The Correlations Among Vocabulary Mastery, Reading Interest And Reading Comprehension of The Eleventh Grade Students of Private Senior High School of Talang Ubi Sub-District of Pali Regency

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Abstract

This thesis is concerned with the inquiry on the correlations among vocabulary mastery, reading interest, and reading comprehension of the eleventh grade students of Private Senior High School of Talang Ubi Sub-District of Pali regency. The total number of the population were 200 students. The sample for this study was 51 students taken through a two-stage random sampling technique. Data were collected by adopting a questionnaire for reading interest and test for vocabulary mastery and reading interest. Data were analyzed by using r-Product Moment and Multiple Regression. The data analysis shows that R_{yx1x2} = 0.774 with r^2=0.599 and p-Value is 0.00. This value is lower than 0.05. This is significant. So, Ha was accepted while Ho was rejected. Conclusions suggested that there are significant correlations among vocabulary mastery, reading interest, and reading comprehension of the eleventh grade students of Senior High School of Talang Ubi Sub-District of Pali Regency.

Keywords: *Vocabulary mastery, Reading interest, and Reading comprehension*

INTRODUCTION

Reading is one of the language skills that play important roles in many areas of life because people can get information and share the information with other people by reading a text and knowing the meaning of the text. When we read a lot of sources, we will, of course, get a lot of insights and passages from that. [1]The practice of reading books creates cognitive engagement that improves a lot of things, including vocabulary, thinking skills, and concentration. Empathy, social perception, and emotional intelligence can also be affected, the sum of which helps people stay on the planet longer. Furthermore, some kinds of literature are still written in English so that reading skills are exceptionally vital and necessary to understand the texts.

There are strong relationships between reading comprehension, vocabulary mastery, and reading interest. [2] Vocabulary is important when it comes to reading comprehension and deciding how well students understand the text. Incidentally, vocabulary is acquired by indirect exposure to words, and deliberately by explicit instruction in particular terms and word-learning strategies. [3] There are four components of a successful vocabulary program: 1) large or comprehensive independent reading to broaden word comprehension, 2) instruction in specific words to improve the understanding of texts containing those terms, 3) instruction in independent word-learning strategies; 4) word consciousness and word-play activities to motivate and enhance learning.

Reading interests will also help increase reading skills. [4] The interest in reading refers to how excited a person is to participate in reading any written content. It may also refer to an individual's understanding of how the reading content may potentially be relaxing or satisfying. [4]Interest in reading revolves around the attitude of a person towards the reading process, and towards specific reading content. As a result, reading interest is also correlated with academic success as students who enjoy reading will be able to write better and have more ideas to make them more creative and inventive [5].

Interest in the reading activity is a factor. [6] Low student self-confidence, lack of

interest in the study topic and subject matter, and underestimation of the value of completing the prescribed reading are the key reasons why students are reluctant to comply with the assigned reading. Since students have a lack of interest in reading a text, it can be a challenge for students to read and it is difficult for them to understand the text material. People's interest in reading a text and getting information from it is one a drive from itself. Besides, comprehension is also crucial in reading practice, while students can read with correct, acceptable, and pleasant pronunciation in English texts, and unfortunately, they do not understand the contents of the texts. It seems they cannot get the text's details. This means reading and interpreting the texts are essential components for exchanging knowledge on the findings someone has read.

A previous study entitled "The Correlation Between Students' Interest and Students' Reading Comprehension Achievement in Short Passages at Senior High School 10 of Gowa" using two variables are correlated; variable predictor is students' interest and variable criterion is reading achievement. [7] There is a low relationship between two variables. Therefore, students that are interested in short reading comprehension passages are average, because of only a few students interest in English lessons especially for students that have high interest and many new words to learn in English. Short Passages did not give a big impact on students' interest and students' achievement in reading comprehension because of some factors. One of them is a lack of vocabulary.

A research location is a place where the research was carried out to obtain the required data. The research was carried out in all Private Senior High Schools throughout Talang Ubi Sub-District, including YKPP Senior High School, YPIP Senior High School, and PGRI Senior High School. This study differs from previous studies because the population consists of one sub-district within the regency.

In line with the research problems above this investigation is undertaken to find out whether or not: (1)There is a significant correlation between vocabulary mastery and reading comprehension of the eleventh grade students of Private Senior High School of Talang Ubi Sub-District of Pali Regency; (2)There is a significant correlation between reading interest and reading comprehension of the eleventh grade students of Private Senior High School of Talang Ubi Sub-District of Pali Regency; (3)There is a significant correlation between vocabulary mastery and reading interest of the eleventh grade students of Private Senior High School of Talang Ubi Sub-District of Pali Regency; (4)There are significant correlations among vocabulary mastery, reading interest, and reading comprehension of the eleventh grade students of Private Senior High School of Talang Ubi Sub-District of Pali Regency.

Concept of Vocabulary Mastery

Vocabulary is information about the meaning of words and words. Vocabulary mastery is not only knowledge of words and their implications, but also a knowledge of almost how words sound and how words are used within the context. [8] Mastery of vocabulary is necessary to express our thoughts and to be able to understand what other people are saying. Vocabulary mastery is the total amount of world that we will master and use within the context of communication.

Vocabulary is an important part of all language use. It is difficult to learn a language without it. This is why learning vocabulary will smoothen the way to be effective in learning language skills. [9] Learning vocabulary is primarily about trying to remember, and students generally need to see, speak, and write newly acquired words several times before they can be said to have learned them. Thus, without a broad vocabulary and a strategy to acquire new vocabulary, learners achieve less than their potential and maybe discouraged and uninterested in using a particular English language.

Concept of Reading Interest

[10] Interest had a strong influence on learning. Individuals show more persistence, enthusiasm, and a significant impact on the activities they are interested in. Interest affects the use of learning strategies and choices for direction and duration of attention. Interest can

be developed through motivation, therefore, to get students interested in reading, motivation is needed. Reading in the limited sense or the sense of the board is interesting. Interest motivates one to read and make an effort because the selection of reading is interesting.

[5] Reading interest as readings that are performed while students are outside of the school complex. In addition, reading interest in whether students like to read in their spare time or at home, or whether or not they like to go to the library. Also, the number of books read in a month, and the number of times students read in a week, as well as the favorite genres and types of English reading material, also define the reading interest.

Similarly, it has been found that individual interest has a positive effect on awareness, recognition and recall, persistence and effort, academic motivation, and degree of learning [11]. Individual interest is less spontaneous, of persistent personal value, and is internally activated. Individual interest is the unique and personal development between the individual and the particular subject. Good experience, poor experience, and even personal relationships can cause that interest. They asked the students what they like and what they don't like about getting this unique experience.

[12] There are two different types of interest: individual and situational. In the learning environment, Interest situations have been described as an immediate affective reaction to certain conditions and/or stimuli. Anything in the world that focuses attention and indicates a behavior that may or may not have a long-term impact on a person's awareness and value system is quickly evoked, which means that a situational interest may or may not develop into a long-standing one. Situational interest, in other words, is the response to environmental input. Interest on an individual basis is the second type of interest. It refers to a relatively long-lasting predisposition to attend and re-enter events and objects. This predisposition is developing slowly, appears to be long-lasting, and is associated with an increase in information and value.

In developing a survey of students' reading interest, the researcher used factors of interest and values that could influence the student's reading interest as indicators. They are as follows [13]

a. Pleasure

Pleasure will develop one's interest in the objects of the individuals that fulfill them.

b. Willingness

This motivational want will create a will, consideration, and concentration to a given protest, at that point the intrigued of the person will appear.

c. Consciousness

An individual can be said to be inquisitive about something on the off chance that he/she has consciousness.

d. Attention

When the students watch a question, he sees as it were what he/she pays consideration to or is interested in.

Concept of Reading Comprehension

[14] Reading isn't a random procedure. It may be a framework: a set of traditions that we utilize to interpret and make sense of the content. [15] Reading could be a familiar preparation for readers to combine text-based data and background information to construct meaning.

[16] Reading as a valuable handle in which earlier information and involvement affect the reader's comprehension of the content. It appears that earlier information and encounter are critical for an adjusted understanding of the data within the content. Fitting understanding is conceivable as the substance of writings that are near to the reader's earlier information.

Reading isn't as it was almost interpreting symbols, but also around attempting to get a message and giving answers to the content. Reading with comprehension implies knowing what has been read. [17]Comprehension is the quintessence of reading since the communication of messages is the point of the composed language. If the reader does not get the message, it implies that the reader does not study it. At that point, vocabulary is of

principal significance to the understanding of the message. [18] Reading comprehension could be a handle of at the same time extricating and developing meaning through interaction and inclusion with written language.

The type of text can also affect the reader's comprehension while reading. Categories of text that are commonly used are: descriptive, narrative, recount, report, procedure, exposition, and explanation. The researcher focuses on the report text. Some experts clarify the meaning of the text of the study. [19] The text of the report is a piece of writing that focuses on describing something in a general manner. This is mostly non-chronological and is compiled in the present tense. This statement predicts that the text of the report refers to the type of text that describes the information by explaining the general information used in the reporting of the information. It is also a type of text, written in chronological order and formed in the present tense.

Based on the clarification above, it can be concluded that reading comprehension is the method of extricating and developing the meaning of the content to attain the objective of the communication of messages.

METHOD
Types of research
In this study, the writer used quantitative research with a correlational design. A correlation study is a quantitative method of research in which the writer has three quantitative variables from the same groups of subjects. This research was conducted to know the distribution of correlation between X1 and Y, X2 and Y, Y, X1, X2, and also a correlation among X1, X2, and Y. And this research answered the formulation of the problem, test research hypothesis, and conclude the correlation among vocabulary mastery (X1), reading interest (X2), and reading comprehension (Y) of the eleventh-grade students of Private Senior High School of Talang Ubi Sub-District of Pali Regency.
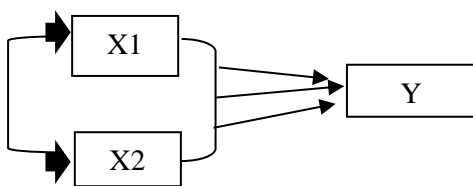
Figure 1. Research Design
(Adapted from) [20]

1. Vocabulary mastery correlate to reading comprehension
2. Reading interest correlate to reading comprehension
3. Vocabulary mastery correlate to reading interest
4. Vocabulary mastery and reading interest simultaneously correlate to reading comprehension

Notes:
X1: Vocabulary Mastery
X2: Reading Interest
Y: Reading Comprehension

Research Subjects and Data
The subjects in this study comprised eleventh-grade students of Private Senior High School of Talang-Ubi sub-district of PALI Regency. Sampling was taken through a two-stage random sampling technique. In this study, in collecting the data the writer used two kinds of instruments (1). questionnaire and (2) reading test. In this study, the writer used a reading test to determine the students' vocabulary mastery and reading comprehension. Questionnaire of reading interest used to assess student interest in reading. The researcher applied the questionnaire to know how the students' interest and to measured students'

interest in reading based on students' experience during they was learning English lesson. The instrument used had been validated through internal validity, construct validity. Construct validity from field trial results.

In this study, The trial results were analyzed usin the statistic formula r-Product Moment and Multiple Regression. The statistic formula r-Product Moment was utilized to analyze data to answer the research problem: the first, the second, and the third.While Multiple Regression was applied to test whether variables X_1 (vocabulary mastery), X_2 (reading interest) have significant correlations with variable Y (reading comprehension). Multiple Regression analysis is intended to find out the correlations among three variables.

RESULTS AND DISCUSSION
Results

The correlation between vocabulary mastery and Reading comprehension (Research problem No. 1)

Table 1. The Correlation Between Students' Vocabulary Mastery and Reading Comprehension Summary

Correlations		Vocabulary Mastery	Reading Comprehension
Vocabulary Mastery	Pearson Correlation	1	,746**
	Sig. (2-tailed)		,000
	N	51	51
Reading Comprehension	Pearson Correlation	,746**	1
	Sig. (2-tailed)	,000	
	N	51	51
**. Correlation is significant at the 0.01 level (2-tailed).			

The result of the correlation coefficient between students' reading interest and their reading comprehension is R_{yX1}= 0.746 with r^2= 0.556 (55,6%). Table 1 above shows that p-value Sig is 0.00. This value is lower than 0.05. This is significant. So, Ha is accepted while Ho is rejected. Therefore, there is a significant correlation between vocabulary mastery and reading comprehension.

The correlation between Reading Interest and Reading comprehension (Research problem No. 2)

Table 2. The Correlation Between Students' Reading Interest and Reading Comprehension Summary

		Reading Interest	Reading Comprehension
Reading Comprehension	Pearson Correlation	,554**	1
	Sig. (2-tailed)	,000	
	N	51	51
Reading Interest	Pearson Correlation	1	,554**
	Sig. (2-tailed)		,000
	N	51	51
**. Correlation is significant at the 0.01 level (2-tailed)			

The result of the correlation coefficient between students' reading interest and their reading comprehension is R_{yX1}= 0.554 with r^2= 0.307 (30,7%). Table 2 above shows that p-value Sig is 0.00. this value is lower than 0.05. This is significant. So, Ha is accepted while Ho

is rejected. Therefore, there is a significant correlation between reading interest and reading comprehension.

The correlation between Students' Vocabulary Mastery and Reading Interest (Research problem No. 3)

Table 4. The Correlation Between Students' Vocabulary Mastery and Reading Interest Summary

Correlations		Vocabulary Mastery	Reading Interest
Reading Interest	Pearson Correlation	,504**	1
	Sig. (2-tailed)	,000	
	N	51	51
Vocabulary Master	Pearson Correlation	1	,504**
	Sig. (2-tailed)		,000
	N	51	51
**. Correlation is significant at the 0.01 level (2-tailed).			

The result of the correlation coefficient between students' reading interest and their reading comprehension is R_{yX1}= 0.505 with r^2= 0.254 (25,4%). Table 3 above shows that p-value Sig is 0.00. This value is lower than 0.05. This is significant. So, Ha is accepted while Ho is rejected. Therefore, there is a significant correlation between vocabulary mastery and reading interest.

The correlation among Students' Vocabulary Mastery and Reading Interest and Reading Comprehension (Research problem No. 4)

Table 4. The Regression Among Students' Vocabulary Mastery, Reading Interest and Reading Comprehension Summary

ANOVAa					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	14542,874	2	7271,437	35,812	,000b
Residual	9746,107	48	203,044		
Total	24288,980	50			
a. Dependent Variable: Reading Comprehension					
b. Predictors: (Constant), Reading Interest, Vocabulary Master					

Table 4 shows that F_{Count} is 35,812. The value is higher than F_{Table} = 3.187. This is significant. So, Ha is accepted while ho is rejected. Therefore, there are significant correlation among vocabulary mastery, reading interest, and reading comprehension.

Discussion
The result from the first hypothesis testing is that there was a significant correlation between vocabulary mastery (X1) and reading comprehension (Y). The result of R_{yX1} is 0.746 included in substantial interpretations, X1 and Y has correlation 55,6%. It's means that there was a high significant correlation between vocabulary mastery and reading comprehension. Students' comprehension is closely related to academic achievement since students with broad vocabulary can grasp new ideas and concepts more easily than students with a small vocabulary. The high correlation between knowledge and reading comprehension in the research literature suggests that if students do not increase their vocabulary knowledge sufficiently and consistently, reading comprehension would be impaired.

The result from the second hypothesis testing is that there was a significant correlation between reading interest (X2) and reading comprehension (Y). The result of R_{yX1} is 0.554 included in substantial interpretations, X1 and Y has correlation 30,7%. It's mean that there is medium corellation between reading interest and reading comprehension. In addition, reading interest is also characterized by the number of books read per month and the number of times students read per week, and by the preferred genres and form of English reading content.

The result from the third hypothesis testing is that there was significant correlation between vocabulary mastery (X1) and reading interest (X2). The result of R_{yX1} is 0.504 included in substantial interpretations, X1 and Y has correlation 25,4%. It's mean that there is medium corellation between vocabulary mastery and reading interest. Furthermore, the more things you read, the more vocabulary you have. If reading interest is high, students will enjoy reading. Low reading interest is thought to be the trigger for low vocabulary mastery.

The result from the fourth hypothesis testing on the correlation and regression among vocabulary mastery (X1), reading interest (X2), and reading comprehension (Y) with R_{yX1} is 0.774. In line with the result, there were high significant correlation among the three variables. From multiple regression analysis, it was found that regression among X1, X2, and Y is F_{Count} (35,812) > F_{Table} (3.187), it means that the variables were linear and significant. Then X1, X2, and Y have correlation 59,9%. Students need to learn further by reading extensively in order to have reading comprehension. It's not an easy thing to do, though. Students need to have the pleasure, the willingness, the consciousness, and the attention to do it. Then, by mastering a good vocabulary, a reader might be interested in reading texts.

CONCLUSIONS

The following conclusions can be drawn as follows: There is a significant correlation between vocabulary mastery (X1) and reading comprehension (Y) of the eleventh grade students of Private Senior High School of Talang Ubi Sub-District of Pali Regency. The students' mastery of vocabulary is positively linked to reading comprehension. In other words, the higher students' mastery of vocabulary, the greater their comprehension in reading. There is a significant correlation between reading interest (X2) and reading comprehension (Y) of the eleventh grade students of Private Senior High School of Talang Ubi Sub-District of Pali Regency. Students' reading interest is positively linked to reading comprehension. In other words, the better students' interest in reading, the greater their reading comprehension.There is a significant correlation between vocabulary mastery (X1) and reading interest (X2) of the eleventh grade students of Private Senior High School of Talang Ubi Sub-District of Pali Regency. Students' reading interest is positively linked to vocabulary mastery. In other words, the better students' reading interest, the greater their vocabulary mastery would be.There are significant correlation among vocabulary mastery (X1), reading interest (X2), and reading comprehension (Y) of the eleventh grade students of Private Senior High School of Talang Ubi Sub-District of Pali Regency. From the results above, it can be concluded that vocabulary and interest in reading have contributed to the students' comprehension of reading. As a result, vocabulary mastery is supposed to improved students' reading comprehension. Typically, they have a high reading interest in learning reading, and finally, they are going to get a good reading achievement. Students should be highly inspired to learn reading as a result of a high reading comprehension score.

Author's Contribution

The Author give some contribution as follows: (1) The students should be creative to develop their reading comprehension to add their knowledge. Therefore, the students can increase their vocabulary mastery and reading interest to help them to improve their English skills, especially in reading comprehension. (2) English teachers should seek ways and efforts to inspire students to enjoy reading a book because reading instruction generally focuses on basic skills such as listening to words, grammar and vocabulary building. The teacher should then develop strategies to develop their ability to learn. Teachers must also develop and

improve their teaching-learning methods, particularly in the teaching of reading and translation. It should be taught in an integrated way, so that it inspires students to learn. It should be taught in an integrated way, making it easier for students to understand the text to help them improve their translation performance. (3) The further researcher should have more advancement in doing the similar research at that point the result can accomplished contributions for education. Further researchers moreover have to do more creative in the study about speaking to discover the other factor that can improve speaking ability. (4) Finding of the researcher can be used by the institution (Univ. PGRI Palembang and Private Senior High School of Talang Ubi Sub-District of Pali Regency) to widen the horizon of the students and teachers who are now learning and teaching there.

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