THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND READING COMPREHENSION ACHIEVEMENT

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ABSTRACT---_The objective of English teaching at University is the ability to read English. But in the reality, so many students are not able to write. Commonly they only have capability in listening, speaking and speaking. We can find this problem in almost all English classes. Reading, although it is a complicated skill, is definitely a skill that the language teacher must teach to their students. Reading is very important since it is a process of building and sharing meaning through the usage of verbal and non-verbal symbols Moreover, teaching reading should improve students' communicative skills and learn how to use the language However, reading in English is still a problem for most Indonesian students although they have studied English from the elementary school. Only a few of them have good ability in reading. Based on the output of the research in realization about students' vocabulary mastery is taken from multiple choice tests. This text has 30 items the pupils are given test at last lesson. After doing the span calculation, standard deviation so the result are the best score is 27 and the worst score is 16. The mark of students by researcher is grouped to be classes, the length of the class is 2 and the first interval class is 16-17, so it could be made frequency distribution about students' vocabulary mastery which is made sample in research. There is significant positive correlation between variable of students' vocabulary mastery (X) with variable of students' reading comprehension (Y). it is shown by r – count is the bigger than r – table on significant degree 0,05 and N as many as 30 (0,577 > 0,361). Students' reading comprehension which has good category is as many as 9 or 30%. The students' reading comprehension which has middle category is as many as 11 or 36,7% and the students' reading comprehension which has bad category is as many as 8 or 26,6%. To be clearer,_

**Keywords:** STUDENTS' VOCABULARY, COMPREHENSION ACHIEVEMENT, English teaching

I. INTRODUCTION

Background of the Problem

English is an international language. For people in several continents, it is used a native language and many other have learn to speak it language. Most of continent in the world use English to communicate each other. English is used in human activities, such as: business, politic, education, technology, etc. the mastering of English also can give more benefit or advantages to society because transformation of technology can be done properly.

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Reading is also something crucial and indispensable for the students, because the success of their study defends on the greater of their ability to read. If their reading is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have good ability in reading, they will have a better chance to success in their study.

Based on the research in UBP Karawang, the writer find out that vocabulary and reading are most difficult skill for students, there are some important reason relating to the students difficulties in learning English such as: many students still ashamed and afraid speak English. Beside it they are poor vocabulary. So, they have not motivation in practicing their reading English. Sometimes, they often felt boring when studied because the learning environment not pleasantly. It humbles to them to be able improve their reading skill. So, they can get bad score. One of ways to be improved are reinforces students the grammatical structure and vocabulary that they have learnt. Their vocabulary is poor when they listen because it is less controlled vocabulary, one of ways to be improved are focus and participate in active vocabulary when learning English

II. LITERATURE REVIEW

Vocabulary Mastery

Thornbury (2202, p.3-9) states that there were few ways in presenting the word to the public in order to avoid understanding and to express the correct ways in terms of word classes, word families, collocations, synonyms and antonyms. Hence, it is vital for the readers or listeners to understand the subject matter and to interpret about a scenario or circumstances precisely. Hence, with the correct correspondence and the usage of the right vocabulary is very important to avoid any misunderstanding among the listeners or readers.

Thus, in presenting a word, the implication of the usage of the right vocabulary is vital mentioned in presenting a word meaning, learning the vocabulary of a second language presents the following implications for teaching as mentioned by Thornbury (2002: 30). The leaners need to understand the task and to organize their mental lexicon by using network and association. Hence, by using network, one could really differentiate the usage of certain words and its usage. The facilitators or teachers could accept the process of learning and be aware on the vocabulary used that may leads to different meaning. Furthermore, the learner themselves must be able to adjust themselves by avoiding translating directly from their mother tongue that may lead to a confusion. Hence, the learners must be able to develop their vocabulary as soon as possible in order to adapt to the different community. Moreover, the active participation in terms of communicating would lead to the adaptation or assimilation towards the new community or different culture. The usage of the new words must be a common practice among the learners and knew how to use in certain situation.

Reading Comprehension

Definition of Reading Comprehension

Reading comprehension would be considered as one of the pillars in mastering the vocabulary where the readers must be able to understand and recognizing the main ideas or topic discussed in the comprehension. Thus, a reader would be aware of the word used and the appropriate word depending on the sentence and also the right way of putting certain word in a statement. The reader also must be able to read between the lines and the important details about the comprehension. Hence, the meaning and the information inside a comprehension would enable the reader to absorb the usage and the meaning of a sentence. The process of constructing those words into a statement would involve word knowledge, word

reading and fluency. The ideas appeared in the sentence or statement would enable to be grasp by the reader accordingly (Jannette, Klingner).

The Purpose of Reading

The purpose of reading is one of the critical factors that would determine the level of understanding of the readers. The importance of reading could not be ignored in order to master a language. The purpose of reading would enable the reader to realize the important point from the statement. Hence, it is vital to read with certain purpose. Reading for pleasure and reading for information are the example of two different purpose of reading.

Types of reading

Depending on the purposes of reading it also can be classified into two types of activities, intensive and extensive.

a.   Intensive Reading

Intensive reading means the extraction of important information based on the interest of the readers. The details of the information and the accuracy of the information must be identified. The deep understanding of the text and the focus of the readers towards the text is required. The reader would be able to justify based on the information and the details of the information is being analyzed by the brain and hence would produce certain knowledge and perception. The intensive reading is also being identified as accuracy reading and need full attention from the readers.

Extensive Reading means the readers must be able to understand the text fully and requires the ability to absorb all the information to make certain decision or to produce certain perception toward the subject matter. The overall meaning does produced certain perception that would influence the readers about the subject matter. Hence, it could be concluded that extensive reading would enable the readers to have a certain perception based on the influence of the author. The keywords in the text and the skimming process took place whereby the imagination of the readers would be involved in creating such perception.

.Based on the description above Vocabulary mastery and reading comprehension have similarities nature, that is received, the difference between vocabulary is receiving information from oral source, while reading is to receive information from written source. Vocabulary mastery is also an important factor for students' success in learning to read effectively. Poor auditory discrimination often associated with reading are not effective and may be a contributing factor or additional factor in the poor reading.

III.   RESEARCH METHODOLOGY

The Objective of the Research

The purpose of this research is to find the correlation between students' Vocabulary mastery and their reading comprehension achievement at the tenth grade of UBP Karawang.

The Research Method

The research in this thesis is using quantitative paradigm, in approach of the correlation study research method, there are two variable in this thesis. This research involve two variables, there are independent variable and dependent variable.

1.   Variable X is students' vocabulary mastery as independent variable
2.   Variable Y is their reading comprehension as dependent variable

The Population and Sample

a.   Population

The research population is the students at tenth grade of UBP Karawang there are 30 students.

b.   Sample

The sample in this research was taken about 30 students from the population of students

The Technique of Data Collecting

The method of collecting data for this research is using testing. The data needed was taken from a test. The test is used to identify the students' achievement. Therefore, the researcher uses data collecting technique namely:

1.   Vocabulary test

First, the researcher gets data from vocabulary test of students at the class management 19A of UBP Karawang, the researcher namely variable X.

2.   Reading test

Second, the researcher gets data from reading test of students at the at the class management 19A of UBP Karawang, the researcher namely variable Y.

The Instrument of the Research

The instrument of the research is the test. There are two kind of the test. They are students' vocabulary test and reading test. The first test is to measure the students' vocabulary mastery at the tenth grade of UBP Karawang.

The first test is vocabulary test it consists of 30 question, they are multiple choice tests. Multiple choices consist of 30 items from number 1 to 30. Its scores per item are true 1 and false 0.

The second test is direct test. It is to measure the students reading skill. It is read the text. The test scores the fluency, accuracy, pronunciation, intonation and comprehension.

fluency	Accuracy	Pronunciation	intonation	comprehension	Total
10	10	10	10	10	50

The writer gave the texts to the students then they choose one of the texts than act out in front of the class. The writer will score the fluency, accuracy, pronunciation, intonation and comprehension. Each criterion has maximum score of 10.

The Technique of Analyzing Data

In analyzing the data, the data were based on the score of those two variables, namely students' vocabulary mastery test and their reading comprehension. The data were analyzed by using statistical method. In the data analysis, student's vocabulary mastery test is indicated as X and their reading comprehension test is indicated as Y.

Correlation coefficient

The coefficient of correlation between those variables was analyzed by using the formula of correlation of Product Moment Person. The formula was:

$$rxy = \frac{n(\sum xy)-(\sum x)(\sum y)}{\sqrt{\{n.\sum x^2-(\sum x)^2\}.\{n.\sum y^2-(\sum y)^2\}}}$$

Note   :

rxy : Coefficient correlation between variable x & y

$\sum$xy : Sum of scores in variable x & y

N : Number of respondents

$\sum$x : Sum of students' vocabulary mastery in variable x

$\sum$y : Sum of students' their reading comprehension in variable y

$\sum$x² and $\sum$y²: Sum of squared scores in variable X & Y.

    a. Simple Linier regression

y = a + b x

y = Dependent variable

x = Independent variable

a = Constant

    b. Hypothesis Testing

The hypothesis testing was implemented by using the steps as follows :

a. Issues formulation

Ho = p = 0, it mean there is a significant relationship between variable x with variable y.

HI = p $\neq$ 0 , it means that there is no significant between variable x with variable y.

    b. Observing the testing important value by taken into account to dependency and significant level which was using the r table. The formula :

$$t = r \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

IV. THE RESULT OF THE RESEARCH

    a. The Data Description of Students' Vocabulary Mastery

According to the target of the research which would like to be achieved is to get the prove whether there is or there is not positive correlation between students' vocabulary mastery with their reading comprehension. The students' vocabulary mastery could be free variable given X symbol, where as the students' their reading comprehension could be chained variable given Y symbol.

Based on the output of the research in realization about students' vocabulary mastery is taken from multiple choice tests. This text has 30 items the pupils are given test at last lesson. After doing the span calculation, standard deviation so the result are: the best score is 27 and the worst score is 16. The mark of students by researcher is grouped to be classes, the length of the class is 2 and the first interval class is 16-17, so it could be made frequency distribution about students' vocabulary mastery which is made sample in research. It could be seen on the bellow table:

b. The Data Description of Students' Reading Comprehension

The data obtained about students reading comprehension which is got from oral test. The writer will score the fluency, accuracy, pronunciation, intonation and comprehension. Each criterion has maximum score of 10. After doing the span calculation, standard deviation so the result are: the best score is 48 and the worst is 21. The mark of students' by the

researcher is grouped to be 6 classes, the length of the class is 4 and the first interval class is 21-25, so it could be made frequency distribution about students' reading comprehension which is made sample in research.

Requirement Test of Data Analysis

a.   Normality Test

Before examining hypothesis to prove whether both variable have correlation or not, the researcher carried out or did normality and linearity test as the exam of data analysis requirement. Normality test is done with students' vocabulary mastery as free variable (X) and variable about students' reading comprehension as chained variable (Y).

Normality test is carried out by using the formula of statistic. Normality test for X variable produces Lo namely 0,0823. Lo table on significant level (α) = 0,05 with dk 28 and N = 30 is 0,1610. Therefore Lo is received because Lo counts less than table is (0,0823 < 0,1610). From the result of exam, we can be concluded that distribution of frequency of students' Vocabulary Mastery. Is "normal".

Whereas normality test for students' reading comprehension or Y variable, by using the formula of similar statistic, produces Lo count (Lo) namely 0,1592 with Lo table on significant level (α) = 0,05 with dk 28 and N = 30 is 0,1610. Therefore, Lo is received because Lo count is less than Lo table is (0,1592 < 0,1610). From the result of exam, we can be concluded that distribution of frequency of students' reading comprehension or Y variable is "normal",

b.   Analysis Test of simple Linier Regression

Analysis of simple linier regression with similarity of regression $\bar{Y} = a + b X$ produces similarity $\bar{Y} = 0,685 + 1,426 X$. with similarity of regression could show that every raising of students' vocabulary mastery is 100%, so it will improve students' their reading comprehension namely 0,685. Therefore, we can see that there is ability in seaking skill and reading comprehension at UBP Karawang

To the test the strength of correlation between students' vocabulary mastery (X) with their reading comprehension (Y)

c.   Linearity Test

After knowing that there is correlation between students' vocabulary mastery and their reading comprehension achievement at UBP Karawang so the researcher will continue with linearity test carried out through the way of anava's statistic. The result of linearity test got the result F count is 2,67. The significant number F table with DK numerator is 10 and DK enumerator is 18 at significant level 0,05 obtained F table (10:18) is namely 2,42. Therefore Hi is received because F count is bigger than F table (2,67>2,42). So, the correlation we can conclude that both research variable correlation means the model of simple linear regression could be received.

4.2   The Exam of The Research

a.   The Result of the Data Analysis

The formula of hypothesis proposed before Ho stated that there is correlation between students' vocabulary mastery and their reading comprehension achievement. The criteria of the test are refused Hi and received Ho if r-count is bigger than r-table.

The step taken is analyzing data carried out by joining two kinds of score is students' Vocabulary mastery with students' reading comprehension. The formula to analyzed data is the formula of product moment correlation owned Karl Pearson from the calculated obtained r-count is 0,577.

Coefficient of correlation r which obtained then is consulted on r table product moment on significant level 0,05 and N = 30 obtained r-table is 0,577. Thus r-count is bigger than r-table (0,577>0,361). It means that students' Vocabulary

mastery and their reading comprehension have positive correlation, so hypothesis of research could be received because the result of calculate shows positive correlation direction.

To know the meaningful level of both variables are carried out by t – test from the calculation is obtained t – count 3,74. For the price t – table of real standard is got t – table is 2,04. Thus t – count is bigger than t – table (3,74>2,04). It means Ho is received, it shows that there is significant correlation between variable students' vocabulary mastery and their reading comprehension achievement.

b.   Interpretation or Research Result

The result of data analysis has proved that the hypothesis of research has significant positive correlation between students' Vocabulary mastery and their reading comprehension achievement. It is shown by r-count is 0,577 if it consulted with r-table on significant standard namely 0,05 and N = 30 is obtained as many as 0,361. It means r-count is bigger than r-table. Based on data result show there is significant positive correlation between students' vocabulary mastery and their reading comprehension achievement.

From correlation coefficient of positive r-count shows that correlation has the same direction. It could be interpreted that higher and higher students' Vocabulary mastery will be followed with higher students' reading comprehension.

V. SUGGESTION

a.   The student should study English regularly based on the schedule as well as possible and take attention to the teacher's explanation.

b.   The students should practice English regularly beside in the school, like at home and out of class.

c.   Students should be active to communicate for expressing their ideas by using English language.

d.   Students should be diligent and should not be easy to get bored

e.   The students should have motivation and confidence in studying English to get their skill.

VI. CONCLUSION

Based on the explanation in previous chapter here, the researcher will try to make conclusion. So, the readers can be easy to know the contained of thesis easily. The conclusions are:

a.   Relations characteristic obtained is in the same direction where one of variable movement will be followed by one other variable.

b.   If the students' vocabulary mastery improves to the positive direction so the students' reading comprehension will also improve to the positive direction.

c.   It could be said that the bad or good students' vocabulary mastery related to the students' reading comprehension achievement. It is appropriate with hypothesis proposed namely there is correlation between students' vocabulary mastery and their reading comprehension achievement at the tenth-grade students of UBP Karawang

d.   The researcher of meaningful correlation uses t – research where the result of calculation obtained the point "t" calculate as many as 3,74 whereas the point "t" table on significant level 0,05 got 2,04 so (3,74 > 2,04). It means there is positive correlation between students' vocabulary mastery and their reading comprehension.

e.   Variable contribution on of students' vocabulary mastery with variable of students' reading comprehension is 33,29%

f.   By contribute as many as 33,29% shows that there is significant correlation between students' vocabulary mastery and their reading comprehension, so the research could be said that theory which states students' vocabulary mastery is very students' reading comprehension until now still relevant to be reference in the field of education.

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