


The Relationship Between Vocabulary Mastery and English Reading Skills in English Study Program Students at Ummat

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A B S T R A C T

This study analyzes the correlation between knowledge mastery and English reading ability in 17 English Education students of Muhammadiyah University of Mataram. The correlational quantitative method was applied with comprehension test and reading test instruments, then analyzed using the Pearson test. The results showed a very strong correlation of 0.905 ($p < 0.001$), indicating that increasing comprehension mastery is closely related to increasing reading ability. This finding emphasizes the importance of emphasizing learning in an effort to improve understanding of English academic texts.

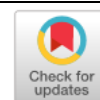
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INTRODUCTION

In the era of globalization, language skills have become very important, especially in mastering English. As a foreign language, English has a crucial role in facilitating cross-border communication. Along with the progress of the times, information and communication technology also continues to experience rapid development. By now, students should be familiar with using gadgets, in fact almost all of them use them. When using the device, most of the instructions are given in English. Thus, English has become the main need for students to prepare for their future (Rachmah, 2023). The increasingly rapid progress of the modern era requires humans to have adequate abilities to be able to keep up with developments in various fields, including mastery of English and technology. English, which has been recognized as an international language, has become an important tool to facilitate communication with people all over the world. In Indonesia, learning English has become a graduation standard, starting from elementary school to university level. Considering the importance of English language skills, the younger generation needs to be well prepared to be able to compete, not only at the national level but also on the international stage (Susanthi, 2020). English language skills in the communication era are an important point that every individual must have. Even the issue of globalization now demands quality human resources with mastery of English. (Novitasari et al., 2021)

The main goal of teaching and learning English for Indonesian students is to comprehend, that is, to fully comprehend written or printed information. Academic success depends on students' skills in understanding the language in a text which is very important. Therefore, reading ability also plays a significant role and is often referred to as a complex cognitive process to achieve the goals of teaching and learning English. However, teaching a foreign language, especially English, is not as easy as teaching a first language (Munibi, 2023). Teaching foreign languages, especially English, aims to develop students' abilities in reading,

writing and communicating using English. The skills that must be learned and mastered by students are reading, listening, writing, speaking and the components contained therein such as grammar, pronunciation, spelling and vocabulary (Putri & Priyanti, 2023).

Good vocabulary mastery makes it easier for students to develop good and meaningful writing and ideas. In having good writing quality, the use of spelling, vocabulary and sentence construction is very important because students who have a high mastery of vocabulary will easily express ideas in their writing. The quantity and quality of vocabulary determines students' success in language skills. mastery of vocabulary will be able to express ideas and be able to choose the right words in writing English narratives (Julaeha & Kurniawan, 2023). Mastery of vocabulary is the most important component in being able to speak and communicate what one thinks. Vocabulary is the vocabulary that exists in something. The greater a person's vocabulary, the easier it will be for that person to speak and communicate with other people. The person must have a good enough vocabulary to be able to put the vocabulary together so that the meaning is conveyed well. Lack of vocabulary will make it difficult for someone to speak and communicate which can cause misunderstandings (Novikayanti & Hananto, 2022).

Vocabulary mastery also has a very important role for language students. This makes vocabulary a basic element for mastering four language skills, namely listening, speaking, reading and writing. Without having adequate vocabulary, language students will not be able to master language skills. Vocabulary mastery includes receptive and productive control of spoken and written words, the grammatical patterns and collocations in which words can occur, word frequency and appropriateness in a given context and the conceptual and associative meanings that accompany words. Vocabulary mastery can be considered in terms of the entire mental lexicon rather than individual items (Julaeha & Kurniawan, 2023).

To improve learning, especially English lessons, vocabulary skills and language organization need to be improved. It is hoped that students will be able to support improvements in understanding reading (Munibi, 2023). Learning to read is a stage in the process of learning to read for early school students or advanced students. Students learn to read to gain ability and master reading techniques and capture reading content well. Learning to read at this level is an activity of learning to know written language. It is through writing that students are required to be able to express the sound symbols of the language. In learning to read, several basic abilities are required for a student. Therefore, to obtain the ability to read three conditions are required, namely the ability to sound (a) written symbols, (b) mastery of vocabulary to provide meaning, and (c) include meaning in language proficiency. Reading activity is an ability and cognitive process, which means that the ability process refers to the recognition and mastery of phoneme symbols, while the cognitive process refers to the use of already known phoneme symbols to understand the meaning of a word or sentence (Hartati, 2021).

Reading in English is not an easy thing because reading is a complex process that involves many levels of text variables such as topic, genre, text organization in addition to variables outside the text being taken into consideration such as linguistic skills, motivation and characteristics (Putri & Priyanti, 2023). The ability to read English is not only a window to global knowledge, but also a vital tool for accessing scientific, technical and cultural information for students (Yulianti et al., 2023)

Based on previous research (Putri & Priyanti, 2023) on "Analysis of the Relationship between English Vocabulary Mastery and Students' Reading Ability" that vocabulary mastery and reading ability in English has a very close relationship where when reading we must master the vocabulary of more than 2,000 words in order to understand the sentence structure of the text and be able to understand the content of the text. There is an update in the current research where in the previous research used qualitative analysis, while in the current research it uses quantitative methods.

From the explanation above, vocabulary mastery is an important element in learning English. Vocabulary is the basis for developing other language skills, including reading skills. In reading, good vocabulary mastery allows someone to understand the content of the text

more easily and efficiently. On the other hand, limited vocabulary is often the main obstacle that hinders reading comprehension.

In the student environment, especially students majoring in English at Muhammadiyah University of Mataram, the ability to read English texts is very necessary. This not only supports academic activities such as understanding textbooks, journals and scientific articles, but also prepares students to face global challenges that require English language skills.

However, based on initial observations, many students still face difficulties in understanding English texts. This difficulty is often caused by a lack of adequate vocabulary mastery. Thus, it is important to examine the extent to which vocabulary mastery influences students' English reading ability. Given the importance of vocabulary mastery as a foundation for text comprehension and general language skills, this study was conducted to examine the extent of the relationship between vocabulary mastery and students' reading ability. These findings are expected to contribute to the development of more effective English learning strategies, both in the context of improving the quality of education in Indonesia, and in equipping students to face the global challenges of the 21st century. This research aims to determine the relationship between vocabulary mastery and the reading ability of students majoring in English at the Muhammadiyah University of Mataram.

METHOD

Research Design

Research methods are the steps or procedures used to collect data, solve problems, or test hypotheses. This research uses quantitative methods with a correlational approach. This approach was chosen to determine the relationship between vocabulary mastery and English reading ability in students. This method uses a questionnaire as a tool to collect information.

Quantitative research methods are a type of research whose specifications are systematic, planned and clearly structured from the start until the creation of the research design. Another definition states that quantitative research is research that requires a lot of use of numbers, starting from data collection, interpretation of that data, and the appearance of the results (Mustafa et al., 2022). When conducting quantitative research i.e. studies that look for significant differences or significant relationships, examining the statistical significance we can have that the findings are stable or reliable (Nunan & Bailey, 2009).

Population and Sample

Population refers to a generalized area consisting of objects and subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then drawn conclusions. In this study, the population used was English students of the University of Muhammadiyah Mataram with a total of 131 students

The sample is part of or represents the population being studied. In this research, a sampling technique called purposive sampling was used. Purposive sampling is a sampling method that is carried out by selecting subjects based on research objectives, not based on strata, random, or region. In this method, a group of subjects is selected based on certain characteristics or characteristics which are considered to have a close relationship with previously known population characteristics. The sample in this study was limited according to quantitative research procedures.

$$n = \frac{N}{1 + Ne}$$

Information

n = Number of Samples

N = Number of Population

e = Margin of Error

$$n = \frac{131}{1 + 131 \times 0,05}$$

$$n = \frac{131}{7,55}$$

$$n = 17$$

Therefore, it can be concluded that the number of samples taken from the population in this study is 17 respondents, with a margin of error of 5% of the total population of 131 people

Instruments

An instrument is a tool when researching using a method. For some methods, the term instrument is the same as the method, in this study the instrument used is a test instrument. (Arsyad, 2024).

Data Analysis

Following the quantitative method and correlational approach of this study, the collected data was further analyzed using appropriate techniques. Student self-efficacy data was analyzed using descriptive statistical analysis to measure the relationship between the two variables. Because it aims to measure the extent of the relationship between two variables, whether positive, negative or no relationship. The following data analysis is used: Data Description, Normality Test, Correlation Test, Significance Test, Interpretation (Sigit & Anam, 2024).

In this study, the instruments used to measure vocabulary mastery and reading skills consisted of 10 multiple-choice questions each. The selection of this number was based on considerations of time efficiency, proportional difficulty levels, and the aim of obtaining sufficient data for statistical analysis.

Vocabulary Mastery Questions (10 Questions)

These questions are designed to measure how much and how well students understand and recognize English vocabulary. The questions are in the form of multiple choices that cover the following aspects; Synonyms and antonyms, Meaning of words in the context of sentences, Correct use of words and Word forms. With the aim of testing not only lexical recognition of words, but also the ability to use the words contextually.

Reading Ability Questions (10 Questions)

The reading instrument consists of several short English texts with a medium level of difficulty, followed by multiple-choice questions that test the following abilities; Understanding main ideas, capturing specific information, Interpreting implied meanings, determining vocabulary meanings based on context and Drawing conclusions from the reading. With 10 questions, respondents are expected to demonstrate their ability to understand the text comprehensively and logically.

The number of 10 questions for each aspect is considered ideal for; Reducing respondent fatigue when working on the test, Maintaining the validity and reliability of the instrument and allowing representative data analysis in the scope of small to medium-scale research. In this study, the scoring technique used to measure the results of the vocabulary and reading ability mastery tests is the technique of converting scores to a scale of 100. The formula used is as follows:

$$\text{Score} = (\text{Number of Correct Answers} \times 100) \div \text{Number of Questions}$$

This formula is used to calculate the final score of each participant on each type of test, both vocabulary and reading. Because the number of questions in each test is 10 items, each correct answer is worth 10 points. Thus, the maximum score that can be achieved by participants is 100 and the minimum score is 0.

FINDINGS AND DISCUSSION

General Description

Bachelor of Education who has mastery of knowledge, work skills, managerial skills, and responsibilities as an educator (teacher, mentor, tutor, coach, trainer, or other designation) in the field of English at the elementary and secondary education levels through formal and non-formal education pathways who are devoted to God Almighty, have a good personality, are transformative, have broad and up-to-date knowledge in their fields, uphold academic

values and professional ethics and are able to develop their professionalism sustainably by becoming a critical and reflective lifelong learner based on the results of comprehensive studies and research with the appropriate use of Information Technology. With the VISION "Developing English education and learning based on communicative competence, digital literacy, Islamic character, and the soul of an edupreneur with a global perspective".

Test

Table 1. Student test scores on vocabulary and reading

No	Name	Vocabulary	Reading
1	Siti Nurviah	80	80
2	M. Nursandi	90	80
3	Raki Kirna	50	70
4	Dinasti	90	90
5	Sokra Dwi Sangain	80	80
6	Supriyadi	70	50
7	Nining Andriyani	60	30
8	Kusmiati	70	50
9	Siti Ayuni Hasmawah	40	70
10	Naila Lutfiah	50	30
11	Adriyansyah	60	50
12	Mufida	60	60
13	Kamelia	80	30
14	Sultan Ibrohim	70	90
15	Ayu Surya Ningsi	70	80
16	Ash Lutriah	70	50
17	Zaliaus Fakira	30	60

Based on the table above, it can be explained that the relationship between vocabulary mastery and reading ability, the number of respondents taken was 17 people. Where there are some students who have high vocabulary mastery but relatively low reading skills, such as Kamelia (80 for vocabulary, 30 for reading). Also, some students have high reading skills but relatively low vocabulary mastery, such as Siti Ayuni Hasmawah (40 for vocabulary, 70 for reading). However, most students have relatively balanced vocabulary mastery and reading skills, such as Siti Nurviah (80 for vocabulary, 80 for reading) and Dynasty (90 for vocabulary, 90 for reading). So it can be concluded that Conclusion: Vocabulary mastery and reading ability have a complex relationship and are not always balanced. Some students have strengths in one aspect, but need improvement in the other.

Normality Test

The normality test in this study was carried out to evaluate the existence of normal data distribution, in order to test whether in the regression model, regression disrupting variables, or residual have normal distributions. It is considered to have a normal distribution if the significance value is >0.05 , but if the significance value of the Kolmogorov-SmirnovSig test is <0.05 , then the data is considered to have no normal distribution (Arsyad, 2024).

Table 2. Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Kosakata	.186	17	.120	.947	17	.412
Membaca	.167	17	.200*	.911	17	.104

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the table above, it can be concluded that the normality test in this study, according to the Kolmogorov-Smirnov Test; The significance value (Sig.) for Vocabulary = $0.120 > 0.05$, so the data is considered normally distributed. And the significance value (Sig.) for Reading = $0.200 (> 0.05)$, so the data is considered normally distributed. Meanwhile, according to the Shapiro-Wilk Test: Significance value (Sig.) for vocabulary = $0.412 > 0.05$, so the data is considered normally distributed. And the significance value (Sig.) for Reading = $0.104 > 0.05$, so the data is considered normally distributed. Because both normality tests showed a significance value greater than 0.05, it can be concluded that the data in this study are normally distributed.

Linearity Test

The linearity test aims to find out whether two variables have a significant linear relationship or not. A good correlation should be a linear relationship between the predictor or independent variable (X) and the criterion or dependent variable (Y). If the value of Deviation from Linearity Sig. > 0.05, then there is a significant linear relationship between the independent variable and the dependent variable. If the value of Deviation from Linearity Sig. < 0.05, then there is no significant linear relationship between the independent variable and the dependent variable.

Table 3. Linearity Test

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Sig.
Membaca * Kosakata	Between	(Combined)	2143.725	6	357.288	.793	.596
	Groups	Linearity	673.325	1	673.325	1.495	.249
		Deviation from Linearity	1470.400	5	294.080	.653	.666
Within Groups			4503.333	10	450.333		
Total			6647.059	16			

Based on the table above, it can be concluded that there is no significant relationship between the independent variable of reading ability and the dependent variable of vocabulary mastery. This is based on a significance value (Sig.) greater than 0.05, namely: The linearity test shows a Sig. = 0.249 > 0.05 value, so the linear relationship between reading and vocabulary is not significant. The deviation from linearity has a value of Sig. = 0.666 > 0.05, which indicates that there is no significant pattern of non-linear relationships. And the whole test (Combined) had a value of Sig. = 0.596 > 0.05, which corroborated the conclusion that the relationship between reading and vocabulary was not statistically significant

Correlation Test

Correlation, a parametric measurement, will produce a correlation coefficient that functions to measure the strength of the linear relationship between two variables. If the relationship between two variables is not linear, then the correlation coefficient does not reflect the strength of the relationship between the two variables being studied (Yanti & Akhri, 2021).

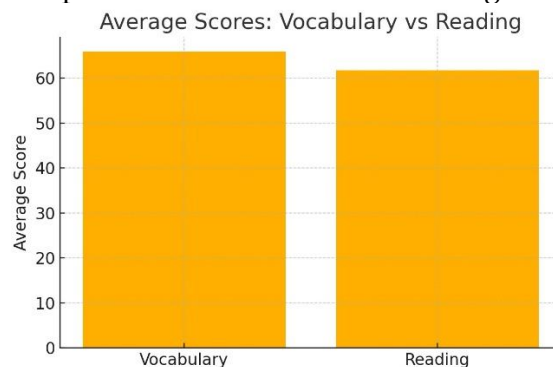


Figure 1. Correlation Test

Based on the analysis of the scores of 17 students above, the average score for Vocabulary is 65.88 and the average score for Reading is 61.76. This result indicates that vocabulary learning is more effective than reading in the context of this data, as it has a higher average score. However, this difference in effectiveness needs to be viewed in the context of teaching strategies, the difficulty level of the material, and other factors such as interest and evaluation methods.

Below is a table of the results of the correlation test between vocabulary mastery and English reading skills.

Table 3. Correlation Test

		Vocabulary	Reading
Vocabulary_Mastery	Pearson Correlation	1	.905**
	Sig. (2-tailed)		<.001
	N	17	17

Ability_Reading	Pearson Correlation	.905**	1
	Sig. (2-tailed)	<.001	
	N	17	17

Based on the correlation test table above, it can be explained that the correlation value between Vocabulary Mastery and Reading Ability is 0.905, which indicates a very strong positive relationship. With a significance value (Sig. 2-tailed) of <0.001, which means that this relationship is statistically significant at a confidence level of 95% or higher. So there is a very strong and significant positive relationship between Vocabulary Mastery and Reading Ability. namely, the better the vocabulary mastery, the better the reading ability.

Discussion

The quality of a person's reading depends on how good their vocabulary is. In addition to vocabulary mastery, reading habits also have an effect. With good reading habits, they will gain a variety of knowledge and information, so that they can speak appropriately according to context and be easily understood by others. Good reading habits will make the literacy culture feel quality and meaningful, and vice versa can cause a lack of confidence in speaking when given assignments by teachers (Munibi, 2023). Vocabulary is an important component in learning and understanding English. Vocabulary can also be interpreted as words that can be understood both in meaning and use. The vocabulary of a language is always changing and developing because life is increasingly complex, the number of vocabularies in English is unknown how many there are and cannot be ascertained but an estimate of 1 million can be mentioned. Vocabulary mastery is very important to be able to learn English well because humans must have sufficient vocabulary to be able to understand what is read and heard and be able to speak and write using English with the right words so that it can be understood by others (Putri & Priyanti, 2023).

CONCLUSIONS

Based on the results of the research, it can be concluded that there is a very strong positive relationship between vocabulary mastery and students' reading ability ($r = 0.905$; $p < 0.001$), indicating that an increase in vocabulary significantly enhances the quality of English text comprehension. Therefore, learning strategies that prioritize vocabulary enrichment should be integrated into the curriculum to optimize students' reading ability and overall language proficiency.

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