

A CORRELATION BETWEEN VOCABULARY MASTERY AND READING COMPREHENSION OF EIGHTH-GRADE STUDENTS OF SMP TP. 45 DENPASAR

Wensislaus Sunardi Woga¹, I Gusti Agung Putri Wirastuti², Ni Wayan Krismayani³

Program Studi Pendidikan Bahasa Inggris, FKIP, Universitas Mahasaraswati Denpasar

Email: putri.wirastuti@unmas.ac.id

ABSTRACT

This study aims to clarify the relationship between vocabulary acquisition and reading comprehension. This study is a correlation study. Samples are selected using a random sampling technique and consist of 30 students. To collect the data, the researchers also used two types of tests. Fill in the blanks for the vocabulary proficiency test and the short answer reading comprehension test. In addition, the data collected were analyzed using the SPSS 20.0 program. The results of the paired sample t-test are bilateral significant values from the student's vocabulary and reading comprehension 010. The results showed that the variances of the significance values of the t-test were relatively equal due to the greater significance. From 0.05. The result of calculating the correlation between the student's vocabulary and reading comprehension in reading comprehension was $r = 813$. From the results, it can be concluded that there is a significant correlation between vocabulary and reading comprehension in the 8th-grade students of SMP TP.45 Denpasar in 2021/2022.

Keywords: Vocabulary acquisition, reading comprehension.

INTRODUCTION

Reading is one of the four skills you must acquire when learning English. Reading is a process in which the reader finds information given by the writer in the form of writing. Reading is one of the ways that we can use to update our knowledge because we can get much information and help to open up the mind to new ways of thinking, and perceiving while the book can be the teacher, mentor, and inspiration.

Reading activity brings important effect to society, also will educate the eyes speed. Therefore reading gives us many benefits especially for getting information that helps the readers to consolidate their knowledge by comprehending the reading material.

In addition, Patel and Jain (2008:113) state that reading is an important life activity that allows one to update one's knowledge. Reading is an important tool for academic success, as students can understand what they are reading and get more information from what they are

reading. It will help them improve their knowledge. Reading activities are also good for learners to practice other language skills such as writing and speaking. Reading activities also have important implications for society, especially for ourselves.

Reading is the activity of a reader understanding a text and associating it with the reader's prior knowledge. It is a complex process that involves skill and intelligence in which readers make sense of the text by combining their prior knowledge, the purpose of reading, and the information given in the text (Krismayani, 2015). Education requires students to acquire reading comprehension so that they can easily obtain the information they need.

Reading is also one of the most important English skills in learning English because it is the key to learning. Reading allows you to learn other English skills and components such as writing, grammar, and vocabulary. Even students can read stories

while learning English for example, reading the history of English yourself and learning about the culture of the country in which English was born. Learning English is not only about learning skills and elements, but also about the culture and history of the language. In fact, some students say that reading is a boring activity because students have little interest in reading and reading is not only the activity of reading but also understanding the text. However, many students have difficulty understanding the text because they do not know the meaning of a particular vocabulary in the text. In this case, reading comprehension affects the development of the student's vocabulary, as it is difficult for the student to read without knowing the meaning of a particular word in the reading text.

In relation to reading ability, so that the reader understands the contents of reading, an understanding is needed, this understanding is influenced by some factors. Among them are linguistic factors (languages) and non-verbal factors. The linguistic factor is related to linguistic skills, including mastery of grammar, morphology, syntax, and vocabulary. Meanwhile, non-linguistics factors are in the form of background experiences related to various affections or psychological conditions of students. One of the linguistic factors that is closely related and often becomes an obstacle to the ability to read comprehension is the factor of vocabulary mastery. Mastery of vocabulary plays a very important role in this language skill, one of which is reading skills. Reading skills in question are reading comprehension skills, namely reading comprehension skills.

As we know that the lack of understanding in reading that is often found in students is reading a story text and the

ability to read the understanding of the story text is partly still low. This is due to the low vocabulary owned by students, so students cannot understand the meaning of the words read in accordance with the context of the reading it prevents students from understanding the meaning in large units, namely sentences or paragraphs in the reading process. Vocabulary that is mastered by many students, students can express their feelings, desires, and ideas smoothly and well. In addition, with a lot of word mastery, Students are expected to be able to understand the content of discourse or reading that they have read. In other words, the quality of a student's language depends on the quantity and quality of the vocabulary they acquire. The richer your vocabulary, the more likely you are to be linguistically talented (Tarigan, 2015:2). Vocabulary is an important factor in learning and understanding a language. According to Sedita's theory (2005:1), vocabulary knowledge is important for reading comprehension in order to know how much vocabulary acquisition affects reading comprehension.

Based on this question, researchers are interested in conducting research to analyze and understand the correlation between SMP TP 45 Denpasar of 8th-grade vocabulary acquisition and reading comprehension in 2021/2022.

RESEARCH METHOD

This study used a quantitative approach using the correlation method was suitable for this study because it can indicate whether the two variables have a positive or negative relationship between them. In this study, the researchers examined two variables. They were vocabulary as the dependent variable (Y) and reading comprehension as the independent variable

(X). In addition, the study was conducted because it wanted to investigate whether there was a significant correlation between vocabulary and reading comprehension among eighth-grade students of SMP TP. 45 in the academic year 2021/2022.

The population is the eighth-grade students of SMP TP. 45 Denpasar in the 2021/2022 academic year. They have 3 classes which consist of 80 students. Therefore, in terms of the number of students, it is not possible to take all students as the sample of this study. The researchers used 30 students selected as samples using a random sampling method with a lottery system. They suggested that all populations have the same opportunity to be selected and included as the samples of the study.

Every research requires data analysis to produce valid and reliable data. In this research, the researchers used descriptive text to test students' ability in reading comprehension and the research used descriptive text to test students' vocabulary skills. The data analysis in this study was divided into two steps; they are a prerequisite for hypothesis testing. In the first stage, pre-requisite testing consists of normality and homogeneity testing. In addition, in the hypothesis, there is a Pearson's product-second correlation and t-test.

After calculating the pre-requisite analysis of normal distribution and homogeneity of variance in where the data are normally and distributed homogeneous, then the hypothesis is carried out the analysed whether there is a correlation between two variables. In the look, the speculation proposed is that there's a good-sized correlation between vocabulary mastery and reading comprehension of the eighth-grade college students of SMP TP.

45 Denpasar in the academic year 2021/2022. Furthermore, the hypothesis testing is calculated using the SPSS 20 version for windows. Hypothesis testing consists of the Pearson product-moment and t-test.

FINDING AND DISCUSSION

The finding showed that there were 30 students in the sample in this study. The highest score for vocabulary mastery is 100 and the lowest score is 60. The highest score of reading comprehension was 96 and the lowest was 60. From the data above, it can be concluded that 30 respondents participate in 3 classes in the present research in which the respondents were chosen by cluster sampling from three classes with 80 populations among the 8th grade of SMP TP. 45 Denpasar in 2021/2022. A normality test is needed for the researcher to know whether the population or data involved in the research is in a normal distribution. The result from two well-known tests of normality, namely Kolmogorov-Smirnov test and Shapiro-Wilk test. BM SPSS 20 output, it is known that the significance value of 0.200 on vocabulary mastery which is greater than 0.05. As for variable reading comprehension, it can be noted on the sig of 0.200 which was greater than 0.05.

A homogeneity test is conducted to test two or more sample data groups that sources from the sample population variant. A homogeneity test is a test that assesses whether there are differences in variance between the two groups or more. The result of homogeneity testing distribution from grammar mastery and writing achievement for the number of respondents was 30 among the 8th grade of SMP TP.45 Denpasar at the level of significance $\alpha = 0.05$ is 0,010. The result showed that

variable data of vocabulary mastery and reading comprehension is in homogeny distribution because the significance is higher than 0.05.

Pearson product-moment is a measure of linear correlation between two normally distributed variables. The analysis explained that there is a positive correlation between vocabulary and reading comprehension. The Pearson correlation coefficient was 0.813. Therefore, the above variables were positively correlated ($\alpha < 0.005$) because the level of significant correlation was higher than the level of significance. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

The final analysis of the hypothesis testing was the t-test. The t-test is one of the statistical tests used to determine if there is a significant difference between the means of two groups, which may be related to a certain feature. Both sides of the student's vocabulary and reading comprehension were 0.010. The results showed that the variances of the t-test significance values were relatively equal because the significance was higher than 0.05.

The researcher needed to state clearly whether the result of the study support, rejects, or enriches existing theories. This discussion includes the findings of other people who are different, with the aim of providing a theoretical explanation that the finding has been made to be accurate. A number of researchers' ideas or thoughts on researcher findings and an assessment of the methods that have been used can be placed in this session.

The result of the data analysis shows that there was a significant correlation between students' vocabulary mastery and reading comprehension of SMP TP. 45 Denpasar. According to Richard and

Renandya (2002:255) good vocabulary mastery may effectively affect the ability to read and understand reading, therefore, having adequate vocabulary knowledge is insisted for students to understand the reading. Related to Sedita's theory (2005:1), vocabulary knowledge is crucial in reading comprehension how to find out how strong vocabulary mastery influences reading comprehension. Furthermore, vocabulary mastery is one of the factors that strengthen the student's comprehension of reading text. Thus, it is able to be said that there is a necessary connection between students' vocabulary mastery and their reading comprehension.

According to Klingner (2007:107), reading comprehension is "the process of construct meaning by coordinating a number of complex processes including word reading, word, and world knowledge, and fluency". It refers to the ability in interpreting words and understanding the meaning and the relationship between ideas conveyed in a text. Reading also has a positive effect on students' vocabulary knowledge (Harmer, 2007). Reading helps in vocabulary acquisition by creating opportunities to infer word meaning from context. Reading comprehension is able to develop through vocabulary mastery. The mastery of vocabulary is able to help the students read.

CLOSING

Conclusion

Based on the data calculated by IBM SPSS 20, this is evidenced by the result that has been described in Chapter IV, that data has been said normally distributed because both of the variables have a significant value of more than 0.05. in addition, the data has also been said to be homogenous because it has a significant value of more

than 0.05. In the hypothesis test, the researcher gets the result of the t-test, the result of the t-test is significantly accepted because $0.020 > 0.05$. Besides the result of data analysis, the result of this study was assisted by several courses from experts who stated that there is a correlation between vocabulary acquisition and reading comprehension.

Suggestion

Based on the results of this study and the conclusions mentioned above, there are some suggestions for English teachers teaching 8th-grade SMP TP. 45 Denpasar and other researchers who may do the same research in the future. Based on the results of the above ex-post survey, we would like to make the following practical proposals. These suggestions are:

The first for SMP TP.45 Denpasar English teacher. English Teacher needs more attention to the student's vocabulary and reading comprehension. This can be done by creating a lesson plan that includes strategies related to improving students' reading comprehension, especially vocabulary and reading comprehension. Second for SMP TP. 45 Denpasar students. Students need to recognize the importance of learning vocabulary and reading comprehension in order to become fluent in English. Reading comprehension texts can be difficult to understand if the student does not have sufficient vocabulary. Students need to broaden their vocabulary and understanding of 8th-grade SMP TP. 45 Denpasar needs to learn more actively and practice reading comprehension, not only in the process of teaching and learning but also in understanding the texts being read in particular. They need to get used to reading a lot of English books, deepen their understanding, and learn a lot of new

vocabulary related to reddish texts. It is important to teach students that they are accustomed to reading many books, as reading will give them new knowledge and access to a variety of information.

For other research, they are suggested to modify or improve the instruments used in this research study for future research in the same field, to measure mastery of the correlation between vocabulary and reading comprehension in this study. In addition, other researchers who would conduct similar studies are advised to find out the level of vocabulary mastery at school to measure students reading comprehension at various levels of students because the ability of the student in each school was different. In addition, another researcher must be more creative in building research instruments.

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