

CORRELATION BETWEEN VOCABULARY MASTERY AND READING COMPREHENSION OF THE TENTH GRADE

*Yuliasuti¹, Sriati Usman²

^{1,2}English Education Study Program, Faculty of Teacher Training and Education
Tadulako University, Palu

*yuliasuti@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara penguasaan kosakata dan pemahaman membaca siswa kelas sepuluh SMAN 14 Sigi. Penelitian ini merupakan penelitian kuantitatif dengan pendekatan korelasional. Sampel berjumlah 42 siswa yang diambil dengan menggunakan teknik all population sampling. Instrumen pengumpulan data berupa tes penguasaan kata dan pemahaman membaca dalam bentuk pilihan ganda. Seluruh data yang didapat dalam penelitian ini dianalisis menggunakan rumus Pearson Product Moment. Hasil penelitian menunjukkan bahwa nilai r yang diperoleh adalah 0.703. Hasil tersebut dikategorikan korelasi "kuat". Hal tersebut memperlihatkan bahwa terdapat hubungan positif antara penguasaan kosakata dan pemahaman membaca pada siswa kelas sepuluh SMAN 14 Sigi. Penguasaan kosakata memberi kontribusi yang besar terhadap pemahaman membaca mereka. Ketika mereka menguasai kosakata, itu akan mempermudah para siswa dalam memahami bacaan.. dengan kata lain, penguasaan kosakata mempengaruhi pemahaman membaca dan sebaliknya.

Kata Kunci: Hubungan, Penguasaan Kosakata, Pemahaman Membaca.

ABSTRACT

The purpose of this research is to find out the correlation between vocabulary mastery and reading comprehension of the tenth Grade students of SMAN 14 Sigi. This research used quantitative with correlational approach. The sample was 42 students which was taken by using all population sampling/all sampling technique. The instruments used to collect the data were the vocabulary and reading comprehension test in multiple choices form. All the data gained in this research were analyzed using Pearson Product Moment Formula. The result shows that the obtained r value is 0.703. it is categorized in "Substantial" correlation. It indicated that there is positive correlation between vocabulary mastery and reading comprehension of the tenth grade students of SMAN 14 Sigi. Vocabulary contributes significantly to their reading comprehension. When they mastered the vocabulary, it will be easier for them to comprehend the reading. In the other words, vocabulary affect the reading comprehension and vice versa.

Keywords: Correlation, Vocabulary Mastery, Reading Comprehension.

INTRODUCTION

Reading is one of the important language skills. By reading, people may get a lot of information. The more he/she reads, the more information he/she will get. Reading makes someone smarter and creative. As stated by Laddoo (2007) reading forces the reader's brain cells to work on a regular basis as this will keep the reader sharper and smarter. Even though some information can be obtained without reading, for example by listening to teacher, seminar, radio, television etc, but by reading someone may get wider information than listening. For example, someone who reads a newspaper will get more information than someone who watches news on a television. A reader can read a text again when he/she forgets or tries to get detailed information, while a listener cannot. This is supported by Willis (2008) stated that by reading, someone can find the information he/she needs with specific information.

Vocabulary is one important aspect in learning English. Susanti (2002) stated that vocabulary is the total number of words in a language. If we talk about vocabulary the thing that come to our mind is about a group of word on a certain language as part as teaching foreign language and then vocabulary is one of the most obvious component of language even vocabulary the most obvious but it turn their attention. According to Richards (2000), Vocabulary is one of the most obvious components of language and one of the first things applied linguist turned their attention. It means that vocabulary is one of the most important parts of language, vocabulary very influence the part of speech such as writing, speaking, reading, or listening.

Reading comprehension and vocabulary mastery have a strong relationship. It is in line with Sedita (2005) who states that vocabulary knowledge is crucial in reading comprehension and determining how well students are in order to comprehending the texts. In the regard to this matter, this research attempts to find out the students' reading comprehension, students' vocabulary mastery and the correlation between students' reading comprehension and their vocabulary mastery.

In this research, the study focused on correlation between vocabulary mastery and reading comprehension. The researcher conducted her research at SMAN 14 Sigi to measure whether there is correlation between vocabulary mastery and reading comprehension of the tenth grade students of SMAN14 Sigi. The researcher used

multiple choices test to measure the students vocabulary mastery and reading comprehension.

These several researchers had conducted research about correlation between vocabulary mastery and reading comprehension. The first research was done by Hayati (2016) "The correlation between Indonesian students' vocabulary mastery and reading comprehension". This research used correlational study and the result showed there was a high positive correlation between students' vocabulary mastery and their reading comprehension at the fourth semester students of STKIP Dharma Bakti Lubuk Alung. The second research was carried out by Furqon (2013) entitled "The correlation between vocabulary mastery and reading comprehension". In this research, the researcher used correlational research design. The technique used to collect data in this study was achievement test. The findings showed that there is a strong correlation between students' vocabulary mastery and their reading comprehension. The conclusion of the previous researchers showed that there was positive correlation between vocabulary mastery and reading comprehension. Based on the statement above, the researcher formulates a research question as follows: "Is there any correlation between vocabulary mastery and reading comprehension of the tenth grade students of SMAN 14 Sigi?"

METHOD

This research was carried out by using correlational research. Two (or more) scores are obtained for each member of the sample, one score of each variable of interest, and the paired scores are correlated. Creswell (2012) states that we use the correlational statistical test to describe and measure the degree of relationship between two or more variables or sets of scores.

In the research, the researchers was investigate and find out the correlation between vocabulary mastery and reading comprehension of the tenth year students of SMAN 14 Sigi and the writer used correlational research. The researchers chose the tenth year students at SMAN 14 Sigi as the population of the research. It consists of two parallel classes (X IPS and X IPA) with the total number of population 42 students

The researchers used test as the instruments. In this case, the instruments were vocabulary test and reading comprehension test. The instruments were the multiple choices. In this research, the researchers used objective test for collecting the data.

Firstly, the researchers tested the students' vocabulary mastery by giving them the multiple choices. Secondly, the researchers tested the students reading comprehension by giving them the multiple choices of descriptive text. Furthermore, to know the degree of correlation between students' achievement in vocabulary and reading comprehension, the researchers used the Pearson's Product Moment analysis by Bungin (2011) as follows:

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

FINDINGS AND DISCUSSION

FINDINGS

The result of students' vocabulary mastery can be seen in the table below:

Table 1 the Students' Score in Vocabulary Test

No.	Initials	Correct answer	Individual score
1.	AAW	18	90
2.	AVE	19	95
3.	AM	13	65
4.	AG	15	75
5.	AP	17	80
6.	AN	18	90
7.	AS	15	75
8.	AT	15	75
9.	BG	17	85
10.	CPP	18	90
11.	DV	17	85
12.	EE	17	85
13.	FM	17	85
14.	GG	15	75
15.	GR	17	85
16.	IN	17	85
17.	JN	8	40
18.	JG	15	75
19.	JD	15	75
20.	KB	15	75
21.	MAR	14	70
22.	NAS	11	55
23.	NO	16	80
24.	PAJ	15	75
25.	RR	15	75
26.	RP	10	50

27.	VA	18	90
28.	YO	14	70
29.	NY	15	75
30.	AF	19	95
31.	ANT	18	90
32.	CJT	17	85
33.	DE	16	80
34.	EDW	12	60
35.	ED	17	85
36.	FF	18	90
37.	HF	15	75
38.	LA	19	95
39.	MEL	17	85
40.	NOL	15	75
41.	SV	19	95
42.	YUL	19	95
TOTAL			3330

Table 3 The Students' Score in Reading Comprehension Test

No.	Initials	Correct answer	Individual score
1.	AAW	19	95
2.	AVE	20	100
3.	AM	15	75
4.	AG	10	55
5.	AP	15	75
6.	AN	19	95
7.	AS	15	75
8.	AT	14	70
9.	BG	16	80
10.	CPP	17	85
11.	DV	15	75
12.	EE	15	75
13.	FM	19	95
14.	GG	14	70
15.	GR	15	75
16.	IN	16	80
17.	JN	10	50
18.	JG	16	80
19.	JD	12	60
20.	KB	15	75
21.	MAR	15	75
22.	NAS	12	60
23.	NO	14	70
24.	PAJ	14	70
25.	RR	13	65
26.	RP	15	75

27.	VA	17	85
28.	YO	15	75
29.	NY	16	80
30.	AF	17	85
31.	ANT	17	85
32.	CJT	16	80
33.	DE	16	80
34.	EDW	14	70
35.	ED	18	90
36.	FF	19	95
37.	HF	10	50
38.	LA	18	90
39.	MEL	15	75
40.	NOL	15	75
41.	SV	16	80
42.	YUL	18	95
TOTAL			3245

It has been mentioned before, the data gained from the students' scores of vocabulary and reading comprehension test. The researcher analyzed those scores by using Pearson product moment correlation formula to find out the correlation between students' achievement in vocabulary and reading comprehension. The result was as follow:

$$N = 42$$

$$\sum X = 3330$$

$$\sum Y = 3245$$

$$\sum XY = 261475$$

Later, the researcher put the result of the test in the formula to measure the correlation between the two variables using the formula of Pearson product moment correlation.

$$r_{xy}=0.703$$

From the calculation above, it was stated that the correlation between students' achievement in vocabulary and reading comprehension of the tenth year students of SMAN 14 Sigi was 0.703. The criterion of interpretation coefficient r was Substantial.

Cohen and Manion (2017) stated that when the correlation above 0.35 means there has limited correlation.

Table 6 The Correlation between Vocabulary Mastery and Reading Comprehension Using the Program of IBM SPSS version 25

Correlations			
		Vocab	Reading
Vocab	Pearson	1	.703**
	Correlation		.000
	Sig. (2-tailed)		42
	N	42	
Reading	Pearson	.703**	1
	Correlation	.000	
	Sig. (2-tailed)	42	
	N		42
**.Correlation is significant at the 0.01 level (2-tailed).			

From the result of SPSS Program, the researcher also found the correlation between two variables is 0.703 that is classified as substantial positive correlation. It means that there is positive correlation between vocabulary mastery and reading comprehension of the tenth grade students of SMAN 14 Sigi.

DISCUSSION

The researcher used one instrument in gathering data that was test. The researcher collected the data by giving the students multiple choice tests of vocabulary and reading comprehension questions. The researcher wanted to know the correlation between vocabulary mastery and reading comprehension from the result of the test.

Based on the calculation using the formula of Pearson Product Moment, the correlation between vocabulary mastery and reading comprehension r_{counted} was 0.703. While the value of r_{table} at significance level of 0.05 and degree of freedom (df)= 40

was 0.304. From that result, r_{counted} was higher than r_{table} which means there is a strong positive correlation between vocabulary mastery and reading comprehension. Vocabulary has positive contribution in reading comprehension. It is evidenced in this research where the students' who have very well achievement in vocabulary test also have the better comprehension in reading test. To achieve a good comprehension in reading, the students need a lot of vocabulary to be mastered. Vocabulary is merely than a list of words. Some words may appear to be simple to refer to one to thing but some words may have more than one meaning, it may be changed depends on the words that they are attached. Therefore, in mastering vocabulary, the students are not enough only to know the meaning of the word, but they must understand the word when it is applied in a context; in what patterns the word occurred, what words or types of words be expected before and after the word.

The result of this study supports the previous study done by Hayati (2016) which showed that there is positive correlation between vocabulary mastery and reading comprehension. However, there also various studies investigating the correlation between vocabulary mastery and reading comprehension which showed different result. Ratnawati (2006) found that vocabulary mastery and reading comprehension had a moderate positive correlation, the sample were the seventh-grade students of SMPN 13 Semarang. Lusianah (2017) revealed that vocabulary mastery and reading comprehension had a low positive correlation among the junior high and senior high school students.

In this research, not only vocabulary that has contribution in reading, but reading also has contribution in vocabulary growth. The more students read the more vocabulary they acquire. Reading does not simply involve finding information on the text itself. Rather, it is a process of working with the text. In other words, reading involves the process of perceiving how written symbols come true with one's spoken language and the process of making sense of words, sentences, and text. Therefore, through reading, students' try to develop their understanding of the word occurred in the text.

Based on the result of the vocabulary test, the researcher found 35.71% of the students got score 85-94. From the result of vocabulary test, the students' mastery in vocabulary was classified very good. While, based on the reading test, the researcher

found 45.23% of the students got score 75-84. From the result of reading test, the students' comprehension in reading was classified as good.

Regarding to the result of this study, there is a significant correlation between variable X and variable Y. Those variables are related each other. In the other words, if students' vocabulary mastery is good, their reading comprehension will be good. While if the students' vocabulary is bad or not good enough, they may getting hard in understand the reading. Connecting to the statements above, there is also correlation between vocabulary mastery and reading comprehension especially in teaching materials. We can take an example specifically in senior high school, students have to learn some of texts such as descriptive, narrative, and recount text. To comprehend those reading texts, they need the directives vocabulary teaching depend on the kinds of the text.

CONCLUSION

After analyzing the data that the researchers obtained from the test, the researcher comes to the conclusion. The researchers found that the correlation between the vocabulary mastery and reading comprehension was 0.703. While The value of r_{table} at significance level of 0.05 and degree of freedom (df)= 40 was 0.304. In other words, the $r_{counted}$ was higher than r_{table} . It means that there is a strong positive correlation between students' achievement in vocabulary mastery and reading comprehension and the alternative hypothesis (H_a) is accepted. From that result, the researcher concludes that reading comprehension depends on vocabulary knowledge and vice versa. The more students read the more vocabulary they acquire. And the more vocabulary they know, the more fluent they become in reading

ACKNOWLEDGMENT

Praise is directed to the Almighty God, Jesus Christ for His mercy that enables the researchers to write this final project. would like to express her deepest thanks and appreciation to her parents for all the love, care, and motivation. They would like to give big thank to the first examiner, Dr. Hj. Rofiqoh, M.Ed and the second examiner Maf'ulah, S.Pd., M.Pd for their ideas, motivation, corrections, revisions, and comments

in this Skripsi. The researchers also give thanks to all lecturers of English Education Program of Tdulako University. They also thanks to the students of the tenth grade of SMAN 14 Sigi who have participated in this research.

REFERENCES

- Arikunto, S. (2011). *Prosedur Penelitian: suatu pendekatan praktik*. Edisi Revisi VII. Jakarta: PT. Rineka Cipta.
- Best, J.W. and Khan, J.V. (2013). *Research in Education*. Pearson New International Edition. Pearson Edition Limited.
- Bintz, W.P. (2011). *Teaching Vocabulary Across the Curriculum*. Middle School Journal. 42(4), 44-53.
- Bungin, B. (2011). *Metode Penelitian Kuantitatif*. Jakarta:Kencana.
- Cameron, L. (2001). *Teaching Language to Young Learners*. UK: Cambridge University Press.
- Cohen, L., Manion, L., & Morrison, K. (2017). *Research Methods in Education*. In Research Methods in Education.
- Creswell, J.W. (2012). *Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Educational Research (Fourth, Vol.4). Boston: Pearson Education.
- Day, R.R., & Park, J. (2005). *Developing Reading Comprehension questions*. Reading in a Foreign Language, 17(1), 60-73.
- Fran, L. & Osborn, J. (2001) *A Focus on Vocabulary*. New Jersey: Prentice Hall.
- Furqon, F. (2013). Correlation Between Students' Vocabulary Mastery And Their Reading Comprehension. *Journal of English and Education*. 1(1), 68-80.
- Grabe, W. and Stoller, F.L. (2002). *Teaching and Researching Reading*. England: Pearson Education Limited.
- Guy, L.B., Miles,A.T, & Barbara B.W. (1993). *Reading Difficulties : their diagnosis and correction*. Boston: Allyn and Bacon Publishing co.inc
- Hayati, A. (2016). The Correlation between Indonesian Students' Vocabulary Mastery and Their Reading Comprehension. *Al-Ta lim Journal*, 23(2), 95-99.
- Hirsch, E.D. (2003). *Reading Comprehension Requires Knowledge – of Words and the world*. American Educator: American Federation of Teacher.

-
- Klingner., Janette K., Sharon V., and Alison B. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.
- Kurniyati, F., Husna, L., Ernati, E. (2014). *Teaching Vocabulary By Using Cartoon Moves For Junior High School Students*. Abstract of Undergraduate, Faculty of Education, Bung Hatta University, 3(5).
- Laddoo. (2007). *The Importance of Reading*. [online]. Available: <http://www.squidoo.com/the-importance-of-reading> [13 November 2011]
- Lusianah, N. (2017). Reading Habit, Vocabulary Mastery and Reading Comprehension of Secondary School Students of Patra Mandiri. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 4(2), 132-146.
- McEntire, J. (2003). *Read Ahead 2: Reading and Life Skills Development*. Longman: Pearson Education.
- Roehrig, A.D. & Gou, Y. (2011). *Reading in a Foreign Language*. United States: Florida State University.
- Sedita, J. (2005). *Effective Vocabulary Instruction*. [online]. Available: <http://www.keystoliteracy.com/reading-comprehension/effective-vocabulary-instruction.pdf> [12 Desember 2012]
- Susanti, R. (2002). *Penguasaan Kosa Kata dan Kemampuan Membaca Bahasa Inggris*. Journal Education. Penabur.
- Willis, D. (2008). *Reading for information: Motivating learners to read efficiently*. [online]. Available: <http://www.teachingenglish.org.uk/articles/reading-information-motivating-learners-read-efficiently> [19 February 2012]
- Yildirim, K., Yildiz, M. and Ates, S. (2011). *Is Vocabulary a Strong Variable Predicting Reading Comprehension and Does the Prediction Degree of Vocabulary Vary according to Text Types*. Turkey. Gazi University.