

THE CORRELATION BETWEEN VOCABULARY MASTERY AND READING COMPREHENSION OF THE SEVENTH-GRADE STUDENTS OF SMPN 2 KUTA UTARA IN ACADEMIC YEAR 2020/ 2021

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ABSTRACT

This study was designed in the form of ex-post facto research. It was aimed at finding out the correlation between vocabulary mastery and reading comprehension of the seventh-grade students of SMPN 2 Kuta Utara in academic year 2020/2021". There were 68 seventh-grade students of SMPN 2 Kuta Utara in academic year 2020/2021 which was regarded as the samples under study. They were taken by using cluster random sampling technique with lottery system. Besides, the present study was conducted with two instruments those were short answer tasks that was used to assess reading comprehension and cloze tasks for vocabulary mastery test. Moreover, to find out the correlation between two variables, the obtained data were analysed by using Product Moment's formula and analysed by using the Statistical Package for Social Science (SPSS) 19. The results of the data analysis showed that there was a significant, and positive correlation between vocabulary mastery and reading comprehension of the seventh-grade students of SMP N 2 Kuta Utara in academic year 2020/2021.

Keywords: correlation, vocabulary mastery and reading comprehension.

ABSTRAK

Penelitian ini dirancang dalam bentuk penelitian ex-post facto. Tujuannya untuk mengetahui hubungan penguasaan kosa kata dengan pemahaman membaca pada siswa kelas VII SMPN 2 Kuta Utara tahun ajaran 2020/2021. Jumlah siswa kelas VII SMPN 2 Kuta Utara tahun ajaran 2020/2021 yang menjadi sampel penelitian berjumlah 68 siswa. Pengambilan sampel menggunakan teknik cluster random sampling dengan system undian. Selain itu, penelitian ini dilakukan dengan dua instrument yaitu tugas jawaban singkat yang digunakan untuk menilai pemahaman bacaan dan tugas paragraph rumpang untuk tes penguasaan kosakata. Selanjutnya untuk mengetahui hubungan antara dua variabel, data yang diperoleh dianalisis dengan menggunakan rumus Product Moment dan dianalisis dengan menggunakan Paket Statistik Ilmu Sosial (SPSS) 19. Hasil analisis data menunjukkan bahwa terdapat pengaruh yang signifikan, dan korelasi positif antara penguasaan kosa kata dengan pemahaman membaca siswa kelas VII SMP N 2 Kuta Utara tahun ajaran 2020/2021.

Kata kunci: korelasi, penguasaan kosa kata, dan pemahaman bacaan.

INTRODUCTION

Language is a crucial mean for human communication. It is used for interacting with other people and it is also used to express emotion, feeling, and opinion by people. English is one of the foreign languages which are spoken by people all over the world. Basically, there are four language skills to be mastered, is that listening, speaking, reading, and writing skill. Specifically, reading involves students interacting with visual input of language which they need to process and understand (Pollard, 2008:45). Since reading lead the reader to understand a text, reading can be said as receptive skill in language activity. Reading is definitely an active process; the learners interact with a text and bring their knowledge of the subject and language to the text. Furthermore, the learners do not need to produce language in reading meanwhile they receive the information to produce comprehension.

Reading comprehension is defined as the degree of understanding the text. Duffy (2009:14) reveals that comprehension is the root of reading because the goal of written language is communication of message. In addition, when the learners have understood the message in written text, they are able to pass the information to people around them. Furthermore, there are so many benefits that the students get from reading, one of them is the students can enrich their vocabularies that make them mastering reading skill more. Reading comprehension is the goal of reading activity. According to Boardman (2007:8), reading comprehension involves much more reader responses to text. Reading comprehension is a multi-component, highly complex process that involves many

interactions between readers and what they bring to the text (previous knowledge and strategy use) as well as variables related to the text itself (interest in text and understanding of text types). Based on that statement, the knowledge or information from the text is worth by students if they take attention on it properly and correctly.

In fact, when the researcher interviewed the teacher at SMP N 2 Kuta Utara, she told the researcher about the students' conditions when they did reading activity. Students got a minimum score because their vocabulary mastery was low; they have difficulty to understand the content of the text when they read a passage. She also said, if her students always asked about the vocabulary to her. In other occasion, the researcher also did an observation at the class of the seventh-grade students of SMP N 2 Kuta Utara, related with the interview there many students showed that they frequently ask their teacher about the vocabulary.

According to Cameron (2001: 72), vocabulary is central to the learning of a foreign language. Furthermore, a similar statement is also stated by another expert. Nunan (2001) argues that a rich vocabulary is an important element in the acquisition of a second language. It means that vocabulary is the important element that has been learned in a foreign language or second language especially English. According to Ur (2009:60), vocabulary can be defined, roughly, as the words that teach in the foreign language. It means that it is not a single word that is called vocabulary. Vocabulary is more than a single word that expresses an idea. Meanwhile, Thornbury (2002:13) argues that without vocabulary nothing can be conveyed. It means that when someone has low vocabulary

mastery, it will make them harder to understand. They cannot deliver what they want to express based on their ideas.

Based on what has been described in the background of the study above, the researcher held research on the correlation between vocabulary mastery and reading comprehension of the seventh-grade students of SMP N 2 Kuta Utara in academic year 2020/2021. Moreover, the researcher was interested in finding out the significant correlation of vocabulary and reading comprehension of the students in junior high school. Therefore, the research problem in this present study can be formulated in the form of question as follows: is there any significant correlation between vocabulary mastery and reading comprehension of the seventh-grade students of SMP N 2 Kuta Utara in academic year 2020/2021?

In line with the background and the research problem above, the primary objective of the present study is to figure out the significant correlation between vocabulary mastery and reading comprehension of the seventh-grade students of SMP N 2 Kuta Utara in academic year 2020/2021.

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Besides, vocabulary mastery in this study was limited to verb, noun, adjective and adverb and for the reading was limited to the general information, specific information, textual meaning, and textual reference in descriptive text about animal, place and thing.

The study that expected to get both theoretical and practical of significances. Theoretically, this study is worth for other researchers in which hopefully it can be used as reference and also guidance in conducting the same study of observing reading comprehension. Practically, the study is expected to give information and fateful feedback to be useful for the English teacher, for the student, and for the other researcher. For the English teacher, the researcher expects that the result of this study can be beneficial because teacher can attract the students to be active in learning during the teaching-learning process especially in students' reading comprehension. For the students, by developing reading comprehension the students have a positive impact, such as get a lot of new vocabulary, modification of new sentences, information so they can upgrade their knowledge by reading. In addition, the result of the present study also beneficial for other researchers, it can be used as a reference and guidance in conducting the same study of obtaining enriched the knowledge material in making other research about the correlation between vocabulary mastery and reading comprehension.

In this study, the researcher provides two researchers that use the same title as empirical reviews. The first research was conducted by Rahmawati (2017) entitled "The Correlation Between Vocabulary Mastery and Reading Comprehension on The Second Year Students of SMP Shalahuddin Malang" the objective of the study was to find out whether there is a significant correlation between students' vocabulary mastery and reading comprehension at the second year students of SMP Shalahuddin Malang. The result showed that there was a statically

significant correlation between vocabulary mastery and reading comprehension.

The second study is from Furqon (2013) entitled "Correlation between Students' Vocabulary Mastery and Their Reading Comprehension. In this study, he wanted to know was there any correlation between students' vocabulary mastery and their reading comprehension". The result show that after calculating the data, it was found that the correlation coefficient (r) is 0.7205 and it could be considered as a strong correlation since the result was included into strong category (Arikunto, 2003).

RESEARCH METHOD

The population of the study was all of the seventh-grade students of SMP N 2 Kuta Utara in academic year 2020/2021 which has eleven classes. Each class consisted of 34 students and a maximum of 38 students. The whole seventh-grade students consisted of 418 students. The researcher used one of a kind probability sampling that is cluster sampling as the technique of taking sample. This technique can be used because all the classes were homogeny class. The total samples that participated in this research were 68 students which were 2 classes that were selected randomly.

The instrument that is used in this study aimed to assess student reading comprehension was short answer task and to measure vocabulary mastery test the researcher used cloze tasks.

In order to analyze the data, the researcher uses an appropriate technique to find out whether there any correlation between two variables by using *SPSS* version 26.00 for Windows. There are two testing used in this research; prerequisite testing and hypothesis testing. In

prerequisite analysis, the test was conducted from two kinds of prerequisite tests. Those are the normality test is used to know whether vocabulary mastery and reading comprehension is normally distributed or not and homogeneity tests is used to know both variables is homogeneous or not. Moreover, hypothesis testing is conducted from two kinds of tests. Those are Pearson product moment correlation is used to find out whether vocabulary mastery and reading comprehension is correlated or not and test (paired samples t-test) is used to find out difference between the means of the two groups of score.

FINDING AND DISCUSSION

The data collected were then analysed by applying *SPSS (Statistical Product for Service Solution)* 26.00 program. First, the calculation of *SPSS* 26.00 Program showed that the normality score for vocabulary mastery is 0.200 and for reading comprehension is 0.197. That's means the data was normal because $0.200 > 0.05$ and $0.197 > 0.05$.

Second, from the calculation of homogeneity test, the significant score is $0.371 > 0.05$. It means that the variances were homogenous not different. According to Gray and Kinner (2012:188) when the result of homogeneity is greater than 0.05, it means the variance can be assumed to be homogenous.

Third, from the data on students' vocabulary mastery and their reading comprehension score, it appeared that $r = 0.938$. It has a positive and very high correlation between students' vocabulary mastery and reading comprehension. Based on the table of level correlation, it can be seen that the correlation index ($r_{xy} = 0.938$)

is in the interval of 0.80- 1.000. It means that the correlation belongs to “considered as very high correlation”. In the other words, there is significant correlation between variable X (vocabulary mastery) and variable Y (reading comprehension).

Forth, in T test, the correlation coefficient from SPSS 26.00 statistic program using paired sample test it can be found sig. = $0.000 < 0.05$. It means the t-test is significant. The result of the calculation data, shows that Alternative Hypothesis (Ha) is accepted because in correlation Pearson test that shows $R = 0.938$. It means that there is moderate correlation. The researcher also calculated in table degree of freedom. The result of t on the table is 7.797 and the result of degree of freedom is 67. Based on the t table for the calculation of the confidence interval and use the 0.05 column for 95% confidence interval it can be seen 67 means 1.99601. The result of t-test is $7.797 > 1.99601$; it means the data significantly is accepted.

According to the data finding above, it can be said the vocabulary mastery and reading comprehension test were normally distributed. Beside normality test, the researcher also did homogeneity test. This test is used to determine whether the sample comes from population that has relatively same variant or not. The result of homogeneity test that conducted by the researcher was 0.371. It means that the samples derive from population that has relatively same variant because the score is higher than 0.05 levels of significance.

Based on the data finding and analysis above, the data show that there was a significant correlation between vocabulary mastery and reading comprehension of seventh-grade students of SMP N 2 Kuta

Utara in academic year 2020/2021. From both of the calculation above, using SPSS 19 the calculation is 0.938. Those two results could be considered as a strong correlation because those scores are between 0.80-1.000 which is interpreted as strong correlation according to Arikunto (2003) as cited in Furqon (2013). From the correlation result above, the researcher found out that Ha is accepted because r value is higher than r table. In addition, the t-test result showed the hypothesis is accepted because the significance is lower than 0.05. After finding out the calculation and the result, it could be considered having a lot of vocabulary makes the students comprehend the text more easily. Knowing a lot of vocabulary helps the students in reading. In line with Hirsch (2003) as cited in Furqon (2013) who states that knowing at least 90 percent of the words makes the readers able to get what are being read and many unfamiliar words mean. Based on the statement above, it can be said that knowing a lot of words can make the readers easy to understand what are being read and they are able to know unfamiliar words.

CONCLUSION AND SUGGESTION

The present study dealt with the correlation between vocabulary mastery and reading comprehension of the seventh-grade students of SMP N 2 Kuta Utara in academic year 2020/2021 was made of ex post facto research design to figure out the correlation between vocabulary mastery and reading comprehension of the seventh-grade students of SMP N 2 Kuta Utara in academic year 2020/2021. The data obtained for this study were analysed by Pearson product moment. Based on the analysis, the data showed that there was a

significant correlation between vocabulary mastery and reading comprehension. The researcher obtained the result from the calculation using Pearson product moment and the result from SPSS calculation is 0.938. It could be considered as a strong correlation because the score between 0.80 -1.000. This present study can be concluded that the correlation between vocabulary mastery and their reading comprehension of the seventh-grade students of SMP N 2 Kuta Utara in academic year 2020/2021 is accepted.

In reference to the finding of this study and to improve the students' achievement in learning English, especially in vocabulary mastery and reading comprehension, the researcher would like to suggest some practical suggestions for the English teacher especially those who teach the seventh-grade students of SMP N 2 Kuta Utara, the seventh-grade students of SMPN 2 Kuta Utara, and other researchers.

The English teachers are suggested to give more attention to the students' vocabulary mastery and reading comprehension. In improving students reading comprehension, teacher should teach vocabulary to their students since the vocabulary has strong relationship with reading comprehension. Giving more practices in vocabulary and reading also can be helpful for the students. The English teachers can create an interesting lesson which is relevant to the students' need especially in learning vocabulary and reading.

The seventh-grade students of SMPN 2 Kuta Utara are suggested to be more active in learning, practicing their reading skill, especially in comprehending the text they have read, not only during teaching-

learning process in the classroom but also outside the classroom. They should get used to read books in English in order to train their comprehension and get new vocabularies on the text that they read, it is essential to train the students to be accustomed to read books as through reading they can get new knowledge and access various information that can enriched their knowledge.

Other researchers, is suggested to use this research as a reference and be an alternative source and guidance in conducting the same study of obtaining the better result. Besides, it gives some information about the students' reading comprehension and the instrument used to measure the students' reading comprehension. Moreover, it could be also used as a consideration and enriched the knowledge material in making other research about the correlation between vocabulary mastery and reading comprehension.

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