

THE RELATIONSHIP BETWEEN VIII GRADE OF DEPOK JUNIOR HIGH SCHOOL STUDENTS' VOCABULARY MASTERY AND THE RESULTS OF READING ENGLISH

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<p>Keywords: Vocabulary mastery; Relationship; The results of reading;</p>	<p>Abstract: The purpose of this study was to determine the relationship between vocabulary mastery and the results of learning to read English. The research method used to analyze was a correlational descriptive method. The instruments used were in the form of a vocabulary mastery test totaling 40 questions and an English reading learning achievement test totaling 40 questions after the validity test was carried out and the instrument test was reliable which was tested on 50 samples. From the research results of the Vocabulary Mastery test, the results of the Mean (M) analysis were 26.32; The median (Me) is 34; Mode (Mo) of 21; Variant (V) 83.1776 and Standard Deviation (SD) of 9.1. From the results of the English Reading Results test, the Mean (M) was 25.4, the Median (Me) was 37, the Mode (Mo) was 38.75, the Variant (V) was 121.64 and the Standard Deviation (SD) was 11.02905254. From the calculation of hypothesis testing, it is obtained that $t \text{ value} = 5.4 > t \text{ table} = 2.484$ So it can be concluded that H_0 is rejected H_1 is accepted. It means if there is a positive and significant relationship between the Vocabulary Mastery variable on Reading Learning Outcomes.</p>	
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INTRODUCTION

English is the first foreign language used in Indonesia to communicate and connect to other nations, especially in terms of science and technology, which always requires everyone to be able to communicate internationally in accordance with the interests and developments of the times. This is also due to the various advantages of English, among others, in its wealth of idioms (special expressions), which are more varied and always developing than other European languages. English is also an international language with a wide range of users. according to (Harjono Rayner 2001: XXV), states if "English is an international language so that it is the language most widely used throughout the world. We can see the position of English as an international language with the presence of anglophone speakers (English speakers) spread across five continents." English is not only used by anglophone speakers, but used by the world community, especially people who tend to be modern. This is also due to the various advantages in English, among others, in its richness of idioms (special expressions), which are more varied and always developing than other European languages. English has a vital role in communication, politics, health, work, international communication. Hence,



English is needed to be learned by people in this world (Wadu, et.al., 2021). Based on the meaning above, it implies that language is an arbitrary vocal symbol system that allows people in a particular social culture or individuals who study the system to communicate or interact.

Learning vocabulary is one of science which is the most important aspect in developing one's ability to use a foreign language effectively. Vocabulary is all the words that are known or used by someone, agreeing with that a language cannot be separated from the presence of vocabulary. According to A. S. Hornby (2010), "Vocabulary is divided into two types. First, active vocabulary refers to items which the learner can use appropriately in listening or writing but in fact, it is more difficult to put into practice". The point is to be able to use productive vocabulary so students have to know how to speak well, the target grammar also they have to understand and master its use, as well as the meaning of collocation of words that are closely related to the vocabulary, they should be close to. Vocabulary refers to a group of words that are owned by a language and is a component in language that continues to grow without stopping. When people think about vocabulary, they tend to think about the meaning of the word. Vocabulary therefore has an important role to help the students understand the meaning of words (Santoso, 2014). However, understanding vocabulary does not only involve the meaning of words, but also involves spelling, pronunciation, morphology, syntax, and depth of meaning. The use of words in language activities is generally limited to certain words used. In using language, individuals cannot use all the existing vocabulary in a language. According to (Wagner, Muse, tannebaum 2007:252) "Vocabulary, or knowledge, usually refers to the ability to understand the meanings of words." The meaning of the quote is that vocabulary is a set of words that are known by a person or other entity or are part of a language. Vocabulary is defined as the set of all words understood by that person or all the words that will be used by that person or refers to the ability to understand the meaning of the word and also compose new sentences. according to (Fahrudin and Jamaris 2005:12) also suggests that "A person's language capacity is a reflection of his ability to classify and show the meaning of certain words." A number of words from a language arranged alphabetically or alphabetically accompanied by explanations to express every idea, thought or feeling.

The process for obtaining information from written text is to read, from author to reader. This reading process aims to understand the meaning that will be conveyed in the written text (Rahayuningsih, 2020). (T.T Surjosuseno, 2011) states, "reading is an activity which people cannot measure while it is processing." This can mean that the result can be seen when it has been generated. For example, when students are reading, teachers cannot measure their reading skills. Reading is a complex and complicated process. Complex means that the reading process is involved in various internal and external factors of the reader. Internal factors can be intelligence (IQ), interests, attitudes, talents, motivation, reading goals, and so on. External factors can be in the form of reading tools, reading texts (simple-heavy easy-difficult), environmental factors, or factors of socio-economic background, reading habits and traditions. It is complicated that internal and external factors are linked or connected, forming a kind of complex coordination and supporting reading comprehension. Intensive reading prioritizes understanding, deep and detailed understanding. Intensive reading is divided into reading content review and language study. Reading content review includes reading perceptive, understanding, critical and reading ideas while reading language study consists of reading language. (Samsu Sumadayo, 2011: 5) says that "Reading is a process of picking and understanding the meaning or meaning contained in written language (reading is bringing)."



The point is that the reader is understanding language patterns from his written descriptions where reading is a process of associating letters, translating and understanding the meaning of the contents of the reading. According to (Tarigan, 2015) states that "Reading is a process that is carried out and used by readers to comprehend messages conveyed by writers using words as media". Reading is a process of mastering the level of reading to obtain the contents of messages and news from things contained in writing or words. Learning to read English is very beneficial for students, because by mastering skills in terms of knowledge and communication in English which is an international language or the language used when communicating both orally and in writing with citizens of any country, it will make it easier for students to socialize especially in the current era of globalization.

By increasing student's learning result, it automatically makes a significant contribution to vocabulary mastery with their result of English reading learning. The author is interested in discussing the relationship between those two variables furthermore. Therefore, this problem can actually be overcome by trying to read more. By adding reading activities, it is hoped that not only will students' vocabulary mastery increase, but their insight and knowledge will also increase. Reading activities also apply a number of skills to process reading texts in order to understand the contents of the reading. Students are expected to understand an English discourse which consists of several vocabularies arranged according to the rules of language that form a meaning and meaning. To understand a discourse correctly, he must master the meaning of vocabulary. If students have a lot of vocabulary mastery, the results of learning of read will be good.

METHOD

The method used in this research was a descriptive approach that can be carried out by collecting as much data or information as possible regarding the correlation between vocabulary mastery and learning result in reading English. Then an analysis of the results of the study was carried out to find out the correlation between English vocabulary mastery as variable X and students' reading learning results as variable Y. These two variables were carried out in class VIII SMP and collected data by using tests at the time of learning.

RESULT AND DISCUSSION

Result

The research data consists of two independent variables which are Vocabulary Mastery (X) and the dependent variable English Reading Results (Y).

Descriptive Analysis of Vocabulary Mastery Tests

Vocabulary mastery variable data was obtained through a test consisting of 40 items from 50 students as respondents. There were 5 alternative answers where the highest score was 1 and the lowest score was 0. Based on the vocabulary mastery variable data, the highest score was 38 and the lowest score was 4. The details from the results of questionnaires that have been distributed to 50 students of junior high school as samples are shown as below:

Table 1 Table of Vocabulary Mastery Variable Instruments

Respondent	Score
1	35
2	35



3	37
4	35
5	13
6	31
7	23
8	33
9	10
10	30
11	29
12	19
13	30
14	20
15	17
16	33
17	20
18	36
19	37
20	35
21	38
22	35
23	30
24	37
25	36
26	27
27	17
28	17
29	18
30	8
31	25
32	35
33	30
34	35
35	28
36	13
37	4
38	29
39	31
40	24
41	24
42	18



43	15
44	22
45	38
46	33
47	23
48	12
49	38
50	18

Table 2 Frequency Distribution Data of Vocabulary Mastery

Distribution					
Class of Interval	f	x	f.x	x ²	f.x ²
4 - 8	2	4	8	16	32
9 - 13	4	6.5	26	42.25	169
14 - 18	7	9	63	81	567
19 - 23	6	11.5	69	132.25	793.5
24 - 28	5	14	70	196	980
29 - 33	11	16.5	181.5	272.25	2994.75
34 - 38	15	19	285	361	5415
Total	50	45	236	467.5	2541.5

From the description above it can be said that the results of the test on the Students' Vocabulary Mastery Variable have a fairly high value category. This can be seen from the mean value of 26, and the median and mode values which are almost the same as the average value. Results of analysis Mean (M) of 26.32; The median (Me) is 34; Mode (Mo) of 21; Variant (V) 83.1776 and Standard Deviation (SD) of 9.1

Analysis of English Reading Result Test

Data of English Reading Result were obtained through a test consisting of 40 items with 50 students as respondents. There are 5 alternative answers where the highest score was 1 and the lowest score was 0. The details from the results of questionnaires that have been distributed to 50 students of junior high school as samples are shown as below:

Table 3 Table of Instruments English Reading Result Variable

Respondent	Score
1	37
2	38
3	38
4	35
5	14
6	30
7	16



8	39
9	10
10	36
11	29
12	5
13	33
14	5
15	25
16	36
17	8
18	33
19	33
20	25
21	35
22	38
23	21
24	36
25	38
26	39
27	37
28	25
29	16
30	18
31	27
32	39
33	19
34	35
35	27
36	8
37	11
38	24
39	25
40	22
41	23
42	12
43	19
44	16
45	35
46	30
47	29



48	2
49	34
50	5

Table 4 Table of Frequency Distribution of English Reading Result Variable:

Distribution						
Class of Interval	f	x	f.x	x ²	f.x ²	
7 - 11	8	5.5	44	30.25	242	
12 - 16	5	8	40	64	320	
17 - 21	4	10.5	42	110.25	441	
22 - 26	7	13	91	169	1183	
27 - 31	6	15.5	93	240.25	1441.5	
32 - 36	11	18	198	324	3564	
37 - 41	9	20.5	184.5	420.25	3782.25	
Total	50	91	310	613.75	3627.5	

Based on the data variable English Reading Results, obtained the highest score of 36.00 and the lowest score of 7.00. Price analysis results *Mean* (M) of 25.4, *Median* (Me) of 37, *Mode* (Mo) of 38.75 Variant (V) 121.64 and *Standard Deviation* (SD) of 11.02905254. Based on the frequency distribution of the variable reading comprehension ability above, a bar chart can be described as follows.

The frequency of English Reading Results variable is located at intervals of 23.5-26.7 for 104 teachers (28.6%) and at least located at intervals of 7-10.2 for each of 1 person (0, 3%). From the above calculation, the value of t value = 5.4 > t table = 2.484 so that it can be said that H₀ rejected and H₁ is accepted. It means that there is a positive and significant relationship between the Vocabulary Mastery Variable and English Reading Result.

Discussion

The results of statistical calculations using Product Moment from Karl Person obtained the t value greater than t table (0.54 > 0.2484) and a significance value of 0.000, which means less than 0.05 (0.000 < 0.05). Thus, this study succeeded in proving the second hypothesis which stated that there was a positive relationship between Vocabulary Mastery and Junior High English Reading Results (SMP) class VIII. Vocabulary is one aspect that is very meaningful because all aspects of language will always use vocabulary in it. Vocabulary mastery is a linguistic aspect that must be mastered. The vocabulary aspects referred to in this study are synonyms, antonyms, terms, and aspects of mastering the meaning of words in context. Vocabulary mastery is the basis of a skilled reading. A student is required to have a large vocabulary in order to be proficient in language. Therefore, mastering a lot of vocabulary is expected to be able to develop power and understanding. The high tendency for Vocabulary Mastery of Class VIII students of Junior High School (SMP) is very evident, based on the results of the data analysis above and according to the observations of researchers when conducting discussions with these students, how to speak, express opinions, and how to respond to opinions that are not according to their wishes, it has been very well mastered by these



students. The researcher saw that VIII Grade students of Junior High School already had good Vocabulary Mastery, even the terms used in communicating also used terms or used other intellectual language. This of course can prove that there is a relationship between the level of Vocabulary Mastery possessed by students and their English Reading Results. Vocabulary mastery is the basis for someone to be skilled at reading. Someone is required to have a large vocabulary to be proficient in language. Therefore, by mastering a lot of one's vocabulary expected to develop power and understanding. It is hoped that Vocabulary Mastery will help VIII grade students of Junior High Schools absorb all the information contained in the reading, so that they understand more and find it easier to understand the meaning and content of the reading.

CONCLUSION

Based on the results of data analysis, it is found that there is a positive and significant relationship between Vocabulary Mastery and English Reading Results at VIII grade students of Kasih Depok Junior High School. This implies that Vocabulary Mastery has an important role to improve English Reading Results. Vocabulary mastery is the basis for students to be skilled at reading. Students who have a lot of vocabulary will be proficient in language, therefore by mastering a lot of vocabulary one is expected to be able to develop thinking and understanding.

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