

**THE CORRELATION BETWEEN VOCABULARY ACHIEVEMENT
AND READING COMPREHENSION ACHIEVEMENT OF THE
EIGHTH GRADE STUDENTS AT SMP NEGERI 2
AMBULU IN THE 2015/2016
ACADEMIC YEAR**

ABSTRACT

Masfufah, Ulfa. 2015, *The Correlation Between Vocabulary Achievement and Reading Comprehension Achievement of the eighth grade students at SMP Negeri 2 Ambulu in the 2015/2016 Academic Year*. Thesis. The English Language Education, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors:
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Key Word: Vocabulary Achievement and Reading Comprehension Achievement

This thesis focuses on a correlation study between vocabulary achievement and reading comprehension achievement. The objectives of the study are to investigate whether there is or not any significant correlation between vocabulary achievement and reading comprehension achievement of the eighth grade students SMP Negeri 2 Ambulu in the 2015/2016 academic year. The sampling process was administered by applying cluster random sampling technique to the eighth grade students of SMP Negeri 2 Ambulu, which consists of 272 students of the eighth grade, and the researcher took VIII A, which consist of 34 students as the sample. The researcher gave two kinds of tests, namely vocabulary test and reading comprehension test. Both of the tests were in written and multiple-choice form. For vocabulary, the test covers large vocabulary (noun, verb, adjective and adverb) and small vocabulary (prepositions, conjunctions, articles, and pronouns). For reading comprehension, the test covers word comprehension, sentence comprehension, paragraph comprehension, text comprehension. The instrument used for measuring the achievement have been tried out and analyzed. The main purpose of conducting it was to find out the validity, reliability discrimination power and difficulty level of the test. Then, the researcher gave the valid and reliable test as the instrument of this research. After conducting the research, the researcher analyzed the primary data by using Product Moment Formula; the result showed that there is a significant correlation between the vocabulary achievement and reading comprehension achievement of the eighth grade students at SMP Negeri 2 Ambulu in the 2015/2016 academic year.

ABSTRACT

Masfufah, Ulfa. 2015, *The Correlation Between Vocabulary Achievement and Reading Comprehension Achievement of the eighth grade students at SMP Negeri 2 Ambulu in the 2015/2016 Academic Year*. Thesis. The English Language Education, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors:
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Kata Kunci: Pencapaian Kosa Kata dan Pencapaian Pemahaman Membaca

Skripsi ini memuat tentang hubungan antara pencapaian kosa kata dan pencapaian pemahaman membaca. Tujuan dari penelitian ini adalah untuk meneliti apakah ada atau tidaknya hubungan yang signifikan antara pencapaian kosa kata dan pencapaian hubungan membaca pada siswa kelas VIII SMP Negeri 2 Ambulu pada tahun pelajaran 2015/2016. Sample pada penelitian ini menggunakan teknik pengambilan kelompok secara acak dengan mengadakan lotere pada siswa kelas VIII SMP Negeri 2 Ambulu, yang terdiri dari 272 siswa pada kelas delapan, dan peneliti mengambil VIII A, yang terdiri dari 34 siswa sebagai sample. Peneliti memberikan dua macam tes, yaitu tes kosakata dan tes membaca. Kedua tes tersebut adalah dalam bentuk tulisan dan pilihan ganda. Untuk kosa kata, tes tersebut meliputi kosa kata besar (kata benda, kata kerja, kata sifat, kata keterangan) dan kosa kata kecil (kata depan, kata penghubung, artikel, kata ganti). Untuk penguasaan membaca, test tersebut meliputi pemahaman kata, pemahaman kalimat, pemahaman paragraf dan pemahaman teks. Alat yang digunakan untuk mengukur penguasaan tersebut adalah dengan diberikannya tes uji coba dan dianalisis. Tujuan utamapelaksanaan tersebut adalah untuk menemukan kevalidan, kekonsistenan, tingkat kesulitan dan daya pembeda suatu tes. Setelah itu, peneliti memilih butir tes yang valid dan konsisten sebelum tes digunakan. Setelah melaksanakan penelitian, peneliti menganalisis data utama dengan menggunakan rumus product moment; hasilnya menunjukkan bahwa ada hubungan yang signifikan antara penguasaan kosa kata dan penguasaan membaca pada siswa kelas VIII SMP Negeri 2 Ambulu pada tahun pelajaran 2015/2016.

INTRODUCTION

Learning vocabulary is a very important part of learning a language. The more words known, the more students' abilities to understand what they hear and read, and the better, they will be able to say what people want to in speaking or writing. It means vocabulary is the key to understand English subject. The students have difficulties in understanding and expressing the concepts of the content if they do not know the specialized vocabulary that represents those concepts. Educational authorities said, "Wide vocabulary and broad knowledge go together" (Hirsch 2003) and that "vocabulary knowledge is knowledge" (Stahl 2005) in Yopp and Bishop (2008:15). It means the more words the learner learn,

the more knowledge they have. Therefore, in learning a foreign language, especially in reading, learner should consider to acquire as many words as they can.

Beside vocabulary, reading is one important skill in language skill to learn. In English comprehending reading is necessary because it is a basic tool for education besides writing, listening and speaking. Reading is one of important skills, which have to be learned by the students in order to master English well. To achieve the purpose of reading, which is to get general or detail information from the text, the students have to comprehend the text, and the students have to understand the text in order to understand the information effectively.

Based on the interview with English teacher in SMP Negeri 2 Ambulu, most of the students in eighth grades have difficulty in reading comprehension. The students can read the text but they cannot catch the meaning of the text. Sometime they do not know the meaning of some words, because the words are unfamiliar for them. So, they get difficulty to interpret the text into their mind. These conditions are influence their English learning process, especially in reading comprehension.

According to the description above, the researcher intends to investigate whether there is a significant correlation between vocabulary achievements and reading comprehension achievement exists among eighth grade students at SMP Negeri 2 Ambulu in the academic year of 2015/2016.

THE RESEARCH METHOD

The method used in this research was correlation research focused on correlation between vocabulary achievement and reading comprehension achievement. The subject of the research consisted of 34 students of the eighth class of SMP Negeri 2 Ambulu in the 2015/2016 academic year. Correlation is correlation studies investigate the possibility of relationships between two variables, although investigations of more than two variables are common Fraenkel et.al, (2012:331). They also said there is no manipulation of variables in correlation research. In addition, based on (Arikunto, 2010: 313) correlation is a research that intends to find the correlation between two variables. In this research, the variables are vocabulary achievement and reading comprehension achievement.

The purpose of correlation research is to establish the correlation between two or more variables. Such as Fraenkel et.al, (2012:332) explain that the purpose of correlation research is to clarify our understanding of important phenomena by identifying relationships among variables. A relationship means that scores within a certain range on one variable are associated with scores within a certain range on the other variable. We will recall that positive correlation means high scores on one variable tend to be associated with high scores on the other variable or low scores on one are associated with low score on the other. While the negative correlation, on the other hand high scores on one variable are associated with low scores on the other variable, or on the contrary.

This research has two variables, vocabulary achievement and reading comprehension achievement. The researcher intends to know whether there is a

significant correlation between vocabulary achievement and reading comprehension achievement.

The procedures in this research are, the first was constructing the vocabulary and reading comprehension try out test. Then, give the try out of the test to the students in order to know whether or not they needed improvement. Before conducting the try out test, I had got the permission of the school headmaster's and the English teacher's to do the observation. After that, I had consulted my try out test items to the English teacher because I want to get some corrections and suggestions. After finishing the try out test, the researcher collected and analyzed the result of the vocabulary and reading comprehension try out test to measure their validity and reliability. The last, the researcher conduct the research, there are conducting the research for the vocabulary test and reading comprehension test, and continuing by obtaining the scores of vocabulary and reading comprehension test and then calculating the data.

Technique of collecting data in this research is by giving the test of vocabulary and reading comprehension. In this research choose the test only as the instrument because to know whether the test is valid/reliable or not. Before that, this research counts the validity and reliability of the instruments and the item difficulty and then discrimination of the test.

Fraenkel et.al (2012: 98) said the instruments used to measure the two variables involved in a correlation study may take any one of a number of forms, but they must yield quantitative data. Further, they explain that most correlation studies involve the administration of some type of instruments (test, questionnaires, and so on) and sometimes observation. In this research, the objective test is given to try out students to know whether the test is valid and reliable or not.

According to Arikunto (2010: 193) test is set of question or exercise or other instrument that used to measure the skill, knowledge, intelligent, ability or achievement. A good test must fulfill some requirements, namely validity and reability.

In this research, the researcher used split half reliability. Purwanto (1986:179) says that split-half reliability is a test which is divided into two parts, namely odd and even number items which have the same level of difficulty, content and its form.

And then, to know whether the test items of vocabulary and reading comprehension reliable or not, the researcher used product moment formula for getting the correlation index between odd and even number items and Spearman-Brown formula for getting the index reliability of the test items.

To know the correlation between vocabulary achievement and reading comprehension achievement, this research uses product moment formula to compute the interval data from both variables. Using this way the hypothesis of this research will be tested to know whether there is a positive correlation between vocabulary achievement and reading comprehension achievement.

THE RESULT AND DISCUSSION

In this research the researcher gave two kinds of test. There are two achievements test; they are vocabulary test and reading comprehension test. Both of tests were given to the respondents on Thursday, May 19th, 2016. On that day, the respondents did the vocabulary achievement test first and followed with the reading comprehension achievement test. The researcher got the data from VIIIA which consist of 34 students, and the researcher use 2 kind of tests namely vocabulary test and reading comprehension test.

Dealing with the students' score of vocabulary test, the researcher calculated the data. And the result appeared that the mean score of 34 students that followed vocabulary test was 73,06. Minimum score was 43 and maximum score was 100. And the last, the total score showed 2484.

Dealing with the students' score of reading comprehension test, the researcher calculated the data. And the result appeared that the mean score of 34 students that followed reading comprehension test was 73,68. Minimum score was 50 and maximum score was 95. And the last, the total score showed 2505.

From the analysis above, it could be seen that among the sample of 34 students there were 5 student got very high, 15 student got high, 14 students got medium, 0 students got low and 0 students got very low in the test of vocabulary achievement. Among the sample of 34 students there were 3 students got very high, 18 students got high, 13 students got medium, 0 students got low, and 0 student's got very low in the score of reading comprehension achievement. Relating to that matter, It can be concluded that the student who got good score in the test of vocabulary also have good score in the test of reading comprehension.

The researcher analyzed the primary data manually by using Pearson product moment correlation formula. It was used to know whether or not there is significant correlation between vocabulary achievement and reading comprehension achievement of the eighth grade at SMP Negeri 2 Ambulu in the 2015/2016 academic year.

From the computation above, it was obtained that r_{xy} is 0,856. The calculation can be seen on the appendix 20. It showed that the degree of both variables was high. It based on the interpretation of the coefficient correlation.

After analyzed by Pearson product moment correlation formula, the result of r_{xy} is consulted to the critical value for r table of product moment to examine whether R_{xy} value is significant or not. The value of r table with $N = 34$ and the significant level 95% is 0,339 (Appendix 22). It can be concluded that R_{xy} is greater than r_{table} . As stated by Arikunto (2010:213) if $r > r_{xy}$, it means there is significant correlation or positive correlation. Positive correlation means that relationship between two variable shows the same direction. It means that the increase of variable X is followed by increase of variable Y. Therefore, it was proven that there is a significant correlation between vocabulary achievement and reading comprehension achievement of the eighth grade students at SMP Negeri 2 Ambulu in the 2015/2016 Academic year.

CONCLUSION AND SUGGESTION

After conducting the research, the researcher analyzed the primary data by using Product Moment Formula. The result of analysis showed that there is a significant correlation between vocabulary achievement and reading comprehension achievement of the eighth grade students at SMP Negeri 2 Ambulu in the 2015/2016 academic year.

Based on the result of the research above, some suggestions are given to the English teacher, the students, and the other researchers.

For English teacher, especially English teacher in SMP Negeri 2 Ambulu is suggested to pay more attention on the students' vocabulary mastery in order to increase their reading comprehension. The English teacher also suggested to give students more reading exercises so that they can increase and develop vocabulary.

The researcher suggest for the students, especially students in SMP Negeri 2 Ambulu. They should improve and memorize as many as English vocabulary so that they can read and comprehend English text well.

Other researchers are suggested to conduct a further research with a similar problem in order to increase the quality of English teaching, especially the quality of students' English ability in vocabulary and reading.

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