

# The Meaning Of Written Words

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**Abstract;** People have their own ability to understand words in a text and it is called reading comprehension. Reading comprehension involves errors in reading and reading techniques. Reading comprehension can be influenced by vocabulary (Aarnoutse & Van Leeuwe, 1998) and different levels of understanding the syntax (Sternberg & Sternberg, 2012). This study aims to determine the effect of vocabulary training for students at Paccinang elementary school Makassar. This study was conducted for elementary school's students aged 7-8 years at Paccinang elementary school Makassar. This study used an experimental research method with the one pretest- test study design and using the Wilcoxon test for data analysis. The significance result shows 0.002 doesn't exceed the 0.05 significance level, thus providing explain that vocabulary training has an effect on reading comprehension for students aged 7-8 years in Paccinang elementary school Makassar.

**Keyword:** Reading Comprehension, Syntax, and Vocabulary

## 1. Introduction

Reading comprehension develops since individu entering their formal education. In education level or elementary school level, language skills have been taught, especially reading comprehension. The inability to understand sentences is the influence of the knowledge possessed. Kalat (2008) suggests that in order to have a conversation, individuals need to understand the language spoken by the other person well. Individuals have the ability to understand a reading is the ability to read that involves errors in reading and reading techniques (Sinambela, Manik, & Pangaribuan, 2015).

The ability to understand reading can be influenced by vocabulary (Aarnoutse & Van Leeuwe, 1998) and different levels in the ability to understand sentence structures (syntax) (Sternberg & Sternberg, 2012). Vocabulary is a vocabulary and knowledge of the meaning of a word (Beck, Perfetti, and McKeown, 1982). Individuals have an age level and affect the amount of vocabulary they have. Individuals at 4-5 years old, ideally understanding more than 2500 vocabularies (Susanto, 2011) and at the age of 6-8 years, ideally mastering more than 5000 vocabularies. The amount of vocabulary an individual has will affect their ability to understand sentences. Kameenui and Gamine (1982) suggested that individuals can improve their ability to understand sentences by conducting vocabulary training.

Syntax or sentence structure can be learned since individuals are four years old (Sternberg & Sternberg, 2012) while the ability to understand sentences can be done by children from the age of six to eight years (Aarnoutse & Leeuwe, 1998). An eight-year-old child, ideally should be able to combine and understand simple sentences and complex sentences in accordance with the correct syntax (Susanto, 2011). Syntax is a study about merging words into sentences and sentence structure (Crane, 1981). Syntax is a sentence structure that can make people download ja in ambiguous and wrong in interpreting the meaning of the word (Brown, 2007). Individuals who are eight years old are ideally able to combine and understand simple sentences and complex sentences in accordance with the correct syntax (Susanto, 2011). The International Reading Literacy Study in 2014 produced data that elementary school children in Indonesia have the ability to understand sentences ranking 45 out of 49 countries. Not a few of the number of elementary school students who are still unable to understand a text in a reading.

"Here we are using the term comprehension to include Reviews those objectives, behaviors, or responses roomates represent an understanding of the literal message contained in a communication." (Bloom, 1975)

Bloom (1975) uses the notion of understanding that includes goals, behavior, or responses reflect an understanding of the written message contained in a communication. Elementary school children should ideally be able to understand and understand the material being taught, knowing the language that is being communicated.

Foorman, Herrera, Petscher, Mitchell, and Truckenmiller (2015) suggest that syntax and vocabulary have an important role to develop understanding in reading comprehension for students in basic class. The results of research conducted by Sumantri, Sudana, and Adynyana (2017) show the use of media and letter cards as learning media that can improve reading skills and reading comprehension of elementary school students. Shiotsu and Weir (2007) suggest that syntax and knowledge of vocabulary has an effect on reading comprehension for students. White, Alexander, and Greenfield (2017) suggest that three aspects of language: syntax, vocabulary, and language learning make it easy for children's reading comprehension

This research is designed to measure and know the ability to understand sentences in elementary school children by using three aspects of reading: reading comprehension, vocabulary, and syntax. This research will involve elementary school students as participants with the aim to determine the ability to understand sentences with syntax that is owned before and after the provision of vocabulary or vocabulary. How vocabulary and syntax affect the reading ability of elementary school students aged 7-8 years.

## **2. Method**

This research uses a quantitative method approach with a pure experimental design. The pure experimental design used was *the one group pretest-posttest*. The *one group pretest-posttest* design is an experimental design by comparing the results of the test group when treated and not treated (Campbell & Stanley, 1973). This research was conducted at Paccinang Elementary School Makassar.

### **2.1 Population and sample**

The population in this study were first and second year students of Paccinang Elementary School, Makassar. Samples are selected by stratification. Stratification is determining the sample by selecting a sample from the population that matches the characteristics that have

been determined (Creswell, 2012). This research involved 10 level one and two students aged 7-8 years with reading linguistic abilities.

## **2.2 Design research**

This research will be conducted twice by giving *pre- test* and *post- test* on the same day.

## **2.3 Research instrument**

This study uses paper that contains simple readings with several sentences that have random word order. A card containing vocabulary with the meaning behind the vocabulary used for *vocabulary* training. Paper and stationery to write down the results of understanding of the text that has been read.

## **2.4 Research Procedure**

The implementation of this research, elementary school students will be given a *pretest* in the form of reading texts with some random sentence structure and foreign vocabulary. The chosen reading text is a simple narrative text with a description of the environment that is familiar to elementary school students. The depiction of the environment used is the river for the *pretest* and the forest for the *posttest*. Students are asked to read the text and explain in writing the purpose of the text given.

Students are given *vocabulary* training in the form of giving new vocabulary to add vocabulary for 45 minutes after collecting the results of the *pretest*. *Vocabulary* training is done by showing 20 cards containing foreign vocabulary and contained in the *pretest* and *posttest* reading texts.

Elementary school students will do a *post-test* after being given training by being given a simple reading text that has several sentences with randomized word order but with vocabulary they have learned before.

## **2.5 Data analysis**

This study use *Wilcoxon* test data analysis techniques. Test *wilcoxon* used to determine the difference of the data sample used (Zulfikar, 2014). *Wilcoxon* test will know the comparison of grades in Paccinang Makassar elementary school students before and after *vocabulary* training.

## **3. Results**

Participants in this study were 10 Paccinang Elementary School students in Makassar. The students involved consisted of five female students and five male students . A total of 8 0% (N = 8) students aged 7 years and 2 0% (N = 2 ) students 8 years old. The results of this study show that 10 students who became participants experienced an average increase of 16 % (N = 10) after conducting *vocabulary* training.

**Table 1.** Data Tabulation

No.	Participant	Pretest	Posttest
1	NA	3	4
2	S.	3	4
3	AAF	2	3
4	P.	2	5
5	MF	2	3
6	S T	1	3
7	OF	4	5
8	R	4	8
9	S.	2	4
10	A	3	7

**Table 2 .** Descriptive Statistics

	N	The mean	Std. Deviation	Min	Max
Pretest	10	2.60	,966	1	4
Posttest	10	4.60	1,713	3	8

**Table 3.** Comparison Value *pretest* and *posttest* (*Wilcoxon signed rank test*)

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 <sup>a</sup>	,00	,00
	Positive Ranks	10 <sup>b</sup>	5,50	55,00
	Ties	0 <sup>c</sup>		
	Total	10		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

The results of the *descriptive statistics* calculation show the *mean* or average value at *posttest* 4,60 is greater than the *pretest* value 2,60. The results of the calculation of the *Wilcoxon signed rank test* show the number 0 at *negative rank* which means participants at the time of doing the *posttest* show more values lower than the participants at the time of the *pretest*. *Positive ranks* show the number 10 which explains that participants at the time of the *posttest* showed a higher value than when doing the *pretest*. *Mean rank* shows the average rank while the *sum of rank* shows the number of ranks.

**Table 4.** Wilcoxon Test

	Posttest	-
	Pretest	
Z	-2, 844 <sup>b</sup>	
Asymp. Sig. (2-tailed)	, 004	

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the results of statistical tests using the *Wilcoxon* test, the significance of the results obtained by 0,002. The significance value in the table shows the number 0.004, but because in this study using the directed hypothesis, the significance is divided into two of the test results and shows the value of 0,002. Significance value is smaller than the significance level where  $(p) < 0,05$ , then in this study shows the results that *vocabulary* training has an effect on reading ability in Paccinang Elementary School students in Makassar.

#### 4. Discussion

Research conducted on 10 Paccinang Makassar elementary school students showed significant results that the amount of vocabulary that children have will affect their ability to understand sentences in accordance with the theories of Kameenui and Gamine (1982). Based on research conducted, Paccinang Makassar elementary school students aged 7-8 years are only able to understand sentences with vocabulary that they have known before and are not foreign words. Giving a new experience in the form of stimulation has been able to improve early literacy skills in children (Hapsari, Ruhaena, & Pratisti, 2017).

This study provides a reading text consisting of 12 sentences. The bacac text given is a simple narrative reading text with the theme of the environment around familiar students.

At the time of the pretest average elementary school students Paccinang Makassar is able to understand the three sentences of 12 words contained in the text, this means that 25% (N = 10), whereas at the time of the posttest average student is able to understand the five sentences or 41% (N = 10) of the total number of sentences. The results of sentence comprehension increased by 16% (N = 10) so students understood sentences more sentences after receiving vocabulary training.

Paccinang Makassar Elementary School students tend to experience boredom when reading and require a long time because the reading text is given too much and the reading given is not a story that can attract students' attention. During reading, not a few students experience confusion when reading sentences.

Sternberg and Sternberg (2012) suggest that errors in understanding sentences can occur due to imperfect sentence structure or syntax. This happens to participants with the initials AAF who experience confusion when reading sentences with imperfect synta. AAF scratches his head and reads sentences with randomly scrambled syntax.

Another participant with the initials NA also experienced confusion in understanding the sentence. NA reads the reading text by stepping over a sentence that has a random *syntax*. But in other students, the rest did not pay attention to the *syntax* when reading the given text.

A total of 80% (N = 10) students were able to understand the sentence ber d asarkan *syntax* not give a great influence when students have learned a few words in the sentence being read. Kameenui and Gamine (1982) suggest that individuals can improve their ability to understand sentences by conducting *vocabulary* training.

The ability to understand sentences showed an increase of 16% (N = 10) after elementary school students in Makassar were given *vocabulary* training. The possibility of an increase can indicate a greater value if given routinely. Kameenui and Gamine (1982) suggested that people can improve their ability to understand sentences by conducting *vocabulary* training.

This is consistent with the theory that menjelaskan that the ability to understand the sentence can be good if the individual has a vocabulary or *vocabulary* yang lot. While the vocabulary obtained by giving an training simple. *Vocabulary* training provides positive results that can improve sentence comprehension skills in students aged 7-8 years at Paccinang Elementary School in Makassar.

## 5. Conclusion

Participants in this study were 10 Paccinang Elementary School students in Makassar. The students involved consisted of five female students and five male students. A total of 80% (n = 7) students aged 7 years and 20% (N = 2) students 8 years old.

Based on the results of statistical tests using the *Wilcoxon* test, the significance of the results obtained by 0,002. The significance value in the table shows the number 0.004, but because in this study using the directed hypothesis, the significance is divided into two of the test results and shows the value of 0,002. Significance value is smaller than the significance level where (p) <0,05, then in this study shows the results that *vocabulary* training has an effect on reading ability in Paccinang Elementary School students in Makassar.

## 6. Suggestion

After conducting this research, researchers suggest that:

1. For elementary school teachers, provide regular *vocabulary* training.
2. To further research, in order to m emberikan text interesting reading and reading text that is not too long
3. Researchers can then measure other aspects for developing research on the ability to understand sentences other than *syntax* and *vocabulary*.

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