

## THE CORRELATIONS AMONG VOCABULARY MASTERY, READING INTEREST AND READING ACHIEVEMENT OF THE TENTH GRADE STUDENTS OF SMA N 4 OF PALEMBANG

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### Abstract

This study dealt with the inquiry of the correlations among vocabulary mastery, reading interest, and reading achievement of the tenth grade students of SMA Negeri 4 Palembang. The total number of populations were 324 students. The samples for this study were 30 students taken through two stage random sampling technique. Data were collected by adopting questionnaire for reading interest and test for vocabulary and reading achievement. Then, they were analyzed by using r-Product Moment and Multiple Regression. Findings show that there are correlations among vocabulary mastery, reading interest and reading achievement. The data analysis shows that  $R_{y1x2} = 0.460$  with  $r^2 = 0.212$  and the criteria of significant test is gotten  $F_{count.} 3.624 > 3.32$ . Therefore, alternative hypothesis ( $H_a$ ) was accepted while null hypothesis ( $H_o$ ) was rejected. In conclusion, vocabulary mastery and reading interest have significant roles to improve reading achievement.

**Keywords:** *Correlation, vocabulary, reading interest, reading achievement*

### Introduction

English is considered essential as a means of communication which is used as a global language. It is used not only by Western people but also by many people all over the world including Indonesia. Freeman and Long (1991:34) state that English has become the international language for business and commerce, science, and technology, international relations and diplomacy communication. Therefore, it is important to learn English in order to communicate well in the international community.

Having good mastery of English is very important for many people in order to take an active part or even to survive in the present state of technological advancement and rapid growth of the globalization. In Indonesia, English serves a compulsory subject at school. It is studied from elementary to university level with four language skills, namely listening, speaking, reading, and writing. Among the four language

language skills in English, reading plays an important role in people's life and it has to be developed besides listening, speaking, and writing skills. Cheek et al (1989:113) state that reading is the key to learning as an aspect of life. In addition, Cooper (1993:27) claims that reading is a process of constructing or developing meaning from printed text and it is primarily a cognitive process. It is recognized as fundamental requirement for learning language as the means of communication at school.

By reading, students can get more information in the world widely without going anywhere. Through reading students acquire new ideas, gain the needed information, and seek the evidence for their ideas. Students can also get the message that the writer has expressed. Reading is important activity; it needs to be developed by students in school or university. Therefore, Reading should be mastered well by students because it is the most important skill in English to increase the knowledge.

Individual interest has been found to have a positive impact on attention, recognition, and recall, persistence and effort, academic motivation and levels of learning. According to Hidi and Renninger (2006:111-127), individual interest is less spontaneous, of enduring personal value and activated internally. It is a relatively enduring predisposition to experience enjoyment in working with particular subject matter. Individual interest is unique and personal development between the person and specific topic. This interest can be triggered from good experience, bad experience and even personal relationships. In having these unique experiences they told the students' mind to what they like and what they do not like.

According to Djuharie (2008:11), reading is an active process in which people attempt to the extract ideas, concepts, thoughts, or images from the pattern of words set forth on the printed page. There are two reasons why we read, the first reading for pleasure, and the second reading for information. Reading comprehension is the understanding of the written word, the understanding of the content that is being read and the construction of meanings of the text.

Hornby (2000:11) defines achievement as something achieved, or something done successfully with effort and skill. In relation to learning a language, achievement often refers to the result of one's effort in studying after a period of time. It usually can be measured by a test. Richards et al (1992:3) define achievement test as a test which measures how much of a language someone has learned with reference to a particular course of study of program of instruction.

Simaibang (2016:63) states that reading is categorized under receptive skill that is concerned with the ability to apprehend the meanings of the written or oriented materials. When students read about familiar topics and cultural contexts, they comprehend and retain information better than when they read about topics of which they have little or no background knowledge. Heinle (2001:87) states that purposes for reading are: 1) To search for information., 2) For general comprehension, 3) To learn new information, 4) To synthesize and evaluate information.

### **Method of Research**

This study used quantitative research with correlational design. It was conducted to know the distribution of correlation between  $X_1$  and  $Y$ ,  $X_2$  and  $Y$ ,  $X_1, X_2$  and also correlations among  $X_1$ ,  $X_2$  and  $Y$  simultaneously. And this research answered the formulation of the problem, test research hypotheses, and conclude the correlation among vocabulary mastery ( $X_1$ ), reading interest ( $X_2$ ) and reading achievement ( $Y$ ) of the tenth grade students of SMA Negeri 4 Palembang. Therefore, the aim of this study was to find out whether or not there were significant correlation among vocabulary mastery, reading interest and reading achievement of the tenth grade students of SMA Negeri 4 Palembang. The population of this research was the students in the year 2017 of SMAN 4 of Palembang in academic year 2016/2017 and sample was 30 students.

Two kinds of instruments were used, (1) questionnaire and (2) test. Arikunto (2010:266) defines that there are some methods that could be used to collect the research data, for example by using a test and questionnaire. In this research, the data were collected by conveying questionnaires of students' reading interest and giving test to measure students' vocabulary mastery and reading achievement.

Vocabulary knowledge is instrumental in understanding the text. In this study, operational definition of vocabulary mastery is to measure students' vocabularies are related to the three aspects. They are mastery of word form, mastery of word meaning and vocabulary knowledge, which is the amount of words that students encountered based on what they have learned in the class. A vocabulary test administered in the forms of multiple choices and completion test which consist of 25 questions measured from aspects of synonym, antonym, appropriate word, and short definitions.

Reading interest means the behavior which expresses found of reading of individual students (the behavior of tenth grade students of SMA Negeri 4 Palembang),

which occurs regularly, without pressure from outside. In this study, questionnaire means individual interest, situational interest and well-developed individual interest. In responding to these items on these scales, the subjects indicated whether they are strongly agree, agree, neutral, disagree, and strongly disagree with each statement. The questionnaire is written in Indonesian which consisted of 20 items.

Reading achievement means the ability to group meaning from the written material. Operational definition of reading achievement in this study refers to the tenth grade students of SMA Negeri 4 Palembang in understanding or associating meaning the printed passage in reading comprehension test given. Reading achievement test is the students' score obtained from a multiple choice test which is measured from the aspects of main ideas, reference, information, and inference. The researchers used some texts that should be answered by students. The items of reading achievement test were 30 items for the research.

### **Finding and Interpretation**

#### 1. The Correlation between vocabulary mastery and reading achievement

The result of the correlation coefficient between students' vocabulary mastery and their reading achievement is  $R_{yx1} = 0.366$  with  $r^2 = 0.134$  (or 13.4%). Table 4.7 above shows that p-value Sig (0.046) <  $\alpha$  (0.05). It was significant. So,  $H_a$  was accepted while  $H_0$  was rejected. It means that there was significant correlation between students' vocabulary and reading achievement.

#### 2. The correlation between reading interest and reading achievement

The result of the correlation coefficient between students' vocabulary mastery and their reading achievement is  $R_{yx2} = 0.387$  with  $r^2 = 0.150$  (or 15.0%). Table 4.11 above shows that p-value Sig 0.034 <  $\alpha$  (0.05). It was significant. So,  $H_a$  was accepted and while  $H_0$  was rejected. It means that there was significant correlation between students' reading interest and reading achievement.

#### 3. The correlation between vocabulary mastery and reading achievement

The result of the correlation coefficient between students' vocabulary mastery and reading interest  $R_{x1x2} = 0.344$  with  $r^2 = 0.118$  (or 11.8%). Table 4.15 above shows that p-value Sig (0.063) >  $\alpha$  (0.05). It was not significant. So,  $H_0$  was accepted while  $H_a$  was

rejected. It means that there was not any significant correlation between students' vocabulary and reading interest.

#### 4. The correlation between vocabulary mastery and reading interest simultaneously towards reading achievement

The result of the correlation among vocabulary mastery ( $X_1$ ), reading interest ( $X_2$ ), and reading achievement (Y)  $R_{yx1x2} = 0.460$  with  $r^2 = 0.212$  (or 21,2%). It was found that there were correlations among students' vocabulary, reading interest and their reading achievement. Table 4.20 above shows that Sig. F change of  $X_1$ ,  $X_2$ , and Y  $0.040 < 0.05$  and  $F_{\text{count}} (3.624) > F_{\text{table}} (3.32)$ . Therefore  $H_a$  was accepted while  $H_o$  was rejected.

### Interpretations

The result from the first hypothesis testing is that there was significant correlation between vocabulary mastery ( $X_1$ ) and reading achievement (Y). The result of  $R_{yx1}$  was 0.366 included in substantial interpretations,  $X_1$  and Y has correlation 13.4%. It means that the two variables were linear and significant. Student's knowledge is linked strongly to academic success because students who have large vocabularies can understand new ideas and concepts more quickly than students with limited vocabularies. The high correlation in the research literature of knowledge with reading comprehension indicates that if students do not adequately and steadily grow their vocabulary knowledge, reading comprehension will be affected.

The result from the second hypothesis testing is that there was significant correlation between students' reading interest ( $X_2$ ) and reading achievement (Y) with  $R_{yx2}$  is 0.387 which included the substantial interpretations, of  $X_2$  and Y correlation 15%. It means the two variables were linear and significant. Furthermore, reading interest is also defined by the number of books read in a month and the number of times students read in a week and the favorite genres and types of English reading materials.

The result from the third hypothesis testing is that there was not any significant correlation between students' vocabulary mastery ( $X_1$ ) and reading interest ( $X_2$ ) with  $R_{x1x2}$  is 0.344 which included in substantial interpretations of  $X_1$  and  $X_2$  with correlation 11.8%. From linear regression analysis. It was found that regression between  $X_1$  and  $X_2$  is  $F_{\text{count}} = 3.283 < F_{\text{table}(30)} = 3.32$ . It means that the two variables were not linear and significant.

The result of the fourth hypothesis testing on the correlations and regressions among vocabulary mastery ( $X_1$ ), reading interest ( $X_2$ ), and reading achievement ( $Y$ ) with  $R_{y \cdot x_1 \cdot x_2}$  is 0.460. In line with the result, there were significant correlations among three variables.

To have reading ability, students have to practice more by reading extensively. However, it is not an easy thing to do. Students need to have a motivation, a purpose and an interest to do it. Then, by mastering good vocabulary, a reader might be more interested to read reading texts. Reading habits determine the academic achievements of students to a great extent. Both reading and academic achievements are interrelated and dependent on each other. Students often come from different environments and localities with different levels of academic achievement.

## **Conclusion and Suggestion**

### **Conclusion**

In line with the findings in the previous chapter, the following conclusions can be drawn:

1. There was correlation between vocabulary mastery ( $X_1$ ) and reading achievement ( $Y$ ). Students' vocabulary mastery was related positively with the reading achievement. In other words, the better students' vocabulary mastery, the greater of their reading achievement would be.
2. There was correlation between reading interest ( $X_2$ ) and reading achievement ( $Y$ ). Students' reading interest was related positively with the reading achievement. In other words, the better the students' reading interest, the greater of their reading achievement would be.
3. There was not any correlation between vocabulary mastery and reading interest. The students have high reading interest do not necessarily have vocabulary ability well. Many factors which can give influence of students' vocabulary.
4. There were significant correlations among students' vocabulary mastery ( $X_1$ ), reading interest ( $X_2$ ) and reading achievement ( $Y$ ). From the findings above, it can be concluded that vocabulary and reading interest gave some contributions to the students' reading achievement. Consequently, vocabulary mastery is expected to increase reading ability and can enrich students' vocabulary.

## Suggestions

In line with the result of this study the following suggestions are proposed.

1. English teacher should find ways and efforts to motivate the students to enjoy reading a book, because reading instructions typically focus on specific skills such as listening words, grammar, and building vocabulary. So the teachers should find techniques how to improve their reading ability. The teacher also has to develop and improve their teaching learning process especially in teaching reading and translation. It should be taught in an integrated way, because it can encourage the students to understand it easily to comprehend the text in order to help them increase their translation achievement.
2. The result of the study is hoped to provide the information for the readers that enable them to be able to improve their reading achievement. It determines the academic achievements of students to a great extent. Students often come from different environments and localities with different levels of academic achievement.
3. For other researcher: this research can be used as references or additional source to undertake similar research in other contexts. The other researcher can be innovation and result for something new research which related the variables.

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