

**A CORRELATION STUDY BETWEEN THE MASTERY OF VOCABULARY
AND READING COMPREHENSION OF THE ELEVENTH YEAR
STUDENTS OF SMK BATUR JAYA 1 CEPER KLATEN IN ACADEMIC
YEAR OF 2016/2017**

S-1 THESIS

Submitted as a partial Fulfillment of the Requirements for Undergraduate Degree in
English Education Study Program



BY

NAME : ELSA NURFITADEVI

NO : 1311202845

TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITY OF WIDYA DHARMA KLATEN

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APPROVAL

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By

Name : Elsa Nurfitadevi


Student No. : 1311202845

Approved by the Consultants to be Examined before the Board of Examiners of
Teacher Training and Education Faculty on:

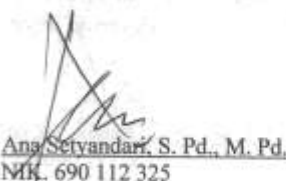
Day : Friday

Date : July, 22nd 2017

Consultant I,


Drs. H. Suhud Eko Yuwono, M. Hum.
NIK. 691 092 128

Consultant II,


Ana Setyandari, S. Pd., M. Pd.
NIK. 690 112 325

RATIFICATION

**A CORRELATION STUDY BETWEEN THE MASTERY OF
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KLATEN IN ACADEMIC YEAR OF 2016/2017.**

By

Name : Elsa Nurfitadevi

Student No : 1311202845

Accepted by the Board of Examiners of the Teacher Training and Education
Faculty, Widya Dharma University Klaten on:

Day : Wednesday

Date : 15 August 2017

The Board of Examiners:

Chairman,

Drs. H. Udivono, M.Pd.
NIP. 19541124 198212 1 001

First Examiner,


Drs. Suhud Eko Yuwono, M. Hum.
NIK. 691 092 128

Secretary,

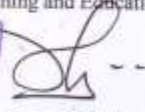
Dra. Hj. Sri Harvanti, M.Hum.
NIP. 19610619 198703 2 001

Second Examiner,

Ana Setyandari, S. Pd., M. Pd.
NIK. 690 112 325



The Dean of Faculty
of Teacher Training and Education



Drs. H. Udivono, M. Pd.
NIP. 19541124 198212 1 001

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "A CORRELATION STUDY BETWEEN THE MASTERY OF VOCABULARY AND READING COMPREHENSION OF THE ELEENTH YEAR STUDENTS OF SMK BATUR JAYA 1 CEPER KLATEN IN ACADEMIC YEAR OF 2016/2017"

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, June 2017

Ilsa Nurfitadevi
1311202845



PRESENTATION

This thesis is presented to:

1. My beloved parents, Hartana and Rumiya. Thousands of words will never be enough to describe all about you. Thanks for your love, guidance, support, prayers and everything you have done and given to me so I could finish my study. I love you with all of my heart.
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MOTTO

Maka, sesungguhnya bersama kesulitan ada kemudahan, sesungguhnya bersama kesulitan ada kemudahan.

(Q.S Al-Insyiraah: 5-6)

Barang siapa yang membebaskan seorang muslim dari kesulitan, maka Allah akan mengangkatnya dari kesulitan di hari kiamat. Barangsiapa memudahkan kesusahan yang ada pada seseorang, maka Allah akan memudahkan urusannya di dunia dan di akhirat

(HR. Muslim)

Mungkin saat ini kita sedang hidup di zona "keinginan". Tapi jangan khawatir, karena suatu saat kita akan tiba di zona "pencapaian".

(The writer)

Aku pikir aku sudah berada di akhir. Tapi, ini baru awal mulanya. Aku tidak tahu kesulitan apa yang akan muncul lagi nanti. Tapi, jika aku sudah ketakutan sekarang, aku akan kalah sebelum berperang. Aku harus menghadapi ketakutanku untuk melihat apakah aku menang atau kalah tanpa penyesalan.

Karena aku sudah memulainya, mari kita coba untuk menang.

(Be Positive)

If you cant fly, then run. If you can't run, then walk. If you can't walk, then crawl.

Even if you have to crawl, gear up.

(BTS, Not Today)

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Finally, the writer realizes that this research is still far from being perfect, so the writer wants the reader to give some suggestions. The writer expects that this research will be useful and give contribution in teaching and learning English.

Klaten, June 2017

The Writer

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ABSTRACT

ELSA NURFITADEVI, Student Number: 1311202845, English Education Study Program, Teacher Training and Education Faculty, University of Widya Dharma Klaten, 2017. S-1 Thesis: “*A Correlation Study Between the Mastery of Vocabulary and Reading Comprehension of the Eleventh Year Students of SMK Batur Jaya 1 Ceper Klaten in Academic Year of 2016/2017*”.

The aim of this study is to know whether there is a significant correlation between the students' mastery of vocabulary and reading comprehension of the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in academic year of 2016/2017.

The writer takes the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in academic year of 2016/2017 as the population. The number of population is 393 students that are divided into 11 classes. Therefore, the writer takes 40 students of SMK Batur Jaya 1 Ceper Klaten in academic year of 2016/2017 as the sample. In getting the data, the writer gives the test which consists of 20 items of vocabulary mastery test and 20 items of reading comprehension test. The tests are in the form of multiple choice. In analyzing the data, the writer uses statistical technique by applying the Pearson Product Moment formula to know the correlation between the mastery of vocabulary and reading comprehension.

The result of the data analysis shows that the coefficient correlation between vocabulary mastery and reading comprehension is 0.449. This coefficient of correlation is greater than r table that is 0.312 for the 1% level of significance and at 5% level of significance is 0.403 by the number of 40 subjects. It is greater than r table, so it can be concluded that there is a significant correlation between the mastery of vocabulary and reading comprehension of the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in academic year of 2016/2017.

Keywords: *Correlation Study, Vocabulary, Reading*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Learning English as a foreign language is difficult because English is different from Indonesian. English clearly differentiates in the form of tenses, while Indonesian only puts the information time like “*sekarang, besok, or kemarin*”. The difference between English and Indonesian may make the speakers face the difficulty. It may happen to the students who are learning English as a native language, so they need effort to study English. As stated in *Peraturan Pemerintah No.32 Tahun 2013*, foreign language especially English is an international language which is very important to use in global society. It means that people have to be fluent in English to communicate with other people in the global society in order to build their knowledge so that they are not left behind from each other. This is a reason why English is needed to be taught in school. As we know, school is an institution to educating children (Hornby, 1994: 1129). In this case, students can get the education especially English from school with the help from the teacher in order to make them speak fluently in English. As we know, the teachers are facilitator to transfer their knowledge to the students.

There are four skills in learning English, namely listening, speaking, writing, and reading. As one of the four language skills, according to Patel and Jain (2008: 113), reading is an important activity in life with

which one can update his/her knowledge. It means that the students need to read as an activity to emerge their knowledge. They can use reading to acquire knowledge and to change their own attitudes, ideas, and aspirations. This is why reading skill is very important in learning language, it will be better that reading can be taught and learned in school to help the students in combining information from a text to build their knowledge and increasing their reading skill.

To learn English, the learners have to understand vocabulary as the basic step. According to Fauziati (2002: 155), vocabulary is central to language and critical importance to typical language learner. If the learners are poor of vocabularies, they will find difficulties in learning English. It means that they have to enrich their total number of vocabulary in order to make their communication with one another easier. Beside that, vocabularies have a great influence on the ability to understand something because it is the crucial component in acquiring and understanding language. In this case, the learners should master vocabulary to help them to understand the information they have read.

Vocabulary mastery can increase reading comprehension (McWhorter, 1992: 23). So, learners have to practice their reading comprehension constantly to make them better in reading skill. When they are reading some texts, they will get more vocabularies. That is why reading mastery and vocabulary have the correlation. It means that vocabulary can

be able to improve reading comprehension and the other hand, reading comprehension can build the mastery of vocabulary.

As stated before, the writer is interested in conducting a research about correlation between vocabulary mastery and reading comprehension of the students because the writer believes that reading and vocabulary mastery have a significant correlation. Therefore, the research is entitled “**A Correlation Study between the Mastery of Vocabulary and Reading Comprehension of the Eleventh Year Students of SMK Batur Jaya 1 Ceper Klaten in Academic Year of 2016/2017**”.

B. The Reason for Choosing the Topic

The reasons that encourage the writer to choose the topic of the research are as follows:

1. The mastery of vocabulary is one factor that influences the students' reading comprehension.
2. Reading is very important to be learned because it can support other skills of English.
3. The understanding of reading activity depends on the mastery of vocabulary.

C. The Problem of the Study

The writer presents the problem that can be formulated as follow: “Is there any significant correlation between the mastery of vocabulary and

reading comprehension of the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in academic year of 2016/2017?”

D. The Limitation of the Study

In this study, the writer limits the scope of the study as follows:

1. The population on this study is limited to the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in academic year of 2016/2017.
2. The data analyzed are limited to the multiple choice test about vocabulary and reading texts of the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in academic year of 2016/2017.
3. The vocabularies are limited on verb and noun.
4. The reading comprehension is limited to the genre of the text given to the students.

E. The Aim of the Study

In this study, the writer analyzes whether there is a significant correlation between the mastery of vocabulary and reading comprehension of the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in academic year of 2016/2017.

F. The Use of the Study

The uses of the study are classified as follows:

1. Theoretical Use

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

2. Practical Use

To give some inputs to the other English teacher and students about the importance of vocabulary mastery and reading comprehension, in order to develop their competence in reading comprehension.

G. The Clarification of the Study

The writer clarifies the terms dealing with the title to help the reader understand. The definitions of the term are as follows:

1. **Correlation Study**

According to Arikunto (2013: 4), correlation research did by the researcher to know the level of the correlation between two variables or more, without any changes or manipulation about the data. Meanwhile, Martono (2011: 38) states that correlation is the research that links the phenomena with the other phenomena. Correlation research looks at the interrelationship of two variables at the same time (Seliger and Shohamy, 1989: 130).

As stated before, correlation study is one or more variables which have relation and give feedback to each other. In this study, correlation

study is between the mastery of vocabulary and reading comprehension of the eleventh year students of SMK Batur Jaya 1 Ceper in academic year of 2016/2017.

2. Vocabulary Mastery

Vocabulary is foundation to build a language that plays fundamental role in communication (Hatch and Brown, 1995: 1). Besides, vocabulary means the total number of words known in a particular language (Collins, 2001: 1774). It means that vocabulary is the crucial thing for people to have a communication with each other, especially English. Not only people, but the students who are learning English need to master vocabulary for their success in learning English. The choice in vocabulary selection and methods used in teaching vocabulary is an important factor. It needs the process of learning in context to get the meaning of words.

3. Reading Comprehension

As stated on syllabus for English, there are four language skills. They are listening, speaking, reading, and writing. Reading is a fluent process of readers' combining information from the text and their background knowledge to build meaning (Nunan, 2003: 63). Beside that, Olson and Diller (1982:42) declare that reading comprehension is a term used to identify those skills needed to understand and apply

information contained in a written material. Meanwhile, Grellet (1981: 3) defines that reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible. Beside that, as stated in curriculum 2013, the students need to read and understand the text by reading and recover what they have read by their own language.

In this study, reading is a process of the readers to combine information in a written form in order to build the meaning of the text they read.

H. Organization of the Study

The organization of the study is presented in order to give the direction of the paper arrangement. It is also meant to give description to the readers. The writer divides the organization of the study 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 study, and the organization of the study.

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

Chapter III is the method of the study. It consists of meaning of research method, the subjects of the research, population and sample, the

data and the source of the data, the technique of collecting the data, and the technique of analyzing the data.

Chapter IV is the result of the study. It consists of 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 are obtained in the research in 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 the mastery of vocabulary and reading comprehension of the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in academic year of 2016/2017?

The result of the data analysis shows that the coefficient of correlation between the mastery of vocabulary and reading comprehension is 0.449. This coefficient correlation is greater than r table that is 0.312 for 1% level of significance and at 5% level of significance is 0.403 by the number of 40 subjects.

Based on the computation, the hypothesis stating that there is a significant correlation between the mastery of vocabulary and reading comprehension of the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in academic year of 2016/2017 is accepted. It proves that there is a significant correlation between the mastery of vocabulary and reading comprehension of the eleventh year students of SMK Batur Jaya 1 Ceper Klaten in academic year of 2016/2017.

B. Suggestion

After finishing the research and presenting the result of analysis, the writer would like to give suggestion to the teacher, the students, and the other researcher.

1. To the Teacher

Hopefully, the teacher can hold out the effectiveness of the teaching and learning process. The writer thinks the teacher should give more vocabulary exercises.

2. To the Students

Some students think that English is difficult, so the students should pay more attention to what their teacher taught and said. Besides, they have to increase their number of vocabulary. It is because the writer thinks that learning English can be successful if the students have a great number of vocabularies.

3. To the other Researcher

The writer realizes that this study is still far from being perfect, so that the writer needs corrections and suggestion. In the other hand, the writer expects that this study will be useful for the students of Teacher Training and Education Faculty of Widya Dharma University or the other researchers as additional reference for further research with the different sample and occasions.

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APPENDIX

Appendix 1. Consultation Book

Appendix 2. The Permission Letter from University

Appendix 3. The Letter of Permission of Try Out to SMK N 3 Klaten

Appendix 4. The Letter of Research from SMK Batur Jaya 1 Ceper Klaten

Appendix 5. English Syllabus for High School

Appendix 6. The Blue Print of Vocabulary Mastery Test

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