
**THE CORRELATION BETWEEN STUDENTS' ENGLISH VOCABULARY
MASTERY AND ENGLISH READING OF CLASS VIII IN
MTS BABUL KHAIRAT 2022/2023**

Siti Nurbaiti¹ and Chairul Bahriansyah²

Student¹ And Lecturer² STAI Mempawah
Contributor Email: sitinurbaiti364@gmail.com

Abstract

To evaluate the extent to which students mastery of English vocabulary affects their English reading and to determine the relationship between the level of students English vocabulary mastery and their English reading ability. The research design was a correlational design which was procedure in quantitative research in which the researcher measured the degree of relationship between two or more variables using the statistical procedure of correlational analysis.

From the results of the researcher, it can be said that there is a correlation between students learning results between vocabulary and reading comprehension ability of 8th graders MTs Babul Khairat 0.416. the researcher intends to find out the correlation between vocabulary mastery and reading comprehension from the test results. Correlation between vocabulary mastery and reading comprehension r_{cb} 0.416. While the r_{tb} value at a significant level of 0.05 and degrees of freedom (df) 20 is 0.444. From these results, r_{cb} is lower than r_{tb} which means there is a negative relationship between vocabulary mastery and reading in class VIII B MTs Babul Khairat.

Keywords : Correlation, Vocabulary, Reading Comprehension.

A. Introduction

A good command of English and effective reading are two key components in learning a foreign language. English as an international language is playing an increasingly important role in global communication, and reading is an essential skill for acquiring knowledge and information from various sources. At the junior secondary school level, it is important to build a solid foundation in students' English vocabulary mastery and reading ability. Second graders are a critical age group for language development, where they develop their reading skills and build the necessary foundations for higher reading.

However, in the context of existing schools, there are often challenges in teaching English to second graders. One of the main challenges is the students' limited mastery of English vocabulary. When students have limited vocabulary, this can affect their reading, because reading depends on understanding the words used in the text.

Based on the results of the observations, when the researchers carried out teaching practice at MTs Babul Khairat, there were many students who were still not good in English, especially in reading skill and vocabulary mastery. Only a few students master in vocabulary and understand what they are learning. So, their vocabulary mastery and English reading can be said to be very low. Because of their lack of mastery vocabulary it is difficult for them to understand or infer the meaning of a sentence. Therefore the researcher correlates vocabulary mastery and reading considering that two are interrelated each other.

The purpose of this study was to explore and analyze the relationship between students' English vocabulary mastery and reading in second grade students of MTs Babul Khairat. By understanding this correlation, it is hoped that it can provide valuable insights for teachers in developing effective teaching strategies to improve students' English reading.

The results of this study are expected to provide a better understanding of the importance of mastering English vocabulary in learning to read for second grade students at MTs Babul Khairat. These results can provide guidance for teachers to develop teaching strategies that are more effective in improving students' English reading. In addition, this research can also as a basis for further research related to English acquisition and reading comprehension at the junior high school level.

Thus, this research has important relevance and benefits in improving the quality of learning English and helping children to develop good reading skills at a critical age in their language development. In collecting data for this study, researchers will correlate students' English vocabulary mastery and English reading of class VIII students of MTs Babaul Khairat Penibung Mempawah for the 2022/2023 academic year, this study focuses on the degree of relationship between these two variables. And the method used by researchers is quantitative.

This research is expected to provide a better understanding of the relationship between students' English vocabulary mastery and their English reading. The results of this study can provide important information to educators and policymakers in developing effective strategies for teaching English. If there is a significant positive correlation between vocabulary mastery and English reading,

this will emphasize the importance of teaching vocabulary that is integrated with reading skills.

B. Research Methodology

A research design is a plan or strategy that is drawn up for organizing the research and making it practicable, so that research questions can be answered based on evidence and warrants. Research design has to take account of the context of research and constraints on it, as these will inform orienting decisions. Such decisions are strategic; they set the general nature of the research (Louis Cohen, Lawrence Manion and Keith Morrison 2018:173). The research design was a correlational design that was procedure in quantitative research in which the researcher measured the degree of relation between two or more variables using the statistical procedure of correlational analysis.

Correlation is concerned with describing the degree of relationship between two or more variables. Related with this is the concept of prediction. If we know the degree and nature of correlation of two variables, we would be in a position to predict the changes in a variable as a result of changes in the other and vice-versa. The us Prediction is concerned with estimating one variable from the knowledge of another (R. P. Pathak 2011:51). Researchers use a correlational research design to measure 2 or more variables to investigate the extent to which the variables are related. Coyle summarized that correlational research can uncover variables that are interacting and the type of interaction that is occurring, which allows the researcher to make predictions based on the discovered relationships. Furthermore, a statistical test such as a correlational statistic can determine the relationship objectively (E Seeram 2019:13).

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, Arikunto 2002:98). In this research design, the variable X related to variable Y, where variable X was vocabulary mastery and variable Y was reading comprehension. The first variable was taken from the students' score in

vocabulary test and the second variable was taken from the students' score in the reading test.

population is of interest to randomize the researcher to whom he or she wants the research results to be generalizable (Gay, L. R., Mills, G. E., & Airasian, P. W 2011:234). The population of this research is second grade students of MTs Babul Khairat. There are 50 students spread across two classes. Sample is a process of selecting a number of individuals for study in such a way that they represent the larger group from which they are selected. states that sample is a group of individuals, items, or events that represents the characteristics of the larger group from which the sample is down (Gay, L. R., Mills, G. E., & Airasian, P. W 2011:234). Researchers take samples by flapping coins; the researcher randomly took one class of two classes as a sample. Then class VIIIB was chosen as a sample with 22 students.

Intrument are tools that researchers use when collecting data to facilitate their work and to obtain more appropriate, complete and systematic results to facilitate data processing. There are many types of instrument that researchers use to conduct research. In this study, researchers used testing as a tool. Her four language proficiency levels of students were measured using her two basic forms of testing: the objective test and the essay test. In this study, researchers used only objective tests. The objective tests used in this case are multiple-choice tests for both vocabulary and reading.

Every test, even if it is a short test, must demonstrate validity. Validity concerns the nature of what is valid, what validity means, how to know if one has reached an acceptable level of validity, how to discuss validity in research terms and how validity enters design, and conclusions (Louis Cohen, Lawrence Manion and Keith Morrison 245). There are three main types of validity: content validity, structure validity, and criteria validity.

In this study researchers used content validity, Content validity is a core asset of a research instrument as it shows the representativeness of the aspects measured by the instrument and considers in terms of the content of the means offered (A. Muri Yusuf 2014:235). A possible test is considered valid if it

provides accurate results for the test's intended use. The author uses SPSS to observe the items for in-depth evaluation of vocabulary.

The author is also an English teacher who has actually observed reading tests and here are process to clearly define which compliance needs to be measured. Reliability testing determines the consistency of measuring devices. Reliability is basically a general term for the reliability, consistency, and repeatability over time according to time, each time and the group of respondents (Louis Cohen, Lawrence Manion and Keith Morrison 268). There are many ways to determine reliability. These methods are Stability, Equivalence, Equivalence and Stability, Verifier Confidence, and Internal Confidence. The reliability of this study was assessed using SPSS software Cronbach's alpha formula.

The Researcher judges the student's ability and calculates the average score of the vocabulary And Reading test. Here are the models and formulas:

Table 3.1
Classifying the Students' Vocabulary Mastery and Reading
Classification Score

NO	THE RANGE OF SCORE	LEVEL OF ABILITY
1	75-80	Excellent
2	70-74	Good
3	55-69	Fair
4	45-54	Poor
5	40-44	Very Poor

(Syahrani Ramadani, 2021)

When conducting research, researchers only use tests as the main tool namely the vocabulary test and the reading comprehension test. In this case, the researcher chooses quizzes and essays in the sheet music collection. The test is divided into 20 vocabulary test questions which includes essay questions and 20 comprehension questions, in multiple choice format. many choices. Each correct answer will receive 1 point. A student's score is calculated using a formula provided by an expert Use the following expert-recommended formula:

$$\text{Individual Score} = \frac{\text{Jumlah Skor Perolehan}}{\text{Jumlah Skor Maximum}} \times 100$$

By: Sutomo (1985:123)

To find the student mean, the researcher uses the following formula:

$$M = \frac{\sum x}{n}$$

where: M: mean score
 $\sum x$: total score
 n: number of subjects

1. Calculating the correlation

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

where:

- r = product moment correlation
- $\sum xy$ = sum of the product moment of the paired x and y score
- $\sum x$ = sum of the x score
- $\sum y$ = sum of the y score
- $\sum x^2$ = sum of the square x score
- $\sum y^2$ = sum of the square y score

Table 3.2
The degree of Correlation coefficients

Coefficient Interval	Degree of Correlation
0.00-0.199	Very Weak
0.20 - 0.399	Weak
0.40 - 0.599	Fair
0.60 - 0.799	Strong
0.80- 1.000	Very Strong

(Syahrani Ramadani, 2021)

A correlation coefficient magnitude between 0.80 and 1.000 indicates that the variables are highly correlated. A correlation coefficient magnitude between 0.60 and 0.799 indicates variables that are strongly correlated. A correlation coefficient magnitude between 0.40 and 0.599 indicates moderately correlated variables. A correlation coefficient magnitude between 0.20 and 0.399 indicates a variable with low correlation. Correlation coefficients with magnitudes less than 0.399 are uncorrelated.

C. Discussion

Vocabulary plays an important role in learning English as part of the linguistic aspect. It is difficult to learn English without a good vocabulary. Students who improve their vocabulary will easily improve their English. Students consider English as one of the most difficult subjects to learn, vocabulary is a list or collection of terms specific to a language, a list or collection of words that can be used by speakers of that language. This shows that interaction can only happen by using words. Language is a tool for talking to each other every day. It is very important to convey our feelings and thoughts. If we look at the definition of vocabulary in the dictionary, it can be described as a set of words (along with the rules for combining them) that make up a language. Vocabulary is the first and most important step in learning a language.

This shows that students will find it easier to learn a language, if you have a good knowledge of vocabulary, if students have a good vocabulary, they can read or listen to clear English, then write or say English sentences. If students master vocabulary, it helps them communicate with people, understand all the information and vocabulary of the country information from other countries, and vocabulary will also help students speak and hear English clearly, then students understand when reading English words. Reading as an active cognitive activity, to a large extent, includes tracking comprehension to construct meaning, which implies that the brain is responsible for most comprehension efforts.

From the above definitions it can be concluded that reading is the process of finding meaning in a text. When a person reads, he or she is trying to understand the text and find the main idea. Therefore, reading can be considered as a process of understanding the text and finding meaning. The relevance of the reader's

experience is a factor that affects comprehension. Factors that influence comprehension. Language development and growth are important aspects in the course of students' experiences.

The researcher intends to find out the correlation between vocabulary acquisition and reading comprehension from the test results. The correlation between vocabulary mastery and reading comprehension obtained an r count value of 0.416. While the r table value at a significant level of 0.05 and degrees of freedom (df) = 20 is 0.444. From these results, r count is smaller than r table which means there is a negative relationship between vocabulary mastery and reading.

D. Conclusion

Aspect of language. It is difficult to learn English without a good vocabulary. Students who increase their vocabulary will easily develop their English. Student consider English as one of the most difficult subjects to learn learning process, vocabulary in the form of a list or a list or set of terms specific to a language, or a list or set of words that can be used by speakers of that language. That speakers of a language can use if we check vocabulary definition in the dictionary, vocabulary can be described as a set the number of words that make up a language explains. Vocabulary is the first and most important step in learning a language. This indicates that students will learn the language.

Language is easier if you have good knowledge of vocabulary. Have a good vocabulary. If students have a good vocabulary, they can read or listen clear English, then write or speak English sentences. If the student masters vocabulary, which help them communicate with people, understands all information and vocabulary of countries information from other countries, and vocabulary will also help students speak and hear English clearly with native speakers, then students understand when reading English words from other countries.

The researcher collected data by giving students essay tests for vocabulary and multiple choice for reading questions. The researcher intends to find out the correlation between vocabulary mastery and reading comprehension from the test results. The Correlation between vocabulary mastery and reading comprehension r counted 0.416. From these results, r count is lower than r table which means there is a negative relationship between vocabulary mastery and reading.

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