

# A Correlation Study On Cohesive Device, Vocabulary Mastery And Reading Skill At Elevent Grade Students Of SMK Maospati Academic Year 2023/2024

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**Abstract**—The objective of this research is to find out whether there is a correlation between (1) cohesive device and reading skills; (2) vocabulary mastery and reading skills; and (3) Cohesive device, vocabulary mastery simultaneously and reading skills. The method design used in the research is quantitative in the term of correlation. The instruments in collecting the data are test and questionnaire. The techniques used to analyze the data are Simple and Multiple Linear Regression and Correlation. The result of analysis shows that there is positive correlation between (1) Cohesive device and reading skills, where the correlation coefficient ( $r$ ) is 0.475, the value of  $t$ -obtained is 2.553 greater than  $t$ -table at 5% level of significance for  $N = 24$  is 1.717; (2) vocabulary mastery and reading skills, where the correlation coefficient ( $r$ ) is 0.412, the value of  $t$ -obtained is 2.120 greater than  $t$ -table at 5% level of significance for  $N = 24$  is 1.717; and (3) Cohesive device, vocabulary mastery simultaneously and reading skills, where the correlation coefficient ( $R$ ) is 0.611, the value of  $F$ -obtained is 6.266 is greater than  $F$ -table at 5% level of significance for  $N = 24$  is 3.467.

**Keywords**— Cohesive device, Vocabulary Mastery, Reading Skills.

## I. INTRODUCTION

How vocabulary mastery helps students learn language which also including reading as the skill is also supported by some experts. Vocabulary mastery is an essential part of English assert (Sato et al., 2022) “vocabulary learning has long had a synergistic association with reading; each activity nourishes to other.” That reason means that vocabulary and reading has causal relationship; reading improves vocabulary mastery and vocabulary mastery supports reading skills (Warnby, 2023). Without having proportional English vocabulary, students will get difficulties in using English. It can be measured by the requirements of generalization (being able to define words) and application (selecting an appropriate use of it).

Vocabulary mastery is the competency to comprehend and apply numerous words learnt by students of a language. It links with comprehend the meaning of certain words that are close to their world, and to be able to produce the words in separate individual form both written and oral (Krepel et al., 2021).

Reading skills cannot be separated from other language skills such as vocabulary mastery. An expert says that vocabulary is the basic skill for communication. If someone does not recognize the meaning of

key words used by those who addressed him, he will be unable to participate in the reading. It means that vocabulary mastery is the main factor in reading skill. One reason why students find reading in some subject fields difficult because their lack of vocabulary. Sometimes, they still just continue reading in the hope that the word they read is not really important or its meaning will become clear later on (Carneiro, 2014). They need to look up the difficult words in a dictionary in order to grasp that idea.

Reading Skills of English is very crucial in the present context of the globalized word. Reading skill is very important because it is a basic of education, reading is an active process of interacting with printed material and comprehending text to establish meaning or an activity to comprehend the writer's ideas or construct the meaning of a text. the reading skills are affected by vocabulary mastery. It shows that between reading and vocabulary has close relation. (Khalil & Abu-ayyash, 2023)says: "vocabulary grows at rate between several hundred and more than a thousand words a year, depending mainly on how much and how widely children read". Supporting that idea, (Zhang & Zhang, 2023) suggests that reading many type of texts is an essential part of vocabulary growth (Krepel et al., 2021)

Students should understand some vocabularies when they read a text. Limited vocabulary will also limit their reading skills. Sometime, Vocabulary makes students misinterpret the meaning of sentences. It is the main aspects of language learning which consists of a list of words that individual speakers of language might use for reading (Insuasty Cárdenas, 2020). The meaning of vocabulary mastery is not only remembering vocabularies but also having the skills to make the right choice of words (Alyousef, 2021). That activity is involved on reading habit and reading skills. So, getting meaning from a text is important for vocabulary mastery. The readers who have at finger-tips of some vocabularies can understand the meaning of the sentences. A good vocabulary and capability to apply words correctly and effectively help the students make school and homework easier and also many tests that they take in school.

The research entitled: "a Correlation Study on Cohesive Device, Vocabulary Mastery and Reading Skill at Eleventh Grade Students of SMK Maospati in the Academic Year 2014/2015" is chosen to find out the problem as follows:

1. There is positive correlation between Cohesive device and reading skill of the second grade students of SMK Maospati in Academic Year of 2023/2024?
2. There is positive correlation between vocabulary mastery and reading skill of the second grade students of SMK Maospati in Academic Year of 2023 / 2024?
3. There is correlation between cohesive device and vocabulary mastery simultaneously toward reading skills of the second grade students of SMK Maospati in Academic Year of 2023 / 2024?

## **II. RESEARCH METHODOLOGY**

Quantitative method in the term of correlation design is used to examine the coefficient of correlation between the variables of the study and to know whether the coefficient of correlation is significant or not. , the population is 32 students of the second grade students of SMK Maospati. The sample was 24 students. Simple random sampling is used to determine the sample.

The instruments in collecting the data are test and questionnaire. The techniques used to analyze the data are Simple and Multiple Linear Regression and Correlation.

### III. FINDINGS AND DISCUSSION

#### A. FINDINGS

The result of the first hypothesis testing found that the correlation coefficient ( $r$ ) between Cohesive device and reading skills is 0.475. Then, the value of  $t$ -obtained is 2.553 also greater than  $t$ -table at 5% level of significance for  $N = 24$  is 1.717. It can be said that the coefficient of correlation is significant. Thus, from the result above, it can be concluded that the null hypothesis ( $H_0$ ) is rejected. In other words, there is a positive correlation between cohesive device and reading skills. The positive correlation indicates that Cohesive device and reading skills tend to go up together or they tend to go down together. Finally, it is found that  $r^2$  (coefficient of determination) is 0.201. It means that 20.1% variance of reading skill is determined by Cohesive device and 79.9% variance of reading skill is determined by other factors.

The second hypothesis found that the correlation coefficient ( $r$ ) between vocabulary mastery and reading skills is 0.412. Then, the value of  $t$ -obtained is 2.120 also greater than  $t$ -table at 5% level of significance for  $N = 24$  is 1.717. It can be said that the coefficient of correlation is significant.

Hence, based on the result, it can be concluded that the null hypothesis ( $H_0$ ) is rejected or it can be said that there is a positive correlation between vocabulary mastery and reading skills. The positive correlation indicates that vocabulary mastery and reading skills tend to go up together or they tend to go down together. Finally, it is found that  $r^2$  (coefficient of determination) is 0.169. It means that 16.9% variance of reading skills is determined by vocabulary mastery and 83.1% variance of reading skills is determined by other factors.

The third hypothesis found that the correlation coefficient ( $R$ ) between Cohesive device and vocabulary mastery simultaneously and reading skills is 0.611. Then, the value of  $F$ -obtained is 6.266 also greater than  $F$ -table at 5% level of significance for  $N = 24$  is 3.467. It can be said that the coefficient of multiple correlation is significant. Thus, from the result above, it can be concluded that the null hypothesis ( $H_0$ ) is rejected. In other words, there is a positive correlation between Cohesive device and vocabulary mastery simultaneously and reading skills. The positive correlation indicates that Cohesive device and vocabulary mastery simultaneously tend to go up together with reading skills or they tend to go down together with reading skills. Ultimately, it is found that  $R^2$  (coefficient of determination) is 0.3737. It means that 37.3% variance of reading skills is determined by Cohesive device and vocabulary mastery and 62.7% variance of reading skills is determined by other factors.

## B. DISCUSSION

### 1. *There is a Positive Correlation between Cohesive devices and Reading Skills*

A positive correlation between cohesive device and reading skills shows that cohesive device is capable to support reading skills. Through cohesive device, students can increase their reading skills. So, the students who have good cohesive device are supposed to have a knack for good reading skills. A good cohesive device bit is necessary for a healthy intellectual growth in enabling person to achieve practical efficiency. A student's interests are determined to a considerable extent by the amount he will read and intensity with which he will pursue his reading activity. By reading books, one gets confirmation or rejection of writer's own ideas (opinion), which makes one thinks more critically about right and wrong in the society. Cohesive device provides students open minded with social problem or conjuncture in reality. Books give many concept and perception based on its genre for the reader.

According to (Fitria, 2019) reading is what happens when people look at the text and assign meaning to the written symbol in that text, further, the text and the reader are two physical entities necessary for the reading process to begin. Thus, there is an interaction between the text and the reader that constitute actual reading. Another opinion from (Nurdianingsih, 2021) defines that reading is a process whereby one looks at and understand what has been written. So, reading is an essential skill in foreign language learning, especially for college students since many reference books which they should read are printed in English. There is an interaction process between the reader and the text, in order to find the meaning from the text by visualizing, understanding and interpreting.

The next reason, there is close relation between student's cohesive device and students' reading skills because certain activities in cohesive device give contribution to the students' reading skills. In addition, (Ngabut, 2015) emphasizes reading as the process of "getting out of the text as nearly as possible the message the writer put into it." So, to give new information and knowledge, repeat reading activities especially reading books is necessary for students.

Cohesive device also helps them to improve their vocabulary by making sense of words and expressions through context which is provided in the short story or novels (Wahyudin et al., 2021). When students read a genre of book outside the class, for example fiction, it must be due to fulfill their own desire for their needs and hobbies. Furthermore, Cohesive device is believed to be able to enrich students' English vocabulary and activate their prior knowledge and cultural knowledge which are important to aid skills of English (Sunjayanto Masykuri et al., 2022). Research has shown that there is a close relationship between Cohesive device and reading skills. Lack of knowledge is the major cause of many English foreign language students' poor abilities in reading. So, many kinds of knowledge and information are truly needed for students as the readers to understand text which they will find in reading skills.

In conclusion, it is obvious that Cohesive device has a fair relationship with reading skills due to beneficial aspects to reading skills.

2. *There is a Positive Correlation between Vocabulary Mastery and Reading Skills*

A positive correlation between vocabulary mastery and reading skills shows that vocabulary mastery also supports reading skills. Through mastering vocabulary, students can increase their reading skills. It is because vocabulary is the fundamental aspect in English. Language always consists of words, while words are the base content of vocabulary. Many studies have shown that good readers have good vocabulary mastery. Students need to know the meaning of author words in order to understand the text. They construct an understanding of the text by collecting and making sense of the words in context. That is very important in learning to read and in reading development.

One of the predictors of reading skills is vocabulary mastery. (Tian et al., 2024)states that vocabulary is a list of words with their meanings. It is the core of language. For first and second grade students, reading skills can be predicted to a large extent by vocabulary.” It shows that vocabulary mastery plays important role in reading skills. By having large extent of vocabulary, a student will be easier to grasp the meaning from the text by read. Besides, (Sato et al., 2022)mention, “vocabulary learning has long had a synergetic association with reading; each activity nourishes to other.” It means that vocabulary and reading are reciprocally causal; reading improves vocabulary mastery and vocabulary mastery support reading skills. Therefore, it is fair that vocabulary has strength contribution to reading skills.

The most problem of students in effective reading is the lack of vocabulary. Sometimes, students inspired by their teachers start to read a book but later they lose the interest with which start reading the text. It may because they do not understand long sentences or miss the links between parts of a text. As the result, they look up the words in the dictionaries, but sometime, they feel weary with checking the dictionary. In addition, (Carneiro, 2014)says, “In order to understand 95% of reading content, readers have to know at least 4000 word families, including 2000 high frequency words, 570 general academic words, at least 1000 technical words, and proper low-frequency word families.” So, when students read a text, they will discover some words which are familiar or unfamiliar for them.

It means that students’ reading skill will improve when their known words also increases. Understanding the text, either written information or unwritten information depends greatly on the vocabulary mastery. Thus, one can increase his reading skills by increasing his vocabulary mastery. It is obvious that vocabulary mastery and reading skills are strongly correlated.

Finally, it is clear that the relationship between vocabulary mastery and reading skills is undoubted due to the benefits that vocabularies give to reading skills.

There is a Positive Correlation between cohesive device and Vocabulary Mastery simultaneously and Reading Skills

3. *A positive correlation between Cohesive device and vocabulary mastery simultaneously and reading skills indicates that Cohesive device and vocabulary mastery support reading skills together.*

(Sun et al., 2021) mentions the main reading skills followed by the general English foreign language students. They are recognizing the letters of the alphabet, the effects of style and the organization of a text; understanding the meaning of punctuation, the meaning of vocabulary items, the grammar of a sentence, the relationship between sentences and clauses in a text; making inferences; reading groups of letters as words; reading longer texts for extensive reading and reading for detail; skimming for gist; and scanning for specific information (“Reading Comprehension: Theories and Strategies Toward an Effective Reading Instruction,” 2019).

Through Cohesive device, students are provided the real context of English matter that students will understand better in what the words and expressions should be placed (Purwaningsih et al., 2022). They take the occasion to develop their insights more. Students should be involved in text which is written in English because most of the books in this era are in English. This being the reality of the present world, Cohesive device of English text is very important for them.

The students should habituate reading activities since they were children. Because reading fluency in children will develop their reading skills when adult. Reading Skill also helps children develop their languages and vocabularies (Muhid et al., 2020). Reading expression of a short story help the children understand sense of character; follow story actions and events; and develop their language proficiency. After that short story has been read, children independently construct a visual or written response (Tanskanen, 2021). The context of short story supplies children for learning words as concepts rather than just words. However, children's reading skills generally improve when they read familiar texts. (Habók et al., 2024) say "some authorities have found the practice of repeated rereading in which children reread short selections significantly enhances their confidence, fluency, and comprehension in reading"(Lee et al., 2023). It is important to ascertain the students understand what they are reading. Understanding the text material in reading process supports student's reading skills. For example, when students read a science fiction, they develop knowledge about content and language. It enables the students to explore the other science fiction impulsively. The effect is they can enjoy, explore, and learn science fiction (Ebert, 2020).

Students are also need time for independent practice in reading. (Susanto, 2020) explain "visiting the library and scheduling independent reading periods in literacy-rich classroom also provide students with opportunities to select books of their own choosing. They may engage in the social activities of reading with their peers, asking questions, and writing stories (McMaster & Kendeou, 2023). So, the students can apply rereading activities not only because they interest in reading but also for reading appreciation. The teachers should ensure the students have reading practices in many places and opportunities to analyze topics, generate question, and organize written response for different purposes in meaningful activities. Based on the explanation above, Cohesive device helps students to understand better the influence of the one language on the other. In addition, the also learn vocabulary from the text, especially English text (Dore et al., 2018). The teachers also can help their students in mastering vocabulary through that method because English vocabulary is very extremely large and varies as well.

The importance of mastering vocabulary in learning a language is also stated by (Warnby, 2023) who say that the development of a rich vocabulary is an important element in acquisition of a second language. Besides, (Khalil & Abu-ayyash, 2023)states that although someone knows many language terms without understanding the structure, idioms, and expressiveness to carry it, it does not bring the mastery of a language that is why vocabulary mastery or acquisition is important in learning language.

Simultaneously, through vocabulary mastery, students are helped to understand the content of the text easily in reading skills. Commonly, there are some words in the text that are unfamiliar, , it can help students to get the point of the text and it also makes them easy to find the main idea of the text, by seeing the meaning of words related to vocabulary mastery (McMaster & Kendeou, 2023).

Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing reading skills. (Yang, 2023) says that vocabulary mastery itself means great skillfulness and knowledge of some subjects or activity. Considering the reason above, it can be concluded that vocabulary is a set of words with their meaning for a particular language used by individual or group of people, either in oral or written form of communication. In addition, vocabulary mastery is completes skill to understand the form and the meaning of words in a particular language (Elleman & Oslund, 2019). So, it is important for a student to master the vocabulary of the target language because it is essential part of communication.

In conclusion, it is obvious that Cohesive device and vocabulary mastery simultaneously build in a good relationship with reading skills.

## **IV. CONCLUSION AND SUGGESTION**

### **A. Conclusion**

1. There is a positive correlation between Cohesive device and reading skills of the Eleventh grade students of SMK Maospati in the academic year of 2014/2015. It indicates that the increase or the decrease of reading skills is in line with the increase or the decrease of Cohesive device.
2. There is a positive correlation between vocabulary mastery and reading skills of the Eleventh grade students of SMK Maospati in the academic year of 2014/2015. It indicates that the increase or the decrease of reading skills is in line with the increase or the decrease of vocabulary mastery.
3. There is a positive correlation between Cohesive device and vocabulary mastery simultaneously and reading skills of the second grade students of SMK Maospati in the academic year of 2014/2015. It indicates that the increase or the decrease of reading skill is in line with the increase or the decrease of Cohesive device and vocabulary mastery.

### **B. Suggestion**

Based on the result of the study, it is shown that students' Cohesive device and vocabulary mastery have a positive correlation and contribution to their reading skills. Hence, the implication in

this study is that with regard to support reading skills, Cohesive device and mastering vocabulary activities need to be improved.

Cohesive device and vocabulary mastery are important variables to give the contribution to reading skills. So, in improving their students' reading skill teachers should consider the reading habit and complex vocabulary mastery. They give contribution in improving the students' reading skill even though reading skill does not completely depend on the two variables.

It is considered that the vocabulary mastery is also important in reading skills, the better someone master vocabulary, the more easily he or she copes with the problem of the difficult sentences in the reading material he or she reads.

The teachers can profitably direct students to enhance their reading skills through Cohesive device and mastering vocabulary activities while the students themselves build awareness of confidently doing their cohesive device and their vocabulary mastery from their everyday life in their reading class due to the benefits that Cohesive device and vocabulary mastery bring for their reading skills.

In order to improve vocabulary mastery, the teachers must open eyes to the students about vocabulary mastery. They should improve the vocabulary of the students through some methods and activities. For example, learning new vocabularies through a class project and also mentioning extensive reading and exposure to language-rich contexts. At every opportunity, they should make a point of reading with students and thus introduce a steady flow of new words, concepts, and linguistic structures. To convey and highlight meaning, it is often helpful to print to the pictured object, add a gesture, gives a simple explanation. Because vocabulary learning is the important aspect in learning a foreign language, the students must know about words as well as to be able.

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