THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND READING COMPREHENSION AT SECOND GRADE SMPN 11 BANDAR LAMPUNG

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Abstract:

The purpose of this study is to find out whether there is a significant correlation between the students' vocabulary and their reading comprehension skills. This research is quantitative research. The population of the research was 30 students of the second grade of SMPN 11 Bandar Lampung. There were ten classes of the second-grade students. The sample was taken by using simple random sampling and class of VIII A was taken as the sample of the research. The research design was *ex-post facto design.* The aim of reading comprehension skill and vocabulary mastery test were used as the instruments to measure the level of students' comprehension skill and vocabulary mastery in this research. The result of the correlation analysis showed there was a significant correlation between the students' vocabulary mastery and reading comprehension skills. With the significant level of 0.05 The result can be seen from the analysis by using the Pearson Product Moment, that the coefficient correlation between students' vocabulary mastery and reading comprehension skill was .549. It is higher than the critical value of r $_{table}$ (.549 > .32). The statistical analysis shows that the correlation coefficient between the students' vocabulary mastery and their reading comprehension is also significant ($p < .01$; $p = .000$). After considering the result, therefore the null hypothesis (H_{01}) is rejected and the alternative hypothesis (H_1) is accepted. It can conclude that there is a correlation between students' vocabulary mastery and their achievement in reading comprehension. The higher vocabulary mastery had gotten by the students, the higher reading comprehension had gotten by the students. This suggests that from the result of this research mean that teaching vocabulary is a necessity before teaching further reading comprehension skills.

Keywords: reading comprehension, vocabulary mastery, junior high school, correlation.

INTRODUCTION

Basically, there are four language skills to be mastered such as listening, speaking, reading and writing skills. Specifically, reading in SMP English curriculum has an important role, because it will be important for the students to understand the written text as they will find information on it. Reading forces the reader's cognitive skill to comprehend all meaning and information whether intrinsic or extrinsic. Moreover, by reading someone may get wider information, for example, someone who reads a newspaper will get more information than only listen to the news by people.

Ordinarily, students can read the text again when he forgets or tries to get detail information. This is so as supported by Willis (2008) who states that by reading, someone can find the specific information. In the case of helping the students to understand the text without understanding all the vocabulary items available in the text is by finding keywords. It is in line with Lehr and Osborn (2001) who asset that to understand a text, we need to find the keywords of the text. By doing so, students can cover their vocabulary weaknesses since keywords functions as the core of the whole message conveyed in the text (Roehrig and Guo, 2011). Liu and Nation (1985) have conducted a study about the success of guessing the meanings of a text. The results show that the participants who have high reading proficiency level could successfully guess of the unknown words, and the participants who have low reading proficiency level found some difficulties in understanding words.

Mastering vocabulary requires the students to comprehend the text. The English teachers should have an effective technique in teaching English.

On the other hands, some of the students feel that learning English is a burden, the researcher finds this problem through the experience and what students feel. They are not able to acquire reading comprehension. In teaching and learning English, the teacher should facilitate students to use or communicate in English. Moreover, the students could not achieve the results of reading comprehension.

Ideally, SMP students, based on the English Curriculum are supposed to acquire around 2000 words and also able to use them in daily communication. However, in accordance with certain studies, the students not yet able to acquire the target. Along with this line of argument above, it can theoretically infer that vocabulary is a natural very complex aspect of language to achieve. This is true because vocabulary has some typical components, namely: single words, compound words, and idioms. In fact, people need to build up their vocabulary in order to learn and use a foreign language. They can communicate successfully with other people in a foreign language if they have a number of words and know how to use them. Therefore, vocabulary mastery of foreign language is important in order to convey ideas in communication.

In the field of education, including English education in Indonesia, our education is still dominating in the view that knowledge is a set of facts which have to be memorized.

Teaching learning process focuses on the teacher as a prominent source of knowledge and the students are forced to memorize the material that has been explained by the teacher. Nation (1990: 87) points out that if the teacher's aim is to get the learners to remember the word form and its meaning, then it is useful to attract the learners' attention and to encourage them to make an effort. When a teacher is able to make an impression and bring the students' experience about language knowledge in the teaching-learning process, students can learn and develop it based on their own interest. It will make the students easier to remember the materials that have been discussed in the classroom. And also it will make the students get a higher level of vocabulary achievement. Because vocabulary is language knowledge, it will be a possibility if the students learn based on their own interesting. They will develop their ability to capture many vocabularies unconsciously not only in teaching learning process but also in their daily activity.

Nevertheless, in pre-observation and interview with the English teacher of SMP N 11 Bandar Lampung, it finds that most of the students of SMP N 11 Bandar Lampung have a problem in mastering English vocabulary, especially, in terms of content words. The problems are for several reasons; first, the students found difficult to master English vocabulary because they remember the words only from the lists that they have made and they forgot it soon. Second, the students are not interested in learning English. It causes a wrong opinion from the students that state English is difficult

and tedious subject. Third, the students have low motivation when they learn English.

RESULT

The research was held in class VIII A of SMPN 11 Bandar Lampung, which are consisting of 20 students. The data required for this research were collected within two days. The first day, the students were given the vocabulary test. The second day, the students were asked to fill the reading comprehension test. The result of the test is described as each point below.

4.1 Result of Students' Reading Comprehension Test
In order to know how vocabulary mastery correlated toward reading comprehension, the researcher gave the students a reading comprehension test which consisted of 47 items of multiple choices. The description of the students' reading comprehension achievement of each aspect was elaborated in the following table :

Table. 4.1. Identifying the Main Idea

No.	Item Number	Total Correct Answer	Percentage (%)
1	1	17	36%
2	5	10	21%
3	20	11	23%
4	28	18	38%
5	32	12	26%
6	33	19	40%
7	41	9	19%
8	43	14	30%
9	47	11	23%
Total		121	256%
Average			28,4%

Based on the table above, as can be seen, that the total students' correct answer of identifying the main idea

is 121. In another word, 28.4% of the sample of the research answer question of identifying main idea aspect correctly.

Table. 4.2. Finding Specific Information

No.	Item Number	Total Correct Answer	Percentage (%)
1	6	10	21%
2	10	9	19%
3	13	13	28%
4	17	8	17%
5	25	11	23%
6	29	12	26%
7	37	8	17%
8	38	10	21%
9	44	12	26%
10	45	14	30%
Total		107	228%
Average			22,8%

Based on the table above, as can be seen, that the total students' correct answer to finding specific information is 107. In another word, 22.8% of the sample of the research answer question of finding specific information aspect correctly.

Table. 4.3. Finding References

No.	Item Number	Total Correct Answer	Percentage (%)
1	4	8	17%
2	8	10	21%
3	15	10	21%
4	18	11	23%
5	21	9	19%
6	23	12	26%
7	30	15	32%
8	31	13	28%
9	46	10	21%
Total		98	208%
Average			23,1%

Based on the table above, as can be seen, that the total students' correct answer to finding references is 98. In another word, 23.1% of the sample of the research answer question of finding references aspect correctly.

Table. 4.4. Finding Inferences

No.	Item Number	Total Correct Answer	Percentage (%)
1	3	7	15%
2	9	10	21%
3	12	12	26%
4	16	12	26%
5	19	8	17%
6	22	6	13%
7	35	17	36%
8	39	10	21%
9	40	14	30%
Total		96	205%
Average			22,7%

Based on the table above, as can be seen, that the total students' correct answer to finding inferences is 96. In another word, 22.7% of the sample of the research answer question of finding inferences aspect correctly.

Table. 4.5. Understanding Vocabulary

No.	Item Number	Total Correct	Percentage (%)
1	2	19	40%
2	7	16	34%
3	11	14	30%
4	14	17	36%
5	24	15	32%
6	26	13	28%
7	27	11	23%
8	34	14	30%
9	36	18	38%
10	42	14	30%
Total		151	321%
Average			32,1%

Based on the table above, as can be seen, that the total students' correct answer of understanding vocabularies is 151. In another word, 32,1% of the sample of the research answer question of understanding vocabularies aspect correctly.

Based on Appendices, the researcher found that the mean value of student's final score is 63.3 and the median value is 61, which implied that half of the score below 61 and

another half scored above 61. Meanwhile, the mode value of the students' final score is 68 in which there are four students scored 68 in completing the test.

In terms of the validity and reliability of the result, it can be said that the result is valid and reliable. In case to consider validity, it referred to the content and construct validity of the instrument which has been tried out by the expert. The content validity is suitable to the materials taught during the training. Meanwhile, determining idea, finding specific information, finding the reference, finding inference, and vocabulary regarded as the construct validity of the reading comprehension test.

The result of reading comprehension test is also reliable. Based on the calculation, it found that the reliability value of the reading comprehension test (re) is 0,98. It can be said that the result of the test could reflect the accurate and consistent reading ability of the subject.

4.2 Students' Vocabulary Mastery

In order to collect data for research of vocabulary mastery, the researcher used the test of vocabulary in form of multiple choices. The multiple choices consist of 50 items of the content word (Noun, Verb, Adjective, and Adverb). The description of the students' vocabulary mastery of each aspect can be seen in the following table.

Table. 4.6. Noun

No.	Item Number	Total Correct Answer	Percentage (%)
1	16	16	32%
2	19	15	30%
3	20	17	34%
4	30	15	30%
5	36	14	28%
6	37	18	36%
7	40	17	34%
8	42	19	38%
9	44	18	36%
10	48	17	34%
11	49	16	32%
Total		182	364%
Average			33,09%

Based on the table above, it can be seen that the students' total correct answer of a noun is 182. In another word, 33.09% of the sample of the research answers the question of nouns aspect correctly.

Table. 4.7. Verb

No.	Item Number	Total Correct Answer	Percentage (%)
1	1	20	40%
2	4	18	36%
3	5	17	34%
4	8	20	40%
5	10	15	30%
6	13	16	32%
7	14	15	30%
8	15	15	30%
9	22	14	28%
10	24	18	36%
11	26	19	38%
12	29	14	28%
13	32	13	26%
Total		214	428%
Average			32,92%

Based on the table above, it can be seen that the students' total correct answer of the verb is 214. In another word, 32.92% of the sample of the research answers the question of verbs aspect correctly.

Table. 4.8. Adjective

No.	Item Number	Total Correct Answer	Percentage (%)
1	7	18	36%
2	11	17	34%
3	17	19	38%
4	18	17	34%
5	21	16	32%
6	27	16	32%
7	31	18	36%

8	33	15	30%
9	34	17	34%
10	38	18	36%
11	39	19	38%
12	46	19	38%
13	50	17	34%
Total		226	452%
Average			34,76%

Based on the table above, it can be seen that the students' total correct answer of the adjective is 226. In another word, 34.76% of the sample of the research answers the question of adjectives aspect correctly.

Table. 4.9. Adverb

No.	Item Number	Total Correct Answer	Percentage(%)
1	2	20	40%
2	3	20	40%
3	6	18	36%
4	9	17	34%
5	12	19	38%
6	23	17	34%
7	25	16	32%
8	28	17	34%
9	35	17	34%
10	41	16	32%
11	43	18	36%
12	45	17	34%
13	47	18	36%
Total		230	460
Average			35,38%

Based on the table above, it can be seen that the students' total correct answer of the adverb is 230. In

		Reading Comprehension Test	Vocabulary Mastery Test
Reading Comprehension Test	Pearson Correlation	1	.549**
	Sig. (2-tailed)		.005
	N	20	20
Vocabulary Mastery Test	Pearson Correlation	.549**	1
	Sig. (2-tailed)	.005	
	N	20	20

another word, 35.38% of the sample of the research answers the question of adverbs aspect correctly.

Based on Appendices, the researcher found that the mean value of student's final score is 79.9 and the median value is 80, which implied that half of score below 80 and another half scored above 80. Meanwhile, the mode value of students' final score is 82 in which there are six students scored 82 in completing the test.

In terms of the validity and reliability of the result, it can be said that the result is valid and reliable. In case to consider validity, it referred to the content and construct validity of the instrument which has been tried out by the expert before. The content validity is suitable to the materials taught during the training. Meanwhile, noun, verb, adjective, and adverb regarded as the construct validity of the vocabulary mastery test.

The result of vocabulary mastery test is also reliable. Based on the calculation, it found that the reliability value of the vocabulary mastery test (re) is 0,99. It can be said that the result of the test could reflect the accurate and consistent vocabulary mastery of the subject.

4.3 Correlation between Students' Vocabulary Mastery and Their Reading Comprehension

In order to know the correlation coefficient between students' vocabulary mastery and their reading comprehension, the researcher calculated the data by using the Pearson Product Moment Correlation in SPPS 16.

Table. 4.10. Correlation between Students' Vocabulary Mastery and Their Achievement in Reading Comprehension

**. Correlation is significant at the 0.05 level (2-tailed)

Based on the table above, the researcher found that the correlation coefficient between the students' vocabulary mastery and their reading comprehension is .549. It is higher than the critical value of $_{table}$ (.549 > .32). The statistical analysis shows that the correlation coefficient between students' vocabulary mastery and their reading comprehension is also significant (p < .01; p = .000). After considering the result, therefore the null hypothesis (H_{01}) is rejected and the alternative hypothesis (H_1) is accepted. The result of this research is that students' vocabulary mastery significant correlated to their reading comprehension. In other words, vocabulary mastery and reading comprehension cannot separate from each other.

DISCUSSION

the result of this research shows that there is a significant correlation between vocabulary mastery and reading comprehension proved (H_1). It means that the same as Sofia (2015), she found that there is a significant correlation between vocabulary mastery and reading comprehension. She found that the correlation coefficient of her research was 0.839 which is enclosing perfect significant value (1). Meanwhile, Nyoman (2015) found that the correlation coefficient of his research was 0.989. It classified as the high correlation value. Referring specifically to this, it could be interpreted that an increased ability in reading comprehension, probably his a relationship with an increasing mastery of vocabulary.

So, related to the theories in this research are the same as the literature that used. Specifically to the data, it was found that the correlation coefficient of this research was 0.549. Therefore, the null hypothesis (H_{01}) is rejected and the alternative hypothesis (H_1) is accepted.

Vocabulary mastery and reading comprehension have a correlation which was the score .549. Briefly, the score of vocabulary mastery affected to their reading comprehension was 54,9%.

Vocabulary mastery has a correlation with identifying specified information in the reading text, although the percentage of students' the correct answer to identifying information rarely low (28,4%). This low percentage could be affected by students' grade (junior high school) which is not good enough for English learning.

The result among all aspects of vocabulary mastery toward reading comprehension has a non-significance difference, of which not more than 3%, of which the smallest is 32.92% and the highest is 35.38%. adverb to have the highest point, this is because the matter adverb comes from the basic simple verb, it is inversely proportional to the matter of verbs that have some questions with the selection of words that are quite difficult for second-grade students SMPN 11 Bandar Lampung. As well as the reading comprehension ability which also does not have significant differences in value between all aspects of reading comprehension ability in the second-grade students of 11 Bandar Lampung. the lowest value lies in the finding inference with a value of 22.7% which is not too far with the above finding specific information

22.8%, only 1% difference in finding by finding references with value 23.1%, identifying idea with value of 28.4%, and the greatest in understanding vocabulary with a value of 32.1%. this indicates that the ability of good students in vocabulary can help them identifying ideas to find specific information because it has a value that is not too far away.

CONCLUSION

Conclusions

On this research, the researcher made two hypotheses (null hypothesis and alternative hypothesis). The null hypothesis is rejected meanwhile the alternative hypothesis is accepted, which means that there is a significant correlation between students' vocabulary mastery and their achievement in reading comprehension. It also means that higher vocabulary mastery, the higher grade in reading comprehension.

Based on the result of data presentation, data analysis and discussion in chapter IV, the researcher concludes that there is a significant correlation between students' vocabulary mastery and their reading comprehension although the correlation coefficient of this research can be categorized as low-level value. It can be seen that the correlation coefficient of this research is a little bit higher than the critical value of $_{table}$ (.549 > .32) at significant level .01.

SUGGESTION

Based on the experience of the researcher who working on this research, he forward suggestion that

if a teacher wants to teach reading comprehension ability for students, they need more vocabulary mastery as fundamental things to do reading comprehensive. Because base on the result of this research, vocabulary has a big impact on the students' reading comprehension ability.

Furthermore, for the other researcher, you can work on how technology impacts the student's vocabulary mastery and how they comprehend the contents on the internet. Just in case when this research held, students told the researcher they much collect their vocabulary on the internet.

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