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The Correlation between Students' Vocabulary Mastery and Reading Comprehension of Students at SMA Negeri 13 Makassar

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Abstract

Mastery of vocabulary is very important in reading comprehension and determines how well students understand the text. This is the reason for doing this research. The objectives are 1) to determine students' vocabulary mastery and reading comprehension of tenth graders of SMA Negeri 13 Makassar; 2) to determine the correlation between students' vocabulary mastery and reading comprehension of tenth graders of SMA Negeri 13 Makassar. The research method used is the correlational design method with a quantitative approach. The population in this study amounted to 288 students, 36 students were taken from the total population. The sampling technique is using purposive sampling technique. Vocabulary mastery data were collected using multiple choice tests while reading comprehension data were collected using multiple choice and essay tests. The results of this study were then analyzed using the Pearson Product Moment correlation coefficient with the SPSS 22.0 application. The results of statistical calculations between variables X and Y are positive with an rxy of 0.206. Then rxy is compared with r table product moment at a significant level of 5% with a sample of 36 students, it is found that rxy > rtable is 0.546 > 0.329 in a low level of relationship. Therefore, hypothesis one (H1) is accepted while Hypothesis Null ($H0$) is rejected. It can be concluded that there is a significant correlation between students' vocabulary mastery and students' reading comprehension at SMA Negeri 13 Makassar. This proves that the more English vocabulary the students have, the better their reading comprehension.

Keywords: *Correlation, Vocabulary Mastery, Better Reading Comprehension*

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INTRODUCTION

English is the global language that spoken by many people in various countries. To understand and to convey information, thoughts, feelings (Sujarwo, et al., 2022), and advancement of science, technology, and culture are examples of communication (Rabiah: 2018). So that the information we convey is clear and does not cause misunderstandings (Putri et al., 2022), then we need to have good ability to speak (Imran, et al.,2022). Speaking ability, the ability to understand and produce oral (Rezeki, Ria & Ibrahim, 2022), and written text (Imran & Sulviana, 2022), realized through four language skills, namely listening, speaking, reading, and writing. In social situations, these four skills are used to respond or create dialogue.

In the process of learning English, the teacher's involvement is critical. In order to achieve learning success, the teacher must adjust the material to the students' level of ability, interest, and needs (Mandaniyati & Sophya, 2017). The teacher's role in the learning process is to encourage, guide, and provide direct experience to students using English as a communication medium (Sasabone et al., 2022).

To support English skills as mentioned above, it is essential to learn vocabulary. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Vadasy and Nelson (2012) said that from preschool to adulthood, vocabulary is very important for interpreting written and spoken language because they are interrelated. Vocabulary is an element of language that supports language activities; Poor vocabulary mastery can affect a person's reading ability. Vocabulary as a factor that can affect reading comprehension has a very important position.

According to Haq cited in Elisah, Sada, (2015) reading is one of the four language skills that include gathering and interpreting a vast amount of information. Reading is an interactive activity to pick and understand the meaning contained in the material. In addition, reading is also a process done and used by the reader to obtain a message to be conveyed by the author through the media words or materials (Nurwanti, 2022).

Vocabulary and reading cannot be separated, because both are interrelated. As explained by Ali (2010) that we will understand the meaning of word in context if we have mastered the vocabulary. It can also assist you avoid making a misunderstanding. So, students' vocabulary mastery greatly affects their reading comprehension.

Based on the results of observations made at class X IPA 1 of SMA Negeri 13 Makassar during the Field Experience Program (PPL) or teaching practice, researcher found several problems related to the learning process. Most students are not familiar with the vocabulary written in the reading text, find it difficult to find the main idea, and do not know reading techniques such as skimming and scanning. Therefore, they cannot understand what is in the reading text. They have little stock of words needed in learning English. When they are reading a text, they always ask the researcher what the word means. The problem must be solved because it can make

it difficult for students to continue to the next level or class. They may also have low motivation in learning English because they think English is difficult. Furthermore, they will experience boredom in English class.

Based on the above problems, researcher is interested in researching whether there is correlation between two variables, namely the mastery of vocabulary and reading comprehension. From this study it will be seen how far the correlation between the two variables is.

Theoretical Review

1. Vocabulary

According to Taslim et al (2019) vocabulary as a collection of words, terms, phrases that are compiles and explained to form language which means that was used by someone in expressing ideas, delivering speak and describing something or people. Unfortunately, not all unknown terms have a context hint nearby. Sometimes all you need to do is write the term down and look it up in a dictionary. It might take some time, but it will be worthwhile. It's a fantastic method to increase your vocabulary (Weston Walch Pub: 2003).

The following are the kinds of vocabulary according to Yahrif (2018):

1) Noun

   A noun is a term that serves as the name for a single item or group of items, such as live organisms, objects, places, activities, attributes, states of existence, or concepts. The major word in the subject of a phrase, the object of a verb, or the object of a preposition can all be a noun.

2) Verb

   A verb is a term that describes a particular activity or state of being. There are two types of verbs: action verbs and verbs that describe a state of being (also known as linking verbs). The regular verb and the irregular verb are two types of verbs found in the forms.

3) Adverb

   A verb, adjective, another adverb, determiner, noun phrase, clause, or sentence is modified by an adverb. Other adverbs can be described using an adverb. They go into greater detail on the other descriptive term.

4) Adjective

   A noun is described or clarified by an adjective. Adjectives characterize nouns by providing details about their size, shape, age, color, origin, or material.

The following are the types of vocabulary according to Sujarwo and Sukmawati (2018):

1) Reading Vocabulary

   The vocabulary of literacy people consists of all the words he can recognize when reading. This is the most common type of vocabulary, just because reading describes readers on more words than listening.

2) Listening Vocabulary

Vocabulary listening to someone is all the words he can recognize when listening to a speech. People may still understand the words they don't know before using cues such as voice tone, gestures, discussion topics, and social context of conversation.

3) Speaking Vocabulary
   A person's speaking vocabulary is all the words he/she uses in a speech. This might be part of listening vocabulary. Due to the spontaneous speech nature, words are often misused. This abuse - although a little and unintentional - can be compensated with facial expressions, voice, or hand movements.
4) Writing Vocabulary
   Words are used in various forms of writing ranging from formal essays to twitter feeds. Many written words usually do not appear in speeches.
5) Focal Vocabulary
   Focal vocabulary is a set of terms and special differences that are very important for certain groups; those who have a focus of certain experiences or activities. A lexicon, or vocabulary, is a language dictionary; A collection of names for things, events, and ideas.

According to Ratnawati (2006) vocabulary mastery is the ability to use or understand newly learned terms in contexts that are actually encountered in everyday life. In fact, having a wide vocabulary repertoire helps one become educated to the point where vocabulary knowledge is closely associated to both academic accomplishment in general and reading proficiency in particular. (Bromley in Abrizal, 2021).

Based on the explanation above, to understand or respond to language, students must learn a broad vocabulary; their vocabulary will develop as they increase their vocabulary, and they desire mastery of vocabulary.

2. Reading

According to Widasari (2017) reading is a means for students to learn something that is not yet known and can expand knowledge, students can recognize them, their culture can even help recognize the culture of others, and students can explore messages written messages contained in the reading. To achieve the above objectives, it is necessary to have a student's ability to read.

In addition, Anderson in Erniwati (2019) mentioned that there were six aims of reading; reading for details and facts, reading for the main ideas, reading for organizational sequences, reading for inferences, reading to classify, and reading to compare contest.

a. Reading for details and facts
   Students read to get or find out the discovery that has been done by the author or solving the writer's problem. Its mean that there are students who read to find out what the subject of the story is done.
b. Reading for the main ideas
   Students read the text to find out "why the topic is good or interesting, then analyze the problem in the story and then make a summary of the

story". Its mean that students read to get the formulation of the problem of the story.

c. Reading for sequences organization
   Students read the text to find out "what happens in every part of the story in each episode; Solve story problems." Its mean that students read to find out every part of the story.
d. Reading for inferences
   Students read to find conclusions of actions or ideas in the text. Its means that students read to find out what the author means with the story.
e. Reading to classify
   Students read text to classify some information or actions of the writer in the text paragraph. Its mean that students read to find unusual things.
f. Reading to compare contest
   Students read to compare the storyline or the content of the story whether to have similarities with it or even contrast. Its mean that students read to compare the story of the reader's way of life.

Some models can be used to help the reader in reading. Find out appropriate models will make people easier in reading. According to the Nuttal in Iskandar (2017), there are two models as bellows.

1) Top-Down
   Models In the top-down processing the reader draws on their intelligence, experience prediction to understand the text. This processing is used when the reader interpretation assumption and draw inferences try to see the overall purpose of the 8 Team of Five. In this process, the reader adopts an eagle's eye view of the text when people consider it as a whole and relates the own and experience of the reader.
2) Bottom-Up
   Models In the bottom-up model processing the reader build up the meaning from the black marks on the page, recognizing letters and words, working out sentences structure. Our image of bottom-up processing might be a scientist with a magnifying glass examining the ecology of a transect a tiny part of the landscape the eagle surveys.

There are two techniques in reading:

1) Skimming
   According to Beatrice S. Mikulecky (2007) skimming is a quick reading technique for getting the gist of a piece or book. You undoubtedly skim a lot of material in your daily and academic life, including newspaper stories, movie reviews, sections from books, and websites that might be relevant to a research project.
   The following uses skimming according Wainwright (2015). You can use it:
   - to get a sense of the big picture and understand how the information is organized (pre-viewing)
   - to locate specific information (locating) as a time-saving alternative to reading (sampling) or to define reading goals (previewing)

- to evaluate the material's degree of difficulty (sampling) - to support other ways (previewing)
- to choose whether or not to read and to assist in the selection of content (sample), use of dictionaries and handbooks (locating), reading of classified ads in newspapers (locating), and assessment of the material's relevance to your current needs (previewing).

2) Scanning

In (Armstrong, 2015) scanning is very high-speed reading. When you can, have a question in mind. You do not read every word, only the words that answer your question. Practice in scanning will help you learn to skip over unimportant words so that you can read faster. According to Mikulecky & Jeffries (1996) scanning is a technique that is recommended. We are all familiar with what a scanner is and how it works. In a similar vein, you must skim a text fast.

According to Prihastuti (2013) reading comprehension is a brain process that involves numerous components interacting with one another to draw the meaning of the text. The reader, the text, and the activity are the key sources of these elements. Those elements should be able to communicate effectively with one another. There will be reading difficulties if there is an increasing interference between them.

According to Burns in Sustika (2017), there are four levels of reading comprehension, namely literal comprehension, inferential comprehension, critical comprehension, and creative comprehension.

1) Literal Comprehension

Literal comprehension refers to the ability to understand what is stated by the writer or taking the ideas and facts that are directly stated on the printed page. The reader could easily go back to underline the information desired. The literal level is the easiest level of reading comprehension because a reader is not required to get beyond what is said.

2) Inferential Comprehension

Inferential comprehension focuses on the ideas and information not directly stated in the text. It is the process of driving ideas that are implied rather than directly stated. At this level, readers go beyond what is said and read for deeper meaning. They must be able to see the relationship among ideas.

3) Critical Comprehension

Critical comprehension is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusions about their accuracy, appropriateness, and timeliness. Critical comprehension refers to the ability to make a judgment about ideas and information a writer offers. The critical reader must be an active reader questioning, searching for facts, and suspending judgment until he or she has considered all of the material.

4) Creative Comprehension

Creative comprehension involves going beyond the material presented by the author. It requires readers to think as they read, just as critical comprehension does, and it also requires them to use their imagination. Skills for the creative

reader include understanding cause-effect relationships in a story, solving problems, and producing new ideas.

3. Correlation between Vocabulary and Reading

Vocabulary and reading cannot be separated, because both are interrelated. As Kamelia (2015) assumed that lack of vocabulary is one of the reasons children have trouble reading in particular topic areas. In actuality, vocabulary is the most critical component of reading proficiency. The majority of us continue reading after encountering a challenging term in the hopes that it won't be very significant or that its meaning will become clearer later. But frequently, the words we pass are essential to our comprehension and reading. The reader cannot understand what they read without knowing what the word means.

Reading comprehension depends on vocabulary. Without understanding the meaning of the majority of the words, readers cannot comprehend what they are reading. Children must acquire the definitions of new terms that are not part of their speech vocabulary as they go to reading texts with more complexity (Fuad & Kamil, 2018).

From the explanation above, it can be said that students who master vocabulary well have good reading comprehension skills. Based on the theories that have been carried out by several previous researchers, it is suspected that there is a positive relationship between students' vocabulary mastery and the ability to understand the material. The higher the mastery, the more reminded of the ability to read and understand. So, it is clear that someone who has vocabulary or has studied vocabulary and understands the meaning of vocabulary will be able to understand the contents of the reading correctly.

METHOD

The research method used in this study is a correlational design. This method is defined as a quantitative data analysis method that aims to determine whether there is a correlation between variables. In this study there are two variables, namely the independent variable (X) and the determining variable (Y). The independent variable (X) is vocabulary mastery and the reading variable (Y) is comprehension. The population in this study was students of class X SMAN 13 Makassar as many as 288 students. The researcher chose class X IPA 1 with a sample of 36 students to observe using purposive sampling.

The instruments used to collect data in this study were objective tests and non-objective tests. The vocabulary test is in the form of multiple choice consisting of 20 questions with four alternatives, one correct answer and three incorrect answers. While the reading comprehension test is in the form of multiple choice and essay consisting of 20 questions.

To collect data, the researcher applied several procedures. First, the researcher gave an introduction to vocabulary and reading comprehension.

Furthermore, the researchers distributed tests, namely vocabulary tests and comprehension tests. Then the researcher explained to the students about the test and gave one hour for each test to the respondents to answer the questions. Finally, the researchers conducted research for 4 meetings.

In completing the data, the next step of this research is data analysis techniques. In this study, the researcher gave a test to class X IPA 1 students related to vocabulary tests and reading comprehension tests in English. Then the results of the students' vocabulary and reading comprehension tests were classified by calculating the average score and determining the category.

Finally, the researcher then processed the data using the Pearson Product Moment correlation coefficient with the SPSS 22.0 for windows application for a significant correlation between vocabulary mastery and reading comprehension. If the correlation value between the two variables is smaller than r_{table}, then H_0 is accepted there is a significant relationship between students' vocabulary mastery and reading comprehension at SMAN 13 Makassar. But if $r_{xy} < rt_{able}$, then H_1 is accepted or there is a significant relationship between students' vocabulary mastery and reading comprehension at SMAN 13 Makassar..

RESULT AND DISCUSSION

Result

1. Students' Vocabulary Mastery

Vocabulary mastery variable data (X) was obtained by researcher from the results of a vocabulary test with a sample of 36 students. Based on the results of the student's vocabulary mastery test, there were 2 or 5.6% of students who were included in the 80-100 interval with the Very Good category, there were 4 or 11% of the students who were included in the 66-79 interval with the Good category, there were 9 or 25% of students are included in the interval 56-65 with the Fair category, there were 12 or 33.3% of students are included in the interval 40-55 with the Poor category, and there are 9 or 25% of the students included in the interval ≤39 with the Very Poor category.

The researcher found that the average score of students' vocabulary mastery was 52.64. Based on the classification table of students' vocabulary mastery scores, it can be concluded that students' vocabulary scores were classified as poor.

2. Students' Reading Comprehension

The reading comprehension variable data (Y) was obtained by the researcher from the results of the reading comprehension test with a sample of 36 students. Based on the results of the student's reading comprehension test, there were 4 or 11.1% of students who were included in the 56-65 interval with the Fair category, there were 15 or 41.7% of students who were included in the 40-55 interval with the Poor category, and there were 17 or 47.2% of students who were included in the ≤39 interval with the Very Poor category, and there were no students who belong to the Very Good and Good categories.

The researcher also found that the average score of students' reading comprehension was 40.67. Based on the classification table of students' reading comprehension scores, it can be concluded that the students' reading comprehension scores were classified as poor.

3. The Correlation between Students' Vocabulary Mastery and Reading Comprehension

Based on the presentation of data on the results of students' vocabulary mastery and reading comprehension, the two data were analyzed into product moment correlation calculations with SPSS 22.0 for windows applications. The following are the results of the analysis:

Pearson Product Moment

		Vocabulary Mastery	Reading Comprehension
Vocabulary Mastery	Pearson Correlation	1	.546**
	Sig. (2-tailed)		.001
	N	36	36
Reading Comprehension	Pearson Correlation	.546**	1
	Sig. (2-tailed)	.001	
	N	36	36

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

Table 4.3 Results of correlation analysis between vocabulary mastery and students' reading comprehension.

Based on the table above, it can be seen that the Pearson product moment correlation coefficient for reading comprehension is .546. This means that the large correlation or relationship between the variables of vocabulary mastery and reading comprehension is 0.546 with a Moderate category.

Pearson product moment correlation is used to measure the strength of the linear relationship between data that has an interval/ratio measurement level with a symmetrical relationship direction. The resulting coefficient is between -1 to +1 indicating whether the linear correlation is positive or negative. If the coefficient is negative, then the two variables studied have a negative correlation. On the other hand, if the coefficient is positive then the two variables studied have a positive correlation. However, if the coefficient shows the number 0 then there is no correlation between the two variables studied (Priyono, 2008).

Based on the results of the calculation above, the r_{xy} value is 0.546, while the r_{table} value at the 5% significance level and N = 36 is 0.329. In accordance with the provisions in the previous chapter regarding hypothesis testing, if the r_{xy} is greater than the r_{table} (0.546 > 0.329), then Hypothesis one is accepted or there is a significant

correlation between students' vocabulary mastery and students' reading comprehension at SMA Negeri 13 Makassar.

Discussion

Based on the results of research and data analysis that has been carried out using product moment correlation, it is known that the correlation coefficient between vocabulary mastery (X) and reading comprehension (Y) is 0.546 which indicates a Moderate correlation.

The results obtained came from the vocabulary test scores carried out by 36 students of which 2 students or 5.6% entered the 80-100 interval with the Very Good category, 4 students or 11.1% entered the 66-79 interval with the Good category, 9 students or 25% entered in the 56-65 interval with the Fair category, 12 students or 33.3% entered the 40-55 interval with the Poor category, and 9 students or 25% entered the ≤39 interval with the Very Poor category. The average score on students' vocabulary mastery is 82.36 and it can be seen in the interpretation table of Pearson's correlation analysis that this value belongs to the very good category. Meanwhile, on the results of the students' reading comprehension test, 10 students or 28% entered the 40-55 interval with the Poor category, and 26 students or 72% entered the <39 interval with the Very Poor category. The average score on students' reading comprehension is 29.30 and it can be seen in the interpretation table of Pearson's correlation analysis that this value belongs to the very poor category.

The results of the correlation analysis can be seen in the Pearson product moment correlation coefficient between vocabulary mastery and reading comprehension, which is .546. This means that the correlation or relationship between the vocabulary test variables and the reading comprehension test is 0.546 with the Moderate category. The results of this study indicate that there is a significant correlation between students' vocabulary mastery and reading comprehension of the tenth grade students at SMAN 13 Makassar. That is, students with a lot of vocabulary got high reading comprehension test scores and students with less vocabulary got low reading comprehension test scores.

Furthermore, after calculating the data using the Pearson Product Moment Correlation with the SPSS 22.0 program for windows applications, the results of the analysis show that there is a significant correlation between students' vocabulary mastery and reading comprehension. This is evidenced by the value of r_{xy} = 0.546 > r_{table} = 0.329 at a significance level of 5% with a sample size of 36.

The results showed that hypothesis one (H_1) which stated that there was a significant correlation between students' vocabulary mastery and reading comprehension of students at SMAN 13 Makassar was accepted and the null hypothesis (H_0) which stated that there was no significant correlation between students' vocabulary mastery and reading comprehension of students at SMAN 13 Makassar were rejected. This means that students with large vocabularies perform comparable to students with much smaller vocabularies in reading activities. The correlation value between the two variables is 0.546; this is interpreted as a

moderate correlation, so there is a moderate positive correlation between students' vocabulary mastery and reading comprehension. On the other hand, when vocabulary increases, reading comprehension will also increase at the same time.

Referring to the findings and discussions described above, it was found that there was a significant correlation between students' vocabulary mastery and reading comprehension. It seems as Erniwati (2019) said, Vocabulary is very important in students' reading comprehension because when students' knowledge of vocabulary is low automatically their reading comprehension is lower. She also stated that vocabulary is very important in learning a language, especially English, because English vocabulary is very large and varied. Therefore, it is very important for English teachers to help their students in mastering vocabulary.

Vocabulary plays an important role in improving the four skills in English especially for communication purposes. Students with a large vocabulary performed comparable to students with a much smaller vocabulary in reading activities. They can arrange words into sentences to make them meaningful and understandable.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the results of research and discussion in the previous chapter, the following conclusions can be drawn:

1. Vocabulary mastery of students in class X IPA 1 SMA Negeri 13 Makassar as a whole obtained 5.6% of students in the very good category, 11.1% of students in the good category, 25% of students in the fair category, 33.3% of students in the poor category, and there were 25% students in the very poor category. The average score on students' vocabulary mastery is 52.64 in the poor category. Then, for the reading comprehension of students of class X IPA 1 SMA Negeri 13 Makassar as a whole, 11.1% of students were in the fair category, 41.7% of students were in the poor category, and 47.2% of students were in the very poor category, and none of the students whose reading comprehension was in the very good and good category. And the average score on students' reading comprehension is 40.67 in the poor category.
2. The results of the product moment correlation analysis obtained that the correlation coefficient value of students' vocabulary mastery and reading comprehension of class X SMA Negeri 13 Makassar students was 0.546 (r_{xy} = 0.546 at the real level = 0.05 with N = 36, r_{table} = 0.329, and $r_{xy} > r_{table}$). It means that there is a significant correlation between students' vocabulary mastery and reading comprehension of class X students of SMA Negeri 13 Makassar.

Recommendation

1. For students

   Students are expected to do a lot of reading activities in order to increase their vocabulary and add insight. If students are able to master a large

number of vocabulary words, it will help improve their reading comprehension and improve their learning achievement.

2. For teacher
   Teachers are expected to pay attention and help th process of adding to the vocabulary of students by providing exercises and assignments. Furthermore, the teacher is expected to be able to foster students' interest in reading.

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