
ARTICLE

**THE CORRELATION BETWEEN ELEVENTH GRADE STUDENTS'
VOCABULARY MASTERY AND READING COMPREHENSION OF
SMA NEGERI 3 KEDIRI IN ACADEMIC YEAR 2015 / 2016.**



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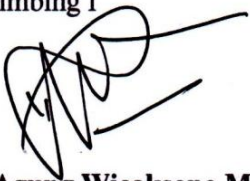
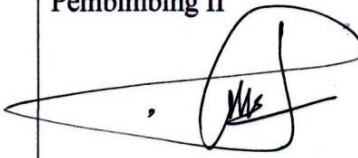

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ABSTRACT

Reading is one of the language skills which is very important to develop students' knowledge in their studies. One of the difficulties in reading is comprehend the content of the text because the writer must have enough vocabulary to support comprehending the text. Therefore, it is impossible to learn a language without vocabulary. The purpose of the research is to know whether there is correlation between students' vocabulary mastery and reading comprehension.

The quantitative correlation research was used in this research. This research used two variables such as: vocabulary mastery and reading comprehension. The Data were collected from 98 eleventh grade students of SMA Negeri 3 Kediri. It was held from 27th to 28th of May, 2016. The data were taken by using achievement test. There are two kind of test; they are vocabulary test and reading test. The test items were given to measure the students' level of reading comprehension and vocabulary mastery. The results were compared to find out the correlation between those variables. The data of this research were analyzed using Pearson Product Moment Formula.

The research result showed that correlation between students' vocabulary mastery and reading comprehension in 0,691. It shows that there is significant correlation at the 0.01 level. The result of the study is in the degree 5% and 1% and it shows that it is higher than r-table. It can be seen from r-table of the significant degree of 5% is 0.1966 and the significant degree of 1% of r-table is 0.2565 then it can be conclude that the alternative hypothesis is accepted and the null hypothesis is rejected. The level of the correlation is high.

After knowing the result that vocabulary mastery was contributive in helping the students to comprehend the texts, the writer suggest to the English teacher to build the students' understanding of the vocabulary before doing reading activity and the students can increase their vocabulary mastery to get good reading comprehension. Then for the further researcher can also investigate the correlation between students' vocabulary mastery and reading comprehension for other level in education or the correlation of vocabulary with the other language skill.

KEY WORDS: Correlation, Vocabulary Mastery, Reading Comprehension.

I. INTRODUCTION

Learning English as foreign language for the majority of students in Indonesia has widely considered important. Learning English has become a necessity for everyone who wants to engage in international interaction, because “language” is “a sine qua non of any human society” (Christine, F. and Misson, R., 2002: 5). Language gives the ability to make absent things present to contemplation and discussion and the ability to manipulate ideas in subtle ways. That is one of the functions of language, the function is as a means of communication.

In Indonesia, English is a compulsory lesson in every level such as; junior high school up to university. Those functions are as a means in the students’ self development in knowledge, technology, art and culture. Mastering this language is not simple thing to do. There is some skill that should be learnt and practiced. Such as speaking, listening, reading, and writing.

In other hand, there are one of English component which should be learnt by students namely vocabulary. It has a primary role for all language skill start from Listening, Speaking, Reading and Writing. The definition of vocabulary is the knowledge of meanings of words (Kamil and Hiebert, 2005: 3).

Afterward, building vocabulary is a crucial component in acquiring and understanding language, especially on Reading. Adolphs and Schmitt (2004 : 40) said that the study of vocabulary is an essential part of language learning and the question of how much vocabulary a learner needs to know their language understanding.

When we read something it will sound good if we comprehend the words or vocabulary in our reading because it will help us or guide us in pronouncing, reading, grasping the idea of our reading, detail or not detail, inference, and etc. In so doing, it is impossible to learn a language without vocabulary.

Reading is not random process that is a system: a set of conventions we use to interpret and make sense of text. (Duffy, G.G., 2009: 39). Its means that is not simple activity which only read word by word but in reading, the reader has to comprehend the reading material or the content of the text. Comprehension itself is refers to the product of reading. According to Duffy, G.G. (2009: 14), comprehension is the essence of reading because the goal of written language is communication of message, if we don’t understand the message, we are not reading and vocabulary is fundamentally important for understanding the message

Therefore, Reading and vocabulary is interconnection each other. It can't be separated. Because vocabulary is one of the partial of the reading text, vocabulary is a basic part of reading comprehension, if we don't have enough words, we are going to have trouble understanding about what we read. (Nist, L. S. and Mohr C., 2001: 11)

By having and mastering vocabulary we will comprehend our reading text. It can also help to avoid making mistake in understanding a text. Everyone who learns English and wants to speak fluently and accurately, writes easily, or understand what they read and heard have to have enough vocabulary and the capability of using it accurately.

Nowadays, there are serious problem in school environment about English teaching learning process. Some students get many difficulties on English mastering. One of their problems is comprehend the content of their reading text. Because when they join in national examination, for English material they get eighty percent reading comprehension. Automatically, if they want to pass the national examination with high value, they have to be versed on reading skill to face it. Those problems specially happened in eleventh grade students of SMA Negeri 3 Kediri.

From the explanations mentioned above, we know how important the

vocabularies in reading activity, it shows that they have closed relation. Based on the problem above, to get empirical data about it, the writer organizes test result to prove the correlation between students' vocabulary mastery and reading comprehension. This research has conducted at SMA Negeri 3 Kediri and the students who have observed was eleventh grade students in academic year 2015/2016. By getting the grades, the writer tries to find the answer of the students' vocabulary mastery influencing their reading ability.

The writer formulates the research question as follow : (1) How is the eleventh grade students' vocabulary mastery of SMA Negeri 3 Kediri in academic year 2015/2016 ? (2) How is the eleventh grade students' reading comprehension of SMA Negeri 3 Kediri in academic year 2015/2016 ? (3) Is there significant correlation between eleventh grade students' vocabulary mastery and reading comprehension of SMA Negeri 3 Kediri in academic year 2015 / 2016? And the writer decided the purpose of this research are to find out the eleventh grade students' vocabulary mastery of SMA Negeri 3 Kediri in academic year 2015/ 2016, to find out the eleventh grade students' reading comprehension of SMA Negeri 3 Kediri in academic year 2015/ 2016 and to find out

the significance correlation between eleventh grade students' vocabulary mastery and reading comprehension of SMA Negeri 3 Kediri in academic year 2015 / 2016.

II. RESEARCH METHOD

Since the objective of this research is to find out the correlation between vocabulary mastery and reading comprehension, the research type must be a correlational research. Correlational design is procedures in quantitative research in which investigators measure the degree of association or relationship between two or more variables using the statistical procedures correlational analysis (Creswell, 2005:52). To find out the correlation of the students' vocabulary and their reading ability, the writer uses a *Person Product Moment Correlation*.

This research uses two variables such as: vocabulary mastery and reading comprehension. The writer intend to find out whether or not there is a positive correlation between the two variable.

The research was conducted at SMA Negeri 3 Kediri that is located Jalan Mauni No. 88 Kediri, Jawa Timur. The research was carried out from March to July 2016.

In this research the writer took the population from the eleventh grade students of SMA Negeri 3 Kediri in academic year

2015/ 2016. This research used random sampling. The sample in this research is taken from XI MIA Bilingual II, XI MIA VI, and XI IIS II. There were 98 students as the sample in this research.

The research instruments which used in this research are an objective test and the writer used one type of objective test, which is multiple-choice type. Multiple-choice type can be scored objectively and can measure learning outcome directly. There were two kinds of instrument used in this research, they are: vocabulary test and reading comprehension test. The students obtained score of vocabulary and reading comprehension test after they took the test.

The question of the test was created by the writer based on the readings comprehension and vocabulary mastery problems and the test was constructed in multiple choice question with four optional answer.

The technique used to collect data in this study is achievement test. The test consists of vocabulary test and reading test. The test consists of 30 questions and divided into 2 parts.

III. RESULT AND CONCLUSION

A. RESULT

1. Students' Vocabulary mastery

In finding the result, the writer has to measure the students' vocabulary

mastery by giving vocabulary test. The result is the most of the students' vocabulary score are on the range from 66 – 76 with the frequency 28 students and the percentage is 29% and the little of the students' vocabulary score are on the range from 88 – 99 with the frequency 1 students and the percentage is 1%. On the range 5 – 16 and 17 – 28, they have similar frequency, each of which is 4 students with percentage 4.1% and the mean score of vocabulary test of the students' vocabulary mastery is 58.16.

2. Students' Reading Ability

In finding the result, the writer has to measure the students' reading comprehension by giving reading test. The result of the students' reading comprehension is the most of the students' vocabulary score are on the range from 77 – 88 with the frequency 23 students and the percentage is 23.5% and the little of the students' vocabulary score are on the range from 5 – 16 with the frequency 1 students and the percentage is 1%. On the range 53 – 64 and 65 – 76, they have similar frequency, each of which is 17 students with percentage 17.3% and the mean score of reading comprehension test is 65.17.

3. Data Analysis

From the test result shows that the best score in vocabulary mastery test in the range score 89 – 100. The best is gotten only by 1 student, the score is 93.33. The worst score in vocabulary mastery test in the range score 5 – 16, the score is 13.33. The score belongs to 4 students. The best score in reading comprehension test in the range score 89 – 100. The best is gotten only by 6 students, the score is 100. The worst score in reading comprehension test in the range score 5 – 16, the score is 13.33. The score belongs to 1 student.

In other hand, there are 2 result of the test from the students which show that there is no correlation between vocabulary mastery and reading comprehension. The first, the student gets the vocabulary score 60 but the reading score is 100. The second, the student get the vocabulary score 73.33 but the reading score is 13.33.

To measure whether there is significant correlation between students' vocabulary mastery and reading comprehension or not, the writer uses the data above to be calculated in the Pearson Product Moment. To get the valid data, the writer use *Statistical package for the social sciences* (SPSS)

Based on the result of the Pearson product moment calculation, the correlation between x (vocabulary) and y (reading comprehension) or we can call r_{xy} is 0.691 with 98 students as the sample. It means that the correlation between vocabulary mastery and reading comprehension is 0.691. It shows that there is significant correlation at the 0.01 level. The result of the study is in the degree 5% and 1% and it shows that it is higher than r-table. It can be seen from r-table of the significant degree of 5% is 0.1966 and the significant degree of 1% of r-table is 0.2565 then it can be conclude that the alternative hypothesis is accepted and the null hypothesis is rejected.

4. Interpretation the result of data analysis

The result of the study is in the degree of 5% and 1% and it shows that it is higher than r_{xy} -table. It can be seen from r-table of the significant degree of 5% is 0.1966 and the significant degree of 1% of r_{xy} -table is 0.2565. it can be conclude that the alternative hypothesis is accepted and the null hypothesis is rejected. In conclusion, according to the table of interpretation, the result of the study is 0.691 it means that the correlation between eleventh grade students' vocabulary mastery and

reading comprehension of SMA Negeri Kediri in Academic year 2015/2016 is high correlation.

5. The Hypothesis of the Study

The result of r-counted is 0.691. the r-table of the significant 1% is 0.2565 and the significant 5% is 0.1966 after comparing r-counted n r-table, it can be seen that r-counted is higher than r table. It means that it is high correlation. Since r-counted is higher than r-table, thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

In other words, it can be said that the students who have good vocabulary mastery will have good reading comprehension and on the contrary the students who have bad vocabulary mastery will have bad reading comprehension too. In conclusion, correlation between students' vocabulary and reading ability is high correlation.

B. CONCLUSION

Based on the data described above, the comparison between students' vocabulary and their reading ability, are obtained that the value of r_{xy} is .691 with 98 students as the sample. It means that the correlation between vocabulary mastery and reading

comprehension is 0.691. It shows that there is significant correlation at the 0.01 level. The result of the study is in the degree 5% and 1% and it shows that it is higher than r-table. It can be seen from r-table of the significant degree of 5% is 0.1966 and the significant degree of 1% of r-table is 0.2565 then it can be conclude that the alternative hypothesis is accepted and the null hypothesis is rejected.

Referring to the finding and discussions that have been elaborated in the previous chapter, it is found that there is a high correlation between students' vocabulary and reading comprehension. Although the scores of vocabulary mastery and reading comprehension test are different but the correlation is high. It may be caused by the difficult vocabulary in test items. Students who have high scores in reading also have high score in vocabulary and in the contrary the students who have low scores in vocabulary mastery also have low score in reading comprehension.

There are many factors that help students to comprehend the reading materials. The result shows that the factor is students' vocabulary mastery. That factor may help students comprehend reading materials.

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