

# ***THE CORRELATION BETWEEN VOCABULARY MASTERY AND READING COMPREHENSION OF THE SECOND YEAR STUDENTS OF SMK ABDURRAB***

**Mey Rurin Rahmawati<sup>1</sup>, Eliwarti<sup>2</sup>, M. Syarfi<sup>3</sup>**

Email : meyrurin99@gmail.com<sup>1</sup>, eliwarti.lecturer@gmail.com<sup>2</sup>, mhd\_syarfi@yahoo.co.id<sup>3</sup>

Phone Number : 082284701278

*English Education Study Program  
Department of Language and Arts Education  
Faculty of Teacher Training and Education  
Riau University*

***Abstract:*** *The objectives of this study were to perceive vocabulary mastery of students, reading comprehension of students, and whether there is a correlation between these two topics. The data were taken from 29 students in the second year at SMK Abdurrab. The tests were employed to quantify two variables, namely vocabulary mastery and reading comprehension. The statistical analyzes were performed with SPSS 25. The outcomes uncovered that students' vocabulary mastery and students' reading comprehension are at enough category. Meanwhile, the correlation analysis indicated on that point there is a positive correlation between vocabulary mastery (x) and reading comprehension (y). And when the Pearson value was interpreted based on correlation table is in the range 0.60 – 0.799, which means strong correlation.*

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

# HUBUNGAN ANTARA PENGUASAAN KOSAKATA DAN PEMAHAMAN BACAAN SISWA TAHUN KEDUA SMK ABDURRAB

**Mey Rurin Rahmawati<sup>1</sup>, Eliwarti<sup>2</sup>, M. Syarfi<sup>3</sup>**

Email : meyrurin99@gmail.com<sup>1</sup>, eliwarti.lecturer@gmail.com<sup>2</sup>, mhd\_syarfi@yahoo.co.id<sup>3</sup>  
Nomor HP : 082284701278

Program Studi Pendidikan Bahasa Inggris  
Jurusan Pendidikan Bahasa dan Seni  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Riau

**Abstrak:** Tujuan dari riset ini adalah untuk mengeksplorasi penguasaan kosakata siswa, pemahaman bacaan siswa, dan apakah ada hubungan antara kedua topik tersebut. Data tersebut diambil dari 29 siswa di tahun kedua SMK Abdurrahman. Tes digunakan untuk mengukur dua variabel yaitu penguasaan kosakata dan pemahaman bacaan. Analisis statistik dilakukan dengan SPSS 25. Hasil penelitian menunjukkan bahwa penguasaan kosakata dan pemahaman bacaan siswa berada pada level cukup. Sedangkan analisis korelasi menunjukkan bahwa ada korelasi positif antara penguasaan kosakata (x) dan pemahaman bacaan (y). Dan ketika nilai Pearson diinterpretasikan berdasarkan tabel korelasi terletak di rentangan 0.60 – 0.799 yang dapat diartikan bahwa terdapat korelasi yang sangat berpengaruh.

**Kata Kunci:** Korelasi, Penguasaan Kosakata, Pemahaman Bacaan

## **INTRODUCTION**

Vocabulary is the basis of all languages. Without vocabulary, understanding a language is difficult. Schmitt (2000) states lexical is the part of the crucial dialect skills. Vocabulary is a section of language particularly students who are learning a language should master. Vocabulary helps students in communicating with others and sharing their ideas in speaking or written form.

Vocabulary mastery can help students improve skills in English, one of which is in reading comprehension. In school, part the sections that pupils should develop on is reading comprehension. When students can recognize the words or vocabulary in a text, it is easier for them to comprehend its text. It will help them to get the information conveyed by the author and also help them to avoid misunderstanding of the text.

Based on the informal interviews with the second year students of SMK Abdurrah, one of the difficulties faced by students in learning English is the limited vocabulary that they have. According to them, the English vocabulary has many variations and wide scope, so it is difficult to remember the vocabulary along with its meaning and types. In addition, other difficulties faced by them in learning English are difficulties in understanding the reading texts. This is proven by the results of student exams where many students are wrong in reading texts.

Derived by the information provided above, the researcher discovered that students had two problems, namely vocabulary mastery and reading comprehension. Therefore, the researcher is implicated in discovering the real condition of pupils' vocabulary master, students' reading comprehending, and if there is a consequential relationship between these two topics (vocabulary mastery and reading comprehension).

## **RESEARCH METHODOLOGY**

This research was carried out using quantitative approach and correlational method was chosen as the method of the inquiry. Students of SMK Abdurrah Pekanbaru was choosen as the population of this inquiry. The researcher employed tests for gathering the data. Hughes (2003) states test is a tool for assessing student's language skills. Tests have been applied to estimate two variables, namely vocabulary mastery and reading comprehension. During COVID-19 pandemic, the tests were distributed to students via google form.

## **FINDINGS AND DISCUSSION**

### **Students' Vocabulary Mastery**

To get vocabulary data from students, vocabulary mastery was applied. The test consists of 30 questions. SPSS 25 was used to calculate this data. The statistical results of students' vocabulary mastery scores very well represented in the table below:

**Table 1. Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	Std. Error	Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic		Statistic	Statistic
Item 1	28	73	20	93	1698	60.64	3.468	18.349	336.683
Valid N (listwise)	28								

From the tests that have been carried out, it can be seen the most excessive score of students' vocabulary mastery is 93 and the inadequate score of students' vocabulary is 20. While the mean of variable X is statistically calculated that the result was 60.64 which is classified as “enough” category.

### Students' Reading Comprehension

Reading comprehension test was utilized to acquire reading comprehension data from students. The test consists of 30 questions. SPSS 25 was used to calculate this data. The statistical results of scores of students' reading comprehension is represented in the table below:

**Table 2. Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	Std. Error	Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic		Statistic	Statistic
Item 1	28	57	33	90	1723	61.54	3.546	18.763	352.036
Valid N (listwise)	28								

From the test that have been carried out, it could be seen that the most excessive score of students' comprehending in reading is 90 and the inadequate score of reading comprehension is 33. Meanwhile, While the mean of variable Y is statistically calculated that the result was 61.54 which is classified as “enough” category.

## Correlation Analysis

Formula of Pearson Product Moment was applied by using SPSS 25 to analyze whether there is a significant relationship between vocabulary mastery (variable x) and reading comprehension (variable y). The result of correlation analysis can be represented in the table below:

**Table 3. Correlations**

		Vocabulary	Reading
Vocabulary	Pearson Correlation	1	.634**
	Sig. (2-tailed)		.000
	N	28	28
Reading	Pearson Correlation	.634**	1
	Sig. (2-tailed)	.000	
	N	28	28

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

The correlation table indicated that the significance value of the variable X and Y variables is 0.000, which is less than 0.005. Meanwhile, based on the Pearson correlation value in the table, the result or r-obtained value is 0.6344, it was compared to the r-table value 0.388 (df-2) r-obtained value is higher ( $0.634 > 0.388$ ). It means that  $H_a$  is acquired and  $H_o$  is declined. So, derived from the correlation analysis that there is a positive correlation between vocabulary mastery (x) and reading comprehension (y). And when the value of the Pearson correlation was interpreted based on the strength of correlation classification table by riduwan (2010) is in the range 0.60 – 0.799, which means strong correlation.

## Discussion of the Research Findings

According on result of the study, it may be inferred that students' vocabulary mastery and students' reading comprehension are at enough level. And from the outcomes of this research, it very well may be inferred that variable (y) is influenced by variable (x). The result shows that students' reading comprehension is at enough level too. It demonstrates that students with excessive the mastery of vocabs scored comprehension in reading highly, while students with inadequate the mastery of vocabs scores also have inadequate reading comprehension scores. These results indicate that between both variables, positive correlation result is acquired.

The results of this study were supported by the earlier study that was organized by Andas (2020) which shows betwixt mastering vocabulary and their reading comprehension indicate the positive correlation. Furthermore, the outcome this study supports other researchers namely Bahri (2018) which showed between both of the

same variables indicate the positive correlation. Although research by Bahri (2018) uses the Spearman rho Correlation in analyzing data, the results of previously mentioned research still have similarities with the researcher's research which shows strong relationship between vocabulary mastery and their understanding in reading. The results of this research also support the findings by Rizola (2019) which shows that between both of the variables statistically strong and followed by positive relationship. Rizola found that vocabulary master affects students understanding in reading with 54% percentage, therefore the pupils are expected to improve their vocabulary mastery. This finding agrees with Sedita (2005) which states that vocabulary has major effect in determining how well students are in reading comprehension.

## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

Based on the results that have been found, the researcher can conclude several points :

1. The mean score of vocabulary mastery of the second-year students of SMK Abdurrah is 60.64 which if classified into the classification table at enough level.
2. The mean score of reading comprehension of the second-year students of SMK Abdurrah is 61.54, which if classified into the classification table at enough level.
3. From the results it may very well inferred that is a positive correlation between vocabulary mastery and reading comprehension of the second-year students of SMK Abdurrah.

### **Recommendation**

Following on the outcomes of the inquiries, the researcher would like to propose the following recommendations:

1. Vocabulary mastery has a positive impact on the reading comprehension of the second-year students of SMK Abdurrah. For that reason, it is better for educators to guide students improvibng their vocabulary mastery.
2. It is better for students to start paying more attention to their vocabulary mastery because it has been proven that vocabulary mastery can help them improve their English skills, especially in reading comprehension.
3. For future researchers, it is hoped that this research will be beneficial to them, and they will be able to do the research with different variables or different sorts of text, and be able to dig further into this research.

## REFERENCE

- Andas, N. H. (2020). The Correlation between Students' Vocabulary Mastery and Students' Reading Comprehension. *Journal of Linguistics and English Teaching Studies*, 11-17
- Bahri, D. S. (2018). The Correlation Between Students' Vocabulary Mastery And Their Reading Comprehension At The Seventh Grade Students' Of Mts Daarul Ihsan. *Professional Journal of English Education*. 1 (2). 77-84
- Hughes, A. (2003). *Testing For Language Teachers*. Cambridge University Press. Cambridge
- Riduwan. (2010). *Metode dan Teknik Menyusun Tesis*. Alfabeta. Bandung
- Rizola, S. (2019). The Correlation Between Vocabulary Mastery and Reading Comprehension of the Second Year Students of SMP Negri 3 Tambang. *JOM FKIP* 6 (1): 1-14.
- Schmitt, N. (2000). *Vocabulary In Language Teaching*. Cambridge University Press. USA.
- Sedita, J. (2005). Effective Vocabulary Instruction. *Insights on Learning Disabilities* 2(1): 33-45.