CORRELATION OF MUFRODAT (VOCABULARY) MASTERY WITH ABILITY TO READ ARABIC TEXTS OF CLASS VIII STUDENTS SMP IT AL-FIKRI MAKASSAR

KORELASI PENGUASAAN MUFRODAT (KOSAKATA) DENGAN KEMAMPUAN MEMBACA TEKS BAHASA ARAB SISWA KELAS VIII SMP IT AL-FIKRI MAKASSAR

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Abstract

This research is a correlation study using a quantitative approach that aims to find the correlation between *Mufrodat* Mastery (Vocabulary) and Arabic Text Reading Ability of Students in Grade VIII of IT Al-Fikri Junior High School Makassar. The independent variable in this study is *Mufrodat* Mastery (Vocabulary), while the dependent variable is Arabic Text Reading Ability. The population in this study were all students of grade VIII of IT Junior High School Al-Fikri Makassar which amounted to 50 students and the sample in this study were students of grade VIII which amounted to 20 students. The research data were obtained by giving written tests in the form of Arabic vocabulary mastery tests and Arabic text comprehension reading ability tests. The data analysis technique is inferential statistical analysis of bivariate correlation type with the result of correlation coefficient 0.578 and significance value 0.008. The results of this study indicate that there is a moderate positive correlation between *Mufrodat* Mastery (Vocabulary) and Arabic Text Reading Ability. Thus it can be concluded that there is a correlation between *Mufrodat* Mastery (Vocabulary) and Arabic Text Reading Ability of 8th Grade Students of IT Al-Fikri Junior High School Makassar.

Keywords : *Correlation, Vocabulary Mastery (Mufrodat), Arabic Text Reading*

Abstrak

Penelitian ini adalah penelitian korelasi dengan menggunakan pendekatan kuantitatif yang bertujuan untuk mencari korelasi antara Penguasaan Mufrodat (Kosakata) Dengan

Kemampuan Membaca Teks Bahasa Arab Siswa Kelas VIII SMP IT Al-Fikri Makassar. Variabel bebas dalam penelitian ini adalah Penguasaan Mufrodat (Kosakata), sedangkan variabel terikatnya adalah Kemampuan Membaca Teks Bahasa Arab. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII SMP IT Al-Fikri Makassar yang berjumlah 50 siswa dan sampel dalam penelitian ini adalah siswa kelas VIII yang berjumlah 20 siswa. Data hasil penelitian diperoleh dengan memberikan tes tertulis berupa tes penguasaan kosakata bahasa Arab dan tes kemampuan membaca memahami teks bahasa Arab. Teknik analisis data yaitu dengan analisis statistik inferensial jenis korelasi bivariate dengan hasil koefisien korelasi 0,578 dan nilai signifikansi 0,008. Hasil penelitian ini menunjukkan bahwa terdapat korelasi positif sedang antara Penguasaan Mufrodat (Kosakata) Dengan Kemampuan Membaca Teks Bahasa Arab Dengan demikian dapat disimpulkan bahwa terdapat korelasi antara Penguasaan Mufrodat (Kosakata) Dengan Kemampuan Membaca Teks Bahasa Arab Siswa Kelas VIII SMP IT Al-Fikri Makassar.

Kata Kunci : *Korelasi, Penguasaan Kosakata (Mufrodat), Membaca Teks Bahasa Arab*

1. INTRODUCTION

Language has a very important role as a means of communication in everyday life. As social creatures, we need to interact with others in order to use language more widely. In addition, language is part of human culture that has high value, because it allows humans to communicate well in their environment. This shows that language has an important role in social life, where humans use language every day, from waking up to going back to sleep.

Arabic has an important role in the lives of Muslims, especially in reading, understanding, and practicing religious teachings. The Qur'an was revealed in Arabic, so the ability to read and understand the text is an integral part of Islamic education. Vocabulary is the main element of language used as the basis for all language skills including the ability to read Arabic texts Hikmah (2021). Students with good vocabulary mastery are more likely to understand the meaning and context of what they read.

SMP IT Al Fikri Makassar, as a school that integrates religious and general education, pays special attention to Arabic language teaching. Nevertheless, student learning outcomes still show significant variations. The correlation between the mastery of Arabic vocabulary and the ability to read Arabic text is an important topic for further research, in order to understand the relationship between the two abilities.

Research relevant to this study includes research by Riska, (2021), Al-Ngadawiyah (2020), and Batalipu (2019). Riska's research uses reading fluency as the dependent variable, while this study uses reading comprehension ability, which shows differences in the focus of variable Y. Siti Robingah Al Ngadawiyah's research has similarities in the use of descriptive analysis techniques and variable Y, namely Arabic text reading skills. However, the study used mastery of *mufrodat* and *qowaid* as independent variables, in contrast to this study which only focuses on mastery of *mufrodat* as an independent variable. While Nur Rizka Novrianty's research has similarities in variable X, namely mastery of Arabic vocabulary as an independent variable, but does not involve test instruments, in contrast to this study which uses tests as part of its instruments. The GAP underlying this research is the difference in variable focus, with a more specific approach, different research locations, and the use of test instruments that allow the research results to be more measurable and in-depth.

Based on the background description in this study, the authors are interested in conducting research with the title Correlation of *Mufrodat* Mastery (Vocabulary) with Arabic Text Reading Ability of 8th Grade Students of IT Al-Fikri Junior High School Makassar.

Mundir (2014) correlation is a relationship or reciprocal relationship. Correlation in statistics is the relationship between two variables (bivariate correlation) and the relationship between more than 2 variables (multivariate correlation). The correlation or relationship can take the form of a symmetrical relationship, causal relationship, or interactive relationship (mutual influence).

According to Tarigan (2015) vocabulary mastery is not only limited to the addition of new words to one's vocabulary, but also includes the ability to understand and use these words appropriately in various communication contexts. He asserts that vocabulary development also means the placement of new concepts in a better and more organized language structure and order. Thus, vocabulary acquisition becomes an integral part of a person's cognitive and linguistic development.

According to Faujiah (2021) ability is a form of ability to do something that is an obligation or task. That is, a person is said to have the ability if he can complete what he should do effectively. According to Dalman (2014) reading is a process carried out and used by readers to obtain messages that the author wants to convey through the media words or written language. In this view, reading is not just mechanically reciting word for word, but is a complex mental activity that involves understanding the meaning contained in a series of language symbols.

2. RESEARCH METHOD

This research uses a quantitative approach with a correlational research type. According to Sugiyono (2011), correlational research is a type of research with problem characteristics in the form of a correlational relationship between two or more variables. to determine whether there is a correlation between the variables of mastery of Arabic vocabulary and the ability to read Arabic text.

This research design is called ex-post facto research, because in this research no treatment/manipulation of the variables is made, but only reveals facts based on existing symptoms. The degree of correlation between variables is expressed in an index called the correlation coefficient. The correlation between the two variables can be described as follows:

$$X \text{————————} Y$$

Description:
X = Independent variable (mastery of Arabic vocabulary)
Y = Dependent variable (Arabic text reading ability)

This study aims to determine the correlation between the mastery of Arabic vocabulary and the ability to read Arabic texts in students of IT Al Fikri Junior High School Makassar. The data collection techniques used in this study consisted of two types of tests, namely Arabic vocabulary mastery test and Arabic text comprehension reading ability test. These two instruments were designed to measure the extent to which students mastered the Arabic vocabulary that had been learned and their ability to read Arabic text properly and correctly.

The results of these two tests will be analyzed to find the relationship or correlation between the mastery of Arabic language and the ability to read Arabic text.

3. RESULTS AND DISCUSSION

This chapter discusses the data obtained from the research process carried out at SMP IT AL-Fikri Makassar. Respondents in this study were 20 people conducted on March 12, 2025.

Based on this, to find the direction and strength between the independent variable (vocabulary mastery) and the dependent variable (ability to read Arabic text) with interval and ratio data, the research techniques used in analyzing the research data and testing the hypothesis in this study are descriptive and inferential statistical techniques.

a. *Mufrodat* (Vocabulary) Mastery Results

Based on the results of the vocabulary mastery test assessment (mufrodat) of students in class VIII of IT Junior High School Al Fikri Makassar, it can be seen that the highest score is 70 and the lowest score is 0. To see the data on vocabulary mastery of students in class VIII of IT Junior High School Al Fikri Makassar can be seen in the attachment. The number of interval classes is obtained using the following formula:

$K = 1 + (3.3 \times \log N)$
$= 1 + (3.3 \times \log 20)$
$= 1 + (3.3 \times 1.30)$
$= 1 + 4.29$
$\approx 5{,}29$ rounded to 5

$\text{Range} = (\text{Highest value} - \text{Lowest value})/(\text{Interval Class})$
$= (70-0)/5$
$= 14$

The percentage score is obtained using the following formula:
$\text{Percentage } \% = (F)/N \times 100$

Then the length of the interval class is obtained as many as 5 classes, can be seen in the following table:

Table 1 Frequency and Percentage of Mastery Level of Mufrodat (vocabulary) of Class VIII Students of IT Al-Fikri Junior High School Makassar

Interval Class	Frequency	Percentage (%)
0 - 13	4	20.00%
14 - 27	2	10.00%
28 - 41	4	20.00%
42 - 55	7	35.00%
56 - 69	3	15.00%
Total (n) : 20		

Based on the frequency distribution table presented, it can be seen that the majority of students obtained scores in the range of 42-55, as many as 7 students or 35% of the total 20 students. This shows that most students are at a level of achievement that is classified as moderate or good enough. A total of 4 students (20%) obtained very low scores in the range of 0-13, which indicates that there are groups of students who have difficulty in understanding the material. The same number is also seen in the 28-41 score range, which indicates that there are still students who have not reached the optimal score. Meanwhile, only 2 students (10%)

scored in the 14-27 range, making it the smallest group in this distribution. On the other hand, the students who obtained the highest scores (range 56-69) amounted to 3 people or 15%, indicating that only a few students managed to achieve excellent results. Overall, the distribution of scores shows a tendency to pile up in the middle with little spread to either high or low scores. This can be interpreted to mean that in general, most students were in the medium score category, with a small proportion in the very low and very high score categories.

b.　Arabic Text Reading Proficiency Results

Based on the results of the reading comprehension test assessment of class VIII students of SMP IT Al Fikri Makassar, it can be seen that the highest score is 70 and the lowest score is 0. To see the data on vocabulary mastery of class VIII students of SMP IT Al Fikri Makassar can be seen in the attachment. The number of interval classes is obtained using the following formula:

$K = 1 + (3.3 \times \log N)$
$= 1 + (3.3 \times \log 20)$
$= 1 + (3.3 \times 1.30)$
$= 1 + 4.29$
$\approx 5,29$　rounded to 5

$\text{Range} = (\text{Highest value} - \text{Lowest value})/(\text{Interval Class})$
$= (90-10)/5$
$= 16$

The percentage score is obtained using the following formula:

$\text{Percentage } \% = (F)/N \times 100$

Then the length of the interval class is obtained as many as 5 classes, can be seen in the following table:

Table 2 Frequency and Percentage Level of Arabic Text Comprehension Reading Ability of Eighth Grade Students of IT Al-Fikri Junior High School Makassar

Interval Class	Frequency (f)	Percentage (%)
10-25	3	15.00%
26 - 41	1	5.00%
42 - 57	0	0.00%
58 - 73	4	20.00%
74 - 89	12	60.00%
Total (n)20		

Based on the frequency distribution table, it can be seen that of the 20 students who took the assessment, most students were in the high score range. A total of 12 students (60.00%) obtained scores in the 74-89 range, indicating that the majority of students have very good learning achievements. Followed by 4 students (20.00%) who were in the 58-73 score range, which is also still classified as good. In contrast, only 1 student (5.00%) scored in the 26-41 range and 3 students (15.00%) in the 10-25 range, indicating that only a small proportion of students were still in the low score category. It is interesting to note that there were no students (0.00%) who obtained scores in the range of 42-57, so there was a void in the distribution in the lower middle score category. This shows that there is a tendency for the distribution of scores to lean towards the top, which means that in general student performance is quite

satisfactory. However, students who obtained low scores still need more attention so that the achievement gap can be minimized. Overall, this distribution illustrates positive learning outcomes with most students achieving high grades.

Statistical analysis used product moment correlation test to determine the relationship between vocabulary mastery and students' Arabic speaking skills. Inferential statistical analysis uses computer assistance to answer the research hypothesis. with the SPSS program. The results of the inferential statistical analysis in question are the hypothesis test used is the product moment correlation test with a significance level (2-tailed) > 0.05. then Ho is accepted and H1 is rejected, but if the significance level (2-tailed) < 0.05, then Ho is rejected and 111 is accepted. The product moment test data in the table below:

Table 3 Paired Samples Test

		Penguasaan _mufodat	Kemampuan_Membaca
Penguasaan_mufrodat	**Pearson Correlation**	1	.578**
	Sig. (2-tailed)		.008
	N	20	20
Kemampuan_Membac a_Memahami	**Pearson Correlation**	.578**	1
	Sig. (2-tailed)	.008	
	N	20	20

Based on the Pearson Product Moment test results displayed in the table above using the SPSS version 29 program, the correlation coefficient value is 0.578 with a significance value of 0.008. In this study, the correlation test results were compared with the alpha value (0.05), where if the significance value <0.05, then there is a significant relationship between the two variables. Because the significance value obtained is 0.008 <0.05, Ho is rejected and H1 is accepted. This shows that there is a significant relationship between vocabulary mastery (*mufrodat*) and the ability to read Arabic text. This value shows that there is a moderate positive correlation between the mastery of *mufodat* and reading ability (r = 0.578). indicating that the higher the students' vocabulary mastery, the better their reading ability.

With the significance value in this study obtained at <0.008 <0.05, thus this states that Ho is rejected and H1 is accepted. This means that there is a significant relationship between mastery of *mufradat* (vocabulary) and reading comprehension ability of Arabic texts of 8th grade students of SMP IT AL-Ffikri Makassar.

Discussion

Analysis of the data on the level of mastery of *mufrodat* shows that most students have not reached the high mastery category. The dominance of scores in the medium and low categories indicates that students' ability to master Arabic vocabulary still needs to be improved significantly. The inequality in the distribution of achievements, with only a small number of students in the high category, reflects the gap in *mufrodat* mastery among learners. This can be caused by several factors, such as the lack of variety in learning methods, limitations in the practice of contextual use of vocabulary, or the low motivation of students to learn Arabic

language materials. In addition, the lack of students in the high category can also be an indicator that the learning approach used has not been fully effective in encouraging students to achieve optimal *mufrodat* competence. Thus, more adaptive and focused pedagogical interventions are needed, such as context-based learning, interactive media utilization, and strategies to increase student involvement in the learning process, so that vocabulary mastery can be more evenly distributed and improved overall.

Analysis of reading comprehension ability of 8th grade students of SMP IT AL-Fikri Makassar based on the results of score analysis, it is known that the score that appears most often is 90, which is obtained by 10 students. Based on the score distribution data, it can be analyzed that most students are in the high score category (74-89), which is 60%, which indicates that the majority of students have understood the material well. This reflects the effectiveness of the learning process for most students. However, there is still an imbalance of achievement, where 20% of students are in the medium score category (58-73) and another 20% are in the low category (10-41), not even a single student obtained a score in the 42-57 range, which should be the transition range between the low and medium categories. values in this range indicate a sharp gap in the distribution of student learning outcomes. This distribution pattern shows that although most students are able to achieve optimal results, there are still small groups of students who have significant difficulties in understanding the material. Therefore, it is necessary to differentiate learning to reach low-achieving students so that this disparity can be minimized and equitable learning quality can be achieved.

This study was conducted with the main objective to determine the extent of the relationship between vocabulary mastery (variable X) and reading comprehension ability of Arabic text (variable Y) in class VIII students of IT Al-Fikri Junior High School Makassar. Data collection was done through giving tests to students, which were designed to measure both aspects separately but interrelated. The test results show that students' vocabulary mastery is generally in the medium category. This reflects that the students have sufficient mastery of basic vocabulary in Arabic, although it has not reached the advanced level. However, the students' ability to read and understand Arabic texts is quite good, which can be seen from their ability to capture meaning, summarize the content of the text, and answer reading comprehension questions quite accurately.

To obtain a more valid and objective picture of the relationship between the two variables, researchers used descriptive and inferential statistical analysis techniques. In the inferential analysis, the Pearson Product Moment correlation test was used, which aims to determine the direction (positive or negative) and strength (weak, moderate, or strong) of the relationship between variables. Based on the results of statistical analysis, a correlation coefficient (r_{xy}) of 0.578 was obtained, which according to statistical interpretation is in the medium category and is positive. This means that the higher the students' vocabulary mastery, the better their ability to read and understand Arabic texts. In addition, a significance value of 0.008 was obtained, which is smaller than the specified significance limit of 0.05. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. H_0 in this study states that there is no significant relationship between vocabulary acquisition and reading comprehension ability, while H_1 states that there is a significant relationship between the two variables. Since the result of the analysis shows a significance value that meets the requirement to reject H_0, it can be statistically concluded that vocabulary mastery has a significant

relationship with students' reading comprehension ability. That is, the better the vocabulary mastery The better the students' ability to understand Arabic reading, the better their ability will be.

The relationship between vocabulary and speaking skills is closely related. Supported by Tarigan (2015) states that the quality of a person's language skills depends on the quantity and quality of vocabulary owned, the greater the possibility of making language skills. Another opinion Nurgiyantoro (2018) mastery of more vocabulary allows us to receive and convey extensive and complex information.

4. CONCLUSION

Based on the results of the research data analysis described above, it shows that students' vocabulary mastery still varies, with most students in the moderate category, so there is still a need for improvement in vocabulary mastery in order to achieve more optimal results. While the ability to read comprehend Arabic text shows that most students have a good ability to read comprehend Arabic text, although there are still some students with low scores. It can be concluded that vocabulary mastery has a significant relationship with the ability to read comprehend Arabic text of 8th grade students of SMP IT AL-Fikri Makassar, as evidenced by the correlation value of person product moment or *rxy* of (0.578) with a moderate interpretation value (positive). With a significance value in this study obtained at <0.008 <0.05, thus this states that Ho is rejected and H1 is accepted. This means that there is a significant relationship between mastery of *mufradat* (vocabulary) and the ability to read comprehend Arabic texts of 8th grade students of SMP IT AL-Ffikri Makassar.

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