



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 5 Tahun 2023 Page 5077-5084

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

The Correlation Between Students' Vocabulary Mastery And Their Reading Comprehension In Descriptive Text At Tenth Grade Of Sman 2 Bukik Barisan

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Abstrak

Tujuan dari penelitian ini untuk mengetahui korelasi antara penguasaan kosakata siswa dan pemahaman membaca mereka dalam teks deskriptif di kelas sepuluh SMAN 2 Bukik Barisan. Desain dalam penelitian ini adalah penelitian korelasional. Penelitian ini dilakukan karena ada beberapa masalah yang berhubungan dengan penguasaan kosakata siswa dan pemahaman bacaan mereka. Populasi penelitian ini adalah seluruh siswa kelas X SMAN 2 Bukik Barisan tahun pelajaran 2022/2023 yang terdiri dari 2 kelas. Dalam pengambilan sampel, peneliti menggunakan teknik total sampling karena jumlah populasi yang diperoleh tidak lebih dari 100 responden. Hasil penelitian menunjukkan bahwa terdapat korelasi antara penguasaan kosakata siswa dan pemahaman bacaan mereka dalam teks deskriptif. Peneliti menemukan bahwa koefisien korelasi antara penguasaan kosakata siswa dan pemahaman membaca mereka adalah 0,721. Terdapat korelasi positif dan signifikansi. Artinya hipotesis alternatif (Ha) disetujui. Dengan demikian, terdapat korelasi positif antara penguasaan kosakata siswa dan pemahaman membaca mereka di kelas sepuluh SMAN 2 Bukik Barisan.

Kata Kunci: Korelasi, Penguasaan Kosakata, Pemahaman Membaca.

Abstract

The aims of this study to determine the correlation between students' vocabulary mastery and their reading comprehension in descriptive text at tenth grade of SMAN 2 Bukik Barisan. The design in this study was correlational research. This study conducted because there were some problems connected to students' vocabulary mastery and their reading comprehension. The population of this study was all students of the tenth grade of SMAN 2 Bukik Barisan in the academic year 2022/2023, which be composed of 2 classes. In proceeds the sample, the researcher used total sampling technique because the total population obtained by no more than 100 respondents. The research results indicate that there is a correlation between students' vocabulary mastery and their reading comprehension in descriptive text. The researcher discover that the coefficient of correlation between students' vocabulary mastery and their reading comprehension was 0,721. There was a positive correlation and significance. It means that alternative hypothesis (H_a) is approved. Thus, there is a positive correlation between students' vocabulary mastery and their reading comprehension at tenth grade of SMAN 2 Bukik Barisan.

Keyword: *Correlation, Vocabulary Mastery, Reading Comprehension.*

INTRODUCTION

There are four skills in English that shall be understood by learners, which are listening, speaking, reading, and writing. Reading become one of the crucial skill in English. Reading is a process of seeing and understanding the contents of a text. Through reading someone can obtain data, knowledge, and comprehensive insight. However, when a people is reading, they often have trouble in comprehend the definition of the text. To be able to obtain overall explanation from the text, it is necessary to has reading comprehension. (Suryanti, 2018) stated that reading comprehension can be influenced by two factors, namely linguistic and non-linguistic factors. The linguistic factor is factors connected to language skills, such as grammar, morphology, syntax, and vocabulary mastery. Whereas, non-linguistic factors are in the formation of surround knowledge connected to the emotional condition of students. One of language factors, it is tightly connected and frequently to be a holdback in reading comprehension is the vocabulary mastery. Vocabulary mastery is a very crucial role in English language skills, one of it is reading comprehension. Vocabulary mastery affects reading comprehension. According to (Hirsch, 2003), vocabulary knowledge correlates strongly with reading comprehension. Its means that students who have more vocabulary mastery will make them handly to comprehend the words of the text when English reading texts. Conversely, if the students lack of vocabulary mastery, it can bring on them difficult in reading comprehension. One of the genres of text that must be understood by Senior High School students is descriptive text. Descriptive text is a text that explain about

whether a people, location, animal or other.

The research on the correlation between students' vocabulary mastery and their reading comprehension on descriptive text is conducted build upon the reasons. Firstly, the students' ability in reading skill is low. The researcher interviewed one of English teachers who taught in class X at SMAN 2 Bukik Barisan. The teacher said that the students' ability in reading skill is low. Most of the students did not like English because their vocabulary was limited, they could not understand the material well. They also cannot understand a descriptive text because they lack of vocabulary. Therefore, this was making them did not focus in the learning process and they felt lazy to learn English. It is proven by the students' low scores in reading skill. Secondly, the students had lack of vocabulary mastery. Based on preliminary research on February 14th 2023 of the class X in SMAN 2 Bukik Barisan in the English learning process on descriptive text material. It can be identify that students have low vocabulary mastery, especially vocabulary related to descriptive text, students' reading comprehension is low, students' lack of ability to comprehend the content of descriptive texts. When the teacher gives a descriptive text then she asks the definition of the words in the descriptive text, most of the students are silent without giving a response.

Thirdly, many students had less motivation to read because they assume that reading English text is difficult. The researcher interviewed with several students of class X in SMAN 2 Bukik Barisan to strengthen the problems that the researcher found in the preliminary research. According to the students in these class X said, they are difficult to read English text. The students also said that they are less open a book or read a book containing English text. Many students were not extracted in learning English, so they felt lazy in English class. Some students think that English is not an crucial subject to be learned so they are not serious when learning English. The students in this class X have a low ability in reading English text. All students can to read, but only some can understand the English text they read. The reason is that many students think that English is a subject that very difficult, bored and scary because the meaning and letters are different. They don't try to find the difficult word themselves but they always ask and wait for the teacher to translate the text. This is affected because the students not extected in reading English text. Sometimes students just followed what was spoken by the teacher without seeing the text reading. Lack of motivation to read will cause the potential of the students reading becomes low.

LITERATURE REVIEW

Reading become one of the competence in English that must be understand by learners (Fani Prasetya et al., 2022). Reading is an activity when the learners read the text. It

is also a activity of incorporating information that is obtain from the text and the student's own skill knowledge in order to shape a meaning (Septiani & Safitri, 2021). It means that the students can build of knowledge based oon the information they have got from the text they have read. Melani et al., (2021) stated that reading is one of the crucial skill in English that has related to others language skill, likely speaking, writing, and listening. reading must be learned seriously compared to others. by reading, the students will be able to expand their experience to achieve other skills. In addition, students will get a lot of data for their capacity. it means that, if the students more read, so that they more they will get the knowledge. In summary, Reading is an activity when someone read the text, it is a procedur of readers integrate data of a text or book and their own background knowledge to raise definition.

Papatga & Ersoy (2016) explain that reading comprehension is one of the basic skills that children must learn in their first year of elementary school. They will do good in school and in life, if they have good of reading comprehension skills. In the first year period if school children, the acquisition of their reading comprehension skills will be very crucial and functional. Their academic performance is indirectly affected by these skills, as they use them in all of their courses. According to Afdaleni (2014) states that reading comprehension is one of the required course must be learned by students who master language. The common aims of the subject are to provide exercise in reading comprehension and draw inference of the texts in degree of elementary, intermediate and advance. Meniado (2016) defined reading comprehension is a composite procedure that require parts, procedurs, and aspect with the objectives of discovery greater method of develop it between the students. He that reading comprehension is an interactional step of discovery meanings from a text. In conclusion, reading comprehension is a procedure within that readers makes definition at interaction with the text, the goal is to gain information from the book or text. Thus, reading comprehension is an interactional procedure of discovery meanings from a text.

Generally, (Irwandi et al., 2018) stated that vocabulary is defined as a system of words and as a language component which has noteworthy part in a language. According to (Huyen et al, 2003), he says vocabulary is really crucial in English studying especially in reading comprehension. The reasons are: First, as the main tool for understanding sentences, forms, words and phrases in the text used vocabulary. Hence, so that to to interacted in a foreign language well, the students must have a large number of vocabulary and must understand how to use them. According to (Hornby, 2000), mastery is a certain thing that is understood. Richards, et al, explaining that mastery mastery is an individual and diagnostic approach to learning, students can continue learning and test at their own pace

to be able to accomplish a predetermined quantity of luck. In this study, mastery is the knowledge or competence of students in have of vocabulary. In summary, vocabulary mastery is good science of the learners regarding vocabulary. They would as well utilize their independent speed within dominate vocabulary themselves.

Descriptive text is a text that explains regarding a people, an object or a place. In a wide sense, as explained by (Kane, 2000) explain that descriptive text is description regarding sensorial event-how existent looks, sounds, and tastes. In general, it's regarding the vision event, however description as well related with more types of opinion. The objective of descriptive text is to explain and reveal certain people, places or things in conscientious or specifically to construct the reader able to decode the description. It can be draw that descriptive text is used to explain all the author sees in detail.

RESEARCH METHOD

The researcher referred to two variables, namely variable X and variable Y in this study. Students' vocabulary mastery as variable X while reading comprehension in descriptive text as variable Y. The research in this study is a correlational design and the researcher used quantitative method. The population of the research was all of the tenth grade students of SMAN 2 Bukik Barisan Academic Year 2022/2023. The population of this study was 50 students. To determine a sample in this study, the technique used is total sampling technique. The researcher used total sampling technique because the total population obtained by no more than 100 respondents. The gather the data the researcher used a vocabulary test and reading comprehension test. In other ways, to analyze the data, the researcher used two variables to know the relationship between students' vocabulary mastery and their reading comprehension in descriptive text.

RESULT AND DISCUSSION

1. Result

Build upon the result of study, it was summarizes that the value of the coefficient correlation between students' vocabulary mastery and their reading comprehension in descriptive text at tenth grade of SMAN 2 Bukik Barisan was 0.721. It means that there is a positive correlation between students' vocabulary mastery and their reading comprehension in descriptive text at tenth grade of SMAN 2 Bukik Barisan.

The criteria of the correlation between 0.60-0.799 are rate strong, the researcher sum up that $r_{xy} = 0.721$ with $N=49$ were significant. That is (H_0) was rejected and (H_a) is accepted. Moreover, build upon Pearson product moment formula was contrast to r-table the

research found that it was $r_{xy} (0.721) > r_{table} (0.288)$ its mean (H_0) was rejected, and (H_a) was approved. In finding, the outcome indicate that there was positive correlation between students' vocabulary mastery and their reading comprehension at tenth grade of SMAN 2 Bukik Barisan. Therefore, the alternative hypothesis (H_a) that states that "there is a significant correlation between students' vocabulary mastery and their reading comprehension in descriptive text at tenth grade of SMAN 2 Bukik Barisan" was accepted.

2. Discussion

From the research data obtained through test, the researcher develop that the students' vocabulary mastery influences their reading comprehension. (Schmitt, 1997) explain that vocabulary was the foundation of language: it was very crucial to be learn it first. If we cannot mastered it, we cannot be able to speak fluently or understand written material. Schmitt explain that no matter how successful someone is in mastering the impression of a foreign language, requiring term to convey the various of definitions, interacting in a foreign language simply can't take place in any sense. Build upon the outcome of study, the researcher sum up that the students' vocabulary mastery was the very crucial object in reading comprehension capacity because students' vocabulary mastery affecting the students' reading comprehension competency. (Roehrig and Guo, 2011) stated that one of the main components affecting reading comprehension is vocabulary mastery.

In develop students' reading comprehension, teachers must educate vocabulary to their learners because vocabulary has a robust correlation by reading comprehension. Possess many of vocabulary build students recognize the text very well. Even though reading strategies and students' experiences assist them understand texts, vocabulary mastery is increased crucial in portion students understand texts. This is the explanation given by Hirsch (2003) that at minimum 90 percent of the words allows the reader to acquiri the basic goal of reading and to accurately calculate which amount foreign words matter.

According to (Sedita, 2005) vocabulary knowledge was necessary within reading comprehension and decide thusly well the learners were in understood the texts. If the students can't recognize read without knowing the meaning most words. When the students master to look through futher complex texts, those people should recent the definition of the new words that never include belonging to them verbal vocabulary.

CONCLUSIONS

The aims of this study is against discover even if or not there is a significant

relationship between vocabulary mastery and reading comprehension of the tenth grade students by SMAN 2 Bukik Barisan. After analyzing the outcome of the study, the researcher draw ending that: There is a significant correlation between students' vocabulary mastery and their reading comprehension in the descriptive text at tenth grade SMAN 2 Bukik Barisan was strong correlation (0.721). The criteria of the correlation between 0.60-0.799 are rate strong, the researcher draw conclusion that $r_{xy} = 0.721$ by $N 49$ were significant. This signifies that (H_0) was rejected and (H_a) is approved. Moreover, build upon Pearson product moment formula was compared to r -table, the study revealed that it was $r_{xy} (0.721) > r_{table} (0.288)$ its mean (H_0) was rejected, and (H_a) was approved. In finding, the outcome indicate that there was positive relationship between students' vocabulary mastery and their reading comprehension at tenth grade of SMAN 2 Bukik Barisan.

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