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**Dr. Ni Wayan Krismayani, S.Pd., M.Pd.**

as  
**Presenter**

**The 5<sup>th</sup> International Conference on Sustainable Development  
"Research and Community Empowerment Impact for an Inclusive Sustainable Development"  
virtually held on December 17<sup>th</sup>, 2021**

**Rector**

**Universitas Mahasaraswati Denpasar**



**Dr. Drs. I Made Sukamerta, M.Pd**

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# Proceedings

## **5<sup>th</sup> International Conference on Sustainable Development (ICSD)**

**Research and Community Empowerment Impact  
for an Inclusive Sustainable Development**

**December 17<sup>th</sup>, 2021**

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# **PROCEEDINGS**

## **5<sup>th</sup> International Conference on Sustainable Development (ICSD)**

**“Research and Community Empowerment Impact for an Inclusive Sustainable Development”**

**Denpasar, December 17<sup>th</sup> 2021**

**Universitas Mahasaraswati Denpasar  
Jalan Kamboja No. 11A, Denpasar, Bali, Indonesia**



**Universitas Mahasaraswati Press  
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# PROCEEDINGS

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Denpasar, December 17th 2021

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## ACKNOWLEDGMENTS

It is a great pleasure for us to welcome you to the 5<sup>th</sup> International Conference on Sustainable Development (ICSD) organized annually by Universitas Mahasaraswati Denpasar. This conference is conducted through an online platform due to Covid-19 Pandemic. We believe that it is not a burden, but it is a challenge and opportunity to make a profound change in our lives together.

The 5<sup>th</sup> ICSD is aimed at providing both the presenters and participants with an opportunity to exchange their ideas, knowledge, thoughts, as well as their best practices related to this year's main theme: "Research and Community Empowerment Impact for an Inclusive Sustainable Development". This conference is also open to other issues, including health and medicine; education and literature studies; art, history, and cultural studies; sustainable infrastructure and environmental management; law and policy; economic and digital business; sustainable agriculture and natural resources; regional planning and rural development; environmental remote sensing; sustainable tourism development.

The number of prominent scholars are invited to this conference to share their insights on issues related to the main theme. We are honoured to meet Dr. Drs. I Made Sukamerta, M.Pd., Universitas Mahasaraswati Denpasar, Indonesia and Prof. Azmi Bin Aris, Ph.D., Universiti Teknologi Malaysia (UTM), Malaysia as keynote speakers. We also proudly welcome the invited speakers; Raquel D. Santiago-Arenas, PhD, Mindanao State University, Philippine; Prof. Konstantinos Tsagarakis, Technical University of Crete, Greece; Dr. Amrita Shankar, Tomo Riba Institute of Health and Medical Sciences (TRIHMS), India; Reem Bedeir, PhD, University of Cairo, Egypt; Daya Negri Wijaya, MA., PhD (Cand.), Universidade do Porto, Portugal; Livia M<sup>a</sup> Soares Teles, Community Agent at Global Assembly, Brazilia; Gjergji Qosja, MA, University "Fan S. Noli", Korçë, Albania; and Dr. Olebogeng Selebi, University of Pretoria, South Africa.

Despite the global health crisis caused by the pandemic, we are pleased to see a lot of academics, researchers, and students participating in this online conference. In the end, we strongly hope that this conference will benefit all presenters and participants.

Stay healthy and have a great conference day.

5<sup>th</sup> ICSD Committee

## BRIEF INTRODUCTION

Addressing the global issue in sustainable development fields, collaboration between any fields should be encouraged. As one of the biggest private universities in Bali, Universitas Mahasaraswati Denpasar has concern on research and community empowerment to give more impact to the society, economy, and environment. Therefore, Unmas Denpasar is organizing an international conference to respond the sustainable development issue and collaboration opportunities across the world entitled International Conference on Sustainable Development (ICSD) as an annual international conference. Bringing up the theme of "Research and Community Empowerment Impact for an Inclusive Sustainable Development" the 5<sup>th</sup> ICSD emphasizes the impact of research and community empowerment in supporting the sustainable development issue from various insight. ICSD invites researcher, academician, higher student, government, or private sector around the world to present their recent study and share their perspective regarding the global issue. The 5<sup>th</sup> ICSD aims to initiate a research collaboration and community empowerment between institutions across the world. The 5<sup>th</sup> ICSD invites the authors from around the world to submit their research or community empowerment work to be presented at the conference with following sub theme:

1. Health and Medicine
2. Education and Literature Studies
3. Art, History, and Cultural Studies
4. Sustainable Infrastructure and Environmental Management
5. Law and Policy
6. Economic and Digital Business
7. Sustainable Agriculture and Natural Resources
8. Regional Planning and Rural Development
9. Environmental Remote Sensing
10. Sustainable Tourism Development

### The Objectives

1. To encourage sharing of knowledge among the academic community, researcher, and practitioners especially in the field of science, engineering, social and humanity.
2. To update the findings and innovation in science, engineering, social and humanity field.





3. To encourage the establishment of international communication and collaboration in research and community empowerment in the field of science, engineering, social and humanity.

## **SPEAKERS**

### **Keynote Speakers**

1. Dr. Drs. I Made Sukamerta, M.Pd., Universitas Mahasaraswati Denpasar, Indonesia
2. Prof. Azmi Bin Aris, Ph.D., Universiti Teknologi Malaysia (UTM)

### **Invited Speakers**

1. Raquel D. Santiago-Arenas, PhD, Mindanao State University, Philippine
2. Prof. Konstantinos Tsagarakis, Technical University of Crete, Greece
3. Dr. Amrita Shankar, Tomo Riba Institute of Health and Medical Sciences (TRIHMS),  
India
4. Reem Bedeir, PhD, University of Cairo, Egypt
5. Daya Negri Wijaya, MA., PhD (Cand.), Universidade do Porto, Portugal
6. Livia M<sup>a</sup> Soares Teles, Community Agent at Global Assembly, Brazilia
7. Gjergji Qosja, MA, University "Fan S. Noli", Korçë, Albania
8. Dr. Olebogeng Selebi, University of Pretoria, South Africa.

## Keynote Speakers



**Dr. Drs. I Made Sukamerta, M.Pd**  
Rector of Universitas Mahasaraswati Denpasar  
Indonesia



**Prof. Azmi Bin Aris, PhD**  
Professor and Director of Research Institute  
for Sustainable Environment (RISE)  
Universiti Teknologi Malaysia (UTM)  
Malaysia

## Invited Speakers

Topic: Social, Art and Humanity



### **Reem Bedeir, PhD**

University of Cairo  
Egypt



### **Daya Negri Wijaya, MA., PhD (Cand.)**

Universidade do Porto  
Portugal



### **Dr. Olebogeng Selebi**

University of Pretoria  
South Africa



### **Livia M<sup>a</sup> Soares Teles**

Community Agent at Global Assembly  
Brazilia

## Invited Speakers

Topic: Science and Engineering



### **Prof. Konstantinos Tsagarakis**

Technical University of Crete  
Greece



### **Raquel D. Santiago-Arenas, PhD**

Mindanao State University – Maguindanao  
Philippine



### **Gjergji Qosja, MA**

University "Fan S. Noli", Korçë  
Albania



### **Dr. Amrita Sarkar**

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**5<sup>th</sup> ICSD**  
**International Conference  
on Sustainable Development**

# The Correlation Study Between Vocabulary Mastery and Reading Comprehension of The Eleventh-Grade Students of SMA PGRI Blahbatuh

Ida Ayu Putu Diah Indrayani<sup>1,a)</sup> Ni Wayan Krismayani<sup>2,b)</sup> and I Komang Budiarta<sup>3,c)</sup>

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**Abstract:** Reading is one of the language skills which plays a very important part because it concerns about how students can get information from the written text. By strengthening their reading comprehension skill, students will gain a lot of knowledges and information from written text. The mastery of students in reading comprehension will help them developing their knowledges and language proficiency skills. Of course, in improving the reading comprehension, students should be able to master vocabulary. By mastering vocabulary in learning language skill, they can catch a lot of important messages that are delivered in the reading text. Therefore, this present study was conducted to explore whether there is any significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of the SMA PGRI Blahbatuh in academic year 2021/2022. This present study used correlational research design where the researchers collected the data by giving a test for sample students which consisted of 40 students, and they were chosen randomly by using lottery system. Moreover, the data in the present study was gathered through matching cloze procedure test for assessing students' vocabulary mastery and short-answer test for assessing students' reading comprehension. The results of those tests were tabulated by using SPSS to see the normality and homogeneity of the data. Furthermore, the findings of this research will give the awareness for both teacher and students about the important of mastering vocabulary for enhancing the students' reading comprehension in learning foreign language.

**Keywords:** correlational research, vocabulary mastery and reading comprehension.

## INTRODUCTION

When learning a language, reading becomes the most important part that should be mastered. When learning a language with less reading comprehension, it will be useless. Reading plays a very important part because it concerns about how people get information from the written text. By strengthening their reading comprehension skill, people will gain a lot of knowledges and information from written text. The mastery of students in reading comprehension will help them developing their knowledges and language proficiency skills. Reading skill allows students to access new ideas or information in written or printed material from different countries. [2] states that reading comprehension involves much more reader responses to the text. It is a multi-component, highly complex process that involves many interactions between readers.

Reading comprehension give a chance for people to broaden their relationship around the world; furthermore, for the students, it could help them to enrich their new vocabularies so they will master the language that they are learning well. According to [9], reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with the written language. It means that, when the readers read a text, they will construct the meaning of the written text, and to do this, students must have strategies to understand the meaning and content of the text easily through reading. Reading is a source of joy because reading can give a feeling of satisfaction for the students and other advantages in improving students' soft skills or knowledges. To strengthen students' reading comprehension, there are three important elements that should be understood and implemented by the students. The three important elements as follows; there are the readers who are doing the comprehension, the text that will be comprehended, and the activity in which comprehension is a part of the reading comprehension. The readers must understand about how to take their place in implementing the three elements above to master the reading comprehension well.

In strengthening reading comprehension, mastering the vocabularies of the foreign language that is learning will be very important. Without mastering the vocabularies, students will be difficult to understand the content of

the reading text. Vocabularies are the most important part to be mastered by the students in learning foreign language before they learn the other language skill. In the reading text, there will be a lot of vocabularies contain there. Vocabulary mastery becomes a very basic knowledge in language learning. For those who know, vocabulary will see to be an easy language to be studied and mastered. However, if they do not know about vocabulary, they will have difficulties in understanding the foreign language both oral or written form. They also could not reconstruct the meaning of the text with less vocabulary mastery. Nowadays, the biggest problem which is faced by the people is the lack of English vocabulary. It makes them unable to get the ideas or important information from the reading text. In addition, vocabulary is the main aspect of reading. Without a well-developed vocabulary, the process of comprehending reading breaks down.

According to [11], vocabulary is an important factor in reading. Furthermore, [11] also states that the larger vocabulary mastery, the easier it is to make sense of the text. The statement tells that the students who read a foreign reading text will understand well and get a sense of the text if they master the vocabulary of the foreign language that they are learning. Without vocabulary, it will be difficult for the students to obtain any news and information which are stated in any printer material, book, etc. Hence, the students need to master vocabulary to understand any kind of reading text. Based on the explanation above, we all know about how important vocabulary mastery in the reading activity. It shows close relationships because the students need to master a lot of vocabularies to comprehend the text. In senior high school, one of the texts that the students should master is analytical exposition text. Analytical exposition text is a type of written text which is intended to persuade the readers about something in the case; in addition, the writer usually puts an argument as the fundamental reason of why something happens or to makes the persuasion stronger. By reading comprehension and having a lot of vocabularies, they will learn about analytical exposition text, the structures of the text and how to make some arguments.

[7], in his research entitled "The Correlation Between Vocabulary Mastery and Reading Comprehension of the Tenth-grade Students of SMK Pariwisata Dalung in Academic Year 2020/2021", explains that reading comprehension is the process of making meaning in the written word. Through reading, students would try to draw the meaning of the text on a printed page and interpret the information appropriately. It requires more than knowing the meaning of individual words, but they also know how individual words are combined to produce meaningful sentences. Through reading, students will be helped to get more knowledge that is contained in the text. Reading activity is good for learners to train other language skills such as writing, listening and speaking. Reading activity brings an important effect on society, especially for themselves. As a piece of evidence in this study, [5] states that a large population of people have learned to read in a second or third language for a variety of reasons, including interaction within and across heterogeneous multilingual countries, large scale immigration movements, global transportation, advanced education opportunities, and the spread of language of wider communication.

Based on the fact above, it could be seen that vocabulary mastery and reading comprehension have a very strong relationship. Vocabulary mastery could affect the students' comprehension of some written texts in reading activity. In the other words, vocabulary could help the students when students are learning a foreign language, especially English language, in the form of reading comprehension, and it could impact their ability in the learning process. Therefore, the researchers interested in conducting research entitled "The Correlation Between Vocabulary Mastery and Reading Comprehension of the Eleventh-grade Students of SMA PGRI Blahbatuh in Academic Year 2021/2022".

In addition, based on what had been described above, that explained clearly if reading is not only about reading the text or paragraph, but also about the understanding of the meaning from the reading text, the researchers held the present research in the correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022. Of course, the research problem should be stated clearly and specifically to avoid ambiguity in the presents study. Analyzing and focusing the research on a specific problem would be very important because it helped the researchers obtain and identify the answer to the research problem accurately. In this case, the researchers were interested in finding out the significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students in senior high school. The researchers chose SMA PGRI Blahbatuh as the object of the research. Therefore, based on the background of the study which was stated above, the researchers formulated the research problem as follows: is there any significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022?

## METHOD

In the present study, the researchers described the overall structure of the present investigation by using an ex-post facto research design which was specified on the correlational research design. Thus, this research consisted of two variables, they are dependent variable and independent variable. According to [4], correlation research investigates the possible relationship between two or more variables. Moreover, correlational research is proper

in the circumstances, considering the present study determines the significant correlation between students' vocabulary mastery and reading comprehension. In the present study, the researchers took the 40 eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022 as a sample. Random sampling was the part of sampling techniques in which each sample has an equal probability of being chosen which was meant to be an unbiased representation of the total population.

In addition, to achieve the stated objectives in carrying out this present study, the researchers developed research instruments. The first instrument was matching cloze procedure test. This test was used to measure the vocabulary mastery of the students. The test scored students' vocabulary mastery through completing the gaps in the texts. The students were given three reading texts, which consisted of 10 gaps for each reading text, so the total gaps in matching cloze procedure text were 30 gaps. The gaps should be filled by choosing the words provided in a box under each reading text. The words provided were depended on the aspects of vocabulary mastery that were limited in the present study. The vocabulary mastery aspects were limited to the words class, including nouns, verbs, adverbs, and adjectives. Every gap was placed randomly based on what kind of words were selected to put.

According to [1], the matching cloze procedure test is usually structured by removing important words for the meaning contained in the second sentence of the text. The first sentence of the text should be left intact to provide contextual support. Then to complete the missing words, the test takers must match the choice of words that have been sorted alphabetically or separately grouped into fours. They have to choose an answer that allows no other gap. In this case, the students had 40 minutes to finish the test. In addition, the scoring system for this test was using the answer key which had been already prepared by the researchers to assess the students' answer of the vocabulary mastery test. Therefore, the highest score which could be gotten was 100 if the students answer all of the questions correctly

Moreover, the second instrument that was used by the researchers was short-answer test in the form of analytical exposition text. The researchers used this test to measure the reading comprehension ability of the students. Five analytical exposition texts were provided to be read by the students, and there were five questions for each text. So, in total, there were 25 questions to be answered by the sample students in 40 minutes. Furthermore, there were some aspects in reading comprehension test which were assessed, they are general information, specific information, textual meaning and textual reference. The students were instructed to answer the questions using a correct vocabulary and grammatical sentence. Thus, the short-answer test had a strong result to measure the students' reading comprehension.

Furthermore, to score the result of the short-answer test, which was done by the sample, must be correct and follow the paragraph. The criteria in this task are the answer related to the information of the text and grammatical structure; therefore, designing a rating scale was needed. Moreover, the answers of the sample were assessed by using the scoring rubric of reading comprehension adopted from [3]; therefore, a difference score appeared based on the scoring rubric which the researchers used. The answer was depended on the grammatically and correct answers of the students

## FINDING AND DISCUSSION

### Finding

In this present study, the researchers gained the data from the sample students toward matching cloze procedure test and short-answer test. Thus, in this research, the students wrote their answer on the provided answer sheet. The researchers administered the research instruments to the samples which came from the population of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022. The population was about 192 students and the researchers took 40 students to be the sample for this research. In selecting the samples of the research, the researchers implied random sampling by using lottery system. The researchers chose the students randomly based on the name which appeared in lottery system. Moreover, the researchers used a directional hypothesis that clearly stated that there was a significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022.

The researchers conducted the present study in the form of ex-post facto research with a correlational design and based on the guideline such as the research instruments' validity and reliability. Those two important parts automatically ensure the research data could be as valid and reliable as possible. The research instruments were used to test the variables as follows: vocabulary mastery and reading comprehension. The first instrument for assessing vocabulary mastery was matching cloze test procedure; besides, the second instrument for assessing students' reading comprehension was in a form of short-answer test. There were 55 items of the research instruments which were divided into two parts, as follows: 30 items for vocabulary mastery test and 25 items for reading comprehension test. Vocabulary mastery that was assessed through cloze task contained four contents of words, such as nouns, verbs, adjectives and adverbs. Moreover, for reading comprehension was tested through

short-answer test which contained general information, specific information, textual meaning and textual references.

The students' works were scored by using answer key and scoring rubric which was adopted from [4]. In doing each test, the students were only given 40 minutes; furthermore, the researchers also explained about the rules of doing the test where those tests were delivered by online. The researchers conducted the research on 4<sup>th</sup> October 2021 and it lasted for a week in delivering the instruments to the students and collecting the data to the 40 samples. To collect the data that was needed in this present study, the researchers used an online system through Google Classroom for the two instruments due to Covid-19 Pandemic. The link of the Google Classroom which was contained of those tests was shared on students' WhatsApp Group; furthermore, the researchers also explained the rules of doing the tests and the criteria that was assessed through WhatsApp Group. Afterwards, when the samples' works were scored, the researchers started the statistical analysis. In the present study, there were two steps of statistical analysis, as follows: pre-requisite analysis and hypothesis testing.

Normality test is a test which is conducted with the aim of assessing the distribution of data in a group of data variables, whether the distribution of data is normally distributed or not. In this present study, to test the normality of the research, the researchers applied SPSS 25 version for windows. Based on the SPSS interpretation, a low significant value (less than 0.05) indicated that the distribution of the data differed significantly from a normal distribution. In the other words, the data could be categorized as having a normal distribution if the significant value was higher than 0.05. Moreover, it was crucial to see if the distribution of the data were normal for each variable. In addition, the significance of normality test from vocabulary mastery and reading comprehension could be stated that the obtained data were categorized normal since it is higher than 0.05. Moreover, the results of the analysis could be summed up in the following table.

**TABLE 4.1**  
The Summary of Normality Test with Saphiro Wilk Normality Test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary Mastery	.113	40	.200*	.970	40	.371
Reading Comprehension	.135	40	.063	.956	40	.121

a. Lilliefors Significance Correction

Source: Appendix 4, p. 73. Data Analysis of Normality Test on SPSS 25 Version for Windows, December 2021

Based on the data above, the test which was used in the present study was the formula of Kolmogorov-Smirnov. The basic fundamental of the normality which had been mentioned previously was if the significant value was greater than 0.05 meant that the research data was normally distributed. Meanwhile, if the significant value was smaller than 0.05, the data distribution was not normally distributed. Regarding to the output above, it indicated that the significant value was 0.371 for vocabulary mastery and 0.121 for reading comprehension in which those values were greater than 0.05. Therefore, it could be clearly concluded that the two of research variables were normally distributed.

Homogeneity test is a test that assess whether there are differences in variance between the two groups or more. Homogeneity test was needed to ensure that all of the groups of the samples were homogenous distributed to each other. In homogeneity testing, the researchers needed to know the students' score in both variables. Therefore, in this present study, to calculate homogeneity testing, the researchers applied SPSS 25 version for windows by using Levene's testing. Moreover, the variances were categorized in the SPSS computer program as homogeneous variances if the significant value was higher than 0.05. In the other words, the data can be homogeneously distributed if the significant value was higher than 0.05. The results of the analysis could be summed up in the following table.

**TABLE 4.2**  
The Summary of Homogeneity Test

Group	Levene Statistic	Sig. Value	Conclusion
Vocabulary Mastery and Reading Comprehension	1.396	0.241	Homogeneous

Source: Appendix 5, p. 75. Data Analysis of Homogeneity Test on SPSS 26 Version for Windows, December 2021

Homogeneity testing produces two table, namely the test of homogeneity variance table. In this part, the focus is the test table of homogeneity variance. If the significance value is more than 0.05, then the research data has the homogeneous data. In contrast, if the significance value is smaller than 0.05, the research data is not homogeneous. Therefore, from the data which had been gained as the tables above, we can see that the calculation result of Homogeneity of variance by Levene's testing is found 1.396, it was higher than 0.05 ( $1.396 > 0.05$ ). In addition, it can be concluded that the vocabulary mastery and reading comprehension had same variant in this present study.

After conducting pre-requisite analysis, the next step of researchers was doing a hypothesis testing. Hypothesis testing is a statistical test of the truth of the statement and draw conclusion whether to accept or reject the statement from the researchers. Moreover, the hypothesis testing was an analysis that was used by the researchers by the researchers to accept or reject the directional hypothesis that had been previously stated. The hypothesis from the researchers in this present study was: there is a significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022. In the present study, the researchers tabulated the data for hypothesis testing by using SPSS 25 version for windows. Furthermore, the hypothesis testing consisted of two statistical analysis, they were: Pearson product-moment correlation and t-test.

Pearson Correlation or often called as Product Moment Correlation is a statistical test tool used the associative hypothesis (correlation test) of two variables if the data is interval or ratio scale. The first hypothesis testing was administered in order to figure out the correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022. It was done by applying Pearson product-moment correlation. Based on SPSS interpretation, the correlation coefficient could be categorized significant if the significant value is lower than 0.05. However, if the significant value is higher, it means that there is no correlation between the two research variables. To sum up, the results of the Pearson product-moment correlation could be summed up in the following table.

**TABLE 4.3**  
The Pearson Product Moment Correlation test

		Vocabulary	Reading
Vocabulary	Pearson Correlation	1	.474**
	Sig. (2-tailed)		.002
	N	40	40
Reading	Pearson Correlation	.474**	1
	Sig. (2-tailed)	.002	
	N	40	40

\*\* . Correlation is significant at the 0.002 level (2-tailed)

Source: Appendix 6, p. 76. Data Analysis of Pearson Product Moment Correlation on SPSS 25 Version for Windows, December 2021

**TABLE 4.4**  
Product Moment Correlation Index

Interpretation	Product Moment (Value of 'r')
Considered as no correlation	0.00 – 0.20
Low correlation	0.20 – 0.40
Moderately correlation	0.40 – 0.60
High Correlation	0.60 – 0.80
Very high correlation	0.80 – 1.00

From the 40 respondents, the index value of correlation was found to be 0.474. the results of those two calculations (manual and SPSS 25 version for windows calculation) were the same. It means that there was no mismatch in the process of calculating the data. According to the table of interpretation (table 4.4) this number was classified into the medium class of 0.40 – 0.60 which means that there was a medium correlation between two variables. Also, the result of the significance was 0.002 and it was lower than 0.05, it means that the correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022 is positive. In addition, these two data were correlated with each other. It was considered that higher vocabulary mastery of students in reading comprehension, the better skill of comprehending the reading text of students.

The T-test is one of the statistical tests which is used to check the truth or falsity of a null hypothesis which states that between the two-samples means taken randomly from the same population. The researchers tested the hypothesis by applying T-test in order to figure out whether the correlation of the research variables was significant or not. The researchers used paired-samples T-test in which it was used to determine whether the hypothesis was accepted or not. Based on SPSS interpretation, the directional hypothesis could be categorized as significant if the significant value was lower than 0.05. However, if the significant value was higher, it means that the directional hypothesis was rejected. To sum up, the results of the analysis can be seen in the following table.

**TABLE 4.5**  
The Summary of T-test

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
			Lower	Upper					
Pair 1	Vocabulary - Reading	13.900	18.687	2.955	7.923	19.877	4.704	39	.000

Source: Appendix 7, p. 77. Data Analysis of T-test on SPSS 26 Version for Windows, December 2021

Table 4.5 clearly showed that the level of significance of all group of the data which were analysed by using paired-samples T-test showed that the figure was below than 0.05. Moreover, the result showed the Sig. (2-tailed) was 0.000 and it is lower than 0.05 ( $0.000 < 0.05$ ). It indicated that the directional hypothesis in the present study, "there is the significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022" was finally accepted. It could be concluded that the data had already proven that vocabulary mastery was significantly correlated with students' reading comprehension.

## Discussion

The present study used ex-post facto research design that was focused on correlational design. The data analysis of the present study led to the establishment of the research findings. Besides, the following discussion was intended to explain the findings of the present study about the correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022. Moreover, based on the research data that were gained in this present study, it showed that the data analysis results showed that there was a significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022.

The present research findings indicated that the hypothesis stated there was a significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students at SMA PGRI Blahbatuh in academic year 2021/2022 was confirmed. In this present study, the statistical analysis showed that the samples who had more vocabulary mastery tended to master reading comprehension than students who were lack of vocabulary mastery. According to the present ex-post facto research results, vocabulary mastery correlated with reading comprehension of the eleventh-grade students at SMA PGRI Blahbatuh. It confirmed that the theory about correlation between vocabulary mastery and reading comprehension is indeed true with significant correlation.

Furthermore, this present study was also supported by [10] and [8]. They convincingly found that there was a correlation between the students' vocabulary mastery and their reading comprehension. It was in line with the present study results that vocabulary mastery and reading comprehension were correlated. Both of the previous studies clearly supported the research findings of the present study. In the other words, these two researchers had proven that vocabulary mastery correlated to reading comprehension. Several factors can influence vocabulary mastery problems; therefore, it can affect students' reading comprehension, especially in analytical exposition text. When students master vocabulary, they could try to put their best efforts and much easier to comprehend the reading text. Furthermore, these researches could be a reference that helps in conducting future research with the similar topic.

[6] state that learners' vocabulary development is an important aspect of their language development. It means that vocabulary is one of the language aspects that should be learned by the students or language learners. It will help them in reading, speaking, listening and writing. In learning vocabulary, automatically, learners have to know the meaning of the words. Therefore, the students who had good vocabulary mastery were easy to construct their ideas, primarily in comprehending the text. From the theory about vocabulary correlated with reading comprehension, the researchers became more convinced that both variables were indeed related to each other. In



line with the theory, the present study showed that vocabulary mastery and reading comprehension correlated. It meant that vocabulary mastery and reading comprehension had a significant correlation.

The research results showed that in terms of criteria of reading comprehension, most samples could understand reading comprehension that fulfilled the criteria: identify general information, specific information, textual meaning and textual references. However, during the data collection process, the researchers found interesting findings related to the ability in writing the answers from the samples. Most of the samples which were highly in vocabulary test can answer the short-answer test of analytical exposition text easier and faster. Besides, they could do their work without asking their friends or teacher. In contrast, samples with low vocabulary scores would find the test was difficult to answer and they take longer time to finish the test. Therefore, those findings can be adapted by future researchers to conduct the similar research.

As what has been explained above, it can be concluded that vocabulary mastery and reading comprehension had a significant correlation. It showed that vocabulary mastery correlated with students' reading comprehension. It could be seen from the results of the hypothesis testing, which was made by using Pearson product-moment correlation and T-test. The present study was in line with the previous study which showed the correlation between vocabulary mastery and reading comprehension. Based on the research findings, it can be concluded that the directional hypothesis which has been previously determined was finally confirmed. In the other words, there is a significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022.

## CONCLUSION

The research design of the present study was ex-post facto research with correlational design. This study was mainly conducted to figure out the significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022. In doing this research, there were two research instruments, they are: matching cloze procedure test and short-answer test which were administered to collect the data. The data that were required in this study were carefully collected. The collected data were analysed by using SPSS 25 version for windows. After collecting the data on the students' vocabulary mastery and reading comprehension, the researchers computed and analysed the data. The data analysis results were namely pre-requisite analysis and hypothesis testing. The data obtained can be said to meet research the research requirements. Based on the data analysis above, it was figured out that there was a significant correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMA PGRI Blahbatuh in academic year 2021/2022. It can also be clearly seen from the data that have been carefully collected by administering the valid and reliable research instruments of the present study. Furthermore, the findings of this research will give the awareness for both teacher and students about the important of mastering vocabulary for enhancing the students' reading comprehension in learning foreign language.

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# Interjections Translation from English to Indonesian in *Diary of a Wimpy Kid-Cabin Fever*

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**Abstract.** The research focused on the analysis of strategies in the translation of interjection from English to Indonesian and their functions were found in *Diary of a Wimpy Kid-Cabin Fever* by Jeff Kinney and translated by Maria Lubis. The purpose of this study is to find out the strategies used by the translator to translate the interjection and their functions as well. In the content analysis, the research collected sentences in the utterances of the characters in the novel. The investigating of the strategies identified using Baker (1992) and Cuenca (2006) meanwhile for analyzing the functions used Ameka's (1992) theory. The result of the data analysis show that: 1) six strategies used by the translator to translate the interjection that found in the novel, there were Literal Translation, Translation by Using an Interjection with Dissimilar Form, But the Same Meaning, Translation by Using A Non-Interjective Structure with Similar Meaning, Translation by An Interjection with Different Meaning, Omission, and Addition of Elements. 2) There were three functions of interjection, Expressive Interjection, Conative Interjection then Phatic Interjection.

**Keywords:** translation, interjections, novel

## INTRODUCTION

Translation is the art of transferring the meaning from the source language to the target language. Catford (1965) said "the replacement of textual material in one language by equivalent textual material in another language" and the main idea "translation consist of transferring the meaning of the source language into the receptor language. It is really important to the translator using some strategies to translate the source language (SL) to the target language (TL) to get equivalent meaning to produce a good translation product and to avoid misunderstanding in future as well. The strategies have action as the reference by the translator to do translation. Every written or spoken of English Language consist of sentence or sentences. Sentence includes a few words fall into the nine part of speech. These include nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, articles or determines, and interjections.

Interjections are a part of language which is so ambiguous. This is a peculiar word class. Cuenca (2002) defines that interjections as "communicative units (utterances) which can be syndactyly autonomous, and intonationally and semantically complete". Interjections can be found in literary novels and daily conversation. An anger, sadness, joys, emotions, anxiety, disappointment, and others can be shown trough interjections words. Interjections are used to express feelings of the speakers in conversations and their emotions in handling or expressing feelings that cannot be expressed easily in common sentences. Interjections are used to give a different meaning in various situations or occasions. Interjections are quite important but there is no direct attention has been paid to them in linguistic or translation theories. This is the reason for the authors to discuss this matter further.

This study analyzed the interjections were uttered by the characters in *Diary of a Wimpy Kid-Cabin Fever* by Jeff Kinney, translation from English to Indonesian Language to understand the strategies of interjection was used by translator and the functions of interjection found on it.

There were two theories used to answer the problems of this study. The first theory was from Baker on his book entitled *In Other Words, a Coursebook of Translation Studies* in 1992 and the journal from Cuenca entitled *Interjections and Pragmatic Error in Dubbing* in 2006. Cuenca's journal was used as the main theory because she differentiated six strategies in translating interjections that adapting from Baker (1992), and then the second theory was from Ameka (1992) in her journal of pragmatics 18 entitled *Interjections: The universal yet neglected part of speech*, about the communicative functions of the interjections.

This study utilized the strategies of translating interjection mentioned by Baker (1992) and Cuenca (2006). These strategies included: First, **Literal translation** which is a word for word translation. It is the direct transfer of a source language text grammatically and idiomatically appropriate in the target language text. Literal

translation is also called as the transfer through the use of the closest equivalent in the target language. Second, **Translation by using an interjection with dissimilar form, but the same meaning** which is the exact equivalent of the original does not exist in the target language. In such cases the translator has to find an interjection with conveys same meaning, but with dissimilar form. Third, **Translation by using a non-interjective structure with similar meaning** which the translator can not find any suitable interjection to convey the meaning. She or he has to translate the interjection by using non-interjective structure. This strategy means that interjection from source language (SL) is translated into target language (TL) not in the form of interjection. This strategy is chosen by the translator because there is no equivalent interjection of the TL for the certain context, which the translator prefers to paraphrase it. Fourth, **Translation by an interjection with different meaning** which translator uses this strategy for the certain purpose. It maybe there are no equivalent words at all of the TL or the translator has the different point of view to expression. Fifth, **Omission** which means that words or other expressions of SL text are not translated into TL. The translator considers that it does not disturb the meaning. Last, **Addition of elements** that means the translator add some elements to the meaning of an interjection to make an equivalent or natural expression, then the target readers grab the meaning correctly.

According to Ameka (1992), a classification of interjection will be proposed based on the specific communicative functions, they fulfil and according to the types of meaning they predicate. Three categories are particularly relevant for the expressive with focus on the speaker's state, the conative with emphasis on the speaker's wishes, and the phatic which has to do with the establishment of contact. First, **expressive interjections** are vocal gestures which symptoms of the speaker's mental state. Second, **conative interjections** are those expressions which are directed at an auditor. They are either aimed at getting someone's attention or they demand on action or response from anyone, whom speaker's wants. Last, **phatic interjections** are used in the establishment and maintenance of communicative contact. A variety of conventional vocalizations, which express a speaker's mental attitude towards the ongoing discourse, that is backchanneling or feedback signaling vocalizations, may be classified as phatic.

## METHODOLOGY

The data of this study were taken from a book entitled *Diary of a Wimpy Kid-Cabin Fever* and its Indonesian translation. The English version is written by Jeff Kinney and it is translated into *Diary si Bocah Tengil-Demam Kabin* by Maria Lubis. *Diary of a Wimpy Kid-Cabin Fever* was one of collection of stories by Jeff Kinney. The book was published in 2011 with 217 pages by Amulet Book. The Indonesian version the book was published in 2013 with also 217 pages by Penerbit Atria. This book was chosen as the data source because it use children daily conversation and expression in source language (SL) then it is translated to Indonesian. The interjection translation can help the readers to understand more about the SL daily conversation and can feel the expression through interjection. The book is famous that it is planned to produce into an animated movie. The trailer can be found at this link: <https://www.youtube.com/watch?v=SpM5LuN6xRI>. Unfortunately, there is no update about the plan until now. However, many fans of this collection stories have been wait for the animated movie.

Data in this study was collected through direct observation method and note taking technique. This technique was applied through several procedures namely: reading *The Jungle Book* novel in English and also read the Indonesian translated by Djokolelono, finding and underlining the interjections sentences, identifying the types and functions that applied on those novels. This study was qualitative research that analyzed the collected data descriptively to answer the problems of this study. First, using Baker (1992) and Cuenca (2006) as the main theory about six strategies of translation in translating the interjection furthermore about the types function of interjection using Ameka (1992) focus on specific communicative functions.

## FINDING AND DISCUSSION

Based on the data source *Diary of a Wimpy Kid-Cabin Fever* by Jeff Kinney and its Indonesian translation, there were six interjections translation strategies used by the translator to translation from English into Indonesian. Also, there are three functions of interjection used by the writers. All of the types were represented with one data in this article. They can be seen on the following discussion.

### Literal Translation

Literal translation is a word for word translation without change the form grammatically in the translation process. In this context the literal translation in the interjection is also called as the transfer through the use of the closest equivalent in the target language.

TABLE 1. *Literal Translation Data*

Source Language (SL)	Target Language (TL)
“Hey! Dookie!”  (Kinney, 2012:16)	“Hei! Pupi!”  (Lubis, 2012:16)

The translator used literal translation strategy to translate the interjection from SL to TL. Literal translation is the process to rendering directly from source language to target language by word for word, one by one. Here, the translator translated the word *Hey* from English into *Hei* in Indonesian. Based on KBBI there is no word *Hei* means an exclamation or interjection word to greet someone else. The meaning of this translation is equivalent to the meaning of *Hey* in the source language, English. According to Oxford Dictionary, *Hey* means an exclamation used to attract attention, to express surprise, interest, or annoyance. The equivalent meaning has made the translation is acceptable with correct translation strategy.

Referring to the definition of interjection *Hey*, this word was used by one of the kid in Greg’s school to call Cody. In kindergarten Cody stepped in some dog poop at recess, and ever since the people have called him “Dookie”, which is translated into “Pupi” in Indonesian. One of the kid in school tried to attract Cody’s attention by calling him. “Hey! Dookie!” According to this utterance, the interjection *Hey* was categorized as **conative interjection**. It is because it either aimed at getting someone’s attention or they demand on action or response from anyone, whom speaker’s wants.

### Translation by Using an Interjection with Dissimilar Form, but the Same Meaning

This type of translation where the translator changes the form of interjection from primary interjection or vice versa to get an exact equivalent meaning of the target language from the source language.

**TABLE 2.** Translation with Dissimilar Form Interjection Data

Source Language (SL)	Target Language (TL)
“Well! The easter bunny is going to be disappointed in you boys!”  (Kinney, 2012:10)	“Nah! Kelinci Paskah akan sangat kecewa terhadap kalian, anak-anak!”  (Lubis, 2012:10)

Based on data above, the word *Well* was translated into *Nah* in Indonesia language, where the word *Nah* has not literal meaning in KBBI, it proved that *Nah* is primary interjection. Here, the word *Well* as secondary interjection because it has independent semantic values. The word *Well* is the exclamation was used to express surprise, anger, or relief (Oxford dictionary:1709) and based on Echols and Shadily’s dictionary page 642, the word *Well* is a noun, an adjective and an adverb. Hence, the existence of this case could be classified into translation by using an interjection with dissimilar form, but same meaning. Both interjection *Well* and *Nah* used when pausing to consider someone’s next words. The translation process has changed second interjection *Well* form into first interjection *Nah* form.

Even the primary interjection *Nah* does not have meaning in dictionary but, according to this situation *Nah* and *Well* have the same function. Here, the interjection *Nah* and *Well* were used by Greg’s mom as **phatic interjection**. She used when she was pausing to consider her next words. She was trying to use the threat of Santa to get her sons to behave. She was paused during her sentence, to establish and maintain the communicative contact.

### Translation by Using a Non-interjective Structure with Similar Meaning

This strategy means the interjection from source language is translated into target language not in the form of interjection.

Source Language (SL)	Target Language (TL)
“Gee, thanks.”  (Kinney, 2012:107)	“Baik, terima kasih.”  (Lubis, 2012:107)

The translator used non-interjective structure to translate the source language *Gee*. *Gee* is an interjection in English which a mild expression, typically of surprise, enthusiasm or sympathy (Oxford Dictionary). In this sentence the interjection *Gee* shows the enthusiasm of the character when he receive a gift from someone.

However, the interjection *Gee* is translated into non-interjective word *Baik*. In KBBI *Baik* is a particle which means yes or accept toward something. In this context *Gee* and *Baik* has similar meaning that makes the translation strategy is acceptable. This strategy was chosen by the translator because there was no equivalent interjection of the TL for the certain context, then the translator preferred to paraphrase it.

In this situation the interjection *Gee* has purpose to express the speaker's state with respect to the emotions and sensations they have at the time. The man shows his gratitude by saying "*Gee, thanks*". This interjection was said by the stranger when he received a gift from Greg. It was the same as the function or the definition of particle *Baik* in Indonesian. "*Baik, terima kasih*" shows acceptance and gratitude of the speaker to the hearer. So, this interjections belongs to **expressive interjection** by its function.

### Translation by an Interjection with Different Meaning

This strategy used by the translator because there are no equivalent words at all of the target language or the translator has the different point of view to express.

Source Language (SL)	Target Language (TL)
"Well, that settled it for me."  (Kinney, 2012:110)	"Ya ampun, itu membuatku yakin akan satu hal."  (Lubis, 2012:110)

Referring to utterance above, the process of translating the interjection was called translation by an interjection with different meaning, because the secondary interjection *Well* have very different meaning when it was translated into Indonesia language. The word *Well* in this sentence used to express certainty about something that the speaker came to a conclusion meanwhile the phrase *Ya ampun* in this sentence shows a surprise feeling of the speaker.

This interjection was categorized into **expressive interjection**, which was used by Greg to express his feeling of certainty after talking to his mom. He certain enough that he will never have a child when he grown up.

### Omission

Omission is the translation strategy which is the word or words even others expressions of source language text are not translated into target language, as well it does not damage the meaning of the whole text or the purpose of the speaker.

Source Language (SL)	Target Language (TL)
"Well, it turns out my first-edition copy of "Tower of Druids" is totally worthless."  (Kinney, 2012:114)	"Ternyata edisi pertama "Menara Druid"-ku tidak berharga."  (Lubis, 2012:114)

According to the definition of the omission process, which is the translator omit the interjection. In this case, it happened with interjection *Well*. In SL utterance there was mentioned interjection *Well* but in target language utterance there was no any interjection stated, as long as the meaning was not damaged, this process was permitted, in addition to, the expression *Well* have been supported by other statement or utterance afterwards.

The interjection *Well* has function as **phatic interjection** which was used by Greg to establish and maintain the communicative contact. Here, the translator did not put interjection as well because the Greg clearly conclude his story about his book that failed to be published and the sentence *Ternyata edisi pertama "Menara Druid"-ku tidak berharga* communicates well to the hearer.

### Addition of Elements

This strategy let the translator adds some elements to the meaning of an interjection to make an equivalent or natural expression.

Source Language (SL)	Target Language (TL)
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“Dear the ladies, why, yes I’am!”  (Kinney, 2012:114)	“Para nona yang terhormat, <b>yah</b> , tentu saja!”  (Lubis, 2012:114)
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The translator added the element *Yah* as the primary interjection in target language even in source language did not mention any interjection. Because of this situation, it could be categorized as addition of elements strategy. The translator did it because he needed the target readers grabbed the meaning and the purpose of this utterance correctly. On this original story in source language the writer did not mention any interjection to get the attention of the listeners or the readers, he only mentioned the listener, *why, yes I’am*, but in target language the translator added the interjection *Yah* to emphasize and get more the attention of the readers, it helped them to know that the utterance was really important to understand. Referring to KBBI, the interjection *Yah* is the exclamation was used to conclude a statement or expressing enthusiasm in giving a response. According to this function it could be concluded as the **conative interjection**, which meant aimed at getting someone’s attention or they demanding action or response from someone of what the speaker wants. In this story the interjection *Yah* was used by Greg to get the attention of the ladies.

## CONCLUSION

After the data analyzed, it comes to the conclusion. There were six strategies used by the translator to translate the interjection that found in the novel, there were Literal Translation, Translation by Using an Interjection with Dissimilar Form, But the Same Meaning, Translation by Using A Non-Interjective Structure with Similar Meaning, Translation by An Interjection with Different Meaning, Omission, and Addition of Elements. All the interjection used as the data has its own function in the sentences. There were three functions of interjection, Expressive Interjection, Conative Interjection then Phatic Interjection.

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