THE CORRELATION BETWEEN VOCABULARY MASTERY AND READING COMPREHENSION AT EIGHT GRADE STUDENTS OF SMP PGRI 1 KEDIRI IN ACADEMIC YEAR 2014/2015

THESIS

Presented as a Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Department
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University of Nusantara PGRI Kediri

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UNIVERSITY OF NUSANTARA PGRI KEDIRI

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APPROVAL PAGE

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Kediri, August 23rd 2015

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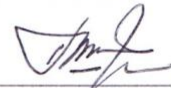by the Examination Committee of
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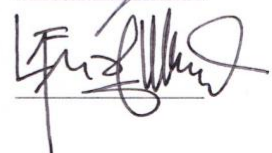
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THE CORRELATION BETWEEN VOCABULARY MASTERY AND READING COMPREHENSION AT EIGHT GRADE STUDENTS OF SMP PGRI 1 KEDIRI IN ACADEMIC YEAR 2014/2015

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ABSTRACT

Based on the result of this research, it shows that most of the students in SMP PGRI 1 Kediri the ability in vocabulary mastery and reading comprehension are good enough. From the statements, it can be concluded that the students' vocabulary mastery is important in students' reading comprehension. It is also supported by the result of the data analysis in this research that the score of rxy is higher than rxy-table in significant 1% and 5%. In other words, there is any significant correlation between students' vocabulary mastery and students' reading comprehension.The aim is to increase their vocabulary mastery. The writer also suggests the teacher should help students to have vocabulary mastery and encourage the students to have and use dictionary as a tool to help them with difficult words and high motivation to the students to read more about English literature to increase students' vocabulary level and reading comprehension.

Keywords: Vocabulary, Reading Comprehension.

I. Introduction

Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners cannot communicate to other clearly. Sometime it is difficult to group the idea transmitted with them. The acquisition of a large number vocabularies can help the students read, speak, listen and write. A good vocabulary and ability to use word correctly and effectively can help the students to make school work easier.

Mastering vocabulary is the ability to get or to receive a lot of words. By having and mastering vocabulary in the context. Measuring vocabulary helps to In reading teaching learning process. The teacher should quarantee that their students have good reading skills. It is duty for the teachers to give the explanations clearly to finish reading assignment. The students should be able to do it with flexible. It

means that reading need not to be done in a very slow and long time.

Being able to read in English is very important as it is known that success in reading is the most necessary because it is a basic need of education. In high school and college student's acquire new ideas, obtain needed information , seek to support ideas and broaden interest, the students can also get the message from what the writer has expressed.

Nowadays, almost all of the students only read without understanding the meaning of a series of words in a sentence. It causes students to have a limited vocabulary. So it can make the students not interested with reading subject because the students do not know the meaning in the sentence. To know how far the students' vocabulary achievement. So, most of them are not good in reading. Actually in reading comprehension.

S.H. Burton (1995 : 16) cited by Kurniawati "without a large vocabulary, it is impossible touch English language precisely and vividly." Based on the description of vocabulary and reading, it shows that they have close relation. To get empirical data about it the writer organizes the test result to prove the correlation of students' achievement in vocabulary and reading. By getting the grades, the writer

tries to find an answer of the students' mastery in vocabulary.

Based on the fact, the students of junior high school are lack of vocabulary. Usually at this level the students are lazy to find out the meaning of the difficult word. So when they read they only read without regard to the meaning or the nets in a text story. Because the students did not have desire to know more about the text and they did not want to open the dictionary. When they should be confronted with some problem or question, they often missed or wrong.

Furthermore, increasing vocabulary is needed by the student, It is to make students vocabulary much better. Because students will learn a new word not only from books but also magazine, comic, novel, newspaper.it is to develop the student oral vocabulry. The students do not only learn the structures of language and the meaning of vocabulary based on the context. It is impossible if the students only understand the meaning but also they do not know the function of vocabulary component based on the context of the text. if the children have the printed words in their oral vocabulary, they can more easly and quickly, sound out, read, and understand them as well as comprehend what they are reading. If the words are not in children oral vocabulary they have

trouble reading the words and their comprehension is hindered.

In line based on the statement above, the connection between vocabulary mastery and reading comprehension is determined in learning foreign language and vocabulary knowledge it is necessary to comprehend the text and establish how well students comprehend the text in Junior High School. It is impossible for students to comprehend the text but they do not know the meaning of vocabulary in text. However, students should have vocabulary knowledge ability to comprehend the text.

Comprehension is far more than recognizing words and remembering their meanings. However, if a student does not know the meanings of a sufficient proportion of the words in the text, comprehension is impossible. According to Nagy (1985 : 12) "Vocabulary knowledge is difficult to measure. It is, however, very important in learning to read and in future reading development"

It is real that reading is not only getting information in life and a good habitual activity or individually in life but also reading can make the readers involve when they read the writer's idea. Moreover, reading can be useful for communication with other people. For example, if students have letter or email they can read by themselves to understand what the writer's write. That's why, reading is also called the window of world and knowledge.

II. Methods

In every research there must be an object observed which is called variable. Before the writer determines the variable of the research, it is better if we know the meaning of variable. According to Sugiyono (2012 : 38):*"Variabel penelitian pada dasarnya adalah segala sesuatu yang berbentuk apa saja yang ditetapkan oleh peneliti untuk dipelajari sehingga diperoleh informasi tentang hal tersebut, kemudian ditarik kesimpulannya".*It means that variable is important for our research because it is the object of the research and it will be observed when we do a reserch.

In this research, there are two variables; independent variable and dependent variable. Sugiyono (2012: 39) explains,

Variabel Independen sering disebut sebagai variabel stimulus, prediktor, antecedent. Dalam bahasa indonesia sering disebut sebagai variabel bebas. Variabel bebas adalah merupakan variabel yang mempengaruhi atau yang menjadi sebab perubahannya atau timbulnya variabel dependen (terikat).

In addition, Heffner (2015: 1) states: "variable are anything can effect of change the result of a study". It means that the researcher must draw a conclusion of the research done. It means that there are two variables in a research, namely independent variable and dependent variable.

It means that the independent variable can influence another variable. The writer states that the independent variable of this research is vocabulary mastery. Sugiyono (2012: 39) adds,

Variabel dependent sering disebut sebagai variabel output, kriteria, konsekuen. Dalam bahasa Indonesia sering disebut sebagai variabel terikat. Variabel terikat merupakan variabel yang dipengaruhi atau yang menjadi akibat, karena adanya variabel bebas.

It means that dependent variable is something that is influenced by another variable. In this research, the writer finds that the dependent variable is reading comprehension.

The research design that is used in this study is quantitative. According to Sugiyono (2012: 7) he states,

Metode kuantitatif dinamakan metode tradisional, karena metode ini sudah cukup lama digunakan sehingga sudah mentradisi sebagai metode untuk penelitian. Metode ini disebut sebagai metode positivistik karena berlandaskan pada filsafat positivisme. Metode ini sebagai metode ilmiah/scientific karna telah memenuhi kaidah-kaidah ilmiah yaitu konkrit/empiris, obyektif, terstruktur, rasional, dan sistematis. Metode ini juga disebut metode discovery, karena dengan metode ini dapat ditemukan dan dikembangkan berbagi iptek baru, Metode ini disebut metode kuantitatif karena data penelitian berupa angka-angka dan analisis menggunakan statistik.

It means that quantitative method is a method that is used to observe the population or sample and to collect the data, it uses research instrument that is analyzed statistically to measure the hypothesis.

In this Research the researcher used correlation product moment to know correlation between two variables such as scoring Vocabulary mastery and reading comprehension. Meanwhile, Arikunto (2010: 313) says that *" Penelitian korelasi bertujuan untuk menemukan ada tidaknya hubungan dan apabila ada, berapa eratnya hubungan serta berarti atau tidaknya hubungan itu ".*

III. FINDING AND DISCUSSION

From the calculation above, it can be seen that variable x is the students' vocabulary

mastery and the variable y is reading comprehension. The result that is conducted using Product Moment formula showed that the score of rxy is 0,8878.

In the previous chapter, it was clear that one of the purposes of this research is to know whether there is significant correlation between vocabulary mastery and reading comprehension at eight grade students of SMP PGRI 1 Kediri in academic year 2014/2015 so the score of rxy must be compared with the score of rxy- table as follows:

Table 4.6: The comparison between rxy and rxy - Table

N	r x y	rxy-table significant 1%	rxy-table significant5%	Ha	Ho
3 6	0,8 87 8	0,42 4	0,329	acc epte d	Rej ecte d

In testing the hypothesis, the computation based on product moment was compared to r-table. If rxy was higher than r-table, the null hypothesis (ho) was rejected and the alternative hypothesis (Ha) was accepted. From the result of the data analysis mentioned, we found that rxy was 0,8878 with N= 36 at the 5% degree of

significance of correlation goes to 0,329. It can be said that the value of statistical analysis 0,8878 is greater than 0,329. It means that t-observed was significant. So, the null hypothesis (Ho) was rejected and the alternative hypothesis was accepted. Here the researcher concluded that there is any significant correlation between vocabulary mastery and reading comprehension at eight grade students of SMP PGRI 1 Kediri in academic year 2014/2015.

IV. Conclusion

Based on the previous chapter, it can be concluded that vocabulary mastery are important in learning foreign language. Vocabulary mastery helps the students to comprehend the text. To solve the problem in comprehending the text the students should master vocabulary. The researcher also found that most students were still weak not only in vocabulary mastery but also in reading comprehension. For example in using synonym, antonym and meaning based on the context, it is provided that students cannot find the topic sentences and main idea based on the text. From the data that have been analyzed, the researcher shown that there is   significant correlation between vocabulary mastery and reading comprehension at the second

grade students of SMP PGRI 1 Kediri. That was shown by the rxy computed 0,8878 , which is more than r table 0,329 of significance 5%. The result indicates that Ha is accepted and Ho (null hypothesis) is rejected. It means that there is significant correlation between vocabulary mastery and students' reading comprehension in the eight grade of SMP PGRI 1 Kediri.

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