

THE CORRELATION BETWEEN VOCABULARY MASTERY AND READING COMPREHENSION : A CASE AT SMP (SLUB) SARASWATI 1 DENPASAR

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ABSTRACT

The correlation between vocabulary mastery and reading comprehension of the eighth-grade students at SMP (SLUB) Saraswati 1 Denpasar was examined in this study using a correlation research methodology. The 60 students who served as the sample were chosen using a lottery system and a random selection technique. Data were gathered using a matching cloze procedure test and a short answer test as the research tools. Prior to hypothesis testing, the data were subjected to prerequisite analysis using the Pearson product-moment correlation calculation and t-test. The data analysis's findings demonstrate that the hypothesis was accepted. In other words, the findings demonstrated a significant correlation between eighth-grade SMP (SLUB) students' vocabulary mastery and reading comprehension.

Keywords: correlation, vocabulary mastery, and reading comprehension

ABSTRAK

Korelasi antara penguasaan kosakata dan pemahaman membaca siswa kelas delapan di SMP (SLUB) Saraswati 1 Denpasar diteliti dalam penelitian ini dengan menggunakan metodologi penelitian korelasi. Siswa yang dijadikan sampel berjumlah 60 orang, dipilih dengan sistem undian dan teknik pemilihan acak. Data dikumpulkan dengan menggunakan tes prosedur cloze matching dan tes jawaban singkat sebagai instrument penelitian. Sebelum dilakukan uji hipotesis, data terlebih dahulu dianalisis prasyaratnya dengan menggunakan perhitungan korelasi product moment Pearson dan uji t. Temuan analisis data menunjukkan bahwa hipotesis diterima. Dengan kata lain, temuan tersebut menunjukkan adanya korelasi yang signifikan antara penguasaan kosakata siswa kelas delapan SMP (SLUB) dan pemahaman membaca.

Kata Kunci: korelasi, penguasaan kosakata dan pemahaman bacaan

INTRODUCTION

Reading is the process of making sense of written and printed words; it requires familiarity with the information. Reading is a language skill that must be acquired in addition to speaking, listening, and writing to learn English. Reading is how a reader comprehends and connects a text to their past knowledge (Brassell & Rasinski, 2008; Setyaningsih, 2019). Combining readers' existing knowledge, the reason they are reading, and the information in the text, readers make sense

of the text through a complex process that requires ability and intellect. Reading comprehension is a skill that students need to develop to get the information they need (Krismayani & Menggo, 2022)

Reading includes student engagement, which calls for process and comprehension. Reading requires students to do more than just read; it also requires them to recognize what they are reading and comprehend the material methodically (Agung et al., 2022; Brassell & Rasinski, 2008). As a result, students must pay close

attention to what they are reading. Most individuals have good reading skills. However, some of them might need help comprehending what they are reading. As a result, reading comprehension is a crucial ability that students need to learn. Students must read and comprehend the reading material extensively to improve their learning outcomes.

Reading is crucial for two reasons (Harmer, 2007). The first benefit is for the student's personal life. Reading English-language materials can be pleasurable for students or favor their future academic and professional endeavors. Spelling and vocabulary understanding are also helpful for their language proficiency. Students acquire knowledge, facts, concepts, and attitudes by reading.

Additionally, student who read a lot acquire a lot of vocabulary necessary for other abilities. Text is also necessary for students to read to understand their reading. The reader must thus absorb a particular number of words to understand the meaning of the text.

Students must possess reading abilities to comprehend texts successfully. Understanding the foundations of reading is important (Duffy, 2009) because written language aims to convey ideas. However, due to a lack of vocabulary, students can only partially comprehend the content of the written material. Additionally, when students don't understand the meaning of a word, it might be inferred that the reader lacks fundamental knowledge (Duffy, 2009). If learned, vocabulary is a tremendously valuable tool for communication. Students may develop their vocabulary mastery, which will aid them in learning information and understanding the meaning of written texts.

As a result, mastering vocabulary is essential to ensuring that students have a solid knowledge of the materials they are reading. Because it is one of the elements of language, vocabulary is crucial. The words students use when speaking, listening, reading, and writing make up their vocabulary, which is an important component of language development.

Previous research (Ratnawati, 2006) linked vocabulary to reading comprehension. There is a strong connection between seventh graders at SMPN 13 Semarang' vocabulary proficiency and reading comprehension. The ability to comprehend reading content is aided by vocabulary, a component of reading comprehension. Due to this assertion, the researchers were motivated to learn more about the correlation between students' vocabulary and reading comprehension.

The researchers' goals are identical to those of the empirical study, which was to find out whether there is a correlation between vocabulary mastery and reading comprehension for eighth-grade students. The correlation between vocabulary knowledge and reading comprehension was determined to be highly significant by researchers. The assessments used in this study for reading comprehension and vocabulary mastery were short response tests and cloze process matching tests. Reading comprehension and vocabulary knowledge have a considerable relationship, according to the reason offered. Insufficient vocabulary causes kids to read slowly and comprehend little, claims (Langan, 2016).

Additionally, according to (Brassell & Rasinski, 2008), language proficiency is crucial to students' reading comprehension.

This study aims to determine whether language proficiency affects reading comprehension in this way. Given the above context, the researchers are interested in conducting a study for eighth-graders at SMP (SLUB) Saraswati 1 Denpasar in the academic year 2022/2023.

RESEARCH METHOD

The current study employed ex post facto research using a correlational design to examine the relationship between vocabulary mastery and reading comprehension in the eighth grade at SMP (SLUB) Saraswati 1 Denpasar in the academic year 2022/2023. Ex post facto comparative research is post facto research in which a researcher alters the independent and dependent variables before comparing the results to ascertain the impact of the alteration. The quantitative method has quantitative data, claim (Mackey & Gass, 2005). It meticulously examines the acquired data using statistics, then analyzes it and presents results.

Correlational research resulted in the creation of indexes known as the correlation coefficient, which indicates the direction and strength of relationships between variables (Ary et al., 2010). This study focused on the first practical application of correlational research: evaluating the relationship. It can be deduced from the preceding explanation regarding ex-post facto that ex-post facto research employing a correlational design aims to investigate the connections between two or more variables. The researcher is concerned about two variables in this study. They are reading comprehension as an independent variable (Y) and vocabulary mastery as a dependent variable (X). In addition, this study aims to ascertain

whether eighth-grade students at SMP (SLUB) Saraswati 1 Denpasar have a significant correlation between vocabulary mastery and reading comprehension.

FINDING AND DISCUSSION

The current study's results were gathered by administering cloze procedure text and short response task matching tests to 60 research samples that had been previously chosen utilizing a roll of paper random sampling approach. Following the collection of student results, the researcher graded all of the sample responses using a scoring rubric adapted from (Brown, 2004) to determine the outcomes. The results were taken into account when compiling the study's data.

The acquired data were initially subjected to a normality test using SPSS 25, an adaptation and development of the Kolmogorov-Sminov Test, with Shapiro Wilk and Lilliefors. The purpose of this research was to determine the normal distribution. According to the results, the data distribution is normal since the probability number (Asymp. Sig) for vocabulary is $0.106 > 0.05$, and for reading, it is $0.110 > 0.05$.

The researchers performed the homogeneity test as the second test after performing the normality test as the first to determine the given data's normal distribution. This test was run to determine whether or not the sample was drawn from a population with a common variation. The result of the homogeneity mentioned above of variances computation is that the sig value = 0.304. When the homogeneity result is higher than 0.05, the samples of variances can be presumed to be homogeneous, according to (Gray, 2012).

The correlation between vocabulary mastery and reading comprehension among eighth-grade students at SMP (SLUB) Saraswati 1 Denpasar was examined using the Pearson product-moment correlation coefficient. It was evident that Sig. is less than 0,05, or 0.000, for the correlation coefficient. The Person Correlation has a score of 0.605. As a result, according to the Interpretation of Correlation, a correlation is high if its score is between 0.600 and 0.800. The correlation coefficient is also quite high at 0.605. Strong ties exist between vocabulary knowledge and reading comprehension. Additionally, the hypothesis testing showed that the H_a was accepted, showing that in this study, vocabulary mastery and reading comprehension are correlated.

The researchers calculated the correlation score first and then used the T-test to compare the mean scores for the same individuals. The T-test count was 4.372 based on the table of paired sample tests above. T-table with df (degree of freedom) 59 was 1.671. In contrast, the T-counted was 4.372, concluding that $4.372 > 1.671$ meant a statistically significant association between students' vocabulary competence and reading comprehension. Finally, it was determined that the other theory was correct.

Additionally, the research carried out by (Ratnawati, 2006) provided support for the conclusions of the current study. According to her studies, there is a strong correlation between vocabulary and reading comprehension. It implies that when students understand vocabulary, they can read the material easily since they have a solid command of the subject matter and can provide accurate and timely answers to inquiries. Learning new words helps

students feels confidence to try reading anything and comprehend what they are reading.

The results of the current study have demonstrated a strong correlation between vocabulary proficiency and reading comprehension. It was clear from the findings of the hypothesis testing, which used the t-test and Pearson product-moment correlation. For the eighth-grade students at SMP (SLUB) Saraswati 1 Denpasar, the current ex-post facto investigation eventually supported the previously established assumption that there was a substantial association between vocabulary mastery and reading comprehension.

CONCLUSION

All of the study's findings were in line with expectations, according to the data analysis performed using SPSS 25. Indicating a normal data distribution, the probability number (Asymp. Sig) for vocabulary was $0.106 > 0.05$ and for reading it was $0.110 > 0.05$. Additionally, the data homogeneity is higher than the value of 5% at Sig. 0.304. This indicates that the data were consistent.

The researchers also found a significant connection between factors X and Y. The correlation interpretation value of 0.605 makes it clear. The moment coefficient of the Pearson product is addressed. The association was also strong, as seen by the considerable value of Sig. The result has been calculated to be 0.000. A negative correlation coefficient of less than 0.05 is evident, according to the data. The correlation between variables X and Y falls into the categories of positive significance and strong correlation.

The validity was further established by the researcher's T-testing. The t-counted

result was 4.372 when utilizing a paired-sample T-test, and the T-table with 59 degrees of freedom was 1.671. H_0 is approved if the t-counted is more than the t-table. The alternative hypothesis was accepted because $4.372 > 1.671$. It implies that in the academic year 2022–2023, there will be a significant correlation between reading comprehension and vocabulary knowledge among eighth graders at SMP (SLUB) Saraswati 1 Denpasar.

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