



The Correlation Between Mastery of Vocabulary and Reading Comprehension of the 2012/2013 Year Students at SMP Sacrojes

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ABSTRACT

This research deals with the student's mastery of vocabulary and reading comprehension. It is aimed at finding out whether there is a high correlation between the mastery of vocabulary and reading comprehension. In this research the population was taken from the 2012/2013 year students of SMP Sacrojes. The total number of the samples was 20 students. After the data had been collected, the writer analyzed the data by using the formula of Pearson Product Moment. After calculating the correlation of mastery vocabulary and reading comprehension test, it was obtained that the correlation coefficient was 0,57. It means that there is a high correlation between mastery of vocabulary and reading comprehension. It implies that the higher the student's mastery on vocabulary, the better they can comprehend the reading texts.

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1. INTRODUCTION

Reading is one of the most important skills in learning language besides listening, speaking, and writing [1] [2] [3]. It is necessary to support all the subjects which are learned. Reading in English today is very important to get information. The development of science and technology is still written down the text form [4] [5] [6].

The development of science and technology compels us to learn English well. Most of textbooks, and other sources of information available are printed in English [7] [8] [9]. It will be easier for us to get the information if one knows English.

In order to achieve these aims they must master a number of vocabularies, he can not communicate his idea as clearly as possible without mastering much more vocabulary, cannot grasp the ideas transmitted to another, read the columns of newspaper or popular magazines or even understand new casts on the radio or television [10]. In addition, listening comprehension, writing ability and reading ability can be hampered by limited vocabulary [11] [12] [13]. Therefore, mastering vocabulary plays a very important role in enabling someone to communicate in one language.

English has been taught from secondary level of education up to tertiary level of schools. It is also taught to the third year pupils of primary school [14] [15]. There are four skills that should be achieved, namely, listening, speaking, reading, and writing. As English is learned from secondary level, it is expected that the students will be able to use English at least in simple oral and written communication and they are expected to have basic knowledge, which can be used for their further studies [16] [17] [18].

Based on some researches conducted by students of English Department at STKIP Pelita Bangsa Binjai, most Junior High School students find it difficult to express their ideas, feelings, thoughts, and intentions through reading in English.

In terms of goal of teaching, reading skill is the skill, which is very important. Reading is the skill that cannot be lack of attention in Teaching English. The students are afraid that they are incapable of reading comprehension in the language.

The development of vocabulary, which is very fast, must be supported by mastering vocabulary in order to be able to communicate well. The lack of vocabulary makes someone have difficulty in following or understanding a comprehension, so, mastering vocabulary is very important to the students. The most effective way of adding our vocabulary is by studying vocabulary and several new idioms in its context. However, it seems that there are still several techniques, which are available to develop our vocabulary as by using a dictionary.

The role mastering of vocabulary can reflect the degree of our intellectual capacity. The higher the level of vocabulary is the higher our level of intellectual become [19][18]. The relation between the mastery of vocabulary and the other aspects such as reading, listening, and writing is very important to the students especially in teaching learning process.

In reading without having good mastery of vocabulary, the students are not able to read well. Reading is one way of reaching information [20] [21] [22]. By reading, the students will be more active and creative to use language and enrich or to enlarge their vocabulary.

The achieve this goal, it demands the ability of teachers because English is a foreign language in our country. But as all people know that both the pronunciation and reading of English are quite different from one another. There are many problems faced by students because of the lack of vocabulary, the structures of sentences and their incapability to tell their ideas in reading. Students are not able to read about what they see in their daily life because they are incapable of connecting one idea to another in reading comprehension.

Thus, vocabulary mastery influences the ability to reading in order to determine how far vocabulary mastery is related to the ability in reading [23] [24] [25].

2. RESEARCH METHOD

2.1 The Method of the Research

The writer conducted correlation research in writing this thesis. This kind of research was conducted in order to find out where there is a high correlation between mastery of vocabulary and reading comprehension.

2.2 The Location of the Research

The research was conducted at the SMP Sacrojes, for several reason in choosing this school as the location of this research such as :

- 1). The location is not so far from the place where the writer lives.
- 2). This school has already applied the 2011 curriculum.

2.3 The Population and Sample

The population of the study was the 2012/2013 academic year students at SMP Sacrojes. There were was 264 students. It was hard enough and time consumed to organize a lot of students. He limited the number of students by taking 10 % persons out of 264 students as the sample.

Random sampling technique was applied in this research to take the sample. The reasons for taking the number of samples based on Arikunto's idea (1991 : 1670 that : "If the sample consists of a large number, the sample can be taken from 10% - 15% or 20% - 25%".

2.4 Instrument of Research

The instruments used for collecting the data were mastery of vocabulary and reading comprehension test. The multiple choice tests were used to obtain the data of vocabulary mastery and reading comprehension.

The test for vocabulary consists of 50 items and reading comprehension 30 items, which are based on the 2011 curriculum. The tests were teacher made test. The students were supposed to choose the correct answer from the options prepare in every vocabulary and reading comprehension problems.

In vocabulary scoring, the writer determines the communicative score ranging from 0 – 100. The test consists of 50 items and each items is scored 2 (two). If a students can answer of the items correctly, he gets 100.

In reading scoring, the communicative score ranging from 0 – 100. The test consists of 20 items and each item is scored 5 and if students can answer all of the item correctly, he gets 100.

3. RESULT AND DISCUSSION

3.1 The Description of the Data

The data obtained in vocabulary and reading comprehension were showed in the following tables. The data of each were separated in order to make easy to understand.

a. The Data of Vocabulary Mastery

Table 1.
The Data of Vocabulary Mastery

No	Score vocabulary Mastery
1	2
1	70
2	82
3	70
4	76
5	88
6	60
7	76
8	74
9	90
10	92
11	78
12	76
13	76
14	80
15	80
16	62
17	62
18	72
19	72
20	76
21	74
22	74
23	74
24	72

No	Score vocabulary Mastery
25	74
26	68
27	72

b. The Data of Reading Comprehension

Table 4
The Data of Reading Comprehension

No.	Score
1	2
1	90
2	75
3	95
4	90
5	75
6	85
7	90
8	90
9	100
10	100
11	95
12	95
13	95
14	90
15	90
16	85
17	85
18	90
19	80
20	90
21	90
22	90
23	95
24	95
25	90
26	75
27	85

3.2 The Data Analysis

In order to find out the correlation coefficient of mastery of vocabulary and reading comprehension he performed correlation formula as in the following section :

Table 5
The Data of Vocabulary Mastery (X) and Reading (Y)

Samples	X	Y	X ²	Y ²	XY
1	2	3	4	5	6
1	70	90	4900	8100	6300
2	82	85	6724	7225	6970
3	70	95	4900	9025	6650
4	76	90	5776	8100	6840
5	88	90	7744	8100	7920
6	60	85	3600	7225	5100
7	76	90	5776	8100	6840
8	74	90	5476	8100	6660

Samples	X	Y	X ²	Y ²	XY
9	90	100	8100	10000	9000
10	92	100	8464	10000	9200
11	78	95	6084	9025	7410
12	76	95	5776	9025	7220
13	76	95	5776	9025	7220
14	80	90	6400	8100	7200
15	80	90	6400	8100	7200
16	62	85	3844	7225	5270
17	62	85	3844	7225	5270
18	72	90	5184	8100	6480
19	72	80	5184	6400	5760
20	76	90	5776	8100	6840
21	74	90	5476	8100	6660
22	74	90	5476	8100	6660
23	74	95	5476	9025	7030
24	72	95	5184	9025	6840
25	74	90	5476	8100	6660
26	68	75	4624	5625	5100
27	72	85	5184	7225	6120
Total	2020	2430	152624	219500	182420

To find out the correlation coefficient, the Pearson Product Momen formula is used :

$$R = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}} \dots\dots\dots (2)$$

In which :

$$\begin{aligned} \sum X &= 2020 & \sum Y &= 2430 \\ \sum X^2 &= 152624 & \sum Y^2 &= 219500 \\ \sum XY &= 182420 & & \end{aligned}$$

$$R = \frac{27(182420) - (2020)(2430)}{\sqrt{[27(152624) - (2020^2)][27(219500) - (2430)^2]}}$$

$$R = \frac{19740}{\sqrt{(40448)(21600)}}$$

$$R = 0,57$$

Having computed the data, he found out that correlation coefficient was 0,57. It means that there is a high correlation Arief Furchan (1982), between mastering vocabulary and reading comprehension for the students who are learning English. It implies that the more students have better mastery vocabulary to comprehend the text.

4. CONCLUSION

After analyzing the data on the previous chapter, conclusion can be drawn such as : many factors that could be considered when some one is going to read a text. One of them is the mastery of vocabulary. There is a high correlation between the mastery of vocabulary and reading comprehension. The more students possess the vocabulary the easier for them to comprehend the text.

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