

**A CORRELATION STUDY BETWEEN VOCABULARY MASTERY AND
READING COMPREHENSION OF THE EIGHTH YEAR STUDENTS OF
SMP N 3 TRUCUK KLATEN IN ACADEMIC YEAR 2015/2016**

S-1 THESIS

**This Thesis is Presented as a Partial Fulfillment of the Requirements for
Accomplishing Undergraduate Degree of Education in English Education Study
Program**



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2015

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**A CORRELATION STUDY BETWEEN VOCABULARY MASTERY AND
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SMP N 3 TRUCUK KLATEN IN ACADEMIC YEAR 2015/2016**

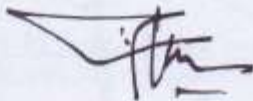
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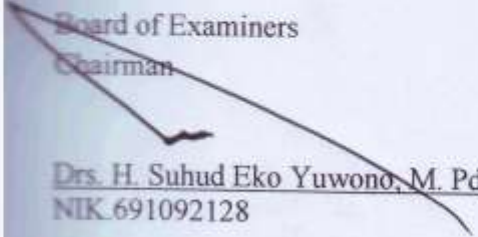
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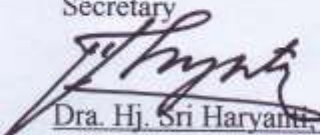
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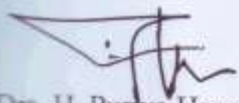
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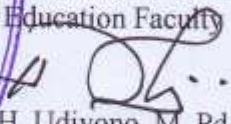
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **"A Correlation Study between Vocabulary Mastery and Reading Comprehension of the Eighth Year Students of SMP N 3 Trucuk Klaten in Academic Year 2015/2016"**.

It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 16 October 2015



Septi Rahmawati
1111202708

MOTTO

❖ *Karena sesungguhnya sesudah kesulitan itu ada kemudahan
(QS. Al Insyirah 94: 5)*

❖ *Keberhasilan adalah buah dari kesabaran (The Writer)*

❖ *Failure occurs only when we give up
(The Writer)*

PRESENTATION

This thesis is dedicated to:

❖ *My beloved parents: **Setyo Dwi Raharjo Sukimin and Marsini**,
who have given the motivation, inspiration and endless support
and prayers for me
Thanks for giving me borderless love.*

❖ *My beloved sister, **Ari Wiji Dwi Astuti**
For her help to complete my thesis*

❖ *My beloved big family
Thank you to all motivation and support*

❖ *All of my friends “Class C” in English Department,
Thank you for the encouragement and
accompanying each of my day .*

Thank you for all

ACKNOWLEDGEMENT



All highness, praise and gratitude are to Allah for giving the writer strength and ability to finish this thesis. This thesis is a partial fulfillment of requirement for the graduate degree of education in English Education Study Program. This thesis would impossibly be finished without other people's help. Therefore, the deep gratitude and appreciation are presented to:

1. Prof. Dr.H. Triyono, M.Pd. as the Rector of Widya Dharma University.
2. Drs. H. Udiyono, M.Pd., the Dean of Faculty of Teacher Training and Education.
3. Dra. Hj. Sri Haryanti M.Hum., the Chairman of English Education Study Progam of Widya Dharma University.
4. Drs. H. Purwo Haryono, M.Hum., the first consultant, the researcher says deeply thank for him for giving suggestion and correction in writing this thesis.
5. Ike Anisa, S.Pd., M.Pd., the second consultant, the researcher says deeply thank for her for giving suggestion and correction in writing this thesis.
6. Gumawang S, S.Pd, the Headmaster of SMP N 3 Trucuk, who has given his permission to the writer to conduct the research in his school.
7. Agus Tri Purwanto, S.Pd., the Headmaster of SMP N 3 Bayat, who has given his permission to the writer to conduct try-out in his school.
8. Everybody who helps the writer in finishing the thesis

Nothing is perfect. The writer realizes that this thesis is far from being perfect. Therefore, she would like to accept suggestion, criticisms from the reader in order to make this thesis perfect.

Finally, the writer hopes that this thesis will be useful for especially the English students and readers in general.

Klaten, 16 September 2015

The writer

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ABSTRACT

SEPTI RAHMAWATI, NO. 1111202708, English Education Study Program, The Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2015. Thesis: *A Correlation Study between Vocabulary Mastery and Reading Comprehension of the Eighth Year Students of SMP N 3 Trucuk Klaten in academic year 2015/2016.*

The aim of this thesis is to verify whether there is a significant correlation between the vocabulary mastery and reading comprehension of the eighth year students of SMP N 3 Trucuk Klaten in academic year 2015/2016.

In getting the data, the writer gives the test that consists of 30 items in the form of multiple choice. The writer takes the eighth year students of SMP N 3 Trucuk Klaten in academic year 2015/2016 as the population. The number of it is 46 students consisting of two classes. So, she takes all students as the sample. In analyzing the data, the writer uses statistical technique by applying the Pearson Product moment formula to know the correlation between vocabulary mastery and reading comprehension.

The result of the data analysis shows that the coefficient of correlation between vocabulary mastery and reading comprehension is 0.779. This coefficient of correlation is greater than the r table that is 0.291 for 5% level of significance and at 1% level of significance is 0.376 by the number 46 subjects. The hypothesis stating that there is a significant correlation between vocabulary mastery and reading comprehension of the eighth year students of SMP N 3 Trucuk Klaten in academic year 2015/2016 is accepted. So, it can be concluded that there is a significant correlation between vocabulary mastery and reading comprehension of the eighth year students of SMP N 3 Trucuk Klaten in 2015/2016.

CHAPTER I

INTRODUCTION

A. The Background of the Study

Learning English language is very important in this modern life. English is one of international languages which is used throughout the world and also English is used in many fields of life such as: in politics, economics, social and education. Therefore, English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation. For many years student from many places around the world learn English. Since it is considered as international language, learning English has become a necessity for everyone who wants to engage international interaction. Mastering English language is not simple to do. There are some skills that should be learnt and practice. Such as listening, speaking, reading and writing. They are basic language skill especially in teaching English as foreign language in school, course or other educational place. But reading is considered the most important foreign language skill.

In addition, reading is good thing in life because it is factor of great importance in the individual development and most important activity in school, because student can improve their skill. It is also needed in every level of field study. In junior high school the student can read everything to get much knowlegde.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and

world knowledge, and fluency (Harris & Graham 2007:02). Reading is the act of interpreting printed and written word. Reading is one of four-language skill that is now being more important in daily life. Reading requires understanding or comprehension the means of printed matters. Through reading the readers acquire new ideas and obtain needed information. The reader can also get the message that the writer has expressed. Reading is a constantly developing skill (Johnson 2008:14). Students who learn reading, their skill will develop. To support reading skill the student must have stock of vocabulary to understand what they read.

Vocabulary is a crucial component in acquiring and understanding language. The student should know vocabulary to help understanding the study of reading. It is important because it will facilitate them when they learn in the class of reading. Vocabulary is the stock of word use in language. The more students have of words use in a language, the better it will make their performance.

Good mastery of vocabulary is important for anyone who learns language used in listening, speaking, writing and reading. A learner of a foreign language will speak fluently and accurately, write easily or understand what he/she reads or hears if he/she has enough vocabulary and has the capability of using it accurately.

Mastering vocabulary is the ability to get or to receive lost of words. By having and mastering vocabulary the learner will know the meaning of vocabulary in the context. It can also help to avoid making mistakes in understanding a written or spoken text.

Vocabulary is one of the language components which has to be mastered by the students in learning a new language. It should be mastered as well as the language skills (reading, writing, listening and speaking). In junior high schools, the students begun to learn language skills so they had been taught about vocabulary. According to Fauziati (2010: 61), vocabulary is central to language and critical importance to typical language learner. The vocabulary issues are most of the students do not like of vocabulary because they feel difficult to understand the meaning of the text. Without a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having a limited vocabulary is also a barrier that precludes learners from learning a foreign language. When they do not know how to enrich their vocabulary they often gradually lose interest and feel bored in learning.

From the description above, the writer can conclude that the mastery of vocabulary and reading comprehension have close relation. The student will easier to understand in reading with have stock vocabulary.

Based on the reason above, the writer is interested in the topic, so the writer chooses the title of her research: *A Correlation Study between the Students' Vocabulary Mastery and Reading Comprehension of the Eighth Year Students of SMP N 3 Trucuk Klaten in Academic Year 2015/2016.*

B. The Reason For Choosing The Topic

The topic of the discussion is chosen for some reasons as follows:

1. Vocabulary mastery is one of the factors that influence the students's reading comprehension.

2. Students can improve comprehension. Instruction from teacher can improve comprehension by focusing on concept and vocabulary used to express them. Vocabulary can help improve students comprehension.
3. Reading is great factor for students to improve their skill because it is important activity in school.

C. The Limitation of the Study

In this study, the writer wants to limit the study in order to focus on the topic that will be discussed: “the correlation study between vocabulary mastery and reading comprehension of the eighth year students of SMP N 3 Trucuk Klaten in academic year 2015/ 2016”.

D. The Problem of the Study

Based on the limitation of the study, the writer proposes the problem statements as follows:”Is there any significant correlation between students’ vocabulary mastery and reading comprehension of the eighth year students of SMP N 3 Trucuk Klaten in academic year 2015/ 2016?”

E. The Aim of the Study

In this study, the writer wants to verify whether there is a significant correlation between vocabulary mastery and reading comprehension of the eighth year students’ of SMP N 3 Trucuk Klaten in academic year 2015/ 2016.

F. The Use of the Study

From this study, the writer hopes that the result of this study can improve student’s ability. The uses of this study can be classified as follows:

1. Theoretical Use

The result of this study can be used to enrich the repertoire of students' vocabulary mastery and reading comprehension in order to understand English well.

2. Practical Use

- a. The result of this study is to give some inputs to the English teacher and the students about the importance of vocabulary mastery and reading comprehension, in order to motivate the students to study vocabulary.
- b. The result of the study is to improve their competence in reading comprehension.
- c. The result of the study will give contribution for teaching and learning process, especially reading comprehension.

G. The Clarification of the Key Terms

To make the topic easy to understand, the writer clarifies the terms used in this study as follows:

1. Correlation study

According to Arikunto (2002: 239) a correlation is a feedback of relationship. It means the relationship between two variables which gives feedback each other. Coefficient correlation is a statistic instrument which is used to correlate the result of two different variable. Martono (2011: 38) states that correlation is the research that links the phenomena with the different phenomena.

In this study correlation means a relationship of two different variables, vocabulary mastery and reading comprehension. Correlation research in this thesis is between vocabulary mastery and reading comprehension of eighth year students of SMP N 3 Trucuk Klaten in academic year 2015/2016.

2. Vocabulary Mastery

According to Crystal (1995:116) 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 used 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.

Hornby (1995:1331) states that vocabulary is the total number of words in language. It means that vocabulary is the total number of words which is becomes a base in using the language. By mastering the vocabulary, we can communicate with others well.

In this study vocabulary mastery is the total number of words to be learned when students are learning a language.

3. Reading Comprehension

Reading is a fluent process of readers combining information from the text and their background knowledge to build meaning (Nunan, 2003:

63). Meanwhile Urquhart and Weir in Grabe (2009: 14) defines reading as the process of receiving and interpreting information encoded in language form via the medium of print. Comprehension occurs when the reader extract and integrates various information from the text combines it with what already known (Koda in Grabe, 2009: 14).

Reading comprehension means that the students' interacting with language that has been coded into print as text then try the specific information from reading text. In this study reading comprehension means a fluent process for combining information to get a meaning.

H. The Organization of the Study

In this study, the writer divides this report into five chapters, they are as follows:

Chapter I is introduction. This chapter consists of the background of the study, the reason for choosing the topic, the limitation of the study, the statement of the problem, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is review of related literature. It is fulfilled with theory of correlation study, theory of vocabulary mastery, and theory of reading comprehension and hypothesis.

Chapter III is the method of the study. It consists of the meaning of research method, the subject of the research, population and sample, the technique of collecting the data, and the technique of analyzing the data.

Chapter IV is the result of the study. It consists presenting the data, analyzing the data, and the result of the analysis.

Chapter V is conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After presenting and analyzing the data which were obtained in the research of the fourth chapter, the writer would like to conclude the result of the study.

The main problem of this study is: Is there any significant correlation between vocabulary mastery and reading comprehension of the eighth year students of SMP N 3 Trucuk Klaten in 2015/2016?.

The result of the data analysis shows that the coefficient of correlation between vocabulary mastery and reading comprehension is 0.779. This coefficient of correlation is greater than the r table that is 5 % level of significance is 0.291, and at 1 % level of significance is 0.376 by the number of 46 subjects. In other words, this coefficient of correlation is significant.

Based on the computation, the hypothesis stating that there is a significant correlation between vocabulary mastery and reading comprehension of the eighth year students of SMP N 3 Trucuk Klaten in 2015/2016 is accepted. So, it can be concluded that there is a significant correlation between vocabulary mastery and reading comprehension of the eighth year students of SMP N 3 Trucuk Klaten in 2015/2016.

B. Suggestion

After finishing the research and presenting the result of analysis, the

writer would like to give suggestions to the teacher and the students.

1. To the Teacher

Hopefully, English teacher will make teaching and learning process successful and effective. The writer thinks that the teacher should give more reading and writing exercises.

2. To the Students

Many students think learning English is difficult, so the students should pay more attention when there is an English teaching. Based on the previous discussion, the writer knows that in writing exercise they are sometimes confused to choose the proper word. As learners or students, they should:

- a. Love to the English lesson first.
- b. Do many exercises on the vocabulary and reading materials.
- c. Not be afraid to ask their teacher if they cannot finish the exercises.

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