

**THE CORRELATION BETWEEN VOCABULARY MASTERY AND READING
COMPREHENSION OF SECOND GRADE STUDENT AT SMA NEGERI 1
TAPUNG HILIR**

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Abstract: *The purpose of this research was to examine the correlation between vocabulary mastery and reading comprehension of the second grade students at SMA Negeri 1 Tapung Hilir. A correlational designed was used in this research. The sample was 80 students of second grade senior high school selected through using cluster random sampling. In addition, there were two data obtained as part of this research involved the ability of students' vocabulary mastery and their reading comprehension test score. The test was used to assess students' vocabulary mastery and reading comprehension. The results showed that the r -observed was 0.699 and the significant value at 0.05, which indicated that there was a correlation between vocabulary mastery and reading comprehension. The R -squared value showed that there were 48.8% of range percentage between students' vocabulary mastery and reading comprehension. Consequently, it was indicated that the better students' vocabulary mastery, the higher reading comprehension scores they might obtain.*

Key words: Correlation, Vocabulary Mastery, Reading Comprehension

HUBUNGAN ANTARA PENGUASAAN KOSA KATA BAHASA INGGRIS DAN PEMAHAMAN MEMBACA PADA SISWA KELAS 11 DI SMA NEGERI 1 TAPUNG HILIR

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara penguasaan kosa kata dengan pemahaman bacaan siswa kelas XI di SMA Negeri 1 Tapung Hilir. Penelitian ini merupakan penelitian berbasis korelasi. Sampel pada penelitian ini adalah 80 siswa dari jumlah keseluruhan siswa kelas XI yang diambil menggunakan teknik cluster random sampling. Selain itu, dalam penelitian ini, ada dua data yang diperoleh yaitu nilai dari penguasaan kosa kata siswa dan pemahaman membaca siswa. Hasil penelitian menunjukkan r -observed sebesar 0.699 dan nilai signifikansi sebesar 0.05 yang menunjukkan bahwa ada hubungan antara penguasaan kosa kata dengan pemahaman bacaan. Selain itu nilai R -observed menunjukkan bahwa antara penguasaan kosa kata dan pemahaman membaca sebanyak 48.8%. Sehingga, hal ini mengindikasikan bahwa semakin baik penguasaan kosa kata pada siswa maka akan semakin tinggi pula nilai pemahaman bacaan yang diperoleh oleh siswa.

Kata kunci: Hubungan, Penguasaan Kosa Kata, Pemahaman bacaan

INTRODUCTION

English is acknowledged as a unified language in the world since it used for proper communication among foreigner all over the world. Moreover, people use English to support their life goals and activities. The existence of English demands the countries to enforce English language as the compulsory subject in school, included Indonesia. As quoted in Undang-Undang (2003), foreign language is given as instructional language to support foreign language learners in a particular educational unit. The existence of English is still essential as compulsory subjects and acknowledged as the international language due to paramount role in achieving information of education from overseas side. Further, as a compulsory subject, it is involved as the tested subject in the final semester examination. The function is to know the students' competence on what they have learnt in English whether it is about English text, vocabulary, reading and many more.

Unfortunately, the urgency of English in Indonesia new curriculum namely independent curriculum states the implementation of English subject is just option with seventy minutes in a week (Lie, 2003). It means the implementation of English subject in senior high school is less than in the previous curriculum. Moreover, the reduction of English lesson hours means that students will rarely interact with English text. In the other words, language is an important tool for students in obtaining information. Whereas, to make students are fluent in English they have to face and apply as often as possible. Based on Common European Framework of Reference for Language (CEFR), Indonesia ranks 81 of 111 countries with the score of 469. It indicates that the mastery of English in Indonesia is still relatively low.

Curriculum states that out of the four skills, the main accent is on reading skill because it is believed that the accomplishment of reading in a foreign language is precedence. Based on SMA English curriculum, reading has important role in English learning. reading is the most basic skill that used to assess general language ability in context of education (Brown, 2004). To know more about the information of a text, reader should be able comprehend what actually the context of a text. It means, reading comprehension are very helpful since the purpose is to comprehend a reading, (Tarigan, 2008). Sharma and Singh (2005) state reading is the basic skill to be success in education, further for activities in everyday life. In addition, Willis (2008) states by reading someone are able to discover specific information. Thus, if students want to get information, they have to comprehend in reading text. According to Klingner, Vaughn and Boardman (2007), students' reading comprehension is the main indicator of reading comprehension steps in a reading comprehension process. According to Koda (2005), there are five basis aspects of reading comprehension: Determining main idea, finding the specific information, finding reference, inding inference, and Understanding vocabulary.

Roehrig and Guo (2011) also state vocabulary knowledge is one of the significant factors that influence reading comprehension. This makes sense for vocabulary mastery is used to know the meaning of the text. Basically, vocabulary is the important asset in learning English language skills such as listening, reading, speaking and writing. In purposing to get the meaning of the text, the students should know the structure and vocabulary items. Students would face the difficulties in comprehending

English texts if they do not master the meaning of vocabulary. Additionally, it will affect when student or learner do exercises on the reading text, they will ignore the key word due to missing the meaning of word. Whereas, when students are mastery in vocabulary, they would be easy to understand what the content of a text. Therefore, it could not be negotiated that without mastering of vocabulary students could understand the meaning of single word in a text.

Richard and Renandya (2002) vocabulary is the important basic element of language mastery dealing with how well learners in reading comprehension. It is strengthen by Staehr (2008) that vocabulary certainly predicts the four language skills: listening, reading, speaking and writing. Thornburry (2002) categorised vocabulary into six kinds. They are word class, word families, word formation, multi words unit, collocations and word meaning. In this context of research, the researcher focused on the word class, which divided into two classes; content word and function word. Content verb consists of noun (It refers to person, place or thing); verb (It is a word denotes an action); adjective (It is used to highlight qualities of attributes) and adverb (It is similar to adjective in many ways although they typically assign attributes to verbs, to clauses, or to entire sentences rather than nouns). In the aspects of function word includes preposition (The words that help locate items and actions in time and space); conjunction (This is sometimes called logical connectors because they clarify the relation between the linked clauses), article and demonstrative (This is important to point out object and bring them to the attention of the listeners).

However, in the school where the research conducted, English neither particularly provided as a part of department, which intensively taught about vocabulary nor intensively taught as particular subject in extracurricular activity. Instead of that, it is as a regular subject that generally taught about. It means, students do not especially learn specific of English skill, while they are always involved in doing examination that is consisted of reading test. For example, doing practice about English conversation once in week in order to increase students' vocabulary. In result, the students' capabilities were still low and most of students were not able to answer reading text questions because they did not know the meaning of vocabulary. Based on some previous statement of the experts, both vocabulary and reading are two important aspects for students in learning English process that cannot be separated. However, the students at the school do not know that the vocabulary is the important aspect to them in understanding a reading text.

Moreover, several previous researches show that vocabulary mastery correlates to reading comprehension. Furqon (2013) with the title "Correlation between Students' Vocabulary Mastery and Their Reading Comprehension: A Study in Second Grade of Junior High School". In the findings showed that between students' vocabulary mastery and reading comprehension has a strong correlation. Correlate means a connection between two things or more in which one thing changes as the other does (Hornby, 2015). The question, is there also any correlation between the both variable of second grade students at SMA Negeri 1 Tapung Hilir?. Therefore, in order to prove whether the statement is true or not, the researcher was interested to do this research in the school chosen. The main purpose is to know whether there is a correlation or not between vocabulary mastery and reading comprehension. Further, this

researched was conducted to know how far the significant of the correlation between the both variables. In proving that between there is correlation between vocabulary mastery and reading comprehension hoped it would be students' motivation to learn and practice more about vocabulary.

RESEARCH METHODOLOGY

In this research, the method used was descriptive quantitative research with the type of the correlational research. It is a kind of method involves the collection of data for describing existing condition. Quantitative research is numerical data or qualitative data converted into numbers (Sugiyono, 2017). In addition, Sugiyono (2017), correlational research is a type of research that investigate the problem in the form of a correlational relationship between two variables or more. This research was carried out at the second grade students of SMAN 1 Tapung Hilir, which is located on Jalan Pendidikan no. 2 Desa Kota Bangun. The time of this research was conducted within period of January 2021 to September 2021. The population were all students of second grade at SMAN 1 Tapung Hilir. The sample was taken by using cluster random sampling. Cluster random sampling is a sampling technique based on groups that have been determined from members of the population (Arikunto, 2010). In addition, if the population less than 100, then the sample is the representative of the population. However, if the population more than 100, the sample can be taken between 10 - 15% or 20 – 25% of the population. In this research, the sample consisted of 80 students for the real test and 30 students as the sample for try out.

Research instrument is a tool used to measures objects of research variable in order to collect data (Sugiyono, 2017). In this study, the data was collected by using real test and try out. The real test used to take the real data for this research while, try out was used to make sure that the instrument applied was validity and reliability. The test consisted of reading test and vocabulary test that the researcher constructed in the form of multiple choices. In reading comprehension test, there were five aspects as the indicators tested: Determining main idea, Specific information, Finding reference, Finding inference, Understanding vocabulary. The ability in comprehending of those reading aspects is the indicator of reading comprehension. Further, for vocabulary mastery test there were two categories been the aspects; content words (noun, verbs, adjective, and adverbs) and function words (preposition, conjunction, pronoun, article and demonstrative).

In this research, the researcher employed several formulas to analyse the data. The students' score of vocabulary mastery test and reading comprehension test was computed by using the same formula as followed,

$$\text{The final score} = \frac{\text{student correct answer}}{\text{the number of item}} \times 100$$

This formula used to know the students' score on each test, then to interpret the level of students' ability in vocabulary mastery test and reading comprehension test, the researcher used the categories as followed,

The Categories of Students' Vocabulary Mastery		
No	Interval	Level of Ability
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good

4	66-75	Fairly Good
5	56-65	Fair
6	36-55	Poor
7	0-35	Very Poor

(Depdiknas, 2006 cited in Hamid, 2016)

Before the instrument was used in the tests, the researcher tended to make sure that the instruments valid and variable by using the SPSS 25 application. Further, the instruments had been checked in the term level of difficulty by using SPSS 25.0. In order to interpret the categories of difficulty level the researcher used the categories as followed,

The Categories of Difficulty Level

Coefficient	Categories
$P < 0.3$	Easy
$0.3 \leq p \leq 0.7$	Mediocre
$P > 0.7$	Difficult

(Surapranata, 2009)

Another important thing to know the quality of instrument was by checking the discrimination power of each item test. In this research, the SPSS 25.0 application was used to calculate the data and to interpret the result, the researcher involved the categories as the table below,

The Criteria of Discrimination Power

Criteria	Coefficient	Interpretation
Discrimination Power	0.00- 0.20	Poor
	0.20 - 0.40	Satisfactory
	0.40 - 0.70	Good
	0.70 – 1.00	Excellent

(Arikunto, 2008)

In addition, the purpose normality test is to find out whether the sample has a normal distribution or not (Sugiyono, 2017). Further, Sugiyono (2017) states, this test purposed to know whether two variables or more show the linear correlation or not. In the final process, the correlation between vocabulary mastery and reading comprehension was calculated by using Pearson product moment formula (Sugiyono, 2017). However, the writer tended to use SPSS 25.0 in calculating the data, but manually, the formula can be seen as follows:

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

Where:

r_{xy} : The correlation coefficient between X and Y

x : The score of vocabulary test

y : The score of reading test

N : The number of sample

$\sum x$: The total score of vocabulary test

$\sum y$: The total score of reading test

$\sum xy$: Sum of vocabulary test score and reading test score

(Sugiyono, 2017)

In order to know the correlational level, there were interpretation of correlation between vocabulary mastery and English reading comprehension, the researcher searched based on the table below:

Range of Correlation	
Coeffisien Interval	Interpretation
0,00 - 0,199	Very low correlation
0.20 - 0.399	Low correlation
0.40 - 0.599	Mediocre correlation
0,60 - 0,799	High correlation
0.90 - 1.000	Very high correlation

(Sugiyono, 2017)

RESULTS AND DISCUSSION

Results

After calculating the data, it was obtained that in vocabulary mastery the higher score was 83 and the lowest score is 27. Most of 80 students were in the range score between 0 – 35 with the number of students were 36 and the less number of students were 3 in the range of 76 – 85. The rest of students distributed in the range of 36- 85 and the mean score of vocabulary mastery was 41.5. However, the high score of each aspect in vocabulary was 82 for adjective and the lowest was 22 in the aspect of noun. It means, most of students had very poor ability in vocabulary mastery.

In addition, reading comprehension test result showed the higher score was 77 and the lowest score is 13. Most of 80 students were in the range score between 0 – 35 with the number of students were 36 and the less number of students were in the range of 66 -75 and 76 – 85 with the number of students in each range were 2. The rest of students distributed in the range of 36 - 55 and the mean score of reading comprehension was 31.8. Besides, the score among aspects of reading comprehension such as; determining mine idea, Specific information, Finding references, finding inferences, and understanding vocabulary still showed in lower level and the higher score was only 38 in finding references and the lowest score was 26 in term of understanding vocabulary. In conclusion, the most of students were very poor in answering reading test items.

Based on correlational calculation it was obtained that the correlation coefficient was 0.615 with a significance of 0,000. The (r-observed) $df = n-2$ ($80 - 2 = 78$) was 0.220 in the significant level 0.05. There showed that the value of r-observed was higher than r-table ($0.699 > 0.220$). Further, based on the computation of coefficient determination, the R square obtained was 0.488 or 48.8%. It meant the relationship existing between vocabulary mastery (X) and reading comprehension (Y) as much as 48.8%.

Discussion

Based on the research finding data of 80 students ability in vocabulary mastery, there found 3 students were in good level; 4 students were in fairly good level; 6 students were in fair level; 31 students were in poor level and 36 students in very poor level. Moreover, the student's higher score of vocabulary mastery was 83 and the lower

score was 23. It meant the most students were in the level of very poor. However, based on the calculated, the mean of the scores was 41.5. According to Depdiknas (2006 cited in Hamid, 2016), the range score between 36 and 55 could be said that the ability is the level of poor. It also means that the students' ability in vocabulary mastery was in the range of poor.

In addition, for each aspect of vocabulary found that students were more capable to answer the question in term of content word rather than in term of function word. The total mean score of content words showed 48.5 that signed of poor category, while for function word there were only 36.2 that signed of very poor category. In the term of content words, the higher score was in the aspects of adjective (82) and the lowest score was in the aspect of noun (22). The other aspects such as verb and adverb sequentially gained the number of score 45 and 45. In the other hand, the higher score in term of function word was in the aspects of demonstrative and the lowest score was in the aspects of conjunction with the number score 45 and 25.

Moreover, the calculated data of reading comprehension showed that there found 2 students were in good level; 2 students were in fairly good level; 3 students were in fair level; 23 students were in poor level and 50 students in very poor level. In addition, the student's higher score of reading comprehension was 77 and the lower score was 17. It meant the most students were in the level of very poor. Based on the calculated mean scores, there showed that the mean of reading comprehension scores were 31.8, which indicated that students' ability in vocabulary mastery was in the range of very poor level.

Thus, from the data calculated, the ability of students' vocabulary mastery and reading comprehension were in the poor and very poor level. It might be caused by the condition of students such as, physical health, the ability of the students, and the external conditions such as environment in the school.

Besides, normality test and linearity test also showed that both of the variables were normal and linear since sig. deviation linearity from the output SPSS 25.0 program was higher than the significant 0.05 ($0.263 < 0.05$) and the linearity lower than 0.05 ($0.000 < 0.05$). Further, the result of data correlation showed that the value of r-observed was 0.699 that was higher than r-table (0.220). It meant that there was a correlation between vocabulary mastery and reading comprehension. According to Sugiyono (2017), if the range of correlation is between 0.60 to 0.799 meant that correlation is in the high level (significant).

In addition, since the result of students' reading comprehension was determined by students' vocabulary mastery then this correlation showed parallel correlation. According to Sudijono (2018), parallel correlation means that the value of coefficient correlation is positive and the two variables indicate a change in the same direction. It means that the change of variable X is always followed by variables Y. In this research, low level of variable X (vocabulary mastery) is followed by the change in variable Y (reading comprehension).

CONCLUSION AND RECOMMENDATION

Conclusion

After conducting the research entitled "The Correlation between Vocabulary Mastery and Reading Comprehension of Second Grade Students at SMA Negeri 1

Tapung Hilir”, the researcher could conclude that based on the previous researches and what the researcher had conducted about this research proven there was correlation between students’ vocabulary mastery and reading comprehension. The result of correlational data showed that r -observed coefficient was higher than r -table ($0.699 > 0.220$) in two tailed testing at 0.05 of significant level. According to Sugiyono (2017), if the coefficient interval of correlation in the range of 0.60-0.799, means that the correlation is in the high level and labelled as significant correlation.

In addition, based on the calculation of coefficient determination the contribution of vocabulary mastery for reading comprehension was as much as 48.8%. It means students’ reading comprehension was influenced by vocabulary mastery as much 48.8% and the rest percentage was caused by other aspects. In could be concluded that the results of data analysis showed that students’ vocabulary mastery correlates with reading comprehension at SMA Negeri 1 Tapung Hilir.

Recommendation

Based on the findings, the researcher proposed suggestions that can be considered. For the students, they might pay more attention that vocabulary is basis important thing in English. Thus, they to take more practice for memorize and master vocabulary. Further, having a reading comprehension is useful for students, importantly for they who doing reading exercise. Yet, it will help students to get information quickly and easily. Another way to cover the difficulty in comprehending every single word or sentence is through doing any reading exercise as often as possible.

For the teacher, finding alternative to increase student vocabulary mastery is important. By drilling personally or group in memorizing and speaking several word a day could be the facilitative way.

The last, the researcher recommends to other resources about the students’ competency in vocabulary and reading of second grade students at SMA N 1 Tapung Hilir. Further, this information can be references to them who want doing and developing a research with new gap of problem or other research. For example, analysis students’ ability in vocabulary mastery or analysis the internal and external factors towards students’ vocabulary mastery.

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