

THE CORRELATION BETWEEN VOCABULARY MASTERY AND READING COMPREHENSION OF THE SEVENTH GRADE STUDENTS

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Abstract

This research examined to find out: whether or not there was correlation between vocabulary mastery and reading comprehension, among 35 students of seventh graders of junior high school. In this research used the correlation design to find out the correlation between vocabulary mastery and reading comprehension. The data was collected by documentasi and test and analyzed by using Pearson Product Moment SPSS 20. Based on the data analysis, the result indicated that the correlation between vocabulary mastery and reading comprehension (r_{xy}) was 0.655 higher than r -table 0.373. The findings provide there was a correlation between vocabulary mastery and reading comprehension.

Keywords: *vocabulary mastery and reading comprehension*

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Introduction

In order to achieve a successful process of learning English, there are four skills should be mastered they are listening, speaking reading and writing. Reading is one of important language skill that should be mastered by students to improve their general English skills. According to Patel and Jain (2008, p.113), reading is the most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joy. In short, reading is very necessary to be learned by people, especially for the students.

Reading means pronouncing the words, identifying the words and finding the meaning from a text to get the information from the text. Patel and Jain (2008, p.113) state that reading means to understand the meaning of the printed word that is a written symbol. Reading is an important activity in life with which one can update his or her knowledge. Reading skill is an important tool for academic success. Moreover, Pang, Muaka, Barnhardt, and Kamil (2003,

p.6), reading is about understanding written texts. It is a complex activity, which involves both perceptions and thought. Reading consists of two related processes, they are word recognition and comprehension. Word recognition refers to the process of perceiving how a written symbol corresponds to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.

Reading comprehension means understanding what has been read. People who have a high skill of reading will understand the academic from the textbook easily, and then getting important information about it. Meanwhile, people who have a low skill of reading will get difficulty in understanding the text. They will feel difficult to get information from a book or magazine or newspaper. They have to improve their reading comprehension. Unfortunately, Indonesian Students' Reading Comprehension achievement needs to be developed.

Based on OCED (Organization for Economic Co-operation and

Development) which conducted the Program for International Student Assessment (PISA) (2012), shows that reading average score of Indonesia students is at the rank of 64th out of 65 countries. Then OCED/PISA (2015), on the reading ability of students also mentioned that the reading ability of students in Indonesia ranks 64th out of 70th countries surveyed. From the data above, it could be concluded that Indonesia's students reading comprehension still poor.

The successful reading is influenced by some factors. Manando (2016, p.87) states that vocabulary as one of the language aspects holds an important role in mastering English. Students need the vocabulary to improve the other English skill because without having sufficient vocabulary students cannot master the other skills. According to Cameron (2001, p.95), Vocabulary is fundamental to use the foreign language as discourse, since vocabulary is both learned from participating in discourse and essential to participating in it.

Vocabulary is one of the factors that influence students' reading comprehension. Vocabulary should be learned by the students because vocabulary has an important role in all aspects of the skill. In relation to Ali (2010, p.3), Mastering vocabulary is the ability to get or receive lots of words. By having and mastering vocabulary we will know the meaning of vocabulary in the context. It can also help to avoid making mistakes in understanding a written or spoken text.

Moreover, Wilkins in Thornbury (2002, p.13) says that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In reading, students' vocabulary affects the ability of the student to understand the text and get the important information from the text. Mastering vocabulary does not only know the meaning of the text, but

knowing vocabulary also knowing how to use it, knowing of word and grammar of word.

Furthermore, Army kirana (2017, p.4) states that vocabulary and reading are two things that cannot be separated from one another. When learning reading students need the vocabulary to understand the idea and when learning English vocabulary, students need a lot of practice of reading, because reading is the active way of learning vocabulary. Therefore, if the students know a lot of vocabulary they will be easy to comprehend written English text. Reading comprehension and vocabulary mastery have a strong correlation. Pang et al (2003, p.12) states that vocabulary is crucial in reading comprehension and many studies have shown that good readers have good vocabulary knowledge.

From the explanation above, it could be concluded that vocabulary is the ability to get or to receive lots of words. By having and mastering vocabulary we will know the meaning of vocabulary in the context. It can also help to avoid making a mistake in understanding a text. Mastery means as comprehensive knowledge. Vocabulary mastery does not mean knowing the meaning of vocabulary. It also means that the person can recognize, understand and produce the stock of words and their meaning.

Therefore, the problem of this study formulated, as follow" was there any correlation between vocabulary mastery and reading comprehension of the seventh grade students of SMPN 13 Palembang?

Literature Review

1. The Definition of Vocabulary

In learning English, vocabulary is one of the language components that most important to be mastered by the students. There are some definitions of

vocabulary that mention in some literature. According to Cameron (2001, p.95), vocabulary is fundamental to use the foreign language as discourse, since vocabulary is both learnt from participating in discourse and essential to participating in it. It means that vocabulary is one component language that very important. It would be impossible to learn a language without vocabulary.

Moreover, Kamil and Hiebert (2005, p.3) state that vocabulary is the set of words for which we know the meaning when we speak or read orally. Vocabulary is located in second aspect of language elements. Many vocabularies are needs to support or utter the content speech. In this case, nobody can use four skills such as speaking, writing, reading and listening without vocabulary.

Besides that, Duffy (2009, p.14) vocabulary is fundamentally important for understanding the message. Furthermore, Fitriana (2012, p.22) vocabulary mastery has important role at language skills such as listening, speaking, reading, and writing. In listening, vocabulary mastery is used by learner to comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally, while in writing, it helps them to expand their ideas based on the topic sentence that they want.

2. The Definition of Vocabulary Mastery

According to Linse (2005, p.121), vocabulary is collection of word that an individual knows.

Furthermore, Merriam-Webster Learner's Dictionary (2003) cited in Fitriana (2012, p.22) vocabulary means the words that make up a language. It also means all of the words known and used by a person, a list or collection of words and phrases usually alphabetically arranged and explained or define, a list or collection of terms or codes available for use, a sum or stock of word employed by a language group, individual or work or in a field knowledge. Based on the definitions above, it can be concluded that vocabulary is the total number of words in a particular language that a person knows or uses.

Vocabulary besides grammar, pronunciation and spelling is considered one of the important elements in language learning. Wilkins in Thornbury (2002, p.13) says that vocabulary learning is very important. 'Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In order to able to use language productively, students should know certain number of vocabularies, not only for communicating orally, but also written.

Ali (2010, p.3) states that mastering vocabulary is the ability to get or receive a lot of word. By have and mastery vocabulary, we will know the meaning of vocabulary in the context. It also can help to avoid making mistakes in understanding a written spoken. In this case, vocabulary is very important for anyone who learners the language. Mastery of vocabulary is the ability to get or to receive

lots of words. By having and mastery vocabulary we will know the meaning of vocabulary in the context. It can also help to avoid making mistake in understanding a text. Mastery means as comprehensive knowledge. Vocabulary mastery does not mean as knowing meaning of vocabulary. It also means that the person is able to recognize, understand and produce the stock of words and their meaning.

3. Assessment of Vocabulary Mastery

Vocabulary mastery means as a comprehensive knowledge of vocabulary. According to Harmer (2005, p.16-23) knowing a word means far more than just understanding one of its meanings. In other words, vocabulary competence constitutes some knowledge of words. It includes word meaning, word use, word combination or word formation, and word grammar. Knowledge about word meaning includes knowledge about synonym, antonym, and definition. Knowledge about word grammar includes knowledge about word as adverb, as adjectives and or as conjunction. Knowledge about word formation includes suffix and prefix. Based on Harmer statement above, the assessment of vocabulary mastery in this research should include all knowledge of words. Those are: 1. Word meaning consist of synonym, antonym and definition, 2. Word combination or word formation consist of suffix and prefix, and 3. Word grammar consists of adverb, adjective and conjunction.

4. The Definition of Reading

There are many experts define about reading. According to Duffy (2009, p.39) reading is not a random process. It is a system: a set of conventions we use to interpret and make sense of text. Moreover, Grabe and Stoller (2013, p.3) state that reading is the ability to draw meaning from the printed page and interpret the information appropriately. Furthermore, Nunan (2003, p. 68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Additionally, Patel and Jain (2008, p.113) state that reading means to understand the meaning of printed word i.e., written symbol. Reading is an important activity in life with which one can update his or her knowledge. Reading skill is an important tool for academic success. It concluded that reading means pronouncing the words, identifying the words and finding the meaning from a text in order to get the information from the text.

In addition, Dorkchandra (2010) cited in Ulandari (2018, p.17), reading is one of the four important language skills for academic success and professional development. It means that reading is an important to help people learn from human knowledge and experience. By reading people can absorb a lot of information from book, letter, novel, newspaper, magazine and others. Have reading skill will easy to people to understand information and knowledge.

Having this skill will also useful to get successful on the academic.

Based on explanation above, it could be concluded that reading is one of important language skill that is needed by people and also reading is a system that combines information from text with knowledge of readers to gain an understanding of the information in the text. Reading is not only decoding symbols, but also trying to get a message and giving responses to the text.

5. Reading Comprehension Achievement

In the process of reading, comprehension is one of the reasons why read a text. According to Pardo (2004, p. 272), comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text. Wooley (2011, p. 15), stated that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence. In addition, Ghelani, Sidhu, Jain and Tannock (2004, P.38) say that reading comprehension is a very complex task that required different cognitive processes and reading abilities over the life span. Moreover, Snow (2002, p. 11), stated that reading comprehension as the process of simultaneously extracting meaning through interaction and involvement with

written language. He also adds, the use of the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Travers (1970, p. 447), stated that achievements is the result of what and the individual has learned from some educational experiences. There were some factors that influence reading achievement. Snow, Burns, and Griffins (1998, p.87) mention there are four aspects that influence it, they are (1) intellectual and sensory capacities, (2) positive expectations about and experiences with literacy from an early age, (3) support for reading-related activities and attitudes so that he or she was prepared to benefit from early literacy experiences and subsequent formal interaction in school, and (4) instructional environments conducive to learn. It could be concluded that achievement is the result of students' understanding of texts that can be affected by some factors, such as their reading strategies. Good achievement in comprehending the passage would be indicated by getting high scores or good results.

Methodology

This research used correlation design. According to Creswell (2012, p.338), in correlation researcher design, investigator use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. The research used the correlation design to find out the correlation between vocabulary mastery and reading comprehension of the seventh-grade

students of SMPN 13 Palembang. In this research, there were two variables, dependent variable and independent variable. The independent variable was vocabulary mastery of the seventh-grade students of SMPN13 Palembang and the dependent variable was reading comprehension of the seventh-grade students of SMPN 13 Palembang.

The researchers used purposive sample technique to measure student's vocabulary mastery and reading comprehension of the seventh-grade students of SMPN 13 Palembang.

The Instrument

The researchers used test as the technique to collect the data of this research. Test used to measure students' vocabulary mastery and reading comprehension. The researchers used vocabulary test to measure students' vocabulary mastery. The test took from research conducted by Faranissa (2018) which has been tried out. The test of vocabulary mastery is objective test in the form of multiple-choice type. The test consists of 30 items. There are four alternatives answer in each item, consisting three destructors. The scoring system for the test was the student got score "1" when they answered the question correctly. Meanwhile, they got score "0" when they answered the

question incorrectly. And for the reading the researchers used reading comprehension test to measure students' reading comprehension. The test is objective test in the form of multiple-choice type. The test consists of 30 items.

Data Analysis

To analyze the correlation between the independent variable (X) and the dependent variable (Y). The researchers used Pearson Product Moment correlation through SPSS 20.0 to analyze the data taken from the test. The researchers also used regression analysis to support the correlation coefficient analysis. If significance F change < 0.05 , it could be concluded that H_0 was rejected and H_a was accepted.

Results and Discussion

From the data below, it could be seen that the total score of students' reading comprehension test was 1,867 by the total score of 35 students. By applying SPSS 20.0 for windows, it showed that the mean was 69.15, the median was 70, the mode was 77, and the standard deviation was 10.68. While the minimum score was 50 and maximum score was 87 in the scoring scale of 1-100.

Table 1. Descriptive Statistics of Reading Comprehension

N	Valid	35
	Missing	0
Mean		69.15
Std. Error of Mean		2.055
Median		70.00
Mode		77
Std. Deviation		10.680
Range		37
Minimum		50
Maximum		87
Sum		1867

From the data below, it could be seen that the total score of students' vocabulary mastery test was 1,859 by the total score of 35 students. By applying SPSS 20.0 for windows, it showed that the mean was 68.85, the median was 70,

the mode was 67, and the standard deviation was 11.62. While the minimum score of students' vocabulary mastery was 47 and maximum score was 87 in the scoring scale of 1-100.

Table 2. Descriptive Statistic of Vocabulary Mastery

N	Valid	35
	Missing	0
Mean		68.85
Std. Error of Mean		2.237
Median		70.00
Mode		67 ^a
Std. Deviation		11.621
Range		40
Minimum		47
Maximum		87
Sum		1859

Table 3. Normality Test of Reading Comprehension and Vocabulary Mastery

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Reading Comprehension	.122	35	.200*	.955	35	.279
Vocabulary Mastery	.140	35	.184	.930	35	.071

Based on the result of normality test used by SPSS, it could be concluded that the data from all variables were normal. It could be seen from the significance for reading comprehension was 0.200, and for vocabulary mastery was 0.184 than 0.05.

The researchers also used regression analysis to support the correlation coefficient analysis. If significant F change < 0.05, it could be concluded that Ho was rejected, and Ha was accepted.

Table 4. The Correlation between Vocabulary Mastery and Reading Comprehension Correlations

		Reading	Vocabulary
Reading	Pearson Correlation	1	.655**
	Sig. (2-tailed)		.000
	N	35	35
Vocabulary	Pearson Correlation	.655**	1
	Sig. (2-tailed)	.000	
	N	35	35

Table 5. Model Summary of Vocabulary Mastery and Reading Comprehension
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.655 ^a	.429	.406	8.233	.429	18.753	1	25	.000

a. Predictors: (Constant), Vocabulary

From the data after calculated by regression helping by SPSS 20.00, It was found the result of the correlation coefficient (rxy) was 0.655 at the significance level for 2-tailed 0.05 in the tailed testing with N= 35 the critical value of r-table was 0.373. It could be concluded that r-table score (0.655) was higher than the r table (0.373). It means that there was a correlation between vocabulary mastery and reading comprehension of the seventh-grade students of SMPN 13 Palembang.

Interpretation

From the data analysis, it was found that mean score and standard deviation score in each variable. The mean score of students' reading comprehension was 69.15 and the standard deviation was 10.68. The mean score of students' vocabulary mastery was 68.85 and the standard deviation was 11.62. The mean score of students' learning motivation was 79.15 and standard deviation was 10.01. Based on the normality test, it showed that the score significance for reading comprehension was 0.200, for vocabulary mastery was 0.184, higher than 0.05. It means the data from all variables were normal distribution. From the result of vocabulary mastery and reading comprehension, it was found that there was a correlation between vocabulary mastery and reading comprehension. The result of correlation coefficient (rxy) was 0.655 in two tailed testing at 0.05 of significant level 27 sample was 0.373. (rxy 0.655 > rt 0.373).

It means that there was significant correlation between students' vocabulary mastery and reading comprehension. In addition, the criteria coefficient according to Arikunto, there was high correlation between students' vocabulary mastery and reading comprehension since the r-obtained (rxy = 0.655) was in 0.60-0.80. Based on the explanation stated, the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted.

Conclusion

Based on the findings, the researchers concluded that there was correlation between vocabulary mastery and reading comprehension of the seventh-grade students of SMPN 13 Palembang. The result of Pearson Product Moment correlation was 0.655. The level of the correlation was high correlation. Because it was seen from the table of r value interpretation. It showed 0.60-0.80 was high correlation. It showed that the level of correlation was high. In other word, mastery of vocabulary will improve students' reading comprehension.

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