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Research Article

The Corelation Vocabulary Mastery Toward The Result of Reading English

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A B S T R A C T

The purpose of this research is to find out the correlation vocabulary mastery and the result of reading English at eight grade. The research was conducted at junior high school (SMP) Kasih Depok in Depok. The test method used quantitative research, which type of correlation research. The data collection technique used multiple choice objective test totally of items were 80 questions. The questions were consisting 40 items of vocabulary test and 40 items of reading English test. After doing the validity of the test items, then analyzing, and calculating of the test through the use of the Pearson product moment correlation test. It has been obtained T value counting bigger than T table ($0,54 > 0,2484$) and significant value as 0,000 which is meant less than 0,05 ($0,000 < 0,05$). Therefore, this research has proved the second hypothesis that stated there was positive correlation between vocabulary mastery and the result of reading English at eight grade junior high school (SMP) Kasih Depok.

INTRODUCTION

Language has an important role in human life because it is the main communication tool (Liando & Tatipang, 2022). As a means of communication, language includes words, phrases, clauses, and sentences that are expressed orally and written. Because English is used for international communication, that become very important to be mastered.. Learning there are four skills that should be mastered by the students. One of them is Reading skill. Reading is not only pronouncing the words or sentences but also getting to know the meaning of the content of the text. Reading is simple sequences words on the pages from left to right and from up to down. The reader or students do not understand the information without familiar those words. According to Pardede (2017), reading is essential for everyone's, intellectual and vocational advancement.

Reading comprehension is very important in all aspects of our daily life. Especially for academic students have to

understand information, steps, or instruction to do something. It compounded for less skilled readers who have knowledge deficits difficulties understanding expository text and are often pulled from content area classes for additional reading instruction. For example, if a cook wants to something new, he or she must read steps and instruction, therefore, he or she must understand the information and instruction. Although interactive approaches to word learning appear more effective than ones that relied on definitional types of instruction (Wright & Ceverti, 2017). Another example, if students want to use new electronics appliances, students must read the procedures of the instruction given. Prior knowledge of a domain predicts text recall for students across development and supports the ability to make inferences and learn new words (Neuman & Wright, 2014). In academic, reading comprehension is very important role because by having a good reading skill, students can get more detail information from what they learned. Students must read the text comprehensively in order to answer the question in text correctly. The lack of motivation and comprehension skill,

of course affect the students success in the school. The progress of students in reading English depends on understanding the information through reading text.

We have to realize that comprehend the context of reading English, students at least have enough vocabulary. Vocabulary is a strong predictor of reading comprehension across development. Children acquire vocabulary at an astounding rate, on average 2 to 8 root words per day (Biemiller & Slonim, 2001; Bahri, 2019). And word is related on another and the meaning is the depend on the context. It means vocabulary mastery is very important for students for all aspects a language. In addition, improve word learning, leveraging knowledge networks may be another way to more efficiently teach vocabulary and knowledge simultaneously (Neuman & Wright, 2014; Fatmawati & Usman, 2014).

Vocabulary mastery is very important part in language use because when the students want to communicate or to understand the information from the reading content, they have to connect their mind with the vocabularies which they have known before. However, it is quite hard to make an improvement about vocabulary for non native spoken. It needs complicate process and takes a long time. To alleviate domain knowledge acquisition and comprehension instruction of integrated science and reading programs found a moderate effect for both science and reading outcomes Programs focusing on social studies content have also shown success at promoting knowledge acquisition and reading comprehension (Guthrie & Kluda, 2014). Hence it can be said that to increase vocabulary need process, especially for students who learn English as target language.

We know that reading interest of our teenager is low motivation. It has been proved by national index that the level of reading interest of Indonesian people only 0.01. and the average index is about 0,45 to 1,62. And also survey from Unite Nation Educational Scientific and Cultural Organization (UNESCO) in 2011 stated that grade level interest from Indonesian people only 0,001 present. It means only one person from 1000 people who want to read books seriously. This condition placed Indonesia in position 124th from 187 countries from index human development.

Whereas, actually we to realize that we get much beneficial from reading activity. But the fact that many factors cause Indonesian's teenager do not interest in reading. The factor which influences low and high level of reading interest is actually come from the internal factors and external factors. Internal factor that is from student himself/herself such as habitual, interest, curiously, self motivation. External factors which come from the outside of the student himself/herself, such as family environment,

school environment, facilities or reading media. The low interest of reading and technology development more and more sophisticated such as television, Smartphone which provides games, entertainment, social media that influence social interaction and has less positive effect. However, many students do not have high level on reading interest because they think reading activities is wasting time and boring. These possibility make students do not interest in reading.

The main cause of the low level of reading interest to the students is they get less encourage from family, their teachers to the students to read routine without coercion from family and the their teachers. The teachers must ask students to read related to the learning process and the score given from reading activities, so the students will try to read as habitually fulfill their learning process. It is more important to encourage students by giving the role model from the teacher as an active reading (Cervetti & Hiebert, 2015).

The researchers observe directly to junior high school (SMP) Kasih Depok and find out that vocabulary mastery has correlation to the result of reading English is not optimal yet, because some factors the reading English result. The researcher assume by encourage the students the result of students reading English automatically contribute significantly toward vocabulary mastery with the result of reading The researchers interested in discussing the correlation both vocabulary mastering and the result of reading in English because it can be solved by have effort to do reading activity more (Hayati, 2016).

If the teachers give some task to their students from certain reading text, article, and other context of reading, students will have motivation or at least they will try to read the text which is related to their task had been given. In order complete task, so they will get a score from the task given. In the first student think about their task but after that they will realize that they always doing reading activities will enrich their vocabulary mastery. Students will have skill to understand the context of reading text, can analyze reading text so they get easier to do their task from the teachers and students have extensive knowledge. If students have good vocabulary mastery, the results of their learning especially for reading skill become better. Based on above discussion, the researchers interested in discussing the correlation between vocabulary mastery and the result of reading English and the main purpose of this research is to find out the correlation between vocabulary mastery and the result of learning English reading.

METHOD

In this present research, the researchers focused on finding out the correlation between vocabulary mastery and the

result of reading English. Quantitative research was used as an approach. In this research, an objective test was utilized as tool. The researchers used the formula for calculating the multiple choice test by (Jihad & Haris, 2013) to know the score of the students' responses, that 50 students were involved in this study. Then, the Pearson's Product Moment Correlation Coefficient (Sugiono, 2013) was used by the authors to analyze the data to know the correlation between vocabulary mastery and the result of reading English. In this research, mastery vocabulary (X) was independent variable and the result of Reading English (Y) was dependent variable. The participants were students of Junior High School (SMP) Kasih Depok at VIII grade. The population in this research was students of Junior High School (SMP) Kasih Depok in school year academic in 2021 to 2022. The participants of the research had taken randomly about 50 students.

Data collection was a systematically procedural and standard to obtain data which was needed. Technique of data collection was arranged by research variable, source of data, and method of data collection. This research technique for collecting data were test of English vocabulary and test of reading English in order to know the students result of reading English. Variable in this research was X (vocabulary mastery) and Y (the result of Reading English). The source of data in this research took from students at eight grade in SMP Kasih Depok about 50 students as primer data because the data took directly from subject of research. Data that needed in this research was the data about the correlation English vocabulary mastery and the result of reading English students at eight grade.

Method of data collecting, the the authors gave totally 80 test items which 40 test items for English Vocabulary Mastery and 40 test items for the reading English. Research Instrument of English Vocabulary Mastery (variable X and Instrument the Result of reading English (variable Y) is an objective multiple choice test. In order to make the data was valid, the researchers had carried out validity test and reliability test. Technique data analysis used statistics formula that quantitative descriptive to count and to test the data consisted of minimum, maximum scores, average, modus, media scores, standard deviation, and range score. This statistics technique can also be used to count between two variables or more (Sugiono, 2013).

Frequency distribution is grouping the data or number and score in a certain category or class, from the smallest number to bigger number or scores. Counting the distance or span (R), Formula : $R = \text{the biggest} - \text{the smallest data}$, Counting the number of class (K), Formula $K = 1 + \sqrt[3]{2 \log n}$, Which is $n = \text{the number of data}$, Counting long class interval (P), Formula $P = \text{span} / \text{the number of class (K)}$. Determining the lower score and to be continued to count

the class interval by adding and the long class (P) and the result decreasing 1 until the last number.

RESULTS AND DISCUSSION

The result of this correlation by proving H_0 of hypothesis test is to know whether it is significant or not to support the correlation variable of vocabulary mastery toward the result of reading English. Based on test vocabulary mastery (X) and the result of Reading English (Y) above that analysis coefficient correlation determine variable score from vocabulary mastery and the result of reading English $K\rho = r^2 = (0,71)^2 \times 100\% = 50$,

Coefficient determination above, shows that 50.41% variable vocabulary mastery has correlation toward the result of reading English. After determining t value and t table, it was obtained t value 5,5 . t table 2,484 so could be said H_0 was rejected, and H_1 was accepted which has significant correlation between variable vocabulary mastery toward the result of reading English.

The purpose of this research is to identify the correlation between vocabulary mastery and the result of reading English at Junior High School (SMP) Kasih Depok at grade VIII. Based on the research data analysis discussing about correlation between vocabulary mastery and the result of reading English at eight grade Junior High School (SMP) Kasih Depok. The result of statistics counting result by using analysis correlation Product moment from Karl person has been obtained T value counting bigger than T table (0,54 > 0,2484) and significant value as 0,000 which is meant less than 0,05 (0,000 < 0,05). Therefore, this research has proved the second hypothesis that stated there was positive correlation between vocabulary mastery and the result of reading English in Junior High School (SMP) Kasih Depok at grade VIII. According to Roche and Harrington (2013), the development of vocabularies is required for the majority of other language skills.

Vocabulary becomes very important for all aspects from the language use. The aspect of Vocabulary mastery such as words, synonym, antonym, phrase, and others (meaning of each word). Vocabulary is basic for students who want to understand the reading context. Mastering vocabulary in order to someone capable to use four skills of the language, they are speaking, listening, writing, and reading. Therefore, students who have vocabulary mastery can enrich their knowledge and comprehend every single context of the reading English text.

Tendency about the students who have vocabulary mastery in junior high school (SMP) Kasih Depok at grade VIII, it really show based on the observation and experience authors discussed with the students. The way students asked questions, shared their idea, responded the idea, have

shown their vocabulary mastery by respond each other. Authors had seen students junior high school (SMP) Kasih Depok at grade VIII had vocabulary mastery better especially the terms that used in daily communication. They communicate used academic terms related to junior high school, this proved that there was correlation between vocabulary mastery and the result of reading English. Vocabulary mastery for students is a basic aspect to understand the text of reading. Students must encourage having vocabulary mastery in order to competence to use the language. By vocabulary mastery students' junior high school (SMP) Kasih Depok will be easier to absorb information when they are reading English text or some articles.

CONCLUSION

Based on the data obtained and analysis result which have been done above, it can be concluded the result of the test vocabulary mastery students had high category score from the average 26 and median score and modus almost have the same average score. The analysis result Mean (M) was 26,32, Median (Me) was 34, Modus (Mo) was 21, variance (V) was 81, 1776, and standard deviation (SD) was 9,1, and variable the result of reading English was obtained higher score was 36,00, and lower score was 7,00. The analysis result from Mean (M) was 25, 4, Median (Me) 37, Modus (Mo) was 38,75, Variance (V) was 121, 64, and standard deviation was 11,02905254. In equally regression was $Y = 62,51 + 0,221x$ coefficient. Therefore, the determination above show that 50,41% meant variable vocabulary mastery has coleration about 50,41% with the result of reading English. In level test F significant was 0,05 with numerator was 25, and denumerator was 23. From the table score obtained $F(0,05)(25,23) = 4,36$, after F value compare with F table was $F \text{ value} < F \text{ Table}$

The linier data from hypothesis test score table value was $5,4 > T \text{ table value}$ was 2.481, so it can said that H_0 was rejected and H_1 was excepted because there was positive correlation significant from variable vocabulary mastery and variable the result of reading English. Based on conclusion that obtained from the result of result has implication that the results of data analysis find out that positive correlation between vocabulary mastery and the result of reading English for junior high school students (SMP) Kasih Depok at VIII grade. This implicated than vocabulary mastery has an important role to increase the result of reading English. Vocabulary mastery became basic for students to be competence to read English. Students who have much vocabulary mastery will

proficient to the language. Therefore, to fluent reading English students are able to develop their thinking to understand a certain context.

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