THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY
AND SPEAKING ABILITY OF THE FOURTH SEMESTER ENGLISH
DEPARTMENT IAIN PADANGSIDIMPUAN

A THESIS

*Submitted to the State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement for the
Graduate Degree of Education (S.Pd.) in English*

Written By:

ARDIANI
Reg. Numb: 17 203 00026

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2022**

THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND SPEAKING ABILITY OF THE FOURTH SEMESTER ENGLISH DEPARTMENT IAIN PADANGSIDIMPUAN

A THESIS

Submitted to State Institute for Islamic Studies (IAIN) Padangsidimpuan as a Partial Fulfillment of the Requirement for The Graduate Degree of Education (S.Pd.) in English
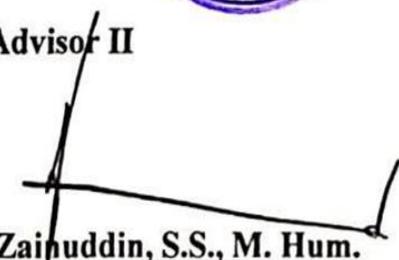
Written By:

ARDIANI
Reg. Numb: 17 203 0002

ENGLISH EDUCATIONAL DEPARTMENT

Advisor I

Fitri Rayani Siregar, M. Hum.
NIP. 19820731 200912 2 004

Advisor II

Zainuddin, S.S., M. Hum.
NIP. 19760610 200801 1 016

TARBIYAH AND TEACHER TRAINING FACULTY
INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2022

LETTER OF AGREEMENT

Term : Munaqasyah
Item : 7 (seven) examplars

Padangsidimpuan, 27 November 2021
a.n. **Ardiani**
To:**Dean**
Tarbiyah and Teacher Training Faculty
In-
Padangsidimpuan

Assalamu'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Ardiani** entitled **"The Correlation between Students' Vocabulary and Speaking Mastery at The Fourth Semester Students of English Deparment IAIN Padangsidimpuan".** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.
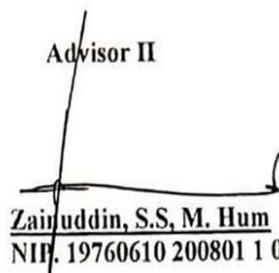
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam'alaikumwr.wb.

Advisor I

Fitri Rayani Siregar, M. Hum
NIP. 19820731 200912 2 004

Advisor II

Zainuddin, S.S, M. Hum
NIP. 19760610 200801 1 016

DECLARATION LETTER OF SELF THESIS COMPLETION

The name who signed here:

Name   : Ardiani

Reg. Number   : 17 203 00026

Faculty/Department   : Tarbiyah and Teacher Training Faculty/ TBI-1

The title of the Thesis : **The Correlation Between Students' Vocabulary Mastery and Speaking Ability of The Fourth Semester Students English Deparment IAIN Padangsidimpuan**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, 10 Mei 2022
Declaration Maker

Ardiani
Reg. Num 17 203 00026

AGREEMENT PUBLICATION OF FINAL TASK
FOR ACADEMY CIVITY

As academic cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : Ardiani
Registration Number : 17 203 00026
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidimpuan Non Exclusive Royalty Righton my thesis with entitled:**"The Correlation Between Students' Vocabulary Mastery and Speaking Ability of The Fourth Semester Students English Deparment IAIN Padangsidimpuan"** With all the sets of equipment (if needed). Based on the this Non-Exclusive Royalty Right, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

Based on the statement above all, this statement is made truthfully to be used properly.

Padangsidimpuan, 10 Mei 2022
The Signed

Ardiani
Reg. Num. 17 203 00026

LEGALIZATION

Thesis : The Correlation Between Students' Vocabulary Mastery and Speaking Ability of The Fourth Semeter English Deparment IAIN Padangsidimpuan

Name : Ardiani

Reg. Num : 17 203 00026

Faculty/ Department : Tarbiyah and Teacher Training Faculty/ TBI

The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

Padangsidimpuan,   June 2022
Dean of Tarbiyah and Teacher Faculty

Dr. Lelya Hilda, M.Si.
NIP. 19710920 200003 2 002

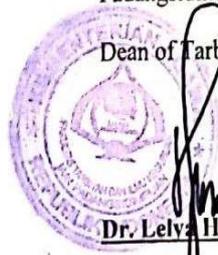|	
NAME	: ARDIANI
REGISTER NUMBER	: 1720300026
FACULTY	: Tarbiyah and Teacher Training
DEPARMENT	: Educational English TBI-1
THE TITLE OF THE THESIS	: The Correlation Between Student's Vocabulary Mastery and Speaking Ability of The Fourth Semester English Deparment IAIN Padangsidimpuan

ABSTRACT

This research discussed about the correlation between students' vocabulary mastery and speaking ability at the fourth semester of English deparment IAIN Padangsidimpuan. The problems of this research are students lack of vocabulary, less confidence, poor in grammar, lack of motivation, and poor practice.

There are three objectives of the problems in this research, the first is to know how students' vocabulary mastery at the fourth semester of TBI-1 English deparment, the second is to know how students' speaking ability at the fourth semester of TBI-1 English deparment, and the third is there any correlation between vocabulary mastery and speaking ability at the fourth semester of TBI-1 English deparment. The purposes of this study is to know is there any correlation between vocabulary mastery and speaking ability at the fourth semester of TBI-1 English deparment.

This research is descriptive quatitative research with correlational method. The population of this research is at fourth semester of English deparment IAIN Padangsidimpuan, the sampled were 29 students taken by using simple random sampling method. The data were collected by used test, for speaking ability used monologue test and for vocabulary test used multiple choice.

From the results of data, analysis the reseracher used product moment formula. After analyzing the data, the researcher found that mean score of variable X was 78.62 and mean score of variable Y was 76.21. Besides, the researcher found that t_{count}= 25.9 and dk = N-21 = 29-2 = 27 and t_{table} on taraf significant 1% = 0.487. So, $t_{count} > t_{table}$ (25.9>0.487), the result showed that there was correlation between two varibles in very high correlation. it means the hypothesis (ha) was accepted.

Key words : Correlation, Vocabulary Mastery, Speaking Ability

NAMA	: **ARDIANI**
NIM	: **1720300026**
FAKULTAS	: **Tarbiyah dan Ilmu Keguruan**
JURUSAN	: **Tadris Bahasa Inggris**
JUDUL SKRIPSI	: **Hubungan Antara Penguasaan kosa kata dan kemampuan berbicara mahasiswa di Semester Empat TBI IAIN Padangsidimpuan**

ABSTRAK

Penelitian ini membahas tentang hubungan antara Penguasaan kosa kata dan kemampuan berbicara mahasiswa di Semester empat TBI IAIN Padangsidimpuan. Permasalahan dalam penelitian ini yaitu kurangnya kosa kata, kurangnya percaya diri,buruk dalam grammar, kurangnya motivasi dan kurangnya praktek.

Rumusan masalah dalam penelitian ini ada tiga, yang pertama adalah bagaimana penguasaan kosa kata mahasiswa di TBI-1 semester empat. Kedua, Bagaimana kemampuan berbicara mahasiswa di TBI-1 semester empat. Ketiga, Apakah ada hubungan antara penguasaan kosakata dan kemampuan berbicara mahasisa di TBI-1 semester empat. Tujuan dari penelitian ini adalah untuk menemukan apakah ada hubungan anatara penguasaan kosa kata dan kemampuan berbicara.

Penelitian ini merupakan penelitian deskriptif kuantitatif, dengan metode korelasi. Populasi penelitian ini adalah seluruh siswa semester empat TBI IAIN Padangsidimpuan, sampel penelitian adalah TBI-1 sebanyak 29 mahasiswa dengan menggunakan teknik simple random sampling. Data di dapatkan dari test, untuk speaking menggunakan tes monolog dan pilihan ganda untuk vocabulary tes.

Dari hasil analisis data yang dilakukan peneliti menggunakan rumus product moment. Setelah menganalisis data, peneliti menemukan bahwa rata-rata skor variabel X adalah 78,62 dan skor rata-rata variabel Y adalah 76,21. Selain itu, peneliti menemukan bahwa t_{hitung}= 25,9 dan dk = N-21 = 29-2 = 27 dan t_{tabel} pada taraf signifikan 1% = 0,487. Jadi, $t_{hitung} > t_{tabel}$ (25,9>0,487), hasilnya menunjukkan bahwa ada korelasi antara dua variabel dalam korelasi yang sangat tinggi. artinya hipotesis (ha) diterima.

Kata Kunci: *Korelasi, Penguasaan Kosa kata, Kemampuan Berbicara.*

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Praised to Allah SWT, the almighty creator who has given me health, opportunity, strength, time, knowledge so that I can completed this thesis entitled **"The Correlation Between Students Vocabulary and Speaking Mastery of The Fourth Semester Students English Deparment IAIN Padangsidimpuan"**. Then, pray along with greetings to the spirit of our lord the great prophet Muhammad saw, that who has brought us from the darkness era into the lightness era.

It is a pleasure to acknowledgement the help and contribution to all of lecturer, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

1. Mrs. Fitri Rayani Siregar, M.Hum., as my first advisor and also as the head of English Education Deparment Mr. Zainuddin, S.S., M.Hum., as my second advisor, who have supported and guided me to make a good thesis, who have been the great advisors for me and gave me many ideas, generous support, advice, constructive, suggestion, criticism, precious time they have given during the completion of this thesis.

9. My best friends (Dede yulianti, Lely Irwana, Nur Masliah, Risna Barus, Iis Anggi Audina, Tika Aprilla, Kausar), thanks for your supported and given me spirit in writing my thesis.

10. All people who have helped me to finish my study that I can not mention one by one thank you for your supported, may Allah bless them. Amiin.

11. Last but not least I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting.

I realize this thesis can not be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

<div align="right">
Padangsidimpuan, 10 Mei 2022
Researcher

<u>ARDIANI</u>
Reg. Num. 17 203 00026
</div>

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of Problems

English is one of the foreign language that is learned by Indonesia students, it is important to learn English in this global era since competitions among countries are hard. Because of this reason English plays an important role in assisting the indonesian human resources, English is needed as an international language.

Altough English is not the language with the largest number of native or 'first' language speakers, it has become a lingua franca. Lingua franca can be defined as language widely adopted for communication between speakers are using it as a 'second' language.

> English seems to be one of the main languages of international communication, and even people who are not speakers of English often know words such as bank, chocolate, computer, hamburger, hospital, hot dog, hotel, piano, radio, restaurant, taxi, telephone, television, university, and walkman[1].

In learning English there are four skills that must be mastered. They are listening, speaking, reading, writing[2]. If students able to mastered the four skills that will make them easier to understand in learning english. First, listening is a key to all effective communication listening is the ability to receive and to interpert messages in communication prosess. Second, speaking

---

[1] Jeremy Harmer, "The Practice of English Language Teaching, 3rd Edition by Jeremy Harmer (z-Lib.Org).Pdf," 2001.

[2] Chengyu Nan, "Implications of Interrelationship among Four Language Skills for High School English Teaching," *Journal of Language Teaching and Research* 9, no. 2 (2018): 418, https://doi.org/10.17507/jltr.0902.26.

is abilty to communicate effectively with other people this skills allow speaker to convey the messages in passionate, throughtfull, and convincing the manner, speaking also helps us to assurethat one won't be misunderstood by those are listening.

Third, reading is an activity to get the point, or something that we need from written form, when we read we use our eyes to receive the written symbols (letters, marks, punctuation) to convert them into words, sentences, or paragraphs that communicate something to us. The last is writing, this skills is the last skill that students must mastered writing is ability to express students felling, ideas or we can retell the story based on our experience in written form, in writing can not far from structure and grammar itself.

Speaking is the verbal use of language and a medium through which human beings communicate with each other[3]. Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language.

---

[3] Ehsan Namaziandost, Vida Shatalebi, and Mehdi Nasri, "The Impact of Cooperative Learning on Developing Speaking Ability and Motivation toward Learning English," *Journal of Language and* Education 5, no. 3 (2019): 83–101, https://doi.org/10.17323/jle.2019.9809.

Speaking is related to oral communication where speaker and listener exchanging information and conveying the message[4]. Therefore, in communication, the people not only to state a statement, but also reach the communicative goals of communication.

According to brown there are five components of speaking[5], the first one is fluency, which is the ability to speak spontaneously and eloquently with no unnatural pausing and with the absence of disturbing hesitation markers. It also refers to some aspects like responding coherently within the turns of the conversation, using linking words and phrases, keeping in mind comprehensible pronunciation and adequate intonation without too much hesitation.

Fluency is the flow and efficiency which to express ideas, particulary when speaking. Fluency deals with speed and pause during speaking with others because speaker needs to take a breath as a necessity. They may use common paused filler such as "umm", "uh" or with expression "I mean....". The second component is comprehension. Comprehension is a students competence to comprehend all of speaker says to them.

The third is grammar. Grammar is the way organize the words into the correct sentence, this is important that if the speaker can master grammar to organize the word so the speaker also easily to speak English well. The fourth

---

[4] Ismi Aristy, Rega Hadiansyah, and Yanuarti Apsari, "Using Three Step-Interview To Improve Student'S Speaking Ability," *PROJECT (Professional Journal of English Education)* 2, no. 2 (2019): 175, https://doi.org/10.22460/project.v2i2.p175-180.

[5] anita jati Laksana, "The Effectiveness of Using Chain Story Game in Teaching Speaking (An Experimental Research at the Eighth Grade Students of SMP Negeri 1 Jatilawang in the Academic Year 2015/2016)," 2008, 5–17.

is vocabulary, vocabulary is the basic language. It appears in every language skill it is very important because we can say nothing without vocabulary in or mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

The fifth component is pronunciation. Having good pronounciation of the language can help in normal comunication, particulary intelligibility[6]. It is "the production and perception of the significant sounds of a particular language in order to achieve meaning in the context of language use. Without good pronunciation, listeners cannot understand what another person says and this will make the communication process more difficult.

Pronounciation not only makes students aware of different sounds and sounds features, but can also improve their speaking immeasurably. Therefore, pronunciation plays a central role in both academic and social fields in the way that students can be able to participate and integrate successfully in their community[7].

Vocabulary is an essential component in second/foreign language learning becauseit is needed for expressing meaning and conveying thoughts through both receptive and productives skill believe that vocabulary is the central of language in learning of language, vocabulary is core component of language profiency and provide much of the basic for how well learner speaker.

---

[6] Jonathan M. Newton and I. S.P. Nation, *Teaching ESL/EFL Listening and Speaking*, *Teaching ESL/EFL Listening and Speaking*, 2020, https://doi.org/10.4324/9780429203114.P.75.
[7] Namaziandost, Shatalebi, and Nasri, "The Impact of Cooperative Learning on Developing Speaking Ability and Motivation toward Learning English."

Vocabulary means words that we use to communicate effectively in speaking (expressive vocabulary) and in listening (receptive vocabulary). And also vocabulary as the total number of words in a language[8]. Vocabulary mastery is the activity of mastering or the ability to understand and use words contained in the language, both oral and written. Mastery of vocabulary is very necessary because the more vocabulary a person, the easier it is to convey and received information, and even vocabulary can be used as a measure of one's intelligence.

Vocabulary is one of the most important components of English. Vocabulary sometimes was difficult to understand because vocabulary was used in everyday life. Therefore the people must learned more about this vocabulary so that it is it not difficult to apply it in everyday life.

However, words came in two form: first oral and print, oral vocabulary included those words that students recognize and used in listening and speaking, print vocabulary include words that recognize and we used in reading and writing form. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary included words that we recognize when we heard or saw them. Productive vocabulary included words that we used when we spoke or wrote.

---

[8] Zakir Hussain, "The Effects of Ict-Based Learning on Students' Vocabulary Mastery in Junior High Schools in Bandung," *International Journal of Education* 10, no. 2 (2018): 149–56, https://doi.org/10.17509/ije.v10i2.7592.

Receptive and productive knowledge may proved the only realistic way to measure depth of vocabulary knowledge. Receptive knowledge was words that the learners recognize and understand when they occur in a context while productive knowledge related to words which the learners understood, able to pronounced correctly and used constructively in speaking and writing. Measuring students' receptive vocabulary was believed to be more important since language will be firstly accepted receptively[9].

So, the researcher can concluded that vocabulary is a words with meanings and definitions used by someone or students to express the idea in a language. In the correlation between vocabulary and speaking, according to robert lado, a 2000-word vocabulary represented the opinion of these leaders as to the size of a minimun vocabulary for speaking[10].

Based on researcher's pre research at the fourth semester English department on 21 March 2021, it that found that they only have 1 lecturer for vocabulary and 1 lecturer for speaking. Before the research the researcher ask the students to send their KHS, from there it can be seen that their vocabulary scores are higher than speaking. The researcher did interview and the researcher got problem in their class. From 29 students in the fourth semester the researcher observed 5 questions more than 10 students totaly answer all the questions that the researcher give to them, in between.

---

[9] Dewi Nur Asyiah, "The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery," *Jurnal Bahasa Lingua Scientia* 9, no. 2 (2017): 293–318, https://doi.org/10.21274/ls.2017.9.2.293-318. P. 295

[10] Afif Fauzi, "The Correlation Between Students' Vocabulary Achievement and Speaking Ability (A Case Study at the First Grade of SMAN I Ciputat Academic Year," 2007.

There is something that always distrubed and make me so difficult in speaking if there is a change to spoke I can't control my self, and also cofidence is very important to start or to began the speak and nervous make so me so difficult speaking I think the big problem is nervous. Memorising vocabulary it's not difficult but I need more useful way to just like I need a book to write new a vocabulary to apply this vocabualry I need to check from my book because my memorising skill it's not well[11].

Sari said that in I memorising vocabulary there is no problem, I feel easily to caught some vocabularies but the diffiult it's easy to lose when I never repeat or practice in my daily. And in speaking she said that the difficult is when she rarely practice her speaking it will change her speaking[12]. According to Muhammad Rasyid I'm think my problem in speaking is I'm not good in grammar so that's why I need to learn more and also practice. And in vocabulary sometimes I need to take note so I can check it again[13].

Many problems researcher find in speaking skill but most of them there are lack of vocabulary, less confidence, poor in grammar, lack of motivation, and poor in practice. Before the research the researcher ask the students to send their KHS, from there it can be seen that their vocabulary scores are higher than speaking.

As far the researcher understood about the problem in their class the most important problem in speaking English among the other problem is lack of vocabulary meaning that mastering vocabulary. Based on the problems above, the researcher interest to find out is there any significant correlation between

---

[11] Siregar, Rami, *private interview to students English deparment of TBI-1 IAIN padangsidimpuan*, (padangsidimpuan, april 05th, 2021)

[12] Sari, *private interview to students English deparmet of TBI-1 IAIN padangsidimpuan,* (padangsidimpuan, april, 05th, 2021)

[13] Rasyid, Muhammad, *private interview to students English deparment of TBI-1 IAIN padangsidimpuan,* (padangsidimpuan, april, 05th, 2021)

vocabulary and speaking mastery at the fourth semester students of english deparment Iain Padangsidimpuan.

B. Identification of Problem

Vocabulary is commonly defined as knowledge about the word, words meaning, and word uses to express their idea thought oral or written communication. Speaking is a communication process to express idea, thought, and feeling. Speaking also is a intreaction between speaker and listener where the aims are to deliver speakers' information or intention during the conversation.

There are many factor speaking here they are. First, accent is pronouncation frequently unintelligible. Next, grammar is erors showing control of very few major pattern and frequently preventing communicattion. And then, vocabulary is choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common profesional and socials topics. Next, fluency is to speak spontaneously with no unnatural pausing. The last is performnace is understand too little for simplest type of conversation.

There are some problem in speaking such as lack of vocabulary, less confidence, poor in grammar, lack of motivation and poor in practice, nerveous, and easy to lost the vocabulary. So, these are problems that made speaking diffcult.

C. Limitation of the problem

As mentioned above factors of speaking are, accent, grammar, vocabulary, fluency, performance. Vocabulary is one of factor that affected speaking,

students that has good in mastering vocabulary defenitely good in speaking. Without vocabulary it's impossible to speak well. This research focus on students vocabulary, vocabulary is one of language aspect which should be learn. Vocabulary refers to total number of words in a language that someone has. It found out the correlation between vocabulary and speaking at the fourth semester students' of IAIN Padangsidimpuan.

Vocabulary was chosen because students needed vocabulary in learning a language especially to communicate clearly and effectively with other. By having vocabulary students will be able to speak, and express their idea. So, vocabulary was chosen because it the basic elements of speaking.

D. Definition of operational variables

1. Vocabulary Mastery (Variable X)

   Vocabulary mastery is the activity of mastering or the ability to understand and use words contained in the language, both oral and written. Vocabulary mastery also one component for mastering English as a foreign language from elementary to secondary and advanced. Vocabulary mastery refers to the number of words someone knows.

2. Speaking Ability (Variable Y)

   Speaking ability was able to communicate effectively. And also help to solved that one won't be misunderstood those who are listening. Speaking is oral interaction where the participan need to negotiate the meaning contined in ideas, feelings, and manage in term of who is to say what, to whom and about what.

E. Formulation of the Problem

1. How is students' vocabulary mastery at the fourth semester of TBI-1 English deparment IAIN Padangsidimpuan?

2. How is students' speaking ability at the fourth semester of TBI-1 English deparment IAIN Padangsidimpuan?

3. Is there any correlation between vocabulary mastery and speaking ability at the fourth semester of TBI-1 English department IAIN Padangsidimpuan ?

F. Objective of the Problem

1. To know how students' vocabulary mastery at the fourth semester students of TBI-1 English department IAIN Padangsidimpuan.

2. To know how students's ability in speaking at the fourth semester students of TBI-1 English deparment IAIN Padangsidimpuan.

3. Is there any correlation between vocabulary mastery and speaking ability at the fourth semester students of TBI-1 English deparment of IAIN Padangsidimpuan.

G. Significant of the Problem

1. As an information for who wants to know about the correlation between students vocabulary mastery and speaking ability.

2. As an addictional references to the next researcher that want to research about the correlation between students vocabulary master and speaking ability.

3. Hopefully the result of this research will useful for the reader.

H. Outline of the Research

This thesis are divided in to five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one consists of introduction: backgroud of problem, identifacation of problem, limitatin of the problem fomulation of the problem, objective of the problem, significance of the problem, defenition of operasional variabel.

Chapter two consists of the teoretical description of vocabulary mastery and speaking ability Then review of related findings, conceptual frame work and hypothesis.

In chapter three is consists of research metodology which consists of time and place of the research, research metodology, population and sample, instrumen of research, the techniques of data collection and the technique of data analysis and outline of the thesis.

In chapter four is consists of description of data, hypothesis testing, discussion and the threats of reserch.

The last is chapter five which consists of conclusion and suggestion. Conclussion is about the result the research and suggestion is about giving suggestion to the students and teacher by the researcher.

CHAPTER II

REVIEW OR RELATED LITERATURE

I. Theoretical Description

1. Vocabulary Mastery

a. The Nature of vocabulary mastery

There are some definitions of vocabulary according to some experts. According to Cameron, vocabulary is one of the language aspects which should be learn. In learning english we have to know vocabulary first. A person said to "know" a word if they can recognize its meaning when they see it[14].

According to Norbert that vocabulary of 2000 words would be realistic goal as found people regularly use about this many different words in their daily conversation[15]. So, vocabulary is the important aspect in language, vocabulary will help the people to understand words make up a language.

> Vocabulary means the words that make up a language. It's mean all the words known and used by person, a list or collection of words and phares alphabetically erranged explained or define, a list or collection of theme or codes avaible for use[16].

Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. It means that vocabulary must be remembered

---

[14] Indah Wulandari, "Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung 2018," 2018, 1–77.

[15] Taslim1 et al., "The Correlation Between Students' Vocabulary Mastery and Students' Speaking Skill," *Proceedings of the 1st Paris Van Java International Seminar on Health, Economics, Social Science and Humanities (PVJ-ISHESSH 2020)* 535, no. 2 (2021): 65–76, https://doi.org/10.2991/assehr.k.210304.023.

[16] Taslim1 et al., P .67.

and uttered well, It is not only learned but also mastered, vocabulary palys important role in speaking. To master speaking, the students have to know many vocabularies because vocabulary can help students for speaking with someone and vocabulary is the first step if students wants to be mastered speaking, vocabulary also an essential element in a language, because no language exist without vocabulary[17]. So, between vocabulary and speaking can not separated because people can not speak without vocabulary.

The more vocabulary people have, the bigger possibility to have a skill to use the language. "the word (vocabulary) which make up a language constitutes vocabulary", it is the basic competence that should be mastered by the students. Through vocabulary, the students are able to master the four skill; they are, listening, speaking, writing, reading.

That is why mastery of vocabulary determine the mastery of four language skill, by having good mastery of vocabulary the people are able to communicate well clearly with each other[18], the vocabulary of language always changes and grows. As life become more complex, people devise or borrow new words to describe man's activities. No one knows exact numbers of words in the English vocabulary today[19]. So,

---

[17] "The Correlation between Students' Vocabulary Mastery and Speaking Skill," *International Journal of English Education and Linguistics (IJoEEL)* 3, no. 1 (2021): 10–19, https://doi.org/10.33650/ijoeel.v3i1.2042.

[18] Aswal Syarifudin, Rismaya Marbun, and Dewi Novita, "Analysis on the Students' Vocabulary Mastery a Descriptive Study on the MTs," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 3, no. 9 (2014): 1–10.

[19] Yeni Ghonivita, John Pahamzah, and Murti Ayu Wijayanti, "Improving Students' Listening Skills and Vocabulary Mastery through Contextual Teaching and Learning by Using

by mastered the four language skill people easier to communicate each other.

From some definitions about vocabulary above, it can be said that vocabulary is the basic element of language which someone needs in learning a language especially to communicate effectively with others. Mastery is the ownership of comprehensive knowledge or skills in the subject or certain activities carried out.

Vocabulary mastery is defend as the power to control, command, decide, and rule the vocabulary as an useful and fundamental tool for communication and acquiring knowledge. Vocabulary mastery is the competence or knowledge of a collection of words that form a language that can be used by everyone to communicate. So, vocabulary mastery

Vocabulary mastery refers to the great skill in processing words of a language[20]. Vocabulary mastery was one component for mastering English as a foreign language from elementary to secondary and advanced. In learning four language skills, vocabulary is one of basic component to be mastered. It makes sense, given that four language skills require knowledge of words because they would not be able to do all four skills without vocabulary.

Mastering vocabulary is the ability to get or to receive a lot of words, by having and mastering vocabulary students will be able to

---

Online Learning," *Journal of English Language Teaching and Cultural Studies* 4, no. 1 (2021): 10–21, https://doi.org/10.48181/jelts.v4i1.10557.
    [20] Mofareh Al Qahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, https://doi.org/10.20472/te.2015.3.3.002.

speak and they can communicate and express their idea. Vocabulary mastery is one of linguistic features, which influences the communicative competence and also vocabulary is all of word used in English, we must be mastery the English vocabulary for easy use in English, whether it is making sentences or conversations.

b. Aspect of vocabulary

According to Lado in Aprilia nurul there are five aspects of vocabulary which are needed to be learned by the students. They are 1) Meaning; 2) Spelling; 3) Pronounciation; 4) Word Classes and 5) Word Use[21]. Those aspects will be explained bellow:

1) Meaning

Meaning becomes one of essential aspects that should be learned by the students because meaning refers to how the word give its meaning to the language users.

2) Spelling

When the students encounter a word for the first time, they need to know how to spell that word. Spelling refers to what a word look like (its spelling).

---

[21] Nurul Aprilia Utami, "The Effectiveness of Hot Seat Game for Teaching Vocabulary," 2015, 7–27.

3) Pronounciation

When the students learn vocabulary, they also need to know what a word sound like (its pronunciation). It will help the students to understand what the other means to say.

4) Word Classes

Word classes can be defined as categories of words. It is an important feature in semantic feature analysis.

5) Word Use

Word use refers to how a word is used in a language. Word also use involve grammar and thus be the subject of profound analysis.

So, by mastered the vocabulary aspects can help students to easier in learning vocabulary and able to communicate well

2. Speaking Ability

a. The Nature of Speaking

When a student learns English, it can't be perfect without speaking ability. Speaking is not only about making sounds, pressures, and intonations but making every word or sentence that is issued by everyone has a specific meaning and purpose.

According to bygate speaking is oral interaction where the participan need to negotiate the meaning contined in ideas, feelings, and

manage in term of who is to say what, to whom and about what[22]. However, speaking is an oral interaction of people or more that, that it negotiate the meaning contined in ideas what has been stated in their mind, with speaking people can share their feeling to the other people orally. And also about the content, people are going to says what to whom and about what.

Speaking is an interactive meaning-building process involving knowledge creation, reception and processing and also speaking is necessary for students to use their skills and expertise, to submit ideas and to talk well. In the case, encouragement and desires of the students are vital to promote of understanding.

Speaking is an important skill among other language skills that students must learn in learning English. This is the main criterion to consider that student competence in English is very good or very lacking. Speaking is a productive skill in language learning that can involve communicative performance, and other important elements, such as pronunciation, intonation, grammar, vocabulary, etc. They must be taught in language learning to help students communicate well[23].

> Speaking is an act of making vocal sounds. It can said that speaking means to converse, or expressing one's thoughts and feelings in spoken language to speak often implies conveying information, it may be from an informal remark to a scholarly presentation to formal address[24].

---

[22] Rivi Antoni and Ummi Rasyidah, "The Correlation Between Students ' Motivation And Their Speaking SKILL At 8th Grade In MTS N RAMBAH," 2016.

[23] Taslim1 et al., P . 69.

[24] Anik Rahayu, "Mastery and Their Speaking Performance at AL-," no. October (2021).

The mastery of speaking skills in English can be a priority for many second language or foreign language learners, because the people feel that this skill requires frequent involve mentioned English communication[25]. In speaking, the students must have many vocabularies. They should master vocabulary to the effect that they can use it fluently and to their feeling of competency in expression. Speaking scope is limited in grammar, vocabulary, and pronunciation accuracy because they are more important in speaking than writing.

Loma states, "Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well"[26]. According to yorkey, speaking skill is a skill like other skill, it must be praticed continuously[27]. The teacher role is becoming important for students later there are many keys to support speaking skill by listening cassette, watching tv, wacthing film, practicing with foreigners, practicing with partners. In judging whether students are speaking in correct statement.

> Speaking is the ability to speak fluently and not just language knowledge features, but the ability to process "on the spot" information and language while speaking is described as process that verbally tranfers ideas and information in different situations[28].

---

[25] Uzer, P. 253.

[26] Wulandari, P. 64.

[27] Stba Technocrat, "The Effects of Grammar Mastery and Critical Thinking On," n.d., 1–13.

[28] Mine Goldman, Ian. and Pabari, *Improving Students Speaking Skill Through Vocabulary Mastery Using The Make a Match Method (Study at The Eight Grade of MTSN 1 KOLAKA UTARA)*, 2021.

The mastery of speaking skill in English is a priority for many second-language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Based on the description above, the writer defines speaking as meaningful utterances expressed to express ideas,deliver speeches, make social contacts and describe things by people, and researchers conclude that speaking is a skill to produce language and share their ideas.

b. Elements of Speaking Mastery

There are some kinds of elements of speaking. [29]They are:

1) Speaker

The speaker is one of the key elements of the basic speech communication model.

2) Message

The message is the most important and intrinsic element of all speech communication model.

3) Channel

The channel is the method (auditory and visual) that is used to transmit the message to the receiver.

---

[29]Irma Desita Pane, "The Correlation Between Learning Motivation and Speaking Mastery at VIII Grade Students of SMP Swasta Al-Muslimin Pandan Tapanuli Tengah" (State Institute for Islamic Studies, 2016).

4) Audience

Your audience represents one very important third in the basic model of communication.

5) Feedback (visual ad verbal)

Your audience can provide you with immediate feedback, pay attention to the visual and verbal cues they give you in the moment.

6) Noise and interference

Noise and interference can block you audience's ability to receive your message.

7) Presentation

How your deliver your speech presentation nay be just as important as the speech itself.

8) Situational and environmental context

It is important to understand the environmental and situational context in which you are giving speech.

9) Context of culture and gender

Understanding the cultural and gender context of your speech is vital to making a connection with your audience.

So, There nine elements of speaking it covers all about speaking, it help the students to understand more about speaking.

c. Aspect of speaking

Speaking achievement has four apects which are generally recognized in anayzing speaking. They are as follows[30]

a. Fluency

Fluency is main aspect to evaluate where foreign language learner produces oral communication. It is about capability to use language in real time and focuses on acceptable language for the target language. So, fluency is the aim in learning forein language. According Martin in Lamhot Martua Situmeang research, he says that fluency is the extent to which speakers use the language quickly and confidently with few stations of unnatural pauses, false starts, words, searches, etc[31].

Fluent language use involves "the processing of language in real time". That is, learners demonstrate fluency when they take part in meaning-focused activity and do it with speed and easy without holding up the flow of talk. There areobservable signs that can be used to measure changes in fluency. These include speech rate as measured in words or syllables per minute number of filled pauses such as um, ah, er, and number of unfilled pauses[32].

---

[30] Antoni and Rasyidah, "The Correlation Between Students ' Motivation And Their Speaking SKILL At 8th Grade In MTS N RAMBAH."

[31] Lamhot Martua Situmeang, "Functional Model (AFM) to the Sthuthe Effect of Actional DENTS Speaking Ability at VII Grade Students of Smp Swasta Bahalbatu in Academic Year 2018/2019.

[32] Jonathan M. Newton and I. S.P. Nation, *Teaching ESL/EFL Listening and Speaking*, *Teaching ESL/EFL Listening and Speaking*, 2020, https://doi.org/10.4324/9780429203114.

b. Pronunciation

Pronunciation is the way of speaker to produce spoken language that deals with sound system and phonological process. It refers to ability of learner to produce clear language when they speak language. they also must pay attention in stress of words and practice pronunciation over all.

c. Vocabulary

Vocabulary refers to total number of words in a language that someone has. Commonly learners difficult to express what they want to say because lack of vocabulary. They have to produce and remember the word in target language(Indonesian to English) to make it familiar to them and they can understand to use it correctly.

d. Grammar

Grammar is rules of language for changing the form of words and joining them into sentences. It tells how language works in communicating idea that generally expressed sentences and the sentences are made by grouping and arranging words. So, grammar is also study of arranging words in sentences.

So, Those aspects is the key in speaking assement, people are said to be proficient in speaking seen from the aspect assessment as described above.

d. Problems in Speaking

In mastering the speaking skill in English, there are some problems that may appear in the mastering process. According to Afisa, she said that a factor that makes students feel anxious to speak English, that is when they find it difficult to use words appropriately[33]. The obstacle faced by students in speaking activities are unability to deliver words and feel shy when speaking. As a result, factors that affect student's speaking are anxiety, low of confidence, shyness, and difficult to express words or ideas in spoken way.

e. Goals of Speaking

The goal of speaking component in language class is to encourage the acquisition of communication and to foster real communication in and out of the classroom. To help students develop communicative effiency in speaking, the teacher can use balanced activities approach that combines language input, stuctured output, and communicative output. People do communication for some reasons, the reason as follows:

1) they want to say something

   what is used here is general way to suggest that the speakers make define decisions to addres other people.

2) They have some communicative purpose

   speakers say thing because they want something to happen as a result of what they say.

---

[33] Afisa, "The Students' Difficulties in Speaking at the Tenth Grade of SMA Negeri Sine in 2014/2015 Academic Year," 2015, 1–15, http://eprints.ums.ac.id/34624/.

3) they may want to charm their listeners

to give some information, to express pleasure, they may decided to be rude or flatter to agree or complain.

J. Review Related Findings

There are some related findings that discuss about students vocabulary mastery and speaking ability such as :

a. According to Mauloeddin Afna the result of study are 3 students had score 41-60 (C in numeral core) 2 students had 61-80 (B in numeral score) and 81-100 (A in numeral score). In Conclusion, the result indicated that there is positive correlation between vocabulary and speaking skill. Vocabulary affected the students who fluent in speaking, and influenced vocabulary acquisition[34].

b. According to Bradhiansyah Tri Suryanto, Ahmad Arif Imron, and Diyah Ayu Rike Prasetyo this study aims to determine the relationship between vocabulary mastery and speaking skills, this research used a quantiative approach with a correlation study type, the sample in this study was 52 respondents in the second semester of the deparament of english education. The University of Nurul Jadid using the puposive sampling techique, data analysis using the produt moment formula to determine whether there are a correlation

---

[34] Mauloeddin Afna, "The Correlation Between Vocabulary and Speaking Skill" IV, no. 1 (2018): 43–71.

and the level of correlation between vocabulary mastery and speaking skills[35].

c. Diyas Herdian Putra, Ikhsanudin Ikhsanudin, and Eusabinus Bunau in their research the population of this research is fifth semester students of English Education Study Program of Teacher Training and Education Faculty at Tanjungpura University with the sample size of 30. The result of data analysis revealed the correlational between both variable from the samples is showing the correlational coefficient (r) value of 0.19. This value showed vocabulary mastery has low correlation with fluency in speaking. The contribution of vocabulary mastery to fluency in speaking is 3.6% which is almost non-existent. The hypothesis was tested by comparing the r value with r table, with the degree of freedom (df = n-2) of 28 and 1% level of significance. The r value (0.19) is lower than r table (0.463). It means, the alternative hypothesis (Ha) is rejected and null hypothesis (Ho) is accepted. With this research done, students should improve their speaking ability and remember more vocabularies to become a more and better speaker. The writer hopes

---

[35] Bradhiansyah Tri Suryanto, Ahmad Arif Imron, and Diyah Ayu Rike Prasetyo, "The Correlation between Students' Vocabulary Mastery and Speaking Skill," *International Journal of English Education and Linguistics (IJoEEL)* 3, no. 1 (2021): 10–19, https://doi.org/10.33650/ijoeel.v3i1.2042.

this research may be beneficial to the readers and might resulting in newer research with different aspect and better concepts[36].

d. Moh Nofal in his research the aim of this study is to answer whether or not the correlation between vocabulary mastery and students' speaking skill on the third semester students of English Department at University of Muhammadiyah Malang. This study used correlational design with quantitative approach. The population taken was the third semester of English Language Education Department. In this study, the researcher took 25 students from five classes as the sample from 235 students of English Language Education Department. The writer used two tests in collecting the data of this study. The first test was vocabulary mastery test. The second test was speaking test. After collecting the data, the writer used the Pearson Product Moment Correlation in analyzing the data. The result of this study showed that the correlation coefficient (r-value) was .525 which is higher than the critical value (r-critical) which is .396 in the level of significance 5%. Moreover, this study found a strong connection between vocabulary mastery and students' speaking skill[37].

---

[36] Diyas Herdian Putra, Ikhsanudin Ikhsanudin, and Eusabinus Bunau, "Correlation Between Vocabulary Mastery and Fluency in Speaking at Universitas Tanjungpura," *Premise: Journal of English Education* 10, no. 1 (2021): 36, https://doi.org/10.24127/pj.v10i1.3348.

[37] Moh Nofal, "Correlation Between Vocabulary Mastery and Students' Speaking Skills Ability on Third Semester Students of English Deparment at University of Muhammad Malang," 2017.

e. Evi Kasyulita. Candra Anova, Rivi Antoni in their research the purpose of this research was to find out the correlation between students vocabulary mastery and speaking skills as well as also the students' mastering in vocabulary mastery and students' skill in speaking at the fifth semester students of english study program i in university of pangaraian. After analyzing and calculating the data, it was found that r calculated was 0.559 with level significance 0.05, and the degree of freedom (df= n-2) was 22. It means that r calculated was higher than r table (0.559>0.404). So, there is correlation between students' vocabulary mastery and speaking skill at the fifth semester of English study program in University of Pasir Pangaraian[38].

Based on the related finding above, the researcher is interested in examining the relationship between the vocabulary mastery and speaking ability in the fourth semester and getting the results. From calculation the data the researcher found the students' vocabulary mastery at the the fourth semester of TBI-1 English deparment IAIN Padangsidimpuan was good category. It can be seen from the mean score was 78.62 which is good category. Furthermore, the students' speaking ability at the fourth semester of TBI-1 English deparment IAIN Padangsidimpuan was good category. It can be seen from the mean score was 76.21 which is good category.

---

[38] Evi Kasyulita. Candra Anova, Rivi Antoni, "The Correlation Between Students Vocabulary Mastery and Speaking Skill at The Fifth Semester of Enlish Study Program in Pasir Pangaraian University" 255 (n.d.): 1–9.

K. Framework of Thinking

A good frame of mind will explain theoretically the linkages between the variables to be studied, so that the relationship between independent variables and dependent variables needs to be explained. The independent variable in this study is self confidence, while the dependent variable is speaking mastery. Based on this, the writer will explain the relationship between variables theoretically.

Based on theoretical description before, it has been explained that Vocabulary is an essential component in second/foreign language learning because it is needed for expressing meaning and conveying thoughts through both receptive and productives skill believe that vocabulary is the central of language in learning of language. And speaking is one of skills that should be mastered by students in learning English to complete their ability in oral language. The competences of English focus one expressing feeling, ideas and action in various dialogues and monologue in oral form. Speaking achievement concerns to speak not only in class but also outside with other people, so it is very important to make students more active in learning, especially in speaking.

Based on explanation above, it can be seen that vocabulary mastery and speaking ability correlate each other. However, if students have much vocabulary, they will be able to speak perfectly. It will be shown in the following illustration.

(Vocabulary Mastery)   (Speaking mastery)

| X | ⟶ | Y |

Based on illustration above, the researcher wants to describe a correlation between the X and Y variables. X variable is vocabulary mastery (independent variable) and Y variable is speaking mastery (dependent variable).

L. **Hypothesis**

a. There is a correlation between students' vocabulary mastery and speaking ability at the 4th of english deparment Iain Padangsidimpuan.

b. There is no correlation between students' vocabulary mastery and speaking ability at the 4th of english deparment Iain Padangsidimpuan.

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Research

The research was conducted at the State Institute for Islamic Studies (IAIN Padangsidimpuan), located at Jln. H. T. Rizal Nurdin Sihitang, Padangsidimpuan. Specially at Tarbiyah and Teacher Training Faculty. The time of this research was from Desember 2021 until Mei 2022.

B. Kind and Method of Research

This research applied quantitative research, in correlational research to correlate both variables. It is to correlate between vocabulary mastery and speaking ability.

C. Population and Sample of The Research

a. Population

A population is the entire group that the researcher want to draw. The population of this research is English deparment which has two classes and there are 64 students can be seen from table as follow:

Table I

The population of the research in IAIN Padangsidimpuan

No	Classes	Students
1.	TBI-1	29
2.	TBI-2	35
	Total	64

b. Sample

Sample is a part or representatives of the population. In this research, the researcher used cluster sampling dividing the population into subgroups, but each subgroup should have similar characteristics to the whole sample. Instead of sampling individuals from each subgroup, the research randomly select entire subgroups. and the researcher choosen Tbi-1 as the sample of this research that consists of 29 students.

D. Instrument of Collecting Data

Instrument is very important to support every research. That the instrument of the research is a tool of facility is used by the researcher in collecting the data. So the process was easier and better because it was more careful, complete and systematic.

a. Vocabulary test

For vocabulary test the researcher used multiple choice, before the researcher give the test, the researcher has validated the test as much a 50 questions and gets 28 as valid question but the reseacher only took 25 because it easier to make it easier for researchers to provide the score. It could be seen in the table as follow:

TABLE II
INDICATORS OF VOCABULARY MASTERY

No.	Indicators	topic	Number of items	Items
1.	Meaning	Noun	1, 2, 8, 10, 15, 16, 19, 23, 25	13
		Verb	4, 11, 14, 18	
2.	Use	Noun	3, 5, 7,13, 17, 20, 21, 22	12
		Verb	6, 9, 12, 24	

b. Speaking test

For speaking test the researcher used oral test (individual performance) in doing test. the oral test was talk about telling personal experince in holiday. The form of oral test was monologue test is the test that individual to know how good speaking of students, then the students did test and the researcher gave value based on the indicator of speaking. The researcher did test to what was the extent of students' speaking ability.

TABLE III

Indicators of speaking test

NO.	The indicators of speaking	Score
1.	Accent:	1-5
	1. Pronounciation frequently unintelligible.	1
	2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	2
	3. "Foreign accent" requires concentrated listening, and mispronuonciations lead to occasional misunderstanding.	3
	4. Marked "foreign accent" and occasional mispronounciation which do not inference with understanding.	4
	5. No conspicuous mispronounciations, but would not be taken for a native speaker.	5
2.	Grammar:	1-5
	1. Grammar almost entirely inaccurate pharases.	1
	2. Constant errors showing control of very few major patterns and frequently preventing communication.	2
	3. Frequent errors showing some major patterns uncontrolled and causing accasional irriation and misunderstanding.	3
	4. Occasional errors showing imperfect control of	4

	some patterns but no weakness that causes misunderstanding. 5. Few errors, with no patterns of failure.	5
3.	Vocabulary:	1-5
	1. Vocabulary inadequate for even the simplest conversation.	1
		2
	2. Vocabulary limited top basic personal and survival areas (time, food, transportation, family,etc).	
		3
	3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discusion of some common profesional and social topics	
		4
	4. Profesionals vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.	
		5
	5. Professional vocabulary broad and precies; general vocabulary adequate to cope with complex practical problems and variated social situations.	
4.	Fluency:	1-5
	1. Speech is so halting and pragmentary that conversation is virtually impossible.	1
	2. Speech is very slow and uneven except for short or	2

	routine sentences.	
	3. Speech is frueqently hesitant and jerky; sentences may be left uncompleted.	3
	4. Speech is occasionally hesitant, with some unevenness caused by groping for words.	4
	5. Speech is effortless and smooth, but perceptibly non-active in speech and eveness.	5
5.	Performance/comprehension:	1-5
	1. Understand too little for the simplest type of conversation.	1
	2. Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.	2
	3. Understand careful, somewhat simplified speech when engaged in a dialogue, but many requires considerable repetition or rephrasing.	3
	4. Understands quite well normal educated speech.	4

E. Technique of Data Collection

Collecting data was very important in conducted a research because it has the important function in a research. Collecting data in this research is through testing, one test will be performed to get the data about students' speaking ability, and for vocabulary mastery's data the researcher got the data by giving test (multiple choice), described as follow:

a. Vocabulary test

    4) The researcher prepared the test.

    5) The researcher explaining the test and what students did with the test.

    6) The researcher asked the readiness or willingness of the students to start this test

    7) Determined the time in doing the test.

    8) The researcher gave the test to the students.

    9) The researcher gave chance to the students to answer the test.

    10) Collecting the students' answer sheet to analyzed it.

b. Speaking test

For speaking ability's data the researcher got the data by test described as follow :

    1) The researcher prepared a topics and ask to students to developed the topic as much as they can.

2) The researcher asked the readiness or willingness of the students to start this test.

3) The test will be done by using voice note or recording.

4) Determined the time in doing the test 5-7 minutes.

F. **The Test Validity and Realibility Instruments**

Validity and reability are the two most important and fundamental features in the evaluation of any measurement instrument or tool for a good research.

a. Validity

In this research, for vocabulary test. The test was validated by correlation biserial formula. Explained as below:

$$R_{pbi} = \frac{Mp - Mt}{SDt} \ \sqrt{\frac{p}{q}}$$

Where:

Rpbi: Coefficient item validity

Mp : Mean score

Mt   : Mean score of the total score

SDt : Standart Devition of total score

This research used content validity for speaking test. The test validated by checking the test to the expert person. The expert is the lecturer in State Institute for Islamic Studies Padangsidimpuan,

validator check and recheck whether the speaking test is it suitable or not.

b. Reliability

Reliability is also needed to create a good test because a test must be reliable as a mesuaring instrument. The instrument is said reliable when the instument believable to used as an instrument of collecting data because the instrument is good.

For reliability, this research used comparison r_{count} and r_{table} at a significant level of 5 %. If $r_{count} \geq r_{table}$, it is said to be reliable and then if $r_{count} \leq r_{table}$, it is said to be unreliable. While the formula used to calculate the magnitude of the reliability coefficient of the description item is the *Alpha Cronbach* formula.

$$r_{11}=\left(\frac{n}{(n-1)}\right)\left(1-\frac{\sum \sigma i2}{\sigma t2}\right)$$

Description:

r_{11} : Reliability

n : The number of scale items

$\sigma i2$: The variance associated with item i

$\sigma t2$: The variance associated with the observed total scores[39]

[39] Heri Retnawati.

Table IV
The Table Classification of Test Reliability

No	Reliability(r_{11})	Description
1	$0 \leq r_{11} \leq 0.2$	Lowest
2	$0.2 < r_{11} \leq 0.4$	Low
3	$0.4 < r_{11} \leq 0.7$	Medium
4	$0.7 < r_{11} \leq 0.9$	High
5	$0.9 < r_{11} \leq 1.0$	Higest

Source: Analisis Kuantitatif Instrumen Penelitian

G. Techniques of Data Analysis

In quantitative research the most suitable analysis used the statistical process . It meant that all the data are collected and analyzed by using "r" Product Moment Formulation. The researcher used this research to was the correlation between two variables in the correlation technique, the variables were compared to know whether the correlation was very significant.

a. Descriptive Statistic Analysis

Descriptive statistic was a statistic function to describe or give a picture of the object being investigated trough the data sample and the population as its public. Descriptive statistic was the way of presenting the data analyzed by the following data:

1) Mean (Average)

The formula used:

$$M_x = \frac{\Sigma f i x i}{f i}$$

Description:

X : Mean (Average)

$\Sigma fi\ xi$: The sum of multiplication

N : Number of students[40]

2) Median

The formula used:

Median = **Bb** + **i** ($\frac{\frac{1}{2} - f}{fm}$)

Description:

B : Lower limit of the real containing median score

f : Cumulative frequency lies below the median score containing

fm : Original frequency (frequency of score containing median)

i : Class interval

3) Modus

The formula used:

M_o = **L** + ($\frac{d1}{d1+d2}$) **x i**

Description:

M_o : Mode

---

[40] Sugiyono, *Metode Penelitian Kuantitatif Da R & D* (Bandung: Alfabeta, 2008), P.80.

L : Lower limit of the interval containing the real – mode

d1 : Frequency located at the interval that contains the mode

d2 : Frequency located at below the interval containing mode

í : Class interval

Table V
The Table Interpretation of Means Score

No	Interval	Predicate
1.	80 – 100	Very good
2.	60 – 79	Good
3.	50 – 59	Enough
4.	40 – 49	Less
5.	0 – 39	Fail[41]

b. Hypothesis test

To determine whether there is correlation between speaking ability and vocabulary mastery, this research used the formula of correlation "r" product moment as follows:

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

Description:

Rxy : Coefficient of correlation

N : The number of sample

---

[41] Nana Sudjana and Ibrahim, *Penelitian dan Penilaian Pendidikan*, (Jakarta: Sinar Baru Algesindo, 2002), P.153.

ΣX : The sum of scores in X – distribution

ΣY : The sum of scores in Y – distribution[42]

The result should been appropriated with interpretation to the index of product moment of correlation. The interpretation of the result could be seen in the following table:

Table VI

Criteria Score Interpretation of Correlation

Percentage	Criteria
0.00-0.199	Very low correlation
0.20-0.399	Low correlation
0.40-0.599	Enough correlation
0.60-0.799	High correlation
0.80-1.000	Very high correlation[43]

c. **To know the contribution of coefficient correlation between variable X and Y, it can be define Formula Determine Correlation:**

$$Kp = r^2 \times 100\%$$

Description:

 Kp: Determine Correlation

r : Coefficient correlation

---

[42] Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Perdana Publishing, 2015), P.100.

` [43] Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2007), P.231

CHAPTER IV

RESULT FINDINGS

In this chapter, the researcher discused the result of this research about the correlation between students' vocabulary mastery and speaking ability at the fourth semester of English deparment Padangsidimpuan. The researcher used the formula product moment to analysis the data of vocabulary mastery and the researcher used content validaty to analysis the data of speaking ability. The researcher described data as follow :

A. Description of Data

To understand this reseacrh easily, it is described based on variables. There are two variables in this research and started from students's vocabulary mastery as "X", and speaking ability AS "Y". The researcher distributed multiple choice to know students' vocabulary mastery at the fourth semester of English depaerment IAIN Padangsidimpuan, then research conducted oral test to know the students' speaking ability.

1. Students' Vocabulary Mastery

In this part, the researcher shows the result of the research that has been done to dependent variable that is students' vocabulary mastery. In this research, the researcher presents 25 items of multiple choice to students. For each number the researcher gives 5 score.

After calcluting the score, it was found that highest score was 100 and the lowest score was 55. To complete this research data, the

researcher also calculate the mean score was 78.62, the median score was 78.50 and the modus was 79.17, the median score was the score which represent the general value that was achieved by the students. Median was the middle score or score which divided a distribution of data into equal part and modus is a score which has the most frequency.

So, the resume score of variable X that was students's vocabulary mastery at the fourth semester of TBI-1 English deparment IAIN Padangsidimpuan has been gotten as table below:

Table VII

The resume of variable score of students' vocabulary mastery

No.	Statistic	Variable x
1.	Highest score	100
2.	Lowest score	55
3.	Range	45
4.	Interval	6
5.	Mean score	78.62
6.	Median score	78.50
7.	Modus	79.17

Based on table above, it shows that mean is 78.62. it means that the students' vocabulary mastery in good category. To know revelation of data was done to grouped the variable score of students' vocabulary mastery.

Then, the computed of the frequency distribution of the students' score can be applied in to table frequency distribution as follow:

Table VIII

The Frequency Ditribution of Students' Vocabulary Mastery

No.	Class interval	Frequency	Mid point	Percentage
1.	53 – 59	1	56	3%
2.	60 – 66	2	63	7%
3.	67 – 73	6	70	21%
4.	74 – 80	9	77	31%
5.	81 – 87	5	84	17%
6.	88 – 94	4	91	14%
7.	95 – 101	2	98	7%
		29		100%

From the table above, it was known that the variable revelation of students's vocabulary mastery shown that the repondent an interval 53 – 59 were 1 student (3%), interval 60 - 66 were 2 student (7%), interval 67 - 73 were 6 students (21%), interval 74 – 80 were 9 students (31%), interval 81 – 87 were 5 students (17%), interval 88 – 95 were 4 students (14%), interval 89 – 94 were 3 (10%), 95 – 101 were 2 students (7%).

In order to get a description of the data crearly and completely, the researcher presents them in histogram on the following figure.

Frecuency
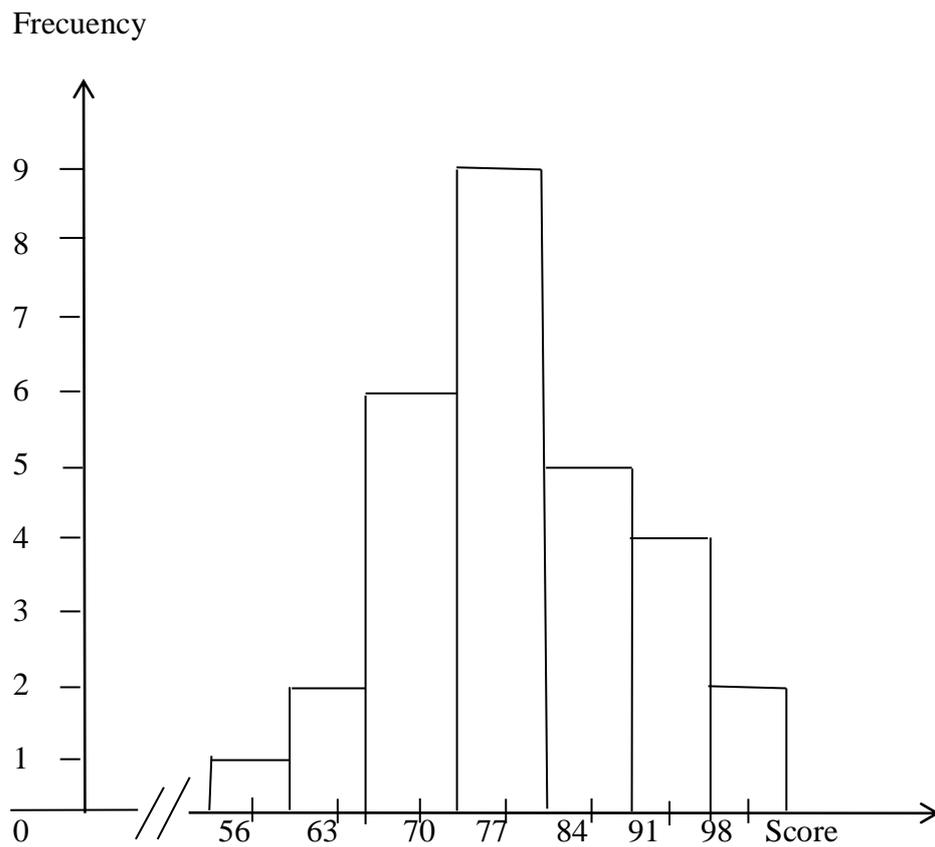
Figure 1: Description Data of Students' Vocabulary Mastery

2. Speaking Ability

These resume score of variable y that was speaking ability at the fourth semester of TBI-1 English deparment IAIN Padangsidimpuan gotten as table follow:

Table IX

The Resume of The Variable Score of Speaking Ability

No.	Statistic	Variable Y
1.	Highest score	92
2.	Lowest score	60
3.	Range	32
4.	Interval	6
5.	Mean score	76.21
6.	Median score	74.00
7.	Modus	77.90

Based on the table above, the researcher got high score was 92, low score was 60, mean score was 76.21, modus score 77.90. the calculation of means score of students' speaking ability was good category, to know the relavation of data was done to group the variable score of students' speaking ability.

Then, the computed of frequency distribution of the students's score can be applied in to frequency distribution as follow:

Table X

The Frequency Distribution of Students' Speaking Ability

No.	Class interval	Frequency	Mid point	Percentage
1.	55 – 60	2	57.5	7%
2.	61 – 66	3	63.5	10%
3.	67 – 72	5	69.5	17%
4.	73 – 78	8	75.5	28%
5.	79 – 84	7	81.5	24%
6.	85 – 90	2	87.5	%
7.	91 – 96	2	93.5	7%
Total		29		100%

From the table above, it was known that the variable revelation of speaking ability shown the respondent interval 65 - 60 were 2 students (7%), interval 61 - 66 were 2 students (10%), interval 67 – 72 were students 5 students (17%), interval 73 - 78 were students 8 students (28%), interval 79 – 84 were 7 students (24%), interval 85 – 90 were 2 students (7%) and interval 91 - 96 were 2 students (7%).

In order to get description of the data clearly and completely, the reseacher presents them in histogram on the following figure.

frequency
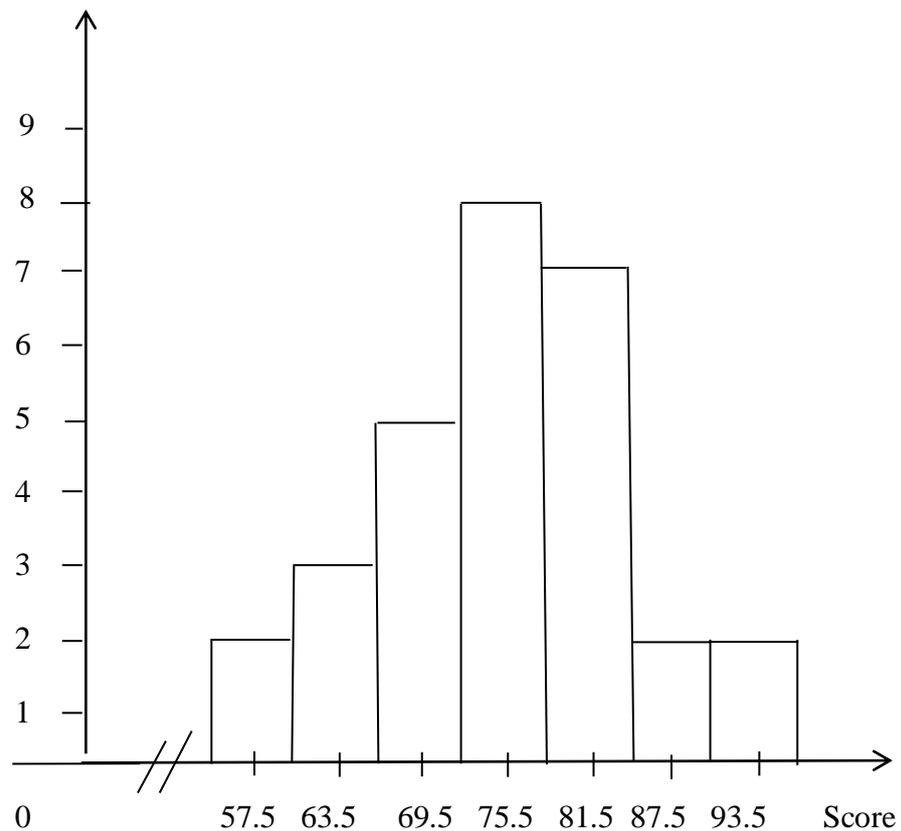
Figure 2: Description Data of Students Speaking ability

B. **Analysis of The Data**

1. **The Hypothesis Testing**

The aim was to determine the correlation between students' vocabulary mastery and speaking ability at the fourth semester of TBI-1 English deparment IAIN Padangsidimpuan by using the product moment formula. Before testing hypothesis, first the research performed

the calculation of the scores obtained by the respondents as the table below:

$\Sigma X = 2280$ $\Sigma Y = 2181$

$\Sigma X^2 = 184200$ $\Sigma Y^2 = 166403$

$\Sigma XY = 173470$

By using the values above, calculated the value of correlation between variable X and Y explained below:

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

$$= \frac{29\,(173470) - (2280)\,(2181)}{\sqrt{\left(29\,(184200) - (2280)^2\right)\left(29\,(166043) - (2181)^2\right)}}$$

$$= \frac{5030630 - 4972680}{\sqrt{(5341800) - (4560)\,(4815247) - (4362)}}$$

$$= \frac{57950}{\sqrt{(5337240)\,(4810885)}}$$

$$= \frac{57950}{\sqrt{(3444094080)}}$$

$$= \frac{57950}{\sqrt{58686.4046}}$$

$$= 0.98$$

Based on the calculating of variabel X and Y by r_{xy}, the researcher got $r_{xy} = 0.98$ the calculating product moment by getting correlation coefficients $r_{xy} = 0.98$ was higher than $r_{table} = 0.367$ on taraf 5%, the significance. The result showed that there was very high correlation between variable X and variable Y.

It has been written in coefficient correlation interpretation below:

Table XI
Criteria Score Interpretation of Correlation

Percentage	Criteria
0.00-0.199	Very low correlation
0.20-0.399	Low correlation
0.40-0.599	Enough correlation
0.60-0.799	High correlation
0.80-1.000	Very high correlation[44]

Testing the truth of significant correlation used the formula t_{count}.

$$t_{count} = \frac{rxy \sqrt{n-1}}{\sqrt{1 - (rxy)^2}}$$

$$= \frac{0.98 \sqrt{29-1}}{\sqrt{1 - (0.98)^2}}$$

$$= \frac{0.98 \sqrt{28}}{\sqrt{1 - 0.960}}$$

`   [44] Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2007), P.231

$$= \frac{0.98 \ (5.29)}{\sqrt{0.04}}$$

$$= \frac{5.184}{0.2}$$

$$= 25.9$$

Based on the calculation above, the researcher found that $t_{count}=$ 25.9 and dk = N-2[1] = 29-2 = 27 and t_{table} on taraf significant 1% = 0.487. So, $t_{count} > t_{table}$ (25.9>0.487), it means that there was a significant correlation between two variables that was said that the validity of contribution of variable X to variable Y was accepted.

To look for the contribution of varibale X to variable Y as follow:

KP = The score of determine coefficient

r = the score of the coefficient correlation

$$KP = r^2 \ x \ 100\%$$

$$= \ (0.98)^2 \ x \ 100\%$$

$$= 0.960 \ x \ 100\%$$

$$= 96\%$$

Based on the calculalting above, the contribution variable X (students vocabulary mastery) towards variable Y (speaking ability) there was a significant correlation between students vocabulary mastery and speaking ability

at the fourth semester of TBI-1 English deparment IAIN Padangsidimpuan about 96% and 4% influenced by other variable.

C. The Discussion of The Result

Based on the theory vocabulary is the important element in learning English; it is the first step for the students if they want to achieve their goal in learning English skill. Vocabulary is an essential part of language and always be first thing to learn a language. It considered basic, either written or spoken.

In schools, the students are introduced and taught English like other important subject as one of compulsory subjects. However, English is still regarded as a difficult subject and a difficult language to be mastered by the students[45]. Speaking can be defined as an activity to share or discuss information that helped people to communicate with each other, speaking is related to oral communication where speaker and listener exchanging information and conveying the message.

From calculation the data the researcher found the students' vocabulary mastery at the the fourth semester of TBI-1 English deparment IAIN Padangsidimpuan was good category. It can be seen from the mean score was 78.62 which is good category. Furthermore, the students' speaking ability at the fourth semester of TBI-1 English deparment IAIN Padangsidimpuan was good category. It can be seen from the mean score was 76.21 which is good category.

---

[45] Aswal Syarifudin, Rismaya Marbun, and Dewi Novita, "Analysis on the Students' Vocabulary Mastery a Descriptive Study on the MTs," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 3, no. 9 (2014): 1–10.

Then, from the calculating of variabel X and Y by rxy, the researcher got rxy = 0.98 the calculating product moment by getting correlation coefficients rxy = 0.98 was higher than rtable = 0.367 on taraf 5%, the significance. The result showed that there was very high correlation between variable X and variable Y.

This research also discussed with the theory and compared with the related finding that has been stated by researcher based on related finding, Correlation Between Vocabulary Mastery and Speaking Ability at The third Semester of unit 2 in speaking 1 class of Englis deparment of Tarbiyah and Teacher Training Faculty of IAIN langsa, the result of study are 3 students had score 41-60 (C in numeral core) 2 students had 61-80 (B in numeral score) and 81-100 (A in numeral score). In Conclusion, the result indicated that there is positive correlation between vocabulary and speaking skill. Vocabulary affected the students who fluent in speaking, and influenced vocabulary acquisition[46].

The Correlation Between Vocabulary Mastery and English Speaking Skills. This study aims to determine the relationship between vocabulary mastery and speaking skills, this research used a quantiative approach with a correlation study type, the sample in this study was 52 respondents in the second semester of the deparment of english education. The University of Nurul Jadid using the puposive sampling techique, data analysis using the

---

[46] Mauloeddin Afna, "The Correlation Between Vocabulary and Speaking Skill" IV, no. 1 (2018): 43–71.

produt moment formula to determine whether there are a correlation and the level of correlation between vocabulary mastery and speaking skills[47].

Correlation Between Vocabulary Mastery and Fluency in Speaking at University Tanjung Pura. The population of this research is fifth semester students of English Education Study Program of Teacher Training and Education Faculty at Tanjungpura University with the sample size of 30. The result of data analysis revealed the correlational between both variable from the samples is showing the correlational coefficient (r) value of 0.19. This value showed vocabulary mastery has low correlation with fluency in speaking. The contribution of vocabulary mastery to fluency in speaking is 3.6% which is almost non-existent. The hypothesis was tested by comparing the r value with r table, with the degree of freedom (df = n-2) of 28 and 1% level of significance. The r value (0.19) is lower than r table (0.463). It means, the alternative hypothesis (Ha) is rejected and null hypothesis (Ho) is accepted. With this research done, students should improve their speaking ability and remember more vocabularies to become a more and better speaker. The writer hopes this research may be beneficial to the readers and might resulting in newer research with different aspect and better concepts[48].

---

[47] Bradhiansyah Tri Suryanto, Ahmad Arif Imron, and Diyah Ayu Rike Prasetyo, "The Correlation between Students' Vocabulary Mastery and Speaking Skill," *International Journal of English Education and Linguistics (IJoEEL)* 3, no. 1 (2021): 10–19, https://doi.org/10.33650/ijoeel.v3i1.2042.

[48] Diyas Herdian Putra, Ikhsanudin Ikhsanudin, and Eusabinus Bunau, "Correlation Between Vocabulary Mastery and Fluency in Speaking at Universitas Tanjungpura," *Premise: Journal of English Education* 10, no. 1 (2021): 36, https://doi.org/10.24127/pj.v10i1.3348.

Correlation Between Vocabulary Mastery and Students' Speaking skills Ability on Third Semester Students of English Deparment at University of Muhammad Malang. The aim of this study is to answer whether or not the correlation between vocabulary mastery and students' speaking skill on the third semester students of English Department at University of Muhammadiyah Malang. This study used correlational design with quantitative approach. The population taken was the third semester of English Language Education Department. In this study, the researcher took 25 students from five classes as the sample from 235 students of English Language Education Department. The writer used two tests in collecting the data of this study. The first test was vocabulary mastery test. The second test was speaking test. After collecting the data, the writer used the Pearson Product Moment Correlation in analyzing the data. The result of this study showed that the correlation coefficient (r-value) was .525 which is higher than the critical value (r-critical) which is .396 in the level of significance 5%. Moreover, this study found a strong connection between vocabulary mastery and students' speaking skill[49].

The Correlation Between Students Vocabulary Mastery and The Speaking skills at The Fifth Semeter. The purpose of this research was to find out the correlation between students vocabulary mastery and speaking skills as well as also the students' mastering in vocabulary mastery and students'

---

[49] Moh Nofal, "Correlation Between Vocabulary Mastery and Students' Speaking Skills Ability on Third Semester Students of English Deparment at University of Muhammad Malang," 2017.

skill in speaking at the fifth semester students of english study program i in university of pangaraian. After analyzing and calculating the data, it was found that r calculated was 0.559 with level significance 0.05, and the degree of freedom (df= n-2) was 22. It means that r calculated was higher than r table (0.559>0.404). So, there is correlation between students' vocabulary mastery and speaking skill at the fifth semester of English study program in University of Pasir Pangaraian[50].

Based on the above explanation, there was similarities between the result of this research and related findings such as instrument, tehnique data analysis, and formulas and the result saying that there was significant correlation between the variables in very high correlation. However, there was also differences between this research and related findings such as the placed of the research.

---

[50] Evi Kasyulita. Candra Anova, Rivi Antoni1, "The Correlation Between Students Vocabulary Mastery and Speaking Skill at The Fifth Semester of Enlish Study Program in Pasir Pangaraian University" 255 (n.d.): 1–9.

D. Threats of The Research

The researcher found the threats of this research as below:

1. The researcher gave the students the test one by one and explained them how to answer the multiple choice test, and explained what are the test of speaking use.

2. The researcher incapable of measure honestly aspect of the students in answering the multiple choice test that given, until possibility the students cheat or guess.

3. The researcher did not know whether students concentrated or not in answering the multiple choice test.

4. The reseracher did not know how serious the students were in speaking test.

5. Test time was limited

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter was the correlation between students' vocabulary mastery and speaking ability at the fourth semester of English deparment IAIN Padangsidimpuan. After getting the result of result work, the researcher came to described the data as follow:

1. Students' vocabulary mastery at the fourth semester of TBI-1 English deparment IAIN Padangsidimpuan was "good" getting mean score were 78.62.

2. Students speaking ability at the fourth semester of TBI-1 English deparment IAIN Padangsidimpuan was "good" by getting mean score were 75.48.

3. There is a strengh correlation of students' vocabulary mastery and speaking ability at the fourth semester of TBI-1 English deparment IAIN Padangsidimpuan the hypothesis H_a was accepted whereas H_o was rejected, because the calculating of product moment by getting correlation coefficient r_{xy} = 0.98, the hypothesis ($H\alpha$) in this researcher was accepted, because $t_{count} > t_{table}$ (25.9>0.381). It means there was a correlation between students' vocabulary mastery and speaking ability at the fourth semster of TBI-1 English deparment IAIN Padangsidimpuan in high category.

B. Suggetion

After finishing the research, got many informations and experience in English learning. It shown that the researcher needed something to prove it, it maked the researcher gave some suggetion as follow:

1. The English lecturer, the researcher suggest as an English lecturer should find a new style to teach vocabulary to make the students more easier to remember new vocabulary, and suggest to use full English language in every activities in the classroom, hopefully that's will increase their vocabulary mastery and their speaking ability.

2. To students' of English deparment of IAIN Padangsidimpuan, the researcher suggest to more pay attenton to the lecturer while in teaching proses and you should concentrate and do not cheat with your friends.

3. Other researcher/reader, the researcher hopes that for the next reaserch who want to conduct a reseach related to this research find out the other correlations in speaking ability or vocabulary mastery.

REFERENCES

Afisa. "The Students' Difficulties in Speaking at the Tenth Grade of SMA Negeri Sine in 2014/2015 Academic Year," 2015, 115.

Alqahtani, Mofareh. "The Importance of Vocabulary in Language Learning and How to Be Taught." *International Journal of Teaching and Education* III, no. 3 (2015): 21–34. https://doi.org/10.20472/te.2015.3.3.002.

Antoni, Rivi, and Ummi Rasyidah. "The Correlation Between Students ' Motivation And Their Speaking SKILL At 8th Grade In MTS N RAMBAH," 2016.

Ani, Anry and Yusni Sinaga, "The Correlation Between Students ' Vocabulary Mastery and Speaking Mastery" 09, no. 01 (2021): 111–23.

Aswal Syarifudin, Rismaya Marbun, and Dewi Novita, "Analysis on the Students' Vocabulary Mastery a Descriptive Study on the MTs," Jurnal Pendidikan Dan Pembelajaran Khatulistiwa 3, no. 9 (2014): 1–10.

Aristy, Ismi, Rega Hadiansyah, and Yanuarti Apsari. "Using Three Step-Interview To Improve Student'S Speaking Ability." *PROJECT (Professional Journal of English Education)* 2, no. 2 (2019): 175. https://doi.org/10.22460/project.v2i2.p175-180.

Asyiah, Dewi Nur. "The Vocabulary Teaching and Vocabulary Learning: Perception, Strategies, and Influences on Students' Vocabulary Mastery." *Jurnal Bahasa Lingua Scientia* 9, no. 2 (2017): 293–318. https://doi.org/10.21274/ls.2017.9.2.293-318.

Bhandari, pritha, "Population vs sample: what's the difference?" https://www.scribbr.com/methodology/population-vssample/#:~:text=A%20populatio n%20is%20 the% 20 entire,t%20always%20refer%20to%20people, at 14:09

Fatmawaty, Riryn. "The Effect of Using Flashcards on Student Vocabulary Mastery." *Jurnal Reforma* 2, no. 1 (2016): 331–36. https://doi.org/10.30736/rfma.v2i1.3.

Hussain, Zakir. "The Effects of Ict-Based Learning on Students' Vocabulary Mastery in Junior High Schools in Bandung." *International Journal of Education* 10, no. 2 (2018): 149–56. https://doi.org/10.17509/ije.v10i2.7592.

Jonathan M. Newton and I. S.P. Nation, Teaching ESL/EFL Listening and Speaking, Teaching ESL/EFL Listening and Speaking, 2020, https://doi.org/10.4324/9780429203114.P.75.

Jeremy Harmer, "The Practice of English Language Teaching, 3rd Edition by Jeremy Harmer (z-Lib.Org).Pdf," 2001.

Kasyulita, Evi Candra Anova, Rivi Antoni1, "The Correlation Between Students Vocabulary Mastery and Speaking Skill at The Fifth Semester of Enlish Study Program in Pasir Pangaraian University" 255 (n.d.): 1–9

King, G. R. D. *Creswell's Appreciation of Arabian Architecture*. *Muqarnas*. Third edit. Vol. 8. usa, 1991. https://doi.org/10.2307/1523157.

Mine Goldman, Ian. and Pabari, Improving Students Speaking Skill Through Vocabulary Mastery Using The Make a Match Method (Study at The Eight Grade of MTSN 1 KOLAKA UTARA), 2021.

Namaziandost, Ehsan, Vida Shatalebi, and Mehdi Nasri. "The Impact of Cooperative Learning on Developing Speaking Ability and Motivation toward Learning English." *Journal of Language and Education* 5, no. 3 (2019): 83–101. https://doi.org/10.17323/jle.2019.9809.

Nana Sudjana and Ibrahim, Penelitian dan Penilaian Pendidikan, (Jakarta: Sinar Baru Algesindo, 2002), P.153.

Nan, Chengyu. "Implications of Interrelationship among Four Language Skills for High School English Teaching." *Journal of Language Teaching and Research* 9, no. 2 (2018): 418. https://doi.org/10.17507/jltr.0902.26.

Nurul Aprilia Utami, "The Effectiveness of Hot Seat Game for Teaching Vocabulary," 2015, 7–27.

Pane, Irma Desita Pane. "The Correlation Between Learning Motivation and Speaking Mastery at VIII Grade Students of SMP Swasta Al-Muslimin Pandan Tapanuli Tengah." State Institute for Islamic Studies, 2016.

Riryn Fatmawaty, "The Effect of Using Flashcards on Student Vocabulary Mastery," Jurnal Reforma 2, no. 1 (2016): 331–36, https://doi.org/10.30736/rfma.v2i1.3.

Rivi Antoni and Ummi Rasyidah, "The Correlation Between Students ' Motivation And Their Speaking SKILL At 8th Grade In MTS N RAMBAH," 2016.

Rahayu, Anik Rahayu, "Mastery and Their Speaking Performance at AL-," no. October (2021).

Rangkuti, Ahmad Nizar. *Statistik Untuk Penelitian Pendidikan*. Medan: Perdana Publishing, 2015.

Siagian, Sabroh Laila. "The Correlation Between Vocabulary Mastery And

Reading Comprehension AT The Fifth Semester Students of TBI-2 IAIN PADANGSIDIMPUAN," no. 11 (2017). http://etd.iain-padangsidimpuan.ac.id/3683/1/11 340 0078.pdf.

Situmeang, Lamhot Martua. "Functional Model (AFM) to the Sthuthe Effect of Actional DENTS Speaking Ability at VII Grade Students of Smp Swasta Bahalbatu in Academic Year 2018/2019" 1, no. 2 (2019): 254–57.

Stba Technocrat, "The Effects of Grammar Mastery and Critical Thinking On," n.d., 1–13.

Taslim1, Andi Asrifan2, Yan Chen3, and Nurdania NR4. "The Correlation Between Students' Vocabulary Mastery and Students' Speaking Skill." *Proceedings of the 1st Paris Van Java International Seminar on Health, Economics, Social Science and Humanities (PVJ-ISHESSH 2020)* 535, no. 2 (2021): 65–76. https://doi.org/10.2991/assehr.k.210304.023.

Utami, Nurul Aprilia. "The Effectiveness of Hot Seat Game for Teaching Vocabulary," 2015, 7–27.

Uzer, Vernadez Yus. "The Correlation Between Vocabulary Mastery and English Speaking Ability of the Tenth Grade Students of Senior High School 12 Palembang." *ANGLO-SAXON (Jurnal Ilmiah Prodi Pendidikan Bahasa Inggris)* 8, no. 2 (2017): 251–58. https://www.journal.unrika.ac.id/index.php/jurnalanglo-saxon/article/view/1225.

Wulandari, Indah. "Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung 2018," 2018, 1–77.

Yeni Ghonivita, John Pahamzah, and Murti Ayu Wijayanti, "Improving Students' Listening Skills and Vocabulary Mastery through Contextual Teaching and Learning by Using Online Learning," Journal of English Language Teaching and Cultural Studies 4, no. 1 (2021): 10–21, https://doi.org/10.48181/jelts.v4i1.10557.

Yuyun Azizah, "The Correlation Between Students ' Vocabulary Mastery and Their Writing Ability in Descriptive Text (a Study for the Seventh Grade Students of Smp Islam Sudirman 1 Bancak Semarang District in the Academic Year 2016 / 2017)," 2017, 1.

APPENDIX I

1. where surfers can surf freely, is in the ?

   a. Swimmping pool   c. Bathroom

   b. Sea   d. House

2. Something to take photos and take with traveler is mean ?

   a. Map   c. Motorcycle

   b. Camera   d. Laptop

3. A transportation where through the tunnel, is mean ?

   a. A ship   c. A train

   b. A motorbike   d. A plane

4. My mother is ... go to Singapura this holiday with me

   a. Planning   c. Fasting

   b. Healing   d. Look

5. A thing to keep clothes when we are travelling, it's called ?

   a. A van   c. A cupbroad

   b. A doll   d. A luggage

6. I ... my grandparents in Akita last holiday.

   a. Visited   c. Abonded

   b. Decided   d. Leave

7. Where we can meet so many animals, called as ...?

   a. Hotel   c. Zoo

   b. cruise ship   d. Museum

8. A year ago I visited my grandsparents in Panyabungan, we got there by ?

   a. A car   c. Fly

   b. A submarine   d. Teleport

9. My friend ... to Simarjarunjung last month ?

   a. A friend   c. Went

   b. A family   d. A car

10. A piece of paper that can show you a picture of a country or a place, it's called a ?

   a. A visa   c. A camera

   b. A smartphone   d. A map

11. My brother ... buy a ticket to London for his vacation this weekend.

   a. Will   c. Can

   b. A smartphone   d. Meet

12. My bestfriend Nadia will go on ... to India next month.

   a. Sell   c. Goes

   b. Vacation   d. Meet

13. An object that can show you the cardinal directions when you get lost in the forest, it's a ?

   a. A map   c. A clock

   b. A compass   d. A book

14. I and my friends went camping to the mountain last holiday. we got to the top of the mountain ... ?

    a. Tour guide   c. Citizen

    b. On foot   d. Family

15. Travel agent is mean?

    a. Tour guide   c. Citizen

    b. A man   d. Family

16. The country of the white elephant is known as ... ?

    a. Uzbekistan   c. Amerika

    b. Thailand   d. Denmark

17. Where people can eat anything they want it's a ...?

    a. A book   c. A restaurant

    b. A street   d. A mosque

18. My brother spend his ... with his friends in sibolga beach.

    a. Sleep   c. Stay

    b. Food   d. Holiday

19. When I and my friends go to Aek Sijorni, we go there by..?

    a. Plane   c. Submarine

    b. Public tranportationd. Beach

20. If you want to go on vacation to Sibolga beach, what should you bring to support your vacation, Except...

    a. House, helmet, tv   c. Map, camera, luggage

    b. Foods, swimsuit, bag   d. Baggage, map, handphone

21. My dad will buy ... to Venice for this holiday

    a. Visa   c. Flight ticket

    b. Generous   d. Tickets

22. People that go on vacation ussually stay at ... ?

    a. Plane   c. House

    b. Lake   d. Hotel

23. My friends went to Sibolga beach for 5 days they stayed at ?

    a. Street   c. Bus

    b. Sand   d. Hotel

24. My granny will ... for us in railway station

    a. Sell   c. Booking

    b. Wait   d. Remember

25. Where there are so many plane that ready to take you anywhere you want,

it's a ...?

    a. A beach   c. A railway station

    b. A parking area   d. An airport

APPENDIX II

TEST OF SPEAKING

Instructions : Talking about last holiday (monologue)

Name   **:** _____

Class   **:** _____

Date   **:** _____

No	Indicators of speaking	Score
1.	**Accent (5)**	
2.	**Grammar (5)**	
3.	**Vocabulary (5)**	
4.	**Fluency (5)**	
5.	**Performance/ comprehension (5)**	
	Maximal Score: 25 x 4 = 100.	

Note :

    20 – 40   **= Weak**

    40 – 60   **= Averange**

    60 – 80   **= Good**

    80 – 100   **= Very good**

Padangsidimpuan,   November   2021

Validator

Zainuddin, S. S., M.Hum
Nip. 19760610 200801 1 016

APPENDIX III

VALIDITY OF THE TEST

No	N	soal																										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
1	AI	0	1	0	1	0	0	0	1	0	1	1	1	0	1	1	1	0	1	1	0	0	1	1	1	0	1	1
2	AW	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
3	AJ	0	0	0	1	0	1	0	1	1	0	1	1	0	1	0	0	1	0	0	1	0	0	1	0	0	0	1
4	AD	0	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	0	1	0	1
5	AY	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1
6	NB	1	1	1	0	1	0	0	1	0	1	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	1	0
7	DS	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1
8	ES	0	1	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	0	1	1
9	GA	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	0	0	1	0	1	1	1	0	1	1
10	HR	0	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1
11	IP	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
12	MP	1	0	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	1
13	MP	0	1	0	1	0	1	0	1	0	1	0	0	1	1	0	0	1	0	1	1	1	0	1	1	0	0	1
14	MS	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	0	1	0	0	1	0
15	MA	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	1	1	1	0	0	1
16	NH	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	0	1	1	1	0	0	1	1	1	0	0
17	J	0	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1
18	NL	1	1	0	1	1	0	0	0	0	1	1	0	1	1	1	0	0	1	0	1	1	0	0	0	0	0	1
19	NH	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
20	NS	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0
	rtable	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44
	rcount	-0,01956	0,468568	-0,35847	0,444904	0,525022	0,389532	0,500983	0,187619	-0,1366	0,345433	0,382285	0,305127	0,447092	0,468568	0,273787	0,736505	0,142962	0,60656	0,458186	0,498684	0,127741	0,529172	0,337315	0,506017	0,635577	0,410681	0,408236
	criteria	tidak valid	valid	tidak valid	valid	valid	tidak valid	valid	tidak valid	tidak valid	tidak valid	tidak valid	tidak valid	valid	valid	tidak valid	valid	tidak valid	valid	valid	valid	tidak valid	valid	tidak valid	valid	valid	tidak valid	tidak valid

28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Y
0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	0	1	0	1	30
1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	1	1	1	1	1	1	0	43
0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	17
1	0	1	0	1	1	0	1	1	0	1	1	0	1	0	0	0	1	0	1	1	0	1	29
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	42
1	1	0	1	1	0	1	0	0	1	1	0	0	1	0	0	1	0	0	0	0	1	0	21
1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	35
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	35
0	1	1	1	1	1	1	0	1	1	0	1	0	1	0	0	0	1	1	1	0	1	0	33
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1		40
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	45
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	40
1	0	1	1	0	1	0	0	1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	30
0	0	1	0	1	0	0	1	0	0	0	0	1	0	1	1	0	1	0	1	1	1	0	28
1	0	1	1	0	1	1	0	1	0	1	1	0	1	0	0	0	1	1	1	0	0	0	21
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	37
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	41
0	1	1	0	1	0	1	0	0	1	0	1	0	1	1	0	1	0	1	0	1	0	1	26
1	1	1	1	11	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	56
0	0	0	0	1	0	1	0	1	0	1	0	0	0	1	0	0	1	0	0	1	0	0	13
0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	
0,55051	0,601689	0,524759	0,593185	0,558865	0,683093	0,091752	0,578832	0,493795	0,646529	0,152426	0,652689	0,637796	0,479859	0,20888	0,637796	0,287417	0,140428	0,540188	0,377234	0,273787	0,401939	0,586809	
valid	valid	valid	valid	valid	valid	tidak valid	valid	valid	valid	tidak valid	valid	valid	valid	tidak valid	valid	tidak valid	tidak valid	valid	tidak valid	tidak valid	tidak valid	valid	

APPENDIX IV

The answers

1. B.	21. C.
2. B	22. D.
3. C.	23. D.
4. A.	24. B.
5. D.	25. C.
6. A.	
7. C.	
8. A.	
9. C.	
10. D.	
11. A.	
12. B.	
13. B.	
14. B.	
15. A.	
16. B.	
17. A.	
18. D.	
19. B.	
20. B.	

Apendix V

Tabel Distribution Frequency Vocabulary Test

80	70	70	75	70	100	90	80	95
85	85	80	60	75	85	70	65	55
70	80	75	90	90	75	85	70	80
85	90							

N	**29**
Max	**100**
Min	**55**
Range	**45**
K	**5,86**
Mean	**78,62**
Median	**78,50**
Modus	**79,17**
Stad. Deviasi	**10,43**
Varians	**106,36**

INTERVAL		Xi	TEPI KELAS BAWAH	TEPI KELAS ATAS	fi	fk	fi*xi	fIx-Xi	f(xi-x)^2	%
53	59	56	52,5	59,5	1	1	56	22,62	511,70	3%
60	66	63	59,5	66,5	2	3	126	31,24	488,01	7%
67	73	70	66,5	73,5	6	6	420	51,72	445,90	21%
74	80	77	73,5	80,5	9	11	693	14,59	23,64	31%
81	87	84	80,5	87,5	5	23	420	26,90	144,68	17%
88	94	91	87,5	94,5	4	24	364	49,52	612,99	14%
95	101	98	94,5	101,5	2	27	196	38,76	751,12	7%
					29		2280	235,34	2978,03	100%

Appendix VI

76	72	60	72	76	66	88
76	68	84	60	80	92	80
80	72	88	92	76	66	80
80	72	76	76	76	76	66
84						

N	**29**
Max	**92**
Min	**60**
Range	**32**
K	**5,86**
Mean	**76,21**
Median	**74,00**
Modus	**77,90**
Stad. Deviasi	**8,34**
Varians	**87,95**

INTERVAL		xi	TEPI KELAS BAWAH	TEPI KELAS ATAS	fi	fk	fi*xi	fIx-xiI	f(xi-x)^2	%
55	60	57,5	54,5	60,5	2	2	115	37,41	699,9	7%
61	66	63,5	60,5	66,5	3	5	190,5	38,12	484,4	10%
67	72	69,5	66,5	72,5	5	10	347,5	33,53	224,9	17%
73	78	75,5	72,5	78,5	8	18	604	5,66	4,0	28%
79	84	81,5	78,5	84,5	7	25	570,5	37,05	196,1	24%
85	90	87,5	84,5	90,5	2	27	175	22,59	255,1	7%
91	96	93,5	90,5	96,5	2	29	187	34,59	598,1	7%
					29		2181	208,95	2462,5	100%

APPENDIX

The Result of Speaking Test

No	Initials	Accent	Grammar	Vocabulary	Fluency	Comprehension	Scores
1	AAY	3	2	5	5	4	76
2	AU	3	2	5	3	5	72
3	DFR	3	3	4	3	2	60
4	ER	4	3	5	5	2	76
5	E	4	3	5	2	5	76
6	FAZ	5	3	4	4	4	80
7	FA	5	3	5	5	5	88
8	FDA	5	3	5	2	4	76
9	FN	5	3	5	2	3	72
10	IRB	4	4	3	5	4	84
11	IS	4	2	3	3	3	60
12	MRP	3	4	4	5	4	80
13	MR	5	5	5	5	3	92
14	NA	4	4	4	4	4	80
15	NP	5	4	4	4	3	80
16	RES	5	3	5	3	2	72
17	RS	3	3	4	3	3	68
18	RSD	5	3	5	5	5	92
19	RHN	3	2	5	5	4	76
20	RS	4	3	3	3	2	60
21	SP	4	3	5	3	5	80
22	SS	4	4	5	4	3	88

No	Initials						Scores
23	SS	3	2	5	3	5	72
24	TAN	5	2	3	5	4	76
25	TSS	4	3	5	5	2	76
26	TMH	5	3	5	2	3	72
27	WAT	5	3	2	4	5	76
28	WD	4	3	3	2	3	78
29	YTW	5	4	5	5	3	84
	Total						2181

Appendix

Trancript of speaking

Two years ago my friends and i visit borobudur temple, we went to borobudur temple by bus we took three days to arrived there, along the road we saw sp mani venicles, uniqe houses, amazing views, from building, some tourist, after we arrived at the borobudur temple, one of my friend went to buy a tickets after that we waited for him for a moment, we enter into the area.

We went to on top of the borobudur temple, borobudur temple was bulid at borobudur village magelang jawa tengah by hilidra dinasty. Borobudur temple is the biggest temple in the world, it has 504 statues and 1400 relief, the top of the temple we can see such as a beautiful scenery my friend and 1 went around together, after getting some visit we should go to the hotel to stay and continue holiday next week.

Three years ago my family and I go to the zoo, the zoo in the south sumatra exactly at south padang lawas. My family consist of my mother, my little brother, my sister, my aunt, my uncle, my nephew, my cousins, my niece, our drivers and my beloved granpa, in the zoo there are so animlas there peacook, parrots, owl, eagle and so many kinds of birds there.

I can 't absen one by one and than chiken we can say chicken like in our town home I mean hometown I mean, there are crocodiles, mouse, deer, buffallo, cow, bear, I mean honey bear. And I forget I can call it one by one after we look the animals or we saw the animals, we buy some foods and snacks at the time I bought indomie no indomie noodle I mean and juice, orange juice of course.

My family also bought some foods and snacks as me, after have lunch in that place we home by our private transportation of course the drivers is my uncle but not my family actually it's not siblings, but it's family too at the afternoon we go home arrived home at the evening.

At the moment when I was at the holiday, it was the first time I met my parents because for four years I never met my parents. So, at the moment I have a chance and have a fortunities given by Allah SWT. So I can met them in batam, so the first time I go there I was really exicited about that moment and I know that because they were my parents so I'm in love with them since I was born to this world.

So, that's right at the time I really-really exicited, I want we go to another places maybe I want out with my parents, friends go to the beach we bought some souvenirs and of course we bought our favorite food and drinks like donuts, cake and I was really happy because I met my parents, my sister, my brothers and all my friends around in batam.

My holiday to batubara with my family I lived in labura with my family, we went to batubara on the last month, holiday with my parents, brother I mean two brothers and one sister we took our car and drop there. We book a hotels with three rooms we plan to travel arround batubara to diffrent tourist actractions, we want shopping, go to beach and other interesting place.

We spend there days from Friday to Sunday the weather was so nice and we had a lof of time and than I enjoyed the nice traditional foods and drinks, several snacks from batubara and we took so many pictures. We went home in the afternoon with great feeling, I felt happy, I want I'm going to go there after this semester maybe with my family as ussual I hope my future holiday will be better and interesting and will great.

When my last holiday I want go the beach with my friend, and then we went to the beach by bus after an hour ago and until in the beach we played banana boat and then and then we walk walk to anywhere, anyplace anywhere place so I really really beautiful. So, I thought really intereting the moment is so interesting.

This at the moment we took a picture together, after that sometimes I'm so tired but but I really really happy, so happy after that we ate together in the beach. And then, we bought seafood and we go to anywhere place when we want but sometimes we are so we flat we fell we fell so tired, and then we go go go go and then the moment so interesting.

And then, we waited until afternoon because we wanna the saw the sunshine and then the sunshine, there is a sunshine so beautiful and then we and then we took a photo in the beach because the sunshine is so beautiful I took just it I think just it.

I'm very happy at this holiday cause my cousins all gather, right on vacation my family has celebration for my cousin who has graduate from collage, we are very happy to be together on this cause after that we'll be difficult for us to meet because of each other business.Ooo and my next holiday my brother take my family for vacation to berastagi.

We spend our time together and we also do a lot of fun, like going srtrawberry garden and then play grounds ooo after berastagi we return home, at home helping my mom with housework two weeks vacation at home that's boring for me and I want quickly return to campus and meet both my friends.

Holiday with coming soon my friends and I plans to somewhere. Finally we decided go to sibolga city, sibolga city is famous abou it's beach one of my friends is cici has her aunt there we stayed at cici's home for three days, in the first day we go to beach oo we really enjoy the vibes of the beach, Tina and I swam at the sea cici didn't want to swim because she afraid of the sea

She only sat down and enjoy the view of the beach, we went home at 4 p.m. Second day went to tangga saratus when we arrive at the top of the hill, we got tired because it was so high the view so adorable we could see the town from the top of the hill so many houses so many trees and huge sea, and the third day or the last we only spend the last day go to market for buy some souveniers for our family, it was interesting holiday altough it made us tired.

My story last holiday I didn't go anywhere last scholl holiday, my mom didn't time to go anywhere to I spent most of my time in front of television so I talk the I had did the connection with television shcedule, I ussually woke up without alarm everyday me the holiday my mom didn't wake wake me up too but I always woke up when I heard my mom called my sister and I to eat,

I watch the television or play gadget it looks that I was lazy, but when my mom asked me to wash the dishes I did it without she asked twice just when to the market or grosir. I refused maybe you talk it was boring holiday, but for me it was enjoyable holiday because could play with my sister, my mom and the grand the greatest moment of holiday I studyed it was absoutely holiday.

Holiday in bandung wih my family, I lived in cilegon with my family we went to bandung on scholl holiday I go with my family brother and sister we took our car and be there we book a hotel with three rooms, we plans o travel arround bandung to diffrent tourism attarction we went shopping in malls finding a part likes an other interesting places.

We spent three days from Friday to Sunday, the weather was nice and we had a lot fun I enjoyed the nice traditional foods and drinks look several snacks from bandung, and took many pictures there we went home in the afternoon with great feeling.

My holiday was two months ago my family went to grandmother house we went there in the afternoon, the house was very close with us so we arrived early we spent our time there with my my family and cook fried noodle together there was my mom and my dad, sister and brother, my grandma and grandfa, aunty and uncle and all my cousins and my nephew.

On the next day we plan to go swimming poll and prepare many things like food and clothes, it was pleasure time to have holiday with my big familly in the poll there we there we copuld enjoy our lunch and the scenery all at once after eating my family invited us to take pictures with my grandparents in front of the miniatur.

It was my funniest memory with both of them, when it was afternoon my father took us go home we pick up our things and the car we ready to go home, i was a great day to spend time with family.

My best holiday it was happen happen in january this year 2022, I went to the beach with my friends I went there with three girls and two boys we went by car from psp to sibolga beach, in trip way we talk a lot of things and listened music and slept in the car, after three hour we arrived in sibolga we were so happy because we have plans this for two months ago.

There we played sand to create the castlle and in the sand and it so funny, actually some of us could't swim so we just swim in the sea short after one hour we swam we want to ride banana boat, fristly we were scared about it bu after we played it so wonderful and next were so tired and stopped so we took a bath and clear our body and we ate or food.

We ate some crabs and syrimps there and we have looked at the sunset there, it was so beautiful sunset in the beach and didn't forget to took some pictures there it had apartful view and met my old friend there, we talk two minutes and take an selfie together beacuse he wants to back home and we back home but before it we bought something for our family in home, on the way home we just slept in the car but we're happy we arrived at home at 10 p.m.

APPENDIX

Score Of Vocabulary Test

No	Nama Siswa	Score
1	AAY	80
2	AU	80
3	DFR	70
4	ER	75
5	E	70
6	FAZ	80
7	FA	85
8	FDA	70
9	FN	90
10	IRB	100
11	IS	60
12	MR	90
13	MR	95
14	NA	70
15	NP	85
16	RES	80
17	RS	55
18	RSD	90
19	RHN	85
20	SW	70
21	SP	75
22	SS	85
23	SS	90
24	TAN	75
25	TSS	65
26	TMH	85
27	WAT	70
28	WD	75
29	YTW	80
	Total	2280

Score Of Speaking Test

No	Nama Siswa	Score
1	AAY	76
2	AU	72
3	DFR	60
4	ER	76
5	E	76
6	FAZ	80
7	FA	88
8	FDA	76
9	FN	72
10	IRB	84
11	IS	60
12	MR	80
13	MR	92
14	NA	80
15	NP	80
16	RES	72
17	RS	68
18	RSD	92
19	RHN	76
20	SW	60
21	SP	80
22	SS	88
23	SS	72
24	TAN	76
25	TSS	76
26	TMH	72
27	WAT	76
28	WD	78
29	YTW	84
	Total	2181

Table
statistical of Analysis Data

No	Initial of Students	Varaible X	Variable Y	X2	Y2	XY
1	AAY	80	76	6400	5776	6080
2	AU	80	72	6400	5184	5760
3	DFR	70	60	4900	3600	4200
4	ER	75	76	5625	5776	5700
5	E	70	76	4900	5776	5320
6	FAZ	80	80	6400	6400	6400
7	FA	85	88	7225	7744	7480
8	FDA	70	76	4900	5776	5320
9	FN	90	72	8100	5184	6480
10	IRB	100	84	10000	7056	8400
11	IS	60	60	3600	3600	3600
12	MR	90	80	8100	6400	7200
13	MR	95	92	9025	8464	8740
14	NA	70	80	4900	6400	5600
15	NP	85	80	7225	6400	6800
16	RES	80	72	6400	5184	5760
17	RS	55	68	3025	4624	3740
18	RSD	90	92	8100	8464	8280
19	RHN	85	76	7225	5776	6460
20	SW	70	60	4900	3600	4200
21	SP	75	80	5625	6400	6000
22	SS	85	88	7225	7744	7480
23	SS	90	72	8100	5184	6480
24	TAN	75	76	5625	5776	5700
25	TSS	65	76	4225	5776	4940
26	TMH	85	72	7225	5184	6120
27	WAT	70	76	4900	5776	5320
28	WD	75	78	5625	6084	5850
29	YTW	80	84	6400	7056	6720
Total		2280	2181	182300	172164	176130

$$rxy = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{(N(\sum X2) - (\sum X)2)(N(\sum Y2) - (\sum Y)2)}}$$

$$\frac{29(173470) - (2280)(2181)}{\sqrt{(29(184200) - (2280)2)(29(166043) - (2181)2)}}$$

$$\frac{5030630 - 4972680}{\sqrt{(5341800 - 4560)(4815247) - (4362)}}$$

$$\frac{57950}{\sqrt{(5337240)(4810885)}}$$

$$\frac{57950}{\sqrt{3444094080}}$$

$$\frac{57950}{58686.4046}$$

0.98

APPENDIX

TABLE OF PRODUCT MOMENT

No	The Level of Significance		No	The Level of Significance		No	The Level of Significance	
	5%	1%		5%	1%		5%	1%
3	0. 997	0. 999	27	0.381	0.487	55	0.266	0.345
4	0. 950	0. 990	28	0.374	0.478	60	0.254	0.330
5	0.878	0. 959	29	0.367	0.470	65	0.244	0.317
6	0.811	0. 917	30	0.361	0.463	70	0.235	0.306
7	0.754	0.874	31	0.355	0.456	75	0.227	0.296
8	0.707	0.834	32	0.349	0.449	80	0.220	0.286
9	0.666	0.798	33	0.344	0.442	85	0.213	0.278
10	0.632	0.765	34	0.339	0.436	90	0.207	0.270
11	0.602	0.735	35	0.334	0.430	95	0.202	0.263
12	0.576	0.708	36	0.329	0.424	100	0.195	0.256
13	0.553	0.684	37	0.325	0.418	125	0.176	0.230
14	0.532	0.661	38	0.320	0.413	150	0.159	0.210
15	0.514	0.641	39	0.316	0.408	175	0.148	0.194
16	0.497	0.623	40	0.312	0.403	200	0.138	0.181
17	0.482	0.606	41	0.308	0.398	300	0.113	0.148
18	0.468	0.590	42	0.304	0.393	400	0.098	0.128
19	0.456	0.575	43	0.301	0.389	500	0.088	0.115
20	0.444	0.561	44	0.297	0.384	600	0.080	0.105
21	0.433	0.549	45	0.294	0.380	700	0.074	0.097
22	0.423	0.537	46	0.291	0.376	800	0.070	0.091
23	0.413	0.526	47	0.288	0.372	900	0.065	0.086
24	0.404	0.515	48	0.284	0.368	1000	0.062	0.081
25	0.396	0.505	49	0.281	0.364			
26	0.388	0.496	50	0.279	0.361			

CURRICULUM VITAE

A. Identity

Name : Ardiani
Reg. Num : 1720300026
Place/ Date of Birthday : Mompang Julu, 27th August 1998
Gender : Female
Religion : Islam
Address : Jln. Durian, lintas timur, kelurahan sipolu-polu, Panyabungan, Mandailing Natal.
Phone number : 0822 9386 4166
Email : ardianihasibuan27@gmail.com

B. Parents

Father's Name : Sahnan Hasibuan
Job : Farmer
Mother's Name : Sori Alam Lubis
Job : House wife

C. Educational Background

1. SD Negeri 142575 Panyabungan   2005-2011
2. SMP Negeri 1 Panyabungan   2011-2014
3. SMA Negeri 3 Panyabungan   2014-2017
4. Institut Agama Islam Negeri Padangsidimpuan   2017-2022

Nomor   : 22 /In.14/E.6a/PP.00.9/03/2022   18 Maret 2022
Hal   : **Surat Keterangan Penelitian**

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa:

Nama   : Ardiani
NIM   : 17 203 00026
Program Studi : Tadris Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan dari tanggal 14 Februari 2022 s/d 14 Maret 2022 dengan judul "The Correlation between Students' Vocabulary Mastery and Speaking Ability at the Fourth Semester of English Department 2021/2022 IAIN Padangsidimpuan".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayani Siregar, M. Hum.
NIP. 19820731 200912 2 004

Nomor : B - 266   /In.14/E/TL.00/02/2022   // Februari 2022
Hal   : Izin Penelitian
            Penyelesaian Skripsi · · ·   ·

Yth. Ketua Prodi Tadris/Pendidikan Bahasa Inggris
IAIN Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Ardiani
NIM   : 1720300026
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Correlation Between Students' Vocabulary Mastery and Speaking Ability at the Fourth Semester of English Department 2021/2022 IAIN Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih

Dr. Lelya Hilda, M.Si..
NIP. 19720920 200003 2 002