The Relationship between Vocabulary Mastery and Reading Interest with Speaking Skills for Elementary School Students

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Abstract: This study aims to describe the relationship between reading interest and vocabulary mastery with the speaking skills of the sixth grade students of SDN 13 Gedung Tataan Pesawaran. This research was conducted due to the fact that speaking skills and vocabulary mastery, as well as reading interest need to be developed. Researchers use the correlational method. The technique used in collecting research data is a questionnaire and a test. Testing the research hypothesis using correlation coefficient test, product moment and multiple correlation. Previously, analysis prerequisite tests were carried out, namely data normality and linearity tests. Based on the results of the study it can be concluded that, (1) there is a positive and significant relationship between interest in reading and speaking skills, indicated by a correlation coefficient of 0.766 and a coefficient of determination (r2) of 0.587 or 58.7%, (2) there is a significant relationship positive and significant relationship between vocabulary mastery and speaking skills as shown by the correlation coefficient of 0.662 and the coefficient of determination (r2) of 0.438 or 43.8%, (3) there is a positive and significant relationship between interest in reading and vocabulary mastery with speaking skills indicated by a correlation coefficient of 0.804 and a coefficient of determination (r2) of 0.646 or 64.6%.
Keywords: speaking, speech, vocabulary.

INTRODUCTION

Language is a communication tool used to convey messages or information. Messages are conveyed either orally or in writing. Without language, life would have no color, no variety, and no difference. A person's vocabulary is defined as all the words that are likely to be used by that person to construct new sentences. The wealth of a person's vocabulary is generally considered to be a reflection of his intelligence or level of education. Mastery of one's vocabulary is generally considered an important part, both of the learning process of a language that has been mastered (Widharyanto, 2017).

There are two forms of communication, namely direct communication and indirect communication. Direct communication includes discussing,

talking and many others. Indirect communication includes writing letters, composing/writing, and others. All of these communication activities require language as the main and most important medium. Therefore, in order to do all of that, students' language skills must be improved. Speaking in general can be interpreted as conveying one's intentions (ideas, thoughts, thoughts, or feelings) to others in a way that is understood by people. Speaking is essentially a process of communication, because in it messages occur from one source to another. Speaking is the most important communication tool in groups, children learn how to speak well in communicating with others (Hidayah, 2015).

Speech is the ability to pronounce articulation sounds or words to express, express and convey thoughts, ideas and feelings. Before the child can control the mechanism of the nerve muscles to produce clear, distinct and controlled sounds, sound expressions are articulation sounds, meaning before the child is able to associate meaning with the controlled sounds. Students in mastering speaking skills are still not optimal in understanding vocabulary mastery. Vocabulary mastery is very important because vocabulary is a useful tool for expressing and conveying one's message through words orally to others so that it can be understood as intended or the reader's thoughts. Without good vocabulary mastery, someone will experience difficulties in speaking, including when they want to speak (Rahmawati, 2014).

Factors that come from outside the student's self such as the teacher's ability to manage the class using relevant learning methods. Various learning methods that can be used by teachers can be adapted to the remaining situations and conditions. In addition, the learning method used by the teacher should be adjusted to the character of the material. What is important for the teacher to pay attention to is how the teacher is able to carry out learning with active, creative, effective and fun learning. In addition, innovation is needed in learning that is adapted to the character of the material, situations and learning conditions.

One of the factors from within the student that influences the success of students in making speeches is vocabulary mastery. Students who have a high vocabulary in reading, especially in Indonesian, will directly or indirectly influence the quantity and quality of the learning process. Students who have a high interest in reading are certainly in the process of learning reading skills better than students who do not have an interest in reading in the Indonesian language subject. Interest in reading is an attitude of interest or fully involved with an activity because it realizes the importance and value of this activity. that attitude grows and develops as occurs in other mental and emotional behavior patterns (Firmadani, 2017).

In addition, if students have a high interest in reading in Indonesian, students' creativity can develop appropriately. Learning speaking skills will be more effective and efficient. Learning will develop and run according to the expectations of teachers and students. In the end, learning achievement in Indonesian will also be better, including achievement in speaking Indonesian. Reading is one of the most widely used reading skills in everyday communication. The ability to read is owned by every language user. With good reading skills someone will understand well too and no misunderstandings occur. Thus, the ability to read is an important ability and should not be underestimated in language teaching. Before reading activities are discussed further, here are some definitions of reading challenges.

Various skills are taught by teachers in schools, including listening, speaking, reading and writing skills. One of the skills in reading taught in class VI at SDN 13 Gedong Tataan Pesawaran is speaking. Speaking skills are a form of expressive ability, namely conveying ideas or ideas to others orally.

A quality learning process caused by a high interest in reading Indonesian language readings certainly has an impact on the achievement of learning objectives. Classes that have a high interest in reading Indonesian language will help create a conducive learning atmosphere. The steps and learning scenarios prepared by the teacher can be carried out properly. Barriers to getting success can be removed with active and fun learning which in the end, students' speaking skills will also increase. Given that speaking skill is an ability that must be mastered by students, this ability should receive special attention from the teacher. Vocabulary mastery is one of the factors that influence students' speaking skills. Therefore, students' vocabulary mastery must also be considered so that these students are able to express their ideas and ideas to others so that the message to be conveyed can be well received by listeners. The information provided by the class VI teacher at SDN 13 Gedong Tataan Pesawaran shows that grade VI students generally have difficulties in learning speaking skills. In general, students have not been able to properly according to the criteria of good speaking.

Students as learning subjects determine the success of learning Indonesian in schools. Students need conducive learning situations and conditions so that they can achieve learning objectives properly. The teacher's teaching design that is appropriate to the background and needs of the child greatly determines the quality of the process and learning outcomes. The lack of success in learning speaking skills at VI SDN 13 Gedung Tataan Pesawaran is possible because students do not have sufficient interest in reading or students' interest in reading is still low. The lack of success in learning to read in elementary schools is also possible because students have low vocabulary mastery. Students' reading interest and vocabulary mastery affect speaking

skills. In other words, students' speaking skills will be high if their reading interest and vocabulary mastery are also high.

The need for effective and innovative learning really helps students and achieves the learning objectives to be achieved. Effective and innovative learning can be interpreted as a new effort in learning, by using various learning models, facilities, and an atmosphere that supports the creation of learning objectives. Based on the description above, the writer is interested in researching " The Relationship between Vocabulary Mastery and Reading Interest with Speaking Skills for Elementary School Students".

METHOD

Population is the subject of research. The research in this study was class VI students at SDN 13 Gedong Tataan Pesawaran. The population is 273 students, which are divided into 9 classes. The sample is part or representative of the population being studied. It is called sample research if we intend to generalize the results of sample research (Arikunto, 2006).

As this research were grade VI students at SDN 13 Gedong Tataan Pesawaran. In determining the number of samples needed to be guided by opinion. Arikunto (2006:134) states that if the subject is less than 100 people. It is better if all subjects are taken so that the research is a population study. If the number of subjects is greater, 10-15%, 20-25% or more of the total population is taken. Because the total population in this study was more than 100 people, the sample size was set at 15%. So the number of samples of class VI students at SDN 13 Gedong Tataan Pesawaran is 273 students x 15% = 43 people. The sampling system uses random sampling or simple random sampling. Data collection techniques used are questionnaires and tests.

RESULT AND DISCUSSION

The Relationship between Interest in Reading and Speaking Skills

The first hypothesis states that there is a significant relationship between reading interest (X2) and speaking skills (Y). To determine the level of closeness of the relationship between reading interest only use the correlation test. The test is used to determine the level of closeness of the relationship between variables so that they complement each other and clarify the findings to be concluded. The relationship between reading interest and speaking skills is shown by the regression equation $\tilde{Y} = 18.232 + 0.495X1$. The significance test of the linearity of the regression equation is listed in the following table.

Table 1. Simple Correlation Coefficient Significance Test between X1 and Y

Correlation	Correlation coefficient	Coefficient Determination	Significance
X1 and Y	0,766	0,587	0,000

The significant correlation coefficient test results show that the null hypothesis is rejected because r count = 0.766 > r table = 0.301. It can be concluded that the correlation coefficient between reading interest and speaking skills is 0.766 which is very significant. Thus, there is a positive relationship between reading interest (X2) and speaking skills (Y). it can be said that the higher the level of interest in reading, the higher the students' speaking skills.

The coefficient of determination is (R2) = (0.766)2 = 0.587 or 58.7%. This means that the contribution of interest in reading (X2) is 58.7% of speaking skills (Y). meaning, these speaking skills can be improved through increasing interest in reading in students because it has a contribution of 58.7%. Aspects of interest in reading that contribute to speaking skills include students' attention to reading activities, use of time, feelings of pleasure, encouragement, and suitability of material objects. This shows that to be able to have high speaking skills must have aspects of high interest in reading, namely students' attention to reading activities, use of time, feelings of pleasure, encouragement, and suitability of material objects.

While aspects of speaking skills that can be improved through increasing interest in reading include elements of speaking skills, namely (1) aspects of conformity of information with the topics discussed, (2) remembering provisions (3) writing provisions, (4) determination of word choice, accuracy of expression and (5) Courage. If students' interest in reading is high, students' speaking skills can also increase because students will have more desire, passion, and clear goals in reading which will enrich themselves so that they can be put back into essay form. In the end, the students' speaking skills improved.

Relationship between Vocabulary Mastery and Speech Skills

The second hypothesis states that there is a significant relationship between vocabulary mastery (X1) and speaking skills (Y). To find out the level of closeness of the relationship between vocabulary mastery using only a simple correlation test. The test is used to determine the level of closeness of the relationship between variables so that they complement each other and clarify the findings to be concluded.

Table 2. Simple Correlation Coefficient Significance Test between X2 and Y

Correlation	Correlation coefficient	Coefficient Determination	Significance
X2 and Y	0,662	0,438	0,000

The results of the correlation coefficient significant test indicated that the null hypothesis was rejected because r count = 0.662 > r table = 0.301. It can be concluded that the correlation coefficient between vocabulary mastery and speaking skills is 0.662 which is very significant. Thus, there is a positive relationship between vocabulary mastery (X2) and speaking skills (Y). It can be said that the higher the level of vocabulary mastery, the higher the students' speaking skills. The coefficient of determination is (R2) = (0.662)2 = 0.438 or 43.8%. This data proves that the contribution of vocabulary mastery (X1) to speaking skills (Y). that is, speaking skills can be improved through increased vocabulary mastery in students because it has a contribution of 43.48%.

Aspects of vocabulary mastery that contribute to speaking skills include (1) aspects of the suitability of information with the topics discussed, (2) remembering skills (3) writing decisions, (4) word choice accuracy, expression accuracy and (5) courage. This shows that in order to have high speaking skills one must have high vocabulary mastery aspects, namely mastery of concrete and abstract words, mastery of standard and non-standard words, mastery of general and special words, mastery of popular and study words, and mastery of native words and borrowed vocabulary.

While the aspects of speaking skills that can be improved through increased vocabulary mastery include elements of speaking skills, namely (1) title suitability, (2) spelling writing, (3) word choice, (4) sentence structure, word choice and vocabulary, and (5) coherence. If students' vocabulary mastery is high, students' speaking skills can also improve because they will be easy to compose by having mastered concrete and abstract words, standard and non-standard words, general and special words, popular and study words, and mastery about native words and borrowed vocabulary. In the end, students' speaking skills increased optimally.

Relationship between Reading Interest and Vocabulary Mastery with Speaking Skills

The third hypothesis states that there is a significant relationship between reading interest (X2) vocabulary mastery (X1) and speaking skills (Y). The test used to determine the closeness of the relationship between reading interest (X12) and vocabulary mastery (X1) and speaking skills (Y) used the multiple correlation test.

Table 3. Significance Test of Multiple Correlation Coefficients Between X1, X2 and Y

Correlation	Correlation Coefficient	Determination Coefficient	Significance
X_1, X_2 and Y	0,804	0,646	0,000

The significant correlation coefficient test results show that the null hypothesis is rejected because r count = 0.804 > r table = 0.301. It can be concluded that the correlation coefficient between reading interest and vocabulary mastery together with a significant test for multiple correlations continued to look for F. Speaking skill of 0.804 is significant. Thus, there is a positive relationship between reading interest (X2) vocabulary mastery (X1) and speaking skills (Y). it can be said that the higher the level of reading interest and vocabulary mastery, the higher the students' speaking skills.

The coefficient of determination is (R2) = (0.804)2 = 0.646 or 64.6%. This data proves that the contribution of reading interest and vocabulary mastery (X1) to (Y) is 64.6%. This shows that speaking skills are another factor that affects the speaking skills (Y) of class VI students at SDN 13 Gedong Tataan Pesawaran is 45.4%. The results of this study indicated that students' speaking skills would increase if students' reading interest and vocabulary mastery were high. The elements of interest in reading include students' attention to reading activities, use of time, feelings of pleasure, encouragement, and suitability of material objects.

Aspects of vocabulary mastery that contribute to speaking skills include (1) concrete and abstract words, (2) standard and non-standard words, (3) general and special words, (4) popular and study words, and (5) native words and absorption vocabulary. This shows that in order to have high speaking skills one must have high vocabulary mastery aspects. If students have low interest in reading and vocabulary mastery is also low. Factors that play an important role in improving speaking skills are interest in reading as a psychological element of students and mastery of vocabulary as an element of language.

While aspects of speaking skills that can be improved through increasing vocabulary mastery include elements of speaking skills, namely (1) aspects of the suitability of information with the topics discussed, (2) remembering provisions (3) writing provisions, (4) determination of word choice, accuracy of expression and (5) Courage. If students' vocabulary mastery is high, students' speaking skills can also increase because it will be easy to speak by having mastered mastery of concrete and abstract words, mastery of standard and non-standard words, mastery of general and special words, mastery of popular and study words, and mastery of about native words and borrowed vocabulary. In the end, students' speaking skills increased along with their interest in reading and vocabulary mastery.

DISCUSSION
Relationship between Reading Interest and Speaking Skills

The research data shows that there is a close relationship between reading interest and speaking skills, r count = 0.766 at $\acute{\alpha}$ = 0.05 r table = 0.301. This answers the first hypothesis, namely that there is a significant relationship between reading interest and speaking skills of class VI students at SDN 13 Gedong Tataan Pesawaran. This statement is based on the calculation results that r count is greater than r table. This also means that interest in reading makes a real contribution to the speaking skills of class VI students at SDN 13 Gedong Tataan Pesawaran.

The value of the correlation coefficient obtained at 0.766 is very significant. The data shows the strength of a positive relationship between reading interest (X2) and speaking skills (Y). it can be said that the higher the reading, the higher the students' speaking skills. The coefficient of determination is $(R2) = (0.766)2 = 0.587$ or 58.7%. This finding proves that the contribution of reading interest to vocabulary mastery is 58.7%. It can also be explained through the regression equation $\tilde{Y}$= 18.232 + 0.495X1. Thus, the regression equation model $\tilde{Y}$= 18.232 + 0.495X1 is statistically significant (significant).

By looking at the results obtained, the regression equation $\tilde{Y}$= 18.232 + 0.495X1 shows that every one increase in reading interest score will cause an increase in speaking skills score of 0.495 at a constant of 18.232. Based on this, reject the null hypothesis (Ho) and accept (H1), which means that there is a positive and significant relationship between reading interest and speaking skills. Reject the null hypothesis (Ho) if r count = 0 (r table), meaning that there is no relationship between reading interest and speaking skills. Conversely, accept the hypothesis (H1) if r count > 0 (r table), it means that there is a relationship between reading interest and speaking skills.

Thus, the higher the students' interest in reading, the tendency for speaking skills to increase. This is also in line with interview data of several students and several teachers regarding the causes of students' lack of enthusiasm in learning students' speaking skills; cause students lack interest and reading habits. The causes of these authors can conclude as follows. (1) students' interest and interest in carrying out reading activities is still lacking so that awareness so that students' awareness to carry out reading activities needs to be further developed. this can be seen from their activities when given assignments or homework to read articles or other assignments. In general, students pay less attention to the teacher's assignment. (2) teachers do not do learning innovations that stimulate student learning activities. (3) there is still less praise for students who excel and are more likely to give punishment. (4) the spirit of competition or competition among students is still lacking. (5) Student motivation to do learning is also lacking. (6) the teacher still acts as

the only source of learning so that student learning creativity has not developed properly.

The data above indicate that interest will grow and develop in a person if using methods or forms in the form of giving numbers for each activity carried out by students. In addition, learning creativity factors must be designed to stimulate student learning activity and creativity. The competition factor needs to be grown within the class or between classes and even between schools at the regional, regional, national and international levels. Teachers must give more confidence to students by positioning them as facilitators and motivators in learning, not as the only source of learning. In addition, students also need to grow their self-awareness to read and study by being given educational advice, both from teachers and from parents. Teachers also need to provide opportunities or opportunities for all students to be able to achieve better. Not only high achieving students are considered, but also less achieving students. This thorough and integral attention will have an impact on a more active and responsive learning process.

Relationship between Vocabulary Mastery and Speaking Skills

The research data shows that there is a close relationship between vocabulary mastery and speaking skills, r count = 0.662 at $\acute{\alpha}$ = 0.05 r table = 0.301. This answers the second hypothesis, namely that there is a significant relationship between vocabulary mastery and the speaking skills of class VI students at SDN 13 Gedong Tataan Pesawaran. This statement is based on the results of calculations that r count is greater than r table. This also means that vocabulary mastery makes a real contribution to the speaking skills of sixth grade elementary school students, especially grade VI students of SDN 13 Gedong Tataan Pesawaran.

The value of the correlation coefficient obtained at 0.662 is very significant. The data shows the strength of a positive relationship between vocabulary mastery (X1) and speaking skills (Y). It can be said that the higher the vocabulary mastery, the higher the students' speaking skills. The coefficient of determination is $(R2) = (0.662)2 = 0.438$ or 43.8%. This finding proves that the contribution of reading interest to vocabulary mastery is 58.7%. It can also be explained through the regression equation $\tilde{Y}$= 26.460 + 0.651X2. Thus, the regression equation model $\tilde{Y}$ 26.460 + 0.651X2 shows that every one increase in the vocabulary mastery score will cause an increase in the speaking skills score by 0.651 at a constant of 26.460.

Based on this, reject the null hypothesis (Ho) and accept (H1), which means that there is a positive and significant relationship between vocabulary mastery and speaking skills. Reject the null hypothesis (Ho) if r count = 0 (r table), meaning that there is no relationship between reading interest and

speaking skills. Conversely, accept the hypothesis (H1) if r count > 0 (r table), it means that there is a relationship between reading interest and speaking skills. Thus, the higher the students' vocabulary mastery, the tendency for speaking skills to increase. This is also in line with interview data with several students and several teachers regarding the causes of students' lack of enthusiasm in speaking; cause students lack interest and speaking habits. The causes of these authors can conclude as follows. (1) students' speaking skills are lacking because students' vocabulary mastery is also lacking, (2) students lack practice in speaking because they do not master vocabulary, (3) in the implementation of learning, the teacher pays little attention to individual differences. Learning success must also pay attention to individual differences. It is natural that the students faced by teachers have differences in terms of thinking maturity, language skills, and level of intelligence.

The data shows that this research is in line with the opinion of Sukardi (2009) which states that students who have mastery of vocabulary will be able to apply it in speaking. With high vocabulary mastery, students are able to speak well. Students' results in speaking skills will be higher if students have good vocabulary mastery. This shows that speaking skills will be better if students master vocabulary well. in other words, if vocabulary mastery is high, students' speaking skills will be better (Soedjito, 2013).

Thus, the conclusion that can be drawn from the results of this study is that vocabulary mastery is an important variable that needs attention in order to improve the speaking skills of sixth grade elementary school students, especially class VI students of SDN 13 Gedong Tataan Pesawaran will be increased if students have high vocabulary mastery. Vocabulary mastery is the most important part that must be mastered by students in order to improve skills. Speaking skills will be able to increase if students have high vocabulary mastery. The higher the students' vocabulary mastery, the higher the speaking skills of the sixth grade elementary school students.

Relationship between Reading Interest and Vocabulary Mastery with Speaking Skills

The research data shows that there is a close relationship between interest in reading and vocabulary mastery and speaking skills, r count = 0.804 at the level of $\acute{\alpha}$ = 0.05 r table = 0.301. This answers the third hypothesis, namely that there is a significant relationship between reading interest and vocabulary mastery with the speaking skills of class VI students at SDN 13 Gedong Tataan Pesawaran. This statement is based on the results of calculations that r count is greater than r table. This also means that students' reading interest and vocabulary mastery make a real contribution to the

speaking skills of sixth grade elementary school students, especially grade VI students at SDN 13 Gedong Tataan Pesawaran.

Based on this, reject the null hypothesis (Ho) and accept (H1), which means that there is a positive and significant relationship between reading interest and vocabulary mastery and speaking skills. Reject the null hypothesis (Ho) if r count = 0 (r table), meaning that there is no relationship between reading interest and vocabulary mastery with speaking skills. Conversely, accept the hypothesis (H1) if r count > 0 (r table), it means that there is a relationship between reading interest and speaking skills.

The value of the correlation coefficient obtained at 0.804 is very significant. The data shows the strength of a positive relationship between reading interest (X2) and vocabulary mastery (X1) and speaking skills (Y). it can be said that the higher the reading, the higher the students' speaking skills (Sudarsono, 2013).

It can be said that the higher the reading interest and vocabulary mastery, the higher the students' speaking skills. The coefficient of determination is $(R2) = (0.804)2 = 0.646$ or 64.6%. This data proves the contribution of reading interest and vocabulary mastery to speaking skills of 64.6%. It can also be explained through the regression equation $\tilde{Y}= 0.207 + 0.373X2 + 0.303X2$. Thus, the regression equation model $\tilde{Y}= 0.207 + 0.373X2 + 0.303X2$., shows that every one increase in reading interest and vocabulary mastery scores will lead to an increase in the speaking skill score of 0.676 at a constant of 10.207

Based on the results of the research data analysis, it turns out that the interrelationships of the research elements have different levels of closeness as reflected in the following table.

Table 4. Order of Correlation of Research Variable Relationships

No	Relationship between variables	Correlation	Contribution	Rank
1	X_1 dengan Y	0,766	58,7%	Second
2	X_2 dengan Y	0,662	43,8%	Third
3	X_1, X_2 dengan Y	0,804	64,6%	First

From table 4 it shows that the simple correlation test of the relationship between reading interest and vocabulary mastery with speaking skills has the highest closeness, namely r = 0.804 or 64.6%. The closeness of the relationship that occupies the second position, namely the relationship between reading interest and speaking skills is 0.766 or 58.7%. The relationship between vocabulary mastery and speaking skills is in the third position in terms of the closeness of the relationship, which is equal to 0.662 or 43.8%. Thus, the conclusion that can be drawn from the results of this study is that reading interest and vocabulary mastery are important variables that need attention

in order to improve the speaking skills of class VI students at SDN 13 Gedong Tataan Pesawaran specifically and elementary school students in general.

Reading interest and vocabulary mastery are the most important parts that must be mastered by students in order to improve speaking skills. Speaking skills will be able to increase if students have high vocabulary mastery. Both of these aspects need to be improved by the teacher in line with efforts to improve the speaking skills of class VI students at SDN 13 Gedong Tataan Pesawaran.

CONCLUSION

Based on the calculations and analysis of the data described in the previous chapter, the authors conclude several things, namely that there is a positive and significant relationship between reading interest and speaking skills. This shows that if interest in reading is increased then speaking skills too. The results of the correlation coefficient significant test indicated that the research hypothesis was accepted because r count = 0.766 > r table = 0.301. The coefficient of determination is $(R2) = (0.766)2 = 0.587$ or 58.7%. This means that the contribution of interest in reading (X1) is 58.7% of speaking skills (Y). meaning, these speaking skills can be improved through increasing interest in reading in students because it has a contribution of 58.7%.

Second, there is a positive and significant relationship between vocabulary mastery and speaking skills. This shows that if vocabulary mastery is increased then speaking skills improve as well. The results of the correlation coefficient significant test indicated that the research hypothesis was accepted because r count = 0.662 > r table = 0.301. The correlation coefficient between vocabulary mastery and speaking skills is 0.662 which is significant. Thus, there is a positive relationship between vocabulary mastery (X2) and speaking skills (Y). it can be said that the higher the vocabulary mastery, the higher the students' speaking skills. The coefficient of determination is $(R2) = (0.662)2 = 0.438$ or 43.8%. This data proves that the contribution of vocabulary mastery to speaking skills is 43.8%. That is, speaking skills can be improved through increasing vocabulary mastery in students because it has a contribution of 43.8%.

Third, there is a positive and significant relationship between reading interest and vocabulary mastery with speaking skills. This shows that if interest in reading and vocabulary mastery are simultaneously increased then speaking skills will increase. The results of the correlation coefficient significant test indicated that the research hypothesis was accepted because r count = 0.804 > r table = 0.301. It can be concluded that the correlation coefficient between the variables of reading interest and vocabulary mastery together with speaking skills is 0.804 which is significant. Thus, there is a

positive relationship between reading interest (X2) and vocabulary mastery (X1) with speaking skills Y). it can be said that the higher the students' reading interest and vocabulary mastery, the higher the students' speaking skills. The coefficient of determination is (r2) = (0.804)2 = 0.646 or 64.6%. This data proves that the contribution of reading interest and vocabulary mastery together to speaking skill is 64.6%. This shows that other factors affect the speaking skills (Y) of class VI students at SDN 13 Gedong Tataan Pesawaran is 45.4%.

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