THE CORRELATION BETWEEN VOCABULARY MASTERY AND STUDENTS' PREFERENCES ON SHORT STORIES

by Lucyana May

THE CORRELATION BETWEEN VOCABULARY MASTERY AND STUDENTS' PREFERENCES ON SHORT STORIES

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Abstract: The purpose of this study was to determine whether there is a correlation between vocabulary mastery and short story liking at SMP Muhammadiyah 5 Tulangan. The method used in this research is correlation method. The data source of this research was 7th grade students of SMP Muhammadiyah 5 Tulangan with a total of 30 participants. The data collection technique used questionnaires and tests. The sample used was 7th grade students with a total of 30 students. The data analysis used is Product Moment correlation test. The results showed that there was no significant relationship between vocabulary mastery and liking short stories of 7th grade students of SMP Muhammadiyah 5 Tulangan. This is proven by the correlation coefficient of 0.08 and 0.00 greater than 0.05 at a significant level of 5%. 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 liking short stories in Muhammadiyah 5 Tulangan Junior High School students.

Keywords - *Correlation, vocabulary mastery, prefences short stories*

Abstrak. *Tujuan dari penelitian ini adalah untuk mengetahui ada tidaknya korelasi antara penguasaan kosakata dan kesukaan cerpen di SMP Muhammadiyah 5 Tulangan. Metode yang digunakan dalam penelitian ini adalah metode korelasi. Sumber data penelitian ini adalah siswa kelas 7 SMP Muhammadiyah 5 Tulangan dengan jumlah peserta 30 orang. Teknik pengumpulan data menggunakan teknik angket dan tes. Sampel yang digunakan adalah siswa kelas 7 dengan jumlah 30 siswa. Analisis data yang digunakan adalah Uji korelasi Product Moment. Hasil penelitian menunjukkan bahwa tidak terdapat hubungan yang signifikan antara penguasaan kosakata dan kesukaan pada cerpen siswa kelas 7 SMP Muhammadiyah 5 Tulangan. Hal ini dibuktikan dengan koefisien korelasi sebesar 0,08 dan 0,00 lebih besar dari 0,05 pada taraf signifikan 5%. Hal ini membuktikan bahwa pada taraf signifikan a= 0,05 atau pada taraf kepercayaan 95% tidak terdapat hubungan yang signifikan antara penguasaan kosakata dan kesukaan cerpen pada siswa SMP Muhammadiyah 5 Tulangan.*

Kata Kunci - *Korelasi, penguasaan kosakata, kesukaan cerpen*

I. 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[1]. 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[2]. 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.

Teaching short stories can convey the moral value of a short story, it can also develop characters that can be found from a story, both good and bad characters. By studying fiction or non-fiction short stories, this is related to their daily lives. So students can learn the characters in a story and this will affect their habits and behavior[3].Short stories are dense, self-contained works of prose fiction under about 10,000 words that often focus on one incident and have few characters.[4] Using short stories to function as a medium to motivate students in reading is a very effective method for students, especially junior high school students.[5]. Vocabulary has become an important aspect of English teaching and learning, vocabulary instruction in the classroom should be appropriate in order to avoid problems with students' vocabulary mastery[6].One of the English language skills as well as language elements such as vocabulary must be taught to students at all levels, especially the junior high school level[7].

Even though they have been learning English since elementary school, most junior high students struggle with English vocabulary. Learners frequently have difficulty interpreting certain words in context[8].Vocabulary

mastery is critical for students in the process of learning English in Junior High school[9]. By improving students' vocabulary mastery, they will be able to read, understand, and comprehend the text, as well as memorize words[10]. Learning vocabulary allows students to easily share their ideas about the meaning of words[11]. Vocabulary is a basic component that must be mastered. The more students enrich their vocabulary, the better they will display their language. Having a limited vocabulary will have difficulty in mastering students' reading skills[12]. Vocabulary is the key to language learning success. It can help people read and comprehend the text more effectively[13]. Vocabulary mastery means not only knowing the words and their meanings, but also understanding how the words sound and how they are used in context[14]. 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[15]. In other words, students are expected to obtain knowledge and learn the text described in the text[16]. Short stories can help students improve their word knowledge and reading skills[17]. Vocabulary will make students practice more structures more easily useful for students in everyday life[18].

A research that has been done according to Karaaslan,Kilic,Yalcin,Gullu[19]. The participants of this study were 45 second year preparatory school students, 24 boys and 21 girls with an age range of 18-20. This study used a quantitative method with a questionnaire design and a qualitative method with a data analysis design. The results of this study show an analysis of the frequency of students' Yes/No answers in response to self-report questionnaire items/statements that reflect their views and feelings towards their game-based synchronous and asynchronous vocabulary learning experience from 45 students who participated in the of these studies, most had positive ideas and feelings about gaming although some also reported limitations, which are worth considering for further application.

While research according to Aziz & Nazuin[20]. This study's participants were Grade Two students from National Munshi Abdullah Middle School in Kulai, Johor. The quantitative method was used in this study, with a questionnaire design and vocabulary practice rating. According to the findings of the study, Because they had previous understanding of short stories from studying the literary component in Form One, Form Two students were chosen as the sample for this study. The sample is also diverse in terms of English proficiency and background. The scores of students who had received vocabulary training before answering the questionnaire were used to determine high, average, and low achievement. Because they met the study's criteria, these 70 students were chosen as the sample. Purposive sampling is used in this case, which means that subjects are chosen based on similarities in characteristics or criteria for specific research. The study's findings indicate that using a dictionary is the most effective strategy. ESL students frequently use this technique to determine the meaning of vocabulary encountered while answering assessed vocabulary exercises in a short story. In addition to using a dictionary, high achievers in vocabulary practice also use a guessing strategy. Dropping hints, asking friends, and feeling a connection, on the other hand, were the strategies used the least frequently by respondents.

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 results of my preobservation there are 117 students in grade 7 which are divided into 4 classes. From the results of preobservation at SMP Muhammadiyah 5 Tulangan that students have done vocabulary tests when doing daily tests at school. The purpose of the question is to find out whether there is a correlation between vocabulary mastery and preferences on short stories. For the research question is is there a correlation between vocabulary mastery and preferences on short stories? and for the purpose of the research is to find out whether there is a correlation between vocabulary mastery and preferences on short stories.

II. RESEARCH METHOD

The method used in this research is the method of correlation between students' vocabulary mastery and students' preference for short stories. The data obtained in this study were in the form of measurements of the two variables studied and collected through questionnaires and written tests. The first Y independent variable is students' preference for short stories and X the dependent variable is students' vocabulary mastery which was collected through a written test. The data for the student's favorite variable in short stories is the percentage score from the results of filling in the student's favorite questionnaire on short stories. Furthermore, the data for the vocabulary mastery variable is the score on the vocabulary mastery test.

Data collection techniques using questionnaires and tests. Questionnaires were used to measure students' preference for short stories, while tests were used to measure students' vocabulary mastery. The test used is a written test. the test given to students to measure vocabulary mastery class VII students of SMP Muhammadiyah 5 Tulangan. The population in this study were 30 students in class VII SMP Muhammadiyah 5 Tulangan. The data analysis technique used the Product Moment correlation test to see whether there was a positive relationship between vocabulary mastery and students' preference for short stories. Before the correlation test, the level of homogeneity and is calculated the normality of the data. If the data is homogeneous and normal, then a parametric test is performed with the Product Moment correlation test [21].

For the adaptation researcher questionnaire from Tarina [22]. The questionnaire was used to get responses from respondents about students' preferences in using short stories. Students had to answer five statements. The students were given 15 minutes to complete the questionnaire by the researcher. The questionnaire contains the following questions:
1. Short stories motivate me to learn English
2. I can understand the material taught by the teacher using short stories.
3. Short stories make me interested in learning English-based vocabulary.
4. Short stories help me memorize vocabulary
5. I really like learning English short stories because I find a lot of vocabulary.
Respondents are asked to collect their level of agreement with the questionnaire's statement, which is ordered into four response levels. They are as follows: 1. Strongly Disagree (SD) 2. Disagree (D) 3. Agree (A) 4. Strongly Agree (SA).

III. Findings and Discussion

1. Students' Preferences On Short Stories

From the results of the questionnaire data on students' prefrences for short stories from 30 students, the highest number of answers was 90 and the lowest number of answers was 50. Meanwhile, the overall average was 58.3. From these results it can be concluded that the level of students' liking for short stories can be said to like. This can be seen in the highest score of 90 and the lowest score of 50 with an average of 58.3. Then based on 30 student samples, the value of the questionnaire instrument grade 7 SMP Muhammadiyah 5 Tulangan reached the highest value of 90 and the lowest value reached 50. Thus it can be concluded that the questionnaire instrument used in this study has high validity. With high validity criteria because it is in the criteria between $0.90 < r < 0.50$.

2. Vocabulary Mastery

The results of the acquisition of vocabulary mastery scores for sample students from the 30 students sample obtained the highest score with a score of 10 an average of 5 scores of 100 totaling 10 students, a score of 9 an average of 4.5 a value of 90 totaling 16 students, a score of 8 an average of 4 points 80 totaling 2 students, score 7 average 3.5 value 70 totaling 2 students. Indirectly shows the level of vocabulary mastery in students. Variations in the acquisition scores above identify the level of vocabulary mastery in students in grade 7 SMP Muhammadiyah 5 Reinforcement. Based on the results of the analysis of students' vocabulary mastery, it showed that 30 students who were used as research samples in class 7 vocabulary learning obtained an average of 91 in the category of being able to master vocabulary.

3. Homogeneity test results

Homogeneity test results using SPSS 26. The purpose of this homogeneity test is to determine whether the data group under study has a homogeneous variance or not. Following are the results of the homogeneity test using SPSS 26,

Tabel 3.1 Homogeneity test results

ANOVA

Vocabulary Mastery

	Sum of Squares	Df	Mean Square	F	Sig.
Beetwen groups	87936,817	1	87936,817	2417,182	,000
Within groups	2110,033	58	36,380		
Total	90046,850	59			

Homogeneity test was obtained from the data results of vocabulary mastery and preferences on short stories. Homogeneity test results using SPSS 26, obtained a probability value (sig) of 0.38 which is greater than a = 0.05, meaning that H0 is rejected. The test results in the table above show a = 0.00 that the results of the homogeneity test of the variance of students' vocabulary mastery data are not homogeneous.

4. Normality test results

Data normality test as the main requirement for parametric test. The data normality test in this study used the Kolmogorov Smirnov test with the help of SPSS 26. The results of the Kolmogorov Smirnov test showed that the value of Sig. of $0.00 > 0.05$. So, it can be said that the research data is normally distributed. The following are the results of calculating the data normality test with the Kolmogorov Smirnov Test with the help of SPSS 26.

Tabel 3.2 The results of the research data normality test

One-Sample Kolmogorov- Smirnov Test

		Unstandarized Residual
N		30
Normal Parameters [a,b]	Mean	,0000000
	Std. Deviation	8,14759817
Most Extreme Differences	Absolute	,246
	Positive	,167
	Negative	-,246
Test Statistic		196
Asymp. Sig. (2-tailed)		,000^c

a. Test distribution is Normal
b. Calculated from data
c. Lilliefors Significance Correction

5. Correlation test results

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:

Table 3.3 Correlation test result table

One Sample Test

	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

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.

The results of the study of vocabulary mastery are not very related to the liking of short stories in Muhammadiyah 5 Tulangan Junior High School students. Proving that the previous research conducted by Nurul[23] which examined the mastery of vocabulary and students' interest in English 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[24] , 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 erlinda[25] 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.

IV. Conclusion

According to 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 preferences on short stories in 7th grade students of SMP Muhammadiyah 5 Tulangan. This is evidenced by the correlation coefficient at 0.08 and 0.00 greater than 0.5 at a significant level of 5%, so Ha is 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 in Muhammadiyah 5 Tulangan Junior High School students. The researcher recommends that students practice vocabulary in and out of class, so that they will remember the vocabulary more easily. This research focuses on vocabulary mastery and preferences on short stories. Hopefully, 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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