



The Correlation of Vocabulary Mastery and Reading Interest with Quick Reading Ability

Liza Andeska¹, Akhmad Sutyono², Tommy Hastomo³, Nani Angraini⁴

STKIP PGRI Bandar Lampung¹²³⁴

lizaandeska@gmail.com

Abstract: This study describes the relationship between reading interest and vocabulary mastery with the speed reading ability of eighth-grade students of SMPN 3 Sungkai, North Lampung. The researchers use the correlational method to achieve the research objectives. The techniques used in collecting research data are questionnaires, tests, and observations. Research data analysis techniques include requirements analysis tests, statistical analysis, and hypothesis testing techniques. Based on the results of the study, it can be concluded that (1) there is a positive and significant relationship between reading interest and speed reading ability, indicated by a correlation coefficient of 0.766 and a coefficient of determination (R²) of 0.587 or 58.7%, (2) there is a relationship positive and significant correlation between vocabulary mastery and speed reading ability which is indicated by a correlation coefficient of 0.662 and a coefficient of determination (R²) of 0.438 or 43.8%, (3) there is a positive and significant relationship between reading interest and vocabulary mastery with ability speed reading indicated by the correlation coefficient of 0.804 and the coefficient of determination (R²) of 0.646 or 64.6%.

Keywords: reading interest, speed reading, vocabulary

INTRODUCTION

Reading is a process carried out and used by the reader to get the message that the writer needs to convey through the medium of words or written language. This process requires that the group of words that constitute a unit be seen at a glance and that the meaning of the individual words will be known (Brouwer, 2012). Reading ability is one of the four aspects of language skills. According to Hodgson in Tarigan (2000: 7), reading ability is a process carried out and used by readers to obtain messages to be conveyed by the author through the medium of words or written language. The process is so that the group of words that constitute a unit will be seen at a glance, and the meaning of the individual words will be known. Reading ability is an activity carried out by a writer to express facts, feelings, attitudes, and thoughts clearly and effectively to the reader.

Speed reading is a reading system that considers the reading time and the level of understanding of the material being read. If someone can read with little time and high awareness, then that person can be said to be a fast reader. Speed reading is an activity to respond to printed or written symbols with precise and immediate understanding. A person can be called a fast reader if he can scan texts or readings and has a high experience level. According to Semi (2003: 67), the students can develop their reading ability by practicing developing this skill. They need speed reading action if there are certain occasions. In summary, speed reading is a technique of reading text to understand the contents of the reading quickly and with the proper reading purpose.

An external factor can influence students' reading ability, such as the teacher's ability to manage the class using appropriate learning methods (Sartika, Afifah, & Angraini, 2020). Various learning methods can be used teachers can use to the situation and conditions of students. In addition, the learning method used by the teacher should be adjusted to the character of the material. The important thing for the teacher to pay attention to is how the teacher can learn with active, creative, practical, and tactical learning. In addition, innovation in education is needed to adapt to the character of the material, teaching situations, and conditions.

Motivation can create, ensure continuity, and provide direction for learning activities so that it is hoped that the goals can be achieved in learning activities (Hastomo, 2016). Moreover, motivation is needed because someone who does not have the motivation to learn will not be able to carry out learning activities. Sudarsono (2003: 28) adds, "interest in learning is a certain attitude that is very personal to everyone who wants to learn. Interest in learning must be grown by each person. The other party only reinforces cultivating interest and fostering the interest one already has."

The need for effective and innovative learning helps students achieve their learning objectives. Effective and innovative learning can be interpreted as a new effort in learning, using various learning models, facilities, and an atmosphere that supports the achievement of learning objectives. The classroom atmosphere is not confined to a rigid and tense atmosphere with a student-centered learning model. Students as learning subjects will determine the success of learning Indonesian in schools. Students need conducive learning situations and conditions to achieve learning objectives well. The teacher's learning plan by the background and needs of the child will determine the quality of the learning process and results. The selection and implementation of the suitable learning model support the improvement of learning achievement, including the achievement of learning Indonesian. In addition, if students have high interest, then students creativity can develop

quickly. Learning will be more effective and efficient. Learning will develop and run according to the expectations of teachers and students. A learning situation allows students to create and bring out their best abilities. In the end, the achievement of learning Indonesian will be better, including the ability to read quickly.

Furthermore, the competency that must be needed in speed reading is the mastery of vocabulary. Vocabulary can be divided into two forms. Chaer (2000:21) states that active vocabulary is vocabulary often used in speaking or writing. At the same time, passive vocabulary is vocabulary that is rarely or never used again. Mastery of the vocabulary is essential because vocabulary is a valuable tool for capturing and understanding someone's message through writing to others to be understood as the author's intentions or thoughts. The ability to read quickly is an ability that students must master, so this ability should receive special attention from the teacher.

The lack of success in learning to read fast at SMPN 3 Sungkai Utara Kab. North Lampung for the 2020/2021 academic year happens because students do not have sufficient reading interest or students' reading interest is still low. The lack of success in learning to read fast can be made by students not having vocabulary mastery or vocabulary mastery that is still low. Students' reading interest and vocabulary mastery affect speed reading ability. In other words, students' speed reading ability will be high if students' reading interest and vocabulary mastery are also high. Based on the description stated above, the authors are interested in researching "The Correlation of Vocabulary Mastery and Reading Interest with Quick Reading Ability".

RESEARCH METHODOLOGY

This research is quantitative. This research uses the correlational method, data is collected after all the events in question. Furthermore, these events are examined, and the relationship between one element and another is reviewed, which are interrelated. The goal is to describe the facts and characteristics of the population so that it can lead to a conclusion about the problem under study (Arikunto, 2016).

The method used is the correlation method. Data collection techniques used are questionnaire techniques and test techniques. A questionnaire technique was used to obtain data on students' reading interests. The test technique is used to collect research data on vocabulary mastery. To find out the ability to read quickly, using a test technique. The researchers use multiple-choice tests to find out vocabulary mastery. The test used to determine the ability to read also rapidly uses an essay or description test.

The population is the subject of research. The population in this study were students of class VIII SMPN 3 North Sungkai Kab. North Lampung

Academic Year 2020/2021. The sample of this study were students of class VIII SMPN 3 North Sungkai Kab. North Lampung Academic Year 2020/2021. In determining the number of samples required based on the opinion of Arikunto (2006:134), The research sample was 124 students. Several samples were taken, stating that if the subject was less than 100 people. It is better to take all the subjects so that the research is a population study. If the number of subjects is more significant, 10-15%, 20-25%, or more of the total population are taken. The sampling technique used was the random sampling technique.

The Pearson Product Moment correlation was used to obtain information about the validity and reliability of the reading interest instrument. Furthermore, the Microsoft Excel 2010 program tool was used to get the r count. Moreover, the validity and reliability of the instrument were tested for the Pearson Product Moment correlation.

RESULT AND DISCUSSION

Results

According to Sembiring (1995: 37), the linearity test of research data is intended to determine the significance of the relationship between research variables. This linearity test was carried out on the relationship between variables. The relationship between the variables tested, namely the variable of speed reading ability (Y) with the variable of reading interest (X_2), the variable of speed reading ability (Y), and the variable of vocabulary mastery (X_1). The relationship between speed reading ability (Y) with reading interest variable (X_2) and vocabulary mastery variable (X_1). The hypothesis in this research is

H_0 : The relationship between variables is not linear.

H_1 : The relationship between variables is linear.

Test criteria: if the F count is smaller than the F table and the probability is more significant than 0.05, H_0 is accepted. If the F count is greater than the F table and the possibility is less than 0.05, H_0 is rejected (H_1 is accepted). To determine the level of linearity of the research data, data processing used SPSS version 17.00. Based on the results of data processing, the relationship between speed reading ability (Y) and reading interest (X_2), speed reading ability (Y) and vocabulary mastery (X_1), speed reading ability (Y) relationship with reading interest (X_2), and mastery variable vocabulary (X_1) shows an excellent linearity relationship.

It can be seen in the linearity table between the variable speed reading ability (Y) and reading interest (X_2), speed reading ability (Y) with vocabulary

mastery (X_1), and speed reading ability (Y) with reading interest variable (X_2) and vocabulary mastery variable (X_1) as follows.

Table 1. Linearity of Research Variables

Variable	Y with X_1		Y with X_2		Y with X_1 and X_2	
	Hitung	Tabel	Hitung	Tabel	Hitung	Tabel
Linierity	58,321	4,06	31,956	4,06	36,466	4,06
DK	1	1	1	1	2	2
Significance	0,000	0,05	0,05	0,05	0,000	0,05
Conclusion	Linier		Linier		Linier	

Information:

Y = Speed Reading Ability

X_1 = Vocabulary Mastery

X_2 = Interest in Reading

From the F test, it was found that the calculated F reading interest variable (X_2) and speed reading ability (Y) was 58.321 with a significant level of 0.000 and the F table at a significant level = 0.05 at 4.06. It turns out that the probability (0.000) is much smaller than 0.05, and the calculated F is greater than the table F. Therefore, the relationship between reading interest (X_2) and speed reading ability (Y) is linear so that this regression model can be used to predict students' speed reading ability.

Based on the Anova test or F test, it was found that the F count variable for vocabulary mastery (X_1) and speed reading ability (Y) was 31,956 with a significant level of 0.000 and the F table at a significant level of = 0.05 of 4.06. It turns out that the probability (0.000) is much smaller than 0.05, and the calculated F is greater than the table F. Thus, the relationship between vocabulary mastery (X_1) and speed reading ability (Y) is linear, so this regression model can be used to predict students' speed reading ability.

Similarly, from the Anova test or F test, it was found that F count variables for vocabulary mastery (X_1) and reading interest (X_2) with speed reading ability (Y) of 36.466 with a significant level of 0.000 and F table at a significant level = 0.05 of 4,06. It turns out that the probability (0.000) is much smaller than 0.05. The calculated F is greater than the table F. Thus, the relationship between reading interest (X_2) and vocabulary mastery (X_1) with speed reading ability (Y) is linear so that this regression model can be used to predict speed reading ability.

Based on the results of the test requirements for hypothesis testing, namely by testing normality, testing homogeneity, and linear testing of research variables, research variables have been proven to have a normal

distribution and homogeneity. Thus, the research data can be used to test research hypotheses.

Three hypotheses were empirically tested in this study, namely (1) There is a significant relationship between reading interest and speed reading ability of class VIII students of SMPN 3 Sungkai Utara North Lampung in the 2020/2021 academic year; (2) There is a significant relationship between vocabulary mastery and speed reading ability of grade VIII students of SMPN 3 Sungkai Utara North Lampung in the 2020/2021 academic year; (3) There is a significant relationship between reading interest and vocabulary mastery with the speed reading ability of class VIII students of SMPN 3 Sungkai Utara North Lampung in the 2020/2021 academic year.

These three hypotheses were tested using analysis and correlation. Testing each predictor variable with the response variable used regression analysis and simple correlation. The statistical technique for testing simple regression analysis uses the F test. To test the closeness of the relationship, it also uses a simple regression test. In addition, in drawing a conclusion using a correlation test (r test). This r test is also used to test the strength of the predictor variable through the significance of the correlation coefficient. The last statistical technique used is the significance test of multiple linear regression and multiple correlation coefficients using the F test.

Discussion

The data in the study support the statement of the research hypothesis. The significant correlation coefficient test results show that the null hypothesis is rejected because $r_{\text{count}} = 0.756 > r_{\text{table}} = 0.244$. It can be concluded that the correlation coefficient between reading interest and speed reading ability of 0.766 is very significant. Thus, there is a positive relationship between reading interest (X2) and speed reading ability (Y). It can be said that the higher the level of interest in reading, the higher the speed of students' reading ability. The coefficient of determination is $(R^2) = (0.766)^2 = 0.587$ or 58.7%. This means that the contribution of reading interest (X2) is 58.7% to the ability to read quickly (Y). It means this speed reading ability can be improved by increasing students' interest in reading because it contributes 58.7%.

Aspects of reading interest that have contributed to speed reading skills include students' attention to reading activities, use of time, feelings of pleasure, encouragement, and the suitability of material objects. This finding shows the students must have high reading interest aspects, namely students' attention to reading activities, use of time, feelings of pleasure, encouragement, and the suitability of material objects to have the ability to compose high descriptions.

Meanwhile, aspects of narrative writing skills that can be improved through increasing reading interest include elements of speed reading, namely (1) reading speed, (3) comprehension ability, (4) language structure, (5) preferred style and vocabulary, and (6) spelling. If students' reading interest is high, students' speed reading abilities can also increase because students will have more desire, enthusiasm, and clear goals in reading which will enrich themselves so that they can be rewritten in the form of essays. In the end, the students' speed reading ability improved.

Aspects of vocabulary mastery that contribute to the ability to compose descriptions include (1) concrete and abstract words, (2) standard and non-standard words, (3) general and specific words, (4) popular and study words, and (5) original words and absorption vocabulary. This statement shows that the students must have high vocabulary mastery, namely mastery of concrete and abstract words, knowledge of standard and non-standard words, general and unique words, mastery of popular and study words, and skill of native words and variable vocabulary to have high-speed reading skills.

Meanwhile, aspects of speed reading skills that can be improved through increasing vocabulary mastery include elements of speed reading, namely (1) reading speed; (2) comprehension ability; (3) language structure; (4) style, choice, and vocabulary; and (5) the spelling used. If students' vocabulary mastery is high, students' speed reading ability can also increase (Macalister, 2008). So, it will be easier to read by having mastered the mastery of concrete and abstract words, mastery of the standard and non-standard words, mastery of general and unique words, mastery of popular words and studies, and mastery of about native words and absorption vocabulary. In the end, the students' speed reading ability increased optimally.

Meanwhile, aspects of speed reading skills that can be improved through increasing vocabulary mastery include elements of speed reading, namely (1) reading speed; (2) comprehension ability; (3) language structure; (4) style, choice, and vocabulary; and (5) the spelling used. If students' vocabulary mastery is high, students' speed reading ability can also increase because it will be easy to compose by having mastered the mastery of concrete and abstract words, mastery of the standard and non-standard words, mastery of general and special words, mastery of popular and study words, and mastery of about native words and absorption vocabulary. Students' speed reading skills increased as they engaged in reading interest and vocabulary mastery (Bell, 2001).

CONCLUSION

The higher the interest in reading in students, the tendency for speed reading abilities to increase. This is also in line with data from interviews with

several students and several teachers regarding the causes of students' lack of enthusiasm in learning to read fast, the cause of students' lack interest, and reading habits. The causes of these authors can conclude as follows. (1) students' interest and interest in reading activities are still lacking, so students' awareness to carry out reading activities needs to be developed again. This can be seen from their activities when given assignments or homework to read articles or other assignments. In general, students pay less attention to the teacher's task. (2) teachers do not carry out learning innovations that stimulate student learning activities. (3) teachers still do not give praise to students who excel and are more likely to give punishment. (4) the spirit of competition or competition between students is still lacking. (5) The motivation of students to do learning is also lacking. (6) the teacher still acts as the only source of learning, so students' learning creativity has not developed correctly.

The data above suggests that interest will grow and develop in a person if using methods or forms to give numbers for each activity carried out by students. In addition, the learning creativity factor must be designed to stimulate student learning activities and creativity. The competition factor needs to grow in the classroom, between classes, and even between regional, national, and international schools. Teachers must give more confidence to students by positioning them as facilitators and motivators in learning, not as the only source of learning.

In addition, students also need to grow their self-awareness to read and learn by being given educational advice, both from teachers and parents. Teachers also need to provide opportunities or opportunities for all students to perform better. It is not only students who have a high achievements that are considered, but also students who have less achievement. This comprehensive and integral attention will impact a more active and responsive learning process. In summary, reading interest is one of the essential variables that need attention to improve the speed reading ability of class VIII SMP students, especially class VIII students of SMPN 3 Sungkai Utara Lampung Utara Academic Year 2020/2021. Speed reading ability will be able to increase if students have a high interest in reading.

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