

JOURNAL

**THE CORRELATION BETWEEN STUDENTS' VOCABULARY
MASTERY AND THEIR READING COMPREHENSION
OF THE THIRD GRADE OF SMA NEGERI 7 KEDIRI
IN ACADEMIC YEAR 2016 / 2017**



By:

YULINDA TYAS ARMYKIRANA

12.1.01.08.0150

Advised by:

1. SULISTYANI, M.Pd

2. KHOIRIYAH, M.Pd

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2017

SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2017

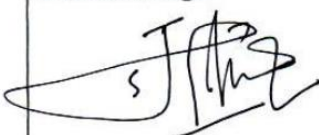

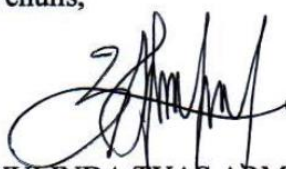
Yang bertanda tangan di bawah ini:

Nama Lengkap : Yulinda Tyas Armykirana
NPM : 12.1.01.08.0150
Telepon/HP : 0856 4648 2439
Alamat Surel (Email) : memeychuarrap07@gmail.com
Judul Artikel : THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR READING COMPREHENSION OF THE THIRD GRADE OF SMA NEGERI 7 KEDIRI IN ACADEMIC YEAR 2016/2017
Fakultas – Program Studi : FKIP – Pendidikan Bahasa Inggris
Nama Perguruan Tinggi : Universitas Nusantara PGRI Kediri
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Pembimbing I  SULISTYANI, M.Pd NIDN. 0701056803	Pembimbing II  KHOIRIYAH, M.Pd NIDN. 0719017501	Penulis,  YULINDA TYAS ARMYKIRANA NPM: 12.1.01.08.0150

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Yulinda Tyas Armykirana
12.1.01.08.1050
FKIP – English Education Department
memeychuarrap07@gmail.com
SULISTYANI, M.Pd and KHOIRIYAH, M.Pd
UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

The purpose of this research is to know the correlation between students' vocabulary mastery and their reading comprehension of the third of SMA Negeri 7 Kediri in academic year 2016/2017. In this research, the researcher used quantitative-correlation method. SMA Negeri 7 Kediri was taken as a place in conducting the research. The population of this research is 322 students. In choosing the sample, XII-IPA 2 was taken as the sample with 32 students (12 male students and 20 female students). All the data gained in this research was analyzed by using the formulation of Pearson product moment correlation. There are two variables in this research, students' vocabulary mastery as independent variable (variable X) and reading comprehension as dependent variable (variable Y). Instrument used in this research is vocabulary test and reading comprehension test which contains 20 questions each. After data were collected, the students' final score in vocabulary mastery and reading comprehension was calculated to find the students' level. The correlation coefficient then calculated by using the Pearson product moment formula. The result shows that the coefficient correlation is 0.361 with the degree of freedom ($df = N - nr$) is 32, the significance 5% is 0.349 and 1% is 0.448. It means that t-count higher than t-table ($0.361 > 0.349$) and ($0.361 < 0.448$). So, H_a is accepted, H_o is rejected. In conclusion, there is correlation between students' vocabulary mastery and their reading comprehension at the third grade students of SMA Negeri 7 Kediri in academic year 2016 / 2017.

KEY WORDS: Correlation, Vocabulary Mastery, Reading Comprehension

I. INTRODUCTION

Vocabulary is all about word, the word in a language or a special set of words that should be learned. Vocabulary is one of the problems faced by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly. Sometimes it is difficult to

group the idea transmitted to them. The acquisition of a large number of vocabularies can help the students read, speak, listen, and write. A good vocabulary and ability to use words correctly and effectively can help the students make school work easier and more rewarding, and also many tests that they take in school include

vocabulary questions. The more vocabularies they know the better their chance to do well on an English test.

In addition, vocabulary is one of English components taught to the learners, because it has a primary role for all language skill. As Taylor (1990: 1) said, vocabulary may have a special importance for adult's learners, since it is the one area of the language learning that does not appear to be slowed down by age. The more learners master the vocabularies, the better their performances in all aspects of English language will be. But it does not mean the other components are ignored like grammar and sound. Students cannot understand what they are reading without knowing what most of the word mean. So, without building a large vocabulary, students cannot read successfully.

Meanwhile, vocabulary is a crucial component in acquiring and understanding language. When students read something it will sound good if the students understand the words or vocabularies in their reading, so students will understand better. Schmitt and Carthey (1997: 40) state that vocabulary is the stock of words used in a language. The more students have stock of words used in language, the better it will make their performance.

Mastering vocabulary is the ability to get or to receive a lot of words. By mastering vocabulary, people will know the meaning of vocabulary in the context. In addition, the student learns English reading text is still lack of vocabulary, whereas in fact vocabulary is the most important thing in reading skill.

By understanding English, people are able to communicate in English and also able to read many kinds of English texts. As Harris (1980: 39) said that the ability to read is crucial in contemporary society people find many texts written in English, from holiday brochures to academic books, newspaper, pamphlets, magazines, traffic directions, advertisement, etc. therefore, the ability to read English text in any form will give deal of advantages in our lives. The ability to read helps distinguish human being from other animals. According to Madox (1988: 98) reading is the most important single in study.

Furthermore, reading is good thing in life because it is a factor of great importance in the individual development and the most important activity in school. The success in reading is the most necessary because it is a basic tool of education. All the subjects of elementary school such as

mathematics, science, language, and others depend on the ability to read. In high school and college, reading ability becomes even more important.

In 2006, School Based Curriculum (KTSP), the objective of reading skill teaching process for senior high school students is to enable students to construct meaning from text. It is the same as comprehension of reading text, all the students are expected to be able to comprehend a reading text.

Dallman (1982: 23) assert that reading is more than knowing what each letter of alphabet stands for reading involves more than words recognition that comprehension is an essential of reading that is without comprehension no reading takes place. In other words, comprehension is trussed and must be the true and final goal of all instruction in reading. Nuttal (1996) claim that reading comprehension is an active process which involves readers, material of reading and the readers` previous knowledge in order to get meaning of the text they read.

In addition, Loban, Ryan, and Squire (1969: 378) express reading comprehension is indeed a very elaborate procedure, involving a balance of many elements in a passage

and their organization in the proper relation to each other comprehension in reading depends upon knowing the literal meaning of words in various context. The reader must also be able to perceive the relation of each part to the other and each of whole.

However, vocabulary and reading are two things that cannot be separated to one another. When learning reading students need vocabulary to understand the idea and when learning English vocabulary, students need a lot of practice of reading, because reading is the active way in learning vocabulary. Therefore, if the students know a lot of vocabulary they will be easy to comprehend written English text.

Moreover, vocabulary is one of important component in teaching learning language to support the English language skill. With a limited vocabulary, anyone will also have a limited understanding in terms of speaking, reading, listening, and writing. It is true that it may be impossible to learn a language without vocabulary.

Based on the writer experience when having second teaching training process (PPL 2) at third grade of SMA Negeri 7 Kediri. It was found that they have limited vocabulary, the learners

cannot communicate to others clearly. Sometimes it is difficult to group the idea transmitted to them. And most of students did not have good achievement in reading. One may have difficulties to comprehend the passage because the ability in reading skill is very low. There are many factors that might influence the students' problem in reading, it can be from internal factors and external factor. From internal factors are motivation, interest, aptitude, and etc. While from external factors are teaching and learning strategy which is used by the teacher, the sources of English book in the school library is limited, curriculum and environment surround the students.

Actually, there are a lot of researchers which explain about the correlation between vocabulary mastery and reading comprehension. Some of the researchers explain the correlation. Most of previous researchers conducted a research with junior high school and university students only, now the writer ptry to conduct the research in senior high school level. Therefore, to make this research more deeply, the researcher specifies the problem to prove the correlation of students' vocabulary and their reading comprehension. This is the reason this research is conducted.

Here are some previous studies that investigate about the correlation students' vocabulary mastery and reading comprehension. Such as Hanif (2012) analyzed the correlation between students' vocabulary knowledge and their ability to translate English text at the seventh grade students of MTSN Ciledug Cirebon. His research findings showed that there is enough or sufficient correlation between the students' vocabulary knowledge and their ability to translate English text at the seventh grade. Another study from Furqon (2013) who investigates how far the correlation between students' vocabulary mastery and their reading comprehension. His findings showed that there was a strong correlation between students' vocabulary mastery and their reading comprehension. The last study from Darwis and Abdul (2014) has analyzed a correlational study between vocabulary mastery and reading comprehension of PAI students of Tarbiyah STAIN Datokarama Palu. Their research focuses on finding out correlation between two variables- vocabulary mastery standing as variable X and reading comprehension standing as variable Y.

Those previous studies above explain about the correlation between

vocabulary mastery and reading comprehension. Some of the researchers explain the correlation. Most of previous researchers conducted a research with junior high school and university students only, now the writer try to conduct the research in senior high school level. Therefore, to make this research more deeply, the researcher specifies the problem to prove the correlation of students' vocabulary and their reading comprehension. This is the reason this research is conducted.

In this research, the researcher will focus on the correlation of students' vocabulary and their reading comprehension. The reasons why the researcher chooses this topic because in there are still many students that they find the difficult word, they still just continue their reading in the hope that the word they read is not really important or that its meaning will become clear later on, but sometimes the word that they passed usually as the key of their reading and understanding. They cannot catch and grasp the idea from their reading as well as possible.

Based on the description of vocabulary and reading above, it shows that vocabulary becomes the important component in language teaching and learning for the students in order to get

successful in reading. To find out and to get empirical data about it the writer will organize the test result to prove the correlation of students' vocabulary and their reading comprehension. By getting the grades, the writer tries to find the answer of the students' vocabulary influencing their reading ability, and then the writer conducts a study to know there is a correlation between students' vocabulary mastery and their reading comprehension of the third grade of SMAN 7 Kediri in academic year 2016/2017?

II. METHODOLOGY

The variable of research is the characteristic from the values of the problem. Arikunto (2006: 10) confirms research variable is the object of research or something that become the concern of research. There are two kinds of variables in this research, independent variable (variable X) and dependent variable (variable Y). This research use two variables, they are vocabulary mastery as independent variable and reading comprehension as dependent variable.

Then, the research design applied in this research is quantitative research. Arikunto (2006: 10) claims that quantitative research is appropriate with the name, this research is much

demanded by using number, beginning from collecting the data, interpretation toward the data, and the result. Since this research concern on the investigation to find out the correlation between students' vocabulary mastery and their reading comprehension, the research type must be a correlational research. According to Fraenkel and Wallen (2000: 359) correlation research is a research which is done to determine the relationship among two or more variables, and to explore their implications for cause and effect.

Meanwhile, this research was conducted at SMA Negeri 7 Kediri, which is located on Jln. Penanggungan No. 4 Kediri. To determine how long the research must be held it is necessary to arrange the time schedule of the research according to the activities done in research. In this research, the writer conducted the research during the first semester of the third grade students of SMAN 7 Kediri, exactly on last September 2016.

In addition, there are 322 students in the third grade XII-IPA 1 until XII-IPA 6 and XII-IPS 1 until XII-IPS 4 class of SMAN 7 Kediri, but only a class as a sample of the research. The researcher chooses XII-IPA 2 class as the experiment class that consist of

32 students, 12 male and 20 female students.

The research instrument plays an important role to collect data. The instrument used to collect the data in this research is objective test, which is consists of vocabulary test and reading comprehension test. Vocabulary test and reading comprehension test were in the same form of multiple choices that consists of 20 questions with five alternatives, one correct answer and four wrong answers. There are four passages and from each passage the writer makes a question on reading comprehension including question of vocabulary, main idea, detail/not detail, and inference. The test of vocabulary is not only based on the contents of the passage in the textbook but also taken from another book.

In addition, to find out the influence of the students' vocabulary to their reading comprehension, the researcher uses a Pearson product moment correlations. The variables are compared to know whether the correlation is very significant or it only happen by chance. The formula of Pearson product moment correlation is:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

III. RESEARCH AND CONCLUSION

The finding of the question study was asking about the correlation between students' vocabulary mastery and their reading comprehension. Based on the data analysis, the mean score of the students' vocabulary mastery is 73.75 with the highest score is 85 and the lowest score is 65. And the mean score of the students' reading comprehension is 63.91, with the highest score is 75 and the lowest score is 45.

Furthermore, the correlation between students' vocabulary mastery and reading comprehension is calculated by using Pearson product moment formula (Sugiyono, 2003). The data is firstly tabulated to find the sum of students' final score in vocabulary mastery and reading comprehension. The calculation of correlation by using Pearson product moment formula is as follow:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum Y^2)}}$$

$$r_{xy} = \frac{381.25}{\sqrt{(750)(1468.72)}}$$

$$r_{xy} = \frac{381.25}{\sqrt{1115039.1}}$$

$$r_{xy} = \frac{381.25}{1055.95}$$

$$r_{xy} = 0.361$$

After calculating the data by using Pearson product moment

formula, the value of 0.361 is obtained. The value is then checked in the interpretation of correlation coefficient's table from Sudijono (2008: 193) as follows:

Product Moment (r)	Interpretation
0.00 – 0.19	No correlation at all
0.20 – 0.39	Low correlation
0.40 – 0.59	Moderate correlation
0.60 – 0.79	High correlation
0.80 – 1.00	Very high correlation

According to the table interpretation above, the value 0.361 is categorized as low. Considering the criteria of calculation, the next step is to find out the result of the correlation formula by using r-table. The result of applying the value distribution shows that the coefficient correlation is 0.361 with the degree of freedom ($df = N - nr$) is 32, the significance 5% is 0.349 and 1% is 0.448. It means that r-score > r-table, as a result, it can be concluded that there is correlation between students' vocabulary mastery and reading comprehension.

Based on the analysis and calculation of the data above, it is found that the mean of X score was obtained from the vocabulary test is 73.75 while the mean score from the reading comprehension test was only 63.91, it means that vocabulary mastery was the

easiest that reading comprehension. The next, is the description of the standard deviation of each score. It was found that the standard deviation of X score was 4.84 while Y score was 6.82. Then from 32 numbers of respondents, it was obtained that the degree of freedom was 32. The last was counting the t-score and it was obtained 0.361 and the t-table shows that in the degree of freedom 32, the significance 5% is 0.349 and 1% is 0.448. It means that t-score is higher than t-table. So, H_a is accepted and H_o is rejected. It means that there is correlation between students' vocabulary mastery and reading comprehension of the third grade of SMAN 7 Kediri in academic year 2016/2017.

Based on the results above, the researcher concluded that this research focuses on the correlation between students' vocabulary mastery and their reading comprehension. This research also attempts to find out the students' ability in vocabulary mastery and reading comprehension. Referring to the findings and discussions that have been elaborated above, it is found that there is correlation between students' vocabulary mastery and their reading comprehension. Although the scores of vocabulary and reading test are

different but the result shows that there is correlation.

With the finding above, the writer can prove the Sedita's theory (2005) who states that vocabulary knowledge is crucial in reading comprehension and determining how well students in comprehend the texts. And the finding confirmed Nation (1990) who asserts that vocabulary is clearly an important language component in reading.

So, it can be concluded that there is correlation between students' vocabulary mastery and their reading comprehension of the third grade of SMAN 7 Kediri in academic year 2016 / 2017.

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