



THE RELATIONSHIP BETWEEN READING INTEREST AND VOCABULARY MASTERY OF FIFTH-GRADE STUDENTS OF SDN GEMPOL SARI

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ABSTRACT

This study aims to determine the relationship between reading interest and mastery of English vocabulary. This research was conducted on fifth grade students of SDN Gempol Sari, with a sample size of 50 students taken from classes VA and VB. and the technique used to analyze the data is statistical regression and correlation techniques. Data were collected using test instruments for English vocabulary mastery and questionnaires for reading interest which were developed by the researchers themselves and had gone through validation process. The results of the study show (1) there is a significant relationship between reading interest and vocabulary mastery in English. The results of the analysis show the calculated f value of 2.60 is greater than the F-table at the level of significance = 0.05 of 1.64 and = 0.01 of 2.32. 12 is 0.35. 12 of 0.35 or 35%. The results of the regression analysis and the correlation between reading interest and mastery of English vocabulary, obtained the regression equation $Y = 11.68 + 0.14X_1 + 0.36 X_2$ with a correlation coefficient of 0.35 and the results of the significance test at the confidence level = 0.05 this indicates that reading interest and vocabulary mastery both contributed to the English language of 0.70.

Keywords: reading interest, vocabulary mastery, English language teaching

INTRODUCTION

Education is a path that must be taken by every individual, as an effort to develop character. Education can develop children's characters/behaviors through various activities integrated in intra-curricular activities (teaching and learning), co-curricular and extra-curricular activities. Education can be reached by taking formal and informal education channels. Education has a purpose, the purpose of education according to Law of Education National System No.20 of 2003, article 3, namely:

“This National Education functions to develop capabilities and shape the character and civilization of the nation in educating the nation's life, the existence of this national education aims to develop

the potential of students to become human beings who have faith and piety.”

Education in Indonesia has several levels, namely elementary school, junior high school, high school, and college. This elementary school education is a level of initial education to build students' initial knowledge in learning such as: reading, writing, and arithmetic. Elementary school education has several classes, namely: grades 1-3 are called low grades, grades 4-6 are called high grades. So, the level of elementary school education has 6 grade levels. Education in elementary school students is given several subjects such as Mathematics, Indonesian, Religion, Civics, Science, Social Studies, Sports, Art and Craft, and English. Elementary school is a place where students will learn how to socialize, manners with peers, teachers and other school

members. English is a subject as one of the local contents taught in elementary schools, English is usually taught in high grades. English according to the standard content of BNSP (2006):

“English is a tool to be able to communicate orally and in writing. This communication is to understand, express information, thoughts, feelings, develop science and technology. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and produce an oral and written text.”

The English subject at SD/MI has the aim that students have the ability to develop communication competence in limited spoken form to accompany the action (language accompanying action) in the school context and the importance of speaking English to improve student achievement in learning English. There are four language skills, namely listening, speaking, reading and writing. These four skills are used to respond or create discourse in social life. Therefore, this English subject is directed to develop these skills so that students are able to communicate and speak well. In this sense, it can be concluded that students as language learners, especially English, must have four types of complete language skills and knowledge of other linguistic elements such as mastery of vocabulary, ability to organize ideas systematically and logically and be able to present language both orally and in writing. according to the applicable rules. To get to that stage, students have to practice a lot of speaking, writing, listening and reading.

Reading interest is very important to improve student achievement and this interest greatly supports students' reading and writing skills. Understanding Reading Interests will explain the likeness in reading, because reading interest is a sentence consisting of two words, namely the first word "interest" and the second word is "reading". Therefore, the author will explain some of the meanings of "interest" according to para. (Slameto, 2003) states that, interest is a feeling of liking and a sense of attachment to a thing or activity without anyone telling. (Syah, 1990) states that interest is a tendency and high excitement or a great desire for something. (Salahudin, 1990) states that interest is

one of the things that determines an attitude that causes a person to be active in one specific area.

This interest in reading needs to be taught from an early age so that children can easily read. How to increase interest in reading in children is the main responsibility of parents. In addition to parents, teachers are also responsible for educating their children, every student has high expectations of learning achievement to produce maximum results, namely by getting children to read to increase their interest in reading, whether reading textbooks or reading story books because both equally provide new knowledge and experiences for children. It can be concluded that interest is a manifestation of the tendency of the soul, and a desire that can encourage someone to be interested and feel happy about certain things or activities. So, interest is a mental tendency that helps the realization of a person's actions or behavior, an expression or statement that is seen in something, and a person's reaction or participation in something he likes.

This reading interest can be developed according to one's wishes and abilities. This reading interest is a sense of a child's liking for his interest in certain activities, in school activities it can form a child's interest in terms of behavior and language procedures. This reading interest is expected to increase children's interest in reading. The indicators of reading interest are divided into four aspects, namely: (1) Passion which is an indicator of passion, (2) Interest which is an indicator (Safari, 2003) responsive and immediacy, (3) Attention which is an indicator of concentration and accuracy, (4) Involvement of indicators with will and tenacity. (Safari, 2003).

Mastery of vocabulary in English is the ability that exists within a person to be able to explore and understand a word contained in English and become the basis for communicating both orally and in writing. The English vocabulary that elementary school students need to learn can be estimated at around 500 words. Meanwhile, according to Thronbury in Kurniasari (2014: 9) it says that, being an indicator of achievement or assessment of vocabulary mastery are as follows: (1) Pronunciation, (2) Spelling, (3) Meaning or Meaning (Meaning).

(Rodmen, 1998) states, knowing a word means knowing the label and its meaning. The vocabulary as expressed by Jo Annel, Vacca et al, is the whole word used by someone who is used



in communication. Further stated by Richard, Platt, and Webber, vocabulary is a set of lexemes that include single words, compound words and idioms. Meanwhile (Vallente, 1977) suggests that vocabulary is a word or group of words that has a certain meaning. (Tarigan, 2015) said that a person's language skills can depend on the quantity and quality of the vocabulary he has. The more vocabulary a person has, the more likely he is to be skilled in the language. Similarly, (Pustejovsky, 1999) said that, a person's language capacity is a reflection of his ability to classify and express a meaning or meaning.

Based on the theory stated above, it can be concluded that vocabulary is a word or group that has a certain meaning that is used by someone in communicating. While the mastery of vocabulary in this study is the ability of the fifth-grade students of SDN Gempol Sari in understanding, translating, and using English vocabulary correctly and correctly. So, mastery of this vocabulary helps students to recognize or add new vocabulary in communicating, it is different if these students learn English vocabulary because learning English vocabulary makes it difficult for students to understand it because there is a language that is difficult for students to understand.

After the researchers made initial observations in class V, there were many shortcomings that resulted in interest in reading in vocabulary mastery being less attractive to students. At the time of observation in class V, there were still many children who were afraid of pronouncing English vocabulary because of low interest in reading which made it difficult for students to learn English vocabulary. At SDN Gempol Sari there are some students whose interest in reading English is lacking and some students who still have difficulty and mastery of vocabulary. All of that because of the student's lack of interest in reading which resulted in his difficulty in mastering English. In mastering this vocabulary, it will be easy if the student has been accustomed to learning English.

Based on the description above, this study discusses "The Relationship between Reading Interest and English Vocabulary Mastery in Grade V Students at SDN Gempol Sari". This research is important to do to determine how the relationship between reading interest and English vocabulary mastery in fifth grade students at SDN Gempol Sari.

METHODOLOGY

The research method used is the survey method. According to (Sugiyono, 2013), the definition of the survey method, "Research conducted using questionnaires as a research tool carried out on large and small populations, but the data studied are data from samples taken from the population, so that relative incidence, distribution and distribution are found. , and the relationship between variables." (Sugiyono, 2013). Survey is a research method using a questionnaire as data collection. (Bungin, 2006). The research was carried out from July to August 2022. The location of this research was at SDN Gempol Sari which is located at Jl. Kp. Moringa No.9, Gempol Sari, Kec. East Sepatan, Tangerang, Banten 1552.

According to (Sugiyono, 2013) states that, the population is a generalization area consisting of objects or subjects that have certain qualities and characteristics, which have been determined by researchers to be studied. The total population of the study was 50 students. Meanwhile, according to (Sugiyono, 2013) states the sample is part of the number and characteristics in the population that can be studied. So the research sample in this journal is as many as 25 students. The questionnaire used to collect data on reading interest is in the form of a closed questionnaire with a rating scale. Based on the answer score is a Likert scale there are four answers, namely always (SL), often (SR), sometimes (KK), and never (TP). These factors are as stated by Tarigan (2008: 106), namely the provision of free time for reading and the selection of good reading, and dimensions related to reading interest, such as feelings, curiosity, knowledge, and high desire to learn when interest in learning is high. there is.

The vocabulary mastery instrument in this study was in the form of an objective test (multiple choice) with the provision of absolute answers, in giving a score of 1 for correct answers and 0 for wrong answers. Objective tests are used because they are more practical, both in implementation and examination, and the assessment system will be more objective. The vocabulary mastery test was developed in accordance with vocabulary teaching (Tarigan, 2015), from the aspects of vocabulary mastery only 4 aspects were taken, namely synonyms, antonyms, and contextual/appropriate meanings of words.

The research procedure is the steps used to collect data in order to answer the researcher's questions posed in this study, and these steps will be taken by the researcher during the research. Imperiental analysis steps are as follows: 1) Estimating the regression model 2) Prerequisite analysis test consisting of normality test and homogeneity test 3) Regression model test/regression linearity 4) Regression significance test 5) Correlation coefficient test (Test the level of closeness with the test t).

In this data analysis technique in quantitative research using inferential statistics. And inferential statistics is a statistical technique commonly used to analyze sample data and the results are applied to the population. There are several steps of inferential analysis as follows: 1) Estimating the regression model 2) Prerequisite analysis test consisting of normality test and homogeneity test 3) Regression model test/regression linearity 4) Regression significance test 5) Correlation coefficient test (Test Closeness Level with t test). Testing the validity of the data needed to prove the truth of the data obtained during the research. The following is a test of the validity of quantitative data: In the test of the validity of quantitative data, this usually uses a validity test and a reliability test, which is commonly used to test a list of questions. To see whether the questions in the questionnaire filled out by the respondents are feasible or not to be used in taking 50 data from two classes.

RESULTS AND DISCUSSION

Research Hypotheses

- H_0 : $\beta = 0$: There is no significant relationship between reading interest and mastery of English vocabulary in Grade V at SDN Gempol Sari
- H_1 : $\beta \neq 0$: There is a significant relationship between reading interest and mastery of English vocabulary in Grade V at SDN Gempol Sari

Data of Reading Interest (Variable X)

The results of data collection obtained empirical scores regarding reading interest; the overall score obtained was 4308. And obtained the average score of the reading interest variable = 86.16, mode = 82.87, median = 86.62 and

standard deviation = 12.55. seen empirically the lowest score is 54 and the highest score is 113. In the range of the lowest theoretical score that the respondent may achieve is 54 and the highest score is 113. Based on the calculations, it appears that 7 respondents or 14% are in the class interval, the average score of reading interest is 28 people or 56% who get a score below the average, and 15 people or 30% get a score above the average.

Data of Vocabulary Mastery (Variable Y)

On the instrument variable mastery of vocabulary as many as 36 items with a total score of 984. Based on the calculation results, the average score of the variable mastery of vocabulary = 19.68, mode = 18.57, median = 21.12 and standard deviation = 2.90. it can be seen empirically the lowest score is 12 and the highest score is 26. Based on the calculations, it appears that 15 respondents or 30% are in the interval class, the average score of the English vocabulary mastery test, 16 people or 32% who get a score below the average, and 19 people or 38% got a score above the average. The regression equation is known below:

$$Y = 11.68 + 0.14X_1 + 0.36X_2$$

Based on the results of linear regression analysis of the data pair from the two variables, the above equations are obtained. Before being used to predict, this regression equation must meet the requirements of linearity and significance (significance). The results of the analysis show that the F-count is 5.31 which is greater than F_{table} at the real level = 0.01 of 2.75. This result means that the multiple regression equation model $Y = 11.68 + 0.14X_1 + 0.36X_2$ is statistically very significant (significant). The regression equation is formulated as follows. $Y = 11.68 + 0.14X_1 + 0.36X_2$ or reading comprehension + 11.68 + 0.14 reading interest + 0.36 vocabulary mastery. It means:

1. The constant of 11.68 states that if the independent variable is considered constant (constant), then the average reading comprehension is 11.68.
2. The regression coefficient for vocabulary mastery is 0.14 which means that each additional reading interest will increase reading comprehension by 0.14.



3. The regression coefficient of vocabulary mastery is 0.36, which means that each addition of vocabulary mastery will increase reading comprehension by 0.36.

The results of the analysis show the calculated f value of 2.60 is greater than the F-table at the real level = 0.05 of 1.64 and = 0.01 of 2.32. This empirical finding simultaneously rejects the null hypothesis which states that there is no positive relationship between reading interest (X) and vocabulary mastery (Y). With a double correlation coefficient $R_{y.12}$ of 0.35. Then the coefficient of determination $R^2_{y.12}$ is 0.35 or 35%. This means that about 35% of the variation in English reading comprehension (Y) can be explained jointly by reading interest (X). So, it can be concluded that H_0 is rejected and H_1 is accepted. Thus, it can be concluded that the alternative hypothesis (H_1) above which reads "there is a significant relationship between reading interest and mastery of English vocabulary" is accepted and tested significantly.

The results of the regression analysis and the correlation between reading interest and mastery of English vocabulary, obtained the regression equation $Y = 11.68 + 0.14X_1 + 0.36X_2Y$ with a correlation coefficient of 0.35 and the results of the significance test at the confidence level = 0.05. This shows that reading interest and vocabulary mastery are mutually contributed 0.70 to English. In the regression model equation, the element of reading interest is that an increase in reading interest will be followed by mastery of English vocabulary.

So, based on the results above, reading interest is very influential in the vocabulary that children learn. Learning this vocabulary will make children understand better the mastery of English vocabulary. There are several things that make children find it difficult to learn this vocabulary because of a lack of interest or liking in learning English vocabulary mastery.

Reading itself is an activity that must begin with the intention or desire to achieve a goal or progress in understanding the content of reading. This interest in reading can be obtained in students sitting in elementary school, through regular reading habits. The more frequently students read, the more they will have the knowledge and ability to read with a clear and systematic flow of thought (Elendiana, 2020). By increasing the reading activities of elementary school students, high reading interest

is something that is expected to increase vocabulary ability or understanding the meaning of words in English. This will be very useful especially for elementary school students aged 6-13 years (critical periods). The ability of students with this age range is in optimal condition where their biological and cognitive abilities can develop optimally in learning foreign languages, especially English.

CONCLUSIONS AND SUGGESTIONS

Based on the results of the research that has been carried out, the results of the analysis show the calculated f value of 2.60 is greater than the F-table at the real level = 0.05 of 1.64 and = 0.01 of 2.32. $R_{y.12}$ is 0.35. $R^2_{y.12}$ of 0.35 or 35%. The results of the regression analysis and the correlation between reading interest and mastery of English vocabulary, obtained the regression equation $Y = 11.68 + 0.14X_1 + 0.36X_2Y$ with a correlation coefficient of 0.35 and the results of the significance test at the confidence level = 0.05 indicating that reading interest and vocabulary mastery are both contributed 0.70 to the English language. So based on the results above, reading interest is very influential in the vocabulary that children learn. Learning this vocabulary will make children understand better the mastery of English vocabulary. There are several things that make children find it difficult to learn this vocabulary because of a lack of interest or liking in learning English vocabulary mastery.

Considering the results, it is suggested that more studies on the same field need to be conducted by other researchers to get more enrichment and better understanding of the English teaching and learning process, especially in vocabulary mastery.

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