The Correlation of Vocabulary Mastery and Reading Motivation towards Reading Comprehension of the Fifth Grade Students in SDN 3 Tanjung Agung Katibung, Lampung Selatan

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Abstract: Reading comprehension is an activity that should be mastered by the students in order to enrich their knowledge. There are several factors that influence students' reading comprehension. This research aims to know the correlation between vocabulary mastery and reading comprehension. The correlation between motivation and reading comprehension. Therefore, this research also aims to find the correlation between vocabulary mastery, motivation and students' reading comprehension. This research represents descriptive quantitative research by using correlation method. The result of this research indicates that vocabulary correlates positively with reading comprehension. The motivation correlates positively with reading comprehension. Moreover, this study also finds that there is positive correlation between vocabulary, motivation and students' reading comprehension. There are several ways that can be used to increase student's reading comprehension such as; familiarize students to read a lot by understanding the contents of the reading text; creating a conducive learning situation in order to increase students' motivation in reading. By reading a lot and understanding the reading text, it is hoped that students' vocabulary mastery will increase.

Keywords: reading, reading comprehension, vocabulary mastery, motivation

INTRODUCTION

Reading is a complex activity that requires a large number of separate actions, including the use of imaginary understanding, observation and memory (Abdurrahman, 2003: 200; Wicaksono et al, 2015). In line with the above opinion, according to Tarigan (2013: 7) reading is a process carried out and used by readers to get messages that readers want to use to get messages to be conveyed by writers using words or written language. Reading skills can be acquired by doing reading comprehension activities. Reading comprehension is a very important activity to be learned and mastered by

every individual, because it is the first activity in scientific transformation (Wijaya et al, 2019). Reading comprehension is the gateway for the entry of scientific concepts in the brain, people who like to read will gain new knowledge that can increase intelligence and broaden their horizons so that people will be able to answer the challenges of life in the present and in the future.

The ability to read comprehension is not an ability that is acquired suddenly and grows automatically for a child. Rather, it is an ability that is possessed through the process. These processes include starting experiences, training and learning that are carried out continuously (Apriyanti et al, 2018). Many factors can affect the success of students in reading. In general, these factors can be identified such as teachers, students, learning situations and conditions, learning materials and methods used in learning, learning materials and techniques used in learning.

In fact, nowadays many students' reading results are not satisfactory or far from perfection. Many newspapers and other parties say that students' reading comprehension skills are still weak. They have not been able to express ideas perfectly, the use of vocabulary tends to be monotonous in the sense that it does not vary (Rozali et al, 2018). In addition, the sentence structure that they produce is also not good (Subing et al, 2019). It is clear that between the demands of the curriculum and the implementation of language teaching, especially the ability to read and understand in the classroom, it has not reached conformity or has not been as expected (Efendi et al, 2018).

In fact, the reading comprehension ability of fifth graders at SDN 3 Tanjung Agung Kec. Katibung, South Lampung, for the academic year 20019/2020 is still low. This can be seen from student learning outcomes which are still low in reading Indonesian language comprehension compared to other learning that requires understanding of a reading. This is because students lack visual and auditory memory, short-term and long-term memory deficiencies often experience errors in understanding and answering questions related to reading, are not being able to express the sequence of stories that are read and unable to understand the contents of the readings and the reading themes they read individually optimally. Hence, they cannot do the given task well.

In the activities of the reading learning process in elementary schools, teachers are required to carry out all the learning processes well, but this has not been fully implemented. Teachers still teach conventional or classical learning and do not attract children's interest. This is supported by the condition of the learning process which is still characterized by the emphasis on the knowledge aspect and there is still little that refers to the involvement

of students in the learning process itself, this occurs in Indonesian language learning, especially learning to read.

In optimizing reading learning, the teacher wants to understand the importance of reading comprehension for students and apply learning that contains appropriate techniques and strategies to improve students' reading comprehension skills. According to Baradja (2006), the strategy that aims to improve learning abilities is learning that stimulates the emergence of all the reading potential that exists in students in a fun way so that students can use this potential to understand the meaning contained in the reading and finally understand what they read.

There are so many ways to improve student learning in reading, apart from educators who provide information, students must also be active in seeking knowledge by reading. Learning motivation is a person's ability to organize their own learning activities, on their own initiative and responsibly, without always depending on others (Mar'at, 2005: 34). The level of student learning independence can be determined based on how much initiative and willingness students have to be the best in order to be imitated by their friends at school. Moreover, the level of student learning independence can also be identified by looking at the responsibility of students to play an active role in planning learning and in implementing or participating in the learning process and evaluation of learning. The greater the role of students in doing activities relates to the higher the level of the students' learning motivation.

Based on the description above, it is assumed that students' reading ability is positively related to learning activities and vocabulary mastery. Therefore, researchers are interested in seeing the relationship between vocabulary mastery and independence with reading comprehension skills in fifth grade students at SDN 3 Tanjung Agung Kec. Katibung, South Lampung. Academic year of 2019/2020.

METHOD

Researchers used quantitative descriptive research methods. This method aims to develop, and test the truth of a research based on the philosophy of post positivism, this method is used to examine natural conditions or objects. In other words, this method final score or data is in the form of numbers. Thus, the purpose of this research is to make a descriptive analysis which pictures data systematically based on factual and accurate description of the facts, characteristics and relationships studied (Moleong, 2007). Quantitative is the final score in the form of numbers or real numbers. So it can be concluded that the quantitative descriptive is a method that systematically describes the facts studied in the form of numbers that are taken from the final score of the participants.

This research has one dependent variable and two independent variables. The dependent variable is reading comprehension ability (Y). While the independent variables consist of two, namely: vocabulary mastery (X_1), and learning motivation (X_2). In this case, the correlational technique was used to test: 1) the correlation between vocabulary mastery and reading ability, 2) the correlation between motivation and reading ability, and 3) the correlation among vocabulary mastery, learning motivation and reading ability.

RESULTS AND DISCUSSION

In this study, three hypotheses were proposed to be tested by intervention using regression and correlation analysis techniques. The first hypothesis and the second hypothesis were tested using simple regression and correlation analysis techniques. The third hypothesis was tested using multiple regression and correlation analysis techniques. Next, partial correlation analysis was also used in this study.

Referring to the results of the data analysis, it can be concluded that from the three assessment hypotheses tested, it turns out that all of the H_0 were rejected. This meant that H_1 was accepted. This also meant that the three hypotheses had a positive correlation. Thus, it can be explained by seeing the r score and F score.

In testing the first hypothesis, the regression equation that occurred between Y over X_1 was: $Y = 38.08 + 0.68 X_1$. Linearity test of the regression equation, the results of the calculation of the F value = 1.25. This meant that F value > F 0.01 (I.59) or 1.25 < 1.84. The test results collected that the regression equation $Y = 38.08 + 0.68 X1$ was linear. Thus, it could be concluded that there was a positive and significant correlation between vocabulary mastery and reading comprehension ability, which was indicated by the $r_{xy\,2}$ value of 0.46 and t value = 3.98 > t 0.01 (59) = 1.645. The results of the correlation between the two variables was indicated by the linear regression equation $Y = 42.13 + 0.54 X_2$.

In testing the second hypothesis, the F value was bigger than F 0.01 (26:33) or 0.61 < 2.47. The test results collected that the regression equation $Y = 42.13 + 0.54 X_2$ was linear. It was concluded that there was a positive and significant correlation between learning motivation and reading ability, which was indicated by r_{xy1} of 0.65 and T value = 6.56 > t 0.01(59) = 1.645. The correlation between the two variables was expressed by the limier regression equation $Y = 38.08 + 0.68X_1$. Based on the data calculation, it could be explained that the magnitude of the close correlation that occurred between learning motivation and reading comprehension ability was 45%. This presentation showed that the theories that had been used in this study had been proven.

Moreover, multiple correlation analysis between Y and X_1 together

obtained the correlation coefficient value $r_{y.12}$ = 0.71 and $r_{2y.12}$ = 0.50. Testing the significance of multiple correlation coefficients was carried out with the F test and obtained the calculation results of F = 29.56. In the distribution list F at the level of significance = 0.01; V_1 = 2, and V_2 = 58, the obtained value of F 0.01 (2:58) = 4.98. The test decision was F value > F 0.01 (2:58) or 29.56 > 4.98. The test results concluded that H_0 is rejected and accepts H_1, namely H_1 : $r_{y.12}$ > 0. In testing the third hypothesis, it was concluded that there was a positive and significant correlation with mutual motivation between learning independence and vocabulary mastery with motivational abilities indicated by the value of $r_{y.1.1}$ of 0.71 and F = 29.58. From the data analysis, it could also be found that the better the learning and reading motivation, the higher the reading comprehension ability. On the other hand, the lower the learning motivation and vocabulary mastery, the lower the reading comprehension ability.

Besides, the correlation among three variables was expressed by the multiple regression equation Y = 8.304 + 0.59 X_1 + 0.35 X_2. Thus, the third hypothesis that there was a joint positive correlation between vocabulary mastery and learning motivation with reading ability was accepted and the test results were significant. Based on the results of research and data analysis, it could be concluded that the better the vocabulary mastery and reading motivation, the higher the reading comprehension ability.

Further, based on the results of the study, it could be concluded that if one saw the relationship between one independent variable and the dependent variable in the condition that the other independent variables were controlled, or constant on the partial correlation coefficient, then the results of the partial correlation test between learning motivation and reading ability obtain a partial correlation coefficient $r_{y1.2}$ was 0.61 and the coefficient of determination $r_{2\,y1.2}$ was 0.37.

The results of the significant test of the partial correlation coefficient $r_{y1.2}$ obtained a T value of 5.89, higher than 37%, the variation in scores that occurred in reading comprehension ability was determined by learning motivation in controlled or consistent reading motivation conditions. When compared with the coefficient of simple determination X_1 and T, namely r_{2y1} of 42%. If you compare the two values of the coefficient of determination, it could be seen that there was a decrease in the power of determination of learning motivation with the ability to read and understand by 42%-37% = 5%. This provided information that after controlling for the variable mastery of vocabulary, it decreased by 5%.

Partial correlation analysis between reading motivation and reading comprehension ability in independent learning conditions in control, obtained a partial correlation coefficient $r_{y2.1}$ of 0.38 and a coefficient of determination

$r_{2y2.1}$ of 0.16. The results of the significant test of the correlation coefficient $r_{y2.1}$ obtained a t value 3.13, which was greater than the t table 2.33. The test results provide information, that approximately 16% of the variation in scores that occur in reading comprehension ability is determined by vocabulary mastery.

Thus, when compared with the coefficient of simple determination or X_2 with Y, namely r^2_{y2} of 21%, there is an increase in competence determination with reading ability of 21% - 16% = 5%. This provides information that after being controlled by learning motivation, the determination power of reading motivation with reading comprehension ability increased by 5%.

CONCLUSIONS

Based on the results of data analysis and hypothesis testing, the following conclusions can be drawn: 1) learning motivation is positively correlated to reading comprehension ability; 2) vocabulary mastery is positively correlated to reading comprehension ability; and 3) motivation and vocabulary mastery together have a positive correlation with students' reading comprehension ability.

The first hypothesis states that there is a positive correlation between learning motivation and reading comprehension ability. In this case, the higher the learning motivation score obtained by the students, the higher the reading comprehension ability. The second hypothesis states that there is a positive correlation between vocabulary mastery and reading comprehension ability. In this case, the higher the vocabulary mastery score obtained by the students, the higher the reading conclusion. The third hypothesis states that there is a positive correlation between learning motivation and vocabulary mastery together with reading comprehension ability. Based on the conclusions stated above, it turns out that to achieve success in reading a student is required to be motivated to learn and master the vocabulary that will be used.

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