
The Correlation Between Reading Speed and Vocabulary Mastery in Second Grade of SMK N 1 Kinali in The Academic Year 2021/2022

Herlina¹, Melyann Melani²

^{1,2}Universitas Islam Negeri Bukittinggi

Email : Herlinaaalina335@gmail.com¹, Melyannmelani@gmail.com²

Article History:

Received: 31 Maret 2023

Revised: 04 Maret 2023

Accepted: 05 Maret 2023

Keywords: *Correlation,
Reading Speed, Vocabulary
Mastery*

Abstract: *The purpose of this research was to find out whether there was any significant correlation between students' Reading Speed and Students' Vocabulary Mastery in Second Grade of SMK N 1 Kinali in the Academic Year 2021/2022. The design of this research was correlational research. The instruments of this research were reading speed tests for measuring students' reading speed and vocabulary mastery tests for measuring students' vocabulary mastery. The population of this research is all of the second grade of SMK N 1 Kinali in the academic year of 2021/2022 which consists of 4 classes. The results of the research showed that there was a correlation between students' Reading Speed and Students' Vocabulary Mastery in the Second Grade of SMK N 1 Kinali in the Academic Year 2021/2022. The researcher found that the coefficient of correlation between students' Reading Speed and Students' Vocabulary Mastery is 0,371. It showed that there was a low correlation between students' reading speed and vocabulary mastery, it included the scale of r interpretation scores between 0,20-0,49. Furthermore, with $df = 31$. And the level of significance 0,05 ($\alpha = 5\%$) obtained 0,355. So, $r_{xy} = 0,371 > t_{table} 0,355$. So, H_a is accepted and H_o was rejected. It means that there was a low correlation between students' Reading Speed and Students' Vocabulary Mastery.*

INTRODUCTION

Reading in a second or foreign language is a more complicated process than reading in one's first language because it requires additional demands on the reader. Reading can be assessed from various domains, and reading speed is one of them (Angels). In addition, reading speed plays an important role not only in first language acquisition but also in English as a second or foreign language learning program. It means that reading speed is very important in reading a foreign language text or a second language. A reader had a different reading rate reading speed. Reading speed for foreign language and second language learners usually takes 250 words per minute (wpm) (Ita Nur Ekasari). It means that each student had a different reading rate in reading speed.

Reading Speed is one of several ways used to improve reading. Reading Speed is the act of quickly absorbing written information, the goal is to read quickly by making eyes move faster and increase reading speed while still retaining comprehension of the material. Reading speed is the rate at which a person reads written text (printed or electronic) in a specific unit of time. Reading speed is generally calculated by the number of words read per minute (Andri Pratama). It means that reading speed is the act of quickly absorbing written information and then calculating by the number of words read per minute (wpm).

Reading Speed is not just about reading words faster than before, it is also about being able to read at a speed appropriate for the material in reading. Reading slowly makes the mind wander. It can cause boredom. The mind cannot remember anything. Reading too fast would reduce the chance of remembering and makes the mind stressed and frustrated (Konstant, 2003). Furthermore, Reading speed is related to memory. Concentration is much needed when students read faster than they did before. Reading speed is not only reading the material faster but also can help the reader catch and remember information that lies in the book. In contrast, if students read the material too slowly, the brain would be bored to catch the information

Based on preliminary research on the students of second grades to teachers and students at SMK N 1 Kinali from 12th October until 15th October 2021 by conducting the interview, Some of the students said that they had good vocabulary mastery but they can read slowly. They read slowly because they want to make sure that they understand every word there were in the text. So, the researcher found several problems. First, some of the students seemed to have a good vocabulary but had problems with reading speed. The students had good reading speed, but their vocabulary is poor.

Second, the students were weak in mastering vocabulary, therefore they did not understand what they read, and it is hard for them to read faster. So actually, that is all give a bad effect on their score in the classroom when they do the exercise or when they had the exam.

Last is about the students' low motivation for reading. The students' problem with motivation can be seen from the condition that they were in the English reading activity. When they read a text, the students could not focus on the text. Sometimes they stopped reading and chatted with their friends. Moreover, they did another activity while reading a text, such as playing with their pencil, ruler, or eraser. When the teacher started to discuss the text, the students did not give any response. The teacher needed to repeat the instructions because some of them stayed quiet and did not pay any attention to their teacher. When the teacher called on some students to respond to the teacher's questions, they were surprised and read the text again. Some of them gave the wrong answers.

Based on the explanation above finally the researcher conducted research by title: "Correlation Between Students' Reading Speed and Their Vocabulary Mastery at the Second-Grade Students of SMK N 1 Kinali in the Academic Year 2021/2022"

METHOD

The researcher would use quantitative research. Quantitative research is a kind of research that collects data in the form of a number. According to Sugiono, research is called quantitative because the data of the research used numeric and using statistical analysis (Sugiono, 2009). Many kinds of research used quantitative; some of them are survey research, correlational research, causal-comparative research, and experimental research. Instrumentation is known as the tool to get the data that is needed by the researcher. The research got the data from a test. Instrumentation was known as the tool to get the data that is needed by the researchers. The researcher got the data

from two kinds of instrumentation, the reading speed test, and the vocabulary mastery test.

FINDINGS AND DISCUSSION

Findings

This chapter shows the finding and discussion of the analysis of data collected to answer the formulation of the problems: first, is there any significant correlation between students reading speed and their vocabulary mastery? Second, what is the correlation direction between students reading speed and their vocabulary mastery? Last, what is the correlation magnitude between students reading speed and their vocabulary mastery?

In this research, the data is collected by using reading speed tests and vocabulary tests. The researcher used statistical calculation to analyze the data which had been gotten. The researcher used the formula by using the Pearson Product Moment Correlation to find out the correlation.

Table1. the Pearson Product Moment Correlation Correlations

		Reading Speed	Vocabulary
Reading Speed	Pearson Correlation	1	,371
	Sig. (2-tailed)		,448
	N	33	33
Vocabulary	Pearson Correlation	,371	1
	Sig. (2-tailed)	,448	
	N	33	33

The table above showed the correlation coefficient $r=0,371$. It means that there is a positive relationship between reading speed and vocabulary mastery. Based on the interpretation of Pearson Product Moment Correlation Coefficient between 0,20 – 0,40 with interpretation Low correlation. Thus, there is a low correlation between the two variables.

The correlation coefficient which shows the relationship between Reading Speed and Vocabulary Mastery is $r=0,371$. There is a significant correlation between students' Reading Speed and their Vocabulary Mastery. To answer the second question in this research, the correlation coefficient shows that the correlation between Reading Speed and Vocabulary Mastery is $r=0,371$. In short, there is a significant correlation between Reading Speed and Vocabulary Mastery because the result of this calculation had a positive symbol. To know the magnitude of the correlation between Reading Speed and Vocabulary Mastery, the researcher consults the interpretation table below:

Table 2. The Coefficient Magnitude Correlation

Product Moment (rx)	Correlation coefficient	Interpretation
0,00 – 0,20		Very Low
0,20 – 0,40	$r=0,371$	Low
0,40 – 0,70		Moderate
0,70 – 0,90		High
0,90 – 1,00		Very High

Based on the table above, the table above showed a correlation coefficient of $r=0,371$. It means that there is a positive relationship between Reading Speed and Vocabulary Mastery. Based on the interpretation of Pearson Product Moment Correlation Coefficient between **0,20 – 0,40**. Thus, there is a low correlation between the two variables. In conclusion, the magnitude of the

correlation between Reading Speed and Vocabulary Mastery is a low correlation.

Testing Hypothesis

In this research, the researcher is done the hypothesis to determine whether the hypothesis can be accepted or rejected. There were two hypotheses; H_a : there is a correlation between Reading Speed and Vocabulary Mastery. The second hypothesis is H_o : there is no correlation between Reading Speed and Vocabulary Mastery. To consult with the r-table, the researcher had to determine the degrees of freedom (df) and the significant alpha value (α). The degrees of freedom in this research were $N-2 = 33-2 = 31$. After that, the researcher used a significant alpha value (α) = 0,05. To determine whether the researcher would accept or reject the hypothesis. The researcher consults to r-table with significant alpha value (α) = 0,05 and $df= 31$. Based on the r-table, it is obtained at 0,355, and the researcher had $r_{xy} = r=0,371$. It means that r_{xy} score is bigger rather than the r- the table score. If $r_{xy} > r_{tab}$, so H_a is accepted and H_o is rejected. $0,371 > 0,355$, so H_a is accepted and H_o is rejected. Shortly, H_a is accepted which states that there is a significant correlation between Reading Speed and Vocabulary Mastery.

Discussion

Based on the data analysis above, the researcher found that the coefficient of correlation between students' Reading Speed and Vocabulary Mastery at the second-grade students of SMK N 1 Kinali is 0,376. There is a positive correlation between the two variables because the result had a positive symbol. From the result above, the magnitude of the correlation is low because it is between 0,20 – 0,40. Based on the research results, it can be concluded that the students' Reading Speed did not have a big influence on students' Vocabulary Mastery.

This research is about the correlation between students' Reading Speed and Vocabulary Mastery of the second-grade students on SMK N 1 Kinali. It can be said that correlates between students' Reading Speed as a variable X and Vocabulary Mastery as a variable Y. The data were gotten from the test.

In the analysis data, the researcher calculated students' test of students Reading Speed and Vocabulary Mastery by Using the Product Moment formula. It is found that there is a correlation between students' Reading Speed and Vocabulary Mastery among the second-grade students of SMK N 1 Kinali. Moreover, there is also a positive correlation between students' Reading Speed and Vocabulary Mastery. Based on the interpretation of the result of the correlation, the students' Reading Speed did not have a big influence on students' vocabulary mastery.

The result of this research supports by theory. According to Sutz, reading speed aims to learn how to read more than one word at a time, and to do that you had to read with your eyes instead of your ears. Your comprehension would increase at the same time as your speed increases because when you read more than one word at a time you read phrases rather than isolated words. The meaning the author wants to put across is in the phrase, not the isolated word. The meaning is in groups of words so the more words you can comprehend at one time, the better your comprehension, understanding, and subsequent recall would be. Based explanation above, it can be concluded that reading speed and vocabulary mastery were two elements that were closely related. When we were reading, we certainly look for the information contained in the text, which makes understanding and vocabulary grow.

Additionally, based on hypothesis testing the result of r_{xy} is 0,371 and r-table is 0,355 on $df = 33-2 = 31$, $\alpha = 0,05$. Because r_{xy} is bigger than r-table, H_a is accepted and H_o is rejected. It means that there is a correlation between students' Reading Speed and Vocabulary Mastery

among the second-grade students of SMK N 1 Kinali. In summary, the results of this research support the research hypothesis that there is a low correlation between students' Reading Speed and Vocabulary Mastery in the second-grade students of SMK N 1 Kinali.

CONCLUSION

The purpose of this research is to know whether there is a correlation or not between students' Reading Speed and Vocabulary Mastery in the second grade of SMK N 1 Kinali. This research correlates the students' Reading Speed scores and vocabulary mastery scores. Based on the research question about the correlation between students' Reading Speed and Vocabulary Mastery. It could be concluded in Chapter IV.

The result of the research indicated that the students' Reading Speed and Vocabulary Mastery had a positive correlation. students' students' Reading Speed influenced their Vocabulary Mastery, which is shown by the result of their tests. Because the interpretation of the correlation is low, it means that Reading Speed does not have a big influence on students' Vocabulary Mastery. Based on the data analysis above, the researcher found that the coefficient of correlation between students' Reading Speed and Vocabulary Mastery at the second-grade students of SMK N 1 Kinali is 0,376. There is a positive correlation between the two variables because the result had a positive symbol. From the result above, the magnitude of the correlation is low because it is between 0,20 – 0,40. Based on the research results, it can be concluded that the students' Reading Speed did not have a big influence on students' Vocabulary Mastery.

REFERENCES

- Alderson, J. Charles and Lyle F Bachman. 2000. *Assessing Reading*. New York: Cambridge University.
- Cameron, Lyne. 2001. *Teaching Language to Young Learners*. New York: Cambridge University Press.
- E Zemach, Dorothy and Lisa a Rumisek. 2005. *Academic Writing from Paragraph to Essay*. Oxford: Macmillan.
- HiebertElfrieda and L. Kamil Michael. 2005. *Teaching and Learning Vocabulary Bringing Research to Practice*. London: Lawrence Erlbaum Associates.
- Harison, Collin, and Terry Salinger. 1998. *Assessing Reading Theory and Practice*. New York: Routledge.
- Harmer, Jeremy. 2007. *How to Teach English*. Essex: Pearson Education Limited.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. New York: Person Education Limited.
- Jeremy Harmer. 1998. *How to Teach English*. London: Person Education Limited.
- Kane, T. S. 2000. *Language English The Oxford Essential Guide to Writing*. New York: Berkley Books.
- Konstant, Tina. 2003. *Teach Yourself Speed Reading*. London: Hodder Headline.
- Konstant, Tina. 2010. *Work Smarter with Speed Reading*. Great Britain: A Macmillan Company.
- Konstant, Tina. *Teach Yourself Speed Reading*. Hodder: Teach Yourself Business & Professional.
- Linse, Caroline and David Nunan. 2005. *Practical English Language Teaching PELT Young Learners-English as a Second Language*. New York: English as a Second Language.
- Muniarsih, 2013 "The Correlation Between Students' Motivation in Reading and Reading Speed" (A correlational Study at the Second Grade of Department of English Education Syarif Hidayatullah State Islamic University). Jakarta: UIN Jakarta.

- Muriel, Saville and Troike. 2005. *Introducing Second Language Acquisition, Cambridge Introductions to Language and Linguistics*. New York: Cambridge University Press.
- Muslikah, 2016 “*The Correlation Between Students' Vocabulary Mastery and Their Ability in Writing Analytical Exposition Text*”. Lampung: UIN RadenIntan Lampung.
- Nation, I. S. P. 2008. *Teaching Vocabulary: Strategies and Techniques*. Boston :Heinle Cengage Learning. Patel, M.F and Praveen M. Jain. 2008. *English Language Teaching (Methods, Tools & Techniques)*. Vaishali Nagar: Sunrise. 73 Read,
- John. 2000. *Assessing Vocabulary*. New York: Cambridge University Press.
- Richards Jack C, Renandya Willy A. 2002. *Methodology in Language Teaching an Anthology of Current*. New York: Cambridge University Press. Sutz,
- Richard & Peter Weverka. 2009. *Speed Reading for Dummies*. New York: Wiley Publishing, Inc.
- Thornbury, Scott. 2002. *How to Teach Vocabulary*. New York: Pearson Education Limited.
- Ur, Penny. 1996. *A course in Language Teaching: Practice and Theory*. New York: Cambridge University Press.
- Wainwright, Gordon. 2007. *How to Read Faster and Recall More (3 rd Edition)*. New York: How to Books Ltd, Spring Hill House & Begbroke.
- Wardani, Imelda, HasanBasri, and Abdul Waris. 2014. *Improving the Ability In Writing Descriptive Text Through Guided-Questions Technique*, e-Journal of English Language Teaching Society (ELTS) Vol. 2 No. 1
- Wechsler, H. Bernard and Arthur Bell. 2006. *Speed Reading for Professionals Hauppauge: Barron's Educational Series*.
- Wijaya M. Sayid, *Pedagogy Journal of English Language Teaching, Volume 6, Number 1, Juni 2018: Reading Speed Level and Comprehension In Second Language Reading*, Universitas Islam Negeri (UIN) Raden Intan, Lampung.