THE SEVENTH GRADE STUDENTS OF SMPN 1 ERIS MASTER THE LANGUAGE SKILLS, ESPECIALLY THE ABILITY OF READING COMPREHENSION AND THEIR COMPONENTS, ESPECIALLY THE MASTERY OF VOCABULARY

GLORIA F. TAMPI, IGNATIUS J. TUERAH, SANERITA T. OLII
Universitas Negeri Manado
Tondano, Indonesia
Correspondence author: javierignatius@unima.ac.id

Abstract: This project is about the correlation between the vocabulary mastery and reading comprehension among the seventh grade students of SMP N 1 Eris. The objectives of the study were: to find out the students' vocabulary mastery and reading comprehension of the seventh grade students of SMP N 1 Eris in the academic year 2019/2020, and to find out whether or not there is a significant correlation between the students' vocabulary mastery and their reading comprehension. The writer applied cluster random sampling to determine the sample. The total sample of this research followed by 80 students. The technique of collecting data was by using a test. A try out test was also done to find out the validity. After the data of the students' vocabulary mastery and their achievement in reading comprehension were collected, the data were statistically computed to find out the correlation between the two variables. From the tests, it was found out that the mean of the scores of the vocabulary test is 58. 06. It means that the mean of the scores of the vocabulary test is fair. The mean of the scores of the students' achievement in reading comprehension is 61. 62, which means that the mean of the scores of reading comprehension test is fair. The result of applying the r_{xy} distribution is shows that the coefficient correlation is 0. 417. It means that there is a significant correlation between the vocabulary mastery and reading comprehension. It is suggested that to have a good mastery of reading comprehension, students should have a good mastery of vocabulary.

Keywords: *Correlation, Vocabulary, Reading, Language*

INTRODUCTION

Language is the way that unite us in daily activities, because it is used as a tool of communication. One of them is English, which is the most important language since it is used internationally. English is one of the languages for us to use in communicating, with

various kind of people from the entire country. In Indonesia, English can be learned since we were in Elementary school.

Rombepajung (2019), "Language is a system of sounds symbols that are meaningful and articulate (produced by spoken devices) that are arbritary and conventional, which are used as a means of communication by a group of humans to sssgive birth tofeelings and thoughts."

According to Tatipang, Oroh and Liando (2021), "as an apparatus conversation, language is a fundamental piece of human existence."

There are many languages used in international communication. One of them is English. Indonesian people learn English to communicate in two forms, in spoken and written forms. Indonesian assumes that the English language is a foreign language. So, the Indonesian feels difficult to accept it. If someone wants to learn English very well, she should know four skills. They are listening, speaking, reading, and writing. Besides, she has to master the language components, such as: phonology, grammar, vocabulary, and pronunciation to support the four skills because the skills are very important. In this century, English seems to be one of main languages used in international communication. Even people who are the native speakers of English often know words such as; bank, chocolate, computer, hospital, hamburger, hot dog, hotel, piano, radio, restaurant, taxi, telephone, television, and university.

Mastering a language means practicing the four skills of English very well. For example; someone wants to explain how and why the rain happens. The problem is how she gets the knowledge, or how she attains the understanding. The answer is, of course, through reading and listening.

"Reading is very important for teacher to establish reading skills for their students. Many specialists defined reading as the process of putting the reader in contact and communication with ideas. Reading is simply one of the many ways in which human beings go about their basic business of "making sense of the world" (Lee et al., 1989)".

The teaching of reading in junior high school is essentially aimed at preparing the student to be able to read English text that they will understand and they will encounter in their lives. The goal of learning English language is to develop people's skill of communication.

They involve four skills. The following are the curriculum objectives for the first year of senior high school: (a) Listening, this skill is not taught separately but implied in reading and speaking, (b) Speaking, this skill is basically an ability to use simple oral English to communicate. (c) Reading, the teacher trains the students to read and comprehend various types of reading material. While reading, they will also learn new vocabulary items and structure. (d) writing. The teacher trains the students to write sentences, paragraphs, and simple short stories.

Holtus (2004), vocabulary can be defined, roughly, as the words we teach in the foreign language. So according to him, if there is a new words from foreign languages, it is called vocabulary. That is why in teaching or learning language, important that student must built up a basic vocabulary from the beginning.

Tahrin, Wowor & Liando, (2018:2), "In oractice, vocabulary is difficult fro student to comprehend. They feel so hard tp memorize that because the teacher still uses the old method for teaching it through only writing down on the whiteboard and asked them to translate and memorize the words"

In order to know the meaning of vocabulary we have to save many words as possible. Many things can be done to enrich vocabulary, one of them is reading. For this era, reading is the easiest thing to do for gain a vocabulary as well. In reading some text we can save a lot of words as vocabulary. Besides saving many words it can also avoid mistakes in understanding. Students can start by reading some advertisements text or several books. We often hear a statement "Book is the window of the world". That statement is clear because by reading a book we can get many ideas or information also knowledge from various sources.

Mogea(2019, p.2) in her journal states that, "reading is a learning process. People can obtain information, ideas and knowledge through reading.

Samola et al (2018), "It is evidenced that vocabaulary is not just for communication but for obtain the academic achievement."

Reading is a good thing in life because it is a factor of great importance in the individual development and the most important activity in the school. (Baker, 1983) said, "reading is the most important in single study." Being able to read in English is very important things as it is known, reading is a basic tool of education. Not only in studying English, another subject such as science and mathematics also depend on the ability to read. Kolker (1983) said, "reading is a process of communication between readers and writers with written language". When students can read as well, students can also understand and grasp the message by the writer. So, students need a lot of vocabulary to be mastered in order to achieve those purpose.

Based on the description of vocabulary and reading above, it shows that there is a close correlation between them. Clearly seen that, vocabulary and reading are related each other, in order in get empirical data about it, the writer organized the test result to verify the correlation between students achievement in vocabulary and reading. By getting the grades, the writer tried to find an answer that student achievement in vocabulary correlates with reading ability performance.

RESEARCH METHODOLOGY

Methods of investigation are a significant and important part of all scientific activities. It controlled investigation of the theoretical and applied aspects of mathematics, statistics, measurement, and ways of obtaining and analyzing data (Kerlinger, 1979). According to Suharsimi (1998), field research or a field study, such as: An educational research can be carried out at schools, factories or hospitals to achieve educational objectives etc. In this chapter, the writer discussed the frame related to the method in analyzing the problem of the study. This chapter includes the discussion of research design, source of data, variable, the choice of population, the instrument, the construction of the tests, the scoring technique, the administration of the test, procedure of collecting data and method of analysis. Before a researcher starts to do her research, firstly she has to make the planning. The planning, itself, is named as research design. Research design is a plan or program made by a researcher, as the activity target that will be done (Suharsimi, 2002). There are several types of studies that may be classified as descriptive research design with the type of correctional study, Donald Ary (1985) says that: "Correlation studies are concerned with determining the extent of relationship between variables. They enable one to measure the extent to which variations in one variable are associated with variations in determined trough the use of the coefficient of correlation".

In this case, the writer wanted to correlate between students' mastery in vocabulary and their abilities in reading comprehension.

According to (Suharsimi, 2002): A variable is defined as something that varies from one case to another. The dependent variable is variable which one observes and measures to determine the effect of the independent variable. Independent variable (the major variable) is the variable which is selected manipulated and measured by the researcher (Suharsimi, 2002).

In this research there were two variables, they are: independent variable (X) and dependent variable (Y). Independent variable is a variable that is presumed to influence another variable. Dependent variable is a category that is influenced by another category or that is the consequent (Kerlinger, 1979). In this research the dependent variable is vocabulary mastery (X) and the independent variable is reading comprehension (Y).

In her efforts to find the solutions to the problems, the writer needed some data. The required data and information would be obtained from two main sources, i.e.: (a) library research, Library research refers to the activity of using library facilities. The data and information were obtained through source books on related subject matters. She tried, as far as she can, to explore the cores of the text-books, jotting down important information and ideas from significant author as fundamental theories which support her ideas for this thesis, (b) field research, to get empirical data for her findings, the writer administered two tests; they are vocabulary test and reading comprehension test. After conducting the tests, the writer analyzed the data on the basic of the problems and the objectives of the study.

Population is people or other things discussed in the research (Suharsimi, 2002). According to Suharsimi (1996), population is the total number of the subjects of an investigation. According to Hannagan in Selinger (1988) population is a group of people (or items) about which information is being collecting. The writer concluded that population is a number of groups interest to the researcher, a number of groups which she would like to make the results of the study to be reported. In this case, the subjects of the research were the seventh grade students of SMP N 1 Eris in the academic year 2019/2020. The researcher got the data from the registration office that showed there were 266 students.

The total numbers of sample used in this research were 80 students. As stated by Suharsimi cluster random sampling is a sampling technique where the researcher mixes the subjects of the population so that they are considered to have a same right and chance to be chosen as a sample (2002).

From the formula above it can be derived that the sample are 80 respondents. Those 80 respondents are derived from the total population that is all of the seventh grade students of SMPN 1 Eris. It can be seen from the table below.

According to Harris, there are two basic kinds of test used to measure the four language skills of the students, i.e.: the objective test and the essay test (Harris, 1969). In this research, the writer only used objective test in her investigation. She used objectives test, in this case, the multiple choice type for both the vocabulary and reading comprehension.

The choice of the multiple choice test type was based on the following considerations: (a) multiple choice test type is economical in term of the number of items that can be answered in a short period of testing time, (b) students' test papers can be easily and quickly scored. Since the correct answers were limited in number objectives test type will not make examiners have different interpretation of the students' test paper (Harris, 1967).

In this research, the writer applied an objective test as an instrument for collecting the data. The test was used to obtain the score of the vocabulary mastery and reading comprehension. The construction of the tests is described below: (a) vocabulary test, The vocabulary test is taken from the exercises, which is made by the teachers. The numbers of items of the test are 40 items of a multiple choice type test with five options: A, B, C, D, or E (b) reading comprehension test, the reading comprehension test is a standardized test taken from the exercises to reading comprehension that compiled from many sources. The number items of test was 40 items.

Collecting data is the most important step in conducting the research. Before conducting the real test the writer conducted a try out test and then analyzed the test to get its validity, reliability, difficulty of level and discriminating power of each item of the test.

RESEARCH FINDINGS AND DISCUSSION

To facilitate the measurement of students' vocabulary mastery, the raw scores are converted in the standard scores using the percentage correction formula as stated in chapter three and the result can be seen in appendix 3. To see the mean score of vocabulary mastery, the writer tried to calculate the mean score of the vocabulary test by using the following formula:

$$M = \frac{\sum X}{N} = \frac{4645}{80} = 58.06$$

So, the mean score of vocabulary test of the seventh grade students of SMP N 1 Eris in academic year 2019/2020 is 58.06. It can be said that the vocabulary mastery is fair.

To judge the students' grade and the level of the vocabulary mastery, the writer used the criteria from the standard of evaluation in "PetunjukPelaksanaanPenilaian" (Depdikbud, 1990:10) for the students' scores. However, they were simplified into 5 classifications.

Table 1. Classifications of students' score of vocabulary mastery

Scores	Grade	Classifications
86 – 100	A	Excellent
66 – 85	B	Good
46 – 65	C	Fair
26 – 45	D	Poor
Under 25	E	Failed

Table 2. Table of students' score of vocabulary mastery

Grade	Frequency	Percentage (%)
A	7	8. 75 %
B	16	20. 00 %
C	47	58. 75 %
D	10	12. 50 %
E	0	0. 00 %

Students' Reading Comprehension

The following is the calculation of the mean score of the student in reading comprehension:

$$M = \frac{\sum Y}{N} = \frac{4930}{80} = 61.62$$

From the calculation above, she knows that the reading comprehension of the seventh grade student of SMP N 1 Eris in the academic year 2019/2020 is 61.62. It means that reading comprehension of the seventh grade students of SMP N 1 Eris is fair. In accordance with the categorization, the students' reading can be shown in appendix 4, and the students' scores of reading comprehension can be seen in the following table.

Table 3. Table of students' Scores of Reading Comprehension

Grade	Frequency	Percentage (%)
A	12	15. 00 %
B	27	33. 75 %
C	24	30. 00 %
D	16	20. 00 %
E	1	1. 25 %

Correlation between Vocabulary Mastery and Reading Comprehension

The main goal of the study is to find out whether or not there is a positive correlation between vocabulary mastery and reading comprehension of the seventh grade students of SMPN 1 Eris in the academic year 2019/2020.

To find out the correlation between two variables above, the writer used the Pearson's product moment formula to compute the data. To carry out the statistical analysis, the working hypothesis is changed into the Null Hypothesis to know about the correlation between vocabulary mastery and reading comprehension of the seventh grade students of SMPN 1 Eris in the academic year 2019/2020.

To compute the correlation, the writer prepared the computation of two variables by Pearson's Product Moment Formula. There are two variables; vocabulary mastery as variable X and reading comprehension as variable Y.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{80(294944) - (4645)(4930)}{\sqrt{\{\sum 80(285525) - (4645)^2\}\{80(331263) - (4930)^2\}}} = 0.417$$

The correlation coefficient of the two variables is 0. 417. In order to know whether this correlation coefficient (0. 417) is significant or not, it is necessary to find out its significance.

The significance level used in this study is 5 % (0. 05). The critical value which is found out in the table r product moment with 95 % confidence and the number of subjects 80 is 0. 220. It means since the obtained value (0. 417) is higher than the table value or the critical value (0. 220), the Null Hypothesis explains that there is no positive correlation between the vocabulary mastery and reading comprehension of the seventh grade students of SMP N 1 Eris in the academic year 2019/2020. In this research there is a positive correlation.

Table 4. The criteria	
Correlation coefficient (r)	**Relationship**
0.0 to 0.20	Negligible
0.21 to 0. 40	Low
0.41 to 0. 60	Moderate
0.61 to 0. 80	Substantial
0.81 to 1. 00	High to very high

The value of correlation coefficient obtained is 0. 417, while the criteria of the correlation between 0. 41 to 0. 60 are considered moderate. It means that the level of relationship of the correlation coefficient of the two variables is moderate. In this research the variable Y is influenced too high by the variable X, and the other way the variable is also influenced too high by the variable Y.

From the computation above, she claims that r_{xy} = 0. 417 with N 80 are significant. It means that null hypothesis is rejected and Ha hypothesis is accepted, there is a significant correlation study between vocabulary mastery and reading comprehension of the seventh grade students of SMP N 1 Eris in the academic year 2019/2020.

Discussion of Research Finding

The result of data analysis shows that the correlation coefficient between the two variables is 0. 417, while the critical value for 80 samples of 95 % confidence level is 0. 220. It means that there is a positive correlation between the two variables.

Best (1981) has the criteria that can be used to grade the relationship of the coefficient above.

CONCLUSIONS

After conducting the research, the writer comes to her conclusions that: The vocabulary achievement of the seventh grade students of SMP N 1 Eris is fair. It can be seen from the computation in which the mean score of the students' vocabulary achievement is 58. 06. When it is consulted to the table of category level scores by John W Best (1981:260) presented before, the score is categorized in fair. The reading comprehension achievement of the seventh grade students of SMP N 1 Eris is fair. It can be seen from the computation which the mean score of the students' reading comprehension achievement is 61. 625. When it is consulted to the table of category level scores by John W. Best (1981:260) presented before, the score is categorized fair. There is a significant correlation between the vocabulary mastery and reading comprehension of the seventh grade students of SMP N 1 Eris in academic year 2019/2020. Recalling the r_{xy} observed value, i.e. 0. 417, and consulting to table of Suharsimi (2002), the score is significant. The writer concludes that there is a significant correlation between the vocabulary (X) and reading comprehension achievement (Y) of the seventh grade students of SMP N 1 Eris in academic year 2019/2020.

REFERENCES

Baker, E. (1983). How to study. In Education + Training (Vol. 25, Issue 8). https://doi.org/10.1108/eb002104.

Brown, L. A., & Lynn, R. W. (1976). Oxford Advanced Leamers Dictionary of Current English. In RELC Journal (Vol. 7, Issue 1). https://doi.org/10.1177/003368827600700111.

Carrier, M., &The Centre for British Teachers. (1980). Take Five: Games and activities for the Language Learner.

Clarke, M. A., & Silberstein, S. (1977). Toward a Realization of Psycholinguistic Principles in the Esl Reading Class. Language Learning, 27(1), 135–154. https://doi.org/10.1111/j.1467-1770.1977.tb00297.x.

Dilago, S., Liando, N., & Kukus, F. (2022). Students'perceptions Of Using Song Lyrics As A Media To Improve Vocabulary Mastery. JoTELL: Journal of Teaching English, Linguistics, and Literature, 1(5), 639-652.

Hampp, P. L., Kumayas, T. A., & Lengkoan, F. (2021). Synthesizing grammar and structure problems faced by Indonesian TOEFL participants. Jurnal Pendidikan Bahasa Inggris undiksha, 9(1), 64-68.

Kansil, V. E., Tuna, J. R., & Liando, N. V. (2022). ANALYSIS OF THE EFFECT OF STUDENTS'SELF-CONFIDENCE ON SPEAKING SKILL. JoTELL: Journal of Teaching English, Linguistics, and Literature, 1(5), 653-675.

Lengkoan, F., & Rombepajung, P. A. (2022). Teachers' Perception of Online Learning in The Pandemic Era. Jurnal Lingua Idea, 13(1), 1-11.

Lengkoan, F., & Olii, S. T. (2020). Self-Correction in Writing a Paragraph. Celt: A Journal of Culture, English Language Teaching & Literature, 20(2), 387-395.

Lengkoan, F., Andries, F. A., & Tatipang, D. P. (2022). A study on listening problems faced by students of higher education. Globish: An English-Indonesian Journal for English, Education, and Culture, 11(1), 41-50.

Langi, R., Liando, N. V., & Olii, S. T. (2022). An Assessment on Readability of Reading Text in English Summative Test for Fifth Grade SMP Negeri Tompaso. JoTELL: Journal of Teaching English, Linguistics, and Literature, 1(2), 291-304.

Liando, N. V. F., Tatipang, D. P., Tamboto, G., Poluan, M., & Manuas, M. (2022). Pictures as a Learning Media in Teaching Vocabulary. Jurnal Ilmiah Universitas Batanghari Jambi, 22(3), 1944-1949.

Liando, N. V., Tatipang, D. P., Rorimpandey, R., & Karisi, Y. (2022). Easing the rules of health protocols: A critical discourse analysis of Indonesian president's speech on Covid-19 handling in 2022. Englisia: Journal of Language, Education, and Humanities, 10(1), 127-145.

Liando, N. V., Pelleng, T. E., & Wuntu, C. N. (2021). Correlation Between Folklore Implemented in Teaching and Student's Character Toward English Learning Outcomes. International Journal of Education, Information Technology, and Others, 4(4), 734-742.

Lendo, N., Liando, N., & Olii, S. (2021). An Analysis of readability of reading texts on English national examination on junior high school. Journal of English Culture, Language, Literature and Education, 9(2), 128-143.

Liando, N. V., Tatipang, D. P., & Lengkoan, F. (2022). A Study of Translanguaging Practices in an EFL Classroom in Indonesian Context: A Multilingual Concept. *Research and Innovation in Language Learning*, *5*(2), 167-185.

Liando, N. V. F., & Tatipang, D. P. (2022). English or Indonesian Language? Parents' Perception Toward Children's Second Language Learning Context. *Jurnal Lingua Idea*, *13*(1), 61-75.

Liando, N. V. F., Rorimpandey, R. S., Kumayas, T. A., & Tatipang, D. P. (2022). International Students' Motivation and Self-Confidence in Learning Indonesian. *Hong Kong Journal of Social Sciences*.

Lumentut, Y., & Lengkoan, F. (2021). The Relationships of Psycholinguistics in Acquisition and Language Learning. *Journal of English Culture, Language, Literature and Education*, *9*(1), 17-29.

Marianca, J. S., Liando, N. V., & Mamentu, A. C. (2022). IMPROVING STUDENTS'VOCABULARY THROUGH WORDS MAPPING STRATEGY AT SMP NEGERI 6 TONDANO. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, *1*(8), 897-911.

Parante, L. H., Liando, N. V., & Andries, F. (2022). The Influence Of Blended Learning On Students Learning Outcomes In English Speaking Skill Greetings Material. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, *1*(1), 125-143.

Pajow, C. N., Rorintulus, O. A., Liando, N. V., & Batunan, D. A. (2021). The Illocutionary Speech Acts On "Anne Of Green Gables Movies" A Pragmatics Study.

Putra, I. K. A., Pelenkahu, N., & Liando, N. (2022). The Effect Of Online Learning On Students Ability In English Reading Skill In Sma Swadarma Werdhi Agung. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, *1*(4), 502-514.

Rondonuwu, O., Liando, N., & Olii, S. (2022). Students'perception In English Teaching And Learning Concerning Native-Speakerism. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, *1*(2), 175-195.

Somba, Y., Liando, N., & Kumayas, T. (2022). A Study On Types Of Vocabulary Tasks In Efl Textbook English On The Sky 1. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, *1*(4), 528-549.

Tatipang, D., Oroh, E. Z., & Liando, N. V. (2021). The Application Of Mind Mapping Technique To Increase Students'reading Comprehension At The Seventh Grade Of Smp. *KOMPETENSI*, *1*(03), 389-397.

Tatipang, D. P., Manuas, M. J., Wuntu, C. N., Rorintulus, O. A., & Lengkoan, F. (2022). EFL Students' Perceptions of the Effective English Teacher Characteristics. *Jurnal Pendidikan Bahasa Inggris undiksha*, *10*(1).

Warokka, V. N., Pelenkahu, N., & Liando, N. (2022). TEACHER'S PERCEPTION TOWARD E-LEARNING EXPERIENCE. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, *1*(4), 450-471.