THE CORRELATION BETWEEN VOCABULARY MASTERY OF THE SECOND SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM FKIP UNIVERSITAS RIAU AND THEIR READING COMPREHENSION

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Abstract: *This research was purposed to discover whether there was a significant correlation between vocabulary mastery of English Study Program FKIP Universitas Riau and their reading comprehension. The population was the second semester of English Study Program FKIP Universitas Riau. The sample was chosen by cluster random sampling and there were 2A as the sample. Vocabulary test was used to find out the students' vocabulary mastery meanwhile reading comprehension test was use to find out students' reading comprehension. The gained data of this research was analyzed by using Pearson Product Moment's Formula which supported by SPSS 25.00 program. The results showed that $Rxy = 0,788 < Rt = 0,318$, it is possible to conclude that vocabulary mastery and reading comprehension has correlation. Moreover, the null hypothesis (Ho) is rejected, and it can be confirmed that there is a high significant correlation between reading comprehension and vocabulary mastery of the students. So, there was a positive correlation between vocabulary mastery and reading comprehension of the second semester students of English Study Program FKIP Universitas Riau. The gained determination coefficient (R square) was 62.1% which means that vocabulary explained only 62.1% to reading comprehension.*

Keywords: Correlation, Vocabulary Mastery, Reading Comprehension

HUBUNGAN ANTARA PENGUASAAN KOSA KATA PADA MAHASISWA SEMESTER DUA PROGRAM STUDI BAHASA INGGRIS FKIP UNIVERSITAS RIAU DAN PEMAHAMAN MEMBACA MEREKA

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Abstrak: Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan yang signifikan antara penguasaan kosa kata mahasiswa Program Studi Bahasa Inggris FKIP Universitas Riau dan pemahaman membaca mereka. Populasi dalam penelitian ini adalah semester II Prodi Bahasa Inggris FKIP Universitas Riau. Sampel dipilih secara cluster random sampling dan terdapat 2A sebagai sampel. Tes kosa kata digunakan untuk mengetahui penguasaan kosa kata siswa sedangkan tes pemahaman bacaan digunakan untuk mengetahui pemahaman membaca siswa. Data yang diperoleh dari penelitian ini dianalisis dengan menggunakan Formula Pearson Product Moment yang didukung dengan program SPSS 25.00. Hasil penelitian menunjukkan bahwa Rxy = 0,788 < Rt = 0,318, dapat disimpulkan bahwa penguasaan kosa kata dan pemahaman bacaan memiliki korelasi. Selain itu, hipotesis nol (Ho) ditolak, dan dapat dipastikan bahwa ada korelasi yang sangat signifikan antara pemahaman membaca dan penguasaan kosa kata siswa. Jadi, terdapat korelasi positif antara penguasaan kosa kata dan pemahaman bacaan pada mahasiswa semester dua Program Studi Bahasa Inggris FKIP Universitas Riau. Koefisien determinasi yang diperoleh (R square) adalah 62,1% yang berarti kosakata menjelaskan hanya 62,1% terhadap pemahaman bacaan.

Kata kunci: Hubungan, Penguasaan Kosa Kata, Kemampuan Membaca

INTRODUCTION

Reading is an essential skill. Reading provides people with a lot of information. The more they read, the more they will learn. According to (Natsir & Anisati, 2016), reading is defined as a process of installing new experiences in the mind. It takes intense concentration to gain new experiences. It is a surface structure of language that does not directly represent meaning. The deep structure of language, the intentions of the writers, and the interpretation made by the readers all contribute to the meaning.

Based on the writer's experience, students in the English Study Program frequently struggle to understand certain words in context. The problem is that the students have difficulty in reading.

Vocabulary is one of the most important components to master. According to (Alqahtani, 2015), vocabulary knowledge is frequently regarded as a critical tool for second language learners because a limited vocabulary in a second language negatively affects successful communication. That's why people need to develop their vocabulary skills.

In this research, the writer used syllabus of vocabulary subject and reading subject from 2 lecturers who teach at the English Study Program of FKIP Universitas Riau. The writer tries to collect the data from Second Semester students of the English Study Program of FKIP Universitas Riau because they already passed the Reading 1 and Vocabulary when they were in the first Semester.

Based on the explanation above, the writer is interested to construct this study because the writer wants to figure out how the correlation between vocabulary mastery and reading comprehension and to discover whether there is a significant correlation between vocabulary and reading comprehension. By doing research entitled "The Correlation Between Vocabulary Mastery of the Second Semester Students of English Study Program FKIP Universitas Riau and Their Reading Comprehension"

METHODOLOGY

This research was conducted at the second semester student of English Study Program FKIP Universitas Riau. This research was held on Januari 2021 to April 2023 in preparation, collecting and analyzing the data. This research, the writer used a correlation research design. It means to find out the correlation of both the two variables and more. Quantitative research is being used in the research. The writer used cluster random sampling techniques to choose the class to be the sample. The sample of this research is "Sample Test" for 2C and "Sample Try Out" for 2A.

The instrument used in this research is divided into three kinds. The first is to try out both of the tests which are vocabulary mastery and reading comprehension test, the second is vocabulary mastery test and the third is reading comprehension test that uses multiple-choice type. Try out is a pre-test of vocabulary test and reading comprehension test that used to validate the question whether it can be applied or not for collecting the data. The vocabulary test is the exercises that are adopted from many online sources. Then, either the reading test.

Table 1. Blueprint of Vocabulary Mastery

Aspects	Question Number	The Number of Question
Prefix	1, 2, 3, 4, 5, 6 , 7, 8,	8
Verb Suffix	9, 10, 11, 12, 13, 14, 15, 16	8
Noun Suffix	17, 18, 19, 20, 21, 22, 23, 24	8
Adjective Suffix	25, 26, 27, 28, 29, 30, 31, 32	8
Compound Noun	33, 34, 35, 36, 37, 38, 39, 40	8
Total number of the questions		40

(Olsen, 2010)

Table 2. Blueprint of Reading Comprehension

Aspects	Question Number	The Number of Question
Topic	1, 3, 5, 7, 8, 9, 10, 11	8
Main Idea	2, 4, 6, 12, 13, 14, 15, 16	8
Context Clues	17, 18, 19, 20, 21, 22, 23, 24	8
Inference	25, 26, 27, 28, 29, 30, 31, 32	8
Supporting Details	33, 34, 35, 36, 37, 38, 39, 40	8
Total number of the questions		40

(Fleming et al., 2016)

This research used multiple tests as the instrument for collecting the data. First, the vocabulary test was conducted to obtain the score of the vocabulary mastery. After the vocabulary test, a reading comprehension test was carried out to the students by the writer to find out students' reading comprehension and vocabulary mastery level.

RESULTS AND DISCUSSIONS

Results

This section is divided into three parts. First, presents a summary of the reading comprehension test, and second is a summary of the vocabulary mastery test. Lastly is the test of hypothesis of the correlation between vocabulary mastery and their reading comprehension.

The range score of the students' reading comprehension is 32.5. The lowest score is 57.5 while the highest one is 90. The mean score of the data is 78.1 while the standard deviation is 6.8. From 39 students, they got 3 levels of reading comprehension; very good, good and mediocre. A level where 27 students got score in good level for the most or about 69.2% of the population. Then, there are 10 students got score in very good level for about 25.6% of the population. Last 2 students got score in mediocre level for 5.1%. It can be concluded that overall, the reading comprehension of the

second semester students of English Study Program Universitas Riau is good. The range score of the students' vocabulary mastery is 27.50. The lowest score is 65 while the highest one is 96. The mean score of the data is 92.5 while the standard deviation is 6.57. From 39 students, they got 2 levels of vocabulary mastery; very good and good, a level where 26 students got score in very good level for the most or about 66,7% of the population. Then, there are 13 students got score in good level for about 33.3% of the population. It can be concluded that overall, the vocabulary mastery of the second semester students of English Study Program Universitas Riau is very good.

The correlation coefficient of the students' reading comprehension and vocabulary mastery is 0.788. Using the interpretation of correlation level by Sugiyono (2009), if the correlation coefficient has value between 0.71 to 0.90, the two variables have a high level of correlation. As a result, the null hypothesis (Ho) is rejected, and it can be confirmed that there is a *high significant correlation* between reading comprehension and vocabulary mastery of the students.

In studying a correlation, it is important to find the coefficient of determination (R). This analysis is to know how much variable X influences the value of variable Y. Vocabulary mastery has a 62.1% contribution to the reading comprehension of the students. Thus, it can be determined that the other 37.1% of the students' reading comprehension is contributed by other factors.

Discussions

After analyzing the data of this research, the writer makes a discussion in order to fulfil the research question as the writer wrote on the first chapter. The discussion contains vocabulary mastery, reading comprehension and correlation analysis of vocabulary mastery and reading comprehension. The first variable of the research is vocabulary mastery. The gained data from the vocabulary mastery of the second semester students of FKIP Universitas Riau has a very good level with most 66,7% of the sample and the lowest score is 33,3% of the sample as explained on Table 4.4. this is showed that the sample in this research has a very good level in mastering vocabulary.

Furthermore, the second variable of this research is reading comprehension. As the writer told on Table 4.2 that reading score of the second semester students of FKIP Universitas Riau has a good level for the most 69,2% of the sample and the lowest score is in 25,6% of the sample. It is obviously pointed that the sample in this research has a good level or on the other words, they have good reading comprehension.

In addition, hypothesis testing has a result that the correlation coefficient of the students' reading comprehension and vocabulary mastery are 0,788. As a result, the null hypothesis (Ho) is rejected and it can be confirmed that there is a high significant correlation between reading comprehension and vocabulary mastery of the second semester students of FKIP Universitas Riau. Another result that vocabulary mastery has a 62.1% contribution to the reading comprehension of the students.

The findings that the writer found in this research also has similar findings to previous studies. As conducted by Irwan Ro'iyal Ali (2010), the results shows that the hypothesis testing has a significant correlation and Hypothesis alternative (Ha) is accepted. It means the higher score in vocabulary is the better score in reading of English Department Students of UIN Jakarta.

Moreover, Dewi Ratnawati (2006) in her research shows that there is a significant correlation between the vocabulary mastery and reading comprehension by applying the rxy distribution.

Then, according to Latifatul Hidayati and Bambang Eko Siagiyanto (2012) the results of the research shows that there is positive and significant correlation between vocabulary mastery and reading comprehension of the second semester students (X3) of SMA Muhammadiyah 1 Metro Academic Year 2009/2010.

At the last, Dasep Samsul Bahri (2018), tells that the results from his research is there is a correlation between students' vocabulary mastery and the reading comprehension at the seventh-grade students of MTS Daarul Ihsan.

From the discussion above, it can be concluded that this research has similar results to others study where there is a significant correlation between the vocabulary mastery and reading comprehension.

By doing this research, students know that vocabulary mastery and reading comprehension are significantly correlated. The students also know their level in reading comprehension through vocabulary mastery. As David Wilkins in Thornbury (2002: 13) said, without grammar, very little can be stated, and without vocabulary, nothing can be conveyed. Students need to understand vocabulary in order to understand the material they read, it will be difficult for them to read the text and get the key information. On the other hand, students with great competence or vocabulary mastery will easily comprehend the material.

On the other hand, the writer hopes students can improve their reading comprehension by mastering vocabulary. Since the vocabulary mastery give big contribution in reading comprehension, yet other factors also influence students' reading comprehension, so that the students still have to learn from other factors that can make students better in reading comprehension.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After doing the research, several conclusions can be reached. First, the reading comprehension test results show that second semester students of English Study Program Universitas Riau are at a *good level*. Second, the vocabulary mastery test results revealed that the English vocabulary mastery of the second semester students of English Study Program Universitas Riau is in *Very good level*. Lastly, the correlation coefficient found is 0.788, the alternative hypothesis is then accepted and the null hypothesis is rejected. It can be confirmed that there is significant and highly correlation between the students' vocabulary mastery and their reading comprehension.

Recommendations

Based on the conclusion above, it was recommended that in reading comprehension and vocabulary mastery are:

1. English Teachers, The writer recommend for English teachers will always give information to students about the importance of vocabulary mastering in improving four skills in learning English, especially reading comprehension.
2. English Students. The writer recommend for students to keep learning from other elements in order to improve reading comprehension. By reason of 62.1% is not enough to make students understanding reading comprehension.
3. Other Writers. As proposed to the other writers, the teacher should be more active and creative in using different strategies and might use modification and finding an ideal way in teaching language. Its purpose is to make students interested and improve their vocabulary mastery and their reading comprehension.

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