THE CORRELATION BETWEEN ELEVENTH GRADE STUDENTS' VOCABULARY MASTERY AND READING COMPREHENSION OF SMA NEGERI 1 KARANGREJO IN ACADEMIC YEAR 2015/2016

SKRIPSI
Presented as Partial Fulfillment of the Requirement to Obtain
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of Teacher Training and Education Faculty
Nusantara PGRI Kediri University

Written by

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NUSANTARA PGRI KEDIRI UNIVERSITY
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APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Education Department Examination Commitee
of University of Nusantara PGRI Kediri

Kediri, August 08th, 2016

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ABSTRACT

Based on the result of this research, it shows that most of the students in SMAN 1 Karangrejo in vocabulary mastery and reading comprehension are good enough. From the statements, it can be concluded that the students' vocabulary mastery in students' reading comprehension. It is also supported by the result of the data analysis in this research that the score of rxy is 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 writer suggests the students to be attention to their ability in vocabulary because it is important in understanding the text. To motivate themselves the students should more exercises about vocabulary mastery and 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.

Key Words: Vocabulary Mastery, Reading Comprehension

I.   Introduction

Vocabulary is one of the components in language and one of the first things to learn by students. The components are prefix, suffix and affix, because in vocabulary that should become attention is the component that will be applied in every foreign language and the words that will be learnt in vocabulary depends on the lesson that will be taught in teaching English. It means that to understand vocabulary depends on the context of the lesson. This explanation is also supported by Richards (2001: 4):

"Vocabulary is one of the most obvious components of language and one of the first things applied linguist turned their attention to. What words should be taught a second language ? This depends on the objectives of the course and the amount of time available for teraching."

In addition, vocabulary is important for students to learn and one of the aspects that should be mastered by the student in learning English. Mastering vocabulary is required to make the students easier in comprehending the text. Not only

important but also vocabulary is one of part in foreign language. A good vocabulary and ability to use and understand words correctly and effectively in understanding component vocabulary such as the use of prefix, suffix and affix can help students comprehend the text.

Furthermore, increasing vocabulary is needed by the student it is to make their vocabulary much better. Because students will learn a new word not only from books but also magazines, comics, novels and newspapers. 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.

In line with 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 vocational high school. It is impossible for the students to comprehend the text but they do not know the meaning of vocabulary in the text. However, students should have vocabulary knowledge ability to comprehend the text. According to Hirsch, (2003:1) comprehension is far more than recognizing words and remembering their meanings. However, if a student's does not know the meanings of a sufficient proportion of the words in the text, comprehension is impossible. Vocabulary experts agree that adequate Reading comprehension depends on a person already knowing between 90 and 95 percent to the words in a text.

Moreover, Reading is important in daily life because it can get much information from the writer's idea. Besides, reading can be conscious and unconscious in the individual thinking and the most important activity in school. Because students use many strategies much in skimming and scanning to understand writer's idea, student and reader can compare information from other book to increase knowledge and experience. As stated by Mikulecky (2008: 1) Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience.

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 their self to understand what the writer's write. That's why, reading also called the window of world.

In fact, they feel difficult to understand the text because they are lack of vocabulary and finding the meaning based on the sentence context such as, synonym, and antonym. As a result, students cannot understand what the writer's idea and cannot find main idea, topic sentence in the text which is explicit or implicit in the text.

Nowdays, in senior high school, students' ability in mastering vocabulary and reading comprehension, it is necessary for students they have to able to master vocabulary and reading comprehend the text by themselves. The ability to master vocabulary and reading comprehension is important in contemporary society especially in senior high school. Because, they find many texts written in English, from holiday brochures to academic books, newspaper, advertisements, magazine etc.

As a matter of fact, all most students, do not realize about the importance of vocabulary mastery and reading comprehension especially for comprehend the text. Vocabulary mastery in reading comprehension is needed and students should know mastery vocabulary because it's the key for comprehending text.

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. It can be said that, there are two variables in this research. Vocabulary mastery is variable x and reading comprehension is variable y. Vocabulary mastery is the independent variable and reading comprehension is the dependent variable. It means that the writer 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. In addition, dependent variable is something that is influenced by another variable. In this research, the writer finds that the dependent is reading comprehension. This research used correlation quantitative research. 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 knowcorrelation between two

variables such as scoring Vocabulary mastery and reading comprehension.

III. Research 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 0,688. In the previous chapter, it was clear that one of the purposes of this research is to measure whether there is significant correlation between vocabulary mastery and reading comprehension at eleventh grade students of SMA Negeri 1 Karangrejo in academic year 2015/2016 so the score of rxy must be compared with the score of rxy- table as follows:

Table 4.2: The comparison between rxy

and rxy - Table

N	Rxy	rxy - table signifi cant 1%	rxy – table signifi cant 5%	Ha	Ho
32	0,688	0,449	0,349	Acce pted	Reje cted

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 0,688 with N= 32 at the 5% degree of significance of correlation goes to 0,349. It can be said that the value of statistical analysis 0,688 is greater than 0,349. It means that t-observed was significant. So, the null hypothesis (Ho) was rejected and the alternative hypothesis was accepted. Here the writer concluded that there is any significant correlation between vocabulary mastery and reading comprehension at Eleventh Grade of SMAN 1 Karangrejo in academic year 2015/2016.

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 writer 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 writer shown that there is significant correlation between vocabulary mastery and reading comprehension at the eleventh grade students of SMA Negeri 1 Karangrejo. That was shown by the rxy computed 0,688, which is more than r table 0,349 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 eleventh grade students of SMA Negeri 1 Karangrejo.

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