THE CORRELATION BETWEEN THE STUDENTS VOCABULARY MASTERY AND THEIR READING COMPREHENSION ABILITY IN LEARNING ENGLISH
(A Descriptive research at the eighth grade of SMP UNISUH Makassar)

A THESIS

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ABSTRACT

Meli Kamelia, 2015 This final project was about The Correlation between the Students Vocabulary Mastery and Their Reading Comprehension Ability in Learning English of SMP UNISMUH Makassar A Descriptive Research in the academic year of 2014/2015. Guided by Sulfasyah, and Ummi Khaerti Syam,

The basic problem the writer discussed in this final project was to find out there any significant correlation between the students’ vocabulary mastery and their reading comprehension ability learning English. This research used a descriptive research. The population of this study was the second grade students of SMP UNISMUH Makassar in the academic year of 2014/2015.

The techniques used for obtained data was: first, collected data from students vocabulary test and reading comprehension test; second, compute and classified the students’ vocabulary mastery test and the students’ reading comprehension; third, analyzed the score of the students’ vocabulary and the students’ reading comprehension; the last, drew the conclusion based on the data.

The final result of the analysis shows that there was a significant correlation between the students’ vocabulary mastery and reading comprehension ability. It was reasonable since the average of the students’ reading comprehension was 69,925 and the student vocabulary score was 69, 629. Having analyzed this result used the formula of the Pearson Product Moment Correlation, it was clearly conceivable the correlation score was 0.825 which mean that there was a significant correlation between the students’ vocabulary mastery and reading comprehension.

According to the Correlation on Index Interpretation of the $r_{xy} = 0.825$ belongs to the group of ‘perfectly correlated’. Based on the above finding, the writer draws a conclusion that the students’ vocabulary mastery correlated to reading comprehension.
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In the name of Allah, Most Gracious, Most Merciful

Alhamdulillah, the research expresses thank you very much for the gratitude Allah SWT for His blessing and mercy on the writer during the process until the finished writing this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW, who has given him the best everything to complete the whole process of this work.

In writing this thesis the writer found many difficulties, so the writer realized that the thesis has a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion. The writer would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the write as follows:

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It never been forgotten. I love u all.
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Makassar, November 2015

Yang membuat pernyataan

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**CURRICULUM VITAE**
CHAPTER I

INTRODUCTION

This chapter deals with background, problem statement, objective of the research, the significant of the research scope of the research and hypothesis.

A. Background

English is one of the important languages that is used all over the world whether as the first, second or foreign language. English as one of the subjects is taught from elementary school to university in Indonesia. At schools in Indonesia, English subject aimed at developing communication competence in oral and written form (Depdikbud, 2004 6). This means the students have progress in listening, speaking, reading and writing.

Realizing the importance of English in this globalization era, we have to increase the four skills of language; reading, speaking, writing, and listening. But, it cannot be denied that the English evaluation result of the students has not satisfied the teacher and the students themselves. Some experts have tried to find the factors causing the low result of the student’s evaluation. Student score is not only caused by external factor such as the limited learning facilitations, but also it is influenced by the internal factor of the students, such as the student’s interest, motivation, intelligences and lack of vocabulary.

Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary anyone will also has a limited understanding in
terms of speaking, reading, listening, and writing. According to Jennings in Widyaningsih (2006) stated that if you already have an interest in words (vocabulary) using them can improve your reading, writing, talking, and thinking. From the quotation above, we can take a reference that the basic component, which must be mastered by them to get a success in learning English is vocabulary. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted 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.

Reading of course involves the intelligence of the reader because reading activity is actually not only to read or to know how to pronounce the written words but also to think the content of the passage. It means we have to think while reading because thinking process influences and evaluates the material. In this problem, we have to be sure that reading is a result of thinking process done by the writer, so the reader must also try to understand the thinking process of the writer. To this, people usually say that reading is an effort to replay to the writer’s thinking process.
In this research the writer prefers to measure the reading comprehension of the students, because this comprehension is very needed to catch the meaning of the test written information. In order words, students cannot get the purpose or massage of author with comprehension properly if the student read understand with they have read is useless. The comprehension of this case means the ability of the students to make prediction or catch the meaning of the written information and try to understand the thinking process of the writer.

But in fact this theory is not applicable for some students, especially in SMP UNISMUH Makassar, where the lack of the students’ reading comprehension skill is one of the problems.

Based on the fact above, the writer try to find is there any significant correlation between the student’s vocabulary mastery and their reading comprehension ability.

B. Research Question

Based on the statement above, the writer would like to formulate the research question as follow:

Is there any significant correlation between the student’s vocabulary mastery and their reading comprehension ability in learning English at SMP UNISMUH Makassar?
C. **Objective of The Research**

With references to the problem statement above, objective of the researches was to find out whether or not a significant correlation between the student’s vocabulary mastery and reading comprehension ability in learning English.

D. **Significant of he researched**

The writer hopes that this research will give some useful information about vocabulary mastery and reading comprehension achievement. This research also present the description and correlation between the mastery of vocabulary and the ability of reading comprehension among at SMP UNISIMUH Makassar in the academic year 2014/2015.

E. **Scope of The Research**

To make the problem clear, it is necessary for the writer to limit the problem. The limitation of the problem as the follows:

The correlation between the students’ vocabulary mastery that focus on: (verb, noun, adjective and adverb) and their reading comprehension ability.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the related literature. The discussion focuses on the concept of vocabulary consist of definition of vocabulary, kind of vocabulary, and teaching vocabulary; the concept of reading comprehension consist of Definition of Reading Comprehension, levels of Reading Comprehension, comprehension skill for the intermediate level, reasons for reading, kinds of reading, the strategy of reading comprehension; the significant correlation between vocabulary and reading comprehension and theoretical framework.

A. Concept of Vocabulary

1. Definition of Vocabulary

In this point the writer wants to explain definition of vocabulary in order to understand a language the learners have to understand the definition of vocabulary first. It is difficult to make one definition of vocabulary. So, the writer tries to take it from some references.

According to Harimurti vocabulary is a component of language that maintains all of information about meaning and using word in language.

Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language use in listening, speaking, writing, and reading besides grammar. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he
or she has enough vocabulary and has a capability of using it accurately. S. H. Burton said: without a large vocabulary, it is impossible to use English language precisely and vividly. According to Collier When a student has mastered the fundamental grammatical patterns of language, his next task is to master its vocabulary, or at least that of its vocabulary that he need.

It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Therefore, it is highly essential for English teachers to help their students in mastering vocabulary.

There are some experts who give definition of vocabulary Brown (2007) define vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use.

According to Webster’s Ninth Collegiate Dictionary, Vocabulary is:

a. A list or collection of words and phrase usually alphabetically arranged and explained or defined.

b. A sum or stock of words employed by a language group individual or work or in a field of knowledge.

c. A list or collection of terms or codes available for use.

Furthermore Webster Dictionary noted that, vocabulary is:

“A list or collection of words usually alphabetically arranged and explained or lexicon, stock of words use in language or by class, individual, etc.” While according to Roget, Vocabulary is:
a. An alphabetical list of words often defined or translated, the vocabulary includes idioms and two words verb.
b. All the word of Language.
c. Specialized expression indigenous to a particular fields, subject, trade or Sub culture.

Vocabulary is considered as the most important part in learning a language. It is impossible for the students to read, write and speak a foreign language without having enough knowledge of the vocabulary. Learning the new vocabulary does not only mean memorizing the form of the word but also understand its meaning.

2. Kind of Vocabulary

Language experts classify vocabulary into some different type; According to Nation in Leny (2006) deals with vocabulary items consist of two types, receive vocabulary and productive vocabulary. Nation defines receptive vocabulary as word which can be recognized when it is heard (what is the sound like), when it is seen (what is it look like). In the other word, it knows all thing of that word. Meanwhile, productive vocabulary is word which is able to be pronounced, to be written, to be spelled, how to use grammatical pattern. However and whatever the terms are used by the language experts. It refers to recognition and production of word when the person does communication to the other; they usually refer to some meanings.

Meanwhile According to Hornby (1990) vocabulary is:
a. The total number of words, which (with rules for combining them) make up a language.
b. Range of words known to or used by a person in trade, profession, etc.
c. Book containing list of words, list of words used in a book etc. usually with definition or translation.

Different classification of vocabulary also state by Jennings. He divided the vocabulary into active and recognition vocabulary, which is made up of the words that people use in speaking and writing. Meanwhile classification that is stated by the experts in English language is a classification of traditional vocabulary, which contains verb, adjective, noun and adverb.

The last classification that is stated by Djalinushah and Azimar Enong divided vocabulary into two, namely general vocabulary and special vocabulary. General vocabulary is of the words that are used in general. There is no limit of field and user. Special vocabulary is that the words that are used in the certain field and job, profession of special science and technology.

From the explanation above we can conclude that there are some kinds of vocabulary. They are receive vocabulary and productive vocabulary, general vocabulary and special vocabulary, active and recognition vocabulary, traditional vocabulary it covers verb, adjective, noun and adverb and the last general vocabulary and special.
3. Teaching Vocabulary

Because of the importance of vocabulary, it needs a serious attention in learning vocabulary from both learners and teachers. It becomes a great challenging act for the teacher to teach vocabulary. Teaching vocabulary to adolescents is different from teaching vocabulary to children because adolescents have wider knowledge than children. In teaching vocabulary at senior high a teacher must choose some techniques which are related to the topic and curriculum.

There are many techniques that can be used by the teacher to teach vocabulary. As it is said by Notion that some techniques in teaching vocabulary are by demonstration, by explanation, by description and playing games (1997 b: 23).

According to Wallace in Yenny Octaviany (2007) there are six principles on which teaching vocabulary is to be based; they are:
a. Aims

In teaching learning process, a teacher has to be clear about the aims of teaching learning process itself. He has to decide on what is involved in vocabulary learning. He has to decide the words which should be mastered by the students. He should consider how many lists of words he expects the learners to achieve and what kind of word they are.

b. Quantity

Teacher may have to decide the number of vocabulary items to be learnt. How many new words in the lesson can be achieved by the
learners. If there are too many words, they may be confused, discouraged, and frustrated.

c. Need

In teaching vocabulary, teacher has to choose the words really needed by the students. The students should be put in situation where they have to communicate and get the words they need.

d. Frequent Exposure and Repetition

In teaching vocabulary of a foreign language teachers can not only teach new words once. They have to repeat them to make sure the students have already remembered and understood them. There must be a certain amount of repetition until there is evidence that the students have learnt the target words.

e. Meaningful Presentation

The learners must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning involves many other things as well. This requires that the words can be presented in such a way that its denotation or reference is perfectly clear and unambiguous.

f. Situation Presentation

The choice of words can be various according to the situation in which we are speaking and according to how well we know the person whom we are talking to (from formal to informal). Therefore, students should learn words in situations that are appropriate to them.
Based on explanation above we can conclude that teaching English, especially teaching vocabulary, needs a relevant technique, so a teacher can use one of the techniques which are related to the topic and curriculum.

**B. Concept of Reading Comprehension**

### 1. Definition of Reading Comprehension

What does reading comprehension mean?

To answer the question, the writer intentionally presents opinions of some authors or writers as follows:

Before dealing with the definition of reading comprehension it is necessary to define the word reading and comprehension. Hornby (1974:711) explains that reading is the act of one who reads; knowledge, ESP, of books: the ways in which something is interpreted, while comprehension is the act of understanding, the ability of the mind to understand. Procter in Rahman (1998:6) Evison in Tahir (2001:8) explain that comprehension is the mind’s power of understanding, or the ability to understand.

Thinker (1975:5) states that reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly, but cannot understand the content of the passages, it means he/she fails in comprehending the passage.
Ophelia (1989:205) assumes that reading comprehension is understanding evaluating and utilizing of information between author and reader. It sounds like the author and the reader can communicate one other. It means that a reader in this case, tries to understand what he is saying.

Smith and Dale (1980:7) state that reading comprehension means understanding, evaluating, utilizing of information and gaining through an interaction between reader and author. Reading comprehension is such a kind of dialogue between reader and author in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print reading comprehension refers to reading with comprehension. Thus reading comprehension is reading by comprehension the meaning of a passage or what is or has been read. One who reads something by understanding it can be said that he does a reading comprehension.

Comprehension is a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is read (Anderson and Pearson in Alexander, 1993; 160). Successful comprehension involves the reader who can discover the meaning. It may be finding a particular piece of information, solving a problem through reading, working to understand an idea or following a set of directions. From the point of view give above, we can conclude that reading is an active thinking process where the reader tries to gain
information given by the author and understands what actually the purpose of author.

2. Levels of Reading Comprehension

   The following are levels of reading comprehension according to Smith (1969) and Carnine (1990):

   a. Level of reading comprehension according to Smith (1969) and Wayne (1979) are:

      1.) Literal comprehension; that is the skill of getting primary direct literal meaning of a word, idea, or sentence in context.
      2.) Interpretation; that is to identify ideal and meaning that are not explicitly stated in the written text.
      3.) Critical reading; that is to evaluate what is read, and examines critically the thought of the writer.
      4.) Creative reading; that is to apply ideas from the text to new situations and to recombine author’s ideas with other ideas to form new concepts or to expand old ones.

   b. Level of reading comprehension in Carnine (1990) are:

      1.) Comprehension skill for the primary level consists of:
      2.) Literal comprehension; that is to receive information stated in a passage
      3.) Sequencing comprehension; that is to under several from a passage according to when they happened.
      4.) Summarization; that is to receive information stated in a passage.
3. Comprehension Skill for The Intermediate Level Consists of:
   
a. Inferential comprehension; that is to reveal relationship between two objects or averts (stated on not stated).
   
b. Critical reading; that is to identify the author’s conclusion to determine what evidence is presented, and to identify family argument.
   
c. Comprehension skill for the advanced level that is the appreciation of the author’ work.

4. The Reasons for Reading

   According to Harmer (1998). There are four reasons for reading, they are:

   a. Reading in language learning

      Reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work out the significance of these message. The reading to confirm expectation technique is highly motivation and successful since it interest students, creates expected, and gives them a purpose for reading.

   b. Reading for language learning

      In real life people generally read something because they want to and they have a purpose, which is more fundamental than involved in some language learning tasks seem only to be asking about details at language. People read to language because they have a desire to do so and a purpose to achieve.
c. Reading for information

In most cases, reading for information is relevant to current study of the reader they read to find out information, to reduce their uncertainties.

d. Reading for pleasure

Reading for pleasure is done without other people’s order but according to an individual reader’s wish, and taste.

5. Kinds of Reading

According to Doff in Hikmawati (2008: 12) that reading is classified into four kinds, they are:

a. Silent reading

Silent reading is the activity we normally engage in when read books, newspapers, road signs, etc. it involve looking at silence and understanding the message they convey. We could develop our understanding in silent by giving short reading passages in the beginning and by asking questions about after word.

b. Reading aloud

Reading aloud is a completely different activity. Its purposes are not only to understand a text, but also to convey the information someone. Reading aloud is very useful. Reading aloud is important thing to do in reading process where the students who know as the reader are required to read.
c. Guided Reading

Teachers scaffold students' reading to teach reading strategies. Guided reading is conducted with small groups of students who read at the same level.

d. Shared Reading

Students follow along as the teacher reads a selection aloud. Primary-grade teachers often use big books—enlarged versions of the selection—for shared reading.

6. The Strategy of Reading comprehension

Successful reading also related to the skill and strategy that reader use. Gebhard (2000: 199) states, what reader say about their own strategies for comprehending reading materials’ research on the eye movements of fluent readers show another reason for success: they read most word on a page, including 80 percent of the content words and 40 percent of the function words. They do not simply sample a small piece of text and try to guess what the rest of the test it about. Instead, they read in a very precise way even when reading fast, identify the majority of the words. Also, readers who consistently read with success do not read once in a while but spend much time.

Therefore, successful reader also learns basic reading skill, in the following there are some skills that can be used in comprehending a text.

According to yaltes (1982) who states that here are some points to keep in mind:
a. Skimming

   Skimming is the kind of reading in which the reader glance quickly through the reading materials and gain general impression of a book, story, essay or article and determine whether or not to read it more carefully and to get general idea of passage. It is suited these purposes:

1.) Ascertaining whether certain topics, date or names are mentioned.
   Getting a bird’s eye to see whether the material sound interesting enough for more careful reading.

2.) Keeping up with current news the daily paper.

b. Scanning

   Scanning is quick reading to locate specific information. For example, we can telephone books, catalogs, dictionaries event calendars, boo indexes, and menu. Basically any source in which we need to locate specific information.

   Furthermore, Ggebhard (2000) gives addition, namely critical reading and extensive reading

c. Critical reading

   The critical reading requires the renders to evaluate what they read, considering whether or not they share the author’s point of view or re convinced by the author’s argument of position.
d. Extensive reading

The goal of extensive reading is to improve by processing a quantity of material that can be comprehended and pleasurable. The teachers who implement extensive reading seat up and open library (in the class room or school library) where the students can select from an assortment of reading materials. The teachers that are comprehensible, and have the student interview each other through the use of question prompts.

According to Rubin (1982: 108) reading comprehension is a complex intellectual process involving a number of abilities. The mayor abilities involve word meaning and reasoning with verbal concept.

Furthermore, he has suggested different list of skills. They are as follow:

1.) Associated experience and meaning with graphic symbols
2.) Read the sensory image (visual, auditory kinesthetic, sate, smell) suggested by word
3.) Interprets verbal connection and denotation.
4.) Understand the words in context and select the meanings that fix the content.
5.) Give the meaning to the unit of increasing size: the phrase, clause, sentence, paragraph and whole selection.
6.) Detect and understand the mind idea
7.) Recognizing significant details.
8.) Interprets the organization
9.) Answer question about a printed passage.
10.) Follow direction
11.) Perceive relationship: part, whole, cause effect, general specific, place, sequence, size and time.
12.) Interprets figurative expression
13.) Make inference and draw conclusion, supply implied the details, and evaluate what is read.
14.) Anticipated out comes
15.) Recognizing literary and semantic devices and identify the tone mod and intend or purposes of the writer
16.) Recognizing and understand the writer purpose
17.) Identify the antecedents of such words as who, some or they
18.) Rethink ideas
19.) Apply ideas and integrate them with one past experience after presenting Some skills above, the writer than present the strategies used by a reader to comprehend test

To achieve the purpose of reading one should read effectively. General in Rahman (1998:8) States that effective reading means being able to read accurately, efficiently and to understand as much of the passage as you read in order to achieve your purpose.
To achieve one purpose of reading, we can apply some reading technique as follows:

a) Survey Reading

Brown (1987:930) says surveying is specialized technique for getting a mountain top new of article chapter content and it helps to give a general point of view.

b) Skimming

Skimming is a kind of reading that make our eyes move quickly in order to get the main idea from the reading material. Skimming enable people to select content that want to read and to discard that which is in consequential for their purpose.

c) Scanning

Scanning is reading the text quickly to answer a specific question. This technique enables people to locate specific information without reading all the material around it. Brown (1987; 138) states that scanning serves two functions. It uncovers relevant information and accelerates your reading speed.

d) Pre-reading

Pre-reading is a technique that a reader uses before he began to read the material to improve his comprehension and recall.

Whorter (1992; 25) states that pre-reading involves only at those part of reading materials that will tell you what it is about or how it is
organize. Further he explains the port on to look at in reading text book chapters are:

1.) Read the title
2.) Read the introduction or opening paragraph
3.) Read the first sentence under each heading
4.) Read each boldface heading.
5.) Notice any typographical aids.
6.) Notice any graph or pictures.
7.) Read the last paragraph or summary (Whorter, 1992:26)

Grabe in Rahman (1998:2) states that pre-reading activities very useful in the reading class because they have been referee to as instruments teachers can use in the class to active student’s background knowledge, it can be conduct that pre-reading is very effective because it helps a reader to give basic information about the organization and the content of the materials

C. The Significant Correlation between Vocabulary and Reading Comprehension

One reason why student find reading in some subject fields difficult because of their lack of vocabulary. Whereas in fact of vocabulary is the most important thing in reading skill. Most of us if we find the difficult word, we still just continue our reading in the hope that the word we read is not really important or that it’s meaning will become clear later on. But sometimes these word that we passed usually as the key of our reading and understanding. We
cannot catch and grasp the idea from our reading as well as possible. So Looking up the difficult word s in dictionary is better for us.

According to Paul and O'Rourke in Harvey Burkhour (1999) identified word knowledge as an important component in reading comprehension and they indicated that other researchers have identified it as one of the most important components. Meanwhile Wilkins (1972) "The fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

Meanwhile Norbert Schmitt in ikah (2006) Vocabulary is a basis of a language: it is very important to be mastered first. We cannot speak well and understand written materials if we do not master it. Norbert Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way. Furthermore S. H. Burton in ikah said: without a large vocabulary, it is impossible to use English language precisely and vividly.

Based on the explanation above the writer argues that the vocabulary mastery of students can influence toward reading comprehension to them.
D. Theoretical Framework

Based on the some theories present the writer try to give theoretical framework as follows:

Figure 2.1 The Diagram of the Theoretical Framework

```
English teaching

Vocabulary

Verb Noun Adjective Adverb

The reading comprehension ability
```
CHAPTER III

METEODOLOGY OF THE RESEARCH

This chapter presents the description of the research design, population and sample, instrument of research, the procedure of collecting data and technique of data analysis.

A. The Research Design

In this research, the writer used descriptive method, where the writer only describes the correlation between the student’s vocabulary mastery and their reading comprehension ability.

B. Population and Sample

1. Population

The population of this research is the eighth grade student of SMP UNISMUH Makassar in academic year 2014/2015.

2. Sample

The population consists of one class and all of them take as the research sample. The process of take sample above was taken by used total sampling technique.

C. Instrument

This instrument used in this research was the form of “objective test” the test was divided into two parts: the first, vocabulary test, that consist of 25 questions, the second test was reading comprehension test, which consist of 25 questions.
The vocabulary test was taken from the exercises, which was made by the teachers. The numbers of each items of the test were 25 items of a multiple choice type test with four options: A, B, C, or D and the reading comprehension test are a standardize test take from the exercises to reading comprehension that take from many sources.

D. The Procedure of collecting data

The collect data writer did the procedure of this research as follows:

1. The writer consulted to the headmaster
2. The writer consulted to the teacher
3. The writer distribute the test namely the vocabulary test and reading comprehension test
4. The research explained to the students about the test
5. The writer gave two hour for respondent to answer the entire question.

E. Technique of Data Analysis

In completing the data, the next step of this research was collection the data; the function of data collecting is to determine the result of the research. In collected data, the writer used techniques.

In this research, the writer gave a test to the students at the second grade of SMP UNISIMUH Makassar in academic year 2014/2015. These tests focus on the vocabulary test and reading comprehension test in English.
Since the writer wants to investigate the correlation between two kinds of tests, vocabulary and reading comprehension, so the writer used a test method. The test was divided into two parts; the first was vocabulary, which consists of 25 items. The second was reading comprehension, which also consists of 25 items.

The steps in analyzing the data were chronologically presented as follows:

a. Classified the student’s vocabulary mastery

To classify the vocabulary mastery of the student, the writer calculated the mean score of the students' vocabulary mastery test by using the following pattern and formula:

Table 3.1. Classifying the student’s vocabulary mastery

<table>
<thead>
<tr>
<th>No</th>
<th>Rate of Score</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>96-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>86-95</td>
<td>Very good</td>
</tr>
<tr>
<td>3</td>
<td>76-85</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>66-75</td>
<td>Fairly good</td>
</tr>
<tr>
<td>5</td>
<td>56-65</td>
<td>Fair</td>
</tr>
<tr>
<td>6</td>
<td>36-55</td>
<td>Poor</td>
</tr>
<tr>
<td>7</td>
<td>00-35</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

Depdikbud in Istiqmah (2012)

\[
\bar{X} = \frac{\sum x}{N}
\]

Where: \( \bar{X} = \) Mean

\[\sum x = \text{Total Raw Score}\]

\[N = \text{Total number of the students}\]

(Gay in Alzan Hizbullah: 2012)
b. Classifying the student reading comprehension score

To classify the vocabulary mastery of the student, the writer calculated the mean score of the students’ vocabulary mastery test by used the following pattern and formula:

Table 3.2. Classifying the student reading comprehension

<table>
<thead>
<tr>
<th>No</th>
<th>Rate of Score</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>96-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>2</td>
<td>86-95</td>
<td>Very good</td>
</tr>
<tr>
<td>3</td>
<td>76-85</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>66-75</td>
<td>Fairly good</td>
</tr>
<tr>
<td>5</td>
<td>56-65</td>
<td>Fair</td>
</tr>
<tr>
<td>6</td>
<td>36-55</td>
<td>Poor</td>
</tr>
<tr>
<td>7</td>
<td>00-35</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

Depdikbud in Istiqmah (2012)

\[
\bar{X} = \frac{\sum x}{N}
\]

Where: \(\bar{X}\) = Mean

\(\sum x = \text{Total Raw Score}\)

\(N = \text{Total number of the students}\)

(Gay in Alzan Hizbullah: 2012)

c. Calculating the correlation

To know whether there was significant correlation between the student’s vocabulary mastery and their reading comprehension ability, the writer will applied the following formula:
\[ r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n\sum x^2 - (\sum x)^2}[n\sum y^2 - (\sum y)^2]} \]

Notation:

\( r_{xy} \): Coefficient variable between variable ‘x’ and ‘y’

\( \sum X \): Sigma score of students’ vocabulary mastery

\( \sum Y \): Sigma score of students’ reading comprehension

\( XY \): the result of multiplication of the total score of each item.

\( \sum x^2 \): the sum of the square in X

\( \sum y^2 \): The sum of the square in Y

\( N \): the number of respondent

(Arikunto in Fatmwati, 2008)

Table 3.3 The interpretation of person correlation analysis.

<table>
<thead>
<tr>
<th>No.</th>
<th>Standards</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0.00-0.20</td>
<td>Very poor</td>
</tr>
<tr>
<td>2.</td>
<td>0.20-0.40</td>
<td>Low</td>
</tr>
<tr>
<td>3.</td>
<td>0.40-0.70</td>
<td>Moderate</td>
</tr>
<tr>
<td>4.</td>
<td>0.70-0.90</td>
<td>High</td>
</tr>
<tr>
<td>5.</td>
<td>0.90-1.00</td>
<td>Very high</td>
</tr>
</tbody>
</table>

If the \( r_{xy} \) lies between 0.40 - 1.00, \( H_1 \) is accepted, and \( H_0 \) is rejected. Whereas if the \( r_{xy} \) lies between 0.00 - 0.40, \( H_0 \) is accepted.

To see whether the correlation between the students’ vocabulary mastery and their reading comprehension ability is significant or not, the writer
concludes the result by applying the following comparison between the r analysis and the r table.

If \( r_{xy} > r \) table. The correlation is positive.

If \( r_{xy} < r \) table. The correlation is negative.

If \( r_{xy} = r \) table is zero correlation
CHAPTER IV
FINDING AND DISCUSSION

This chapter presents the result and discussion of the research. The finding consist of the data obtained through achievement test to see is there any significant correlation between the student’s vocabulary mastery and their reading comprehension ability. In the discussion part, the writer described the result in detail.

A. FINDING

A1. Finding of students’ Vocabulary Mastery

To facilitate the measurement of students’ vocabulary mastery, the scores are converted in the standard scores using the percentage correction formula as stated in chapter three and the result can be seen in appendix 3. To see the mean score of vocabulary mastery, the writer tried to calculate the mean score of the vocabulary test by using the following formula:

\[ \bar{X} = \frac{\Sigma X}{N} \]

\[ \frac{1880}{27} = 69.629 \]

Where:
\( \bar{X} \) = the mean.
\( \Sigma X \) = the sum of all scores.
\( N \) = the total number of subjects
So, the mean score of vocabulary test of the second grade students of SMP UNISMUH Makassar in academic year 2014/2015 is 69.629. It can be said that the vocabulary mastery is fairly good.

A2. Students’ Reading Comprehension

The following is the calculation of the mean score of the student in reading comprehension and the result can be seen in appendix 4:

\[
M = \frac{\sum Y}{N}
\]

\[
= \frac{1888}{27}
\]

= 69.925

Where:

M = the mean.

\(\sum Y\) = the sum of all scores.

N = the total number of subjects

From the calculation above, the writer knows that the reading comprehension of the second grade students of SMP UNISMUH Makassar in academic year 2014/2015 is 69.925. It means that reading comprehension of the second grade students of SMP UNISMUH Makassar is fairly good.

V3. Correlation between Vocabulary Mastery and Reading Comprehension

To judge the students’ grade and the level of the vocabulary mastery, the writer used the criteria from the standard of evaluation according
to Depdikbud in Istiqmah (2012) for the students’ scores. However, they were simplified into 7 classifications.

Table 4.1. Classifying the student vocabulary mastery and reading comprehension

<table>
<thead>
<tr>
<th>No</th>
<th>Rate of Score</th>
<th>Categories</th>
<th>x</th>
<th>y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>96-100</td>
<td>Excellent</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>86-95</td>
<td>Very good</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>76-85</td>
<td>Good</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
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<td>66-75</td>
<td>Fairly good</td>
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<td>Poor</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>00-35</td>
<td>Very poor</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The mean score of the students’ vocabulary is 4 students got very good, 10 students got good, 4 got fairly good, 3 students got and 6 got poor. Whereas the mean score of the students’ reading comprehension test is 2 students got excellent, 2 students got very good, 7 students got good, 4 got fairly good, 6 students got and 5 got poor. Based on the discussion, we may know that the students’ vocabulary mastery and reading comprehension ability is fairly good.

The main goal of the study is to find out whether or not there is a positive correlation between vocabulary mastery and reading comprehension of the second grade students of SMP UNISMUH Makassar in academic year 2014/2015.
To find out the correlation, the writer prepare the computation of two variables by the Pearson’s product moment formula to compute the data. Vocabulary mastery as variable X and reading comprehension as variable Y.

To carry out the statistical analysis, the working hypothesis is changed into the Null Hypothesis to Know about the correlation between vocabulary mastery and reading comprehension of the second grade students of SMP UNISMUH Makassar in academic year 2014/2015. The result can be seen in appendix 5.

Pearson’s product moment formula can be stated as follows:

\[ r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}} \]

\[ r_{xy} = \frac{27(137200) - (1880)(1888)}{\sqrt{[27(137440) - (1880)^2][27(139424) - (1888)^2]}} \]

\[ r_{xy} = \frac{3704400 - 3549440}{\sqrt{[(3710880) - (3534400)][(3764448) - (3564544)]}} \]

\[ r_{xy} = \frac{154960}{\sqrt{(176480)(199904)}} \]
\[ r_{xy} = \frac{154960}{\sqrt{35279057920}} \]

\[ r_{xy} = \frac{154960}{187827,202} \]

\[ r_{xy} = 0.825 \]

To find out the correlation between two variables above is positive, the writer used the criteria as follows:

<table>
<thead>
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</tr>
<tr>
<td>5.</td>
<td>0.90-1.00</td>
<td>Very high</td>
</tr>
</tbody>
</table>

If the \( r_{xy} \) lies between 0, 40-1, 00 \( H_1 \) is accepted, and \( H_0 \) is rejected. Whereas if the \( r_{xy} \) lies between 0, 00-0, 40, \( H_0 \) is accepted.

To see whether the correlation between the students’ vocabulary mastery and their reading comprehension ability is significant or not, the writer concludes the result by applying the following comparison between the \( r \) analysis and the \( r \) table.

If \( r_{xy} > r \) table. The correlation is positive.

If \( r_{xy} < r \) table. The correlation is negative.

If \( r_{xy} = r \) table is zero correlation
The value of correlation coefficient obtained is 0.825, while the criteria of the correlation between 0.70 to 0.90 are considered high. It means that the level of relationship of the correlation coefficient of the two variables is high. In this research the variable Y is influenced too high by the variable X, and the other way the variable is also influenced too high by the variable Y. From the computation above, the writer conclude that $r_{xy} = 0.825$ with $N = 27$ are significant. It means that null hypothesis is rejected and Ha hypothesis is accepted, there is a significant correlation between students vocabulary mastery and reading comprehension ability of the second grade students of SMP UNISMUH Makassar in the academic year 2014/2015.

B. Discussion

In this part, the discussion deals with arguments and further interpretation of the research findings of test result both vocabulary mastery test that focus on: (verb, noun, adjective and adverb) and reading comprehension test.

The description of the data collected through test as explained in the previous section shows that the students’ vocabulary mastery and reading comprehension ability at second grade of SMP UNISMUH Makassar in academic year 2014/2015 is correlated. It is supported by the mean score rate of the students’ tests. Where the mean score of the students’ vocabulary is 4 students got very good, 10 students got good, 4 got fairly good, 3 students got and 6 got poor. Whereas the mean score of the students’ reading comprehension test is 2 students got excellent, 2 students got very good, 7 students got good, 4 got fairly good, 6 students got and 5 got poor. Based on the discussion, we may know that the
students’ vocabulary mastery and reading comprehension ability is fairly good. The value of correlation coefficient obtained is 0.825, while the criteria of the correlation between 0.70 to 0.90 are considered high. It means that the level of relationship of the correlation coefficient of the two variables is high.

In relation to the findings with previous researched from the data showed in the test the writer find out that student’s vocabulary mastery influence reading comprehension ability. As Norbert Schmitt in ikah (2006) state that vocabulary is a basis of a language; it is very important to be mastered first. We cannot speak well and understand written materials if we do not master it. Norbert Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.

From the result and the discussion above, the writer conclude that the student’s vocabulary mastery is the most important thing in reading comprehension ability, because student’s vocabulary mastery influence the student’s reading comprehension ability.
CHAPTER V
CONCLUSION AND SUGGESTION

The chapter consists of two sections. The first section deals with the conclusion of the finding, and the second one deals with suggestions. The writer puts forward the following conclusion and suggestions:

A. Conclusion.

Based on the research findings and discussion in the previous chapter, the researcher comes to the following conclusions:

There is a significant correlation between student vocabulary mastery and their reading comprehension ability in learning English at the second grade in academic 2014/2015, while the criteria of the correlation between 0.70 to 0.90 are considered high, the writer conclude that $r_{xy} = 0.825$ with N 27 are significant. It means that null hypothesis is rejected and Ha hypothesis is accepted.

The writer also finds out that most students are still weak not only in their vocabulary mastery, but also in reading comprehension ability. For example using dictionary is very helpful for them to find out the meaning of words. The writer also finds out that the correlation between vocabulary mastery and reading is significant. So, both of them cannot be separated each other.

B. Suggestion

Based on the conclusion above, it is suggested that in reading comprehension ability and vocabulary mastery are:
1. English teacher is a motivator and supporter. The teacher should give a high motivation to the students to read more and more English literature to increase their vocabulary level.

2. The teacher should support the students’ expectation about reading and arouse their interest to increase their reading comprehension.

3. A teacher should know and able to implement a good method in teaching reading, because it is quite complicated to learn.

4. The teacher also should encourage the students to have and use dictionary as a tool to help them with difficult words.
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AFENDIX B. THE DOCUMENTATION OF RESEARCH
CURRICULUM VITAE

Meli kamelia was born August, 17th 1992 lembang lohe Village, in Bulukumba Regency, South Sulawesi. She was the first child from the marriage of her parents, Abdullah and Sanawati. She has two brother and three sister. She began her elementary school at SD Negeri 216 USA, and graduated in 2004. After that, she continued her study to junior high school at MTS Anugrah Herlang, and graduated in 2007. After finishing, she continued her study at Madrasah Aliyah Negeri (MAN) 1 Bulukumba, and graduated in 2010 year. At the same year, she entered to the S1 Programmed of English Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar. She was joined organization in forum study nurul ilmi (FSNI). Email: