ABSTRACT

Charisma Candra, Enjia 2024. *The Correlation Between Teacher Questions and Students'
Vocabulary Mastery.* Skripsi. Tanjungpinang: English Language Education Study
Program, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali
Haji. Advisor I: Assist. Prof. Benni Satria, S.Pd., M.Pd., Advisor II: Assist. Prof.
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Keywords : Correlation, Teacher Questions, Vocabulary Mastery

This research aims to determine the correlation between teacher questions and
students' vocabulary. The researcher used a correlational research design to conduct
this study. According to the study's findings, the Pearson Product Moment correlation
coefficient (rxy) was 0.757, with 21 degrees of freedom (df). The rxy was then
compared to the levels of significance at 5% and 1%. At the 5% significance level, the
obtained rxy (0.413) exceeded the threshold value (r t), indicating a statistically
significant association. Similarly, at the 1% significance level, the obtained rxy (0.757)
exceeded the threshold value r t (0.526), showing the statistically significant co
between teacher questions and vocabulary mastery. In other words, there was a strong
correlation between teacher questions and student vocabulary mastery. It means that
the more language they know, the better they will answer the questions.

ABSTRAK

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Kata kunci: Korelasi, Pertanyaan Guru, Kemampuan Bahasa Siswa

Penelitian ini bertujuan untuk mengetahui hubungan antara pertanyaan guru dengan kosakata siswa. Peneliti menggunakan desain penelitian korelasional untuk melakukan penelitian ini. Berdasarkan temuan penelitian, koefisien korelasi Pearson Product Moment (r_{xy}) adalah 0,757, dengan 21 derajat kebebasan (df). R_{xy} tersebut kemudian dibandingkan pada taraf signifikansi 5% dan 1%. Pada tingkat signifikansi 5%, r_{xy} yang diperoleh (0,413) melebihi nilai ambang batas (r_t), yang menunjukkan adanya hubungan yang signifikan secara statistik. Demikian pula pada tingkat signifikansi 1%, r_{xy} yang diperoleh (0,757) melebihi nilai ambang batas r_t (0,526), yang menunjukkan hubungan yang signifikan secara statistik antara pertanyaan guru dan penguasaan kosakata. Dengan kata lain, terdapat korelasi yang kuat antara pertanyaan guru dengan penguasaan kosakata siswa. Artinya semakin banyak bahasa yang mereka ketahui, semakin baik mereka menjawab pertanyaan.