

The Influence of Students' Vocabulary Mastery Toward Their TOEFL Reading Comprehension Achievement of The Seventh Semester Students of English Department at Universitas Mayjen Sungkono in Academic Year 2023/2024

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ABSTRACT

The vocabulary mastery becomes a support in learning the language. Vocabulary mastery as a trigger of someone's achievement in TOEFL. The objective of this research is to measure the influence between the students' vocabulary mastery toward their TOEFL Reading Comprehension achievement. The method used in this research was quantitative method. The design of this research was ex post facto design. The researcher used ex post facto design of this study to give the information about vocabulary mastery and TOEFL Reading Comprehension achievement. The result showed that the higher student's vocabulary mastery, the higher TOEFL reading comprehension student will be. The result of calculation showed that in the significance degree of 0,05 it is obtained 0,324. By comparing the value of $r_{x_1x_2} = 0,573$ and $r'_{table} = 0,324$, the researcher makes an assumption that $r_{x_1x_2}$ is bigger than r'_{table} $0,324 < 0,573$. It can be concluded that there is significant positive influence between the students' vocabulary mastery toward TOEFL Reading Comprehension achievement at the seventh semester students of English Department at Universitas Mayjen Sungkono in academic year of 2023/2024. It is hoped that in the future vocabulary learning will be further improved so that students can learn English more easily. The contribution of this research is to provide knowledge that vocabulary mastery is important for students to make it easier to learn English.

Keywords : Vocabulary Mastery, TOEFL Reading Comprehension Achievement



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INTRODUCTION

Reading is one of the important language skills. By reading, student may get a lot of information. The more often student reads, the more information will student gets. So, the student who likes reading will be more clever and creative (Duke & Cartwright, 2021). Reading is basic for students to achieve their successes in learning. To support them achieving their successes in learning, they need to read a lot of books, journal or articles and many others in order to gain the knowledge and wide perception.

Students in school should be taught how to read properly and efficiently in order to acquire specialized information, such as making predictions about what will happen. Another way to help the students to understand the text without knowing all the vocabulary in the text is by finding key words (Elfiondri et al., 2020). Students in school should be taught how to read properly and efficiently in order to acquire specialized information, such as making predictions about what will happen (Kai & Hua, 2021). Also, teaching vocabulary with a combination of text, audio, visuals, video, and animation is

becoming a standard method in language acquisition teaching. It will facilitate pupils' vocabulary learning in an enjoyable manner (Marpaung & Situmeang, 2020).

Vocabulary has a big role in learning English for students in four skills of language. These skills are listening, reading, speaking, and writing (Afzal, 2019). Mastering the vocabulary means students know more the vocabulary not just only the meaning of the word, but the usage of it in a sentence, knowing combination of word, formation of word and grammar of word. Vocabulary has important role for all aspects of language skill. In actuality, vocabulary is the cornerstone of learning English and one of the elements of language; without vocabulary, there could be no language at all. (Marpaung & Situmeang, 2020).

Vocabulary is a set of a lexeme, including single words, compound words, and idioms. Then, the definition of vocabulary can be concluded as a single item or chunks and phrases of few words which convey a specific meaning (Yudha & Mandasari, 2021). The first important thing that has to be learned when learning a language is vocabulary. The importance of vocabulary is that vocabulary is the central to English language teaching, because without vocabulary, students cannot express their ideas or understanding the lesson (Dakhi & Fitria, 2019). The vocabulary in English teaching is necessary to make sure students understanding the lesson.

Furthermore, the understanding above can be concluded, the vocabulary mastery becomes a support in learning the language. Vocabulary mastery as a trigger of someone's achievement in TOEFL (Abdulrahman & Kara, 2023). By mastering a few words, someone can understand the text. Because of reading is basic, most of master in English created instruments for testing the skills that can measure the ability of students in English (Elfiondri et al., 2020). A test commonly used to measure the extent to which ability in English is a Test of English as a Foreign Language (TOEFL). Many people take TOEFL test to continue study either in their country or another country. In addition, TOEFL test is conducted to get a better job. In this regard, TOEFL test becomes a global test in worldwide (Kaniadewi & Asyifa, 2022).

TOEFL test is a compulsory test for students in English Department. It consists of three sections including listening section, structure and written section and reading comprehension section. In order to acquire specific information, students at school should be taught how to read effectively and efficiently, such as making prediction about what will happen (Syakur et al., 2020). Another way to help the students to understand the text without knowing all the vocabulary in the text is by finding key words. To understand a text, we need to find the key words of the text (Syakur et al., 2019). By doing this strategy, students can cover their vocabulary weaknesses since vocabulary knowledge is one of the major factors that influence reading comprehension. (Agung et al., 2021).

METHOD

The research design which the researcher used is ex-post facto design or it is also called as causal comparative Research. This research measures the cause and effect relationship without manipulating the independent variables. It starts from identifying the existing conditions and proceeds to find the cause of the conditions.

Ex-post facto or causal comparative research involves both continuous as well as discrete variables for the independent variables that have these conditions: 1. Inherent characteristics (organismic) e.g. gender, ethnicity, personality, traits. 2. Characteristics that should not be manipulated for ethical reason, e.g. illegal drug use, cigarette smoking, or alcohol consumption. 3. Characteristic that should be manipulated but that are not, e.g. school placement, social promotion to the next grade, or participation in psycho-therapy (Bunari et al., 2023).

Ex-post facto more normally that in which the independent variables have already occurred and the research starts with the observation of a dependent variable (GÜNGÖR & GEÇİKLİ, 2021). While the others said that causal comparative research is that research in which the researcher attempts to determine the cause or reason for existing difference in the behaviour or status or group of individuals (Bellini et al., 2020). From the two statements, we can conclude that this research is to measure the independent variable that occurred before dependent variable which causes the result of dependent variable. In this research, researcher used vocabulary mastery and the dependent variable is TOEFL reading comprehension of eleventh semester students of English Department at Universitas Mayjen Sungkono.

Procedure of the Research

The procedure of research is the core stage in a study to get the results of research. Basic design of ex-post facto there are four stages. The stages are as follows: 1.) Observation: In observation, the researcher will take the data in the school, and to find out whether the population and sample available or not. 2.) Determining the population and sample: The population and sample of the research was at the seventh semester students of English Department students at Universitas Mayjen Sungkono 3.) Preparing the test: The researcher prepared some test in the research. For reading test, the researcher gave the students multiple choice tests. For vocabulary test, the researcher gave the students multiple choice test. 4.) Arranging the test and conducting the test: The test is carried out to check significant correlation between two variables. The number of items TOEFL reading test is 50 multiple choice and for vocabulary test is 45 multiple choice. 5.) Analyzing the data and testing the hypothesis: The last, the researcher analyzes the data. The formula that will be used in analyzes the data is Pearson Product Moment.

Variable

According to (Akmal et al., 2020) a variable is defined as something that varies from one case to another. According to (Gustanti & Ayu, 2021) variables are any characteristic of the unit we are interested and want to collect (example gender, age, self-esteem). On the other hand, (Munawir et al., 2022) stated that a variable is something that vary, or differ. Moreover, (Ivanova & Ivanov, 2021) also stated that the operationalization of variables is a researcher chance to explain how each variable is being defined with respect to the construct in question. Based on the definition of the variable is something that has different factors and roles. The variable used in this research is continuous variable because it would (literally) take forever to count.

Population and Sampling

A population is defined as all members of any well-defined class of people, events, or objects. The small group that is observed is called a *sample* (Mustaeva et al., 2022). Because of the subject of the research is taken from selected subjects who meet the criteria, namely those who get TOEFL courses, and that is the seventh semester student, the technique used is purposive sampling.

Instrument

The researcher used an instrument to help in collecting the data research. Instrument is any device which is used to collect the data. Instruments can be presented in written, audio or visual format (Rahman, 2021).

1. Vocabulary Mastery Test

There were 45 item of vocabulary questions. This test is a multiple choice type. The test common vocabulary used in TOEFL. To assess the level of vocabulary mastery, the researcher used standard evaluation of student value criteria.

2. TOEFL Reading Comprehension Test

There were 50 items of TOEFL reading test. This test is a multiple choices type. The test is a standard of the TOEFL test from Cliffs.

Data Analysis

The technique used to analyze the data is the Pearson's product moment as the formula. The formula of Pearson's product moment:

$$r_{xy} = \frac{\sum Z_x Z_y}{N}$$

$$r_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

FINDINGS AND DISCUSSION

Findings

The data findings of this research were in the form of the students' score collected from the vocabulary test and reading test. The test was administered by the researcher to the Seventh Semester Students of English Department at Universitas Mayjen Sungkono. The data were presented as follows.

The Score of Vocabulary Test

The data of vocabulary achievement were obtained from a test. The test was multiple choices. The test consists of 45 questions. The data was taken from 37 students as the population of the research.

From the result score, the researcher concluded that the highest score was 91 and the lowest score was 44. The mean score in this class was 72.

The Score of TOEFL Reading Comprehension Test

The data of reading comprehension were obtained from a test. The test was multiple choice. The test consists of 50 questions. The data was taken from 37

students as the population of the research. Based on the test given, the score of reading TOEFL test can be seen in table 4.2 as follows.

From the result score, the researcher concluded that the highest score was 84 and the lowest score was 56. The mean score in this class was 71.

Data Analysis

After calculating the total scores of the variables of this research, Vocabulary test (X_1) and Reading TOEFL comprehension test (X_2), the data analysis of this research was carried on to investigate the the influence if X_1 toward X_2 . This was analyzed by using Pearson Product Moment. The Pearson Product Moment is symbolized with r_{xy} . To get the score of r_{xy} , firstly the scores of $\sum X_1X_2$, $\sum X_1^2$, $\sum X_2^2$ were calculated.

Furthermore, the researcher applied Pearson Product Moment Correlation Coefficient formula to find out positive or negative correlation between two variables. The formula is as follow:

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} = \frac{37 (189493) - (2653) (2624)}{\sqrt{(37 (193640) - 7038409) (37 (187704) - 6885376)}} \\
 &= \frac{7011241 - 6961472}{\sqrt{(7164680 - 7038409) (6945048 - 6885376)}} \\
 &= \frac{49769}{49769} \\
 &= \frac{\sqrt{(126271) (59672)}}{49769} \\
 &= \frac{\sqrt{7534843112}}{49769} \\
 &= \frac{86803}{49769} \\
 r_{xy} &= 0,573
 \end{aligned}$$

To give simple interpretation toward the correlation index 'r' product moment (r_{xy}) can be done by noting the following interpretation table according to Sugiyono (2013: 228)

After the score r_{xy} was obtained, it was compared with the score of r table (rt) with degrees of significance 5% as follows:

$$Df = N - 2 = 37 - 2 = 35$$

Notes:

df = Degree of freedom

N = Number of cases

nr = number of research variable

By consulting to ' r'_{table} product moment, it is found in the table of significance of 0,05 it is obtained 0,324. By comparing the values of $r_{xy} = 0,573$ and ' $r'_{table} = 0,324$, the researcher makes an assumption that r_{xy} is bigger than ' r'_{table} $0,324 < 0,573$. It means that between X_1 variable and X_2 variable there is high influence of vocabulary mastery toward TOEFL reading achievement.

Discussions

Based on the data analysis and the process during the research, the researcher got some information supporting that statement.

1. Based on the result of the test given, dealing with the table of the students classification score, it can be proved that from the highest score of vocabulary mastery was 91 and the lowest score was 44.
2. The TOEFL reading comprehension score, the highest score was 84 and the lowest score was 56.
3. There is influence of the students' vocabulary mastery toward their TOEFL reading comprehension achievement at the seventh semester students of English Department at Universitas Mayjen Sungkono in the academic year 2019/2020. It is based on the data analysis of Pearson Product Moment formula in chapter IV, the significance value of 0,05 it is obtained 0,324. By comparing the values of $r_{xy} = 0,573$ and ' $r'_{table} = 0,324$, the researcher makes an assumption that r_{xy} is bigger than ' r'_{table} $0,324 < 0,573$. It means that Alternative Hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected, it can be concluded that there was an influence of vocabulary mastery toward their TOEFL reading comprehension achievement.

CONCLUSION AND SUGGESTION

Conclusion

This research was done to measure the influence of the student's vocabulary mastery toward their TOEFL reading comprehension achievement in the seventh Semester Students of English Department at Universitas Mayjen Sungkono in Academic year 2019/2020. Based on the statistical calculation in chapter IV could be concluded.

4. Based on the result of the test given, dealing with the table of the students classification score, it can be proved that from the highest score of Vocabulary mastery was 91 and the lowest score was 44. The mean score was 72.
5. The TOEFL reading comprehension score the highest score was 84 and the lowest score was 56. The mean score was 71.
6. There is an influence of the students' Vocabulary mastery and TOEFL reading comprehension achievement at the seventh Semester Students of English Department at Universitas Mayjen Sungkono in Academic year 2019/2020. It is based on the data analysis of Pearson Product- Moment formula in chapter IV, the correlation of significance of 0,05 it is obtained 0,324. By comparing the values of $r_{xy} = 0,573$ and ' $r'_{table} = 0,324$, the researcher makes an assumption that r_{xy} is bigger than ' r'_{table} $0,324 < 0,573$. It means that Alternative Hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected it can be concluded that there was a an influence of the students' Vocabulary mastery toward their TOEFL reading comprehension achievement.

Suggestion


Based on the result of the study, there are some important suggestions from the researcher below.

For the teachers, they should motivate, stimulate, and give more chances to the students in teaching learning process in order to make the students get significant improvement in Vocabulary mastery and TOEFL reading comprehension.

For the students, to know Vocabulary mastery has contribution for their TOEFL reading comprehension, it is a must for them to increase their Vocabulary mastery due to it helps them to understand the meaning of TOEFL Reading text completely and accurately.

For another researcher can be a contribution for other researchers who would like to research about correlation between two variables, in this case Vocabulary and TOEFL Reading. Furthermore, this research may also be beneficial for the further study about the correlation between other language components and other language skills.

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Ardiyanto, F. R. | The Influence of Students' Vocabulary Mastery Toward Their TOEFL Reading Comprehension Achievement of The Seventh Semester Students of English Department at Universitas Mayjen Sungkono in Academic Year 2023/2024

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