


THE CORRELATION BETWEEN RECEPTIVE VOCABULARY AND LITERAL COMPREHENSION IN ENGLISH LANGUAGE LEARNING AT SMPN SATAP 5 RUMBIA JENEPONTO

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ARTICLE INFO	ABSTRACT
<p><i>Article history:</i> Received; July 31, 2022 Revised; ; August 11, 2022 Accepted; September 05, 2022 Published: December 31, 2024</p> <p><i>Keywords:</i> Receptive Vocabulary Literal Comprehension Language Learning</p>	<p>This research aimed to know the correlation between students' Receptive Vocabulary and Literal Comprehension. The subject of this research consisted of 20 students in the 9th grade in SMPN Satap 5 Rumbia Jeneponto. Correlation research was conducted using research design. The questionnaire was the tool utilized to get the data. The results of this study are the students have balance skills in receptive vocabulary. They are not good at applying their receptive vocabulary. And second, the students have good skills in literal comprehension, the students have good skills in literal comprehension as well. They can understand and analyze the main idea and supporting idea in a text. Therefore based on the data above, the researcher found that there was a significant correlation between the students' receptive vocabulary and literal comprehension in the 9th-grade students of SMPN Satap 5 Rumbia. The Pearson correlation was found to be $r_{oxy} = 0.552$, which is considered sufficient correlation in the range of 0.400 to 0.599 for standard correlation. It means that there is a correlation between students' receptive vocabulary and literal comprehension. Therefore, the student's receptive vocabulary influences their literal comprehension, as much their receptive vocabulary the better their literal comprehension.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
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INTRODUCTION

Understanding vocabulary is crucial to learning a language. If we comprehend the words or terminology when we read something, it sounds wonderful. Because it will make it easier for us to read, pronounce words, and comprehend what we read. A language's vocabulary is its collection of terms that are used frequently and help speakers perform better.

Receptive vocabulary has been identified as a crucial component of lexical competence and as being beneficial for both reading and writing. The two basic objectives of this essay are as follows: First, after 629 hours of instruction, assess the perceptive vocabulary of 247 primary Spanish EFL students. Next, look at the correlation between measures of receptive vocabulary size and the standard of written compositions and reading comprehension skills. The study made use of two vocabulary size tests (1kWT and 2k VLT), a timed composition, and a Reading Comprehension Test. The study's findings show that despite the receptive

vocabulary's modest quantity and the essay's average quality, they are nonetheless relevant. The results underline the significance of receptive vocabulary for reading comprehension.

For anyone learning a language, strong vocabulary performance is crucial for success in reading, writing, speaking, and listening. If a learner of a foreign language has a sufficient vocabulary and the capacity to use it correctly, he or she will be able to talk clearly and accurately, write clearly, or understand what is read or heard.

The ability to understand or hear many words is known as vocabulary mastery. By learning and using vocabulary, we may understand what words imply in different situations. Additionally, it can aid in avoiding misunderstandings of spoken or written texts.

Reading in a second or foreign language is the most important thing. According to Aebersold and Field in Cahyani (2015), reading is an activity in which students read a written text and give meaning to the symbols written in that text. Text and reader are two physical entities needed to start the reading process. Anthony, Pearson, and Raphael point out in Dieu (2016) that reading is a process of constructing meaning through dynamic interactions between the reader's existing knowledge, information-driven by written language, and reading situations.

The goal of this study was to determine the relationship between students' receptive vocabulary and literal comprehension at IX Grade of SMPN Satap 5 Rumbia Jeneponto.

RESEARCH METHOD

This research was quantitative in nature because its primary goal was to determine whether there was a relationship between receptive vocabulary and literal comprehension. A problem statement served as the starting point for quantitative research, which also included the creation of a hypothesis, a literature study, and the analysis of quantitative data. Quantitative research can produce results that are prescriptive, explicative, and confirmatory.

The researcher used a questionnaire with reading and vocabulary assignments for the students as part of the data analysis for this study. The collecting data using SPSS application.

RESULT AND DISCUSSION

The Students' Receptive Vocabulary

The following table displays the pupils' receptive vocabulary based on information gathered from the questionnaire :

Table 1 The Receptive Vocabulary of Students' Mean Score

Statistics		
Vocabulary		
N	Valid	20
	Missing	1
Mean		27.3000
Std. Deviation		3.16394
Range		12.00
Minimum		21.00
Maximum		33.00

The table 4.1's illustration demonstrates that the pupils' mean receptive vocabulary score is 27.30. Next, the minimum score is 21, indicating that students received a lower score of 21, and the highest score is 33, indicating that students received a higher score of 33.

Table 2 The Students' Receptive Vocabulary Score in Terms of Frequency and Rate Percentage

No	Range of score	Classification	%
1	41 - 50	Very Good	-
2	31 - 40	Good	9.5
3	21 - 30	Fair	90.5
4	11 - 20	Poor	-
5	00 - 10	Very Poor	-
Total			100

Based on the **table 4.2**, reveals that there are 18 (90.5%) pupils who are classed as fair and 2 (9.5%) kids who are classified as good. Additionally, there are no categories for very good, poor, or very poor students.

The Students' Literal Comprehension

The following table shows the students' literal comprehension based on the information gathered from the literal comprehension questionnaire:

Table 3 The Mean Score of Students' literal comprehension

Statistics		
Literal Comprehension		
N	Valid	20
	Missing	1
Mean		33.9500
Std. Deviation		2.32775
Range		8.00
Minimum		30.00
Maximum		38.00

The example in the table above demonstrates that the students' mean literal comprehension score is 33.95. Next, the lowest score is 30, indicating that students received

a lower score of 30, and the maximum score is 38, indicating that students received a higher score of 38. The table below makes it more obvious:

Table 4 The Rate and Frequency of the Literal Comprehension Score as a Percentage

No	Range of score	Classification	%
1	41 - 50	Very Good	-
2	31 - 40	Good	90.5
3	21 - 30	Fair	9.5
4	11 - 20	Poor	-
5	00 - 10	Very Poor	-
Total			100

According to the table above, 2 (9.5 percent) pupils are rated as fair, whereas 18 (90.5 percent) kids are rated as good. No students are categorized as very good, poor, or extremely poor.

3. The correlation between students' literal comprehension and receptive vocabulary

The following table displays the outcome based on the information from the questionnaire:

Table 5 The Correlation between Students' Receptive Vocabulary and Literal Comprehension Correlations

		Vocabulary	Literal Comprehension
Vocabulary	Pearson Correlation	1	.552*
	Sig. (2-tailed)		.012
	N	20	20
Literal Comprehension	Pearson Correlation	.552*	1
	Sig. (2-tailed)	.012	
	N	20	20

*. Correlation is significant at the 0.05 level (2-tailed).

The value of sig. is determined by the correlation table above. was 0.012, and sig for the two variables is equal. According to the guideline, it is customary to classify a correlation as significant if the value is less than 0.05. The sig. has a value of 0.012, so Although less than 0.05, a significant link between the students' receptive vocabulary and their reading comprehension was evident.

The quantities of the two variables' Pearson correlation coefficients are the same as before. A negative correlation means that when one variable rises, the other one falls, and a positive correlation means that as one variable rises, both variables rise. The Pearson correlation value ranges from -1 to +1. The correlation between the variables is larger when the value is closer to -1 or +1.

The information in the table above demonstrates that students' literal comprehension and receptive vocabulary have an association. The Pearson correlation, $r_{xy} = 0.552$, which is regarded as sufficient correlation in the range of 0.400 to 0.599, illustrates this.

1) Hypothesis Test

The result of statistical analysis with alpha level (α) = 0.05 for significance. The alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected based on the data in table 4.5 (α) = 0.05 and $r = 0,12$, which demonstrate that $r > 0.05$ ($0.12 > 0.05$). It means that there is a correlation between students' receptive vocabulary and literal comprehension. Therefore, the answer to students' questionnaires shows that their receptive vocabulary inuences their literal comprehension, as much their receptive vocabulary the better their literal comprehension.

CONCLUSION

Based on the result found, rst, the students have balance skills in receptive vocabulary. They are not good at applying their receptive vocabulary. And second, the students have good skill in literal comprehension, the students have good skills in literal comprehension. They can understand and analyze the main idea and supporting idea in a text. The conclusions of this study are vocabulary is an important especially receptive skill it is really helpful. And also literal comprehension helps students to nd the information and ideas in the text. Accordingly, using the aforementioned data, the researcher discovered a significant correlation between the students' receptive vocabulary and literal comprehension in the 9th grade at SMPN Satap 5 Rumbia.. When standard correlation is defined as being between 0.400 and 0.599, the result was reached that Pearson correlation $r_{xy} = 0.552$ is sufficient. It means that there is a correlation between students' receptive vocabulary and literal comprehension. Therefore, the student's receptive vocabulary inuences their literal comprehension, as much their receptive vocabulary the better their literal comprehension.

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