

JURNAL AKADEMIK FKIP UNIDAYAN

Jurnal Hasil Penelitian

<https://www.ejournal.lppmunidayan.ac.id/index.php/fkip>

e-ISSN: 2686-3758

p-ISSN: 2303-1859

Keywords: *Vocabulary Mastery, Reading Comprehension*

Kata kunci: *Penguasaan Kosakata, Pemahaman Bacaan*

Korespondensi Penulis:

Email: sanariamaneba@gmail.com



PENERBIT

Lembaga Penelitian dan Pengembangan Profesi FKIP Universitas Dayanu Ikhsanuddin Baubau

Jl. Dayanu Ikhsanuddin No. 124, Baubau

Alamat

Jl. Sultan Dayanu Ikhsanuddin No. 124 Baubau, kode pos 93724 Sulawesi Tenggara, Indonesia

THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR READING COMPREHENSION OF THE EIGHT GRADE STUDENTS OF SMP NEGERI 3 BAUBAU

Rifandi Jafar

Universitas Dayanu Ikhsanuddin, Baubau, Sulawesi Tenggara

Diterima: 17/08/2023

Direvisi: 23/08/2023

Disetujui: 03/09/2023

Abstract

The Formulation of the problem in this study was whether there was a Correlation between Students' Vocabulary Mastery and Their Reading Comprehension of the eight grade students of SMP Negeri 3 Baubau. This study aimed to determine The Correlation between Students' Vocabulary Mastery and Their Reading Comprehension of the eight grade students of SMP Negeri 3 Baubau. Data Collection in this study was carried out using research instruments in the form of multiple choices tests. This study used a quantitative approach using the correlation method. The data obtained were analyzed by descriptive analysis and inferential analysis. The Result of this study indicated the correlation Value (R) of 0.942 Where the Value was included in the Strong category. In addition, the value of Fcount was 430.981 and Ftable 4.10, so that Fcount was greater than Ftable ($430.981 > 4.10$), and the significance value was 0.000 where the value was less than α 0.05. Based on these results, it could be concluded that H_a was accepted and H_0 was rejected. This meant that there was a positive correlation and there was a significant influence between Students' Vocabulary Mastery and Their Reading Comprehension of the eight grade students of SMP Negeri 3 Baubau.

Abstrak

Rumusan masalah dalam penelitian ini adalah apakah ada hubungan antara penguasaan kosakata siswa dan pemahaman membaca siswa kelas delapan SMP Negeri 3 Baubau. Penelitian ini

bertujuan untuk mengetahui hubungan antara penguasaan kosakata siswa dan pemahaman membaca pada siswa kelas delapan SMP Negeri 3 Baubau. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan metode korelasi. Populasi penelitian ini adalah seluruh siswa kelas VIII tahun pelajaran 2021/2022 di SMP Negeri 3 Baubau yang berjumlah 225 siswa yang terdiri dari 9 kelas. Sampel diambil dengan menggunakan teknik simple random sampling yaitu sebanyak 57 siswa. Pengumpulan data dalam penelitian ini dilakukan dengan menggunakan instrumen penelitian berupa tes pilihan ganda. Data yang diperoleh dianalisis dengan analisis deskriptif dan analisis inferensial. Hasil penelitian ini menunjukkan nilai korelasi (R) sebesar 0,942 dimana nilai tersebut termasuk dalam kategori kuat. Selain itu, nilai Fhitung sebesar 430,981 dan Ftabel 4,10, sehingga Fhitung lebih besar dari Ftabel ($430,981 > 4,10$), dan nilai signifikansi sebesar 0,000 dimana nilai tersebut lebih kecil dari α 0,05. Berdasarkan hasil tersebut dapat disimpulkan bahwa H_0 diterima dan H_a ditolak. Hal ini berarti terdapat hubungan positif dan pengaruh yang signifikan antara penguasaan kosa kata siswa dengan pemahaman membaca siswa kelas VIII SMP Negeri 3 Baubau.

INTRODUCTION

Learning English as a foreign language as well as learning Indonesian for the majority of students in Indonesia have been widely regarded as important for national development. Language is a basic human need to communicate in expressing ideas, thoughts, and feelings. Its function as a communication tool. Most of human knowledge and culture is transmitted through language. English is a compulsory subject at every level from elementary to high school which functions as a means of developing students' self in science, technology, art, and culture. In learning

languages, especially English, we recognize four skills, namely speaking skills, reading skills, listening skills, and writingskills.

But reading is considered an important skill. In line with what is defined by [1] states that reading as well as listening is an important key activity to get information.

One of the goals of teaching English as a foreign language to Indonesian people is so that they can read, understand ideas and understand books written in English. To achieve this goal, students must master a lot of vocabulary. As explained by [2] the more vocabulary a person has, the easier it is for that person to communicate with other people. This means that vocabulary is one of the keys that must be mastered by students if they want to have good knowledge in these four skills, including reading skills. Vocabulary is one of the important aspects in learning a foreign language. Anyone will have difficulty understanding speaking, reading, listening, and writing when they have limited or lack of vocabulary. It may be impossible to learn a foreign language without mastering vocabulary.

In fact, students still have difficulty in enriching vocabulary and also memorizing words. If they don't know how to expand their vocabulary, they will gradually lose interest in learning. One of the reasons is that they learn vocabulary in a boring and inefficient way. For example, they simply list words with their spelling, pronunciation, and meaning, then find it difficult to remember the words they have learned. Vocabulary and reading cannot be

separated because they have a close relationship. When students learn about reading, they must understand the vocabulary in the text. The level of students' vocabulary mastery is very influential on language skills. A person's skill in using language is largely determined by his vocabulary mastery [3].

Objective of the research was conducted to determine student mastery in vocabulary and reading comprehension and to find out whether there is a correlation between students' vocabulary mastery and their reading comprehension of the eight grade students of SMP Negeri 3 Baubau?

1.1 Vocabulary

In learning language, vocabulary cannot be separated as a part of understanding the language, because the essence of a language is the word. Vocabulary refers to the richness of words in a particular language. Mastering a large number of vocabularies is very important for students. Without mastering it, the students will find some difficulties in learning English. Based on this, there are many definitions of vocabulary put forward by experts.

"Vocabulary is one of the language aspects which should be learn [5]. A person is said to know a word if they can recognize its meaning when they see it" Mind mapping is a note-taking technique that can map creative and effective thoughts and combine and develop the work potential of the brain, either the right hemisphere or the left hemisphere of the brain contained in a person. By using the mind mapping method, you can produce notes that

provide a lot of information on one page. So, with the mind mapping method, a long list of information can be turned into colorful, highly organized, and easy-to-remember maps that are in harmony with the natural way the brain works.

"The term of vocabulary refers to a list or set of words for particular language or a list of words that used by individual speakers in language use.[6]

vocabulary is the wealth of words owned by a speaker, writer, or a language. Vocabulary is also a component of language that contains all the information about the meaning and usage of words in the language.

Based on the opinions of several experts on the understanding of the vocabulary presented above, it can be concluded that the vocabulary is a collection of words that someone uses in language activities. Vocabulary mastery is needed by someone to understand and use the collection of words they have to express their thoughts and feelings in various spheres of life such as in language activities.

Vocabulary is considered as the most important part in learning language. The students can't read, write and speak a foreign language without having adequate vocabulary knowledge. Learning the new vocabulary is not only about memorizing the words but also about knowing its meaning.

It is important to realize that student owned vocabulary needs to be developed. In every conversation, students use vocabulary to express their idea, since vocabulary is made up of words. Not only is it helping students communicate their thoughts and ideas to others, but it also

helps students understand what others think, feel and mean. It can be concluded that vocabulary is a word that people know and use or all the words in a particular a language that people use when they talk about a particular subject. It is an essential part of English learning. Vocabulary is a key to language mastery, and is considered one of the most important aspects of learning language, especially learning a foreign language

1.2 Reading

Reading is the process of getting the reader to get, to understand, to catch the reading material. Reading is also defined as a process of understanding written texts. According to Walter R Hill written in his book "reading is what the reader does to get the meaning he needs from textual sources". It means reading is a process of understanding a written text that means extracting the information required from it as efficiently as possible. Williams and Robert Affirms that reading is a process to gain understanding by looking at what had been written. It means reading is process of acquiring meaning from written texts.

The aim of reading is generally to find some information from the text. As we know that the aim of reading is the students understand the written language.

"The main purpose of reading is to seek and obtain information, including content, understanding the meaning of reading". The meaning is very closely related to the purpose of purpose, or our intensive reading.

There are seven aims of reading, reading for details and fact, reading for

main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and treading for comparing of contest.

1.3 Reading Comprehension

Reading comprehension is level of understanding of writing. Comprehension is multi component that involves many interactions between reader and what they bring to the text, as well as variable related to text itself.

Comprehension takes the most important part in reading, because reading without comprehension is meaningless and useless. Holdaway stated that "reading without comprehension is a string of meaningless noise". It means that if the readers do not understand the text and they do not get any kind of information from the text they read, it becomes useless for them.

3.2.2 Inferential Statistics

a. Correlation Analysis

Tabel 1. Model Summary

M o d e l	R	R Square	Adjusted R Square	Error of the Estimate
1	.942 ^a	.887	.885	5.463

From the model summary table above, it can be explained that the value of R is 0.942, where R is the correlation symbol. Based on the table of correlation levels presented in the

previous chapter, the score is in Very strong category. This means that there is a positive correlation with the very strong category between the Students' Vocabulary Mastery and the students' Reading Comprehension.

b. Regression Analysis

In the regression test, researchers used a probability value of 0.05. From the ANOVA table above, a significant value of 0.000 can be obtained, where this value is smaller than the probability value (0.05), which means significant. In addition, the value of Fcount is 430.981 and Df is 55. When compared with the results of Ftable, the Ftable value is 4.10. where Fcount is greater than the value of Ftable ($430.981 > 4.10$) which means there is an influence. So, it can be explained that H_a is accepted and H_o is rejected. So, it can be concluded that there is a significant influence between the students' Vocabulary Mastery and their reading comprehension of the eight grade students of SMP Negeri 3 Baubau.

METHODS

2.1 Design of The Research

In this research, the writer used correlational research. The research used two different variables, there was the independent variable (X) and the dependent variable (Y).

For this research, the independent variable of this research is the students' vocabulary mastery and the dependent variable is students' reading comprehension. Simple random sampling technique is a technique of taking samples from members of the population which is done randomly without regard to the existing strata in the population. From the total population, there are 224 people, so that the number of samples for this study is 56 people.

2.2 Instrument and Technique of Data Collection

The instrument used in this research was the form of "Field research". In this instrument was divided in two parts: the first was vocabulary test, that consist of 20 questions. The numbers of each item of the test were 20 items of a multiple choicetype test with four options: A, B, C, or D.

In vocabulary test the researcher found out the improvement of the student's vocabulary mastery that focus on (verb and adjective). The second test was reading test which consist of 20 questions. The numbers of each item of the test were 20 items of a multiple choices type test with four options: A, B, C, or D. In reading comprehension test the researcher found out the improvement of the student's reading comprehension that focus on (sequence

and inference).

To collect data the writer did the procedure of this research as follows:

- 1) The writer distributed the test namely the vocabulary test and reading comprehension test.
- 2) The researcher explained to the students about the test.
- 3) The researcher gave two hours for respondent to answer the entire question.

2.3 Technique of Data Analysis

Techniques of data analysis apply in this research are descriptive statistics and inferential statistics. The score of students' English proficiency calculate by using SPSS program 20.0.

RESULT AND DISCUSSION

RESULT

3.1.1. Descriptive Statistics

a. Students' Vocabulary Mastery Score

As mentioned in the data analysis technique, the test in this study consisted of 20 multiple choice test which consists of verb and adjectives. The following table describes the results of the students' vocabulary mastery test after being collected.

The result show that the total of mean statistic score of 57 respondents is 72.98 . The data were then analyzed using the SPSS 20 program, the mean score indicates that students'

Vocabulary Mastery is in Moderate category.

The distribution of English proficiency scores is then presented into categories based on the criteria given in the previous chapter. The distribution of achievement categories can be concluded that students have Vocabulary Mastery in category good.

b. Reading Comprehension Score

As mentioned in the data analysis technique, the test in this study consisted of 20 multiple choice test which consists of Sequence and inference. The results of the students' Reading Comprehension test after being collected that the total mean statistic score of 57 respondents from the student's Reading Comprehension score is 62.37. The data is then analyzed using SPSS 20.

Based on the assessment category guidelines presented in chapter III, the mean score indicates that English proficiency is in the Moderate category.

The distribution of the students' Reading Comprehension scores is then presented in categories based on the criteria given in the previous chapter. The distribution of achievement categories is shown there are 3 students or 5,3% in the very good category, 25 students or 43,9% in the good category, 23 students or 40,4% in the moderate category, 6 students or

10,2% in poor category, 0 students or 0% in the very poor category. Based on the table above, it can be concluded that the students' Reading Comprehension is good.

3.2.3 Inferential Statistics

a. Correlation Analysis

Tabel 1. Model Summary

Model	R	R Square	Adjusted R Square	Error of the Estimate
1	.942 ^a	.887	.885	5.463

From the model summary table above, it can be explained that the value of R is 0.942, where R is the correlation symbol. Based on the table of correlation levels presented in the previous chapter, the score is in Very strong category. This means that there is a positive correlation with the very strong category between the Students' Vocabulary Mastery and the students' Reading Comprehension.

c. Regression Analysis

In the regression test, researchers used a probability value of 0.05. From the ANOVA table above, a significant value of 0.000 can be obtained, where this value is smaller than the probability value (0.05), which means significant.

In addition, the value of Fcount is 430.981 and Df is 55. When compared with the results of Ftable, the Ftable value is 4.10. where Fcount is greater than the value of Ftable ($430.981 > 4.10$) which means there is an influence. So, it can be explained that H_a is accepted and H_o is rejected. So, it can be concluded that there is a significant influence between the students' Vocabulary Mastery and their reading comprehension of the eight grade students of SMP Negeri 3 Baubau.

DISCUSSION

From the results of data analysis, it is known that the correlation index between variable X and variable Y is 0.942. This means that between the two variables has a Very Strong correlation. It can be concluded that there is a Very Strong Correlation between students' Vocabulary Mastery and Reading Comprehension. This means that the alternative research hypothesis is accepted.

In addition, a quest was used to determine the type of Vocabulary Matery used. The multiple Choice test contains several questions related to learning Vocabulary examined in this study, namely Verb and Adjective. The results of the test multiple choice obtained an mean value of Vocabulary Mastery 72.98. This means that

Vocabulary Mastery is categorized as "good" because the mean score is in the interval 61-80.

Second, the Reading Comprehension The type of test Multiple choice. In addition, a quest was used to determine the type of Vocabulary Matery used. The multiple choices test contains several questions related to learning Reading Comprehension examined in this study, namely sequence and inference. It is known that the mean Reading Comprehension score is 62.37, which means that Reading Comprehension is categorized as "good" because the average score is in the 61-80 interval.

CONCLUSION

Based on the results of the research and data analysis, this study found that there was a positive correlation with very strong category between Vocabulary Mastery and Reading Comprehension and there was a significant influence between category between Vocabulary Mastery and Their Reading Comprehension of the Eight Grade Students of SMP Negeri 3 Baubau. This conclusion is based on the results of statistical analysis, it is obtained that the Fcount value is 430.981 with a significance value of 0.000 because the Fcount value is greater than Ftable (4.10) and the significance value is smaller than α

(0.05), it means that the alternative hypothesis (H_a) is accepted and the hypothesis is null (H_o) rejected.

ACKNOWLEDGEMENT

The researcher would like to thank the principal of SMP Negeri 3 Baubau who has provided support and opportunities for the researcher to carry out research activities at the school. Furthermore, the researcher would also like to thank the students of class VIII for their help and support in the form of energy, thoughts and time that has been given. to researcher, as well as teachers, especially English subject teachers, for their good cooperation so that the research process runs in accordance with the researchers' expectations.

REFERENCES

- [1] Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- [2] Brown, H.D, *Language assessment principles and classroom practice*, (California: Person Education, 2004), p.189.
- [3] Cameron, L. *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press, 2001), p.75.
- [4] Coady James and Huckin Thomas, *Second Language Vocabulary Acquisition*, (Cambridge:

- Cambridge University Press, 1997),p.5.
- [5] Hiebert Elfrieda, L. Kamil Michael (2005) *Teaching and Learning Vocabulary Bringing Research to Practice* (Lawrence Erlbaum Associates, 2005), p. 3.
- [6] Jannete K.Klinger, Sharon Vaogis, and Allison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (Newyork: The Guilford Press,2007), p.2
- [7] Jackson, Howard, *Grammar and Vocabulary- A Resource Book For Students*, (New York:Routledge Taylor and Francis Group, 2002),p.28
- [8] Jo Ann Aebersold and Mary Lee field, *From Reader to Reading Teacher* (New York: Cambridge University Press, 1997),p.138
- [9] Tarigan and Henry Guntur, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung:Angkasa Bandung, 2008),p.9
- [10] Tarigan, *Pengajaran Kosakata*, (Bandung:Angkasa Bandung, 2015),p.65
- [11] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, Cet.20; Bandung:Alfabeta, 2011.
- [12] Walter R. Hill, *Secondary School Reading: Process, Program, Procedure*, (Boston: Allyn and Bacon, 1979),p.4