

THE CORRELATION BETWEEN VOCABULARY ABILITY OF THE FIRST YEAR STUDENTS OF ABDURRAB VOCATIONAL HIGH SCHOOL PEKANBARU AND THEIR READING COMPREHENSION IN NARRATIVE TEXT

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Abstract: *This research aimed to determine the correlation between the vocabulary ability of the first year students of Abdurrab Vocational High School Pekanbaru and their reading comprehension in narrative text. The sample of this research were 48 students. The sample was chosen by using Cluster Random Sampling Techniques. The data in this research were vocabulary and reading comprehension tests which were analyzed by Pearson Product Moment Formula in SPSS 23.0. The results of the study show that there was a correlation between vocabulary ability and reading comprehension in narrative text. The value of the correlation coefficient was 0.502. It was considered that the null hypothesis (Ho) was rejected, while the alternative hypothesis (Ha) was accepted. In scale correlation by Sugiyono (2010:231), 0.40 – 0.70 meant that the correlation between vocabulary ability of the first year students of Abdurrab Vocational High School Pekanbaru and their reading comprehension in narrative text categorized as intermediate correlation. In other words, the students' vocabulary ability affects their reading comprehension.*

Key Words: *Correlation, Vocabulary Ability, Reading Comprehension*

KORELASI ANTARA KEMAMPUAN KOSA KATA SISWA TAHUN PERTAMA SEKOLAH MENENGAH KEJURUAN ABDURRAB PEKANBARU DAN PEMAHAMAN MEMBACA MEREKA PADA TEKS NARATIF

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Abstrak: Penelitian ini bertujuan untuk mengetahui hubungan antara kemampuan kosakata siswa tahun pertama Sekolah Menengah Kejuruan Abdurrab Pekanbaru dan pemahaman bacaan mereka pada teks naratif. Jumlah sampel dalam penelitian ini adalah 48 siswa. Sampel dipilih dengan menggunakan Teknik Cluster Random Sampling. Tes didalam penelitian ini adalah tes kosakata dan pemahaman membaca yang dianalisis menggunakan Pearson Product Moment Formula di SPSS 23.0. Hasil penelitian ini menunjukkan adanya korelasi antara kemampuan kosa kata dan pemahaman membaca dalam teks naratif. Nilai koefisien korelasi ini adalah 0,502. Jadi diketahui bahwa hipotesis nol (H_0) ditolak, sedangkan hipotesis alternatif (H_a) diterima. Dalam skala korelasi oleh Sugiyono (2010: 231), 0,40 - 0,70 berarti bahwa korelasi antara kemampuan kosa kata siswa tahun pertama di Sekolah Menengah Kejuruan Abdurrab Pekanbaru dan pemahaman bacaan mereka dalam teks naratif dikategorikan sebagai korelasi menengah. Dengan kata lain, kemampuan kosa kata siswa mempengaruhi pemahaman membaca mereka.

Kata Kunci: Korelasi, Kemampuan Kosakata, Pemahaman Membaca

INTRODUCTION

Reading was one of the activities most often carried out by students in school or daily activities. By reading, students can expand their knowledge. Reading was also one thing that needed by a student and cannot be separated from any subject in school. This activity allows students to see the outside world because with strong reading skills they will be able to achieve greater development in all academic areas.

Dorn and Soffos (2005: 6) stated that reading was a process of constructing meaning that involves cognitive action. To get the information from the text, it required the reader to identify the printed words and sentences from the beginning to the end. According to Wooley (2011:15), reading was a process of making meaning from text. The purpose of reading itself was that people can understand what they have read or got information from the text. When the reader can identify information from the text, it means that the reader is successful in reading.

In the syllabus of English Curriculum 2013, the first year vocational high school students are required to be able to comprehend several texts in English such as descriptive, recount and narrative text. In this study, the writer chooses narrative text because based on the observations of the writer at the place where she taught that the first year students in Abdurrah Vocational High School, Pekanbaru tend to prefer narrative texts because they were considered more pleasant. According to Amos and Richard (2003:5) narrative was the type of discourse that composes draw together diverse events, happenings, and actions of people living into thematically unified goal-directed processes. This explains why the students interested because the narrative was the most commonly read which has a powerful social role beyond that of being of medium for entertainment them. In addition to being interesting to read, narrative texts were studied in the 2013 curriculum for first year students in high school. Therefore this made students familiar with narrative texts.

Bos and Anders (1990 in McNamara, 2006:199) said that another factor contributes to comprehension difficulties was a lack of vocabulary knowledge. When reading a text, students will certainly have difficulty in comprehending the text. If they have limited vocabulary knowledge it will give an impact on their reading comprehension. This shows how important vocabulary ability was in English learning, especially in reading comprehension.

According to Richards and Renandya (2002:255) vocabulary was a core component of language proficiency and provided much of the basis for how well learners speak, listen, read, and write. Vocabulary ability is the basic thing that must be mastered by students in English learning. They can not underestimate this basic skill. With vocabulary ability, they can get the ideas from what they hear or read, even though their grammar mastery were limited. This was confirmed by Wilkins (1972: 111) that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Reading comprehension and vocabulary ability are part of English itself. Even though they have different meanings, they still have a relationship with each other. Nation (2001: 114) says that vocabulary knowledge can help reading, and reading can contribute to vocabulary growth. The students in this research only know vocabulary and narrative text from Junior High School and have not studied at Senior High School. However, the writer wants to see the correlation between these two variables to find out the extent of their students' abilities. The correlation results from this study were

expected to give more attention to students' vocabulary ability to maximize their reading comprehension in narrative text. For this, the writer was interested in conducting a research entitled "The correlation between vocabulary ability of the first year students of Abdurrah Vocational High School Pekanbaru and their reading comprehension in narrative text."

RESEACRH METHODOLOGY

This study was correlational and quantitave research. The population was the first year students at Abdurrah vocational high school Pekanbaru. The total number of the population was 125 students, which consisted of 5 classes. The sample of this research was 48 students chosen by using cluster random sampling.

The data collection was held on June to December 2019. The researcher distributed vocabulary and reading comprehension tests to get students' data. The data collected were analyzed to determine the vocabulary ability and reading comprehension of the first year students of Abdurrah Vocational High School Pekanbaru.

Pearson Product moment correlation was used to find the correlation between vocabulary ability and reading comprehension. The students' vocabulary ability was X variable and students' reading comprehension was Y variable. To determine the criteria of the correlation, the writer applied the five level of correlation suggested by Sugiyono (2010).

RESEARCH FINDINGS

The result of vocabulary ability and reading comprehension of the first year students of Abdurrah Vocational High School, Pekanbaru are presented in table 1. below:

Table 1.The Score's of Students' Vocabulary Ability				
Num.	Range Score	Category	Frequency	Percentage (%)
1	86-100	Very Good	8	16.67%
2	71-85	Good	21	43.76%
3	56-70	Average	13	27.08%
4	41-55	Poor	5	10.41%
5	0-40	Very Poor	1	2.08%

Table 1 shows that there were 8 students at very good level and 21 students at good level. At the average level, there were 13 students. Meanwhile, 5 students were at the poor level and 1 student at very poor level. Furthermore, from the data obtained, the average score of the students' vocabulary ability was 71.71. When it was consulted to

the table of category level by Depdiknas, (2006:38) it was in good category. It can be interpreted that the vocabulary ability of the first year students of Abdurrah Vocational High School Pekanbaru was in good category.

The results of reading comprehension test of the first year students of Abdurrah Vocational High School, Pekanbaru are presented at table 2. below:

Table 2. The Score's of Students' Reading Comprehension				
Num.	Range Score	Category	Frequency	Percentage (%)
1	86-100	Very Good	5	10.42%
2	71-85	Good	23	47.92%
3	56-70	Average	14	29.16%
4	41-55	Poor	6	12.5%
5	0-40	Very Poor	0	0%

Table 2 shows that there were 5 students at very good level and 23 students at good level. At average level, there were 14 students and 6 students were at poor level. Meanwhile, there was no student at very poor level. Furthermore, from the data obtained, the average score of the students' reading comprehension was 71.92. When it was consulted to the table of category level by Depdiknas, (2006:38) the score was in good category. It can be concluded that the reading comprehension of the first year students of Abdurrah Vocational High School Pekanbaru was in good category. The writer used Pearson Product Moment to find out the correlation which can be seen in the following table:

Table 3. Correlational Analysis			
		Vocabulary_ Ability	Reading_Compreh ension
Vocabulary_Ability	Pearson Correlation	1	.502**
	Sig. (2-tailed)		.000
	N	48	48
Reading_Comprehension	Pearson Correlation	.502**	1
	Sig. (2-tailed)	.000	
	N	48	48

The calculation above shows that the obtained coefficient (r-obtained) is 0.502 with a significance of 0.000. It was determined that (r table) $df-2 = 48 - 2 = 46$ was 0.502. The value of r-obtained was higher than r-table ($0.502 > 0.284$). According to Sugiyono (2010:231), it means that the correlation between the students' vocabulary ability and their reading comprehension stands on intermediate correlation. To know whether there was a correlation between two variables. The statistical hypotheses are:

- a. If Probabilities > 0.05 , H_0 is accepted or H_a is rejected
- b. If Probabilities > 0.05 , H_0 is rejected or H_a is accepted

From the correlational analysis above, it can be seen that the sig. value was 0.000 which $0.000 < 0.05$. It means the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. So, there was a correlation between students' vocabulary ability and reading comprehension of the first year students of Abdurrah Vocational High School Pekanbaru.

Table 4. Determination Coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.502 ^a	.252	.236	4.430

a. Predictors: (Constant), Vocabulary_Ability

Based on the computation above, the determination coefficient (R square) obtained was 0.252. Therefore it can be said that 25.2% of the variation in reading comprehension score was accounted by vocabulary scores. Thus it can be concluded that vocabulary ability has an influence on students' reading comprehension in narrative text as much as 25.2%. Meanwhile, the rest of it was 74.8% which probably influenced by other factors that were not included in this research's variable.

Discussion

The computation data in this research was normal and linear. For the result, the percentage score of vocabulary ability of the first year students in Abdurrah Vocational High School was 71.71, so it was in good category (consulted to the table of category level by Depdiknas). Second, the average score of students' reading comprehension was 71.92, based on the interpretation by Depdiknas, this score was in good category. Both variables were in good category. This can be influenced by several things. Such as the physical and mental condition of students when answering questions. It was supported by Thunderdike (1949) in Gobo and Mauceri (2014:125) that students' performance during a test of abilities was affected by physical and mental conditions. Furthermore, the value of students' reading comprehension was influenced by students' vocabulary abilities. Between vocabulary and reading comprehension were considered to have a linear relationship (Stahl and Nagy, 2006:17).

Regarding correlation, the writer had obtained the results. The obtained coefficient (r -obtained) was higher than r -table ($0.502 > 0.284$). Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Then, the Product Moment correlation value in this research was 0.502. According to the interpretation of correlation by Sugiyono (2010:231), this value can be classified into intermediate correlation. While the result of coefficient determination was 0.252, which means there was 25.2% contribution of vocabulary ability to the achievement of the reading comprehension.

In Ratnawati's research (2006) the value of the correlation between the two variables is 0.417. Ratnawati used the interpretation correlation by Best (1981: 260), based on the correlation table by Best it can be concluded that the correlation between these two variables was at the intermediate level. On the other hand, other research by

Ali (2010) has 0.641 correlation. In this research, Ali used interpretation correlation by Sugiyono (2010: 231). According to a correlation table by Sugiyono, it can be concluded that two variables in this study correlate with the intermediate level. Last, a study by Daryanti (2015) which used Sugiyono's interpretation correlation (2010: 231). The results of the correlation value from his research was 0.60, based on the correlation table by Sugiyono, the value of the correlation of these two variables was at the intermediate level. These three studies have a significant correlation between vocabulary abilities and reading comprehension and the correlation was at intermediate level also. This was same with the writer's research which has intermediate level of correlation. The results of the current studies were same, probably because all samples were taken at junior high school. Meanwhile, the writer took the sample in vocational high school but, the correlation scores were same. Therefore, this writer's research was relevant or supports the three previous studies.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the data that has been done, the author has reached several conclusions. First, the percentage score of vocabulary ability of the first year students in Abdurrah Vocational High School was 71.71, so it was in good category (consulted to the table of category level by Depdiknas). Second, the average score of students' reading comprehension was 71.92, based on the interpretation by Depdiknas, this score was in good category. Third, the result showed that the obtained coefficient (r -obtained) was higher than r -table ($0.502 > 0.284$), with the Sig. (2-tailed) is 0.000. It can be concluded that there was a correlation between both variables because of Sig. (2-tailed) = $0.000 < 0.01$. Then, the Product Moment correlation value in this research was 0.468. This value can be classified into moderate correlation. While the results of coefficient determination (R square) were 0.252, which means that there was 25.2% contribution of vocabulary ability to reading comprehension.

The result from Pearson Correlation in this research showed that vocabulary ability might have a contribution to reading comprehension achievement. It can be said if the students' have good vocabulary ability, then they might be success in reading comprehension. Otherwise, when the students poor in reading comprehension, it might a consequence of lack of vocabulary ability.

Recommendation

From the result of this research, in order to build the English teaching learning process more effective, the writer would like to give some suggestions. For the students, first of all, the students must have an intention to increase their vocabulary abilities. To improve vocabulary quickly, make an effort to learn at least one new word every single day. Second, it is suggestion for further researchers. Before conducting the test it is better if the researchers to give a little information or reflection about the vocabulary or reading material that they will answer later. The last, it is suggested for the school. The

school should pay attention to the English subject by facilitating the media in learning and make English program to increase students' interest in English. Hopefully, this research will be useful to other researchers related to this research. It is suggested that other skills can be conducted for further research.

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