

The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension in Recount Text at MTs Yayasan Misi Islamiyah PT. Inecda Indragiri Hulu

Elda Yulfischa, Cut Raudhatul Miski
Faculty Of Education and Teacher Training
State Islamic University Of Sultan Syarif Kasim Riau
Pekanbaru, Riau, Indonesia

Eldayulfischa98@gmail.com cut.r.miski@gmail.com

Received: 20 Januari 2024; Accepted 20 Maret 2024 ; Published 17 September

2024 Ed 2024; 5(2): 36-47

Abstrack

The purpose of this research is to describe the correlation between students vocabulary mastery and their reading comprehension in recount text at MTs Yayasan Misi Islamiyah PT. Inecda Indragiri Hulu. This research was descriptive quantitative. There were 35 students as samples chosen by using total sampling technique. In collecting the data, the researcher distributed the test to respondent to determine the students vocabulary mastery, which consisted of 20 item statements that was constructed based on the indicators of vocabulary mastery and to know the reading comprehension in recount text, the researcher distributed the test too. The researcher used descriptive statistic to analyze the data. The outcome of this research showed that r observed was 0.495. with degree of significance 1% the score of r table obtained was 0.282, therefore, $r_{observed} > r_{table}$ ($0.495 > 0.2282$) meanwhile, with degree of significance 5%, the score of r_{table} obtained was 0.333, therefore, $r_{observed} > r_{table}$ ($0.495 > 0.282$). the outcome of this research showed that the score was significantly correlation between students' vocabulary mastery and their reading comprehension in recount text at MTs Yayasan Misi Islamiyah PT. Inecda Indragiri Hulu.

Copyright © 2024, Journal of Education and Teaching

DOI: 10.24014/jete.v5i2.21620

INTRODUCTION

English is regarded as foreign language in Indonesia which formally taught in Indonesia from the primary schools up to university. Therefore, for the students must be able master English. To be able to master English lessons students must master four skills, they are listening, speaking, reading, and writing. Reading is one of the important language skills. To be able to master English lessons students must master four skills, they are listening, speaking, reading, and writing. Reading is one of the important language skills. By reading people may get a lot of information and knowledge. In order to understand in reading English language we also need to master the vocabulary which can help us in understand the meaning of text. However, vocabulary and reading are two things that cannot be separated to one another. When learning reading students need vocabulary to understand the idea and when learning English vocabulary, students need a lot of practice of reading, because reading is the active way in learning vocabulary. Vocabulary is one of important component in teaching learning language to support the English language skill. Junior high school students are taught reading of various kinds of text. Based Curriculum 2013 for junior high school gives obligation to students to develop their reading skill and also to comprehend types of texts based on their grades.

In the school, students learn about recount text especially the second grade students of MTs Yayasan Misi Islamiyah PT. Inecda Indragiri Hulu. Recount text has several language features and generic structures. The several language features are using simple past tense, past continuous tense, past perfect tense and past perfect continuous tense; Using temporal sequence; Focus on specific participant; Using the conjunction; Using active verb. In understanding of recount text many students have lack of vocabulary that includes language features of recount text. The problem of students vocabulary mastery such as action verb, to be and adverb of time and place. This causes the students cannot reach the minimal completeness criteria.

MTs Yayasan Misi Islamiyah PT. Inecda Indragiri Hulu which is located in Rengat Barat is one of the formal educational institutions in Indragiri Hulu, Riau. In MTs Yayasan Misi Islamiyah PT. Inecda Indragiri Hulu programmed using the 2013 curriculum (K13) which requires students to more be active in the learning process in the classroom.

The researcher conducted a pre-research in this school by doing observation and interviewed the English teacher and some eight grade students. According to the English Teacher the level of mastery of English students' vocabulary was very low. Even though these student always come to the English classes and it almost never late to enter the class. Meanwhile the researcher also interviewed few students, some students do not like learning English but they claimed that they like to listen the English song. That is because students do not like the content of English lessons. Apart from that most students admitted that they do not master English vocabulary although the teacher has often help the students to memorize vocabulary in the class. According to them the English vocabulary is very difficult to memorize and difficult to pronounce, so that the vocabulary does not last long in their memories.

School is a place of learning for students, but sometimes the environment at school does not support students to learn. For example the sound that is too loud from other students

sometimes becoming a problem that can disturb student concentration during the teaching and learning process. Beside that students also rarely repeat English lessons at home because they feel that studying alone at home is very boring. Even though they have tried to repeat English lessons at home, they still don't understand. According to the teacher the ability of students in reading English is also very low even the student always read English text in the class. Almost all students have difficulty understanding the contents of the text they read in class.

Based on the researcher preliminary observation in MTs Yayasan Misi Islamiyah PT. Inecda Indragiri Hulu, especially in second grade the writer found some phenomena. First is some of students could not put or could not understand the vocabulary in the context of the sentences when comprehending the text. Second is some of students lack of in vocabulary mastery when reading a text. Third some of students lack of confident in vocabulary mastery when comprehending the text. And last is some of students lack of reading comprehension.

Most of previous studies (Ratnawati 2005, Sutarsyah 2008, Permatasari, Sutarsyah & Sukirlan 2015, Furqon 2013, Nouri Zerhouni 2016, Desita, Khairul & Septy 2016) the researcher concluded that many other researcher investigated about vocabulary achievement, reading achievement, describe the vocabulary in the reading text and to seek if the text is useful for reading skill development, students' vocabulary and grammar mastery and their achievement in reading comprehension, students vocabulary mastery and their reading comprehension, relationship between two dimensions of vocabulary knowledge and students vocabulary mastery and their reading habits toward their ability to comprehend an analytical exposition text. The most of previous studies was located at Java, but in this research located at Riau, Sumatera. In this research focus on vocabulary mastery and their reading comprehension in recount text and the location at Indragiri Hulu.

METHODOLOGY

This research was a quantitative research. Arikunto (2006) claims that quantitative research is appropriate with the name, this research is much demanded by using number, beginning from collecting the data, interpretation toward the data, and the result. Since this research concern on the investigation to find out the correlation between students' vocabulary mastery and their reading comprehension, the research type must be a correlational research. The method used in this research is correlation. According to Creswell (2012) correlation is statistical test to determine the tendency or pattern for two or more variables or two sets of data to vary consistently. Correlation in this research means the relationship between students' vocabulary mastery and student reading comprehension in Recount Text at MTs Yayasan Misi Islamiyah PT. Inecda Indragiri Hulu. There are two variable in this research, they are independent variable and dependent variable. Independent variable is students' vocabulary mastery and it is symbolized by (X). Dependent variable is reading comprehension and it is symbolized by (Y). This study is aimed to know the correlation between students' vocabulary mastery and their reading comprehension at MTs Yayasan Misi Islamiyah PT. Inecda Indragiri Hulu. The second grade of MTs Yayasan Misi Islamiyah PT. Inecda Indragiri Hulu as a

subject of this research, and the object in this research is the relationship between students' vocabulary mastery and their reading comprehension.

According to Creswell (2012) "population is a group of individuals who have the same characteristic". The population in this research is second grade of MTs Yayasan Misi Islamiyah PT.Inecda Indragiri Hulu. The total number of students there are 35 students. According to Creswell (2012) "sample is a subgroup of the target population that the researcher plans to study for generalizing the target population". The total number in this research is less than 100 students, so the researcher wants to use total sampling technique. According to Sugiyono (2010) total sampling is a sampling technique in which all of the students become respondents. So the researcher used all of the number population as sample in this research

1. Technique of Collecting the Data

The data collection of the research was collected by using test

a. Test

To find out the students' vocabulary mastery (X) and reading comprehension (Y), the researcher used test to assess the students' vocabulary mastery and reading comprehension at second grade of MTs Yayasan Misi Islamiyah PT.Inecda Indragiri Hulu. In this research, the researcher used multiple choices as form the list. The questions and texts used in the test were adopted from English text book and National Exam questions.

2. Technique of Data Analysis

To know about there is a significant correlation between students' vocabulary knowledge and their reading comprehension, the data analyzed statistically by used person product moment correlation coefficient using SPSS 23. In order to find out the categories of score, the following are classification of the score.

Table III.5

Classification of Students' Score

No	Score	Category
1.	80-100	Very good
2	66-79	Good
3	56-65	Enough
4	40-55	Less

5	30-39	Fail
---	-------	------

Adopted from (Arikunto, 2006, p.245)

To analyze the data of the students' vocabulary mastery and reading comprehension, the researcher used the formula (Anas Sudijono, 2011, p. 43):

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Number of percentage

F = Frequency

N = Number of sample

Meanwhile, in order to get easy in analyzing the data, the researcher used SPSS 20.0 program for Windows. The product moment correlation coefficient was obtained by considering the degree of freedom (df) = N-nr; (N= number of sample, nr = number of variable)

RESULT and DISCUSSION

RESULT

The finding of this research is there is correlation between students' vocabulary mastery and their reading comprehension in recount text at MTs Yayasan Misi Islamiyah PT. Inecda Indragiri Hulu. 24% students' vocabulary mastery at MTs Yayasan Misi Islamiyah PT. Inecda Indragiri Hulu were influenced by their reading comprehension in recount text.

DISCUSSION

Data presentation of students' vocabulary mastery are presented based on the items. In this research, there were 20 items in test of vocabulary mastery. The researcher also described the category and the percentage of students' vocabulary mastery as follows:

Table IV.3

The Frequency and Percentage of Students' Vocabulary Mastery

No.	Score	Category	Frequency	Percentage
1	80-100	Very good	1	3%

2	66-79	Good	7	20%
3	56-65	Enough	10	29%
4	40-55	Less	17	49%
5	30-39	Fail	0	0%
Total			35	100%

From the table above, it can be seen that there were 1 student was at very good category, with the percentage was 3%. 7 students were at good category, with the percentage 20%. 10 student was at low category, with the percentage 29% and 17 students at less category, with the percentage 49% and there was no student at fail category with the percentage 0%. Based the explanation above, the researcher concluded that students' vocabulary mastery at MTs Yayasan Misi Islamiyah PT.Inecda Indragiri Hulu was at less category with the total students were 17 and the percentage was 49%.

The data are presented based on the items. In this research, there were 20 items in test of students' reading comprehension. The researcher also described the category and the percentage of students' reading comprehension as follows:

Table IV.6

The Frequency and Percentage of Students' Reading Comprehension

No.	Score	Category	Frequency	Percentage
1	80-100	Very good	6	17%
2	66-79	Good	19	54%
3	56-65	Enough	9	26%
4	40-55	Less	1	3%
5	30-39	Fail	0	0%
Total			35	100%

From the table above, it can be seen that there were 6 student was at very good category, with the percentage was 17%. 19 students were at good category, with the percentage 54%. 9 students was at low category, with the percentage 26%, 1 student was at less category, with the

percentage 3% and there was no student at fail category with the percentage 0%. Based the explanation above, the researcher concluded that students' reading comprehension in recount text at MTs Yayasan Misi Islamiyah PT. Inecda Indragiri Hulu was at good category with the total students were 19 and the percentage was 54%.

data presentation of students' vocabulary mastery and their reading comprehension in recount text at MTs Yayasan Misi Islamiyah PT. Inecda Indragiri Hulu.

Table IV.7

The Score of the Data Presentation of Students Vocabulary Mastery and Their Reading Comprehension in Recount Text

Students	Vocabulary Mastery Score	Reading Comprehension Score
1	50	75
2	80	85
3	50	70
4	50	65
5	50	60
6	65	70
7	55	75
8	50	60
9	65	80
10	50	75
11	75	70

12	55	65
13	70	75
14	55	75
15	55	60
16	65	70
17	70	75
18	50	65
19	60	75
20	70	75
21	60	70
22	55	80
23	45	85
24	45	60
25	60	70
26	60	65
27	75	85
28	65	75
29	65	70
30	70	80
31	55	75
32	45	65
33	65	75
34	70	70
35	50	55
Total	2075	2500

Mean	59,29	71.43
------	-------	-------

Based on the table above, it is concluded that the total score for students vocabulary mastery was 2075 and the total score for students' reading comprehension was 2500. Meanwhile, the mean score for students vocabulary mastery was 59.29 and for students' reading comprehension were 71.43.

Pearson correlation was conducted in this research in order to determine any significant the correlation between students' vocabulary mastery and their reading comprehension in recount text at MTs Yayasan Misi Islamiyah PT. Inecda Indragiri Hulu. It can be seen from the value of r table. From Pearson analysis for vocabulary mastery and their reading comprehension in recount text above, it showed on the table above, r observed was 0.495. With degree of significance 1%, the score of r table obtained was 0,282, therefore, $r_{observed} > r_{table}$ ($0.495 > 0.282$); meanwhile, with degree of significance 5%, the score of rtable obtained was 0.333, therefore, $r_{observed} > r_{table}$ ($0.495 > 0.282$); the result showed that the score was significantly correlated between students vocabulary mastery and their reading comprehension in recount text at MTs Yayasan Misi Islamiyah PT. Inecda Indragiri Hulu.

CONCLUSION

This research was conducted to know the correlation between students' vocabulary mastery and their reading comprehension in recount text at MTs Yayasan Misi Islamiyan PT.Inecda Indragiri Hulu. Based on what has been discussed, presented and analyzed in the previous chapters, the researcher concluded that:

1. Students' vocabulary mastery at MTs Yayasan Misi Islamiyah PT.Inecda Indragiri Hulu was at less categories with the total students were 17 and the percentage was 49%. The total score for students vocabulary mastery was 2075 with the mean score for students vocabulary mastery was 59.29.
2. Students' reading comprehension in recount text at MTs Yayasan Misi Islamiyah PT. Inecda Indragiri Hulu was at good category with the total students were 19 and the percentage was 54%. The total score for students reading comprehension was 2500 with the mean score for student reading comprehension was 71.43.
3. Pearson analysis for vocabulary mastery and their reading comprehension in recount text above, it showed on the table that r observed was 0.495. With degree of significance 1%, the score of r table obtained was 0,282, therefore, $r_{observed} > r_{table}$ ($0.495 > 0.282$); meanwhile, with degree of significance 5%, the score of rtable obtained was 0.333, therefore, $r_{observed} > r_{table}$ ($0.495 > 0.282$); the outcome of this research showed that the score was significantly correlation between students' vocabulary mastery and their reading comprehension in recount text at MTs Yayasan Misi Islamiyah PT. Inecda Indragiri Hulu.

REFERENCES

- Akbar, R.P.S & Usman, H. (2013). *Pengantar Statistika*. Edisi Kedua. Yogyakarta.
- Apriani, Y., Sukirlan, M., & Huzairin. (2015). Comparison between using authentic and non-authentic materials in students' reading comprehension achievement. *UNILA Journal of English Teaching*.
- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: RinekaCipta.
- Beck, McKeown. (2002). *Bringing Words to Life* : Guildford first edition
- Burton. 1982. *Mastering English Language*. London: The Macmillan Press.
- Cameron L. (2001) *Teaching Languages to Young Learners*. University Press Reading Comprehension. *Journal of English and Education*.
- Cohen, Louis, Lawrence Manion, and Keith Morrison. (2005). *Research Method in Education* 5th Edition. Prancis: Routledge Falmer.
- Creswell, John W. (2012). *Research Design Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: PustakaPelajar.
- Day, R. R., & Park, J. (2005). Developing reading comprehension questions. *Reading in a Foreign Language*, 17(1), 60-73.
- Desita, Khairul & Septy (2016). A Correlation Between Students' Vocabulary Mastery And Their Reading Habits Toward Their Ability To Comprehend An Analytical Exposition Text At Sman 7 Padang. English Department, the Faculty of Teacher Training and Education Bung Hatta University
- Dirgeyasa. (2016). *College Academic Writing: A Genre-Based Perspective*. Jakarta: Kencana
- Fajar Furqon. (2013). Correlation between Students' Vocabulary Mastery And The Reading Comprehension. *Journal of English and Education* 2013, 1(1), 68-80. English Education Study Program of Indonesia University of Education
- Grabe. (2009). *Reading in Second Language*. Cambridge: Cambridge University Press.
- Hamka. (2006).
- Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: Paul H. Brookes Publishing Company.
- Henry and Pongrantz. 2006 . *Some effects of the Nature and Frequency of Vocabulary Instruction on the Knowledge and Use of Words*. *Reading Research Quarterly*, 20, 522-535.

- Hirsch, E.D. (2003). Reading comprehension requires knowledge ± of words and the world. American Educator: American Federation of Teachers
- I.S.P,Nation. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Kosasih. (2016). *Types of Text*. Bandung: Yrama Widya.
- Kristono, et al. (2012). *The Bridge English Competence*. Surabaya: Yudhistira.
- McEntire, Jo. (2003). Read Ahead 2: Reading and Life Skills Development. Longman: Pearson Education
- Miller, G. & Gildea, P. (1987). How children learn words. Longman: Pearson Education
- Nouri & Zerhouni (2016). Lexical Frequency Effect on Reading Comprehension and Recall. Arab World English Journal (AWEJ) Volume 9. Number 2. June 2018. Faculty of Education, Mohammed V University Rabat, Morocco.
- Nunan, D. (1992). Research Methods in Language Learning. Cambridge: Cambridge University Press.
- Pardiyono. (2007). *Method of Teaching Genre-Based Writing Effectively*. Yogyakarta: Diva Press.
- Permatasari, S., Sutarsyah, C., & Sukirlan, M. (2015). The correlation between students' vocabulary and grammar mastery and reading comprehension. UNILA Journal of English Teaching, 4(2), 2-15.
- Ramelan. (1992) *introduction to linguistic analysis*, Semarang:IKIP Semarang Press
- Ratnawati, D. (2006). *The Correlation Between Vocabulary Mastery And Reading Comprehension: The Case of The Seventh Grade Students of SMP N 13 Semarang in The Academic Year 2005/2006*. Thesis. Unpublished. Language and Art Faculty. Semarang State University : Semarang.
- Riduwan. (2006). *Metode dan Teknik Menyusun Tesis*. Bandung: Alfabeta
- Roehrig, Alysia D. & Guo Ying. . *Reading in a foreign language*. United States: Florida State University
- Syafii S, M. (2014). *From Paragraphs to a Research Report: A Writing of English' for Academic Purposes*. Pekanbaru: Suska Press
- Sugiyono. (2010) *.Statistika Untuk Penelitian*. Bandung : Alfabeta
- Sutarsyah, C. (2008). Vocabulary constraint on reading texts. TEFLIN Journal, 19(2), 127-140.

- The Lexicon Webster International Dictionary of The English Language: The English Language
Institut of America, Inc, 1994
- Turkeltaub, P. E. ., Flowers, D. L., Zeffiro, T. A., Eden, G.F., & Gareau, L. (2003). Development
of neural mechanisms for reading. *Nature Neuroscience*, 6(7), 767-773.
- Ur, Penny. (1996). *A Course in Language Teaching*. Cambridge: Cambridge University Press.
- Van Dijk , T.A., & Kintsch, W. (1983). *Strategies of discourse comprehension*. New York:
Academic Press.
- Widjono. 2008. *Bahasa Indonesia Mata Kuliah Pengembangan Kepribadian di Perguruan Tinggi*.
Jakarta: PT Grasindo.
- Yildirim, K. Yildiz M. and Ates S. (2011). *Is Vocabulary a Strong Variable Predicting
Reading Comprehension and Does the Prediction Degree of Vocabulary Vary according
to Text Types*. Turkey : Gazi University.