CORRELATION BETWEEN STUDENTS` VOCABULARY MASTERY AND THEIR READING COMPREHENSION OF NARRATIVE TEXT

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Abstract

Penelitian ini bertujuan untuk mengetahui korelasi antara penguasaan kosa kata dalam membaca teks narasi. Penelitian ini menggunakan desain co-relational pada ex post facto. Data sampel dipilih dengan menggunakan sistem acak. Pengambilan sampel diambil dari siswa kelas 9 SMP N 1 Tegineneng pesawaran kelas IX D yang terdiri dari 30 siswa. Pengumpulan data dengan menggunakan test dan dianalisa dengan menggunakan SPSS pada level significant 0,05 .Hasil menunjukan ada korelasi signifikan antara kemampuan penguasaan kosa kata siswa dan kemampuan narati teksnya, dengan rxy adalah 0.729 dengan N berjumlah 30, derajad kebebasan pada level 0,05 sementara r table 0.370 yang berarti korelasi signifikan. Oleh karena itu hipotesis penelitian h1 diterima dan hipotesis h0 ditolak

The objective of this research is to find out the correlation between students` vocabulary mastery and their reading focus on narrative text. This. The research design used a co-relational design of ex post facto design. The samples of the research were selected by using simple random sampling from the students of the third year of SMP N 1 Tegineneng, Pesawaran. Class IX.D was taken as the sample class of this research which consists of 30 students. The data were collected by means of test and were analyzed by using SPSS at the significant level 0.05, the result showed that there was a significant correlation between students` vocabulary mastery and their reading comprehesion in of narrative text. The result showed that r_{xy} is 0.729 with N 30, Degree of freedom (df) N-2 to the real level $\alpha = 0.05$ while r_{table} is 0.370. Thus, $r_{xy} > r_{table}$; meaning the correlation is significant. Therefore, the research hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

Keywords: narrative text, students, vocabulary

INTRODUCTION

Language is a crucial means for human communication. It is used to interact with other people and it is also used to express emotion, feeling, and opinion by the people. English is one of the foreign languages which is spoken by the people all over the world. Vocabulary is one of the problems faced by English language learners. Because of the limited vocabulary, the learners cannot communicate to other clearly, the more vocabulary they know the better their chance to do well on an English test and the other hand, reading plays an important role in teaching and learning process. Through reading people acquire new ideas, obtain information, seek support for their ideas and broaden their interest. They can also get message that the writer will express.

Based on researcher's experience when conducting the field practice program or PPL at SMA 1 Purbolinggo, 2012-2013, it was found that most of students did not have good achievement in reading the text. Their average score was only 64. It is below from the minimum standard to pass (KKM). The minimum standard to pass (KKM) is 74. Based on the description of vocabulary and reading above, it shows that vocabulary becomes the important component in language teaching and learning for the students in order to get succeful in reading. To get empirical data about it the writer will organize the test result to prove the influence of the students` vocabulary and students` reading comprehension, especially in narrative text achievement. By getting the grade , the writer will try to find an answer that how students` vocabulary influence their reading on narrative text achievement. For those reason the researcher will focus the research on the correlation between

students` ability in vocabulary toward their reading comprehension of narrative text achievement.

Wainwright (2006 : 33) states that vocabulary is the important factor in reading. He also says that the larger vocabulary the easier it is to make the sense of text. Without vocabulary, it is difficult for students to obtain any kind of news and information that stated in any printed material. By having the number of vocabulary, this kind of difficulty can be solved.

In addition Anderson (2003 : 41) says that narrative is a text that tell a story and, in doing so , entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are ussualy introduced in the beginning. The problerm reaches its high point in the middle. The ending resolves the problem.

In addition Widayati (2002 : 82) says that writing narrative is really just putting what happen to somebody on paper. It means that, in narrative, the incidents that make up the story are usually told in the order in which they would really happen.

Therefore, this study proposes to investigate the correlation student`s vocabulary mastery and their reading comprehension in narrative achievement. Is there any positive correlation and whether students who have good result in vocabulary test also have good result in narrative text Based on explanations above, the researcher wanted to find out the correlation because of this is very important to be done in order to improve the success of English teaching learning.

METHOD

This research is quantitative research because it is focused on the project (result of the test) not the process of teaching learning and the objective is to find out the correlation between students` ability in vocabulary and their reading comprehension of narrative text achievement. In this research there is no control and no treatment to the subject, thus ex post facto design is used in this research.

T1	**T2**
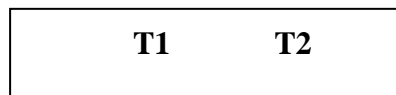
Where :

　　T1 : Vocabulary test

　　T2 : Reading comprehension of narrative test

<div align="right">(Hatch and Farhady, 1982 : 27)</div>

The population of this research is the third year students of SMP Negeri 1 Tegineneng. There are six classes of grade IX in 2013/2014 academic year each class consists of 30 students. Among the VIII classes which the number of the entire students at grade VIII is about 155 students, the researcher took only one class as the sample.

In this research, the researcher determined the sample by using simple probably random sampling. By using simple probably random sampling and grade IX D was the chosen as the sample of the research.

The statistical analyses were calculated by using the Statistical Package for Social Sciences (SPSS).In order to reveal whether there was a significant relationship between the vocabulary mastery with their reading in narrative text the Pearson correlation were used.

The hypothesis of this research becomes :

1. Ho : There is no positive correlation between students` mastery in vocabulary and their reading comprehension of narrative text achievement.

2. H_1 : There is a positive correlation between the students` mastery in vocabulary and their reading comprehension of narrative text achievement.

RESULTS AND DISCUSSIONS

The Result of Vocabulary Test

To know the result of students` vocabulary, the researcher distributed 50 items of vocabulary test which consist of three types of schemata. There were 10 items for verb, 15 item for noun, 15 items adjective, and 10 items for adverb . The result could be seen at the table

Table . The frequency of students vocabulary

Score Interval	Frequency	Percentage
76-82	8	27%
70-75	11	46%
60-67	5	27%
52-58	6	20%
Total	30	100%

Based on table above, the result showed that score interval was 76-27 and frequency waas 8, the percentage 27%. Score was 70-75, frequency was 11 and the percentage was 25 %. Score interval was 60-67, frequency was 5, and the percentage was 27 %. Meanwhile, score interval was 52-58, frequency was 6, and the percentage 20 %

Result of Narrative Test

To know the result of students` reading comprehesion, the researcher distributed 50 items of reading comprehesion test which consists of identfying the main idea, vocabulary , specific information, inference and reference.

Table. The frequency of students reading in narrative test scores

Score Interval	Frequency	Percentage
76-82	6	20%
70-75	12	40%
60-67	6	20%
54-58	6	20%
Total	30	100%

Based on the table above, the result showed that score interval was 76-82 and frequency was 6, the percentage was 20%. Score interval was 70-75, frequency was 12 and the percentage was 40 %. Score interval was 60-67, frequency was 6, and the percentage was 20 %. Meanwhile, score interval was 54-58, frequency was 6, and the percentage 20%.

Based on the calculation, the researcher found that there was a significant correlation between students vocabulary mastery and their reading comprehesion of narrative text at the third year of SMP N 1 Tegineneng. The summary of the correlation was presented below.

Table Corrrelation between students` vocabulary and their reading in narrative text

Correlations

		Vocabulary	Narrative Text
Vocabulary	Pearson Correlation	1	.729**
	Sig. (2-tailed)		.000
	N	30	30
Narrative Text	Pearson Correlation	.729**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

From the calculation above, the writer found that the coefficient correlation between students` vocabulary mastery and their reading comprehension of

narrative text is 0.729 at the significant level 0.05. The researcher used the level of significance 0.05 in which the hypothesis was approved if sign < p, it means that the probability of error in hypothesis is only 5 %. R table at the significant level for 30 students 0.27.

CONCLUSION AND SUGGESTION

Based on the results of data analysis and discussions, the researcher draws the conclusion and suggestion as follows :

1. There is positive significant correlation between students` vocabulary mastery and their reading comprehension of narrative text. The coefficient correlation between students` vocabulary mastery and their reading comprehension is found to be very high correlation with index correlation 0.729. It is higher than critical value taken from the table in the significant level 0.05. Referring the conclusions the researcher would like to propose some suggestion

2. English teacher should give more explanation to the students about the reading comprehension narrative text. The teacher should give some information of reading in narrative text with some exercises before giving them some test and In order to increase the students` vocabulary mastery, the teacher should give more attention and explain about vocabulary, by giving them an interesting method or technique in teaching vocabulary or give some interesting game of vocabulary sich as crossword puzzle.

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