

By Mastering English Vocabulary Can Increase the Learning Quality of Reading Comprehension Narrative Text on X MMA and X MMB at SMKN 7 Mataram

Ahmad Mursid

SMKN 7 Mataram, Indonesia

*Corresponding Author: amursid69696@gmail.com

Article history

Dikirim:
09-04-2022

Direvisi:
10-04-2022

Diterima:
10-04-2022

Key words:

Mastering English
Vocabulary; Learning
Quality; Reading
Comprehension Narrative
Text

Abstrak: The purpose of this study is to find out whether By mastering the students' English vocabulary and their reading comprehension skills. This research is quantitative research. The population of the research was 49 students of the second grade of SMKN 7 Mataram. There were two classes of the second-grade students of SMKN 7 Mataram. The sample was taken by using simple random sampling and class of X MMA and X MMB was taken as the sample of the research from 38 classes. The aim of reading comprehension skill and vocabulary mastery test were used as the instruments to measure the level of students' comprehension skill and vocabulary mastery in this research. Based on the result of the tests of 39 students as a sample and by applying the formula of person' coefficient correlation. The statistical analysis shows that the correlation coefficient between the students' vocabulary mastery and their reading comprehension is also significant ($p < .01$; $p = .000$). After considering the result, therefore the null hypothesis (H_{01}) is rejected and the alternative hypothesis (H_1) is accepted. It can conclude that By mastering English vocabulary and their achievement in reading comprehension. The higher vocabulary mastery had gotten by the students, the higher reading comprehension had gotten by the students. This suggests that from the result of this research mean that teaching vocabulary is a necessity before teaching further reading comprehension skills.

INTRODUCTION

Now a days, English language is very important to our lives. This language is used world-widely in sciences, knowledge and technology as well as education, business, transaction, and other activities in the world. In the past, the Indonesian students start learning English at junior high school (SLTP) as a compulsory subject. The process continues to senior high school (SLTA). In fact, English is also taught in some elementary schools as the local content lesson and even in some kindergartens, the pupils are introduced to some English vocabulary (Hasan, 2018; Putra & Wedhanti, 2019).

There are many languages used in international communication. One of them is English. Indonesian people learn English to communicate in two forms, in spoken and written forms. Indonesian assumes that the English language is a foreign language. So, the Indonesian feels difficult to accept it. If someone wants to learn English very well, she should know four skills. They are listening,

speaking, reading, and writing (Vacca & Vacca, 1989; Sujana, 2006). Besides, she has to master the language components, such as: phonology, grammar, vocabulary, and pronunciation to support the four skills because the skills are very important (Agustina, 2016; Al Anis et al., 2021).

In this century, English seems to be one of main languages used in international communication. Even people who are the native speakers of English often know words such as; bank, chocolate, computer, hospital, hamburger, hot dog, hotel, piano, radio, restaurant, taxi, telephone, television, and university. Mastering a language means practicing the four skills of English very well. For example; someone wants to explain how and why the rain happens. The problem is how she gets the knowledge, or how she attains the understanding. The answer is, of course, through reading and listening. "Reading is very important for teacher to establish reading skills for their students. Many specialists defined reading as the process of putting the reader in contact and communication with ideas. Reading is simply one of the many ways in which human beings go about their basic business of "making sense of the world" (Eskey, 1988)".

The teaching of reading in junior high school is essentially aimed at preparing the student to be able to read English text that they will understand and they will encounter in their lives. The goal of learning English language is to develop people's skill of communication.

They involve four skills (KBK Bahasa Inggris, 2004:7). The following are the curriculum objectives for the first year of senior high school: a) Listening, This skill is not taught separately but implied in reading and speaking; b) Speaking, This skill is basically an ability to use simple oral English to communicate; c) Reading, The teacher trains the students to read and comprehend various types of reading material. While reading, they will also learn new vocabulary items and structure; d) Writing, The teacher trains the students to write sentences, paragraphs, and simple short stories.

The basic problems the writer wants to discuss in this final project are: (1) to know, how far the students' mastery of English vocabulary to the tenth grade students of SMK N 1 Mataram in the academic year 2021/2022. (2) to know, how far the students' understanding of English reading passage of the tenth grade students of SMK N 1 Mataram in the academic year 2021/2022. (3) to know, whether or not there is a significant correlation between the students' vocabulary mastery and their reading comprehension.

THEORITICAL REVIEW

The Principle in Teaching Vocabulary

To master vocabulary, the teacher follows the principles in teaching vocabulary. According to Wallace (1982:30) as follows:

a. Aims

The aims have to be clear for the teacher: How many of the things listed does the teacher expect the learner to be able to achieve the vocabulary? What kinds of words? (Wallace, 1982:27).

b. Quantity

The teacher may have to decide on the number of vocabulary items to be learned (Wallace, 1982:28). How many new words in a lesson can the



learner learn? If there are too many words, the learner may become confused and discouraged.

c. Need

In any case, one would hope that the choice of vocabulary will relate to the aims of a course and the objectives of individual lesson. It is also possible for the teacher, in a sense, to put the responsibility of choosing the vocabulary to be taught on the students, in other word, the students are put in a situation where they have to communicate and get the words they need, as they need them, using the teacher as an informant.

d. Frequent Exposure and Repetition

e. It is seldom, however, that we remember a new word simply by hearing at the first time (Wallace, 1982:29). There has to be a certain amount of repetition until there is evidence that students have learned the target word.

f. Meaningful Presentation

The learner must have a clear and specific understanding of what it denotes or refers to, i.e. It means that although meaning involves many other things as well (Wallace, 1982:29). The word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

g. Situation of Presentation

The choice of words can be very varied according to the situation in which we are speaking and according to how well we know the person, to whom we are speaking (from informal to formal), (Wallace, 1982:30). So that a student should learn words in the situation in which they are appropriate.

The writer concluded that aim of language teaching is the students are able to listen carefully, to speak clearly, to read well and to write skillfully. Thus, the qualities of one's language competence depend on the quality and quantity of vocabulary that she or he has.

The Teaching of vocabulary.

Pintrich (1990) says that many of the words have more than one meaning. Since this kind of ambiguity is one of the great difficulties in English vocabulary, she can see the reason to disguise the feature of the language by specifying one on the other usage of the word in the list.

In the teaching vocabulary, the teacher has to explain clearly to the students on how to know the meaning of words in content words: it is based on many aspects.

The principles of modifications are made:

- a) Function words were eliminated.
- b) Sets of common items have been filed out, where or not all words satisfied statistical requirements.
- c) New items have been added and old fashioned or inappropriate one delayed.
- d) It was assumed that students would recognize and understand words regularly formed from base words on the list. A so many words in earlier list could be eliminated being automatically covered
- e) Numerals, days of the week, and month of the year have to be eliminated from the word list.

Students' memory is very important. They can write down words whenever they hear or see the new vocabulary by dividing them according to letters of the

alphabet on their own dictionary. The easiest way to learn vocabulary is by dividing into families, groups and sets.

According to Pintrich (1990), there are many steps that can be given to students in improving their vocabulary;

- a) Write the word and its definition often just for practice.
- b) Say the word and learn to pronounce it correctly by using the pronunciation clues in the dictionary.
- c) Try to learn the word and its meaning the first time you see it.
- d) Use the index card to study vocabulary. Write the word on one side and its definition in other side.
- e) Make up a sentence you understand using the word.
- f) To change the ending of the word, try to make it plural, try to change the tense, and try to improve.
- g) Use the word when you talk in the class, on the job or at home. Make sure you can pronounce the word correctly.
- h) Use the word whenever you can in your writing assignments.
- i) Say the word and its meaning over and over again in your mind.
- j) Do not lean long lists of new words each day for several days so that you can learn by repeating.

Teaching Vocabulary at Senior High School

Teaching vocabulary to adolescents is different from teaching vocabulary to children because adolescents have wider knowledge than children. In teaching vocabulary at senior high a teacher must choose some techniques which are related to the topic and curriculum.

There are many techniques that can be used by the teacher to teach vocabulary. As it is said by Notion that some techniques in teaching vocabulary are by demonstration, by explanation, by description and playing games (Rahayu & Riska, 2017).

When students come across a new word, they are likely to be interested in learning other related words and what they do presents a natural opportunity for vocabulary development (Dulay, 1982:79; Ismiyati & Saputri, 2020). Of course, it happens only for adolescents because they have more experience in learning vocabulary before. They must have heard or seen something which makes easier for them to encode or decode the words or the terms in the language, but it does not mean that adolescents cannot learn a foreign language by studying the grammar, pronunciation and accent, as the fact shows that some do the best. But, while some adults have very high levels of proficiency rather than the rule (Dulay, 1983; Billmeyer & Barton, 1998).

Since the teacher is teaching a group of adolescent students who are mostly learning English and can speak to native speaker when they visit Britain, the teacher has to teach them common greeting which need specific vocabulary (Wallace, 1987:379). The teacher does not tell the students what they are going to learn. The students have to guess the meaning.

Teaching English, especially teaching vocabulary, needs a relevant technique, so a teacher can use one of the techniques which has to be applied basically in classroom repetition, individual repetition and group to group competitive playing which are enjoyable for students (Wallace, 1987:38).



The Definition of Reading Comprehension

Heilman (1981:242) says that Reading comprehension is a process of thinking sense of written ideas through meaningful interpretation and interaction as a multifaceted process affected by several thinking and language abilities. Kennedy (1981: 192-193) says that:

“Reading Comprehension is a thinking process by which a pupil selects facts information, or ideas from printed materials, decides how they relate to previous knowledge he has acquired, and judges their appropriateness and worth for meeting his own needs and objectives”.

From the statements the writer concluded that, in order to comprehend a reading selection fast a person must be able to use the information to make conclusion and to read critically, to understand the figurative, to determine the author’s purpose, to evaluate the ideas presented, and to apply the ideas to actual situations.

METHOD

This classroom action research is designed to the correlation between vocabulary mastery and reading comprehension (Arikunto et al, 2008; Basrowi & Suwandi, 2008). It will be carried out in 2 cycles, each of which consists of two meetings. The study will be carried out at SMK Negeri 1 Mataram. The subjects of the study are the first year students of X Fashion in the academic year of 2021-2022. The class consists of 25 students and all of them are taken as the subjects. One of the reasons in choosing this class as the subjects of the study is that the students have the same interest, i.e. learning foreign languages. In this program, they learn English and Japanese. In addition, this class has more students be happy to learn English than the other classes do. Data collecting from the test and observation. The technique of data analysis used by the writer is the formula of Pearson’s product moment correlation and The model of Action Research developed by Kemmis and McTaggart (1982) will be adopted in this study.

RESULTS AND DISCUSSION

The model of Action Research developed by Kemmis and McTaggart (1982) will be adopted in this study. It is a sequence of steps-planning, implementing, observing, and reflecting. The reflection will be based on the findings during the observation and compared to the pre-determined criteria of success. The result of the reflection will be used to determine the planning for the next cycle. The cycle will continue to the next one with the same steps until the target is achieved. The procedure of this classroom action research consist of:

Planning will cover designing the strategy of teaching vocabulary and reading reading passage, preparing lesson plans, preparing the research instruments, and preparing the criteria of success. The model of teaching vocabulary and reading reading passage in this study will be presented through two stages: (1) introducing the strategy of teaching vocabulary, (2) introducing the strategy of teaching reading, (3) providing test for applying the strategy of teaching vocabulary and reading reading passage. It is necessarily noted that in this study, the students will be directed

to answer the two tests such vocabulary and reading text as suggested in the syllabus. The model of developing the strategy of teaching vocabulary and reading reading passage will be implemented based on the prepared lesson plans. Furthermore, observation checklists, the students' portfolio, interview guides, and field notes will be used to obtain the required data. Then, the data will be analyzed on the basis of the criteria of success including

- a. Good vocabulary mark and reading achievement (when the mean is equal to or more than 75 and
- b. Students' active participation in the leaning process.

To facilitate the measurement of students' vocabulary mastery, the raw scores are converted in the standard scores using the percentage correction formula as stated in chapter three and the result can be seen in appendix 13. To see the mean score of vocabulary mastery, the writer tried to calculate the mean are 58.06. So, the mean score of vocabulary test of the seventh grade students of SMKN 1 Mataram in academic year 2021/2022 is 58.06. It can be said that the vocabulary mastery is fair.

To judge the students' grade and the level of the vocabulary mastery, the writer used the criteria from the standard of evaluation in "Petunjuk Pelaksanaan Penilaian" (Depdikbud, 1990:10) for the students' scores. However, they were simplified into 5 classifications.

Students' Reading Comprehension

The following is the calculation of the mean score of the student in reading comprehension of the seventh grade student of SMKN 1 Mataram Semarang in the academic year 2005/2006 is 61. 625. It means that reading comprehension of the seventh grade students of SMKN 1 Mataram is fair.

By mastering Vocabulary Mastery and Reading Comprehension

The main goal of the study is to find out of the tenth grade students of SMK N 7 Mataram in the academic year 2021/2022.

To find out whether by mastering vocabulary mastery and reading comprehension can increase the learning quality of reading comprehension text of narrative (Ardiana, 2015). To carry out the statistical analysis, the working hypothesis is changed into the Null Hypothesis to know about the correlation between vocabulary mastery and reading comprehension of the first grade students of SMK N 1 Mataram in the academic year 2021/2022.

To know whether by mastering vocabulary mastery and reading comprehension can increase the learning quality of reading comprehension text of narrative, the writer prepared the computation of two variables by Pearson's Product Moment whether by mastering vocabulary mastery and reading comprehension can increase the learning quality of reading comprehension text of narrative Formula. There are two variables; vocabulary mastery as variable X and reading comprehension as variable Y (Harida, 2017; Saputra, 2020).

Pearson's product moment formula. The correlation coefficient of the two variables is 0. 417. In order to know whether this correlation coefficient (0. 417) is significant or not, it is necessary to find out its significance.

The significance level used in this study is 5 % (0. 05). The critical value which is found out in the table r product moment with 95 % confidence and the number of subjects 80 is 0. 220. It means since the obtained value (0. 417) is

higher than the table value or the critical value (0.220), the Null Hypothesis explains that there is no positive correlation between the vocabulary mastery and reading comprehension of the seventh grade students of SMKN 1 Mataram in the academic year 2021/2022. In this research there is a positive correlation.

CONCLUSION

Based on the result of the tests of 39 students as a sample and by applying the formula of person's coefficient correlation shows that the result of students' vocabulary mastery and reading comprehension skills is lowest only 9 students get 75 or 18,3 % , 8 students get 8 or 16,3 % and 32 students get 50 or 65,3 % for cycle I. And otherwise for the cycle II the grade of reading comprehension test is 30 students get up to 75 or 61,3 % , 10 students get 80 or 20,4 % and 9 students get 50 or 18,3 % . It is higher than the critical value of r_{table} (.549 > .32). The statistical analysis shows that the correlation coefficient between the students' vocabulary mastery and their reading comprehension is also significant ($p < .01$; $p = .000$). After considering the result, therefore the null hypothesis (H_{01}) is rejected and the alternative hypothesis (H_1) is accepted. It can conclude that By mastering English vocabulary and their achievement in reading comprehension. The higher vocabulary mastery had gotten by the students, the higher reading comprehension had gotten by the students. This suggests that from the result of this research mean that teaching vocabulary is a necessity before teaching further reading comprehension skills.

DAFTAR PUSTAKA

- Agustina, R. K. (2016). Mastering English Vocabulary Skill by Using Song to the Second Semester Students' of Accountancy Department in Hasyim Asy'ari University of Tebuireng Jombang. *Humanistics: Jurnal Ilmu Pendidikan*, 1(2).
- Al Anis, A., Rosyidah, S., & Wulandari, S. (2021). English Learning in Mastering Vocabulary Using Song Lyrics in Foreign Language Development Institution (FLDI) Nurul Jadid Islamic Boarding School. *TRILOGI: Jurnal Ilmu Teknologi, Kesehatan, dan Humaniora*, 2(3), 355-359.
- Ardiana, A. (2015). Improving the students reading comprehension in narrative text through patterned partner reading. *Exposure*, 4(2), 140-155.
- Arikunto, S., Suharjono, & Supardi. (2008). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara
- Basrowi M. & Suwandi, (2008). *Prosedur Penelitian Tindakan Kelas*. Bogor: Ghalia Indonesia.
- Billmeyer, R. and Barton, M.L., 1998. *Teaching reading in the content areas: If not me, then who? 2nd Edition*. Aurora CO Mid-continent Regional Educational Laboratory
- Depdikbud. (1990). *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.
- Eskey, D.E. (1988). *Holding in the bottom: An interactive approach to the language problems of second language readers*. In Carrell, Devine, and Eskey 1988, 93-100.



- Harida, E. S. (2017). Improving Students' reading Narrative Text Comprehension Through Story Mapping Technique At Grade VIII MTsN 2 Padangsidempuan. *English Education: English Journal for Teaching and Learning*, 5(2), 103-117.
- Hasan, H. (2018). Improving Students English Vocabulary by Using Tic Tact Toe Game at The second Year of SMP Negeri 7 Satap Maiwa Kabupaten Enrekang. *Edumaspul: Jurnal Pendidikan*, 2(2), 77-86.
- Heilman, W. Arthur., et al. (1981). *Principle and Practices of Teaching Reading Fifth Edition*. Ohio: Charles E. Merrill Publishing Company.
- Ismiyati, W. L., & Saputri, T. (2020). Using Word Wall To Improve English Vocabulary Mastery: Systematic Review. *Konstruktivisme: Jurnal Pendidikan dan Pembelajaran*, 12(2), 120-131.
- Kemmis, S. dan McTaggart, R, 1992. *The Action Reseach Planner* Victoria: Deakin University.
- Kennedy, E. C. (1981) *Method in Teaching Development Reading*. Illionis: F.E. Peacock Publishers, Inc.
- Novak, JD., 1985. *The Use of Concept Mapping and Knowledge with Junior High Schools Science Education*, 67(5) Richards, JC, et ah, 1993. *Dictionary of Language Teaching & Applied Linguistics*. Singapore: Longman.
- Pintrich, P. R. (1990). *Implications of Psychological Research on Student Learning and College Teaching for Teacher Education. Handbook of Research on Teacher Education*. London: Collier Macmillan Pub.
- Putra, I. G. G. A. A., & Wedhanti, N. K. (2019). Improving Students' Vocabulary Mastery Through the Implementation of Word Mixing Technique for Viic Students of SMP Negeri 5 Denpasar in The Academic Year 2013/2014. *Jurnal Pendidikan Bahasa Inggris undiksha*, 7(2), 31-40.
- Rahayu, W. A., & Riska, S. Y. (2017). Developing english vocabulary learning game. *Cakrawala Pendidikan*, (1), 237890.
- Saputra, J. (2020). Enhancing the Reading Comprehension of Students in Narrative Text Using Story Face Strategy. *Indonesian Journal of Instructional Media and Model*, 2(2), 78-88.
- Sujana, I M., 2006. *Redesigning the Teaching of Reading to Improve Academic Reading and to Promote Learning-how-to learn, a paper presented at International TEFLIN Conference, UKSW Salatiga, 4-6 December*.
- Vacca, RT & Vacca, JL, 1989. *Content Area Reading*. 3rd ed., USA: HarperCollins Publisher.
- Wallace, M. J. (1982). *Teaching Vocabulary*. London: Heineman Education Books. Ltd.

