**THE CORRELATION BETWEEN STUDENTS' INTEREST IN SPEAKING AND THEIR VOCABULARY MASTERY AT THE TENTH GRADE STUDENTS OF MA AISYIYAH SUNGGUMINASA**

(A Descriptive Research)



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education*
*Makassar Muhammadiyah University in partial fulfillment of the requirement for*
*the degree of education in English Education Department*

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# FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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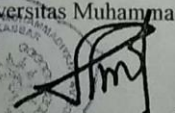
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**MOTTO**


*I learned that we can do anything, but we can't do everything, at least not at the same time. So think of your priorities not in terms of what activities you do, but when you do them, Timing in everything*

*(Dan Millman)*



*I dedicate this thesis special to my parents, my brothers, and my beloved bestfriends. Thanks for everything*

# ABSTARACT

**Nurhiqma Asma Sari, 2018. This final project is about** *The Correlation between Students' Interest in Speaking and Their Vocabulary Mastery (A Descriptive Research at the Tenth Grade Students of MA Aisyiyah Sungguminasa).* A thesis of English Education Department, the Faculty of Teachers Training and Education, Makassar Muhammadiyah University, guided by Ummi Khaerati Syam and Saiful.

This research aimed in finding out the correlation between students' interest in speaking and their vocabulary mastery. This research applied correlational research design. The sample of the research was two classes with 55 students by using total sampling technique. The instrument of the research were questionnaire and vocabulary test. The population of the research was the tenth grade students of MA Aisyiyah Sungguminasa and the number of sample was 55 students.

The result of research about correlation between students' interest in speaking and their vocabulary mastery at the tenth grade students of MA Aisyiyah Sungguminasa showed in the following explanation. Based on the data analysis of students' interest and students' vocabulary mastery found the value of the correlation coefficient 0.283. based on r value of product moment, it is in low correlation. So statistic hypothesis $r_0 > r_t$ which mean ($H_1$) was significant correlation. Based on the result findings, it was concluded that the students' interest in speaking has a significant correlation with students' vocabulary mastery.

*Keywords : Students' Interest, Vocabulary Mastery*

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Finally this graduating paper is expected to be able to provide useful knowledge and information to the reader. And the researcher is pleased to accept more suggestion and contribution from the reader for the improvement of the thesis.

Makassar, January 2019

**The Researcher**

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**CHAPTER I**

**INTRODUCTION**

In this chapter the researcher will discuss about background of the research, the research problem, objective of the research, significance of the research, and the scope of the research.

## 1. Background

Speaking is one of English language skills, speaking must be able to master the vocabulary in order to communicate with both by using language. Richards (2008) state that mastery of speaking skill in English is a priority for many second-language or foreign language learners. It means, when we learn new language, we should speak or practice, so that we can know it quickly, and it is supported by Brown's statement, that part of oral communication competence is the ability to initiate conversation, and to change the subject (Brown, 1994). Consequently, learners also always 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.

Tarigan (2008), the quality of one's language skill depends on the quantity and quality of vocabulary. Mastering vocabulary is the ability to get a lot of words. By mastering vocabulary, students will be able to speak and they can communicate and express their idea. Measuring vocabulary helps to avoid making mistakes in understanding. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that speaking English is not as easy as the people described. It needs some process and supporting skill. The main point in this case is vocabulary.

Vocabulary is the one of most important elements in English building up, because the ability of students to speak and to comprehend the subject is relatively determined by their vocabulary mastery. To be able speak in English then one must have and need enough vocabulary to speak or express own idea. Therefore, speaking is one way of finding and giving information.

Correlation is a measure of the degree of linear association between two variables and only describe the relationship, they do not prove cause and effect. It is necessary but not a sufficient condition for determining causality. It refers to the strength of the relationship between two measures. The scatter plot of a positive correlation rises. With negative relationship, an individual who score high on one measure tends to score low on the other or vice versa.

Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar. And according to Simaibang (2016), speaking is one of the four language skill that is called under productive skill. It is concerned with the ability to utter words or articulate sounds the ordinary voices. In relation to the explanations above, students know that mastering vocabulary is something absolute for students in communication vocabulary plays an important role for having a good communication. They generally develop to explore their ideas a spoken language, but just some of students can speak well into the target language. It is because their experience and vocabulary of spoken language is still limited. By mastering vocabulary, students probably get information and ideas more effectively and they can communicate fluently with the others, because in

fact that vocabulary is one of the important components of language and that no languages exist without words. Words are signs or symbols for ideas and without words people cannot communicate and interact with the other people.

Based on the researcher's experience in Magang 3 Program in MA Aisyiyah Sungguminasa, This school is chosen because the researcher found that most students are difficult to engage in speaking activity, beside that English learners are difficult to speak English. It is caused by some factors such as, lack of vocabulary and practice. Therefore, teacher should give students numerous speaking opportunities to develop their ability in speaking with accurate and fluency. No one is doubt, that interaction is the way to improve the students' speaking ability, especially students' accuracy and fluency in speaking English. In English teaching and learning process, speaking is one of the important aspect that can influence the students are lazy to speak and speaking class to be boring. Therefore, it is important to conduct the research under the title **"The Correlation between Students' Interest in Speaking and Their Vocabulary Mastery".**

2. **Problem Statements**

Based on the background above, the researcher formulates research questions as follows:

1. How is the interest of the tenth grade students of MA Aisyiyah Sungguminasa in learning speaking ?

2. How is the ability vocabulary mastering of the tenth grade students of MA Aisyiyah Sungguminasa ?

3.      Is there any correlation between the students interest in speaking and their vocabulary mastery of the tenth grade students of MA Aisyiyah Sungguminasa ?

4.  **Objective of the Research**

This research aimed to find out the correlation between students' interest in speaking and their vocabulary mastery. More specifically, this research aim to describes:

1.      The students' interest in speaking of the tenth grade students.

2.      The vocabulary mastery of the tenth grade students.

3.      Whether, there is correlation between students' interest in speaking and their vocabulary mastery of the tenth grade students or not.

4.  **Significance the Research**

The results of this research beneficial for the English students and teachers in learning and teaching process. And also this research can help the teachers to diagnose the students' interest in speaking English learning process, the strength and the weakness of the students in speaking English learning process, so that the teacher can design a lesson plan that is suitable for the students' condition, so can make the students enjoy the learning process.

5.  **Scope of the Research**

This research focus on the correlation between students' interest in speaking and their vocabulary mastery at the tenth grade students of MA Aisyiyah Sungguminasa. The researcher wants to analyze whether there is significant correlation between students interest in speaking and their vocabulary mastery.

## CHAPTER II

## REVIEW OF RELATED LITERATURE

In this chapter the researcher will discuss about review of related literature after finding some information about students' interest and vocabulary mastery and it is well selected to support the problem or support the title. This chapter consists of four sections: previous related research findings, some pertinent ideas, and conceptual framework.

### 1. Previous Related Research Findings

Ali (2010:35) in his thesis, "The Correlation between The Vocabulary Mastery and Reading Comprehension." He found that vocabulary mastery can influence the students reading comprehension. Mastering vocabulary in target language may help the students to comprehend the language. There is positive correlation both of them with the pearson= 0.641. The pearson showed that there is a significant relation between vocabulary mastery and reading comprehension.

Koizumi (2005:142) in her thesis, "Relationship between Vocabulary Knowledge and Speaking Performance of Japanese Learners of English." She found that there is significant correlation between vocabulary knowledge and speaking performance. The essential results seem to be that there is a moderate or strong tendency for those who have larger and deeper productive vocabulary knowledge to produce a greater number of tokens and types in speaking performance and better speaking performance related to vocabulary in some tasks.

The findings above have similarities and differences with this research. The researcher of Ali have differences with this research. Ali tried to find the correlation between vocabulary mastery and reading comprehension, while in this

research, the researcher will be tried to find correlation between students' interest in speaking and vocabulary mastery.

Like this research, Koizumi also try to find correlation between vocabulary and speaking but in the different aspect. Koizumi tried to correlate between vocabulary knowledge with speaking performance, while in this research the researcher will be focused on vocabulary mastery and students' interest in speaking.

And finally, the researcher will be concluded that vocabulary mastery can influence all the four language skills. Therefore, vocabulary will try to be correlated with speaking ability.

## 2. Some Pertinent Ideas

### 1. Concept of Vocabulary

#### 1. Definition of Vocabulary

Vocabulary is one important thing in language learning besides grammar and sound. Without vocabulary, a language will not be formed. Someone will not be able to express their feelings and ideas whenever he/she does not have vocabulary in mind. Gestures and body language are not enough to use, especially when someone wants to express what he/she has in mind, in which it is a complex thing or an abstract idea; give response; and even comprehends one's utterances. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with

words. The definition of vocabulary has similarities and differences to each other. It is good look at some of the definitions that have been described as vocabulary.

Richard (2001:4) defined vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention.

Nation and Newton (1997) vocabulary is knowledge of words and word meanings. Actually vocabulary is more complex, vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context. It is similarities with Miller and Gildea (1987) that knowing a word by sight and sound and knowing its dictionary definition are not the same as knowing how to use the word correctly and understanding it when it is heard or seen in various context.

Huddleston (1954:1-2) in Rahim (2011:12) defines vocabulary based on its use. He says that there are two definitions of vocabulary. (1) Vocabulary is the content in function words of a language which are learning so thoroughly, that they become a part of the child understands speaking, reading and writing, (2) vocabulary is words having meaning when heard even though the individual produces it when communicating with others.

Carter in Muhbubah,(2005:10) points out that vocabulary is the concept and function word of language which are so thoroughly that became a part of child's understanding speaking, reading and writing. Vocabulary is the word having meaning when heard and seen even though it is not processed

by individual to communicate with other sometimes all the words recognize and understood by a particular person, although not necessary used by him.

Grambs in Ali (2017:7) state that, "Vocabulary is a list of words usually defined and alphabetized as a dictionary or specialized glossary complete word stock of language." It same with Paul (1996:248) statement that vocabulary as the stock of words used by person, class or profession.

Vocabulary is a noun, singular form. It becomes vocabularies in plural form. Vocabulary can defined as all the words contained in a language, the specialist terms used in a given subject, a list of words in another language with their translation, a range of symbols of technique as used in any of the arts of crafts, the building's vocabulary of materials, texture, and tones.

Similar to the previous definition, Webster in Basri, (2007:88) states that vocabulary are: (1) a list of words and sometimes phrase, it is usually arranged in alphabetical order and defined in a dictionary, glossary, lexicon; (2) all the words of language; (3) all the words used by a particular person, class, profession etc.

Based on the statements above, the researcher concludes that vocabulary is the one of the language elements which is important in English fluency. It is also the knowledge of total number of words of a language that learners can comprehend while they are listening and reading. Vocabulary not only can make students comprehend the words which received while listening and reading but also can make students use the words that they already obtain to speak and write.

## 2. Kinds of Vocabulary

There are many kinds of vocabularies:

Lehr, and Osborn (2011) explain the kinds of vocabulary, word knowledge is composed of two forms:

1. Receptive vocabulary includes words that are recognized when we hear or see them. It is the ability to comprehend passive vocabulary which is used in reading and listening context.

2. Productive vocabulary includes words that are recognize when we speak or write. It is an active ability which is used in speaking or writing.

Good in Ikhsan (2004:6) divides vocabulary into four kinds:

1. Oral vocabulary refers to words that a person employs them in expressing ideas orally and actively.

2. Writing vocabulary refers to words commonly used in writing.

3. Listening vocabulary refers to a person can understand when they are heard.

4. Reading vocabulary refers to a person can recognize them when he winds them in written form.

Vocabulary is also divided into eight parts, namely Parts of Speech. Brown (1984:5) points out that the eight parts of speech are:

1. Noun is any abstract or concrete entity; a person (Policy, Nadine), place (Makassar, Indonesia, Home), thing (Book, Table, Smartphone), idea (happiness), or quality (bravery)

2. Pronoun is any substitute for a noun or noun phrase (She, He, You)

3. Verb is any action (walk), occurrence (happen), or taste of being (be)

4. Adjective is any qualifier of a noun (Smart, Long)

5. Adverb is any qualifier of an adjective, verb, clause, sentence, or other verb (yesterday, slowly)

6. Preposition is any establisher of relation and syntactic context (for, after)

7. Conjunction is any syntactic connector (and, or)

8. Interjection is any emotional greeting or exclamation.

Read (2000:18) divides words into two kinds:

1. Function words consist of articles, prepositions, pronouns, conjunction, auxiliaries, etc. They are seen as belonging more to the grammar of the language than to vocabulary itself.

2. Content words consist of noun, full verbs, adjectives, and adverbs. They have meanings to stand alone, to provide links within sentences, or modify the meaning.

3. **Vocabulary Mastery**

Vocabulary mastery is expertise toward a group of words having individual meaning. Vocabulary mastery includes the knowledge about the meaning, the knowledge about the classes of words, and the knowledge about the use. In this research, the researcher only emphasized vocabulary mastery on the meaning of words.

According to John in Ali (2010:7), vocabulary mastery is knowledge involves knowing the meaning. Therefore the purpose of vocabulary test is to find out whether the learners can distinguish the changing of irregular verb and understand the meaning.

And according to Keraf (2007) said that vocabulary should be constantly reproduced and expanded, in accordance with the demands of an increasingly mature person who wants to know everything he can. Mastering the rules of English in general can only be developed through learning collocations and the patterns of words and sentences. These patterns are certainly limited, in line with the variety of human activities undertaken in everyday life, while vocabulary should be developed in a way that is continually expanding, a method that can be adapted to the characteristics of each individual.

**4. Vocabulary Development**

Harmer in Jumariah, (2005:15) defines that vocabulary development can be defined as the action or act of building up vocabulary or words that the students have, or it can also be said that vocabulary development is the element of English vocabulary that is being developed. Besides that, in teaching vocabulary the students must have some elements of English vocabulary, such us: noun, conjunction, adverb, adjective, pronoun and interjection. He can also develop the students' vocabulary through many ways.

5. **Principle of Teaching and Learning Vocabulary**

Wallace in Mulbar (2002:55) indicates six principles of teaching and learning vocabulary such as follows:

1. Aims

We have to be clear about our aims how to explicitly we must decide the vocabulary that we expect the learner to be able to do in teaching.

2. Need

Vocabulary that thought the students depend on the course book or syllabus but the teacher should consider the aims of the course and the individual lesson.

3. Situation Presentation

The words presented are appropriate to students' situation.

4. Meaningful Presentation

Students must have a clear and specific and understanding of what donates or refers to his required that the presented in such a way the denotation and references are perfectly clear.

5. Presenting in Context

The words very seldom occur in islation so the students have to know the usual context that the word occurs in.

6. Inference (guessing) Procedure in Vocabulary Learning

Inference is also one of strategies in learning in which the learners are heard on a practice by using a definite knowledge to have clear understanding the word they learn. The students infer the meaning of words by listening or reading them used in certain situation.

**7. Concept of Speaking**

**1. Definition of Speaking**

Speaking is a language skill that must be mastered in learning a language. The importance of speaking in learning a language make many linguists try to define what speaking is.

Walter in Mila (2008:10), speaking is one way of learning about one self. In speaking, someone must face problems that have history and relatively to other people, groups and the predictions we have formed for living together.

Babcock (1994) in Widiarti, means giving expression of an idea, opinion or feeling in a conversation orally. In order to express and communicate, speaking is an important method. It is also one of the important parts in learning English. Moreover, speaking is ability in asking and answering question and creating a statement in order to express idea, opinion, or information.

Bygate as quoted by Nunan adopted by Antoni (2005:9), speaking is an oral interaction where the speakers express their ideas, feelings, and statements in term of saying something to whom and about what. People can share their ideas, feelings, and statements to the other people orally.

As Winddowson in Antoni (2005:9), communication through speaking is commonly performed in face to face and occurred as part as dialogue. The idea of speaking cannot be communicated unless what is being said is received and understood by another person. Moreover, speaking is a form of performance by the speaker and it is usually happened by two speakers or more.

Clark (1997:223-224) says that speaking is the way to make some effects to the listeners. The speaker says something because he wants to get something from what he says. He then described speaking with two activities, planning and execution. Planning is thinking about what the

speaker will say, and execution is applying the result of the thinking by producing sounds from the mouth.

What Clark says is like the opinion of Oxford (1990:157), she says that speaking is done because of a goal can influence the style of the speaker in speaking. For example in speaking for getting a job, he style and the words that is used in this speaking is different with the speaker daily speaking.

The researcher can attempt a closer definition by saying that speaking is one of the language tools which can help people to ask and answer question and communicate each other. Due to the fact that speaking is one of the productive skills, it will create a word which is spoken as product orally. This spoken language is used by the people to talk, communicate, share, or discuss an idea, information, or the latest issues. Moreover, speaking has certain components which are necessary needed to be fulfilled as Bygate (1997) formerly stated.

2. **Kinds of Speaking**

Speaking commonly divided into two kinds, there are:

1) Speaking Performance

Fromkin and Rodman (1883:11) Performance is someone way in using a language in their conduct. Besides that, Manser (1991:306) performance is the persons' process or manner of a play. So we can conclude that performance is the people way to express a language in their life that proved by their conduct.

2) Speaking Competence

Manser (1991:80) competency is having the ability, skill, and knowledge to do something. So competency is the ability of someone in oral communication.

3. **Components of Speaking**

Speaking has some components which are needed to be fulfilled. Those components are mostly recognized in analyzing speech process (Bygate, 1997). Those components are:

1) Vocabulary

Vocabulary is the basic component which is used for speaking to create and continue a conversation. Speaker will face the difficulties if they have limited vocabulary to be used in a conversation. Liu and Jackson (2008) support this statement. They claimed that a limitedness of vocabulary is the main subject in conversation. Speakers cannot deliver idea, information, and opinion without error if they have limited number of words in communicating. In this situation, speaker will comprehend the target language and gain new information easily by mastering vocabulary.

2) Pronunciation

For people who want to be able speak English fluently and correctly, pronunciation is necessary needed. Harmer (2007) stated that pronunciation has strong connection with the ability in creating sounds and articulating the words which carry meaning in every single word. Speakers will make a misapprehension between hearers if they cannot

pronounce the words which they want to say correctly. Furthermore, speakers need to be careful in pronouncing the words because every single sound of words has different meaning.

3) Grammar

Grammar has certain rules of patterns of English structure. Moreover, Widiati and Cahyono (2006) stated that grammar plays a crucial role in order to perform linguistic features such as lexical, morphological, phonological, and syntactic aspect. Those features will be manipulated in the form of words and sentence by the speakers make a sentence with grammatical errors, the hearers might have heterogeneous comprehension. As a result, grammar will help the speaker to used and comprehend the rules of English structure accurately.

4) Fluency

Fluency means speak straightly without having hesitation. Fluency might show certain personal impression such as intelligent, courageous, confidently, and well educated because the speakers who speak fluently are able to speak and say something spontaneously. In this subject, according to Yingjie (2014), fluency is a standard of measurements to be communicative and successful English speaker in speaking. Furthermore fluency in speaking will help the speaker to avoid certain errors in speech.

5) Comprehension

Comprehension is an ability to comprehend what the speakers said. Comprehension takes part in determining whether the speaker convey a

message or information successfully or not. In order to prevent misperception, the speakers need to have a good speaking ability (Rahman and Devianty, 2012). This element is very helpful for the speakers to make them aware of other elements in speaking. The speakers will break the hearers' comprehension if they miss one of the elements in speaking.

4. **Elements of Speaking**

Harmer (2003:269) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

1) Language features

1. Connected Speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

2. Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and nonverbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meanings.

3. Lexis and grammar: teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

4. Negotiation language: effective speaking benefits from the negotiation language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

2) Mental or social processing

1. Language processing: language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

2. Interacting with others: effective speaking also involves a good deal of listening, an understanding of how linguistically to take turns or allow others to do so.

3. (On the spot) information processing: quite apart from our response to others feelings, we also need to be able to process the information they tell us the moment we get it.

4. **The Characteristics of Successful Speaking**

Canale and Swain (1980) in Winda states that the characteristics of successful speaking as follows:

1) Grammatical competence: grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. With regard to speaking, the terms of mechanics refers to basic sound or letter and syllable, pronunciation of words, intonation, and stress (Scarcella and Oxford 1992:141 in Shumin 1997). Thus grammatical competence enables speakers to use and understand English language structure accurately and unhesitatingly,

which contributes to their fluency (Richards and Renandya, 2002:207). Moreover, grammatical competence will guide learners to apply and comprehend the structure which includes grammar, vocabulary, and mechanics of a language accurately without hesitating.

2) Discourse competence: Richards and Renandya (2002:207), in addition to grammatical competence, learners need to develop discourse competence. In discourse, both of formal or informal, the rules of cohesion and coherence apply are aids in holding the communicating in a meaningful way. In communication, both the production and comprehension of language require one's ability to perceive and process stretches of discourse markers is needed by the effective speakers to express idea, present relationship of time, and recognize cause, contrast, and emphasis.

3) Sociolinguistics competence: Comprehending the sociolinguistic side of language helps the learners know what comments are appropriate, how to ask question during interaction, and how to respond nonverbally according to the purpose of the conversation. Brown (1994:238), adult second learners must acquire stylistic adaptability in order to be able to encode and decode the discourse around them correctly. So, linguistics competence will help learners to recognize the appropriate terms and avoid something impolite during the conversation between speakers.

4) Strategic competence: strategic competence which is the way learners manipulate language in order to meet communicative elements. It also refers to the ability in knowing how to keep conversation going, how to

terminate the conversation, and how to clear up communication breakdown as well as comprehension problems (Shumin, 2002:208). Moreover, it will help learners to start a conversation, keep the conversation, and end the conversation without having misunderstanding.

Ur (1988:120) there are four characteristics of successful speaking, there are:

1) Learners talk a lot.

2) All participants are involved. Classroom discussion is not dominated only by some persons or groups. We can say that it is success if every person is talkative participants.

3) Vocabulary mastery is high. Learners eager to speak because they are interested to the topic and have something new to say or because they want to contribute and achieve task objective.

4) Language is acceptable. Learners express themselves is utterances that are relevant easily comprehensible to teach and acceptable level of long accuracy.

5. **Main Factors in Assessing Speaking**

Heaton in Sailu (2011:18), the main factors in assessing speaking are as follows:

1) Fluency that is highly ration relates mainly to smoothness of continuity in discourse, it is include a consideration of how sentence pattern vary in word order and omits elements of structure, and also certain aspect of the prosody of discourse.

2) Intelligibility (accuracy), essential depended on the recognition of the word and sentence pattern of speech. It therefore involves us in considering the phonetic character of conventional English, particularly from the point of view of its segmental (vowel and consonant) system. We may say that vocabulary, pronunciation, and grammar are the parts of this point.

## 6. English Interest

### 1. Definition of English Interest

Hazin (2004:365) interest means attention, pleasure, and tendency. Slameto defines interest is a preference and awareness to something or activity without any force. Interest is tendency of mood's someone to do something without forcing. Someone will be known his interest if there is tendency to be interested to an object whether he is happy or unhappy, so it results a respond to something which he likes.

Slameto (2003) state that interest is persisting tendency to pay attention to and enjoy some activity or content. Interest is constant tendency to pay attention and do something. Activity which is interested by someone will be paid attention continually and happily. Thus, interest is different from attention, because attention is temporary (it is not for a long time) and it is not certain followed by pleasure, while interest is always followed by pleasure and there is satisfying.

Mangal (2007) interest is the central force that drives the whole machinery of the teaching learning process. It means, with have an interest students will more focus and easy to understands the material that given by

the teacher. Big interest will give influence on students' activity, because the students' interest will be doing something that interested for them, in this case is an interest in learning. In addition, interest helps in overcoming unusual or early arrival or frequent repetition of plateaus in learning. They also give enough strength to an individual to resist fatigue and avoid failure.

Based on the various explanations above, the researcher can formulate that interest is student's tendency to like, pay attention and do activity with pleasure, attention, positive attitude, and fulfillment when following the activity that has relation to English.

**2. The Indicators of Students' Interest**

Slameto (2003) defines several indicator of students' interest, such us:

1) Attention

1. Asking to the teacher about the material

2. Looking for other sources about the material or the lesson

3. Concentration while learning

4. Focus while the teacher explains the material.

2) The Willingness

1. Try to do the task difficult as any

2. Still learning although the teacher did not go to class

3. Enthusiastic to follow the lesson

4. Diligently read the English book

3) Needs

Needs is a condition in the person of a student who driving him to certain activities in order to achieve a goal. For examples:

1. Learn English in order to succeed in a career

2. The awareness to make their own notes while learning process

4) Feelings happy or joyful feelings

1. Enjoy in doing the task or exercise given by the teacher at school

2. Always enthusiastic to follow the lessons

3. Take a note from the material

5) Teaching materials and teachers' good attitudes.

1. Teachers' attention makes the students motivated in learning English.

2. Students feel that learning English is fun.

3. Have a high enthusiastic to the lesson and the teacher

4. Teachers' explanation make the students understand about the lesson

6) Participation

1. Ask if do not understand the material

2. Always do the task given by the teacher

3. Answer the question from the teacher

## 4. Hypothesis of the Research

The hypothesis of this research formulated as follow:

1. $H_0$ (Null hypothesis): There is no correlation between students interest in speaking and their vocabulary mastery

2. $H_1$ (Alternative Hypothesis): There is correlation between students interest in speaking and their vocabulary mastery

## 3. Conceptual Framework

The conceptual framework of this research is given in the following diagram.

**Speaking Skill**

```
┌─────────────────────────┐          ┌─────────────────────────┐
│    Student's Interest   │          │    Vocabulary Mastery   │
└─────────────────────────┘          └─────────────────────────┘
```

┌──────────────────────────────────────────────────────────┐
│     **The Student's Interest and their Vocabulary Mastery**     │
└──────────────────────────────────────────────────────────┘
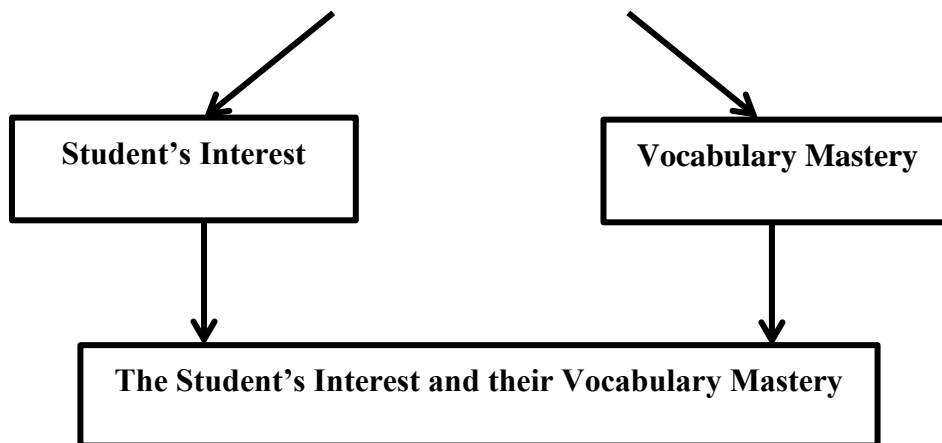
**Figure 2.1 Conceptual Framework**

Based on the conceptual framework above, vocabulary and speaking are the important point as the input of this research. Then process by giving test of vocabulary mastery and student's interest in speaking. First test is to know vocabulary mastery of students, and the second test is to know what the student's interest in learning speaking. Then the output of the test will be described the correlation of student's interest in speaking and their vocabulary mastery.

# CHAPTER III

## METHODOLOGY OF RESEARCH

This chapter consists of five sections: the method of the research, the population and sample of the research, instruments of the research, the procedure of the data collection of the research, and technique of data analysis.

1. **Research Method**

In this research, the researcher applied a descriptive method it aims at giving description about correlation study on students interest in learning speaking, and students vocabulary mastery.

Descriptive research determines and describes how to think, it involves collecting data to test hypotheses or to answer questions about people's opinion on some topic or issue (Gay, 2006:481).

2. **Population and Sample**

   1. Population

   The population of this research was tenth grade students of MA Aisyiyah Sungguminasa Kabupaten Gowa.

   2. Sample

   The sample represented the whole population in this research. The researcher used total sampling technique in this research. Fifty five students were total sample in this research. They were from two classes of the tenth grade students of MA Aisyiyah Sungguminasa Kabupaten Gowa

3. **Instruments of the Research**

The data in this research was collected by using test and questionnaire. The test distributed to find out students' vocabulary mastery (in the form of irregular

verb test which consists of twenty five items), while the questionnaire distributed to find out students' interest in Speaking (in the form of questionnaire which consists of twenty items).

## 4.  Procedure of Data Collection

The test was conducted in MA Aisyiyah Sungguminasa Gowa. The totals of respondents were fifty five students. The data was collected through the following procedures:

1. Vocabulary test

   1. The researcher explained how to do the test.

   2. The researcher distributed the test to the students

   3. The students answered all the question

   4. The researcher collected what the students have done

2. English interest in speaking test

   1. The researcher explained how to do the test.

   2. The researcher distributed the test by questionnaire to the students

   3. The students answered all the question

   4. The researcher collected what the students have done

## 5.  Technique of Data Analysis

In this research, data analysis used to find out the correlation between the students' interest in speaking and their vocabulary mastery. The data was obtained from questionnaire and vocabulary test. The questionnaire analyzed by using Likert Scale. To score the scale, the response options were credited 4, 3, 2, and 1 from strongly agree to strongly disagree statements.

1. To calculate the questionnaire data, the formula is:

**Table 3.1 Questionnaire Score of Likert Scale**

| Statements | Strongly Agree (SA) | Agree (A) | Disagree (D) | Strongly Disagree (SD) |
|:---:|:---:|:---:|:---:|:---:|
| Positive | 4 | 3 | 2 | 1 |
| Negative | 1 | 2 | 3 | 4 |

$$\text{Score} = \frac{\text{total score}}{\text{total question}} \times 100$$

**(Sugiyono, 2012:135)**

To analyze rate percentage of students' interest in speaking, the following formula use:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency of the correct answer

N = Total number of student

**(Sudjana and Ibrahim, 2001: 129)**

Then, the researcher categorized the score resulted from calculation into the following criteria:

**Table 3.2 The Score Classification of Students' Interest**

| Score Classification | Category |
|:---:|:---:|
| 84% - 100% | Very High |
| 68% - 83% | High |

| 52% - 67% | Fair |
|---|---|
| 36% - 51% | Low |
| 20% - 35% | Very Low |

**(Yohanes in Sutrisno, 2007:27)**

2. Vocabulary Mastery Measurement

The data of students' vocabulary mastery was taken from the vocabulary test. Then the researcher analyzed the mean score of students' vocabulary mastery. The students' vocabulary mastery classified into the following criteria:

**Table 3.3 The Score Classification of Students' Interest**

| Score Classification | Category |
|---|---|
| 0 – 34 | Very Low |
| 35 – 54 | Low |
| 55 – 64 | Fair |
| 65 – 84 | Good |
| 85 – 100 | Very Good |

**(Gay in Anas, 2015:26)**

3. Correlation Analysis

To find the correlation between students' interest in speaking (variable X) and their vocabulary mastery (variable Y), the researcher used the product-moment correlation coefficient formula:

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

$r_{xy}$ = correlation coefficient between X and Y (Pearson r)

N = the number of students

X = the score number of each items

Y = the score number of each items

$\sum X$ = sum of the scores for the strength of interest

$\sum Y$ = sum of the scores for the students' vocabulary mastery

$\sum XY$ = total sum of the product multiplying the score for the

strengthof interest and the scores for the students vocabulary

mastery

$\sum X^2$ = sum of the square for the strength interest

$\sum Y^2$ = sum of the square of the students' vocabulary mastery

**(Arikunto 1998:256)**

Criteria: If $r_0 > r_t$ means there is correlation between students' interest in speaking and their vocabulary mastery. If $r_0 < r_t$ means there is no correlation between students' interest in speaking and their vocabulary mastery.

The results of correlation coefficient determined by Degree of Pearson Product Moment and its interpretation.

**Table 3.4 "r" Value of Product Moment**

| Product Moment (r) | Interpretation |
|---|---|
|  |  |

| | |
|---|---|
| $0.00 - 0.20$ | Considered as no correlation |
| $0.20 - 0.40$ | Low Correlation |
| $0.40 - 0.70$ | Medium Correlation |
| $0.70 - 0.90$ | Strong Correlation |
| $0.90 - 1.00$ | Very Strong Correlation |

**(Sugiyono, 2012:184)**

# CHAPTER IV

# FINDINGS AND DISCUSSION

This chapter consists of two sections: the findings of the research, and the discussion of the research.

## 1. Findings

The findings of the research show the data obtained from the result of research about the correlation between students' interest in speaking and students' vocabulary mastery. The data of students' interest in speaking was collected by using questionnaire, and the students' vocabulary mastery collected by vocabulary test.

### 1. The Students' Interest in Speaking Score

To describe the students' interest in speaking, the following are 20 items analyses of the students' responses from questionnaire.

1. Feelings Happy or Joyful Feelings Aspect

1. Item 1 : I study on my own (saya belajar atas keinginan sendiri)

**Table 4.1 Frequency Distribution of Item 1 Responses**

| No. | Alternative | Frequency | Percentage (%) |
|-----|-------------|-----------|----------------|
| 1 | Strongly Agree | 40 | 72.72 |
| 2 | Agree | 13 | 23.64 |
| 3 | Disagree | 2 | 3.64 |
| 4 | Strongly Disagree | 0 | 0 |
| | **Total** | **55** | **100** |

Table 4.1 shows that 40 (72.72%) students choose strongly agree (SA), 13 (23.64%) students choose agree (A), 2 (3.64%) students choose disagree (D), and 0 (0%) student choose strongly disagree (SD).

2. Item 2 : I am happy to receive the lessons delivered by teacher (saya senang menerima pelajaran yang disampaikan oleh guru)

**Table 4.2 Frequency Distribution of Item 2 Responses**

| No. | Alternative | Frequency | Percentage |
|-----|-------------|-----------|------------|
| 1 | Strongly Agree | 20 | 36.36 |
| 2 | Agree | 35 | 63.64 |
| 3 | Disagree | 0 | 0 |
| 4 | Strongly Disagree | 0 | 0 |
| | **Total** | **55** | **100** |

Table 4.2 shows that 20 (36.36%) students choose strongly agree (SA), 35 (63.64%) students choose agree (A), 0 (0%) students choose disagree (D), and 0 (0%) student choose strongly disagree (SD).

3. Item 3 : I feel bored every time in speaking learning process (saya merasa bosan setiap menerima materi pembelajaran speaking)

**Table 4.3 Frequency Distribution of Item 3 Responses**

| No. | Alternative | Frequency | Percentage |
|-----|-------------|-----------|------------|
| 1 | Strongly Agree | 1 | 1.82 |
| 2 | Agree | 7 | 12.73 |
| 3 | Disagree | 34 | 61.82 |

| 4 | Strongly Disagree | 13 | 23.63 |
|---|---|---|---|
| | **Total** | **55** | **100** |

Table 4.3 shows that 1 (1.82%) students choose strongly agree (SA), 7 (12.73%) students choose agree (A), 34 (61.82%) students choose disagree (D), and 13 (23.63%) student choose strongly disagree (SD).

4. Item 4 : I prefer to learn speaking than other lessons (saya lebih senang belajar speaking daripada pelajaran lain)

**Table 4.4 Frequency Distribution of Item 4 Responses**

| No. | Alternative | Frequency | Percentage |
|---|---|---|---|
| 1 | Strongly Agree | 9 | 16.36 |
| 2 | Agree | 19 | 34.55 |
| 3 | Disagree | 26 | 47.27 |
| 4 | Strongly Disagree | 1 | 1.82 |
| | **Total** | **55** | **100** |

Table 4.4 shows that 9 (16.36%) students choose strongly agree (SA), 19 (34.55%) students choose agree (A), 26 (47.27%) students choose disagree (D), and 1 (1.82%) student choose strongly disagree (SD).

5. Item 5 : I like to do speaking assignment (saya senang mengerjakan tugas speaking)

**Table 4.5 Frequency Distribution of Item 5 Responses**

| No. | Alternative | Frequency | Percentage |
|---|---|---|---|

| No. | Alternative | Frequency | Percentage |
|-----|-------------|-----------|------------|
| 1 | Strongly Agree | 9 | 16.36 |
| 2 | Agree | 38 | 69.09 |
| 3 | Disagree | 6 | 10.91 |
| 4 | Strongly Disagree | 2 | 3.64 |
| | **Total** | **55** | **100** |

Table 4.5 shows that 9 (16.36%) students choose strongly agree (SA), 38 (69.09%) students choose agree (A), 6 (10.91%) students choose disagree (D), and 2 (3.64%) student choose strongly disagree (SD).

6. Item 6 : I am happy if the English teacher is not come at the class (saya senang apabila dosen bahasa inggris tidak hadir pada jam pelajaran)

**Table 4.6 Frequency Distribution of Item 6 Responses**

| No. | Alternative | Frequency | Percentage |
|-----|-------------|-----------|------------|
| 1 | Strongly Agree | 5 | 9.09 |
| 2 | Agree | 10 | 18.18 |
| 3 | Disagree | 22 | 40 |
| 4 | Strongly Disagree | 18 | 32.73 |
| | **Total** | **55** | **100** |

Table 4.6 shows that 5 (9.09%) students choose strongly agree (SA), 10 (18.18%) students choose agree (A), 22 (40%) students choose disagree (D), and 18 (32.73%) student choose strongly disagree (SD).

7. The Willingness Aspect

8.  Item 7 : I want to know more about speaking (saya ingin tahu lebih banyak tentang materi speaking)

**Table 4.7 Frequency Distribution of Item 7 Responses**

| No. | Alternative | Frequency | Percentage |
|-----|-------------|-----------|------------|
| 1 | Strongly Agree | 27 | 49.09 |
| 2 | Agree | 24 | 43.64 |
| 3 | Disagree | 4 | 7.27 |
| 4 | Strongly Disagree | 0 | 0 |
| | **Total** | **55** | **100** |

Table 4.7 shows that 27 (49.09%) students choose strongly agree (SA), 24 (43.64%) students choose agree (A), 4 (7.27%) students choose disagree (D), and 0 (0%) student choose strongly disagree (SD).

9.  Item 8 : I ask the teacher if there is a material that is not clear or that I do not understand (saya bertanya kepada guru apabila ada materi yang kurang jelas atau yang saya belum mengerti)

**Table 4.8 Frequency Distribution of Item 8 Responses**

| No. | Alternative | Frequency | Percentage |
|-----|-------------|-----------|------------|
| 1 | Strongly Agree | 26 | 47.27 |
| 2 | Agree | 27 | 49.09 |
| 3 | Disagree | 2 | 3.64 |
| 4 | Strongly Disagree | 0 | 0 |

|  | Total | 55 | 100 |
|---|---|---|---|

Table 4.8 shows that 26 (47.27%) students choose strongly agree (SA), 27 (49.09%) students choose agree (A), 2 (3.64%) students choose disagree (D), and 0 (0%) student choose strongly disagree (SD).

10.    Item 9 : I like to see an educational shows on television or the other means (saya suka melihat tayangan pembelajaran di tv atau sarana lainnya)

**Table 4.9 Frequency Distribution of Item 9 Responses**

| No. | Alternative | Frequency | Percentage |
|---|---|---|---|
| 1 | Strongly Agree | 13 | 23.64 |
| 2 | Agree | 34 | 61.82 |
| 3 | Disagree | 8 | 14.54 |
| 4 | Strongly Disagree | 0 | 0 |
|  | **Total** | **55** | **100** |

Table 4.9 shows that 13 (23.64%) students choose strongly agree (SA), 34 (61.82%) students choose agree (A), 8 (14.54%) students choose disagree (D), and 0 (0%) student choose strongly disagree (SD).

11.    Item 10 : I go to the library or bookstore to find books on speaking lessons (saya pergi ke perpustakaan atau took buku untuk mencari buku tentang pelajaran speaking)

**Table 4.10 Frequency Distribution of Item 10 Responses**

| No. | Alternative | Frequency | Percentage |
|-----|-------------|-----------|------------|
| 1 | Strongly Agree | 10 | 18.18 |
| 2 | Agree | 32 | 58.18 |
| 3 | Disagree | 10 | 18.18 |
| 4 | Strongly Disagree | 3 | 5.46 |
| | **Total** | **55** | **100** |

Table 4.10 shows that 10 (18.18%) students choose strongly agree (SA), 32 (58.18%) students choose agree (A), 10 (18.18%) students choose disagree (D), and 3 (5.46%) student choose strongly disagree (SD).

12. Attention Aspect

13. Item 11 : I do not interested in finding information about speaking (Saya tidak tertarik mencari informasi tentang materi-materi speaking)

**Table 4.11 Frequency Distribution of Item 11 Responses**

| No. | Alternative | Frequency | Percentage |
|-----|-------------|-----------|------------|
| 1 | Strongly Agree | 0 | 0 |
| 2 | Agree | 9 | 16.36 |
| 3 | Disagree | 31 | 56.36 |
| 4 | Strongly Disagree | 15 | 27.28 |
| | **Total** | **55** | **100** |

Table 4.11 shows that 0 (0%) students choose strongly agree (SA), 9 (16.36%) students choose agree (A), 31 (56.36%) students choose disagree (D), and 15 (27.28%) student choose strongly disagree (SD).

14.　　Item 12 : I pay close attention when the teacher explains about speaking (saya memperhatikan dengan serius ketika guru menjelaskan pelajaran speaking)

**Table 4.12 Frequency Distribution of Item 12 Responses**

| No. | Alternative | Frequency | Percentage |
|-----|-------------|-----------|------------|
| 1 | Strongly Agree | 25 | 45.45 |
| 2 | Agree | 24 | 43.64 |
| 3 | Disagree | 6 | 10.91 |
| 4 | Strongly Disagree | 0 | 0 |
| | **Total** | **55** | **100** |

Table 4.12 shows that 25 (45.45%) students choose strongly agree (SA), 24 (43.64%) students choose agree (A), 6 (10.91%) students choose disagree (D), and 0 (0%) student choose strongly disagree (SD).

15.　　Item 13 : I only pay attention to the lesson when reprimanded by the teacher (saya hanya memperhatikan pelajaran apabila ditegur oleh guru)

**Table 4.13 Frequency Distribution of Item 13 Responses**

| No. | Alternative | Frequency | Percentage |
|-----|-------------|-----------|------------|
| 1 | Strongly Agree | 3 | 5.45 |
| 2 | Agree | 9 | 16.36 |
| 3 | Disagree | 19 | 34.55 |
| 4 | Strongly Disagree | 24 | 43.64 |
| | **Total** | **55** | **100** |

Table 4.13 shows that 3 (5.45%) students choose strongly agree (SA), 9 (16.36%) students choose agree (A), 19 (34.55%) students choose disagree (D), and 24 (43.64%) student choose strongly disagree (SD).

16.　　Item 14 : I ignored friends who joked when English lessons took place (saya mengacuhkan teman yang bergurau saat pelajaran bahasa inggris berlangsung)

**Table 4.14 Frequency Distribution of Item 14 Responses**

| No. | Alternative | Frequency | Percentage |
|-----|-------------|-----------|------------|
| 1 | Strongly Agree | 12 | 21.82 |
| 2 | Agree | 21 | 38.18 |
| 3 | Disagree | 15 | 27.27 |
| 4 | Strongly Disagree | 7 | 12.73 |
| | **Total** | **55** | **100** |

Table 4.14 shows that 12 (21.82%) students choose strongly agree (SA), 21 (38.18%) students choose agree (A), 15 (27.27%) students choose disagree (D), and 7 (12.73%) student choose strongly disagree (SD).

17.      Item 15 : I do not have a complete notes of speaking lessons (saya tidak memiliki catatan yang lengkap mengenai pelajaran speaking)

**Table 4.15 Frequency Distribution of Item 15 Responses**

| No. | Alternative | Frequency | Percentage |
|-----|-------------|-----------|------------|
| 1 | Strongly Agree | 2 | 3.64 |
| 2 | Agree | 13 | 23.64 |
| 3 | Disagree | 23 | 41.81 |
| 4 | Strongly Disagree | 17 | 30.91 |
| | **Total** | **55** | **100** |

Table 4.15 shows that 2 (3.64%) students choose strongly agree (SA), 13 (23.64%) students choose agree (A), 23 (41.81%) students choose disagree (D), and 17 (30.91%) student choose strongly disagree (SD).

18.    Participation Aspect

19.      Item 16 : I provide facilities that support me in learning, such us a dictionary (saya menyediakan fasilitas yang mendukung saya dalam belajar, seperti kamus)

**Table 4.16 Frequency Distribution of Item 16 Responses**

| No. | Alternative | Frequency | Percentage |
|-----|-------------|-----------|------------|
| 1 | Strongly Agree | 20 | 36.37 |

| No. | Alternative | Frequency | Percentage |
|-----|-------------|-----------|------------|
| 2 | Agree | 32 | 58.18 |
| 3 | Disagree | 3 | 5.45 |
| 4 | Strongly Disagree | 0 | 0 |
| | **Total** | **55** | **100** |

Table 4.16 shows that 20 (36.37%) students choose strongly agree (SA), 32 (58.18%) students choose agree (A), 3 (5.45%) students choose disagree (D), and 0 (0%) student choose strongly disagree (SD).

20.    Item 17 : I tend to be passive in a group discussion time (saya cenderung pasif ketika diskusi kelompok)

**Table 4.17 Frequency Distribution of Item 17 Responses**

| No. | Alternative | Frequency | Percentage |
|-----|-------------|-----------|------------|
| 1 | Strongly Agree | 10 | 18.18 |
| 2 | Agree | 13 | 23.64 |
| 3 | Disagree | 23 | 41.81 |
| 4 | Strongly Disagree | 9 | 16.37 |
| | **Total** | **55** | **100** |

Table 4.17 shows that 10 (18.18%) students choose strongly agree (SA), 13 (23.64%) students choose agree (A), 23 (41.81%) students choose disagree (D), and 9 (16.37%) students choose strongly disagree (SD).

21.      Item 18 : I give opinions when the learning process is taking place

(saya memberikan pendapat ketika proses pembelajaran sedang

berlangsung)

**Table 4.18 Frequency Distribution of Item 18 Responses**

| No. | Alternative | Frequency | Percentage |
|-----|-------------|-----------|------------|
| 1 | Strongly Agree | 11 | 20 |
| 2 | Agree | 37 | 67.27 |
| 3 | Disagree | 7 | 12.73 |
| 4 | Strongly Disagree | 0 | 0 |
| | **Total** | **55** | **100** |

Table 4.18 shows that 11 (20%) students choose strongly agree (SA), 37

(67.27%) students choose agree (A), 7 (12.73%) students choose disagree

(D), and 0 (0%) student choose strongly disagree (SD).

22.      Item 19 : I took guidance or an English course (Saya mengikuti

bimbingan atau kursus bahasa inggris)

**Table 4.19 Frequency Distribution of Item 19 Responses**

| No. | Alternative | Frequency | Percentage |
|-----|-------------|-----------|------------|
| 1 | Strongly Agree | 5 | 9.09 |
| 2 | Agree | 11 | 20 |
| 3 | Disagree | 34 | 61.82 |
| 4 | Strongly Disagree | 5 | 9.09 |

| | Total | 55 | 100 |
|---|---|---|---|

Table 4.19 shows that 5 (9.09%) students choose strongly agree (SA), 11 (20%) students choose agree (A), 34 (61.82%) students choose disagree (D), and 5 (9.09%) student choose strongly disagree (SD).

23. Item 20 : I take a part in activities or competitions that have relevance to speaking lessons (saya mengikuti kegiatan atau lomba yang memiliki keterkaitan dengan pelajaran speaking)

**Table 4.20 Frequency Distribution of Item 20 Responses**

| No. | Alternative | Frequency | Percentage |
|---|---|---|---|
| 1 | Strongly Agree | 7 | 12.73 |
| 2 | Agree | 13 | 23.64 |
| 3 | Disagree | 30 | 54.54 |
| 4 | Strongly Disagree | 5 | 9.09 |
| | **Total** | **55** | **100** |

Table 4.20 shows that 7 (12.73%) students choose strongly agree (SA), 13 (23.64%) students choose agree (A), 30 (54.54%) students choose disagree (D), and 5 (9.09%) student choose strongly disagree (SD).

From the result of students' responses score, students' interest in speaking can be categorized in the following table:

**Table 4.21 Category of Students' Interest in Speaking**

| Score Classification | Category | Frequency | Percentage |
|---|---|---|---|

| | | | (%) |
|---|---|---|---|
| 84% - 100% | Very High | 9 | 16 |
| 68% - 83% | High | 36 | 66 |
| 52% - 67% | Fair | 10 | 18 |
| 36% - 51% | Low | 0 | 0 |
| 20% - 35% | Very Low | 0 | 0 |
| **Total** | | **55** | **100** |

From the table above shows that there were 9 students (16%) were categorized as students who have very high interesting in learning English Speaking. There were 36 students (66%) were categorized as students who have high interesting in learning English Speaking. There were 10 students (18%) were categorized as students who have fair interesting in learning English Speaking.

Based on the result of students' interest in speaking, there was no student who got low and very low categories. It means that the tenth grade students of MA Aisyiyah Sungguminasa have high interest in learning speaking English.

24. **The Students' Vocabulary Mastery Score**

Table.22 Students' Vocabulary Mastery Test Result

| Number | Respondent Name | Score | Frequency | Percentage (%) |
|---|---|---|---|---|
| 1 | MA | 68 | 6 | 11 |
| 2 | LL | 61 | 3 | 5 |
| 3 | A | 47 | 1 | 2 |

| | | | | |
|---|---|---|---|---|
| 4 | SW | 64 | 4 | 6 |
| 5 | MA | 41 | 2 | 4 |
| 6 | MNI | 65 | 4 | 6 |
| 7 | MAY | 42 | 1 | 2 |
| 8 | NW | 71 | 2 | 4 |
| 9 | MSP | 55 | 3 | 5 |
| 10 | ABAD | 60 | 3 | 5 |
| 11 | WF | 72 | 2 | 4 |
| 14 | PNAN | 59 | 2 | 4 |
| 16 | SAHN | 70 | 2 | 4 |
| 20 | TC | 62 | 1 | 2 |
| 22 | ICP | 21 | 1 | 2 |
| 27 | AI | 66 | 3 | 5 |
| 28 | MA | 67 | 1 | 2 |
| 29 | R | 45 | 2 | 4 |
| 33 | MIB | 51 | 1 | 2 |
| 34 | SA | 52 | 2 | 4 |
| 38 | MAZ | 69 | 5 | 9 |
| 39 | MRD | 27 | 1 | 2 |
| 45 | I | 57 | 1 | 2 |
| 46 | AF | 40 | 1 | 2 |
| 48 | H | 48 | 1 | 2 |
| **Total** | | | **55** | **100** |

From the table of students' vocabulary mastery score above can be categorized in the following table:

**Table 4.23 Category of Students' Vocabulary Mastery**

| Score Classification | Category | Frequency | Percentage (%) |
|---|---|---|---|
| 0 – 34 | Very Low | 2 | 4 |
| 35 – 54 | Low | 11 | 20 |
| 55 – 64 | Fair | 17 | 31 |
| 65 – 84 | Good | 25 | 45 |
| 85 - 100 | Very Good | 0 | 0 |
| **Total** | | **55** | **100** |

From the table above shows that there were 2 students (4%) was categorized as students very low vocabulary mastering. There were 11 students (20%) was categorized low vocabulary mastering. There were 17 students (31%) was categorized fair vocabulary mastering. There were 25 students (45%) was categorized good vocabulary mastering.

Based on the result of the students' vocabulary mastery, there was no students who had very good category. It means that the tenth grade students of MA Aisyiyah Sungguminasa have good vocabulary mastering.

25. **The Correlation between Students' Interest in Speaking and Their Vocabulary Mastery**

The data to compute the correlation between the students' interest in speaking and students' vocabulary mastery can be obtained in appendix. From

the table in appendix found the correlation coefficient between students'
interest in speaking and their vocabulary mastery is 0.283. from the correlation
coefficient, $r_{xy} = 0.283$, if we compare with the table of "r" values at the
degree of significance of 5% and 10%, then the correlation between students'
interest in speaking and students' vocabulary mastery is significant ($r_{xy} =$
0.283>0.266, $r_{xy} = 0.283 < 0.435$).

Based on the "r" value of Product Moment, it can be seen that the
correlation index ($r_{xy} = 0.283$) is in the interval of 0.20 -0.40, it means that the
correlation belong to "low correlation". In the other words, there is a positive
correlation between students' interest in speaking and their vocabulary
mastery.

## 26. Discussion

In this part the researcher discusses the results of the data analysis that had
been founded from the research in accordance with the scope of the research. The
discussion in invented to know the how is the student's interest and their
vocabulary mastery and also the correlation between them were obtained.

### 1. Students' Interest in Speaking

Based on the data was collected to find the level of student's interest in
speaking through the questionnaire that given at the first meeting, it can be said
that the students' interest in speaking were high classification. It was proved by
the interesting data taken from fifty five students as sample that none student or
(0%) in very low interesting level. There are none student (0%) in low
interesting level. There are ten students (18%) have fair interesting level, There
are thirty six students (66%) have high interesting level and nine students

(16%) have very high interesting level in Speaking. Then it shows that the mean score of the student's interest in speaking is 60.51 which lies in high level of interesting score classification.

Nur Kholit Hazin (2004:365) state that interest means attention, pleasure, and tendency. Slameto (2003:57) state that interest is persisting tendency to pay attention to and enjoy some activity or content. And from the data that got here, the researcher also concluded that all the students of the tenth grade had interesting in Speaking, all the students had attention and willing to learn English Speaking.

It was proved that there is no one of fifty five students that taken as sample got very low and low interest in speaking. And the researcher just found ten students had fair interesting, and the other students about forty five students got high and very high interesting in English Speaking. It means that the students did not just choosing English at random as their school but it is because they were sure want to learn about English Speaking because they are interest in it or they have ability in English basically and want to improve it.

From the twenty items of questionnaire that divided into four indicators; instrumental interesting, and integrative interesting almost all students had same interesting level in it. In instrumental aspect, the researcher found that the students had same opinion in average, also in interesting and integrative aspects. But in complicity aspect, there are some students that got low in joining English course. It could be caused that the students very depend and disposed to choose formal education and felling enough in it.

## 2. Student's Vocabulary Mastery

Keraf (2007) state that vocabulary should be constantly reproduced and expanded, in accordance with the demands of an increasingly mature person who wants to know everything he can. And also according to Jhon in Ali (2010:7) vocabulary mastery is knowledge involves knowing that meaning. Based on the data collection, student's vocabulary mastery score was got based obtained from the vocabulary test that given at the second meeting. From the data, the researcher can state that the students have good score in vocabulary mastering, the students have good ability in vocabulary mastering in average. This was proved by the mean score of the students' vocabulary mastering test. The mean score is 59.56 this mean score according to the categories of range of scores determined previously classified as good. From fifty five students that taken as sample, there are two students (4%) got very low score in vocabulary mastering, there are eleventh students (20%) got low score, there seventeen students (31%) got fair score, there twenty five students (36%) got good score, and no one student got very good score in vocabulary mastering.

From the data result that the researcher got from vocabulary mastering test, the researcher found that in average the grade twenty five categorized as good in vocabulary mastering, this was proved by the data collected was showing that from fifty five students that taken as sample, there are two students got very low score in vocabulary mastering, there are eleventh students got low score, there seventeen students got fair score, there twenty five students got good score, and no one student got very good score in vocabulary mastering.

3. **The correlation between student's interest in speaking and their vocabulary mastery**

   The result of the calculation pearson product moment about the correlation between student's interest in speaking and their vocabulary mastery of fifty five students as sample, shown that the value of $r_{xy}$ = 0.283 And it is shown that there was a significant correlation between student's interest in speaking and their vocabulary mastery, where $r_{xy}$ value = 0.283 is higher than r table = 0.266 ($r_{xy}$ > r table).

   Based on the previous explanation, the result showed us that there was significant correlation between students' interest in speaking and their vocabulary mastery at the tenth grade of students at MA Aisyiyah Sungguminasa. It showed at the result of correlation analysis that $r_{xy}/r_0 > r_t$. If we compare $r_{xy}/r_0$ with "r"Value of Product Moment, the correlation interval is in the low correlation.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

In this chapter the researcher would like to present the conclusion and the suggestions which may help to understand about the three objectives that have been stated: to know how far is the students' interest in speaking, how far is the students' mastery on vocabulary, and to prove the correlation between students' interest in speaking and their vocabulary mastery of the tenth grade students of MA Aisyiyah Sungguminasa.

1.  **Conclusion**

Based on the data analysis on the previous chapter, the researcher concluded the result of those analysis. The three items of conclusions will be presented based on the three problem research. The first will be concerned with the students' interest in speaking, the second it deals with the students' vocabulary mastery, and the last it concern with the relationship between the students' interest in speaking and their vocabulary mastery. Based the result of the research, the researcher concluded that:

1.  The students' interest in speaking of the tenth grade students of MA Aisyiyah Sungguminasa has high level generally it was proved by the mean score of the student's interest that was collected by questionnaire was 60.51 or 60.51%

2.  The students' vocabulary mastery of the tenth grade students of MA Aisyiyah Sungguminasa has good level it was proved by the mean score of the student's vocabulary mastery test was 59.56 or 59.56 %

3. Based on the data analysis in the chapter IV, the score of rxy value = 0.283 and rxy table = 0.266, it means that rxy value ≥ rxy table, so the positive hypothesis is rejected and it means that there is significant correlation between two variables.

## 2. Suggestions

At the end of this chapter, the researcher would like to propose some suggestions that hopefully would be useful for the English teachers and the students.

1. The teachers have to help their students in improving their vocabulary mastery. Teacher can use some methods or techniques to develop the students' vocabulary mastery.

2. The students have to master vocabulary, because vocabulary mastery plays an important role in learning English, in order to develop their language skills. The students should read as much as possible in order to enrich their knowledge and improve their vocabulary mastery and students' interest in speaking.

3. The researcher of the research in under title "The Correlation between Students' Interest in Speaking and Their Vocabulary Mastery" hopes that the result of the research may be reference to the following research for further research with the different objectives, sample, methodology, and occasion.

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# APPENDICES

**APPENDIX A**

## Questionnaire

Nama :

Keterangan Pilihan Jawaban:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Pilihlah jawaban dengan memberi tanda centang (*V*) sesuai dengan keadaan sebenarnya.

| No | Pertanyaan/Pernyataan | Pilihan Jawaban | | | |
|----|----------------------|----|----|----|----|
| | | SS | S | TS | STS |
| | **Aspek Kesenangan** | | | | |
| 1 | Saya Belajar atas keinginan sendiri. | | | | |
| 2 | Saya senang menerima pelajaran yang disampaikan oleh guru. | | | | |
| 3 | Saya merasa bosan setiap menerima materi pembelajaran speaking. | | | | |
| 4 | Saya lebih senang belajar speaking daripada pelajaran lain. | | | | |
| 5 | Saya senang mengerjakan tugas speaking. | | | | |
| 6 | Saya senang apabila dosen bahasa inggris tidak hadir pada jam pelajaran. | | | | |
| | **Aspek Ketertarikan** | | | | |

| 7 | Saya ingin tahu lebih banyak tentang materi speaking. |
|---|---|
| 8 | Saya bertanya kepada guru apabila ada materi yang kurang jelas atau yang saya belum mengerti. |
| 9 | Saya suka melihat tayangan pembelajaran di tv atau sarana lainnya. |
| 10 | Saya pergi ke perpustakaan/toko buku untuk mencari buku tentang pelajaran speaking. |
| 11 | Saya tidak tertarik mencari informasi tentang materi-materi speaking. |

**Aspek Perhatian**

| 12 | Saya memperhatikan dengan serius ketika guru menjelaskan pelajaran speaking. |
|---|---|
| 13 | Saya hanya memperhatikan pelajaran apabila ditegur oleh guru.. |
| 14 | Saya mengacuhkan teman yang bergurau saat pelajaran bahasa inggris berlangsung. |
| 15 | Saya tidak memiliki catatan yang lengkap mengenai pelajaran speaking |
| 16 | Saya menyediakan fasilitas yang mendukung saya dalam belajar seperti kamus. |

**Aspek Keterlibatan**

| 17 | Saya cenderung pasif ketika diskusi kelompok |
|---|---|
| 18 | Saya memberikan pendapat ketika proses pembelajaran sedang berlangsung. |

19   Saya mengikuti bimbingan/kursus bahasa Inggris.

20   Saya mengikuti kegiatan/lomba yang memiliki
     keterkaitan dengan pelajaran speaking

**Adapted by Ajzen in Suryadi, 2014**

**APPENDIX B**

## Vocabulary Test

Name            :

| No. | Base Form | Simple Past | Past Participle | Meaning |
|-----|-----------|-------------|----------------|---------|
| 1. | Awake | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 2. | Bring | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 3. | Come | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 4. | Do | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 5. | Dream | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 6. | Eat | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 7. | Fly | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 8. | Forgive | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 9. | Give | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 10. | Hear | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 11. | Know | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 12. | Lead | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 13. | Learning | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 14. | Mean | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 15. | Pay | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 16. | Quit | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 17. | Read | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 18. | Run | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |

| 19. | Shake | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 20. | Shine | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 21. | Speak | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 22. | Understand | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 23. | Wear | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 24. | Win | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |
| 25. | Write | ..... ….. ….. ….. | ..... ….. ….. ….. | ..... ….. ….. ….. |

**Adapted by Rahmariah, 2015**

**Appendix C**

**Scoring Table of the Students' Interest in Speaking (Questionnaire)**

| Name Code | Questionnaire Items Number | | | | | | | | | | | | | | | | | | | | Total |
| --- | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| MA | 3 | 4 | 3 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 1 | 2 | 64 |
| LL | 4 | 4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 1 | 3 | 2 | 3 | 62 |
| A | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 55 |
| SW | 4 | 4 | 3 | 2 | 3 | 4 | 4 | 4 | 2 | 2 | 4 | 4 | 4 | 1 | 4 | 4 | 1 | 3 | 2 | 2 | 61 |
| MA | 2 | 3 | 4 | 3 | 4 | 2 | 3 | 2 | 3 | 2 | 4 | 2 | 4 | 3 | 1 | 2 | 3 | 3 | 3 | 3 | 56 |
| MNI | 4 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 3 | 2 | 2 | 2 | 2 | 47 |
| MAY | 4 | 3 | 3 | 2 | 3 | 4 | 4 | 3 | 3 | 2 | 2 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 60 |
| NW | 4 | 4 | 4 | 2 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 2 | 4 | 70 |
| MSP | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 4 | 4 | 3 | 2 | 1 | 2 | 3 | 3 | 1 | 2 | 2 | 2 | 53 |
| ABAD | 4 | 4 | 3 | 2 | 3 | 4 | 4 | 4 | 2 | 3 | 3 | 4 | 4 | 1 | 4 | 4 | 4 | 4 | 2 | 2 | 65 |
| WF | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 2 | 67 |
| RR | 4 | 3 | 2 | 1 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 2 | 4 | 4 | 4 | 3 | 2 | 2 | 61 |
| NCMS | 4 | 4 | 3 | 2 | 3 | 4 | 4 | 3 | 2 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 2 | 2 | 63 |
| PNAN | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 57 |
| LA | 4 | 3 | 4 | 2 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 2 | 3 | 2 | 2 | 66 |

| | | | | | | | | | | | | | | | | | | | | | |
|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| SAHN | 4 | 4 | 4 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 2 | 3 | 66 |
| SUM  | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 1 | 3 | 2 | 2 | 64 |
| MDS  | 4 | 4 | 3 | 2 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 2 | 3 | 3 | 4 | 67 |
| RA   | 2 | 3 | 1 | 3 | 1 | 2 | 2 | 3 | 4 | 1 | 2 | 2 | 2 | 4 | 3 | 4 | 3 | 3 | 2 | 2 | 49 |
| TC   | 4 | 4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 2 | 4 | 2 | 2 | 60 |
| SNN  | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 1 | 3 | 2 | 2 | 64 |
| ICP  | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 4 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 56 |
| SNF  | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 2 | 3 | 61 |
| NS   | 4 | 4 | 4 | 2 | 2 | 3 | 2 | 4 | 3 | 2 | 2 | 4 | 2 | 2 | 4 | 4 | 2 | 4 | 3 | 4 | 61 |
| I    | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 52 |
| KK   | 4 | 3 | 3 | 2 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 1 | 1 | 66 |
| AI   | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 1 | 3 | 4 | 3 | 3 | 2 | 3 | 64 |
| MA   | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 53 |
| R    | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 55 |
| A    | 4 | 3 | 4 | 4 | 1 | 1 | 3 | 4 | 4 | 1 | 2 | 3 | 3 | 2 | 4 | 3 | 1 | 2 | 4 | 2 | 55 |
| NA   | 4 | 4 | 4 | 2 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 72 |
| MK   | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 3 | 3 | 4 | 1 | 2 | 3 | 3 | 1 | 3 | 2 | 3 | 57 |
| MIB  | 4 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 60 |
| SA   | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 53 |

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MI | 4 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 1 | 3 | 2 | 4 | 58 |
| P | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 1 | 1 | 4 | 4 | 1 | 4 | 4 | 4 | 70 |
| R | 3 | 3 | 3 | 2 | 3 | 1 | 3 | 4 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 1 | 53 |
| MAZ | 4 | 3 | 3 | 3 | 4 | 2 | 4 | 4 | 2 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 63 |
| MRD | 3 | 3 | 3 | 4 | 3 | 1 | 4 | 4 | 4 | 4 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 1 | 1 | 56 |
| R | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 1 | 4 | 4 | 1 | 4 | 4 | 4 | 73 |
| NA | 4 | 3 | 4 | 2 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 3 | 2 | 62 |
| MN | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 52 |
| M | 4 | 4 | 4 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 2 | 2 | 65 |
| AA | 4 | 4 | 4 | 2 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 72 |
| I | 4 | 4 | 4 | 2 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 2 | 72 |
| AF | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 57 |
| DJN | 4 | 3 | 4 | 2 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 2 | 4 | 1 | 1 | 65 |
| H | 4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 58 |
| IF | 4 | 3 | 3 | 2 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 1 | 2 | 3 | 3 | 3 | 2 | 2 | 57 |
| RNS | 3 | 4 | 4 | 2 | 3 | 4 | 3 | 4 | 3 | 2 | 3 | 4 | 2 | 3 | 3 | 3 | 3 | 4 | 2 | 2 | 61 |
| HK | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 2 | 4 | 3 | 3 | 3 | 3 | 4 | 68 |
| MRW | 4 | 3 | 2 | 4 | 4 | 1 | 4 | 4 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 4 | 3 | 1 | 1 | 55 |
| LTH | 3 | 4 | 3 | 4 | 2 | 1 | 3 | 2 | 4 | 1 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 52 |

| IPN | 4 | 3 | 2 | 2 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 59 |
|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| AS  | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 2 | 3 | 4 | 3 | 58 |

**Appendix D**

**Scoring Table of Students' Vocabulary Mastery Test**

| Name | Vocabulary Test Items Number | | | | | | | | | | | | | | | | | | | | | | | | | Total |
|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| Code | 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 | |
| MA | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 68 |
| LL | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 0 | 3 | 2 | 3 | 2 | 0 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 61 |
| A | 1 | 3 | 2 | 3 | 1 | 2 | 0 | 1 | 3 | 3 | 3 | 1 | 0 | 2 | 3 | 0 | 3 | 3 | 1 | 1 | 3 | 1 | 1 | 3 | 3 | 47 |
| SW | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 0 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 64 |
| MA | 1 | 3 | 3 | 1 | 0 | 3 | 1 | 1 | 3 | 1 | 2 | 1 | 3 | 0 | 2 | 0 | 3 | 1 | 0 | 1 | 1 | 3 | 1 | 3 | 3 | 41 |
| MNI | 3 | 3 | 3 | 2 | 3 | 2 | 2 | 0 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 65 |
| MAY | 0 | 3 | 3 | 2 | 0 | 3 | 1 | 3 | 3 | 3 | 2 | 0 | 0 | 0 | 1 | 0 | 3 | 3 | 0 | 1 | 3 | 3 | 1 | 2 | 2 | 42 |
| NW | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 71 |
| MSP | 2 | 3 | 3 | 2 | 0 | 3 | 2 | 0 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 3 | 2 | 2 | 2 | 3 | 1 | 3 | 2 | 55 |
| ABAD | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 0 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 3 | 3 | 3 | 60 |
| WF | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 72 |
| RR | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 72 |
| NCMS | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 3 | 3 | 3 | 65 |
| PNAN | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 0 | 2 | 2 | 2 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 2 | 1 | 3 | 3 | 3 | 59 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LA | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 0 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 64 |
| SAHN | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 70 |
| SUM | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 2 | 3 | 3 | 68 |
| MDS | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 0 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 1 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 64 |
| RA | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 1 | 2 | 3 | 3 | 64 |
| TC | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 0 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 62 |
| SNN | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 70 |
| ICP | 1 | 3 | 3 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 2 | 1 | 2 | 0 | 21 |
| SNF | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 0 | 3 | 1 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 65 |
| NS | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 68 |
| I | 1 | 3 | 3 | 2 | 2 | 2 | 3 | 0 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 1 | 3 | 3 | 61 |
| KK | 2 | 3 | 3 | 3 | 2 | 1 | 2 | 0 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 3 | 1 | 59 |
| AI | 3 | 2 | 3 | 2 | 3 | 3 | 1 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 66 |
| MA | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 67 |
| R | 1 | 1 | 2 | 2 | 2 | 1 | 3 | 0 | 3 | 3 | 3 | 3 | 1 | 1 | 2 | 2 | 3 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 45 |
| A | 0 | 3 | 1 | 3 | 1 | 3 | 1 | 2 | 3 | 3 | 2 | 1 | 2 | 0 | 3 | 0 | 3 | 2 | 0 | 1 | 2 | 3 | 1 | 3 | 2 | 45 |
| NA | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 1 | 3 | 3 | 3 | 2 | 68 |
| MK | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 2 | 2 | 66 |
| MIB | 1 | 3 | 2 | 3 | 1 | 2 | 0 | 3 | 3 | 3 | 3 | 1 | 0 | 2 | 3 | 0 | 3 | 3 | 0 | 1 | 3 | 3 | 2 | 3 | 3 | 51 |

| | 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 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SA | 1 | 3 | 2 | 3 | 1 | 3 | 1 | 3 | 3 | 3 | 2 | 1 | 0 | 2 | 3 | 0 | 3 | 3 | 0 | 1 | 3 | 3 | 2 | 3 | 3 | 52 |
| MI | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 2 | 3 | 65 |
| P | 2 | 3 | 3 | 2 | 1 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 66 |
| R | 2 | 0 | 3 | 2 | 2 | 2 | 2 | 0 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 60 |
| MAZ | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 69 |
| MRD | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 27 |
| R | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 69 |
| NA | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 69 |
| MN | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 69 |
| M | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 0 | 2 | 3 | 3 | 1 | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 3 | 1 | 3 | 3 | 2 | 3 | 55 |
| AA | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 3 | 2 | 68 |
| I | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 0 | 2 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 3 | 3 | 1 | 1 | 3 | 1 | 3 | 3 | 3 | 57 |
| AF | 1 | 2 | 3 | 2 | 2 | 3 | 1 | 2 | 3 | 2 | 2 | 0 | 1 | 0 | 2 | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 1 | 3 | 2 | 40 |
| DJN | 3 | 2 | 3 | 3 | 1 | 2 | 1 | 0 | 1 | 3 | 3 | 1 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 1 | 1 | 1 | 3 | 3 | 55 |
| H | 2 | 0 | 3 | 2 | 1 | 2 | 2 | 0 | 3 | 2 | 2 | 3 | 2 | 3 | 0 | 1 | 3 | 3 | 1 | 3 | 1 | 1 | 3 | 3 | 2 | 48 |
| IF | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 0 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 71 |
| RNS | 1 | 3 | 3 | 3 | 2 | 1 | 2 | 0 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 60 |
| HK | 1 | 0 | 3 | 3 | 0 | 2 | 3 | 0 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 1 | 0 | 1 | 3 | 52 |
| MRW | 1 | 1 | 2 | 2 | 0 | 3 | 1 | 3 | 3 | 2 | 1 | 1 | 1 | 2 | 2 | 0 | 2 | 2 | 0 | 0 | 1 | 3 | 2 | 3 | 3 | 41 |

| LTH | 3 | 1 | 3 | 3 | 3 | 3 | 2 | 0 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 68 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| IPN | 1 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 69 |
| AS | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 0 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 1 | 2 | 3 | 3 | 3 | 2 | 61 |

**APPENDIX E**

**Table of (R) Product Moment Values**

| N | Significant Level | | N | Significant Level | |
|---|---|---|---|---|---|
| | 5% | 10% | | 5% | 10% |
| 3 | 0.997 | 0.999 | 38 | 0.320 | 0.413 |
| 4 | 0.950 | 0.990 | 39 | 0.316 | 0.408 |
| 5 | 0.878 | 0.959 | 40 | 0.312 | 0.403 |
| 6 | 0.811 | 0.917 | 41 | 0.308 | 0.398 |
| 7 | 0.954 | 0.874 | 42 | 0.304 | 0.393 |
| 8 | 0.707 | 0.834 | 43 | 0.301 | 0.389 |
| 9 | 0.666 | 0.778 | 44 | 0.297 | 0.384 |
| 10 | 0.632 | 0.965 | 45 | 0.294 | 0.380 |
| 11 | 0.602 | 0.735 | 46 | 0.291 | 0.376 |
| 12 | 0.576 | 0.708 | 47 | 0.288 | 0.372 |
| 13 | 0.553 | 0.684 | 48 | 0.284 | 0.368 |
| 14 | 0.532 | 0.661 | 49 | 0.281 | 0.364 |
| 15 | 0.591 | 0.641 | 50 | 0.279 | 0.361 |
| 16 | 0.497 | 0.623 | 55 | 0.266 | 0.435 |
| 17 | 0.482 | 0.606 | 60 | 0.254 | 0.330 |
| 18 | 0.468 | 0.509 | 65 | 0.244 | 0.317 |

| | | | | | |
|---|---|---|---|---|---|
| 19 | 0.456 | 0.575 | 70 | 0.235 | 0.306 |
| 20 | 0.444 | 0.562 | 75 | 0.227 | 0.296 |
| 21 | 0.433 | 0.544 | 80 | 0.220 | 0.286 |
| 22 | 0.423 | 0.537 | 85 | 0.213 | 0.278 |
| 23 | 0.413 | 0.526 | 90 | 0.207 | 0.270 |
| 24 | 0.404 | 0.515 | 95 | 0.202 | 0.263 |
| 25 | 0.376 | 0.505 | 100 | 0.195 | 0.256 |
| 26 | 0.388 | 0.496 | 125 | 0.176 | 0.230 |
| 27 | 0.381 | 0.487 | 150 | 0.159 | 0.210 |
| 28 | 0.374 | 0.478 | 175 | 0.148 | 0.194 |
| 29 | 0.367 | 0.470 | 200 | 0.138 | 0.101 |
| 30 | 0.361 | 0.463 | 300 | 0.133 | 0.148 |
| 31 | 0.355 | 0.456 | 400 | 0.098 | 0.128 |
| 32 | 0.349 | 0.449 | 500 | 0.088 | 0.115 |
| 33 | 0.344 | 0.442 | 600 | 0.080 | 0.105 |
| 34 | 0.339 | 0.436 | 700 | 0.074 | 0.097 |
| 35 | 0.334 | 0.430 | 800 | 0.074 | 0.091 |
| 36 | 0.329 | 0.424 | 900 | 0.065 | 0.086 |
| 37 | 0.325 | 0.418 | 1000 | 0.062 | 0.081 |

**APPENDIX F**

**The Raw and Mean Score of Students' Interest in Speaking and Vocabulary**

**Mastery**

1.  Students' Interest in Speaking (X)

2.  Students' Vocabulary Mastery (Y)

| NO. | Name Code | X | Y | X2 | Y2 | XY |
|-----|-----------|-----|-----|------|------|------|
| 1 | MA | 64 | 68 | 4096 | 4624 | 4352 |
| 2 | LL | 62 | 61 | 3844 | 3721 | 3782 |
| 3 | A | 55 | 47 | 3025 | 2209 | 2585 |
| 4 | SW | 61 | 64 | 3721 | 4096 | 3904 |
| 5 | MA | 56 | 41 | 3136 | 1681 | 2296 |
| 6 | MNI | 47 | 65 | 2209 | 4225 | 3055 |
| 7 | MAY | 60 | 42 | 3600 | 1764 | 2520 |
| 8 | NW | 70 | 71 | 4900 | 5041 | 4970 |
| 9 | MSP | 53 | 55 | 2809 | 3025 | 2915 |
| 10 | ABAD | 65 | 60 | 4225 | 3600 | 3900 |
| 11 | WF | 67 | 72 | 4489 | 5184 | 4824 |
| 12 | RR | 61 | 72 | 3721 | 5184 | 4392 |
| 13 | NCMS | 63 | 65 | 3969 | 4225 | 4095 |
| 14 | PNAN | 57 | 59 | 3249 | 3481 | 3363 |
| 15 | LA | 66 | 64 | 4356 | 4096 | 4224 |
| 16 | SAHN | 66 | 70 | 4356 | 4900 | 4620 |
| 17 | SUM | 64 | 68 | 4096 | 4624 | 4352 |
| 18 | MDS | 67 | 64 | 4489 | 4096 | 4288 |
| 19 | RA | 49 | 64 | 2401 | 4096 | 3136 |
| 20 | TC | 60 | 62 | 3600 | 3844 | 3720 |

| 21 | SNN | 64 | 70 | 4096 | 4900 | 4480 |
|----|-----|----|----|------|------|------|
| 22 | ICP | 56 | 21 | 3136 | 441 | 1176 |
| 23 | SNF | 61 | 65 | 3721 | 4225 | 3965 |
| 24 | NS | 61 | 68 | 3721 | 4624 | 4148 |
| 25 | I | 52 | 61 | 2704 | 3721 | 3172 |
| 26 | KK | 66 | 59 | 4356 | 3481 | 3894 |
| 27 | AI | 64 | 66 | 4096 | 4356 | 4224 |
| 28 | MA | 53 | 67 | 2809 | 4489 | 3551 |
| 29 | R | 55 | 45 | 3025 | 2025 | 2475 |
| 30 | A | 55 | 45 | 3025 | 2025 | 2475 |
| 31 | NA | 72 | 68 | 5184 | 4624 | 4896 |
| 32 | MK | 57 | 66 | 3249 | 4356 | 3762 |
| 33 | MIB | 60 | 51 | 3600 | 4601 | 3060 |
| 34 | SA | 53 | 52 | 2809 | 2704 | 2756 |
| 35 | MI | 58 | 65 | 3364 | 4225 | 3770 |
| 36 | P | 70 | 66 | 4900 | 4356 | 4620 |
| 37 | R | 53 | 60 | 2809 | 3600 | 3180 |
| 38 | MAZ | 63 | 69 | 3969 | 4761 | 4347 |
| 39 | MRD | 56 | 27 | 3136 | 729 | 1512 |
| 40 | R | 73 | 69 | 5329 | 4761 | 5037 |
| 41 | NA | 62 | 69 | 3844 | 4761 | 4278 |
| 42 | MN | 52 | 69 | 2704 | 4761 | 3588 |
| 43 | M | 65 | 55 | 4225 | 3025 | 3575 |
| 44 | AA | 72 | 68 | 5184 | 4624 | 4896 |
| 45 | I | 72 | 57 | 5184 | 3249 | 4104 |
| 46 | AF | 57 | 40 | 3249 | 1600 | 2280 |
| 47 | DJN | 65 | 55 | 4225 | 3025 | 3575 |
| 48 | H | 58 | 48 | 3364 | 2304 | 2784 |
| 49 | IF | 57 | 71 | 3249 | 5041 | 4047 |
| 50 | RNS | 61 | 60 | 3721 | 3600 | 3660 |

| 51 | HK | 68 | 52 | 4624 | 2704 | 3536 |
|---|---|---|---|---|---|---|
| 52 | MRW | 55 | 41 | 3025 | 1681 | 2255 |
| 53 | LTH | 52 | 68 | 2704 | 4624 | 3536 |
| 54 | IPN | 59 | 69 | 3481 | 4761 | 4071 |
| 55 | AS | 58 | 60 | 3364 | 3600 | 3480 |
| **N** | | **3328** | **3276** | **203476** | **204080** | **199458** |

$$N = \frac{\sum X}{n} = \frac{3328}{55} = 60.51$$

$$N = \frac{\sum Y}{n} = \frac{3276}{55} = 59.56$$

**APPENDIX G**

**The Analysis of Correlation Pearson**

$N = 55$

$$\sum X = 3328$$

$$\sum Y = 3276$$

$$\sum XY = 199458$$

$$\sum X^2 = 203476$$

$$\sum Y^2 = 204080$$

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

$$r_{xy} = \frac{55 \times 199458 - (3328)(3276)}{\sqrt{[55 \times 203476 - (3328)^2][55 \times 204080 - (3276)^2]}}$$

$$r_{xy} = \frac{10970190 - 10902528}{\sqrt{[11191180 - 11075584][11224400 - 10732176]}}$$

$$r_{xy} = \frac{67662}{\sqrt{115596 \times 492224}}$$

$$r_{xy} = \frac{67662}{\sqrt{56899125504}}$$

$$r_{xy} = \frac{67662}{238535.36}$$

$$r_{xy} = 0.283$$

**APPENDIX H**

**Documentation**

1.      **The writer explained how to do the test**

**2.** **The students answer the question**

# CURRICULUM VITAE



The writer, **Nurhiqma Asma Sari** was born on May 18th, 1996 in Toddang Saloe, South Sulawesi. She is the second daughter from three siblings from the marriage of Saidiman and Hj. Mastura. She began her study at TK Nurul Amin in 2001 and graduated in 2002. Then she continued her study at SDN 45 Toddang Saloe in 2002 and graduated in 2008. Then she continued her education at SMP Muhammadiyah Leworeng in 2008 and graduated in 2011. Afterwards, she continued her study at SMAN 1 Watansoppeng in 2011 and graduated in 2014. In year 2014, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Makassar Muhammadiyah University.  At the end of her study, she could finish her thesis by the title *The Correlation between Students' Interest in Speaking and Their Vocabulary Mastery (at the Tenth Grade Students of MA Aisyiyah Sungguminasa).*

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