

A Correlation Study of Reading Comprehension with Speaking Skill in English Class at Vocational High School

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Abstract

Students in vocational high school are required to learn their vocational skills and English as a Foreign Language in preparation for their potential profession or job. This research investigates the relationship between reading comprehension and speaking skills in English classes and the degree to which reading comprehension relates to vocational high school students' speaking abilities. Thirty-five students from a vocational high school in Surabaya participated in the study. This study's design was a correlation study, and it was performed using a descriptive quantitative method. The students were given a test to assess their abilities. The results of this study indicated that there was a connection between reading comprehension and speaking ability. The correlation coefficient was 0.61, and the correlation was strong. The teacher should have greater access to what they are reading, and improved reading resources would aid their communication skills.

Keyword: Correlation, Reading Comprehension, Speaking Skill

Introduction

Listening capacity is naturally developed by speaking ability, whether in one's native language or a foreign language. However, at times, just having good listening skills is not enough to develop an individual who can effectively use words. When learning a foreign language, it is essential to remember that communicating is essential since the conversation is about delivering messages. According to Al-dersi (2013), using stories for reading in EFL classrooms will help EFL students improve their vocabulary and speech skills. It is a low-cost, fun, naturalistic, and incredibly successful process.

Even though vocational high school students are intended for their future occupation or career, they would still have the opportunity to take higher education. Due to that preparation, students should master their vocational competence and English as an International Language. Vocational high school students who have good English abilities will be considered in this global era where English is the most



popular language used worldwide. The students need English to communicate not only in oral but also in written form. Therefore, their English proficiency should be improved.

Based on Bright and McGregor, there will be little language learning, where there is a little reading. The learners who want to learn English, must-read unless they move onto speaking track'. Accordingly, it is clear that reading increases writing skills and supports increasing speaking with sentence accuracy and speech fluency. It produces a sound understanding of the grammatical and semantic structure of the language. It is also believed that the students will speak well if they read a lot. The writer has a particular message to be delivered to the reader that a text is usually regarded as authentic if the aims are not written for teaching but a real-life communicative purpose. A text that has an intrinsically communicative quality is authentic (Akbar, 2014). Using the language for learning and communication is essential to increase reading and speaking skills. In successful language learning, reading has a significant role. It can improve through speaking skills.

Pressley (2001) and Birsh (2009) defined reading comprehension as the ability to obtain meaning from reading. Reading comprehension requires reading skills such as linguistic knowledge, fluency, word recognition, and pre-existing knowledge to be undertaken quickly to obtain knowledge from text. Based on Rayner et al. (2001) and Tompkins (2011) stated that reading comprehension is the stage of comprehending a text. The interaction between the written words and how they obtain knowledge beyond the message can cause this comprehension to appear. Tompkins (2011) defined comprehension as a creative manner that depends on phonology, semantic, pragmatic syntax, and pragmatics. Proficient reading is dependent on the capability to recognize words easily. It is recognized by individuals' cognitive development, which is the structure of reasoning processes. Therefore, reading comprehension is a complex process in which readers have a significant role in making meaning from the text. Speaking skills in a modern perspective are recognized as communicative competence. It concerns the syntactic, semantic, and morphological structure of the language. Davies & Pearse (2002) stated that the significance of communication as to when the students can communicate in English outside and inside the classroom indicates that the English teaching and learning process has succeeded.

Hughes (2002) stated that speaking is not a discrete skill. It cannot stand alone because some complicated activities such as grammar competence, comprehension, language input, phonology, vocabulary mastery, and pronunciation are included. People speech using words in which the terms have aims that the speakers have to select and use appropriately, and indeed this activity needs skill in choosing and using the proper ones. The word order that people should pay attention to, but the way to pronounce words. Because in speaking in a foreign and second language, the written form and the pronunciation are far different. Those sub-skills are needed for successful communication activities.

Some studies about developing speaking skills through reading in language learning, such as Mart (2012) or Faheem Akbar's (2014) research, show that fostering improvement in word knowledge through exhaustive reading can boost speaking skills. However, there was no study investigating reading comprehension correlation with speaking skills, especially in Indonesia's vocational high school context.



This study is intended to examine the correlation of reading comprehension with speaking skills in English Class at Vocational High School. The researcher also wants to determine the extent to which reading comprehension contributes to vocational high school students' speaking skills. The researcher addresses some specific problems dealing with the correlation between reading comprehension as follows:

1. Is there any significant correlation between Reading Comprehension with Speaking Skill in English Class at 10th grade?
2. To what extent does reading comprehension contribute to speaking skills in vocational high school students?

Method

This research was conducted through a quantitative method and used the correlational study as a research design. This study investigated the correlation between two variables is reading comprehension and speaking skills. The population of this study was all the 10th-grade students at Vocational High School in Surabaya. However, the researcher chose 35 students of 10th grade in an *Electrical Power Installation Engineering* major who take an English Class. The data were collected by the test given to the students. For the reading comprehension test, the students must read a story and answer the question based on the story. The researcher distributed a set of pictures, and there were four pictures each set. The students must choose one of their favourite photographs and describe it.

The item test and rubrics have been validated by the Senior Lecturer who has earned his Ph.D in TESOL. The first test was the reading comprehension test. The test was conducted to measure the students' ability in reading comprehension and speaking. The students were given a story that had a picture to make the students more understand the story. After they finished reading the story, six questions were given. From the students' answers the extent of students' ability to comprehend the story could be known. Next, to test the speaking skill a set of pictures were given. The students must choose one of their favourite pictures and describe it in five minutes without any notes. They must explain what people do in the picture and may add their idea about the picture.

To assess students' performance, the researcher used a set of rubrics of reading comprehension and speaking. There are 4 levels in reading comprehension reported from theintelligencer.net that are literal, interference, critical and creative. Literal implies the reader's ability to recall ideas and information directly stated in the textbook material. Then, inference implies that the reader must look beyond what the author has explicitly stated in a passage to find details that are implied or hinted at (thinking beyond the text). Critical means the reader's ability to respond with personal judgments and ideas about the context of the text, drawing on prior knowledge and thoughts on the subject. The term "creative" refers to the reader's "emotional" reaction to the content of the textbook material read. This level of comprehension also includes coming up with new ideas based on what the students have earned in school and in real life. Table 1 below shows an example of a reading rubric for reading comprehension, the specific rubric is to measure the students' answers to the question. Each part had a score level of 1-4.



Table 1. Reading Rubric

	4	3	2	1
literal				
interference				
critical				
creative				

Table 2 below shows the example of the reading rubric. The rubric consists of 5 elements that must assess content (introduction body and conclusion), visual aid, volume, pronunciation, and time to measure speaking skills to measure the speaking skill. Each part also had a score level of 1-4.

Table 2. Speaking Rubric

	4	3	2	1
content (introduction body and conclusion)				
visual aid				
volume				
pronunciation				
time				

In this quantitative study, the researcher analyzed the data descriptively. It also used SPSS 16 software to calculate the descriptive statistic, the normality, and the correlation between two variables.

Finding and Discussion

This part explains the result and discussion of this research about the relationship between reading comprehension and speaking skills in English classes and the degree to which reading comprehension relates to vocational high school students' speaking abilities.

Descriptive Statistics

Table 3 below displays the analysis's descriptive statistics after the students doing the reading and speaking test.

Table 3. Descriptive Statistics

		Reading	Speaking
N	Valid	35	35
	Missing	0	0
Mean		65.00	63.00
Median		62.00	60.00
Mode		75	60
Std. Deviation		10.987	8.331
Variance		120.706	69.412
Minimum		50	50
Maximum		81	80

Table 3 above shows that the number of respondents (N) is 35. From the 35 students were distributed reading and speaking tests. For the category of reading test,



it is known that the mean student's score is 65, the median value is 62, the mode value is 75 with a standard deviation of 10,987. The minor student score (minimum) is 50, while the highest student score (maximum) is 81. For the speaking test results, from the 35 students, the mean value is 63, the median value is 60, the mode value is 60 with a standard deviation of 8.331. The minor student score (minimum) is 50, and the biggest score (maximum) is 80.

Normality Test

The test of Kolmogorov-Smirnov is used for measuring the normality test. According to Santoso (2014), the data can be normally distributed when the Shapiro-Wilk Test result shows that the Sig. value is higher than 0.05. The data can be stated significantly deviate from a normal distribution if it is below 0.05. Based on the test result of Reading Comprehension skills and speaking skills in English Class, the normality test's value is detailed in the following table.

Table 4. Distribution of the Tests of Normality

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	Df	Sig.
.247	35	.000	.865	35	.001
.212	35	.000	.934	35	.037

a. Lilliefors Significance Correction

From table 4 above, it is found the Sig. value from students' reading comprehension is 0.001, and the speaking skill is 0,037. It can be concluded about the student's reading comprehension and speaking skill; the data has significantly deviated from a normal distribution because it is below 0.05.

Correlation Analysis

Spearman product-time correlation analysis was conducted to assess the relationship. Table 5 below displays the correlation between the students' reading comprehension and speaking skills.

Table 5. Correlation between Students' Reading Comprehension and Speaking Skill

			reading	speaking
Spearman's rho	reading	Correlation Coefficient	1.000	.610**
		Sig. (2-tailed)	.	.000
		N	35	35
	speaking	Correlation Coefficient	.610**	1.000
		Sig. (2-tailed)	.000	.
		N	35	35

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

As seen in the table of output, there are (N) 35 respondents. The correlation coefficient is 0.610 **. It means that the relationship's strong correlation between reading comprehension and speaking skills is 0.610 or strong. The Sign (**) means



that the correlation is significant at a significant number of 0.01. The coefficient correlation is 0.610, which means that the results above are positive. So, the relations between the two variables are unidirectional (a type of unidirectional relationship). Thus, it can be interpreted that if reading comprehension increases, the speaking skill also will increase. According to the output above, it can be interpreted that the value of Sig. (2-tailed) is 0,000 because of the value of Sig. (2-tailed) is $0.000 < 0.05$ or 0.01 , it means that there is a significant relationship between reading skills and speaking skills.

This study is intended to examine reading comprehension with Speaking Skills in English class at Vocational High School. The researcher also wants to find out what extent reading comprehension contributes to vocational high school students' speaking skills. Based on the finding, the results of the tests revealed that the correlation coefficient is 0.610. The results indicate that reading comprehension is related to speaking abilities in a positive direction. It can be inferred that higher reading comprehension skills will be related to the higher score of speaking. When learning an unfamiliar language, weakness in speech can be solved by using a particular text. Teachers inspire students by using and accessing relevant and fascinating reading materials to inform the critical vocabulary, especially in the Indonesian Vocational High School context. The reading text is different from the general English reading text. English for Specific Purposes Textbook usage becomes one of the possible factors that may influence the findings. Mart (2012) states that people tend to use a more excellent vocabulary and have improved story-telling skills because they have more vocabulary at their disposal. A more profound perception of language knowledge will also increase the speaker's self-esteem, which is more likely to be noticed while communicating and producing a more favourable impact on the speaker. This study's results corroborated with Supraba et al., (2020)'s theory that the integration of reading aloud contributed to the development of students' speaking skills. The best literature materials for spoken English are dramas, scripts, dialogues, and novels. Regular dialogue, films, and dramas are modelled after one human to another. The method of using the target language authentic materials can increase communicative skills. Students of Vocational High Schools read some stories, which can improve their vocabulary mastery. Students with a wide range of vocabulary mastery would have a more significant improvement in their productive skills. This result is also corroborated with Aprilia and Lukita (2019) statement that there is a high correlation between increased reading achievement and students' speaking ability. Since Aprilia and Lukita (2019) did the study focused on general English context for senior high school, this study coinage new findings on the claim that is reading achievement and student' speaking ability are related, especially in the ESP context.

Reading may be support necessary to increase the ability in a second language. Accordingly, reading is the best way to learn new vocabulary. According to Lehmann (2007), reading results is incidental vocabulary acquisition. Nation agrees with this viewpoint, arguing that reading has long been regarded as an essential vocabulary expansion source. Reading and vocabulary have a well-documented and mutual relationship (Hinkel, 2005). Most people understand the essential connection between reading well and learning vocabulary. Students develop their ability to guess vague phrases and terms based on clues in the context through extensive reading. Students who read a lot outside the classroom may develop their



comprehension of the context and improve their vocabulary, which is an essential element to advance speaking skills.

An improved vocabulary will also assist students in developing their speaking abilities. It is impossible to produce speech without the use of vocabulary. The importance of vocabulary increases and adds at without the vocabulary to convey a broader range of goals, contact in a second or foreign language cannot occur in a meaningful way. Dramas, scripts, and dialogues are excellent reading resources for spoken English. Learners can find sentences and phrases used in everyday communication in dramas, movies, and dialogues because they focus on one person talking to another. Integrating speaking and reading skills deepens the students' comprehension of the reading content, exposes any problems that they have understanding a text, and, most importantly, allows them to apply the knowledge that they have read into authentic speaking practice, which increases their fluency (Zhang, 2009). Reading can increase the learners' precision and fluency. Hence, Students' speaking abilities may improve if they have a more extensive vocabulary, which they will obtain by reading.

Conclusion

The present study evidence that there is a correlation between reading comprehension and speaking abilities. The current study found that a significant correlation and that the relationship's strength was high. The coefficient correlation is 0.610, and it means that the results above are positive. So, the relations between the two variables are unidirectional (a type of unidirectional relationship). Thus, the finding illuminates that if reading comprehension increases, the speaking skill will also increase. Therefore, the teacher must give the student more chances for reading comprehension because through reading, they will have better vocabulary knowledge and increase their speaking skills.

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