THE CORRELATION BETWEEN VOCABULARY MASTERY AND READING COMPREHENSION OF THE EIGHTH-GRADE STUDENTS OF SMP NEGERI 4 SUKAWATI IN ACADEMIC YEAR 2021/2022

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ABSTRACT

The purpose of this study was to determine whether there is a substantial relationship between vocabulary knowledge and reading comprehension. of the eighth-grade students of SMP Negeri 4 Sukawati in academic year 2021/2022. Vocabulary and learning achievement, particularly reading competence, are crucial factors to consider when learning a foreign language. In the current study, there were two factors. Vocabulary was the independent variable, while reading comprehension was the dependent variable. Furthermore, the study instrument used structured sentence writing and short answer text. The research instruments were created in order to acquire the necessary data. The SPSS 23 version was used to examine the data. The data was analyzed in two steps: perquisite analysis and hypothesis testing. Pearson Product Moment Correlation and the T-test were used to assess hypotheses. The alternate hypothesis, that there was a strong association between vocabulary mastery and reading comprehension of eighth-grade students at SMP Negeri 4 Sukawati in academic year 2021/2022, was eventually accepted based on the findings of the hypothesis testing.

Keywords: correlation, vocabulary mastery and reading comprehension

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan substansial antara pengetahuan kosakata dan pemahaman membaca. siswa kelas VIII SMP Negeri 4 Sukawati tahun ajaran 2021/2022. Kosa kata dan prestasi belajar, khususnya kompetensi membaca, merupakan faktor penting yang perlu diperhatikan ketika belajar bahasa asing. Dalam penelitian ini, ada dua faktor. Kosakata merupakan variabel independen, sedangkan pemahaman membaca sebagai variabel dependen. Selanjutnya instrumen penelitian menggunakan penulisan kalimat terstruktur dan teks jawaban singkat. Instrumen penelitian dibuat untuk memperoleh data yang diperlukan. Versi SPSS 23 digunakan untuk menguji data. Data dianalisis dalam dua langkah: analisis tambahan dan uji hipotesis. Korelasi Product Moment Pearson dan uji T digunakan untuk menilai hipotesis. Hipotesis alternatif, yaitu terdapat hubungan yang kuat antara penguasaan kosakata dan pemahaman membaca siswa kelas delapan di SMP Negeri 4 Sukawati pada tahun ajaran 2021/2022, akhirnya diterima berdasarkan temuan pengujian hipotesis.

Kata Kunci*: korelasi, penguasaan kosakata dan pemahaman membaca*

INTRODUCTION

Students have four basic abilities to acquire when studying English: listening, reading, writing, and speaking. These abilities were separated into two categories: receptive abilities and productive abilities. Listening and reading are examples of receptive abilities since they allow children to receive and comprehend information. Writing and speaking are productive skills since students must demonstrate their competence in both written and oral form. Reading ability was one of the talents that received increased emphasis. Reading, according to Teixeira (2012:1), is the cornerstone to learning a language.

Students learn a lot through reading. Reading ability helps pupils to access ideas expressed by people from various nations in the form of written or printed material, helping them to extend their perspectives and enhance their knowledge. Furthermore, reading provided several advantages to the children. One of them is that kids' vocabularies are expanded, allowing them to grasp the reading skill.

Reading is important for two reasons, according to Harmer (2007b:99). For starters, it is valuable to the kids' future studies and careers, or it might simply serve as enjoyable reading. Second, it is advantageous to their language learning in terms of spelling and vocabulary understanding. Students gain information by reading. Harmer claims that (2007b:99), Reading is important for two reasons, according to Harmer (2007b:99). For starters, it is valuable to the kids' future studies and careers, or it might simply serve as enjoyable reading. Second, it is advantageous to their language learning in terms of spelling and vocabulary understanding. Students gain knowledge, facts, concepts, and attitudes by reading. Furthermore, if pupils read a lot, they will acquire various vocabulary that will be useful in other areas. During the reading process, students must also grasp the material. They are not only expected to read with correct pronunciation, but also to create and discover meaning via engagement and involvement with written language. Reading comprehension is also the act of identifying language and memorizing any information, and being able to readily grasp a reading may help children develop reading comprehension in the text. According to Patel and Jain (2008:133), reading is the most useful and vital skill for humans. Reading brings me delight. Good reading keeps pupils organized while also providing them with enjoyment and an edge. In many language classes, reading is an important activity. Readers can gain essential knowledge and gain insight through reading. If students grasp the material, they will attain this aim.

A widespread problem among pupils was a lack of adequate reading habits. As a consequence, people who were too slow to read to understand what they were reading may end up with a lack of English vocabulary, causing them to forget what they had read. Furthermore, a critical component of reading comprehension that significantly relies on vocabulary was completely eliminated. Students cannot reconstruct the meaning if they do not have a good vocabulary. Vocabulary competence was a critical component of language. To excel in reading, students must master English vocabulary.

Awan (2021) did this study, which was named The Correlation Between Vocabulary Mastery and Reading Comprehension. Her study was carried out for ninth-grade pupils at SMPN 2 Mengwi junior high school during the academic year 2020/2021. Her research study's goal was to determine whether there is a significant relationship between students' vocabulary mastery and reading comprehension when reading a text and students' capacity to recognize language. Furthermore, the prior study tested eighth-grade pupils using multiple-choice questions. Her study found that vocabulary mastery correlated with reading comprehension.

Suartini (2021) performed the second study, The Correlation between Vocabulary Mastery and Reading Comprehension, which recruited eighth-grade students from

SMPN 2 Tampaksiring in the academic year 2020/2021. The goal of this research project was to gather empirical information on whether or not there was a link between students' vocabulary competence and reading comprehension. In addition, the research included eighth-grade children. Furthermore, the study's findings revealed a positive relationship between two factors. Furthermore, techniques and prior knowledge of the text might assist students in understanding the material.

Wainwright (2006:33) believes that vocabulary is the most crucial aspect of reading. Furthermore, Wainwright asserts that the wider the vocabulary, the easier it is to understand the content. It is difficult for kids to receive any type of news or information mentioned in any printed medium if they lack vocabulary. Students, on the other hand, require vocabularies in order to comprehend the reading material. Vocabulary is required to comprehend the text. Furthermore, based on the opinions of various experts, the author contends that there is a favorable relationship between pupils' vocabulary knowledge and reading comprehension ability.

Vocabulary is an important part of learning and understanding a language. According to Lubis (2007:10), vocabulary mastery is the ability to understand what words signify. Nation (2000:5) suggests the following list of information that a person needs master in order to know a word: grammatical behavior of the word, collocation of the word, register of the word, associations of the word, and frequency of the word. According to Langan (2002:341), having a limited vocabulary will slow down your reading speed and impair your understanding.

Reading comprehension and vocabulary knowledge are inextricably linked. According to Sedita's (2005:1) view, vocabulary knowledge is important in reading comprehension since it determines how powerful the vocabulary mastery effects reading comprehension. Finally, the researcher is eager to do study on the relationship between vocabulary mastery and reading comprehension in eighth-grade students at SMPN 4 Sukawati. The study, termed "The Correlation between Vocabulary Mastery and Reading Comprehension at the Eighth-grade Students of SMPN 4 Sukawati in Academic Year 2021/2022".

RESEARCH METHODS

In this presents research, quantitative approach with correlation method is employed. Quantitative research is used since this research focuses on analyzing the data through systematic process by using certain computation. Creswell (2012:12) describe on his book: experimental design, correlation design, and survey design. To conduct this research the writer takes correlation designs where in this research there two variables that are independent variable and dependent variable. The independent variable is a variable that influenced by the independent variable (Marcyzk,1964:46) the variables of this research are reading comprehension as a (dependent variable) and vocabulary mastery as an independent variable variables).

Ex-post facto research is a systematic empirical inquiry in which the researcher does not have direct control of independent variables because the manifestations have already occurred or they are inherently not manipulated. Cohen et al (2005 :205)

reveal that ex post facto research is a method of teasingout possible antecedents of events that have happened and cannot, therefore, beengineered or manipulated by the investigator. It means the investigation starts after the fact has occurred without interference from the researcher. Cohen et al.(2007: 264) add that ex- post facto research is the method that can also be used instead of an experiment to test hypothesis about cause and effect in situations where it is inaccurate to control or influence the dependent variable.

According to Kothari, (2004: 3) quantitative research is based on the measurement of quantity or amount. It is applicable to the phenomenon on thatare able to be expressed in terms of quantity. It means that the researcher analyzed the data that has been collected previously and processes the data withstatistics to obtain the results by using a quantitative approach with correlation methods.

FINDINGS AND DISCUSSION

In this chapter, the researcher will explain the results of the present study, which was centered on figuring to see if there was a link between vocabulary knowledge and reading comprehension. This study used the correlation research design to describe and measure two or more variables.

The first hypothesis testing was administered to determine the relationship between vocabulary acquisition and reading comprehension of SMP Negeri 4 Sukawati eighth-grade pupils Pearson product-moment correlation was used to accomplish this. according to SPSS interpretation, the correlation coefficient could be categorized as significant if the significance value is lower than 0.05.

However, if the significance value is higher, there is no correlation between the research variables.

Table 4.5 clearly showed that the significance values of the research variables were below the alpha level, 0.05. Moreover, the significance value of the Pearson product-moment correlation was 0.000. Based on the result of Pearson product-moment correlations, it was found in the academic year 2021/2022, there was a correlation between vocabulary mastery and reading comprehension among eighth-grade students at SMPN 4 Sukawati. In addition, based on Interspersion of Correlation adopted from Arikunto (2015 :88), it was found that the result of r_{value} = 0.437. Based on interspersion of correlation adopted from Arikunto (2015 :88), it can be interpreted that the r_{value} was at the level "medium" of correlation. It meant that the correlation between students' vocabulary mastery and reading comprehension of the sample class was in medium correlation. In conclusion, the data have already proven a correlation, and the hypothesis testing can then be continued to t-test.

The t-test was the final analysis of the hypothesis testing. The researcher tested the hypothesis by applying t-test to figure out whether the correlation of the researcher variables was significant or not. The researcher used paired-samples t-test in which was used to determine whether the hypothesis was accepted or not. Based on SPSS interpretation, the alternative hypothesis could be categorized as significant if the significance value was lower than 0.05.

Based on the table 4.6, it can be seen that the level of significance of all groups of data that were analyzed by using paired-samples t-test showed that the figure was

below 0.05. Moreover, the significant value of the data was 0.000. It indicated that the alternative hypothesis in the present study was finally accepted. In the academic year 2021/2022, there was a substantial association between vocabulary mastery and reading comprehension between eighth-grade students at SMP Negeri 4 Sukawati. In conclusion, the data have proven that vocabulary mastery was significantly correlated with the students' reading comprehension.

The present study used the correlation method as the research design was conducted Sukawati SMP Negeri 4 The total eighth-grade population was 185 students, and 74 students were selected as the samples of this study. The samples were selected using cluster sampling. The research instruments used for this study were cloze task and short answer test. After the required data was collected by administering the study instruments. data were analyzed through pre-requisite analysis and hypothesis testing. The result of the data analysis was discussed as follows.

The data analysis result confirmed a In the academic year 2021/2022, there was a substantial association between vocabulary mastery and reading comprehension among eighth-grade students at SMP Negeri 4 Sukawati. This result also supported the existing theory. According to Schmitt (2000), vocabulary knowledge gives a large deal to complete language success, such as reading, listening, speaking and writing, grammatical accuracy, sociolinguistic appropriateness, and language fluency. It can be impossible when people want to master the language without vocabulary. Reading, according to Brown (2004:185),

is also a skill that teachers just expect students to learn. Reading is one of the most common abilities learned when learning English. Reading abilities will aid children in comprehending content. Language components such as vocabulary, structures, and others would aid in understanding the content of the text and supporting reading skills. Reading comprehension is the act of reading and comprehending written content. It meant that those theories stated are indeed true, that there is a significant connection between vocabulary competence and reading comprehension Moreover, the finding of the present research was in agreement with the previous study carried out by Rahmawati (2017). It is considered that there is a correlation between vocabulary mastery and reading comprehension in students It means that vocabulary knowledge may help students comprehend reading materials. When they found unknown words, they could guess their meaning by referring the words to the text. In addition, Furqon (2013) found there was a correlation between students' vocabulary mastery and reading comprehension Vocabulary knowledge, along with background knowledge, provides students a better chance of understanding the text they read.

As mentioned, the present correlational research was mainly intended to figure when There was a high correlation between students' vocabulary mastery and reading comprehension. Following the completion of the data collection and doing the statistical analyses, the research findings have clearly revealed the final conclusion of the present research. The results of the present study showed that It was conclusively verified that there is a significant correlation between vocabulary

mastery and reading comprehension of eighth-grade students at SMP Negeri 4 Sukawati in the academic year 2021/2022. To put it another way, the alternative theory was accepted.

The researcher utilized an ex-post facto research design in this study. in which the researcher variables have already taken place before this research. Thus, the researcher could only report the study result without giving treatment. Based on the data, it is possible to assume that eighth-grade students at SMP Negeri 4 Sukawati in the academic year 2021/2022 was affected by vocabulary mastery. It is seen from the data taken by administering the research instruments. The implementation of ex-post facto research design could be affected by extraneous variables that might affect the findings, validity and reliability; thus, the researcher should be careful to generalize the research findings.

Based on the data presented previously, this study in the academic year 2021/2022, SMP Negeri 4 Sukawati found a significant relationship between vocabulary mastery and reading comprehension. This signifies that this study provided an answer to the research problem mentioned in chapter I, which the relationship between vocabulary mastery and reading comprehension of SMP Negeri 4 Sukawati eighth-grade students in the academic year 2021/2022

CONCLUSION

The research findings lead the researcher to conclude that this study was successfully done. As mentioned in the previous chapter, in this present study the goal The purpose of this study was to investigate the connection between vocabulary mastery and reading comprehension in eighth-grade students at SMP Negeri 4 Sukawati. In this research, there were two tests: close task rational deletion for short answer examinations for reading comprehension and vocabulary mastery. Those tests were already done by 74 samples. Then the collected Pearson Product Moment was used to examine the data. It got the result was 0.05 which means the correlation of both variables is considered as fair correlation. Moreover, the hypothesis (Ha) in this present study was accepted because the result of the T-testing was 0,437. < 0.05.

After getting the samples' scores, SPSS 23 for Windows was used to do statistical analysis on the data. The directed hypothesis was strongly validated by the hypothesis testing findings utilizing Person product-moment correlation and paired-samples t-test. The hypothesis, which stated that there was a significant correlation between vocabulary mastery and reading comprehension of SMP Negeri 4 Sukawati eighth-grade students in the academic year 2021/2022, was eventually accepted. Moreover, the significant result occurred since vocabulary mastery was an important factor that affected the students' reading comprehension. The students with higher vocabulary mastery got a higher score in reading comprehension.

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SUGGESTIONS

After conducting the present study, the researcher found some fundamental things that were necessary to be improved by each element related to this study. Based on the current study's findings and the previously stated conclusion, there are some suggestions for the English teachers, the eighth-grade students of SMP Negeri 4 Sukawati and other researcher who might do the same research in the future. According to the present ex-post facto research result mentioned above, the researcher would like to suggest the following practical suggestions. Those suggestions are as follows.

The English teachers are suggested to give more attention to the student's Reading comprehension and vocabulary mastery The improves students' reading comprehension teacher should teach their students since the vocabulary has a strong relationship with reading comprehension.

Giving more practice in vocabulary and reading also can be helpful for the students. The English teachers can create an interesting lesson that is relevant to the students' needs, especially in learning vocabulary and reading.

The eighth-grade students of SMP Negeri 4 Sukawati are suggested to be more active in learning, practicing their reading skills, especially in comprehending the text they have read, not only during the classroom teaching-learning process but also outside the classroom. They should get used to reading English books to train their comprehension and get new vocabulary on the text that they read. It is essential to train the students to be accustomed to reading books as through reading they can get new knowledge and access various information that can enrich their knowledge.

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