

THE CORRELATION BETWEEN STUDENTS' READING ABILITY AND THEIR VOCABULARY MASTERY AT EIGHTH GRADE OF SMP DARUL FALAH KEMANG INDAH

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Abstract:

Reading is one of the activities that students can use to expand their knowledge and strengthen their critical thinking skills, and one of the most essential components of reading is vocabulary mastery. In this case, both vocabulary and reading cannot be separated. So, this research aimed to find the correlation between students' reading ability and their vocabulary mastery.

In this research, the researcher used quantitative approach, to measure the correlation between two variables; vocabulary mastery (X) and reading ability (Y), the researcher used a Pearson Product Moment Correlation. The researcher analyzed it by using the statistic software Statistical Product and Service Solution (SPSS) 16. In this research the researcher using a test. The test consisted of 40 multiple choice questions that were divided into two parts. Twenty questions are for vocabulary and twenty questions are for reading. The subject of this research is 37 students at eighth grade of SMP Darul Falah in the academic year 2021/2022.

From the calculation, it was found that the mean for vocabulary mastery was 51.62 and the standard deviation was 17.797, while the mean for reading was 53.65 and the standard deviation was 14.026. The significant value was 0.000, which is less than 0.05. Further, the r-value is 0.766 based on the table correlation coefficient, which means there was high and positive correlation between the two variables. So, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

Based on the results of the research, it can be concluded that there is a positive correlation between vocabulary mastery and the reading ability of eighth grade students of SMP Darul Falah Kemang Indah. This correlation includes a high correlation based on the degree of correlation.

Finally, because there are some limitations to this research, it is highly recommended for future researchers to carry out a deeper analysis, and it is hoped that future researchers will use more populations and samples in their research. In addition, this research also serves as feedback to English teachers to evaluate their teaching performance especially in using vocabulary and reading, so that vocabulary mastery and reading ability are always connected.

Key Words: Correlation, reading ability, vocabulary mastery

INTRODUCTION

Vocabulary is one important aspect in learning foreign language. With a limited vocabulary anyone could also have a limited understanding in terms speaking, reading, listening and writing. According to Jennings in Widyaningsih (2006) stated that if already have an interest in words (vocabulary) using them can improve your reading, writing, talking, and thinking.

Humans connect through language. It happens all around the world. Language is a way for people to express themselves. In today's world, one of the most critical skills for foreign language students is reading. One of the most essential components of reading is vocabulary mastery. Without knowing the vocabulary, a student will face an obstacle when she/he learned English. It is supported by Sedita (in Furqon, 2013:69) who states that vocabulary knowledge is crucial in reading comprehension.

According to Soedarso (2002: 58-59), reading ability is understand the main idea, important details, and all meanings. It means that reading ability is the ability to understand information conveyed by other authors through written means. In other words, it can be said that reading ability is the ability to understand well-written ideas or implied and draw conclusions through a meaningful interpretation which is not just a process of reading without understanding the contents of the reading that is read.

According to Wahyuningsih (2015) in the previous study, said that currently almost all students only read without understanding the meaning of a series of words in a sentence. This causes students to have a limitation in vocabulary mastery. This limitation can make students not interested in reading subjects because students do not know the meaning of sentences. Most of students were still weak not only in vocabulary mastery but also in reading. For example in using synonym, antonym and meaning

based on the context, it is provided that the students cannot find the topic sentences and main idea based on the text.

According to Misbahudin (2011) in the previous study, he was stated that students cannot understand what they are reading without knowing what most of the words mean. In another words that without building a large vocabulary, students cannot read successfully. He also stated that both reading and vocabulary cannot be separated from each other. In his study, vocabulary mastery refers to students' ability in knowing and understanding the context that was used in recount and descriptive text. Meanwhile, reading ability refers to students' ability to find main ideas, and details, not details and inferences contained in a passage, this is based on the book they study and compulsory book. Kind of this reading is active reading.

In addition, some students cannot read due to a lack of vocabulary knowledge. These happen because they use Google Translate when learning English. They use Google Translate to translate all the texts they learn instead of using it to look up the meaning of words they don't know. As a result, they fail to pay attention and learn the new words they are learning. It is impossible for the students understand the meaning if they do not know the vocabulary.

Based on the statement above, it is said that mastery of vocabulary is important for foreign language students, especially English. Both vocabulary mastery and reading ability are closely correlated to each other. Furthermore, the researcher needs to investigate the correlation between vocabulary mastery and reading ability because the researchers want to know the truth related to the close correlation, the direction of the correlation it is positive or negative, and how big the correlation between vocabulary mastery and reading ability according to the previous study based on the results of

existing data. Vocabulary and reading in this research are not general, it is based on the syllabus of English lessons for the eighth grade. With two indicators. First, identify sentences asking for and mentioning the presence of people, objects, and animals in homes, schools, and surroundings, with correct grammar, and word stress. Second, answering questions using available information is in the text.

In this research the researcher don't need to give the students treatment, because this research is about correlation, the researcher just test the students vocabulary mastery and reading ability, and the researcher just correlate use SPSS. Therefore, to obtain accurate data regarding this matter, the researcher conducted a test adopted from Misbahudin (2011), where the students were given 40 multiple choice questions, twenty question for vocabulary mastery and twenty questions for reading ability.

The test was not based on the contexts of the textbook in general, it was based on the textbook, which is correlated to their study. The question also correlates with the compulsory books, such as Look A Had for year VIII (Published by PT Erlangga), English in Focus Grade VIII (Published by Pusat Pembukuan Depdiknas), and worksheet (LKS- Lembar Kerja Siswa) for class VIII (Published by Media Karya Putra).

The researcher used a test to determine how big the student's reading ability and how much vocabulary mastery are correlated. After knowing the results of both of the objects, researchers can help in improving students' reading ability and vocabulary mastery. Finally, based on the statement above, the researcher wants to know is there a positive or negative correlation between students' reading ability and their vocabulary mastery in the eighth grade of SMP Darul Falah Kemang Indah.

Moreover, this research's problem become "Is there a correlation between

students' reading ability and their vocabulary at eighth grade of SMP Darul Falah Kemang Indah?”. Then the objective of the research is “To find out the correlation between students' reading ability and their vocabulary at eighth grade of SMP Darul Falah Kemang Indah”.

METHOD

This research uses a quantitative research approach. Quantitative research is research that uses a deductive-inductive. This method was commonly used to determine the correlation between two variables based on their coefficient values. In this research, the researcher used a correlation design that establishes the existence and strength of a link between two or more variables without trying to modify the variables. This research examined the correlation between students' reading ability and their vocabulary mastery.

The subject of this research is the students in the eighth grade of SMP Darul Falah Kemang Indah. The reason the researcher chose this class is that there were no differences in the subjects engaged in this research as gender, intelligence, etc. The sample in this research amounted to 37 students or the entire population. Because the population in this research was less than 100, this research became population research. This statement has supported by (Arikunto 2006:131), he supposes if the subject is less than 100, it is better to take it all so that the research is population research.

The instrument used in this research is an objective test, and there is only one type of objective test; multiple choice. There are two instruments used in this research; a vocabulary test and a reading test. The instrument was adopted from a previous study by Misbahudin (2011). The number of questions given in the reading test there is four passages and from each passage, the researcher makes questions that included

vocabulary, main ideas, detail, not detail, and conclusions. This kind of this reading is active reading, and the form of this reading is a recount and descriptive text. While the vocabulary is the vocabulary that was used in a recount and descriptive text.

For the data collection procedure, students were given forty question items, divided into two parts: twenty question items for the vocabulary test and twenty question items for the reading ability test. Each question has three correct answers and one wrong answer. The test is given to students in writing on paper. For the scoring system, the researcher uses an interval score.

In this research, to measure the correlation between two variables; vocabulary mastery (X) and reading ability (Y), the researcher used a Pearson Product Moment Correlation. The researcher analyzes the data and tests the hypothesis using the Statistical Product and Service Solution (SPSS) 16 software.

FINDING AND DISCUSSIONS

Based on the objective of the research, the researcher wanted to find out whether there was any correlation between students' reading ability and their vocabulary mastery at eighth grade of SMP Darul Falah Kemang Indah. The researcher used Pearson Product Moment to determine the correlation between the two variables.

According to descriptive result shows that the number of respondents in this research was 37 students ($N = 37$). The highest score on the students' vocabulary mastery test was 85, and the lowest score was 15. The mean of students' vocabulary mastery scores was 51.62, with a standard deviation of 17.797. Then it showed there were 19 students under the mean and 18 students above the mean. While the highest score on the students' reading test was 85 and the lowest score was 15. The mean of the students' reading ability scores was 53.65, with a standard deviation of 14.026. Then it

showed there were 16 students under the mean and 21 students above the mean.

Based on the correlation score shows that vocabulary mastery and reading ability significant value was 0.000 which is less than 0.05. It means that the two variables are correlated. Further, the Pearson Correlation (r) is 0.766, which showed that the result was a high correlation since $r = 1$ at the level of 0.60-0.80. From the result, it is can be conclude that Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_o) is rejected, it mans there is correlation between students' reading ability and their vocabulary mastery at Eighth Grade of SMP Darul Falah.

Based on the research problem, the finding shows a positive correlation between students' reading ability and their vocabulary mastery in the eighth grade of SMP Darul Falah Kemang Indah. It indicates a significant value was 0.000, which is less than 0.05. Further, the r -value is 0.766 based on the table correlation coefficient. Based on the degree correlation that 0.766 included in the high correlation.

The results of this research are said to be a positive correlation because in front of the correlation person value there is no Mines sign. According to previous study correlation results are said to be positive if the value of variable X (vocabulary mastery) is high then the value of variable Y (reading ability) also be high, and if the value of variable X (vocabulary mastery) is low, then the value of variable Y (reading ability) also be low, or when the value of one variable increases, the value of the other variable increases in a similar direction.

The similarity of this research with the first previous study according to Wahyuningsih (2014) the researcher want to know whether is positive correlation between students' vocabulary mastery and their reading ability. The result of previous study shows that Pearson Correlation value is 0.878, it means that the correlation both

variables are positive, and based the degree correlation value 0.878 is very high correlation.

The differences of this study with the second previous study according to Misbahudin (2011), the researcher not want to find the answer of students vocabulary influencing their reading, because the study is not field study. For the similarity of this study with the second previous study is to know the correlation between students' vocabulary mastery and their reading ability use Pearson Product Moment Correlation. The result of previous study that Pearson Correlation is 0.68, based on degree correlation value it mans that the correlation between two variable in moderate correlation and has a positive correlation because in front of the r-value there is no Mines.

The similarity of this study with the third previous study according to Kamelia (2015), the researcher wants to find is there any correlation between students' vocabulary mastery and reading ability. The result of the previous study shows that the r-value is 0.825 which means that there is a high correlation between the two variables based on the degree correlation, and this result also shows that the correlation between to variables is positive correlation. This can be said positive because no Mines sign in front of r-value.

CONCLUSION AND SUGGESTIONS

The data result above could answer the research problem that “is there a correlation between students' reading ability and their vocabulary mastery?”. The data above shows that the vocabulary's significant value is 0.000 and also reading's significant value is 0.000 which is less than 0.05. From this, it is known that the two variables are correlated. In addition, the data results show that the vocabulary's

correlation coefficient value is 0.766 and also the reading's correlation coefficient value is 0.766. After deep attention, knowing that in front of the coefficient correlation value there is no minus sign, this indicates that the form of the correlation between the two variables is positive and, according to the degree of correlation, 0.766 is included in a high correlation. So the conclusion is that vocabulary mastery on reading ability correlates with the degree of correlation is high and the form of the correlational is positive. It can be said positive because when the value of one variable increases, the value of the other variable increases in a similar direction.

The suggestion for the students, hopefully they more often read books in English. To improve their vocabulary, they can write down the new vocabulary they have and put it into some sentences. For students who got scores below the mean, they hoped to be able to study harder, especially in English. For students who got scores above the mean, they hoped that they would be able to maintain their scores and keep learning.

For teachers, they should use more vocabulary during the lesson. The teacher can also write down the new vocabulary when reading on the blackboard. After that, the teacher can ask the students to read together the new vocabulary they have gotten.

The suggestion for future researcher, they can dig deeper the theory of vocabulary mastery and reading ability, and find out more about the correlation between variables. The researcher also suggests to the next researcher to use other instruments to develop this research. Then, the next researcher can use more samples in their research to get better results. Finally, the researcher suggests that the next researcher can make validation to the instrument used.

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