

THE CORRELATION BETWEEN READING COMPREHENSION AND VOCABULARY MASTERY OF PUBLIC SENIOR HIGH SCHOOL STUDENTS

Sumarni Lamadi¹, Atik Umamah², Febti Ismiatun³

^{1,2,3}Faculty of Teacher Training and Education, University of Islam Malang

Corresponding Email: ¹lamadisumarni@gmail.com, ²atikumamah@unisma.ac.id,
³febtiismi@unisma.ac.id

Abstract

Reading is one of the based skills which are practically activity for the learners to learn in school or through life. Besides, all of the subjects need reading skill to develop students' ability in academic because reading is the fundamental. However, learners often faced difficulties in reading comprehension. One of the factors affecting students reading comprehension is vocabulary. Vocabulary is one of the important components in English which is learners must prepare the words as the basic of language learning. The aim of this study was to find out whether there is any significant correlation between reading comprehension and vocabulary mastery. The researcher used quantitative approach with correlation research design. The number of the participants was of 73 students from class XI IPA-1 SMAN 1 Banda, XI IPS-1 SMAN 2 Banda and XI IPA SMAN 3 Banda. This study used achievement test that is used for testing and obtaining the score of both reading comprehension and vocabulary mastery that is 40 items multiple-choice question and used interview to complete the data. The result showed that there were 69.85% of students have well in reading comprehension test and 73.96% of students have well in vocabulary mastery test. The r observed of the students' reading comprehension and vocabulary mastery was .422 at level of significant .000 lower than .05. It means that the correlation between reading comprehension and vocabulary mastery was significant at moderate level.

Keywords: correlation, reading comprehension, vocabulary mastery

INTRODUCTION

Reading is the way to measure how far we are successful in learning process according to Cholissiyah (2017). It means that reading is one way to know learners successful in learning process, not only successful in reading skills but also other skills such as speaking, writing, and listening skills. Grellet (1983: 8) argued reading comprehension cannot be separated with other skills, like in real life situation for example reading and writing, reading and listening and the last reading and speaking.

According to Brown (2003, as cited in Fatmawati, 2011) there are four types of reading that are more useful in some contexts, those are perceptive, selective, extensive and intensive. Perspective reading involves attending the components of larger stretches of discourse such as letter, words, punctuation and so on. In selective reading, typical tasks are used in selective reading such as picture-cued task, matching, true/false. The combination of top-down and bottom-up can be used. Watkins (2018:3) said that in L1 and L2 context, extensive reading gives better benefits and many researches show that extensive reading contribute in developing vocabulary that related to be better in all language skills performance. While intensive reading is creative reading.

In reading, there are several kinds of texts such as recount, procedure, narrative, exposition, explanation, report and descriptive text that used for senior high school level according to Martin and Rose (2012 as cited in Lasito, 2014). First, recount text usually explains about recounting event or retells the past experiences. Second, procedure text is to help reader how to do something. Third, narrative text usually used to entertain the reader and to tell a story. Fourth, exposition text is arguing for point of view, it has two kinds those are analytical and hortatory exposition. Fifth, explanation text is to explain the process involved in the formation or working natural. Sixth, report text is to present information about something. The last, descriptive text is to describe particular person, place or thing. There are some indicators to measure students' reading comprehension ability, those are: main idea, finding implicit information, finding explicit information, identifying reference, identifying words meaning.

Moreover, Dennis (2008, as cited in Gilakjani and Sabouri, 2016) stated there are some factors affecting reading comprehension; complexity of the texts, environment conditions, pertinent to the anxiety, interest and motivation, word recognition speed, medical problem and the stock of vocabulary. Connecting with the comprehension, Sadeghi (2007) stated, two factors may influence reading comprehension there are internal and external factors. The internal factors refers to everything related the reader. For example, his/her background knowledge, cognitive abilities and strategies, and affective characteristics, while the external factor refers to text, context, and writer variable.

One of the important factors affecting reading comprehension is vocabulary that is one of basic components in the process of language learning. Cahyono and Widiati (2008) said that the purpose of vocabulary teaching is enabling the learners to know unfamiliar words concepts, get some words, and use those words for communication. In this case, the more words the learners know, the more communicative they are. As Faliyanti (2015) stated vocabulary plays an important role in mastering English language. If the learners have many vocabularies, it will help learners mastering English and its four major skills, which cover reading, listening, writing and speaking.

According to Armbruster et al (2003) vocabulary is learned in two different ways, with direct instruction and incidentally. In this case, the learners learn about vocabulary as direct by the teacher and incidentally, when they read text or book, they will find some words unfamiliar for them. Students learn vocabulary directly when they are explicitly learn both individual word and word-learning strategies. According to Richard and Renandya (2002:264) that there are some ways to develop the learners' vocabulary knowledge, those are the learners can use extensive reading and listening, translation, elaboration, fluency activity, guessing from context and using dictionaries. There are some indicators to measure learners' vocabulary mastery ability, those are: synonym, antonym, collocation, stated detail, meaning in context.

There are several studies conducted by some experts about reading comprehension and vocabulary mastery. The research findings of them can be elaborated briefly to give foundation and support for this research. The previous study conducted by Nurlailiya (2017) found that there was a positive correlation between students' vocabulary and their reading comprehension at moderate level. Other previous study carried out by Firdaus (2014) that the result has strong relation between reading comprehension and vocabulary mastery. Şen and Kuleli (2015) revealed there is highly positive correlation between vocabulary size and reading performance and Boyer (2017) stated the result of this study was the students who received direct vocabulary instruction had higher growth rate in reading comprehension.

As the result, these previous studies contributed ideas, theory, and instrument in conducting this research. There are some differences appeared between the previous studies and the research carried out by the researcher. It shows that reading comprehension and vocabulary mastery have close relationship. However, three studies used correlation research design and one previous study used quasi-experimental research design done at junior high school, vocational high school and university levels. This research conducted in senior high levels especially in Eastern Indonesia. In

Indonesian context, it was not found this kind of research. Therefore, the researcher intends to conduct the study about reading comprehension and vocabulary mastery using correlation research design at public senior high school in Eastern Indonesia especially in Banda Neira, Maluku Tengah.

METHOD

This study applied quantitative approach with correlation design. This study described the correlation between two variables, those are reading comprehension and vocabulary mastery. The predictor variable (X) is reading comprehension and the criterion variable (Y) is vocabulary mastery. This study used achievement test that for testing and obtaining the score of both reading comprehension and vocabulary mastery that is 40 items multiple-choice question.

The population was defined all of the second year students of SMAN 1 Banda, SMAN 2 Banda, and SMAN 3 Banda. The researcher selected those three schools due to the same standard, quality, and accreditation. Then, the population of this study consisted of 347 students. In this study, the researcher used convenience sampling to get the sample, one class from each school (Creswell, 2012). This selection was based on the reason that the availability of elements (sample) and ease of obtaining them. The sample was 73 students from three schools.

The researcher gave the students two tests, the first is reading comprehension and the second is vocabulary mastery test. In addition, the researcher took the interview with English teacher and students. The test consisted of 40 items questions for reading and vocabulary test. Both of achievement tests took 90 minutes. After that, the researcher collected the scores of reading comprehension and vocabulary mastery test to analyze. After collecting the data, the researcher analyzed the data that followed some steps those are; dividing dependent and independent variable, measuring students' reading comprehension and vocabulary mastery using test, checking every student work and decoding based on criteria, and computing the data using SPSS version 20.

FINDINGS

Students' Reading Comprehension

Based on the computation, the students' reading comprehension in general is good. It can be seen in the Table 1 below.

Table 1: Students Ability in Reading Comprehension

Students	Score	Classification	Total Students
S1, S3, S4, S6, S7, S10, S11, S12, S13, S15, S21, S24, S25, S27, S31, S37, S40, S42, S47, S54, S70	80-100	Excellent	21 students
S2, S5, S8, S17, S18, S19, S22, S23, S26, S28, S29, S30, S32, S33, S34, S36, S38, S39, S43, S45, S48, S55, S56, S57, S59, S60, S61, S68, S71, S73	66-79	Good	30 students
S9, S14, S16, S20, S35, S50, S51, S52, S62, S63, S64	56-65	Average	11 students
S41, S44, S46, S49, S53, S58, S65, S66, S67, S69, S72	30-55	Poor	11 students
-	0-29	Fail	-

This result shows that from 73 students, 21 students (28.76%) were classified into excellent category, 30 students (41.09%) have good category in reading comprehension test, 11 students (15.06%) were indicated into average category and 11 students (15.06%) got poor category. Interestingly, from reading test, there is no student that belongs to failed category so almost all the questions can answer well and it indicated that most of the students have good ability to comprehend reading text.

Students' Vocabulary Mastery

Based on the computation, the students' vocabulary mastery from three public senior high schools can be seen in Table 2.

Table 2: Students Ability in Vocabulary Mastery

Students	Score	Classification	Total Students
S1, S2, S3, S5, S6, S7, S8, S11, S12, S13, S15, S19, S21, S25, S26, S28, S30, S37, S40, S47, S50, S55, S57, S59, S68, S71	80-100	Excellent	26 students
S4, S9, S16, S17, S18, S20, S22, S23, S24, S27, S31, S41, S42, S48, S49, S51, S53, S54, S56, S60, S61, S63, S65, S66, S67, S69, S70, S72	66-79	Good	28 students
S10, S14, S29, S32, S33, S34, S38, S39, S44, S45, S46, S58, S73	56-65	Average	13 students
S35, S36, S43, S52, S62, S64	30-55	Poor	6 students
-	0-29	Fail	-

As shown in the Table 2, out of 73 students, 26 students (35.61%) were indicated into excellent category in vocabulary mastery test, 28 students (38.35%) classified into good category, 13 students (17.80%) were classified into average category in vocabulary test and only 6 students (8.21%) were indicated into poor category. From all categories, there is no student failed in vocabulary mastery test, so most of the students can answer vocabulary mastery questions and most of them have good ability in mastering vocabulary.

The Correlation between Reading Comprehension and Vocabulary Mastery

Table 3: Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Reading Comprehension	73	40	90	71.23	10.534
Vocabulary Mastery	73	40	90	72.95	9.160
Valid N (list wise)	73				

Table 3 shows the mean score of reading comprehension test is 71.23 and the vocabulary mastery test is 72.95. The highest score of reading comprehension and vocabulary mastery is 90 and the lowest score is 40 from 73 students (N = 73) of public senior high school.

Table 4: Correlation Between Students Reading Comprehension and Vocabulary Mastery

		Reading Comprehension	Vocabulary Mastery
Reading Comprehension	Pearson Correlation	1	.422**
	Sig. (2-tailed)		.000
	N	73	73
Vocabulary Mastery	Pearson Correlation	.422**	1
	Sig. (2-tailed)	.000	
	N	73	73

Table 4 shows significant 2-tailed (0.00) are lower than 0.01 levels and 0.05 levels. And Pearson correlation (0.422) is between .40 and .60 that means the significant correlation was indicated into moderate category.

DISCUSSION

The aim of this study is to find out whether there is any significant correlation between reading comprehension and vocabulary mastery of public senior high school students in Eastern Indonesia. The findings have already presented and it will be discussed in detail in this part.

Regarding to the students' reading comprehension, most of them have good reading category that means they can answer almost all of questions for reading test. From 73 students, 28.76 % students were classified into excellent, 41.09% students good, 15.06% students' average and 15.06% students' poor category. Moreover, the students' vocabulary mastery was satisfying also. There were 35.61% students were classified into excellent, 38.35% students good, 17.80% students' average and 8.21% students' poor category. It seems that most of the students were classified into good category in vocabulary mastery test.

It can be concluded that the students' reading comprehension and vocabulary mastery were satisfying. Sutarsyah (2008) argued that reading is activity by reader that is important to learn in school and continuously. The more the learners read, the more they get the knowledge and understand English word, sentence, paragraph and text. They read not only in school but also outside school and in every age. It is in line with Cholissiyah (2017) who said that to know how far someone successful in learning process by reading a lot.

Besides, the three classes used as the sample have different reading comprehension and vocabulary mastery. The first, students' ability at class XI IPA-1 SMAN 1 Banda, 52% students were indicated into excellent category in reading comprehension test and 56% students were classified into excellent category in vocabulary mastery test. Almost all of students at class XI IPA-1 have better ability in English especially in reading and vocabulary. Then, students' ability at class XI IPS-1 SMAN 2; 64% students were indicated into good category in reading comprehension and 36% were indicated into good category in vocabulary mastery test. The last, students at class XI IPA SMAN 3 Banda; 39.13% students were classified into good category in reading comprehension test and 56.52% students were indicated into good category in vocabulary mastery test. They have better understanding in vocabulary mastery test more. However, in this class there are few students were classified into poor category 30.43% of reading and 13.04% of vocabulary.

Regarding the correlation, the data analysis shows there is significant correlation between reading comprehension and vocabulary mastery because the p-value (0.00) is lower than 0.01 level of significant. In this study, there is significant correlation between two variables but not too much (moderate). It is same with Nurlailiya findings that the correlation between reading vocabulary mastery on moderate level. The significant correlation in moderate category may be caused of the factors affect students' comprehend when they read the text such as internal and external factors. In this case, the factors are the readers' background knowledge, abilities or strategies that the reader used when read the text, and content of the text is uncommon for the readers. Moreover, vocabulary is not the main predictor in reading comprehension. There are others factor affecting reading comprehension according to Dennis (2008), they are the text complexity, environment, pertinent anxiety, interest and motivation, word recognition and medical problem.

Moreover, every school has different result of correlation coefficient between reading comprehension and vocabulary mastery. Students at class XI IPA-1 SMAN 1 Banda, it has significant correlation on high (strong) level. Students at class XI IPS-1 SMAN 2 Banda, it has significant correlation on moderate level. Students at class XI IPA SMAN 3 Banda, there is no significant correlation between both of the variables. The result from those schools are different because in SMAN 1 Banda they have balance in both variables. In SMAN 2 Banda, they have good ability in understanding the reading text more. In SMAN 3 Banda, they have well in vocabulary mastery while in reading comprehension is not good enough.

It can be concluded that from this research that there was significant correlation between reading comprehension and vocabulary mastery of public senior high school students. It could be considered as a moderate correlation. It is same with Nurlailiyah (2017) research. It may be caused of some factors faced by students start from complexity of the text, environment, facility, interest and motivation, strategy, and background knowledge based on fact in the interview with English teacher and students. In improving students' reading comprehension, teacher should teach vocabulary first since vocabulary has close relationship with reading comprehension. Although the experience, background knowledge and strategies that students have can help them to comprehend the text but vocabulary is the main part to be a good reader and understand the text.

CONCLUSION

This study was focused on the correlation between reading comprehension and vocabulary mastery of public senior high school students. This study was attempted to find out the students' ability in reading comprehension and vocabulary mastery of public senior high school in Eastern Indonesia especially in Banda Neira, Maluku Tengah. The researcher got the data from students achievement score in reading and vocabulary were analyzed by using Pearson Product Moment Correlation of SPSS version 20.

The findings showed that reading comprehension and vocabulary mastery has significant correlation and the significant correlation between reading comprehension and vocabulary mastery at moderate level. This indicates that vocabulary is not the main factor affecting reading comprehension, since there are other factors affecting students' reading comprehension like complexity of the text, environment condition, facility, interest and motivation, strategy, and background knowledge based on the fact in the interview with English teacher and students.

Regarding the finding of the study, the researcher explained some suggestions. The first, the teacher must balance to teach the students besides reading variety of the texts, they also learn new vocabulary in every meeting. In addition, the teacher must understand the problems faced by students in learning process. The second, for students; they must be good utilizing facilities, books, and programs designed by schools so that their academic will be better and they also have to learn about vocabulary so both of skill and content will be balance and they can develop their knowledge in academic. The last, the further researcher can focus on other issue about reading or vocabulary. The next researcher can do the same research with different research design (method) with the better instrument, sample and get the better results. For example, they can choose non English students.

ACKNOWLEDGEMENT

Thank you so much for Atik Umamah, S.Pd., M.Pd as the first advisor and Febti Ismiatun, S.Pd., M.Pd as the second advisor who have helped patiently finishing this article by giving suggestion, guidance, and correction. Thank you so much for my beloved parents who always give the best support.

REFERENCES

- Armbuster, B. B., Lehr, F., & Osborn, J. 2001. Put reading first: the research building blocks for teaching children to read. *Educational Resources Information Center (ERIC)*, 39. Retrieved from <https://eric.ed.gov/?id=ED458536>
- Anderson, M., & Anderson, K. 2003. *Text types in English*. Australia: Macmillan Education Australia PTY LTD.

- Boyer, K. 2017. *The relationship between vocabulary and reading comprehension in third grade students who are English language learners and reading below grade level*. (Unpublished Master's thesis). Goucher College, Towson, Maryland. Retrieved from <https://pdfs.semanticscholar.org>
- Cahyono, B. Y., & Widiati, U. 2008. The teaching of EFL vocabulary in the Indonesian context: the state of the art. *TEFLIN Journal*, 19(1), 37. Retrieved from <https://www.journal.teflin.org>
- Cholissiyah, A. 2017. *The relationship between vocabulary and reading comprehension in third grade students of junior high school*. (Unpublished Skripsi). University of Islam Malang, Malang, Jawa Timur, Indonesia.
- Cresswell, J. W. 2012. *Education Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th Edition*. United States: Textech International US.
- Faliyanti, E. 2015. The correlation between students' vocabulary mastery and their interest in English toward reading comprehension in descriptive text. *Premise Journal*, 4(2), 70. doi:10.24127/pj.v4i2.301
- Fatmawati, H. 2017. *A correlation study between vocabulary mastery and learning motivation toward reading comprehension of the tenth grade students of SMA Muhammadiyah 1 Sragen in academic year of 2016/2017*. (Unpublished skripsi). IAIN Surakarta, Surakarta, Indonesia. Retrieved from <https://www.eprints.iain-surakarta.as.id>
- Firdaus, R. 2014. *The correlation between students' reading comprehension and vocabulary mastery*. (Unpublished skripsi). Indonesia University, Jakarta, Indonesia.
- Gilakjani, A. B., & Sabouri, N. B. 2016. A study of factors affecting EFL learners' reading comprehension skill and the strategies for improvement. *International Journal of English Linguistics*, 6(5), 182. doi:10.5539/ijel.v6n5p180
- Grellet, F. 1983. *Developing reading skills a practical guide to reading comprehension exercises*. New York: Cambridge University Press 1981.
- Hamra, A., & Syatriana, E. (2010). Developing a model of teaching reading comprehension for EFL students. *TEFLIN Journal*. 21(1). Retrieved from <https://www.journal.teflin.org>
- Lasito. 2014. Pembelajaran berbagai jenis teks berbahasa Inggris (English genres) melalui observational learning implementasi dan permasalahan. *Jurnal Pendidikan Bahasa dan Sastra*. 82-83. Retrieved from <https://www.journal.unj.ac.id>
- Nurlailiya. 2017. *The correlation between students' vocabulary mastery and their reading comprehension of the eight grade students of SMP Wahid Hasyim Malang*. (Unpublished skripsi). University of Islam Malang, Malang, Jawa Timur, Indonesia.
- Richards, J. C. 2010. *Vocabulary in language teaching*. United States: Cambridge University Press 2000.
- Richards, J. C., & Renandya, W. A. 2002. *Methodology in language teaching an anthology of current practice*. United Kingdom: The Press Syndicate of the University of Cambridge.
- Sadegi, K. 2007. The key for successful reader-writer interaction: factors affecting reading comprehension in L2 revisited. *Asian EFL Journal*. 9(3). 198. Retrieved from <https://www.asian-efl-journal.com>

- Şen, Y., & Kuleli, M. 2015. The effect of vocabulary size and vocabulary depth on reading in EFL context. *Elsevier Procedia Social and Behavioral Sciences*, 199. doi:10.1016/j.sbspro.2015.07.546
- Sutarsyah, C. 2001. Vocabulary analysis on reading texts used by EFL students. *TEFLIN Journal*, 12(2). 195. Retrieved from <https://www.journal.teflin.org>
- Sutarsyah, C. 2001. Vocabulary analysis on reading texts used by EFL students. *TEFLIN Journal*, 12(2). 197. Retrieved from <https://www.journal.teflin.org>
- Tánczikné, S. V. 2017. Factors affecting reading comprehension. *Gradus Journal*, 4 (2).
- Watkins, P. 2018. *Extensive reading for primary in ELT Part of the Cambridge Papers in ELT series*. Cambridge: Cambridge University Press.

Approved by

Advisor I,

Atik Umamah, S.Pd., M.Pd
NPP.142908198632226