The Correlation between Vocabulary Mastery and Students' Preferences on Short Stories

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Introduction

The total number of words in a language or the ability of words that are known and used by someone in speaking and writing is vocabulary. Because of the increasing complexity of life, a language's vocabulary is constantly changing and developing. Until recently, the exact number of words in English was unknown, but reliable estimates put it at around 1 million. It has been explained above that adequate vocabulary mastery is necessary to learn a language effectively (Zaifa, 2019).

Vocabulary is defined as the set of all words that person understands or all words that person is likely to use to compose new sentences (Azizah, 2012).

Many students read English short stories but are unable to apply them because they lack vocabulary. Vocabulary mastery is very important to support the four English language skills namely listening, speaking, writing, and reading. Reading short stories in English is not yet a strong habit. Reading is an important part of the process of learning vocabulary, but it is not currently ingrained in students. You will gain broader insights and be able to think rationally if you make reading a habit. Students' vocabulary will grow as a result of their reading habits. Reading is a skill that must be learned.

Short stories are also one of the most effective materials for teaching students about other cultures. Students can learn new words with real-world applications through the short story (Nasria, Ihsan, Dakhalan)

Introduction

Vocabulary mastery is critical for students in the process of learning English in Junior High school (Syarifudin, marbun, Novita, 2014).

By improving students' vocabulary mastery, they will be able to read, understand, and comprehend the text, as well as memorize word (Indrawati, Resti).

Even knowing that previous studies have described it in detail, research findings show that using dictionaries is the most commonly used strategy among ESL learners to get the meaning of the vocabulary they encounter when answering the assessed vocabulary exercise, namely in short stories.But the researcher did not use the dictionary as a strategy to increase students' vocabulary in short stories. Researchers use different places, different numbers of participants and different instruments. From the of pre-observation at SMP Muhammadiyah 5 Tulangan that students have done vocabulary tests when doing daily tests at school.

Research Question

Is there a correlation between vocabulary mastery and preferences on short stories?

Method

Research Design

Quantitative research with a Correlation design

Research Setting

Location : SMP Muhammadiyah 5 Tulangan

Time : January to March 2023

Research Participant

The source of the data in this study were 7th grade students with 30 students at SMP Muhammadiyah 5 Tulangan. To fill in the data the researcher decided to conduct a closed questionnaire and a vocabulary test using short stories in the English-based fairy tale category.

Data and Source of the data

Data: correlation between vocabulary mastery and preferences on short stories

Data source: Students directly involved in grade 7 with a total of 30 students.

Method

- Data collection technique

Questionnare	Test
Using a list of questionnaire questions that have been prepared adopted by **(Tarina: 2021)**	By using a vocabulary test with short stories in the category of English-based fairy tales.

Finding

- ## Correlation result table

From the results of the product moment correlation test using SPSS 26, it was found that the correlation coefficient of 0.08 and 0.00 was greater than 0.05 at a significant level of 5%, so Ha was rejected. This proves that at a significant level of a = 0.05 or at a confidence level of 95% there is no significant relationship between vocabulary mastery and preferences on short stories at SMP Muhammadiyah 5

Tulangan. This can be seen from the following table of SPSS 26 correlation results:

	Test Value = 91				95% Confidence Interval of the difference	
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Vocabulary Mastery	, 223	29	, 825	, 333	-2, 73	3, 39
Preferences on Short Stories	-10, 730	29	, 000	-40, 667	-48, 42	-32, 92

Discussion

Data on preferences on short stories of grade 7 SMP Muhammadiyah 5 Tulangan was obtained from a questionnaire of preferences on short stories consisting of 10 statement items with a score range of 1 to 4. The maximum score obtained by students is 90 and the minimum is 50. Data on preferences on short stories variables are obtained from the scores of each student. Based on the results of data analysis, the highest score was 90 and the lowest score was 50 with an average value of 58.3. The questionnaire score of 7th grade students of SMP Muhammadiyah 5 Tulangan is classified as sufficient in the range of 50. The results of the preferences on short stories questionnaire do not have a significant relationship with students' vocabulary mastery. The relationship between preferences on short stories and vocabulary mastery is not interrelated because with low preferences on short stories, vocabulary mastery will also not be good.

This is also shown by the average of preferences on short stories which is 58.3 while the average vocabulary mastery is 91 in grade 7 SMP Muhammadiyah 5 Tulangan. Then it is proven by the correlation coefficient of 0.8 and 0.00 greater than 0.05 at a significant level of 5% so Ha is rejected. This proves that at a significant level a = 0.05 or at a confidence level of 95% there is no significant relationship between vocabulary mastery and preferences on short stories at SMP Muhammadiyah 5 Tulangan. Vocabulary mastery in grade 7 SMP Muhammadiyah 5 Tulangan has no relationship to preferences on short stories.

Previous Study

Proving that the previous research conducted by (Nurul,2018) which examined the mastery of vocabulary and students' interest in English on the speaking ability of class VIII students of SMP Negeri 44 Satap Oku. The results of her research showed that there was a positive relationship between vocabulary mastery and interest in English on students' speaking ability.This is based on research conducted by (Umair,2018), namely the mastery of student vocabulary and the writing ability of UIN Ar-Raniry students. The results showed that the correlation coefficient value of both degrees of significance was higher than the r table value, this indicates that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. In other words, there is a significant relationship between students' vocabulary mastery and their writing ability. This means that the more vocabulary they master, the better writing skills they have. Meanwhile, research conducted by (Sheila,2022) at SMK Negeri 2 Ponorogo. The results of his research show that vocabulary mastery and writing skills of SMKN 2 Ponorogo students have a positive value or unidirectional correlation, sufficient correlation and coefficient.

Research Benefits

To find out whether there is a correlation between vocabulary mastery and preferences on short stories

Conclusion

- Based on the researcher's findings, students at SMP Muhammadiyah 5 Tulangan, especially grade 7. Based on the results of the research and discussion, it can be concluded that there is no relationship between vocabulary mastery and students' preferneces on short stories at SMP Muhammadiyah 5 Tulangan. This is proven because the data is not homogeneous and not normally distributed because the results of the vocabulary mastery test are too high and the results of the preferences short stories questionnaire on students are too low. The researcher suggested that students practice reading short stories to make it easier to remember vocabulary. It is hoped that future researchers can examine more complex vocabulary with other skills and apply new techniques to make students more interested in learning vocabulary and learning English.

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UMSIDA

DARI SINI PENCERAHAN BERSEMI