessions within the classroom to explain the testing procedure to the students.
- Finally, the researcher administered the tests to collect data from the students.

b) Documentation

Documentation provides information used to support existing data. It acts as a method of obtaining information or data through various sources such as notes, transcripts, books, newspapers, magazines, agendas, and so on. Documentation is utilized to gather data from printed materials. In this research, documentation comprises student test results and pictures taken during the test.

2. Research Instrument

Research instruments were tools utilized to collect data. The type of test employed by the researcher consisted of a multiple-choice test with 25 questions for the Vocabulary test variable, and for the reading achievement test, a multiple-choice test with 25 questions was also used. These questions were focused on Procedure Text. Meanwhile, the assessment of the speaking performances test was adapted from the speaking rubric, which included pronunciation, fluency, intonation, vocabulary, and grammar.

a. Vocabulary Test

Table 3.1 Blueprint of the Vocabulary Test Instrument

Variable	Indicators	Theory	Sample of Questions	Number
Vocabulary Mastery (X)	To understand and use words in the right context.	According to Zimmermann, C.B. (2009). On his book entitled <i>Word Knowledge: A Vocabulary Teacher's Handbook</i> .	2) <i>"To brew a perfect cup of coffee, first, stir the ground coffee and hot water together gently for about 30 seconds to ensure proper extraction of flavors"</i> . What does the word "stir" mean in the sentences above?	2, 4, 6, 12, 13
	To identify and understand the		4) What is the meaning of the phrase "step by step" in the conversation text above? 5) Match the word below with the meanings: A. Preheat - a. to m	

	meaning of words		<p>B. Chop - b. to wa before use C. Stir - c. to cut in small pieces</p> <p>8) Match the wo bellow with th meanings: A. Simmer - a. to co over low heat B. Boil - b. to to co in boiling water C. Fry - c. to cook hot fat or oil</p>	
	To associate words with concepts or ideas		<p>1) When you are cooking or making something, you should follow the _____ carefully.</p> <p>7) Before you start baking, you should always _____ the oven.</p> <p>9) When making soup, you should let it ___ for a while to let the flavors develop.</p>	1, 7, 9, 10, 11, 15, 18, 20, 22, 25
	To recognize and use words with different meanings to replace the given words.		<p>3) What is the synonym of the word "<i>mix</i>" in the context of procedure text?</p> <p>16) What is the opposite of the underlined word in the procedure text sentence above?</p> <p>19) Choose the synonym of the term "chill" in a cooking instruction</p>	3, 16, 19, 21, 24

b. Speaking Test

Table 3.2 Blueprint of the Speaking Test Instrument

Variable	Indicators	Theory	Sample of Questions	Test
Speaking Performance (Y1)	Pronunciation	One theory that states this is the Meaning Processing Theory by Nation (1990) in a book entitled Teaching and Learning Vocabulary.	Create groups consisting of 3-4 students. Then create a simple procedure text with a free title. Then each group must present and explain the procedure text that has been written in English and explain it again in Indonesian, taking turns for each student.	(Oral Test)
	Fluency			
	Intonation			
	Vocabulary			
	Grammar			

Table 3.3 Scoring Rubric for Speaking Test

Aspect	Scoring Scale	Description
Pronunciation		Assess students' ability to pronounce words clearly and correctly.
	5	Students' pronunciation is very clear and free from pronunciation errors.
	4	Students' pronunciation is clear and almost free from significant pronunciation errors.
	3	Students' pronunciation is quite clear, but there are several pronunciation errors that can still be understood.
	2	Students' pronunciation sounds unclear and there are several errors in pronunciation.
	1	Students have significant difficulties in pronunciation of words and language sounds.

Fluency		Assess students' speaking fluency and ability to express ideas with few or no errors and excessive pauses.
	5	Students speak very fluently and are free from errors and pauses that interfere with understanding.
	4	Students speak fluently and are almost free from errors and pauses that interfere with understanding.
	3	Students speak quite fluently, but there are some errors and pauses that can still be understood.
	2	Students speak less fluently and there are several errors and pauses that interfere with understanding.
	1	Student has significant difficulty speaking and there are frequent errors and pauses that interfere with understanding.
Intonation		Assess the use of appropriate intonation or voice emphasis in speaking.
	5	Students' use of intonation is very precise and sound emphasis is clear and effective.
	4	Students' use of intonation is correct and voice emphasis is good.
	3	The students' use of intonation was quite correct, but there were several errors in sound emphasis.
	2	Students' use of intonation sounds inaccurate and voice emphasis still needs to be improved.
	1	Students have inappropriate use of intonation and unclear sound emphasis.
Vocabulary		Assess appropriate and varied use of vocabulary.
	5	Students' use of vocabulary is very good and they are able to use a variety of words effectively.
	4	Students' use of vocabulary is good and the variety of words is sufficient.
	3	Students' use of vocabulary is quite good, but there are still some errors and repetition of words.
	2	Students' use of vocabulary is limited and there are several errors in vocabulary use.

	1		Students have limited vocabulary and often use inappropriate vocabulary.
Grammar		Assess correct use of grammar.	
	5		Students use grammar correctly and are almost free from grammatical errors.
	4		Students make few grammatical errors that do not interfere with understanding.
	3		Students make some grammatical errors, but are still understandable.
	2		Students often make grammatical errors that interfere with understanding.
	1		Students often make significant grammatical errors that interfere with understanding.

Table 3.4 Scoring Scale of Speaking Performance Test

No.	Classification
1	Very Poor
2	Poor
3	Fair
4	Good
5	Very Good

c. Reading Test

Table 3.5 Blueprint of the Reading Test Instrument

Variable	Indicators	Theory	Sample of Questions	Number
Reading Achievement (Y2)	Students are able to understand the meaning of the text as a whole and interpret the	One theory that stated this is Information Processing Theory by Gough, P. B., and W. E. Tunmer in "Decoding,	1) What is the first step in making a cheese omelette? 5) How many main ingredients are needed to make a cheese omelette according to the text?	1, 5, 6, 10, 11, 12, 17

information read.	Reading, and Reading Disability" in 1986.	12) What is the purpose of step 5 in making pancakes?	
Students are able to correctly recognize words and phrases and associate them with appropriate meanings		2) <i>True (T) or False (F)</i> The text suggests serving the omelette while it's still hot. (____)	2, 7, 13, 14, 20, 25
Students are able to decipher text structure, identify important elements, and interpret the information presented		7) <i>True (T) or False (F)</i> On the text suggests that the batter should be thick. (____)	
Students are able to evaluate, critically analyze, and synthesize information from various sources or texts.		3) What does the word " <i>set</i> " mean in step 3? 8) What does the phrase " <i>comes out clean</i> " mean in step 6? 19) How long does it take to refrigerate fruit salad?	3, 8, 15, 18, 19, 23
		4) Why do you think the cheese is added after the egg mixture begins to set? 22) If a person wants to make the fruit salad less sweet, what modification can they make to the recipe?	4, 9, 16, 21, 22, 24

F. Validity and Reliability

1. Validity

Validity refers to the extent to which a research instrument is able to measure what it is supposed to measure. Validity ensures that the research findings truly reflect the phenomenon being studied.⁶³ Before conducting research, it is important to test the validity of the instruments to be used. This is done so that the calculation results obtained are accurate. To carry out data processing and analysis accurately, the SPSS version 22.0 for Windows program was used.

Testing construct validity uses opinions from experts, that is expert assessors. After the instrument is constructed to measure specific aspects based on certain theories, it is reviewed by the supervisor and evaluated by an expert assessor. After the construction testing is complete, then carry out instrument testing. Content validity testing involves aligning the content of the instrument with the subject matter being taught. On the other hand, external validity testing of the instrument is conducted by aligning the criteria within the instrument with facts derived from real-life experiences to identify similarities.

Thus, to validate the instrument, researcher took a sample of 30 students to carry out a validity test. Additionally, in this study, the researcher sought to validate the assessment instrument using SPSS software version 22.00 for Windows. SPSS (Statistical Program for the Social Sciences) is an application utilized for comprehensive statistical data analysis and data

⁶³ Flick, U. *An Introduction to Qualitative Research*. (SAGE Publications, 2020), 19.

management. It presents data graphically through descriptive menus and straightforward dialog boxes, making operations user-friendly. Various tasks can be easily executed by clicking with the mouse.

SMK PGRI 2 Ponorogo has 8 classes for the TAB (Teknik Alat Berat) major in class 10. Therefore, researcher took validity and reliability instruments at this school, especially in class 10 TAB. Researcher took a sample of 30 students from class 10 TAB 5 to test the validity and reliability of the research instrument. The test is carried out face to face using student worksheets and oral tests.

After completing the student vocabulary mastery, speaking performance and reading achievement test scores using the SPSS program, the following are the results of the students' vocabulary mastery, speaking performance and reading achievement validity tests:

Table 3.6 The Validity Result Statistic of Students' Vocabulary Mastery

No. Item	"r" hitung	"r" table	Criteria
Questions 1	0,557	0,361	Valid
Questions 2	0,381	0,361	Valid
Questions 3	0,552	0,361	Valid
Questions 4	0,454	0,361	Valid
Questions 5	0,589	0,361	Valid
Questions 6	0,368	0,361	Valid
Questions 7	0,434	0,361	Valid
Questions 8	0,485	0,361	Valid
Questions 9	0,383	0,361	Valid
Questions 10	0,502	0,361	Valid
Questions 11	0,504	0,361	Valid
Questions 12	0,455	0,361	Valid
Questions 13	0,608	0,361	Valid
Questions 14	0,389	0,361	Valid
Questions 15	0,550	0,361	Valid
Questions 16	0,446	0,361	Valid

No. Item	"r" hitung	"r" table	Criteria
Questions 17	0,568	0,361	Valid
Questions 18	0,517	0,361	Valid
Questions 19	-0,190	0,361	Invalid
Questions 20	0,541	0,361	Valid
Questions 21	0,519	0,361	Valid
Questions 22	-0,335	0,361	Invalid
Questions 23	-0,226	0,361	Invalid
Questions 24	0,398	0,361	Valid
Questions 25	0,443	0,361	Valid

From the results of the validity analysis, the researcher concluded that there were 22 valid instruments and 3 invalid instruments. Subsequently, based on the validity analysis, the researcher eliminated the invalid items according to the requirements of each instrument item.

The following table is the results of the validity test of students' speaking performance tests:

Table 3.7 The Validity Result Statistic Students' Speaking Performance

No. Item	"r" hitung	"r" table	Criteria
1. Pronunciation	0,864	0,361	Valid
2. Fluency	0,901	0,361	Valid
3. Intonation	0,906	0,361	Valid
4. Vocabulary	0,816	0,361	Valid
5. Grammar	0,831	0,361	Valid

Based on the data above, the conclusion is that all items are valid.

The following table is the results of the validity test of students' reading achievement tests:

Table 3.8 The Validity Result Statistic Students' Reading Achievement

No. Item	"r" hitung	"r" tabel	Criteria
Questions 1	0,444	0,361	Valid
Questions 2	0,410	0,361	Valid

No. Item	"r" hitung	"r" tabel	Criteria
Questions 3	0,502	0,361	Valid
Questions 4	0,386	0,361	Valid
Questions 5	0,403	0,361	Valid
Questions 6	0,368	0,361	Valid
Questions 7	0,389	0,361	Valid
Questions 8	0,386	0,361	Valid
Questions 9	0,410	0,361	Valid
Questions 10	0,553	0,361	Valid
Questions 11	0,398	0,361	Valid
Questions 12	0,563	0,361	Valid
Questions 13	0,408	0,361	Valid
Questions 14	0,570	0,361	Valid
Questions 15	-0,320	0,361	Invalid
Questions 16	0,519	0,361	Valid
Questions 17	-0,250	0,361	Invalid
Questions 18	0,566	0,361	Valid
Questions 19	0,389	0,361	Valid
Questions 20	0,444	0,361	Valid
Questions 21	0,413	0,361	Valid
Questions 22	0,432	0,361	Valid
Questions 23	0,414	0,361	Valid
Questions 24	0,422	0,361	Valid
Questions 25	-0,327	0,361	Invalid

From the results of the validity analysis, the researcher concluded that there were 22 valid instruments and 3 invalid instruments. Subsequently, based on the validity analysis, the researcher eliminated the invalid items according to the requirements of each instrument item.

2. Reliability

Reliability refers to the consistency of measurement results when the research instrument is repeatedly used under the same conditions. Reliability ensures that the research findings can be replicated under the same conditions and with the same sample.⁶⁴ The reliability test technique

⁶⁴ *Ibid.*, 21.

in this research uses the Alpha Cronbach technique with the help of the SPSS version 22.0 for Windows program. The following are the steps for calculating reliability using SPSS. The steps for testing the reliability of instrument items in SPSS version 22 are:

The formula for calculating the data is reliable or not seen with the following formula:

$$r_i = \frac{k}{k-1} \left\{ 1 - \frac{\sum \sigma_b^a}{v_t^2} \right\}$$

Information:

r_i = Internal Reliability of all instruments

k = Number of items in the instrument

$\sum \sigma_b^a$ = Mean total score

v_t^2 = Total variance

The Cronbach's Alpha coefficient is employed in this research to analyze the reliability of the instruments. To determine the instruments reliability, this study sets a threshold of 0.6. The instrument is deemed reliable if the reliability coefficient is > 0.6 , and conversely, if it is < 0.6 , the instrument is considered not reliable.⁶⁵

Table 3.9 The Reliability Result Statistic of Students' Vocabulary Mastery

Cronbach's Alpha	N of Items
.848	22

⁶⁵ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (Bandung: ALFABETA, 2016), 185.

According to the table provided, with 22 questions deemed valid, it indicates that the instrument is reliable. The magnitude of the reliability coefficient $r_i = 0.848 > 0.6$.

The following are the results of the reliability of students' speaking performance:

Table 3.10 The Reliability Result Statistic of Students' Speaking Performance

Cronbach's Alpha	N of Items
.904	22

According to the table provided, with 5 questions deemed valid, it indicates that the instrument is reliable. The magnitude of the reliability coefficient $r_i = 0.904 > 0.6$.

The following are the results of the reliability of students' speaking performance:

Table 3.11 The Reliability Result Statistic of Students' Reading Achievement

Cronbach's Alpha	N of Items
.805	22

According to the table provided, with 22 questions deemed valid, it indicates that the instrument is reliable. The magnitude of the reliability coefficient $r_i = 0.805 > 0.6$.

G. Data Analysis Techniques

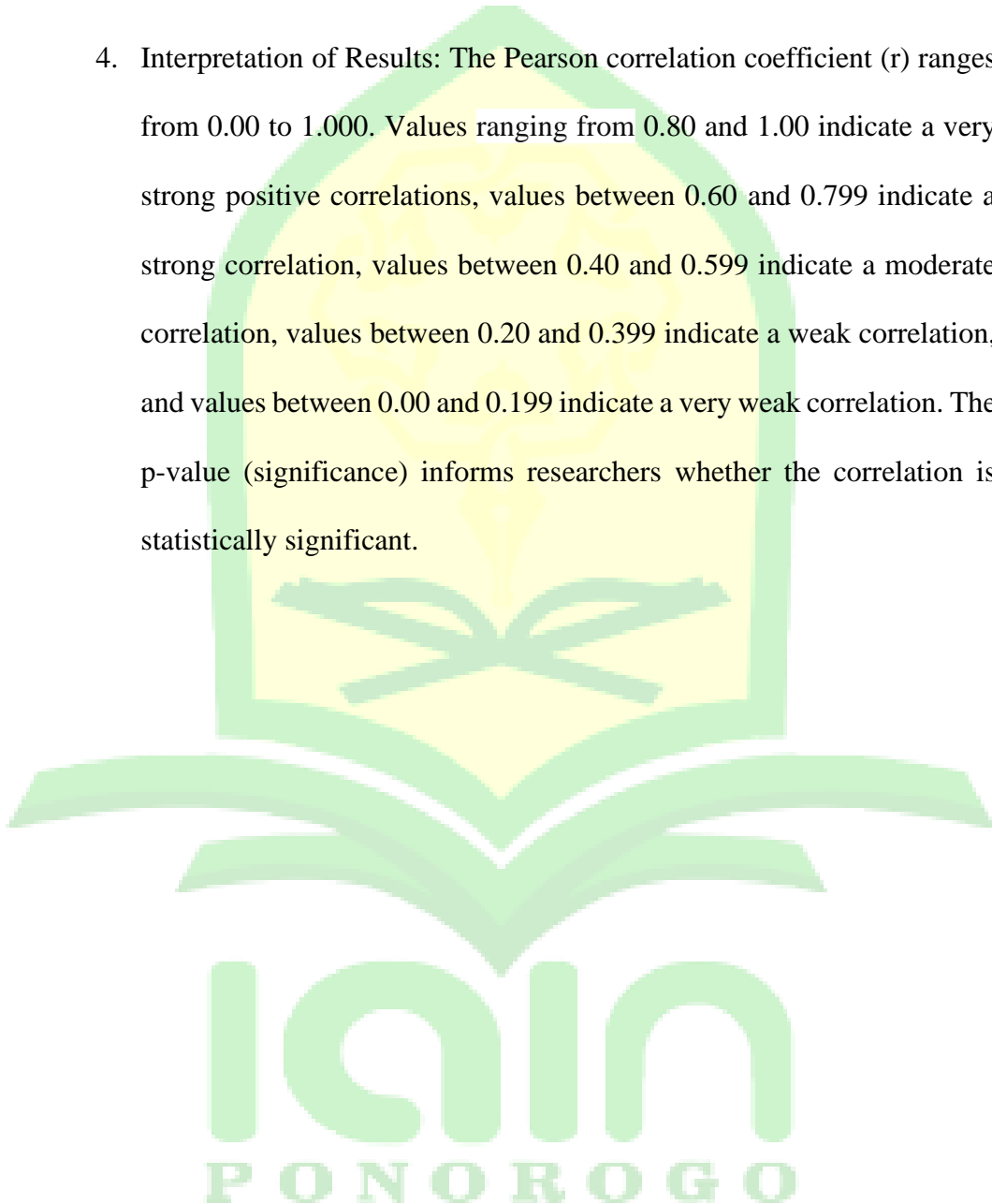
In this research, the researcher used the Pearson Correlation Test to see the correlations between vocabulary mastery with speaking performance and reading achievement. The following were the steps involved in analyzing the data:

1. Normality Test: Before the researcher proceeds to the Pearson correlation test, a normality test must be carried out to verify whether the data follows a normal distribution. The researcher used the Shapiro-Wilk test because the samples taken were less than 50. For the Shapiro-Wilk test, the formula is quite complex and is calculated using statistical software or SPSS for Windows.
2. Linearity Test: The linearity test is used as a condition in correlation analysis by using a test for linearity with the help of SPSS 22.0 for Windows by looking at the analysis of variance table (ANOVA). Its purpose is to ascertain whether the dependent variable and the independent variable exhibit a significant linear relationship. The criterion used for the linearity test decision-making is as follows: if the Deviation from Linearity Sig. is greater than 0.05, it indicates a significant linear relationship between the independent and dependent variables. Conversely, if the Deviation from Linearity Sig. is less than 0.05, it suggests no significant linear relationship between the independent and dependent variables.
3. Pearson Correlation Test: If the data is normally distributed, the researcher proceeds to the Pearson Product Moment correlation test.

The formula is:

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{(n\sum x^2) - (\sum x)^2 (n\sum y^2) - (\sum y)^2}}$$

4. Interpretation of Results: The Pearson correlation coefficient (r) ranges from 0.00 to 1.000. Values ranging from 0.80 and 1.00 indicate a very strong positive correlations, values between 0.60 and 0.799 indicate a strong correlation, values between 0.40 and 0.599 indicate a moderate correlation, values between 0.20 and 0.399 indicate a weak correlation, and values between 0.00 and 0.199 indicate a very weak correlation. The p-value (significance) informs researchers whether the correlation is statistically significant.



CHAPTER IV

FINDINGS AND DISCUSSION

A. General Description of Research Background

SMK PGRI 2 Ponorogo can be found situated along Jl. Soekarno Hatta in Kertosari, within the Babadan District of Ponorogo Regency, East Java. SMK PGRI 2 Ponorogo has a strategic location, not far from urban areas so it is very easy to reach from all directions. SMK PGRI 2 Ponorogo stands out as a prominent vocational high school situated in East Java, Indonesia, within the PGRI educational network, the nation's largest. Recognized beyond the boundaries of Ponorogo Regency, this institution, also known as STERIDAPO (STM PGRI 2 PONOROGO), integrates Islamic boarding school principle with an environmental ethos. Emphasizing stringent discipline, it trains students' mentality, character, and behavior in readiness for their future careers.

The school offers diverse skills programs tailored to equip graduates with the requisite expertise for employment, spanning automotive engineering, ICT, and business management. Its facilities, comprising modern classrooms, a fully-equipped computer laboratory, technical workshops, and sports amenities, support comprehensive learning. Complemented by a dedicated faculty with extensive experience in their respective fields, SMK PGRI 2 Ponorogo is renowned for its unwavering commitment to both academic excellence and the holistic development of its students. Endeavoring to cultivate an environment conducive to optimal learning and growth, it remains steadfast in its pursuit of quality education. The following is the Vision and Mission of SMK PGRI 2 Ponorogo:

1. Vision

The vision of SMK PGRI 2 Ponorogo is "Faith and devotion to God Almighty, intelligent, skilled, competent, professional, with superior character and environmental culture".

2. Mission

The mission of SMK PGRI 2 Ponorogo is to prepare graduates who:

- a. Maintain faith and devotion to God Almighty,
- b. Capable of keeping up with advancements in science and technology, both present and future,
- c. Proficient in mastering competencies aligned with the skills package,
- d. Possess certified competencies and professional certifications,
- e. Maintain physical and spiritual health, exhibit high discipline, and uphold noble character,
- f. Prepared to demonstrate competence and select a career path for personal development,
- g. Capable of meeting the demands of the current and future business/industrial landscape,
- h. Showcase competence in safeguarding the environment by actively engaging in conservation endeavors and mitigating harm to ecosystems.

B. Data Description

This research variable consists of 3 variables, that is student vocabulary mastery (X), student speaking performance (Y1), and student reading achievement (Y2). This sub-chapter explains 3 main descriptions as follows:

The first is a description of data regarding students' vocabulary mastery in TAB 6 Class at SMK PGRI 2 Ponorogo, the second data is a description of data regarding speaking performance of students in TAB 6 Class at SMK PGRI 2 Ponorogo, and the third data is data regarding students' reading achievement in TAB 6 Class at SMK PGRI 2 Ponorogo.

1. The Data Description of Vocabulary Mastery in the Tenth Grade Students majoring in TAB 6 SMK PGRI 2 Ponorogo

This data description involves the use of a multiple-choice test instrument to measure a specific aspect. Researchers tasked students with identifying the meanings or interpretations of words within procedural text sentences through a series of 20 multiple-choice questions. The tests are distributed to students when English classes begin. There were 30 students in the class, and all students took part in the test.

Table 4.1 The Score of Students' Vocabulary Mastery Test in TAB 6 Class at SMK PGRI 2 Ponorogo

Student Identity	Score
Student 01	80
Student 02	80
Student 03	90
Student 04	80
Student 05	75
Student 06	75
Student 07	70
Student 08	70
Student 09	75
Student 10	65
Student 11	60
Student 12	65
Student 13	55
Student 14	70
Student 15	75
Student 16	85

Student Identity	Score
Student 17	75
Student 18	70
Student 19	80
Student 20	75
Student 21	60
Student 22	65
Student 23	70
Student 24	70
Student 25	75
Student 26	70
Student 27	75
Student 28	65
Student 29	65
Student 30	60

Students (N)	Students' Vocabulary Mastery
N= 30	$\sum X= 2145$

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Vocabulary Mastery	30	35	55	90	2145	71.50	1.441	7.895
Valid N (listwise)	30							

Figure 4.1 The Descriptive Statistic Table of Students' Vocabulary Mastery

From the table above, it can be seen that the total score for the 30 respondents is 2145. Utilizing SPSS version 22.0, it was determined that the mean score for students' vocabulary mastery was 71.5, with a range of 35. The minimum score for students' vocabulary mastery was 55, while the maximum score reached 90. The histogram depicting students' vocabulary mastery is presented below:

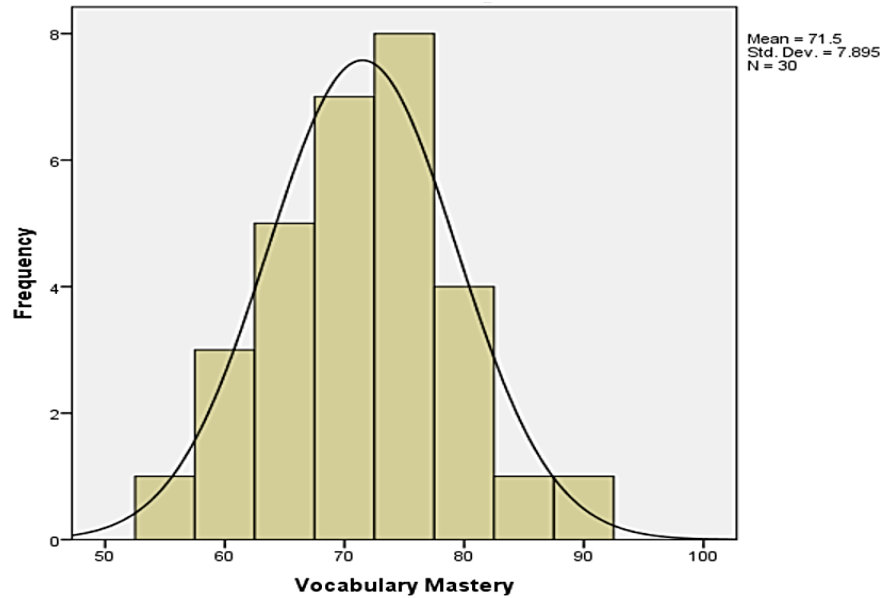


Figure 4.2 The Histogram of Students' Vocabulary Mastery

The distribution of students' vocabulary mastery is a mention below:

		Vocabulary Mastery			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	1	3.3	3.3	3.3
	60	3	10.0	10.0	13.3
	65	5	16.7	16.7	30.0
	70	7	23.3	23.3	53.3
	75	8	26.7	26.7	80.0
	80	4	13.3	13.3	93.3
	85	1	3.3	3.3	96.7
	90	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Figure 4.3 The Frequency Analysis of Students' Vocabulary Mastery

To classify students' vocabulary mastery, the researcher segmented the data by identifying the highest and lowest scores using the following terms:

- a. If the score is more than $Mx1 + 1.SDx1$, it means good vocabulary mastery.

- b. If the score is between $Mx1 + 1.SDx1$ and $Mx1 - 1.SDx1$, it means medium vocabulary mastery.
- c. If the score is less than $Mx1 - 1.SDx1$, it means low vocabulary mastery.

Determine the calculation of student vocabulary mastery categorization.

$$\text{Mean} = 71,50 \text{ Std. Deviation} = 7,895$$

$$\begin{aligned} \text{a) } Mx1 + 1.SDx1 &= 71,50 + 1.7,895 \\ &= 79,395 \text{ (rounding } 79) \end{aligned}$$

$$\begin{aligned} \text{b) } Mx1 - 1.SDx1 &= 71,50 - 7,895 \\ &= 63,605 \text{ (rounding } 64) \end{aligned}$$

From the description above, if the score is ≥ 79 , it means that the vocabulary mastery is good. Meanwhile, if the score is between 64-79, it means medium vocabulary mastery and if the score is < 64 , it means low vocabulary mastery.

Table 4.2 The Categorization of Students' Vocabulary Mastery

No.	Score	Frequency	Percentage	Category
1	≥ 79	6	20%	Good
2	64-79	20	66.67%	Moderate
3	< 64	4	13.33%	Low
Total		30	100%	

From the table above, it can be seen that there are 6 students, or 20% of the students, who have a good category. Meanwhile, 66.67% or 20 students are in the medium or average category, and 13.33% or 4 students have a low vocabulary category. Therefore, we can conclude that the overall vocabulary mastery of the students in class X TAB 6

SMK PGRI 2 Ponorogo has a wide range and the majority are in the medium or average category.

2. The Data Description of Speaking Performance in the Tenth Grade Students majoring in TAB 6 SMK PGRI 2 Ponorogo

Researcher took speaking performance scores by ordering students to create a simple procedure text with a free title. Then each group must present and explain the procedure text that has been written in English and explain it again in Indonesian so that students understand better, and take turns for each student to get the student's individual speaking performance score. Researcher obtained students' speaking performance test scores as follows:

Table 4.3 The Score of Students' Speaking Performances Test in TAB 6 Class at SMK PGRI 2 Ponorogo

Student Identity	Score
Student 01	76
Student 02	88
Student 03	84
Student 04	72
Student 05	72
Student 06	84
Student 07	80
Student 08	76
Student 09	76
Student 10	64
Student 11	64
Student 12	68
Student 13	64
Student 14	72
Student 15	76
Student 16	84
Student 17	76
Student 18	72
Student 19	76
Student 20	72
Student 21	60
Student 22	64

Student Identity	Score
Student 23	64
Student 24	60
Student 25	72
Student 26	72
Student 27	80
Student 28	76
Student 29	60
Student 30	64

Students (N)	Students' Speaking Performance
N = 30	$\sum X = 2168$

Descriptive Statistics									
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Speaking Performance	30	28	60	88	2168	72.27	1.421	7.786	60.616
Valid N (listwise)	30								

Figure 4.4 The Descriptive Statistic Table of Students' Speaking Performances

From the table above it can be seen that the total score of the 30 respondents is 2168. By applying SPSS version 22.0 it can be seen that the mean score for student speaking performance is 72.27, the range is 28, the minimum score for student speaking performance is 60, and the maximum score for student's speaking performance is 88. The histogram of the student's speaking performance as follows:

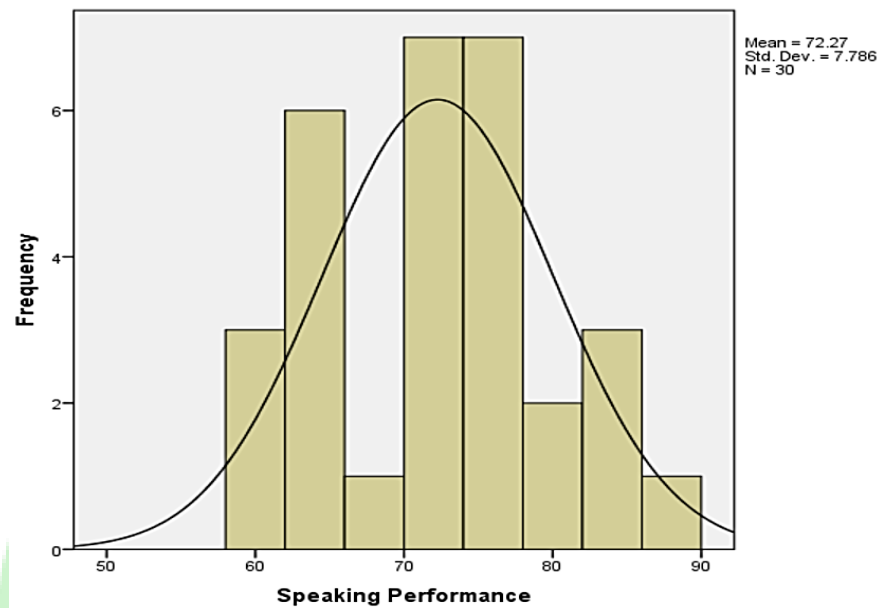


Figure 4.5 The Histogram of Students' Speaking Performance

The distribution of students' speaking performance is a mention below:

Speaking Performance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	3	10.0	10.0	10.0
	64	6	20.0	20.0	30.0
	68	1	3.3	3.3	33.3
	72	7	23.3	23.3	56.7
	76	7	23.3	23.3	80.0
	80	2	6.7	6.7	86.7
	84	3	10.0	10.0	96.7
	88	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Figure 4.6 The Frequency Analysis of Students' Speaking Performance

To classify students' vocabulary mastery, the researcher segmented the data by identifying the highest and lowest scores using the following terms:

- a. If the score is more than $Mx1 + 1.SDx1$, it means good speaking performance

- b. If the score is between $Mx1 + 1.SDx1$ and $Mx1 - 1.SDx1$, it means medium speaking performance
- c. If the score is less than $Mx1 - 1.SDx1$, it means low speaking performance

Determine the calculation of students speaking performance categorization.

$$\text{Mean} = 72,27 \text{ Std. Deviation} = 7,786$$

$$\begin{aligned} \text{a) } Mx1 + 1.SDx1 &= 72,27 + 1.7,786 \\ &= 80,056 \text{ (rounding 80)} \end{aligned}$$

$$\begin{aligned} \text{b) } Mx1 - 1.SDx1 &= 72,27 - 7,786 \\ &= 64,484 \text{ (rounding 64)} \end{aligned}$$

From the description above, if the score is ≥ 80 , it means that the speaking performance is good. Meanwhile, if the score is between 64-80, it means medium speaking performance and if the score is < 64 , it means low speaking performance.

Table 4.4 The Categorization of Students' Speaking Performances

No.	Score	Frequency	Percentage	Category
1	≥ 80	6	20%	Good
2	64-80	21	70%	Moderate
3	< 64	3	10%	Low
Total		30	100%	

From the table above, it can be seen that there are 6 students, or 20% of the students, who have a good category. Meanwhile, 70% or 21 students are in the medium or average category, and 10% or 3 students have a low category. Therefore, we can conclude that the

overall speaking performances of the students in class X TAB 6 at SMK PGRI 2 Ponorogo has a wide range and the majority are in the medium or average category.

3. The Data Description of Reading Achievement in Tenth Grade Students majoring in TAB 6 SMK PGRI 2 Ponorogo

This data description involves the use of a multiple-choice test instrument to measure a specific aspect. Researcher tasked students with identifying the meanings and understanding the reading content within procedural text through a series of 20 multiple-choice questions. The tests are distributed to students when English classes begin. There were 30 students in the class, and all students took part in the test.

Table 4.5 The Score of Students' Reading Achievement Test in TAB 6 Class at SMK PGRI 2 Ponorogo

Student Identity	Score
Student 01	75
Student 02	75
Student 03	80
Student 04	85
Student 05	80
Student 06	75
Student 07	70
Student 08	75
Student 09	90
Student 10	75
Student 11	65
Student 12	70
Student 13	65
Student 14	80
Student 15	85
Student 16	90
Student 17	80
Student 18	70
Student 19	85
Student 20	80
Student 21	65
Student 22	70

Student Identity	Score
Student 23	75
Student 24	70
Student 25	85
Student 26	80
Student 27	85
Student 28	75
Student 29	70
Student 30	60

Students (N)	Students' Reading Achievement
N = 30	$\sum X = 2145$

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Reading Achievement	30	30	60	90	2285	76.17	1.412	7.733	59.799
Valid N (listwise)	30								

Figure 4.7 The Descriptive Statistic Table of Students' Reading Achievement

From the table above it can be seen that the total score of the 30 respondents is 2285. By applying SPSS version 22.0 it can be seen that the mean score for students reading achievement is 76.17, the range is 30, the minimum score for students reading achievement is 60, and the maximum score for students reading achievement is 90. The histogram of the student's reading achievement as follows:

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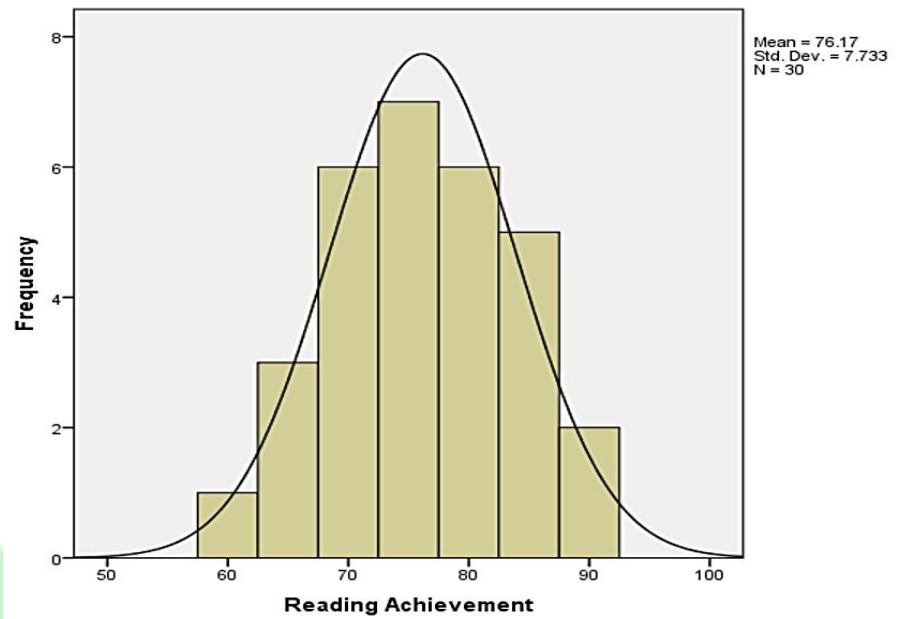


Figure 4.8 The Histogram of Students' Reading Achievement

The distribution of students' reading achievement is a mention below:

		Reading Achievement			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	3.3	3.3	3.3
	65	3	10.0	10.0	13.3
	70	6	20.0	20.0	33.3
	75	7	23.3	23.3	56.7
	80	6	20.0	20.0	76.7
	85	5	16.7	16.7	93.3
	90	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Figure 4.9 The Frequency Analysis of Students' Reading Achievement

To classify students' vocabulary mastery, the researcher segmented the data by identifying the highest and lowest scores using the following terms:

- a. If the score is more than $Mx1 + 1.SDx1$, it means good reading achievement
- b. If the score is between $Mx1 + 1.SDx1$ and $Mx1 - 1.SDx1$, it means medium reading achievement
- c. If the score is less than $Mx1 - 1.SDx1$, it means low reading achievement

Determine the calculation of students reading achievement categorization.

$$\text{Mean} = 76,17 \text{ Std. Deviation} = 7,733$$

$$\begin{aligned} \text{a) } Mx1 + 1.SDx1 &= 76,17 + 1.7,733 \\ &= 83,903 \text{ (rounding 90)} \end{aligned}$$

$$\begin{aligned} \text{b) } Mx1 - 1.SDx1 &= 76,17 - 7,733 \\ &= 68,437 \text{ (rounding 68)} \end{aligned}$$

From the description above, if the score is ≥ 90 , it means that the reading achievement is good. Meanwhile, if the score is between 68-90, it means medium speaking performance and if the score is < 68 , it means low reading achievement.

Table 4.6 The Categorization of Students' Reading Achievement

No.	Score	Frequency	Percentage	Category
1	≥ 90	2	6,67%	Good
2	68-90	24	80%	Moderate
3	< 68	4	13.33%	Low
Total		30	100%	

From the table above, it can be seen that there are 2 students, or 6.67% of the students, who have a good category. Meanwhile, 80% or

24 students are in the medium or average category, and 13.33% or 4 students have a low category. Therefore, we can conclude that the overall reading achievement of the students in class X TAB 6 at SMK PGRI 2 Ponorogo has a wide range and the majority are in the medium or average category.

C. Data Analysis and Hypothesis Testing

In this research, the independent variable (X) was students' vocabulary mastery. Meanwhile, the dependent variables (Y1) were students' speaking performance, and (Y2) were students' reading achievement. To assess the correlation between students' vocabulary mastery and their speaking performance, as well as between students' vocabulary mastery and their reading achievement, the researcher conducted an analysis of these three datasets utilizing the Pearson Product Moment Correlation in the SPSS program. The researcher correlated students' vocabulary mastery scores with their speaking performance scores and students' vocabulary mastery scores with their reading achievement scores. Before conducting the correlation analysis, the researcher performed normality and linearity tests.

1. Normality Test

In this research, researcher used a normality test within the help of SPSS version 22 software. The normality test used was the Shapiro-Wilk test because the samples were only 30 or less than 50. The significance level used in this test is 0,05. Basis for decision making in the Shapiro-Wilk normality test:

- If the p-value is ≥ 0.05 , then the data is normally distributed.
- If the p-value is ≤ 0.05 , then the data is not normally distributed.

The purpose of the normality test was to determine whether the distribution of research data adhered to a normal distribution pattern. Below are the results of the normality test for each variable:

a. Normality Test of Vocabulary Mastery

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary Mastery	.138	30	.151	.966	30	.446

a. Lilliefors Significance Correction

Figure 4.10 The Normality Test of Students' Vocabulary Mastery

From the results of the normality test using Shapiro-Wilk, the data analyzed by researcher showed a normal distribution with a value of 0.446, which far exceeded the significance level set at 0.05. If the p-value > 0.05 , then this indicates that the vocabulary mastery normality test data is statistically normally distributed.

b. Normality Test of Speaking Performance

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Speaking Performance	.156	30	.061	.940	30	.093

a. Lilliefors Significance Correction

Figure 4.11 The Normality Test of Students' Speaking Performance

From the results of the normality test using Shapiro-Wilk, the data analyzed by researcher showed a normal distribution with a value of

0.093 which exceeded the significance level set at 0.05. If the p-value > 0.05, then this indicates that the normality test data for speaking performance is statistically normally distributed.

c. Normality Test of Reading Achievement

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Reading Achievement	.127	30	.200 [*]	.957	30	.265

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 4.12 The Normality Test of Students' Reading Achievement

From the results of the normality test using Shapiro-Wilk, the data analyzed by researcher showed a normal distribution with a value of 0.265 which exceeded the significance level set at 0.05. If the p-value > 0.05, then this indicates that the normality test data for reading achievement is statistically normally distributed.

2. Linearity Test

The linearity test is used as a condition in correlation analysis by using a test for linearity with the help of SPSS 22.0 for Windows by looking at the analysis of variance table (ANOVA). Its purpose is to ascertain whether the dependent variable and the independent variable exhibit a significant linear relationship. The criterion used for the linearity test decision-making is as follows: if the Deviation from Linearity Sig. is greater than 0.05, it indicates a significant linear relationship between the independent and dependent variables. Conversely, if the Deviation from Linearity Sig. is less

than 0.05, it suggests no significant linear relationship between the independent and dependent variables.

The following are the results of the linearity test of variable X with variable Y1 and also variable X with variable Y2:

- a. Linearity Test of Vocabulary Mastery (X) and Speaking Performance (Y1)

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Speaking Performance* Vocabulary Mastery	Between Groups (Combined)	1049.143	7	149.878	4.652	.003
	Linearity	1005.313	1	1005.313	31.207	.000
	Deviation from Linearity	43.829	6	7.305	.227	.964
Within Groups		708.724	22	32.215		
Total		1757.867	29			

Figure 4.13 The Linearity Test of Students' Vocabulary Mastery and Speaking Performance

Based on the results of the linearity test, it shows that in the ANOVA table above, the Deviation from Linearity Significance value is 0.964 which is greater than 0.05 or significant value $\geq \alpha$. So, it can be concluded that there is a significant linear relationship between the students' Vocabulary Mastery (X) variable and the students' Speaking Performances (Y1) variable.

- b. Linearity Test of Vocabulary Mastery (X) and Reading Achievement (Y2)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading Achievement* Vocabulary Mastery	Between Groups	(Combined)	1076.458	7	153.780	5.700	.001
		Linearity	776.566	1	776.566	28.784	.000
		Deviation from Linearity	299.893	6	49.982	1.853	.135
	Within Groups		593.542	22	26.979		
Total			1670.000	29			

Figure 4.14 The Linearity Test of Students' Vocabulary Mastery and Reading Achievement

Based on the results of the linearity test, it shows that in the ANOVA table above, the Deviation from Linearity Significance value is 0.135 which is greater than 0.05 or significant value $\geq \alpha$. So, it can be concluded that there is a significant linear relationship between the students' Vocabulary Mastery (X) variable and the students' Reading Achievement (Y2) variable.

3. Hypothesis Test

In this research, the independent variable is students' vocabulary mastery (X). Meanwhile, the two dependent variables are students' speaking performance (Y1) and students' reading achievement (Y2). Then after carrying out the normality test and linearity test, the researcher continued by carrying out hypothesis testing to determine the correlation between students' vocabulary mastery and speaking performance and also the correlation between students' vocabulary mastery and their reading achievement. The data were analyzed using the Pearson Product Moment Correlation in the SPSS program. In the table below, the researcher correlated students' vocabulary mastery scores with their speaking performance and reading achievement:

Table 4.7 Correlation Data on Students' Vocabulary Mastery with Students' Speaking Performance and Students' Reading Achievement

Student Number	Vocabulary (X)	Speaking (Y1)	Reading (Y2)
Student 01	80	76	75
Student 02	80	88	75
Student 03	90	84	80
Student 04	80	72	85
Student 05	75	72	80
Student 06	75	84	75
Student 07	70	80	70
Student 08	70	76	75
Student 09	75	76	90
Student 10	65	64	75
Student 11	60	64	65
Student 12	65	68	70
Student 13	55	64	65
Student 14	70	72	80
Student 15	75	76	85
Student 16	85	84	90
Student 17	75	76	80
Student 18	70	72	70
Student 19	80	76	85
Student 20	75	72	80
Student 21	60	60	65
Student 22	65	64	70
Student 23	70	64	75
Student 24	70	60	70
Student 25	75	72	85
Student 26	70	72	80
Student 27	75	80	85
Student 28	65	76	75
Student 29	65	60	70
Student 30	60	64	60

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Correlations

		Vocabulary Mastery	Speaking Performance
Vocabulary Mastery	Pearson Correlation	1	.756**
	Sig. (2-tailed)		.000
	N	30	30
Speaking Performance	Pearson Correlation	.756**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 4.15 The Correlation Statistical Results from Students' Vocabulary Mastery and Students' Speaking Performance

Correlations

		Vocabulary Mastery	Reading Achievement
Vocabulary Mastery	Pearson Correlation	1	.682**
	Sig. (2-tailed)		.000
	N	30	30
Reading Achievement	Pearson Correlation	.682**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 4.16 The Correlation Statistical Results from Students' Vocabulary Mastery and Students' Reading Achievement

After completing the data analysis process, the correlation coefficient between students' vocabulary mastery (X) and students' speaking performance (Y1) was determined to be 0.756. This indicates a high correlation between the two variables. Similarly, the correlation coefficient between students' vocabulary mastery (X) and students' reading achievement (Y2) was found to be 0.682, suggesting a high correlation between these variables as well. The interpretation can be seen in the following table:

Table 4.8 Interpretation of Correlation Coefficient

Coefficient Interval	Interpretation
0.00 – 0.199	Very Weak
0.20 – 0.399	Weak
0.40 – 0.599	Medium
0.60 – 0.799	High
0.80 – 1.000	Very High

The significance value (2-tailed) is 0.000. Significance test if Sig < 0.05 then ($0.000 < 0.05$) means that both alternative hypotheses, that is alternative hypothesis 1 (Ha1) and alternative hypothesis 2 (Ha2) are accepted. Therefore, it can be concluded that there is a correlation between student vocabulary mastery (X) and student speaking performance (Y1) and there is also a correlation between student vocabulary mastery (X) and student reading achievement (Y2).

To prove the results of the hypothesis in this research, the researcher calculated the data using the hypothesis formulation below:

- a. Hypothesis for Students' Vocabulary Mastery (X) and Students' Speaking Performance (Y1)
 - 1) Ho1: There is no correlation between students' vocabulary mastery and students' speaking performance at SMK PGRI 2 Ponorogo.
 - 2) Ha1: There is a correlation between students' vocabulary mastery and the speaking performance of students at SMK PGRI 2 Ponorogo.

b. Hypothesis for Students' Vocabulary Mastery (X) and Students' Reading Achievement (Y2)

- 1) H₀₂: There is no correlation between students' vocabulary mastery and students' reading achievement at SMK PGRI 2 Ponorogo.
- 2) H_{a2}: There is a correlation between students' vocabulary mastery and students' reading achievement at SMK PGRI 2 Ponorogo.

Based on data analysis, the results obtained were Sig 0.000 > 0.05. So, the calculation is:

a. Hypothesis for Students' Vocabulary Mastery (X) and Students' Speaking Performance (Y1)

- 1) H₀₁ is rejected (There is no correlation between students' vocabulary mastery and students' speaking performance at SMK PGRI 2 Ponorogo).
- 2) H_{a1} is accepted (There is a correlation between students' vocabulary mastery and students' speaking performance of students at SMK PGRI 2 Ponorogo).

b. Hypothesis for Students' Vocabulary Mastery (X) and Students' Reading Achievement (Y2)

- 1) H₀₂ is rejected (There is no correlation between students' vocabulary mastery and students' reading achievement at SMK PGRI 2 Ponorogo).
- 2) H_{a2} is accepted (There is a correlation between students' vocabulary mastery and students' reading achievement at SMK PGRI 2 Ponorogo).

D. Discussion and Interpretation

In this research are focused on the correlation between students' vocabulary mastery, speaking performance, and their reading achievement. This research also tried to determine students' abilities in vocabulary mastery, speaking performance, and reading achievement. Based on data analysis shows that the mean score for students' vocabulary mastery is 71.5 with the highest score 90 and the lowest score was 55. Then the mean score for students' speaking performance was 72.27, with the highest score being 88 and the lowest score being 60. The mean score for students' reading achievement was 76.17, with the highest score being 90 and the lowest score being 60.

The results of the linearity test between students' vocabulary mastery and speaking performance show that there is a linear relationship. Then, the results of the linearity test between students' vocabulary mastery and reading achievement show that there is a linear relationship. This is proven if the p or sig value > 0.05 means there is a significant linear relationship. It can be seen in the ANOVA table of the results of the students' vocabulary mastery linearity test with speaking performance, that the Deviation from Linearity Significance value is 0.964 which is greater than 0.05. Then, the linearity test results can also be seen in the ANOVA table of the linearity test results of students' vocabulary mastery with reading achievement, that the Deviation from Linearity Significance value is 0.135 which is greater than 0.05.

Furthermore, after it was found that there was a significant linear relationship between the variables, the researcher continued to test the hypothesis using Pearson Correlation Product Moment in the SPSS program. In

testing this hypothesis, the researcher found that there was a strong correlation between students' vocabulary and speaking performance and also between students' vocabulary and reading achievement. The correlation coefficient between students' vocabulary mastery (X) and students' speaking performance (Y1) was obtained, that is 0.756 and the correlation coefficient between students' vocabulary mastery (X) and students' reading achievement (Y2) is 0.682. These two results show that the p value is > 0.05 , and the interval coefficient value is between 0.60 – 0.799, which is interpreted as having a high correlation.

The findings that the researcher obtained are aligned with Cameron Lynne theory or statement in her book entitled *Teaching Language to Young Learners*, which stated that vocabulary mastery is closely related to other aspects of English such as speaking, reading, writing and listening.⁶⁶ When learning a language and increasing spoken vocabulary was usually necessary because without words communication went well. Therefore, if students had sufficient vocabulary input, the chances of them facing difficulties in listening, writing, especially speaking and reading, were reduced. If students knew the meaning of a word, it was easier for them to respond because they could understand what other people said automatically by mastering vocabulary and also being able to understand the meaning of a reading text.

This research is in line with previous research conducted by Bradhiansyah, in research entitled “The Correlation between Students' Vocabulary Mastery

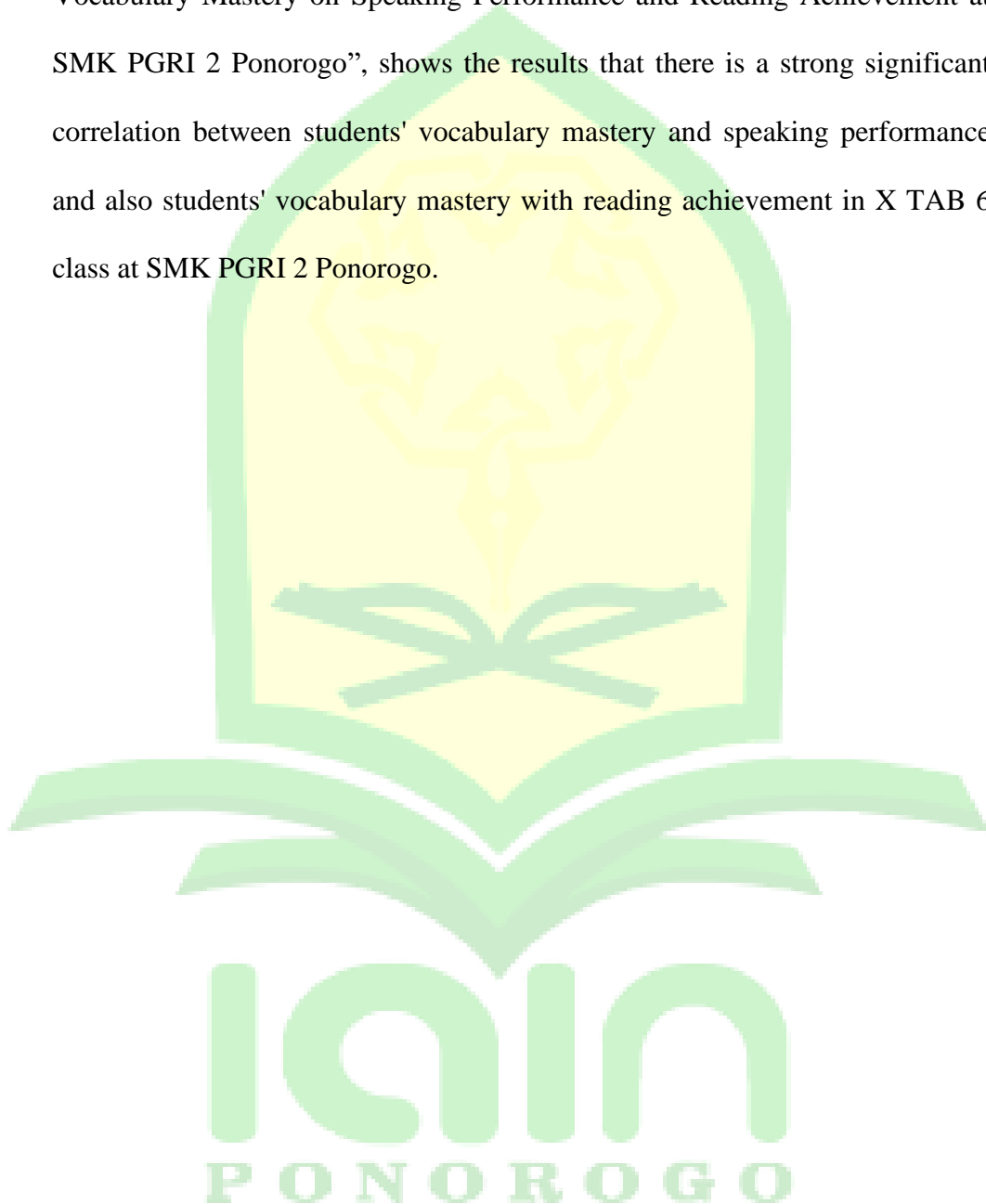
⁶⁶ Cameron, L. *Teaching Language to Young Learners*. (UK: Cambridge University Press, 2001), 94.

and Speaking Skill”. In this research, the analysis revealed a notable association between students' vocabulary and their speaking skills, and they stated that by having good vocabulary mastery, they could improve their speaking skills. Proficiency in English vocabulary helps students in speaking effectively. Apart from that, this research is also in line with research conducted by Shacitra Ayu Cleverisa, entitled “The Correlation between EFL Students' Vocabulary Mastery and Their Reading Ability”. In this research they stated that it was discovered that there's a significant correlation between a student's vocabulary mastery and their reading skills. This suggests that mastery of vocabulary greatly influences their reading abilities, found out that there is a strong correlation between students' vocabulary mastery and their reading abilities.

Furthermore, in this research the researcher found that the analysis of the data demonstrated that there are significant linear relationships between the variables. Specifically, the linearity tests indicated that students' vocabulary mastery is linearly related to both their speaking performance and reading achievement. The significance values from the ANOVA table supported this finding, with the Deviation from Linearity Significance values for vocabulary mastery with speaking performance and reading achievement being 0.964 and 0.135, respectively, both greater than the threshold of 0.05. Given the significant linear relationships, further hypothesis testing was conducted using Pearson Correlation Product Moment through the SPSS program.

Then, the results revealed strong correlations. These correlation coefficients, both greater than 0.05 in the significance test and falling within the interval of 0.60 – 0.799, indicate high correlations. This suggests that students

with higher vocabulary mastery tend to perform better in both speaking and reading, underlining the importance of vocabulary knowledge in enhancing language skills. Thus, this research entitled “The Correlation between Students' Vocabulary Mastery on Speaking Performance and Reading Achievement at SMK PGRI 2 Ponorogo”, shows the results that there is a strong significant correlation between students' vocabulary mastery and speaking performance and also students' vocabulary mastery with reading achievement in X TAB 6 class at SMK PGRI 2 Ponorogo.



CHAPTER V

CLOSING

A. Conclusions

Based on data analysis and discussion of the thesis entitled "The Relationship between Student Vocabulary Mastery and Speaking Performance and Reading Achievement at SMK PGRI 2 Ponorogo", the conclusions are as follows:

1. After analyzing data on students' vocabulary mastery, it was concluded that students' vocabulary mastery had 3 categories: high, moderate, and low. The high category was 6 students (20%), the moderate category was 20 students (66.67%), and the low category was 4 students (13.33%). So the vocabulary mastery of class X TAB 6 SMK PGRI 2 Ponorogo students is in the moderate category.
2. After analyzing data regarding students' speaking performance, it was concluded that students' speaking performance had 3 categories: high, moderate and low. The high category was 6 students (20%), the moderate category was 21 students (70%), and the low category was 3 students (10%). So, the speaking performance of class X TAB 6 students at SMK PGRI 2 Ponorogo is in the moderate category.
3. After analyzing data about student reading achievement, it was concluded that student reading achievement had 3 categories: high, moderate and low. In the high category there were 2 students (6.67%), in the moderate category there were 24 students (80%), and in the low category there were 4 students (13.33%). So, the reading achievement

of students in class X TAB 6 SMK PGRI 2 Ponorogo is also in the moderate category.

Overall, the correlation coefficient between students' vocabulary mastery (X) and their speaking performance (Y1) in Class X TAB 6 at SMK PGRI 2 Ponorogo is 0.756, indicating a high correlation between the two variables. The significance value (2-tailed) is 0.000, suggesting a highly significant relationship. As the significance value (Sig) is less than 0.05, the alternative hypothesis (Ha1) is accepted. Therefore, it can be concluded that there is a significant correlation between students' vocabulary mastery and their speaking performance in Class X TAB 6 at SMK PGRI 2 Ponorogo.

Then, the correlation coefficient between students' vocabulary mastery (X) and their reading achievement (Y2) in Class X TAB 6 at SMK PGRI 2 Ponorogo is 0.682, indicating a high correlation between the two variables. The significance value (2-tailed) is 0.000, indicating a highly significant relationship. Since the significance value (Sig) is less than 0.05, the alternative hypothesis 2 (Ha2) is accepted. This suggests that there is a significant correlation between students' vocabulary mastery and their reading achievement in Class X TAB 6 at SMK PGRI 2 Ponorogo.

B. Recommendations

Based on the research results, researcher would like to provide several recommendations as follows:

1. For teachers

As time goes by, there are many media or techniques that can improve vocabulary mastery on students' speaking performance and students'

reading achievement, because these three variables have a very strong correlation. This is proven by the research results that researcher have obtained. Therefore, it is hoped that teachers can improve and develop their abilities in teaching. Teachers have the opportunity to employ diverse instructional media and methodologies suitable for their students' learning styles. In addition, teachers are encouraged to increase students' motivation in learning English to achieve these goals.

2. For students

Students should increase their motivation to improve their vocabulary mastery, speaking performance, and reading achievement. Students must have good intentions and attention during the learning activities. Apart from that, they need to try several new ways to support their achievements in mastering vocabulary, especially speaking performance and reading achievement, such as taking part in English competitions, English clubs or using existing English learning applications.

3. For future researchers

Researcher hopes that this thesis can be beneficial and used as a reference for conducting others research. In addition, for other researchers should consider expanding the sample size and including different educational levels to provide a broader understanding of the correlation between vocabulary mastery and academic performance, also to see if the relationships observed in this study hold true across different age groups and learning stages.

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