

**THE CORRELATION BETWEEN VOCABULARY MASTERY AND READING  
COMPREHENSION OF ENGLISH DEPARTMENT STUDENTS'  
AT STKIP PGRI JOMBANG**

**HUBUNGAN ANTARA PENGUASAAN KOSA KATA DAN PEMAHAMAN  
MEMBACA PADA MAHASISWA BAHASA INGGRIS  
DI STKIP PGRI JOMBANG**

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**Abstract**

Purpose of this research is to find out; the correlation between vocabulary mastery and reading comprehension. And also to find out whether or not there is a significant correlation between students' vocabulary mastery and their reading comprehension. The researcher used a correlation quantitative to collect the data because the data stated in numeral form, and the data will be analyzed by using Pearson's Product Moment Formula. All the data gained in this research were analyzed by using the formulation of Pearson Product Moment Correlation and also supported by the program of SPSS Statistic Version 24,0. From The technique of collecting data was by using a test. After get the data of the students' vocabulary mastery and reading comprehension were collected, the data were statistically computed to find out the correlation between the two variables. From the tests, it was found out that the mean of the scores of the vocabulary mastery test is 61,3. It means that the mean of the scores of the vocabulary test is good. The mean of the scores of the reading comprehension is 62,4 , which means that the mean of the scores of reading comprehension test is good. And from the calculation of hypothesis test, the t-value had been 0,907 and t-table had been 0,444. It meant that t-value had been higher than t-table. Thus, there had been significant correlation between vocabulary mastery and reading comprehension of the English Department students' at STKIP PGRI Jombang.

**Key Words** : *Correlation, Vocabulary Mastery, Reading Comprehension.*

**Abstrak**

Tujuan dari penelitian ini adalah untuk mengetahui; korelasi antara penguasaan kosakata dan pemahaman membaca. Dan juga untuk mengetahui apakah ada korelasi yang signifikan antara penguasaan kosakata mahasiswa dan pemahaman bacaan mereka. Peneliti menggunakan kuantitatif korelasional untuk

mengumpulkan data karena data dinyatakan dalam bentuk angka, dan data akan dianalisis dengan menggunakan Pearson's Product Moment Formula. Semua data yang diperoleh dalam penelitian ini dianalisis dengan menggunakan formulasi Pearson Product Moment Correlation dan juga didukung oleh program SPSS Statistic Version 24.0. Dari Teknik pengumpulan data adalah dengan menggunakan tes. Setelah mendapatkan data penguasaan kosakata mahasiswa dan pemahaman bacaan dikumpulkan, data dihitung secara statistik untuk mengetahui korelasi antara dua variabel. Dari tes, ditemukan bahwa rata-rata skor tes penguasaan kosakata adalah 61,3. Ini berarti bahwa nilai rata-rata dari tes kosa kata itu baik. Nilai rata-rata skor pemahaman membaca adalah 62,4, yang berarti bahwa nilai rata-rata tes membaca pemahaman adalah baik. Dan dari perhitungan uji hipotesis, nilai-t adalah 0,907 dan t-tabel adalah 0,444. Itu berarti bahwa t-value lebih tinggi dari t-tabel. Dengan demikian, ada hubungan yang signifikan antara penguasaan kosakata dan pemahaman membaca mahasiswa Jurusan Bahasa Inggris di STKIP PGRI Jombang

**Kata Kunci** :Korelasi, Penguasaan Kosa Kata, Pemahaman Membaca.

## **Introduction**

When people learn a language, there are four skills that people need for complete communication. When people learn native language, people usually learn to listen first, then to speak, then to read, and finally to write. Reading is one of the skills which should be mastered by all students. Reading means understanding the text in language learning, reading plays an important role in mastering other language skills. It should be integrated and put in whole context, the support of language elements such as vocabulary and grammar, and the existence of an appropriate reading strategy or model are required.

In order to study reading comprehension, vocabulary mastery is also important and related to reading. Vocabulary is students' ability to use or to understand words of language that they have learned in certain situations which they really have experienced in their lives. Reading without understanding will not mean as reading. Guthrie (2005:12) says that "reading is one of the beneficial skills to teach, the majority of the students may never speak much in English but most of them will have to read English in order to complete their study. In

learning English people cannot only master one skill. They have to master all of them. The reading skill, however, is viewed as a tool of communication in written language through the form of magazines, newspaper, text books and others. So it can be concluded that the reading skill is very important for people who mostly learn English through written texts. There are no languages that exist without words. And also, they are the means by which people exchange their thought. The more words we learn, the more ideas we should have. So, we can communicate the ideas more effectively. It can be concluded that the ability of the vocabulary mastery and reading comprehension it is already clear there is there is very important and mutually existing relationship, therefore very important in the English language teaching programs in Indonesia as a main tool to get knowledge and information from the field of sciences and technology.

### **Research Methods**

This research was conducted through a quantitative non experimental research. The research design in this research used descriptive research with the type of correlational research, Donald Ary (1985:327) says Correlation studies are concerned with determining the extent of relationship between variables. In this research the independent variable is Vocabulary Mastery (X) and the dependent variable is Reading Comprehension (Y). In this research, The population taken in this research was all of the Student English Department at STKIP PGRI Jombang. The total numbers of the students are about 262 students in all of class English Department at STKIP PGRI Jombang. The researcher took the students a random start from each class of students each five people. And also, the researcher take as many 20 students' as a sample of the total numbers of the students' are about 262 students' in all of class English Department at STKIP PGRI Jombang. The first of test gave vocabulary mastery test and also the researcher gave reading comprehension test. The test has been used for collected the data in the form impromptu reading plus comprehension questions, in this case, the multiple choice type for both the vocabulary and reading comprehension. After testing

vocabulary mastery and reading comprehension, the researcher analysed and interpreted the correlation between those variables.

### **Results and Discussion**

In addition, to make the result accurately, the researcher also used the table to find out correlation between vocabulary mastery and reading comprehension. The result can be seen below :

**Table 4.8**  
**Descriptive Statistics Vocabulary Mastery and Reading Comprehension**  
**Descriptive Statistics**

	Mean	Std. Deviation	N
VM	62,4000	19,26655	20
RC	61,3000	19,89737	20

So, the result mean score of vocabulary mastery test of the English Department students' at STKIP PGRI Jombang is 62,4. And also the result mean score of reading comprehension test of the English Department students' at STKIP PGRI Jombang is 61,3.

So, from the two variables above it can be concluded that there is correlation which is significance between vocabulary mastery and reading comprehension test.

And then, to make the result accurately, the researcher also used the program of SPSS Statistic Version 24,0 program windows to find out the correlation between students' vocabulary mastery and reading comprehension. The result can be seen below:

**Table 4.9**  
**The correlation coefficient of the two variables**  
**Correlations**

	VM	RC
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VM	Pearson Correlation	1	,911**
	Sig. (2-tailed)		,000
	N	20	20
RC	Pearson Correlation	,911**	1
	Sig. (2-tailed)	,000	
	N	20	20

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From that result, it means that null hypothesis is rejected and Ha hypothesis is rejected, there is a significant correlation study between vocabulary mastery and reading comprehension of the English Department students' at STKIP PGRI Jombang.

So, the data collection shows that there is a significant correlation between vocabulary mastery and reading comprehension, variable vocabulary mastery and the variable reading comprehension could indicate a coefficient that is correlated it can be seen from the mean score of each variable. It can be seen from the computation in which the mean score of the students' vocabulary mastery achievement is 62,4 the categories score is good, because it is between 79 – 60. And then, for the reading comprehension it can be seen from the computation in which the mean score of the students' achievement is 61,3. And also, the categories score is good, because it is between 79 – 60. It turns out that mastery of vocabulary has an influence on students' reading comprehension.

### **Conclusion**

To achieve a good comprehension in reading, the students need a lot of vocabulary to be mastered. Vocabulary is merely than a list of words. Therefore, in mastering vocabulary, the students are not enough only to know the meaning of the word, In what patterns the word occurred, what words or types of words be expected before and after the word. To get a good achievement in reading comprehension, the students have to master vocabulary very well. and also, The more students read the more vocabulary they acquire. Reading does not simply involve finding information on the text itself. Reading involves the process of

perceiving how written symbols come true with one's spoken language and the process of making sense of words, sentences, and text. In addition, the students' should be more often practice anything that can be improve their English vocabulary mastery to support reading comprehension. The researcher also hopes that the students' to real learn to master the vocabulary mastery and reading comprehension. By mastering vocabulary mastery and reading comprehension mean that the students English Department to have prepared themselves ready to continue their study to the higher level again.

And the next researcher can further refine the data in detail through lists of data that already existed and juxtaposed with the data reasearcher.

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