



Students' Vocabulary Mastery and Their Reading Comprehension

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Abstract

The purpose of this research was to find whether or not there is a relationship between vocabulary mastery and reading comprehension. The researcher focused on the relationship between students' vocabulary mastery and their reading comprehension in this study. The researcher employed a quantitative method in their investigation. The sample in this study was 30 students at seventh grade in SMPN 4 Senayang. 20 items for vocabulary mastery and 10 items for reading comprehension in a multiple-choice test were used to collect data for this study. The Pearson's Product Moment Correlation Coefficient was employed to analyze the data. The correlation coefficient variable of mastery of vocabulary and reading comprehension was 0.473 based on the data obtained by the authors. The correlation coefficient was 0.473, which is placed between 0.400-0.600 was seen in the table. The correlation is moderate correlation. As a result, H_0 is rejected, while H_a is accepted. The authors found a relationship between students' vocabulary mastery and their reading comprehension of this study.

Keywords: Correlation, Vocabulary Mastery, Reading Comprehension.

I INTRODUCTION

Indonesian students study English as a second language, English is used to communicate with people from other countries. From junior high school to university, English was made compulsory for students. All aspects of English as a foreign language (EFL) should be mastered by students, including listening, speaking, reading, and writing. One of the skills namely reading is one of the skills that students should master when learning a foreign language. Students, on the other hand, don't always understand why they are reading. Reading is the process of gaining knowledge and information, and it is one of the essential skills of language. People receive information through their eyes while reading, distinguishing letter shapes, and associating the letter with language and the text with meaning. Students can improve their creativity, critical thinking, and even writing skills through reading.

Unfortunately, some students struggle with reading comprehension. It was proven in researcher's preliminary study showing that most of the students did not pass the minimum scores determined by the school. This is understandable because reading is one of the more difficult abilities to master. Some elements connected to the components of reading performance, such as reading habit, prior knowledge, grammatical mastery, and vocabulary mastery, may have an impact on the problem. Reading without comprehension is not the same as reading. Students must learn about vocabulary to acquire reading skills since vocabulary plays a crucial part in understanding the nature of language.

Vocabulary, according to Fauziati (2020), is "vital to language and particularly important to learning English in general". You won't be able to communicate successfully in both spoken and written language if you don't have a good vocabulary Kiray (2009) in (Akyay, 2009), one is a lack of vocabulary of the key reasons why foreign language learners dread reading in a foreign language for enjoyment. Furthermore, according to Stahl (2003), complexity is the most important of the words' essential components in text difficulty. As a result, the size of one's Reading comprehension relies heavily on vocabulary. To put it another way, someone who has a broad vocabulary will have an easier time understanding what they are reading than someone who has a restricted vocabulary. According to Merriam (2003), the verb is one of the most popular important parts in terms of language. Without a vast vocabulary, no one can successfully language is used to communicate.

"Without grammar, very little can be represented; without vocabulary, nothing can be communicated," Hammer (2002) said of in a language, the value of vocabulary cannot be overstated. There is no language without the usage of words, according to Napa (2005). Because vocabulary is a core language component, it plays a vital role in language learning. Vocabulary is one of the most important parts of language proficiency, according to Richard and Rodgers (2001), because it is the foundation for how well students perform talk, write, listen, and read. If students lack vocabulary knowledge, they may become hesitant to use the language they are learning everyday work. As a result, improving pupils' capacity to be able to speak in another language, especially reading comprehension, necessitates a heavy focus on vocabulary growth. Renadya (2002) emphasizes the in a language, the value of vocabulary cannot be overstated, claiming that vocabulary plays a critical role and establishes the groundwork in terms of how well students listen, speak, read, and write.

According to Pardede, reading is essential for everyone's personal, mental, intellectual, and vocational advancement (2017). Reading cannot be done without vocabulary because it is a skill that can be learned. Requires understanding and obtaining the meaning of a printed word (Nunan, 2006). A vast vocabulary is required to quickly comprehend texts Reading comprehension, according to Yazdanpanah (2007), is the opinion of the reader endeavor to deduce the writer's aim from everything is available textual resources and prior knowledge. Comprehending what you're reading is a fluid cognitive process that defines reading as a process in which a reader extracts and synthesizes information from a text and develops meaning concurrently through contact as well as participation in written language Trehearne (2005).

Vocabulary mastery naturally aids pupils in the use and learning of the four different languages abilities (listening, speaking, reading and writing). As a result, there is a clear link between the mastery of vocabulary and linguistic proficiency. However, research suggests that vocabulary contributes differently to different language skills. Listening, speaking, reading, and writing all have different levels of language association. Gunning (2005) revealed that one of the causes is a lack of vocabulary knowledge most significant factors affecting reading comprehension. According to Roche in Harrington (2013), the development of vocabularies is required for the majority of other language skills. Furthermore, according to Staehr (2008), vocabulary is more important for reading and writing skills than for talents in speaking and listening. He discovered that the extent of one's receptive vocabulary was highly related to reading and writing ability, but only tangentially to speaking and listening abilities.

The teaching and learning process in SMPN 4 Senayang of four skills in English lessons had some problems. Based on the authors experience when did observation, the problems that occur in school were that students of SMPN 4 Senayang got low scores in reading comprehension. Specific factors influenced their reading comprehension, such as students' inability to enunciate words correctly, a lack of vocabulary, and inability to comprehend some English-language books.

Ratnawati (2006) discovered that there was ($r_{xy}=0.417$) has a moderately positive correlation. In the results of her investigation, She established ($r_{xy}=0.386$) has a low positive correlation by Lusianah (2017). He discovered by Furqon (2013) showed a strong positive relationship ($r_{xy}=0.7205$). Valentia's research (2017) with ($r_{xy}=0.563$), discovered a moderately positive link between vocabulary and reading. According to There is a substantial positive relationship ($r_{xy}= 0.99$), according to Mayasari (2012). The authors of this study wanted to see if there was a relationship between vocabularies and reading comprehension what would it be. This study differed from the others it can be seen from the results studies.

II METHOD

In this study, the researcher focused to find out the relationship between vocabulary mastery and reading comprehension. Quantitative Research was used as an approach in this study. In this study, an objective test was utilized as a tool. The authors used the formula for calculating the multiple-choice tests by (Jihad and Haris, 2013) to know the score of the students' responses. 30 students were involved in this study. Then, the Pearson's Product Moment Correlation Coefficient (Arikunto, 2010) was used by authors to analyzed the data to know is there Reading comprehension and vocabulary competence have a relationship.

III RESULT

The results the correlation coefficient between the data the two variables was carried on to investigate the relationship between both of the variables. The authors used SPSS 23 to search the coefficient correlation of the data and the result was:

		vocabulary mastery	Reading Comprehension
vocabulary mastery	Pearson Correlation	1	.473**
	Sig. (2-tailed)		.008
	N	30	30
Reading Comprehension	Pearson Correlation	.473**	1
	Sig. (2-tailed)	.008	
	N	30	30

Figure 1.
The Correlation Between Student's Vocabulary Mastery and Their Reading Comprehension Data

Based on the Figure 1, the relationship between vocabulary mastery and reading comprehension in participants is correlating each other by the Pearson Correlation value was 0.473. Based on the strange correlation table (Hartono, 2005), we can conclude that $r_{xy} = 0.473$. 0.473 is in the range of 0.400-0.600. It shows that the relationship is moderate. As a result, H_0 is refused but H_a is accepted. It implies that language proficiency and reading comprehension are both important variables were linear. There is a relationship between students' vocabulary mastery and their reading comprehension, it can be concluded.

IV DISCUSSION

Students' vocabulary mastery and reading comprehension scores were calculated based on the results test can be the categories using the table below as a guide:

Table 1.
The Types of Vocabulary Mastery in Students

No	Category	Frequency	Percentage
1	Excellent	1	3%
2	Good	16	54%
3	Fairly Good	6	20%
4	Fair	6	20%
5	Poor	1	3%
Total		30	100%

According to Table 1, in a multiple-choice test, students' vocabulary skills were tested assessments can be classified as excellent, good, fairly good, fair, and poor. In this test, one in every thirty students (3%) received an excellent category, while 16 in every thirty students received a good category (54%), while 6 of thirty students (20%) were assigned to the fairly good group, 6 of thirty students (20%) were assigned to the fair category, and 1 of thirty students were assigned to the poor category (3%).

Table 2.
The Types of Reading Comprehension in Students

No	Category	Frequency	Percentage
1	Excellent	5	17%
2	Good	19	63%
3	Fairly Good	5	17%
4	Fair	1	3%
5	Poor	0	0%
Total		30	100%

Table 2 illustrates that students' reading comprehension can be classified into excellent, good, fairly good, fair, and poor categories in multiple-choice assessments. In this test, 5 out of every 30 students (17%) received an excellent rating, while 19 out of 30 students received a good rating (63%), while 5 of 30 students (17%) were assigned to the reasonably fairly good category, 1 of 30 students (3%) were assigned to the fair category, and 0 of 30 students were assigned to the poor category (0%).

Based on the information gathered, and frequency table, it can be determined that $r_{xy} = 0.473$, with 0.473 falling between 0.400-0.600. It indicates that the association is moderate. As a result, H_0 is refused but H_a is accepted. Furthermore, the majority of students' scored well on the vocabulary and tests of reading comprehension. There is a relationship between students' vocabulary mastery and their reading comprehension, according to this study.

According to McWhorter (1992), if students apply a variety of reading comprehension techniques, vocabulary knowledge can improve overall reading comprehension. It had been established through two hypotheses tests. To begin with, vocabulary improves reading comprehension. Second, the hypothesis that learning strategies and reading comprehension have a favorable and significant association has been proven. Finding keywords is another technique to assist learners to comprehend the material without knowing all of the languages in the text. It agrees with Lehr & Osborn (2001), who state that to comprehend a text, we must first identify the text's important words. Because vocabulary knowledge is one of the key aspects that influences reading comprehension, students can use this method to cover their vocabulary inadequacies (Roehrig and Guo, 2011). There is a strong correlation between reading comprehension and vocabulary competence. It agrees with Sedita (2005), who claims that vocabulary knowledge is important in reading comprehension and determining how well students understand texts. In this regard, the goal of this research is to determine mastering ability.

This finding is similar to that of (Azizah, 2017), who discovered the correlation between a student's vocabulary and their ability to write descriptive sentences language. This result confirmed Fatmawati's (2017) findings, which found a relationship between students' vocabulary mastery and reading comprehension. There is also research that validates Yulinda's findings (2017) she discovered a relationship between vocabulary mastery and reading comprehension. Dasel (2018) found that students' vocabulary mastery and reading comprehension were highly correlated. The last outcome is in line with Furqon (2013), who discovered a moderate positive there is a link between vocabulary competence and reading comprehension in students.

V CONCLUSION

It is concluded from the findings of this study that there is a relationship between vocabulary mastery and reading comprehension the majority of participants performed well on the vocabulary mastery and reading comprehension assessments, according to the findings. It means that while learning English, participants can enhance their vocabulary proficiency and reading comprehension. In addition, there is a 0.473% association between reading comprehension and vocabulary mastery are inextricably linked. It indicates that the association is moderate. As a result, H_0 is refused but H_a is accepted. The correlation study's findings revealed there is a relationship between vocabulary mastery and reading comprehension in students.

The researcher suggest that the teacher should teach reading comprehension by using students' vocabulary mastery to influences their reading skills. Then the students can increase their vocabulary mastery, because if a student has a big vocabulary, it will be easier for him/her to comprehend the text that he/she is reading.

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