

THE CORRELATION BETWEEN VOCABULARY MASTERY AND READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS OF SMP TP 45 DENPASAR IN ACADEMIC YEAR 2021/2022

Ni Komang Kadri¹, Ni Wayan Krismayani², I Ketut Wardana³

^{1,2,3} Universitas Mahasaraswati Denpasar

²*Email:* chrismayani@unmas.ac.id

ABSTRACT

The present study is an ex-post facto research with correlation design was intended to figure out the significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP TP 45 Denpasar in the 2021/2022. The sample of this study was 40 students which were taken with a random sampling method. The matching cloze procedure test and the short answer test were used as research instruments. Based on computations by SPSS 20 version, score of coefficient correlation, which is obtained 0.615 and this score was compared with the r-table with degree of significant 5%, Therefore, the score of coefficient correlation was very high in comparison with the score of r-table, which means that the alternative hypothesis was accepted. It was found that there was a significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP TP 45 Denpasar in academic year 2021/2022

Keywords: correlation, vocabulary mastery, reading comprehension

ABSTRAK

Penelitian ini merupakan penelitian ex-post facto dengan desain korelasi yang dimaksudkan untuk mengetahui hubungan yang signifikan antara penguasaan kosakata dan pemahaman bacaan siswa kelas VIII SMP TP 45 Denpasar tahun ajaran 2021/2022. Sampel penelitian ini adalah 40 siswa yang diambil dengan metode random sampling. The matching cloze procedure test and the short answer test digunakan sebagai instrumen. Berdasarkan perhitungan dengan SPSS versi 20 didapatkan nilai koefisien korelasi yang diperoleh sebesar 0,615 dan nilai tersebut dibandingkan dengan r-tabel dengan derajat signifikan 5%, sehingga nilai koefisien korelasi sangat tinggi dibandingkan dengan nilai koefisien korelasi. r-tabel, yang berarti hipotesis alternatif diterima. Ditemukan bahwa ada hubungan yang signifikan antara penguasaan kosakata dan pemahaman bacaan siswa kelas delapan SMP TP 45 Denpasar tahun ajaran 2021/2022

Kata kunci: korelasi, penguasaan kosakata, dan pemahaman bacaan

INTRODUCTION

Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. Khoiriyah (2010:1) defines reading comprehension as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs

and purposes. According to Broadman (2007:8) reading comprehension is a multi-component, highly complex process that involves numerous interactions between readers and what they bring to the text, as well as text-related variables. According to that statement, if students pay attention to the information in the text, it will be worthwhile. Because students

gain new knowledge as the semester progresses.

Nearly all students struggle to understand the contents of reading comprehension. To understand the text, the students must understand it. They can obtain the right knowledge and information by comprehending the text. Finding the primary concept, understanding the meaning of words, phrases, and sentences, and identifying textual references in the text are all reading components that students find challenging because the subject matter is unfamiliar to them (Andari et al, 2022:101). In line with Andari et al (2022:101), Vienna et al (2022:18) states that the more students read the more information or knowledge that the students get.

The most common problems that students face when reading is a lack of vocabulary, which causes them to miss the idea from the reading. It can be stated that students who have a poor command of the English language have difficulties in comprehending the text because vocabulary is the most important aspect of reading, and without a well-developed vocabulary, the process of comprehending reading will completely fail. In line with Woga et al (2022: 111), it is difficult for the student to comprehend the text well without knowing the meaning of a particular word in the text. Without a good vocabulary, students cannot reconstruct the meaning. Vocabulary becomes an extremely important language aspect to master. Students must master the English vocabulary in order to achieve success in English reading. Learners of English as a foreign language will be able to speak and read accurately, as well as understand what they read, if they have a large

vocabulary and the ability to use it. By mastering vocabulary, students will understand the meaning of words in the text. It can also help you avoid making mistakes when reading a written text. When most students come across difficult words in a written text, they simply keep reading in the hope that the word they have read is not important or that its meaning will become clear.

One of the most important skills required for learning a foreign language is vocabulary. It serves as the foundation for the development of all other skills, such as reading comprehension. According to Wainwright (2006:33), vocabulary is an important factor in comprehending a reading text. Students will struggle to understand any information stated in the text if they lack vocabulary. We can see from the explanations above how important vocabulary is in the reading activities and improving reading comprehension. It demonstrates their close relationship. Reading and comprehension cannot be separated because they are inextricably linked. There is a link between vocabulary mastery and reading comprehension (Boardman,2007:46). The students are required to master reading comprehension to obtain the information they require. Students must have reading skills to achieve successful comprehension of text.

The previous theories about vocabulary mastery and reading comprehension have convinced the researchers that vocabulary mastery can help students improve their reading comprehension and can have an impact on the learning process. Thus, in line with the background and the research problem above, the researcher is curious to figure out the correlation between vocabulary mastery and reading comprehension.

RESEARCH METHODS

The present study is an ex-post facto research with correlation design was concerned to investigate the possibility of relationships between only two variables (Fraenkel, J.R. and Wallen, N.E, 2009). The population of the study is the eighth-grade students of SMP TP 45 Denpasar in the academic year 2021/2022. The researchers selected 40 students as samples using a random sampling method with a lottery system. The instruments are a cloze procedure test to assess students' vocabulary mastery and a short answer test to assess students' reading comprehension. Then, the data were analyzed through statistical analyses to know the correlation between independent variable and dependent variable by using SPSS 20 Version.

FINDINGS AND DISCUSSION

Finding

This study employed an ex post facto research design that focused on correlation design. SPSS version 20 was used to test the test normality of the instruments to determine whether the students' vocabulary mastery and reading comprehension came from a distributed normal population with a significant 0.05. The normality distribution test determines whether or not our data has a normal distribution. The researcher used the Shapiro Wilk and Lilliefors test with SPSS 20 to determine normality. Hinton et al (2014:107) stated that when the result of data was greater than 0.05, the data was assumed to be normal. In this study, the probability number (Asymp.Sig) of vocabulary was $0.485 > 0.05$ and the reading was $0.267 > 0.05$, indicating that the data distribution was normal.

The researchers need to know the students' scores in both research variables

for the homogeneity test. The testing was statistically computed using Levene's test, and the data was calculated using SPSS 20 version by the researchers. Furthermore, if the significant value was greater than 0.05, the variances were classified as homogeneous in the SPSS computer program. In other words, if the significant value is greater than 0.05, the data can be considered homogeneous. The homogeneity was 0.956, which means that $0.956 > 0.05$. Gray and Kinner (2012:188) state that when the result of homogeneity is greater than 0.05, the variances can be assumed to be homogeneous.

The Pearson Product Moment Correlation Coefficient was calculated using the SPSS 20 version. The correlation coefficient was 0.615, indicating that there was a relationship between two variables. The variable above was positively correlated because the level of significant correlation was greater than (0.005). As a result, the null hypothesis was rejected, while the alternative hypothesis was accepted. There was a clear correlation between students' vocabulary mastery and reading comprehension.

The paired sample t-test revealed that the t-test results revealed that the significant value of the data was a figure of 0.019. The statistically significant value of the data was less than the minimum value of 0.05. This enabled the researchers to state that there was a significant correlation between vocabulary mastery and reading comprehension among eighth-grade students at SMP TP 45 Denpasar during the academic year 2021/2022.

Discussion

The data was gathered by the researchers. The information was gathered

from 40 samples using two instruments: a vocabulary mastery test and a reading comprehension test. The objective tests given to all students as samples in this study. This test was carried out by the researcher.

This research was conducted face to face. The students were instructed to correctly answer 30 questions from the Matching Cloze Procedure test in the vocabulary mastery test and 30 questions from the short-answer test in the reading comprehension test. On the vocabulary mastery test, the average score was 82.38. The vocabulary mastery test has noun, verb, adverb, adjective, and preposition specifications. According to the test results, most students scored higher on noun and adjective questions, moderate on adverb and preposition questions, and lowest on verb questions. Furthermore, the mean reading comprehension test score was 79.13. The recount paragraph genre of reading comprehension test included four aspects of reading comprehension: general information, specific information, textual reference, and textual meaning. Based on the test results, most students received a higher score in specific information questions, a moderate score in general information, and a low score in textual meaning questions.

The normality test for vocabulary mastery was $0.485 > 0.05$ and for reading comprehension was $0.267 > 0.05$, indicating that the data distribution was normal. The result of this study was 0.956 based on the calculation data of the homogeneity test. Because $0.956 > 0.05$, it indicates that the data was homogeneous. Pearson Product Moment was 0.615 for the correlation between vocabulary mastery and reading comprehension of

eighth-grade students at SMP TP 45 Denpasar. It means that there was a link between eighth-grade students' vocabulary mastery and reading comprehension at SMP TP 45 Denpasar.

Meanwhile, the T-test result was 2.439. According to the T-table, where df 39 was 555 and counted was 2.439, it can be concluded that $2.439 > 555$, indicating that the correlation between students' vocabulary mastery and reading comprehension is significant, and according to the test results, some students received high scores in the vocabulary mastery test because they had good vocabulary mastery, allowing them to answer questions quickly and correctly. In contrast, some students received low reading comprehension test scores because they lacked good vocabulary mastery, which made it difficult for them to comprehend the reading text and hampered their ability to answer the test quickly and correctly. Finally, the alternate hypothesis was accepted.

The data analysis revealed a significant correlation between eighth-grade students' vocabulary mastery and reading comprehension at SMP TP 45 Denpasar in academic year 2021/2022. According to the researchers, students' vocabulary mastery has a significant correlation with their reading comprehension.

CONCLUSION

Conclusion

Based on the data analysis, hypothesis testing, and discussion in the preceding chapter, it is possible to conclude that there is a significant relationship between vocabulary mastery and reading comprehension of eighth-grade students at

SMP TP 45 Denpasar in the academic year 2021/2022.

Suggestions

There are some suggestions given to English teachers and students. For the teachers, they are suggested to pay more attention to vocabulary mastery and students' reading comprehension. It can be done by developing a lesson plan that involves several relevant strategies to improve students' reading skills, particularly vocabulary mastery and reading comprehension. For example, by asking students to read a new reading text every day and see new vocabulary, by doing these things, their vocabulary and reading comprehension will improve. Moreover, the teachers should provide more opportunities for students to practice their reading skills. So that their vocabulary will increase, and their reading skills will be better. Teachers can also apply effective and interesting methods to develop students' abilities. While, for the eighth-grade students of SMP TP 45 Denpasar. They are suggested to keep practicing their reading skill because most of the information and knowledge is written in international languages such as English. If students cannot read in English, they will miss information.

REFERENCES

- Andari, A. A. V., Krismayani, N. W., & Pramerta, I. G. P. A. (2022). Does KWL Strategy Improve Students' reading Comprehension During Distance Learning?. *Jurnal Santiaji Pendidikan (JSP)*, 12(2), 101-109.
- Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.
- Fraenkel, J. R., & Wallen, N. E. (2009). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill Companies.
- Gray, C. D. and Kinnear, P. R. (2012). *IBM SPSS Statistics 19 Made Simple*. East Sussex: Psychology Press.
- Hinton, P. R. (2014). *Statistical explained*. Routledge: New York.
- Khoiriyah. (2010). *Reading 1*. Kediri: English Department Nusantara PGRI Kediri University Press.
- Vienarahayu, I. G. A., Budiarta, I. K., & Krismayani, N. W. (2022). The Correlation between Vocabulary Mastery and Reading Comprehension of the Eighth-Grade Students of SMPN 1 Blahbatuh in Academic Year 2021/2022. *Academic Journal on English Studies (AJOES)*, 2(1), 17-23.
- Wainwright, G. (2006). *Speed reading Better recalling Indonesian Edition*. Jakarta: Gramedia Pustaka
- Woga, W. S., Wirastuti, I. G. A. P., & Krismayani, N. W. (2022). A Correlation between Vocabulary Mastery and Reading Comprehension of eighth-Grade Students of SMP TP 45 Denpasar. *Jurnal Santiaji Pendidikan (JSP)*, 12(2), 110-114.