

CORRELATION OF JUNIOR HIGH SCHOOL STUDENT'S VOCABULARY MASTERY AND READING COMPREHENSION

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ABSTRACT

Vocabulary is needed in English reading comprehension. The correlation between vocabulary mastery and reading comprehension was concern to be figured out. There were 37 eighth-grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2022/2023 who participated in the study. Further, in collecting the data, the researchers used two kinds of tests: a cloze task for vocabulary mastery and a short answer task for reading comprehension. SPSS 25.0 program was utilized to analyze the data with the following steps: normality testing, homogeneity testing, Pearson Product Moment, and t-test. The result of this research showed that there was a significant correlation between vocabulary mastery and reading comprehension with an r value 0.675. In addition, it showed that the level correlation was sufficient because it was in the interval of 0.60-0.799. Therefore, it shows a significant correlation between the two variables: vocabulary mastery and reading comprehension. Further studies with a wide range of subjects are recommended to figure out the role of vocabulary in English learning.

Keywords: correlation, vocabulary mastery, reading comprehension

INTRODUCTION

In language learning, vocabulary becomes fundamental for understanding information. According to Alqahtani (2015:21), vocabulary is essential for any language course and contributes to the reader's comprehension (Apriliani et al., 2021). As a result, they should learn to rapidly and precisely comprehend the meaning of printed materials. In relation to reading, mastering vocabulary could help them develop their language abilities, both oral and written, making it simpler to transfer and absorb information, especially reading comprehension.

In line with the notion, Wainwright (2006:33) vocabulary has important factor for reading activity. He claimed that the

broader the students' vocabulary, the better they understand the text. It is difficult for students to receive any type of news or information mentioned in any printed material, if they have lack vocabulary. As a result, students must master vocabulary to comprehend particular texts. From the explanation, it shows that there are strong links because understanding the text requires a large vocabulary. Furthermore, reading is a person's behavior of reading materials through reading activities. They can communicate and interact verbally and non-verbally (Bombo et al., 2022).

Pang et al., (2003:6) assert reading is understanding texts. According to that statement, reading is not only for enjoyment, but it is also to get and add

knowledge or information. In other words, students should be able to comprehend the text or printed materials as well as read it. Through reading, students get ideas, knowledge, and vocabulary. They also obtain message from the texts. Besides that, it gives students knowledge on their learning, helps them acquiring English, and takes them to a better future (Pramerta, 2022).

According to Klingner et al., (2007:46) vocabulary is an important aspect for comprehension. It is hard for students to understand text if they have no sufficient vocabulary. It means students will have difficulty studying English, if they do not grasp vocabulary mastery. It will make them be good readers, if they have a wide vocabulary. In other words, vocabulary is one of the most important components in order to achieve success in the language teaching learning process, especially in English (Bhatti et al., 2022).

In conclusion, the students have to have mastery in vocabulary in order that they could comprehend certain texts. Vocabulary is the fundamental aspect of learning English. It is critical for students to improve their vocabulary mastery in order to improve reading comprehension.

RESEARCH METHODS

In this study, correlation research design was utilized. According to Kothari, (2004:31) a research design is a sequence of collecting and analyzing data for answering the research objectives. The researcher described the study by using an ex-post facto research design. Two variables were concerned: vocabulary mastery as dependent variables (X) and reading comprehension as an independent variable (Y).

Then, for the sampling, Cohen et al., (2005:93) suggested that 30 is the minimum number for the samples. The population was 281 students. The researcher then decided to use 37 of the population which is 281 students as the samples who were taken by using the cluster sampling technique. Those 37 students were the eight-grade students.

FINDINGS AND DISCUSSION

According to the results of data collection, the total score of the eighth-grade students of SMP (SLUB) Saraswati 1 Denpasar for the vocabulary mastery was 3014 and for the reading comprehension was 3225. Next here is the result for normality and homogeneity test as the part of pre-requisite testing.

Table 01
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary Mastery	.127	37	.137	.944	37	.062
Reading Comprehension	.136	37	.082	.947	37	.076

a. Lilliefors Significance Correction

Table 01 shows the computation of the normality test. It can be seen that the value of Shapiro-Wilk of vocabulary test was $0.062 > 0.005$. It represents normal distribution. Besides, the value of reading comprehension test was $0.076 > 0.005$. It also meant that the data were at the normal distribution. Thus, the data were normally distributed.

Table 02
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Reading Comprehension	Based on Mean	2.206	6	27	.073
	Based on Median	1.192	6	27	.340
	Based on Median and with adjusted df	1.192	6	12.838	.370
	Based on trimmed mean	2.162	6	27	.079

Table 2 shows the computation of homogeneity test distribution from vocabulary mastery and reading comprehension for the number of respondents 37. The significance value was $0.073 > 0.05$. It means that they were homogeneously distributed.

Table 03
Correlations

		Vocabulary Mastery	Reading Comprehension
Vocabulary Mastery	Pearson Correlation	1	.675**
	Sig. (1-tailed)		.000
	N	37	37

Reading Comprehension	Pearson Correlation	.675**	1
	Sig. (1-tailed)	.000	
	N	37	37

** Correlation is significant at the 0.01 level (1-tailed).

Then, Table 3 shows the computation of the hypothesis test. It showed a positive correlation between the two variables. The Pearson product-moment correlation coefficient was 0.675 and the number of the significance was 0.000. The correlation coefficient was more than 0.005 in the positive direction. Hence, the correlation is in a positive correlation.

From the paired samples T-test showed that the significant value was a figure of 0.000 and it was below 0.05. It indicated that the directional hypothesis was accepted. In conclusion, the data have already proven that vocabulary mastery was significantly correlated with the students' reading comprehension.

The purpose of the present study was to find out whether or not there was a significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2022/2023.

In the present study, the normality value obtained was 0.062 for vocabulary mastery and 0.076 for reading comprehension. They were significantly higher than 5% and it was said that the data

were normal distribution. Furthermore, the value of homogeneity 0.073 and it was higher than 5%. In other words, it can be said that data were homogeneous.

From the calculation results about the correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP (SLUB) Saraswati 1 Denpasar, it can be obtained that the result of hypothesis testing 0.675. It can be interpreted with table of r score interpretation which was formatted by certain rules, which revealed that r score was included in the scale between 0.60 - 0.799. It meant that the level of r score interpretation of two variables was sufficient. Meanwhile, the t-test counted value was 5.220 with the significant value was 0.000, the significant value was lower than 0.005. After calculating the data of the pre-require and hypothesis the researcher found the results of the t-test. The t-counted was 5.220. The results obtained that the t-table value was 2.028. It can be concluded that $5.220 > 2.028$. In other words, the hypothesis was accepted.

The research was supported by two empirical review by Aprilia (2019) and Astini (2020). Based on their research, there was a positive and high correlation between vocabulary mastery and reading comprehension. In addition, vocabulary essential to reading comprehension.

Vocabulary as an essential part of reading for understanding (Ali et al., 2022). It is impossible to understand a text if learners do not have enough vocabulary. The students have difficulty understanding the contents of the reading text if they did not have vocabulary mastery. Foreign language students who mastered in vocabulary will be able to speak and write fluently; they also are able to understand what they read and listen easily (Dwijanatha, Joni and Krismayani, 2022).

Based on the results of the study, the researcher found a correlation between vocabulary mastery and reading comprehension. However, the students were lack of vocabulary mastery, they were not able to understand the meaning and content in their reading comprehension; besides, the students were confused and had difficulty interpreting the meaning in the reading texts.

In conclusion, the number of subjects used in this research was 37 students. The analysis showed that there was a significant correlation between vocabulary mastery and reading comprehension of the eighth-grade students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2022/2023. The summary of calculating the correlation between students' vocabulary mastery and reading comprehension was r

= 0.675, with a significant value was 0.00. The significant value was less than 0.005 it can be said that the data is correlated. From the results of the Pearson product moment correlation showed that vocabulary mastery influence students' reading comprehension. Based on the finding above, can be stated that there is a correlation between vocabulary mastery and reading comprehension of the eighth-grade of students of SMP (SLUB) Saraswati 1 Denpasar in the academic year 2022/2023.

CONCLUSION AND SUGGESTION

In conclusion, there was a significant correlation between vocabulary mastery and reading comprehension. It has in line direction from having mastery and the result of reading comprehension. This proved that having high vocabulary mastery result on the better reading comprehension.

Based on the findings of the present study that have been mentioned above, it is suggested that vocabulary plays role in getting general information and specific information in the test. Reading a lot and being active in searching the meaning of some new words not only during teaching-learning process but also outside of the classroom. For other researchers, further studies with a wide range of subjects are

recommended to figure out the role of vocabulary in English learning.

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