



Correlation Between Students' Vocabulary Mastery And Their Reading Comprehension: A Study In Grade 10 Of Junior High School In Sman 1 Junjung Sirih

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Abstract

Correlational research was employed in this study. The participants in this study were the first-graders at SMAN 1 Junjung Sirih during the 2022–2023 academic year. There are 29 students in the sample. In this final study, the researcher's major aim was to find a relationship between students' reading comprehension skills and their vocabulary mastery. The data collection techniques used were as follows: first, collecting data from students' vocabulary tests and reading comprehension tests; second, computing and classifying the students' vocabulary mastery tests and reading comprehension; third, analyzing the students' vocabulary and reading comprehension scores; and finally, drawing conclusions based on the data. Higher perceived control scores were linked to higher reading test results ($r = -.96$, $n = 29$, $p.001$), indicating a significant positive correlation between the two variables.

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A.INTRODUCTION

English is a universal language that is used to communicate with individuals from other nations. Whether it is used as a first, second, or foreign language, English is one of the most widely spoken languages in the world. In Indonesia, English is offered as a topic in primary through tertiary institutions. English language instruction in Indonesian schools aims to improve students' abilities to communicate orally and in writing (Depdikbud, 2004:6). While students can also improve their writing, reading, listening, and speaking abilities in English, reading is still the most crucial skill for English language learners in the modern world.

According to Ostrov (2001:61), When you read, you continuously perceive and understand new words in relation to what you already know. Grimes (2006:95) As fresh information is digested and comprehension is improved, reading is a dynamic,

ongoing activity. Edge (2002:108) Reading is a good approach to enter a another world. As you read, let the words to conjure up noises and images in your head.

After going over each reading explanation, I concur with Grimes' definition of reading since it is clear-cut, uncomplicated, and straightforward.

To improve reading comprehension, use vocabulary. Any person who has a small vocabulary will also have a small comprehension of reading. A person will, nevertheless, have a greater understanding of reading if they have a large command of language.

Willis (2008:122) said that Vocabulary is a crucial component of learning a language, and implicit vocabulary learning from reading is its closest cousin. Spratt (2020:11) he said that You can improve your reading score by increasing your vocabulary. Hiebert and Kamil (2005:3), stating that a person's vocabulary is their ability to give meaning to words when reading or listening.

After reading through all the reading-related explanations, I concur with Hiebert and Kamil that the vocabulary definition is straightforward, understandable, and practical.

Paris and Stahl (2005:144) said that Understanding how to make connections between different elements of a text and the reader's prior knowledge is known as reading comprehension. Jane and Kate (2014) said that The complex job of reading comprehension requires the synchronization of many different cognitive abilities. Naturally, good word reading is necessary for reading comprehension; readers cannot comprehend a text in its entirety if they cannot identify (decode) the words in it. Duncan and Stothard (2017) said that A common strategy for approaching books or other readings is to read them from cover to cover in the hope that this will help them understand the material.

After going over each reading explanation, I concur with Grimes' definition of reading since it is clear-cut, fundamental, and simple to use.

It is obvious that they are closely related given how important language is to reading. The researcher will arrange the exam results in order to ascertain the connection between students' vocabulary and reading comprehension proficiency in order to collect empirical data. The researcher uses the students' grades to attempt to understand how the students' vocabulary in learning English, how the students' reading comprehension in learning English, whether vocabulary is crucial to reading, whether students who are good at vocabulary are also good readers, and whether there is a connection between the students' vocabulary mastery and their capacity for reading comprehension when learning English at SMAN 1 Junjung Sirih.

Research was conducted by Elfitri Yani (2013) she found The ability to read narratives and vocabulary knowledge are significantly correlated, in the same way, Siti Fatimah (2014) Reading comprehension of descriptive texts has benefited from vocabulary. Finally, the students' vocabulary mastery is connected with the similarities between this research and the prior research, while the differences are the research variables. While this study concentrated on students' reading comprehension, those studies concentrated on students' reading ability. Additionally, this study's sample and constraints are different.

B.METHOD

1.Research Design

Correlational research is the method used in this investigation. To measure how closely two or more variables are connected (or related) in a correlational design, researchers use the statistical method of correlational analysis.

2.Population and Sample

The first-graders at SMAN 1 Junjung Sirih made up the study's population. There are 29 students in the sample. The samples were chosen using cluster random sampling.

3.Instrumentation

The test is divided into two sections. The first section is a 30-question vocabulary test that covers nouns, adjectives, and adverbs. There were 30 multiple-choice questions on the test, and each had one of the following four options: A, B, C, or D. The researcher discovered through a vocabulary exam that the student's language mastery had increased (noun, adjective, and verb).

The second exam consists of a 30-question reading quiz. 30 multiple-choice questions with A, B, C, or D as the only acceptable response options made up the test. To determine if the pupils' reading comprehension has improved, the researcher will administer the Reading Intensive test (topic, main idea, and supporting details).

Data Validity and Reliability

Creswell (2012) said that Research's ability to establish whether or not the results are accurate is one of its strengths. Validity refers to how correctly a concept can be measured via a quantitative study. The instrument used in this study was validated by a lecturer in the English Language and Literature Department at Universitas Negeri Padang. According to the chart below, the reliability recommendations are based on Guilford's reliability coefficient category from 1956.

| Reliability Coefficient | Category |
|--------------------------------|-----------------|
| 0.1 - 0.20 | Not reliable |
| >0.20 – 0.40 | Rather reliable |
| >0.40 – 0.60 | Reliable enough |
| >0.60 – 0.80 | Reliable |
| >0.80 – 1.00 | Very reliable |

4.Techniques of Data Collection

The researcher gave out the test, which had a vocabulary test and a reading comprehension test, the test was described to the learners by the researcher, The researcher gave the respondent 50 minutes to answer the entire question, and The data is gathered in the classroom.

5. Technique of Data Analysis

According to Sudijono (2008) Statistical approaches for establishing the relationship between two or more variables include correlation analysis techniques. SPSS will be used to analyze the data type. Perform a normality and linearity test first, then the correlation test.

C.RESULT AND DISCUSSION

Correlation Between Student's Vocabulary Mastery and Their Reading Comprehension:

Normality

Table 1. One-Sample Kolmogorov-Smirnov Test

| | | Unstandardize d Residual |
|----------------------------------|-----------------------------|-----------------------------|
| N | | 29 |
| Normal Parameters ^{a,b} | Mean | .0000000 |
| | Std. Deviation | 1.53411125 |
| | Most Extreme Differences | |
| | Absolute | .107 |
| | Positive | .078 |
| | Negative | -.107 |
| Test Statistic | | .107 |
| Asymp. Sig. (2-tailed) | | .200 ^{c,d} |

Based on the results of the normality test performed on the results of the vocabulary and reading comprehension tests, a significant value of 0.20, or that the data is normally distributed, may be drawn.

Linearity

Table 2. ANOVA Table

| | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|--------------------------------|-------------------|----|----------------|---------|------|
| Reading Comprehension * Vocabulary Mastery | Between (Combined) | 995.126 | 11 | 90.466 | 44.363 | .000 |
| | Groups | 963.895 | 1 | 963.895 | 472.679 | .000 |
| | Linearity | | | | | |
| | Deviation from Linearity | 31.231 | 10 | 3.123 | 1.532 | .211 |
| Within Groups | | 34.667 | 17 | 2.039 | | |
| Total | | 1029.793 | 28 | | | |

According to the results of the completed linearity test, the score for linearity significance is 0, and the deviation from linearity significance is 2. This indicates a link between the two variables. linear.

Table 3. Correlations

| | | Vocabulary Mastery | Reading Comprehension |
|-----------------------|---------------------|--------------------|-----------------------|
| Vocabulary Mastery | Pearson Correlation | 1 | .967** |
| | Sig. (2-tailed) | | .000 |
| | N | 29 | 29 |
| Reading Comprehension | Pearson Correlation | .967** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 29 | 29 |

** . Correlation is significant at the 0.01 level (2-tailed).

The linearity and normalcy presumptions were not broken. Higher perceived control scores were linked to higher reading test results ($r = .96$, $n = 29$, $p.001$), indicating a significant positive correlation between the two variables.

Discussion

1. Student’s Vocabulary Mastery in Learning English at SMAN 1 Junjung Sirih.

The vocabulary categories that SMAN 1 junjung sirih learners master are on the average side. The results led to the conclusion that students' vocabulary mastery had a mean score of 76,5. It denotes that the vocabulary grade was average. The researcher came to the conclusion that acquiring a language's vocabulary is the most important aspect based on the findings of earlier studies.

2. Student’s Reading Comprehension in Learning English at SMAN 1 Junjung Sirih.

The average reading comprehension score for students was 72, according to the report. The reading rate score was considered to be average, according to this. Reading comprehension was also shown to be the most important component of language learning, the researcher found, in accordance with results from past studies.

3. Correlation Between the Student’s Vocabulary Mastery and Reading Comprehension

The researcher can infer from the evidence listed above that learners who do better on the vocabulary test also do better on the reading test. It means that strong vocabulary skills are crucial for understanding what you read.

D. CONCLUSION

Almost all of the students in SMAN 1 Junjung Sirih's tenth grade in the academic year 2022–2023 who score better on the vocabulary test also perform better on the reading test, the researcher can infer from the above facts. It means that strong vocabulary skills are crucial for understanding what you read. Additionally, it shows how the vocabulary score can help with the reading score and that no student can get a good reading score without a great vocabulary score. The researcher thinks that a person's language ability and reading comprehension are connected because of these elements.

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