The Correlation of Vocabulary Mastery and Students' Reading Comprehension

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Abstract

This study pursuits to have a look at the relationship among vocabulary mastery and reading comprehension of class eleventh grade students. The approach used on this examine is a quantitative research method with a correlational design. This examine used vocabulary mastery test and analyzing comprehension test as instruments to collect data. Before testing the relationship between the two variables, a normality test was conducted. The results showed that the data were normally distributed so that the analysis continued statistically using Pearson Product Moment. While the Pearson correlation reached a point of 0.896 which means the correlation between the two is very large. Regarding the results of the study, it concluded that vocabulary mastery has a positive contribution to reading comprehension. In other words, that vocabulary knowledge has influenced in selecting some reading comprehension teaching methods.

Keywords: Vocabulary Mastery; Students' Reading Comprehension; Correlation Design

INTRODUCTION

Vocabulary is one of the important aspects in learning a foreign language. Through vocabulary mastery, students will realize the meaning of vocabulary in its context. With a constrained vocabulary, everyone can have a constrained expertise of writing, speaking, reading, and listening (Xavier, 2022). If students have a lot of foreign language vocabulary, then students can easily learn foreign languages. Vocabulary is all about words, and correct vocabulary mastery allows students understand the language (Viera, 2017). Correct vocabulary mastery is critical due to the fact language studying can be completed in speaking, reading, listening, or writing. A student will understand what he reads or hears if he has enough vocabulary. Vocabulary as one aspect of language must be learned when a person learns a language. In studying vocabulary automatically should realize the meaning of the word itself and be able to use it in sentences. Vocabulary with a large collection of items. Students must acquire some vocabulary to get a better understanding in reading English texts (Aisyah, 2017). Vocabulary is considered because the maximum crucial part in language studying. It's miles impossible for students to write, read, and speak foreign languages while not having enough information of vocabulary. Learning new vocabulary is not only memorizing word forms but also knowing their meanings (McKeown, 2019). Morever, vocabulary could be very important in gaining knowledge of English, particularly in reading comprehension. Lack of vocabulary is very influential in mastering the four english skills, especially in terms of reading. Reading is one of the important elements in learning english (Pokharel, 2018). By reading and understanding the meaning of the text, students can obtain various information and enrich their knowledge. Currently, most students do not like reading, they think that reading is boring. In fact, reading is a process of transferring knowledge. By way of understanding english, people can communicate in english and can also examine various forms of english texts. Reading is the most important ability to master, particularly constructing knowledge from the records they

examine (Rintaningrum, 2019). Reading comprehension is an active process that involves the reader, the material to read and the reader's prior knowledge to get meaning from the text he reads (Nasri & Biria, 2017). In this study the researchers prefer to measure students' reading comprehension due to the fact this knowledge is needed to seize the meaning of the written information test. The capability to reading is very important, people can find many texts written in english, from newspapers, magazines, catalogues, posters, and many others (Yulianti, 2020). Readers may be successful in reading if they are able to become aware of the meaning to get information inside the text (Ahmadi, 2017). Reading achievement is very important for students a good way to develop their educational skills, abilities, and intelligence. There's no doubt that reading is the important thing to a pupil's achievement.

Based on some afformentioned argument, it discovered that there's a relation between vocabulary and students reading comprehension. To discover whether or not there is a large relationship among students' vocabulary mastery and studying comprehension. The correlation additionally indicates that the higher a pupil masters english vocabulary, the higher he can apprehend the reading nicely (Puimege & Peters, 2019). To get data approximately that the researchers will organize the test results to prove the effect of students' vocabulary mastery and their studying comprehension in learning english. Through getting this value, the researchers attempts to discover solutions to find out there is a correlation among vocabulary mastery and students' reading comprehension potential in mastering english in class eleventh grade students vocational high school.

METHOD

Quantitative research method with a correlational design was used in this research. According to Creswell (2012), correlation as a statistical take a look at to determine the tendency or sample for two (or more) variables or facts units to differ continuously Correlational design is a process in quantitative studies in which the researchers measures the degree of association or relationship among or more variables using the statistical technique of correlational analysis (Gogtay & Thatte, 2017). The purpose of the usage of correlation in studies is to find out which variables are connected. Data was accumulated on 33 students with vocabulary assessments and reading comprehension. Researchers will use the type of objective test, namely the type of multiple choice there are 20 question items. It used namely vocabulary mastery that's focused on (verbs and adjectives) and analyzing comprehension test that's the focus (sequence, main idea, and inference). From this take a look at, the researchers will take all of the questions which have a huge correlation with the phrases inside the studying test. Vocabulary achievement and reading comprehension tests were intended to collect data on students' vocabulary achievement and reading comprehension.

RESULTS AND DISCUSSION

Results

The researchers applied a vocabulary mastery test to collect vocabulary scores, and administered a reading comprehension test to determine students' reading levels. Both steps were carried out in the target class consisting of 33 students. The researchers took scores from 33 students and analyzed them to find out whether or not there's a relationship among vocabulary scores and reading scores. The researchers provide a document at the descriptive statistics and compares the achievements of the two scores. statistics from students' vocabulary and reading scores can be seen as:

Table 1. The Result of Test of Vocabularies and Reading

Number	Students	The Scores of Vocabularies	The Scores of Readings
1	ABD	65	66
2	AD	70	71
3	AK	68	69
4	BKW	78	76
5	BY	66	67
6	CJL	69	69
7	CH	72	72
8	DFH	74	71
9	ES	69	70
10	FFF	65	66
11	FML	72	70
12	FSC	73	70
13	GH	66	65
14	HI	63	64
15	JKR	60	50
16	JM	77	76
17	LK	66	67
18	LS	65	66
19	MAD	64	66
20	MST	75	76
21	MY	73	74
22	MZ	69	70
23	NHR	67	67
24	NJ	72	74
25	NKL	73	74
26	NZ	67	68
27	OD	71	71
28	PS	70	71
29	PLK	60	62
30	SM	70	70
31	ST	65	65
32	YG	74	73
33	YS	67	67

From the above statistics the researchers could make a simple conclusion that almost all students who get better ratings of their vocabulary exams, get better scores in reading exams as nicely. This means that vocabulary mastery is vital for analyzing comprehension and it additionally indicates that vocabulary ratings can assist reading scores. For that reason, the researchers sees that there's a correlation between vocabulary mastery and reading comprehension even though it isn't always yet legitimate. To get a valid answer the researchers makes use of the check of normality and pearson correlation data.

After getting the vocabulary scores and reading scores, the next step is a normality take a look at to find out whether or not the statistics is normally allotted or not. The following desk shows the results of the normality test performed by the researcher.

Table 2. Tests of Normality

	Reading	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary	Vocabulary	,092	33	,200[*]	,981	33	,802
	Reading	,129	33	,175	,875	33	,001

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based at the table above, it acquired facts associated with the outcomes of the normality check. Both vocabulary mastery and studying comprehension capability had been received at 0.200 that is greater than the extensive degree of 0.05 (5%). So it can be concluded that the statistics is normally dispensed. due to the fact the statistics is commonly distributed, the next test to be accomplished is a correlation test the use of Pearson correlation. After calculating the scores from vocabulary mastery ratings and reading comprehension competencies, the researchers discovered the results as offered in table 1.3.

Table 3. Correlations

		Vocabulary	Reading
Vocabulary	Pearson Correlation	1	,896[**]
	Sig. (2-tailed)		,000
	N	33	33
Reading	Pearson Correlation	,896[**]	1
	Sig. (2-tailed)	,000	
	N	33	33

**. Correlation is significant at the 0.01 level (2-tailed).

With this calculation, the Null hypothesis (Ho: there's no relationship among students' stage of vocabulary mastery and reading comprehension) is rejected. because of this there may be a relationship among vocabulary mastery and reading comprehension. From the consequences of simple correlation analysis (r) the correlation between vocabulary mastery and reading comprehension (r) is 0.896. This indicates that there's a completely strong courting between vocabulary mastery and reading comprehension, at the same time as the direction of the connection is positive because the (r) value is fine, that means that the better the vocabulary mastery, the greater the reading comprehension.

Discussion

Vocabulary plays an important position in getting to know to reading. As a beginning reader, students use the words they pay attention to understand the reading. Vocabulary and reading can not be separated due to the fact they're associated with each other. Learning vocabulary will know the meaning of the phrase in its context. It can also assist to avoid making mistakes in reading comprehension.

In this correlation to teach students in vocabulary mastery and reading comprehension test. As we can know, that vocabulary mastery is one of those skills that aren't difficult to learn but there are still some difficulties faced by students when reading. It can be said to be so, because when reading in the learning process students must master the use of good vocabulary. So a vocabulary mastery is suitable for use in the process of learning to reading comprehension is the right test because it makes students more understand in increase their adjectives and verbs with the help reading comprehension to know main idea, sequence and imference.

Similarly to students' vocabulary mastery abilities, techniques and background knowledge help students to apprehend the text. In improving students' reading comprehension, teachers have to teaching vocabulary to their students due to the fact vocabulary has a sturdy dating with reading comprehension. Having lots of vocabulary makes it easy for students to understand the text. Even though analyzing techniques and students' experiences assist them in understanding a textual content, mastery of vocabulary is vital in assisting students to recognize the text. Vocabulary mastery isn't always most effective knowing the words and their meanings, but additionally understanding how they sound and the way they are used in context.

The purpose of this study was to investigate students' vocabulary mastery and reading comprehension, as well as the correlation among their vocabulary mastery and reading comprehension. In relation to the above outcomes, the correlation coefficient is same to r=0.896, which shows a positive correlation between the two variables. The outcomes of this examine have responded that there is a relationship between students' vocabulary mastery and their reading comprehension. It can be considered as a robust correlation because the results are included within the strong class. Vocabulary could be very essential in reading comprehension and determines how students recognize the text (Wright & Cervetti, 2017), it is in line wih the statement of (Viera, 2017) of which stated that vocabulary knowledge is needed to give students a broader ability to produce a well-structured reading comprehension.

Vocabulary mastery has been shown to have a advantageous correlation with reading comprehension. The more vocabulary students know, the better they'll be in reading comprehension. Mastery of students' vocabulary is the maximum crucial thing in reading comprehension abilities, because students' vocabulary mastery impacts students' vocabulary reading comprehension abilities. Readers cannot apprehend what reading is with out understanding what most words suggest.

CONCLUSION

This observe focuses on the correlation between vocabulary mastery and reading comprehension. This examine additionally tried to determine the students' vocabulary mastery and reading comprehension capability. The sample of this research is 33 class eleventh grade students. All have been requested for two distinction assessments; test vocabulary mastery and reading comprehension. Relating to the outcomes and discussion, it became discovered that there was a robust correlation among students' vocabulary mastery and their reading comprehension. From the conclusions obtained by using the researchers, then some guidelines were formulated. First, to improve students' vocabulary mastery and reading comprehension, teacher should stimulate students to enhance their reading activities through concrete actions. this can be done by explaining the importance of reading activities, so that students are aware and encouraged to read regularly and continuously. This can be done by explaining the importance of reading activities, so that students are aware and encouraged to read regularly and continuously. Second, this research is also predicted to encourage teachers to locate new improvements in English, specifically in improving students' vocabulary mastery and reading comprehension.

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