THE CORRELATION BETWEEN VOCABULARY MASTERY AND READING COMPREHENSION IN DESCRIPTIVE TEXT OF STUDENTS AT SMA NEGERI 3 TONDANO

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Abstract: The purpose of this research was to know the correlation between vocabulary mastery and reading comprehension in descriptive text of students at SMA Negeri 3 Tondano. The test method was used in this quantitative research, which was a type of correlation research. Students in class XI IPA 1 were the focus of this research consisted of 26 students. The data collection technique used multiple-choice objective tests with a total of 50 questions, each for a vocabulary mastery test of 25 numbers and a student's reading comprehension test of 25 numbers. From the calculation of hypothesis testing through the use of the Pearson product moment correlation test seen from the significance value of 0.001 < 0.005 then it was correlated and the Pearson correlation value is 0.0679 based on the norm, the degree of correlation lies in the Pearson correlation value of 0.60 to 0.80, meaning the correlation between vocabulary mastery and students' reading comprehension was included in the category of strong correlation. Because the Pearson correlation value is 0.679, it can be concluded that the students' vocabulary mastery and reading comprehension of the students' descriptive text at SMA N 3 Tondano have a positive correlation.

Keywords: ***Vocabulary, Reading Comprehension, Descriptive Text, Correlation***

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, clauses and sentences that are expressed orally and written. According to Finocchiarno (1964:8) Language is a system of arbitrary vocal symbols that enables all people of a given culture or those who have studied the cultural system to communicate or interact with one another. Furthermore, Pei and Gaynor (1954:119) define language as

a communication system with sound through speech and hearing, between people from certain groups or communities by using vocal symbols which have arbitrary and conventional meanings.

English is the language of communication and the primary international language in which people interact with one another (Liando, Tatipang & Lengkoan, 2022). English is a widely spoken international language. Brumfit (2001:35) "English is an international language that was the most widespread medium of international communication". As a worldwide language, English is utilized for the purpose of correspondence between countries that have various dialects. The difference in a person's first language will not hinder their ability to communicate in English. English is a communication tool that is used orally and written down. In Indonesia, English is a foreign language that is frequently spoken and even taught in schools.

Language has four basic skills. These basic skills are also often used as a criterion in assessing one's language skills. These four basic skills are: listening, speaking, reading and writing. According to F. M. Hodgson in a book entitled Learning Modern Languages (1960), reading is a process to obtain messages conveyed by the author through the media in the form of words or written language. In educational studies, Students must master writing as one of the most essential language learning skills. Reading can train students' abilities in an effort to understand and identify the intent of a written work. Through this understanding, they can receive information.

One aspect of language that must be mastered is vocabulary. According to Burhan Nurigiyantoro (2001: 213), vocabulary is the wealth of words that a language has. This means that vocabulary discusses the number of words contained in a language being studied. Every sentence, paragraph, or text that is read, of course, consists of many words. These words are known as vocabulary. More clearly, in the view of Kridalaksana (1982: 98), states that Vocabulary is a part of language that contains all information about how words are used, what they mean, and how many words there are in a language owned by a speaker or writer of a language, as well as a table of words arranged similar to a dictionary, but with concise and useful explanations. Therefore, it can be concluded that through mastery of vocabulary, it will greatly assist students in learning the language. Because it is impossible for someone to master the language but not master the vocabulary.

To master vocabulary, students must practice a lot. One of the learning exercises that is quite effective for mastering vocabulary is reading, with the aim of enriching and increasing the number of words. Conforming to Kumaravadivelu (2010), there is several language competencies to improve English language skills, but researchers will only focus on grammatical competencies, especially vocabulary mastery.

According to Olson and Diller (1982:42), the term "reading comprehension" refers to the abilities required to comprehend and apply written information materials. When viewed from the current reality, there are many students who have difficulty in understanding a reading. This means, they have problems with comprehension of books. Blachowics & Ogie (2008) state that many children have not had experiences that inspire them to "love" reading. This entails they are not very interested in reading activities, so it is the task of educators to slowly invite students to be trained in reading so that they are able to grow their interest in reading.

RESEARCH METHODOLOGY

Research Design

In this exploration, the essayist utilized correlational examination. In quantitative research, correlational analysis is used to measure the degree of association (or correlation) between two or more variables in correlational design procedures. The writer used two tests: a reading comprehension test that focused on (main idea, sequence, and inference) and a vocabulary mastery test that focused on (verb and adjective). The purpose of this study is to determine whether descriptive text written by students at Eleventh of SMA Negeri 3 Tondano show a correlation between reading comprehension and vocabulary mastery.

The Subject of the Research

The subject of the research was students of class XI IPA 1 SMA Negeri 3 Tondano the academic year 2022/2023, which consisted of 26 students.

Variable and Data

This research consisted of two variables, namely the independent variable, which is written with the letter X, and the dependent variable, which is written with the letter Y The vocabulary proficiency of students in class XI IPA 1 SMA Negeri 3 Tondano is the focus of this research. The dependent variable (Y) in this research is the reading comprehension of the eleventh graders of SMA Negeri 3 Tondano. Vocabulary mastery and reading comprehension scores from students at SMA Negeri 3 Tondano were the sources of this study's data.

Research Instrument

A test was the instrument used in this research. Hamzah and Satria (in Inteni, 2013) say that the test is a set of stimuli (stimuli) given to someone with the intention of getting answers that form the basis for scoring a number. The first part of this instrument was divided in two: a 25-question vocabulary examination. The total number of tests item is 25 multiple choice test items. The second a reading test consisting of 25 questions, the number of each test item is 25 multiple choice items. This instrument was given to class XI IPA 1 SMA Negeri 3 Tondano. Determine the correlation between students' vocabulary mastery and reading comprehension. To assess the test given a score of 1-100. For scoring, 4 points are awarded for 1 multiple of the correct choice of answers.

Data Colletion Procedures

There were several steps in order to collect the data of this research:
a. Enter a research permit at school.
b. Confirmation with the English subject teacher for research activities.
c. The writer gave a test to students to measure vocabulary mastery and reading comprehension mastery by filling out the answer sheet provided by affixing a cross (X) on the answer choice that was considered the most correct.
d. Writer explained about the test to students.
e. All answer sheets that have been collected are checked according to the aspects and criteria that have been previously determined.

Data Analysis and Discussion

To determine the correlation, the writer used the Pearson product moment correlation between reading comprehension and vocabulary mastery. formula to see the value of a significant relationship between the two variables, namely the independent variable (X) and the variable (Y). In this study there were two data analysis techniques, namely:

Normality Test

Normality test was a test carried out to see the value of a data or variable, whether the data being tested is normally distributed or not normally distributed. In the normality test in this research, writer used the help of the SPSS application. The normality test method in SPSS has two choices, namely kolmogorov-smirnov and shapiro-wilk. Because the data in this research was below 50, the second option is Shapiro-Wilk. With the provision that if the data has a significant value of 0.05, then the data follows a normal distribution.

Linearity Test

A linearity test is one that determines whether the independent variable and the dependent variable have a linear relationship. The linearit test is intended to test the linearity or non-linearity of the analyzed data. (Sudjana, 2003), linearity is an important assumption in linear regression. Some writer argue that this assertion is false the most crucial because it was directly related to the bias of the overall research analysis (Keith, 2006). In linearity, the writer used the SPSS application by looking at the results of the significant value (p-value) in the deviation from linearity section. By hypothesis:

Ho: The relationship between the independent and dependent variables is linear.

H1: The independents do not have a direct relationship with one another variable and the dependent variable and the significance level (alpha) is 5%. The rejection area is Ho if the p-value is < 0.05 (alpha).

Data Analysis

The data was presented in table form as follows:

Table 1. The students' reading comprehension and vocabulary mastery scores.

No.	Number of Students	Score	
		vocabulary	Reading
1	A	80	82
2	B	60	56
3	C	84	80
4	D	72	80
5	E	60	64
6	F	78	72
7	G	80	86
8	H	92	88
9	I	84	84
10	J	80	76
11	K	80	84
12	L	72	68
13	M	88	84
14	N	52	60
15	O	76	68
16	P	80	68
17	Q	64	40
18	R	72	68
19	S	80	64
20	T	68	52
21	U	88	72
22	V	80	52
23	W	76	60
24	X	84	72
25	Y	60	56
26	Z	84	80

Table 4. Moment of Pearson's Product Correlation Test

Correlations

		VOCABULARY	READING
VOCABULARY	Pearson Correlation	1	.679[**]
	Sig. (2-tailed)		<.001
	N	26	26
READING	Pearson Correlation	.679[**]	1
	Sig. (2-tailed)	<.001	
	N	26	26

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

Pearson Correlation Test

• The purpose of the correlation test is to ascertain how closely related the variables are, as indicated by the correlation coefficient (r).

• Variables X and Y could have either a positive or negative relationship.

Decision Making Basis

• It was correlated if the significance level was less than 0.05.

• There was no correlation if the significance level was greater than 0.05.

Relationship Degree Guidelines

• Pearson Correlation value 0.00 to 0.20 = uncorrelated

• Pearson Correlation value 0.20 to 0.40 = weak correlation

• Pearson Correlation value 0.40 to 0.60 = moderate correlation

• Pearson Correlation value 0.60 to 0.80 = strong correlation

• Pearson Correlation value 0.80 to 1.00 = very strong correlation

It was known from the SPSS output above that the correlation between vocabulary mastery and reading comprehension among students in class XI IPA 1 SMA Negeri 3 Tondano had a significance value of 0.01, which indicates that the correlation between

vocabulary mastery and reading comprehension had a significance value of less than 0.05. As a result, it was possible to draw the conclusion that there was a correlation between vocabulary mastery and reading comprehension.Then seen from the Pearson Correlation value, which was 0.679 based on the rule, the degree of connection lied in the 0.60 - 0.80, Pearson correlation coefficient, meaning that the strength of the relationship between reading comprehension and vocabulary mastery is included in this category. Because the Pearson correlation value was 0.679, It is possible to draw the conclusion that vocabulary proficiency related to students' reading ability with a strong correlation level.

DISCUSSION

This research was conducted at SMA Negeri 3 Tondano, the subject taken were students of class XI IPA 1, totaling 26 students. In this research using the test method, there were two tests given to students, namely a test of students' vocabulary mastery (verb and adjective) and a test of reading comprehension in descriptive text. The number of questions given was 50 numbers with multiple choice questions, this test was given to determine the relationship between vocabulary mastery and reading comprehension in descriptive text of students at SMA Negeri 3 Tondano.

This research focuses on knowing the relationship between two variables, namely variable (X): mastery of vocabulary; variable (Y): comprehension of the text.There was one question formulated in this study, namely whether students' reading comprehension and vocabulary mastery is a correlation.

From above discussion, because students' reading comprehension was influenced by their vocabulary mastery, the writer came to the conclusion that students' reading comprehension was influenced by their vocabulary mastery. According to Roehrig and Guo (2011), one of the main factors that affect reading comprehension is vocabulary knowledge. The more vocabularies mastered by students, it would be easier for them to understand the contents of a reading.

CONCLUSIONS

The conclusion of this research was that there was a positive correlation between vocabulary mastery and reading comprehension in descriptive text of students at SMA Negeri 3 Tondano.

SUGGESTIONS

Based on the conclusions above, the writer provided suggestions, including:

1. Students with low reading comprehension and vocabulary mastery should be more active in their English learning, particularly in reading comprehension and vocabulary mastery. It is too recommended for students to perform a lot, either using a dictionary or looking for videos about English on YouTube, which will help to add new vocabulary to learn.

2. Teachers are advised to always provide information that Students will have an easier time comprehending the reading if they have a strong vocabulary. It is also recommended that in the learning process, it is better to use existing technology such as teaching English by displaying English videos through LCD screen media to increase students' interest in learning, particularly English.

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