THE CORRELATION BETWEEN STUDENTS' READING ABILITY AND THEIR VOCABULARY MASTERY AT EIGHTH GRADE OF SMP DARUL FALAH KEMANG INDAH

SKRIPSI

BY
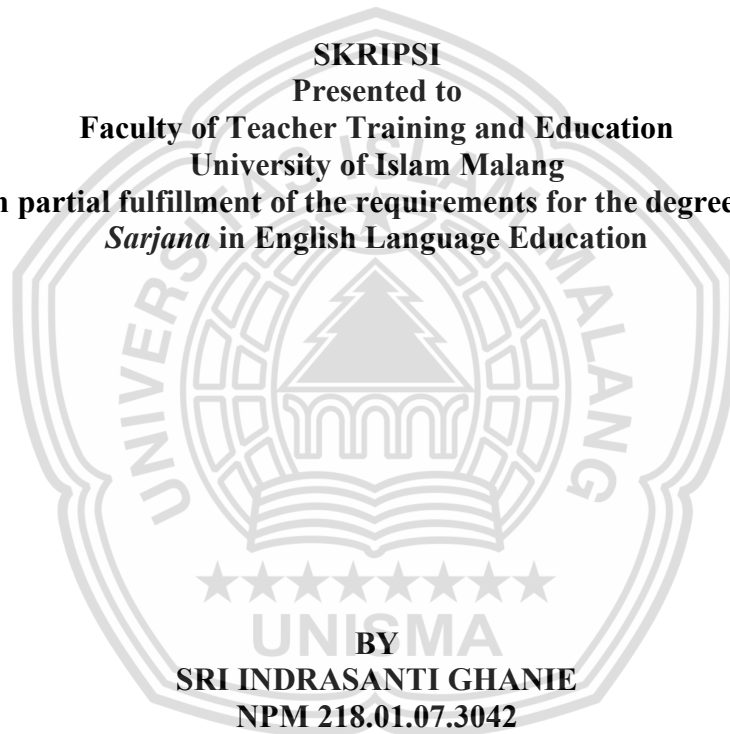**SRI INRASANTI GHANIE**
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AUGUST, 2022

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SKRIPSI
Presented to
Faculty of Teacher Training and Education
University of Islam Malang
in partial fulfillment of the requirements for the degree of
***Sarjana* in English Language Education**

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ABSTRACT

Ghanie, Sri Indrasanti. 2022. The Correlation Between Students' Reading Ability and Their Vocabulary Mastery at Eighth Grade of SMP Darul Falah Kemang Indah. Skripsi. English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. Hj. Mutmainnah M, S.Pd., M.Pd; Advisor II: Henny Rahmawati, S.Pd.,S.S.,M.Pd.

Key Words: Correlation, reading ability, vocabulary mastery

Reading is one of the activities that students can use to expand their knowledge and strengthen their critical thinking skills, and one of the most essential components of reading is vocabulary mastery. In this case, both vocabulary and reading cannot be separated. So, this research aimed to find the correlation between students' reading ability and their vocabulary mastery.

In this research, the researcher used quantitative approach, to measure the correlation between two variables; vocabulary mastery (X) and reading ability (Y), the researcher used a Pearson Product Moment Correlation. The researcher analyzed it by using the statistic software Statistical Product and Service Solution (SPSS) 16. In this research the researcher using a test. The test consisted of 40 multiple choice questions that were divided into two parts. Twenty questions are for vocabulary and twenty questions are for reading. The subject of this research is 37 students at eighth grade of SMP Darul Falah in the academic year 2021/2022.

From the calculation, it was found that the mean for vocabulary mastery was 51.62 and the standard deviation was 17.797, while the mean for reading was 53.65 and the standard deviation was 14.026. The significant value was 0.000, which is less than 0.05. Further, the r-value is 0.766 based on the table correlation coefficient, which means there was high and positive correlation between the two variables. So, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

Based on the results of the research, it can be concluded that there is a positive correlation between vocabulary mastery and the reading ability of eighth grade students of SMP Darul Falah Kemang Indah. This correlation includes a high correlation based on the degree of correlation. In addition, this research also serves as feedback to English teachers to evaluate their teaching performance especially in using vocabulary and reading, so that vocabulary mastery and reading ability are always connected.

CHAPTER I

INTRODUCTION

This chapter describes the background of the research, the research problem, the hypothesis, the objective of the research, the significance of the research, the scope and limitation of the research, and the definition of key terms.

1.1. Background of the Research

Vocabulary is one important aspect in learning foreign language. Whit a limited vocabulary anyone could also has a limited understanding in terms speaking, reading, listening and writing. According to Jennings in Widyaningsih (2006) stated that if already have an interest in words (vocabulary) using them can improve your reading, writing, talking, and thinking.

Humans connect through language. It happens all around the world. Language is a way for people to express themselves. In today's world, one of the most critical skills for foreign language students is reading. One of the most essential components of reading is vocabulary mastery. Without knowing the vocabulary, a student will face an obstacle when she/he learned English. It is supported by Sedita (in Furqon, 2013:69) who states that vocabulary knowledge is crucial in reading comprehension.

According to Soedarso (2002: 58-59), reading ability is understand the main idea, important details, and all meanings. It means that reading ability is the

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ability to understand information conveyed by other authors through written means. In other words, it can be said that reading ability is the ability to understand well-written ideas or implied and draw conclusions through a meaningful interpretation which is not just a process of reading without understanding the contents of the reading that is read.

According to Wahyuningsih (2015) in the previous study, said that currently almost all students only read without understanding the meaning of a series of words in a sentence. This causes students to have a limitation in vocabulary mastery. This limitation can make students not interested in reading subjects because students do not know the meaning of sentences. Most of students were still weak not only in vocabulary mastery but also in reading. For example in using synonym, antonym and meaning based on the context, it is provided that the students cannot find the topic sentences and main idea based on the text.

According to Misbahudin (2011) in the previous study, he was stated that students cannot understand what they are reading without knowing what most of the words mean. In another words that without building a large vocabulary, students cannot read successfully. He also stated that both reading and vocabulary cannot be separated from each other. In his study, vocabulary mastery refers to students' ability in knowing and understanding the context that was used in recount and descriptive text. Meanwhile, reading ability refers to students' ability to find main ideas, and details, not details and inferences contained in a passage,

this is based on the book they study and compulsory book. Kind of this reading is active reading.

In addition, some students cannot read due to a lack of vocabulary knowledge. These happen because they use Google Translate when learning English. They use Google Translate to translate all the texts they learn instead of using it to look up the meaning of words they don't know. As a result, they fail to pay attention and learn the new words they are learning. It is impossible for the students understand the meaning if they do not know the vocabulary.

Based on the statement above, it is said that mastery of vocabulary is important for foreign language students, especially English. Both vocabulary mastery and reading ability are closely correlated to each other. Furthermore, the researcher needs to investigate the correlation between vocabulary mastery and reading ability because the researchers want to know the truth related to the close correlation, the direction of the correlation it is positive or negative, and how big the correlation between vocabulary mastery and reading ability according to the previous study based on the results of existing data.

Vocabulary and reading in this research are not general, it is based on the syllabus of English lessons for the eighth grade. With two indicators. First, identify sentences asking for and mentioning the presence of people, objects, and animals in homes, schools, and surroundings, with correct grammar, and word stress. Second, answering questions using available information is in the text.

In this research the researcher don't need to give the students treatment, because this research is about correlation, the researcher just test the students vocabulary mastery and reading ability, and the researcher just correlate use SPSS. Therefore, to obtain accurate data regarding this matter, the researcher conducted a test adopted from Misbahudin (2011), where the students were given 40 multiple choice questions, twenty question for vocabulary mastery and twenty questions for reading ability..

The test was not based on the contexts of the textbook in general, it was based on the textbook, which is correlated to their study. The question also correlates with the compulsory books, such as Look A Had for year VIII (Published by PT Erlangga), English in Focus Grade VIII (Published by Pusat Pembukuan Depdiknas), and worksheet (LKS- Lembar Kerja Siswa) for class VIII (Published by Media Karya Putra).

The researcher used a test to determine how big the student's reading ability and how much vocabulary mastery are correlated. After knowing the results of both of the objects, researchers can help in improving students' reading ability and vocabulary mastery. Finally, based on the statement above, the researcher wants to know is there a positive or negative correlation between students' reading ability and their vocabulary mastery in the eighth grade of SMP Darul Falah Kemang Indah.

1.2. Research Problem

Based on the statement above, the problem to be discussed in this paper is formulated as "Is there a correlation between students' reading ability and their vocabulary at eighth grade of SMP Darul Falah Kemang Indah?"

1.3. Objective of Research

The objective of this research can be stated to find out the correlation between students' reading ability and their vocabulary at eighth grade of SMP Darul Falah Kemang Indah.

1.4. Hypothesis of the Research

Based on the research problem above, the hypothesis of this research is described as follows.

Ha: There is a correlation between students' reading ability and their vocabulary mastery at Eighth Grade of SMP Darul Falah.

Ho: There is no correlation between students' reading ability and their vocabulary mastery at Eighth Grade of SMP Darul Falah.

1.5. Scope and Limitation of the Research

This research is conducted at the eighth grade of SMP Darul Falah Kemang Indah in the second semester of the 2021/2022 academic year. This school is located at Jl. Bani Israil, Kemang Indah, Kec. Mesuji Raya, Kab. Ogan Komering Ilir, South Sumatera, 30681. This research focuses on students' reading

ability and vocabulary mastery, where both variables are subjects in English. The research was carried out from the 28th March up to the 4th April 2022.

However, the researcher found it difficult to choose the instrument of the test that was in accordance with the students' abilities at junior high school level. Therefore, in this research, the researcher took the reading and vocabulary tests adopted from Misbahudin (2011), previous researcher who use this instrument at Junior High school in Shout-Tangerang. The instrument was used to measure the correlation between the two variables. For the test, the researcher has limitation, that the researcher does not validate or try out the instrument. In another hand, this research was conducted during a pandemic, so the access was limited. Limited access resulted in the researcher not being able to make direct observations and provide an evaluation of students after got the test scores.

1.6. The significance of Research

The researcher expects this research can provide benefaction to the teaching and learning process of English It has two major significance; theoretical and practical significance.

1.   Theoretical Significance

This research offers a solution to find the best approach for teaching reading and vocabulary to junior high school students, as well as establish a correlation between reading ability and vocabulary mastery.

2. Practical Significance

a. For the teachers

This research result can make it easier for teachers to present a correlation between students' reading ability and their vocabulary mastery. And assist the teachers in improving their reading and vocabulary by applying some techniques.

b. For the students

This research result is expected to increase their interest in learning English and this research can be used as a reference to improve their reading ability and vocabulary mastery.

c. For the other researchers

This research result can add information for other researchers who want to conduct the same thing in the field of reading ability and vocabulary mastery.

1.7. Definition of Key Terms

Under the statement above, there were three key terms in this research as follows.

1. *Correlation* refers to the correlation between the two variables; vocabulary mastery and reading ability in Eighth Grade of SMP Darul Falah based on degree correlation, and what is the form of the correlation between the two variables it is positive or negative.

2. *Reading Ability* refers to students reading active based on the students' study and syllabus at eighth grade of Junior High School, not in general. The text

used in this reading is a recount and descriptive text.

3. *Vocabulary Mastery* refers to students' ability in understanding the meaning

of words in the context that was used in recount and descriptive text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher discussed the conclusion of this research based on the finding and discussion above. Moreover, the researcher gave some suggestions for teachers, students, and researchers related to this topic.

5.1. Conclusion

This research used quantitative methods with correlational design. The sample in this research amounted to 37 students or the entire population of the eighth grade of SMP Darul Falah Kemang Indah. This research was population research because the number of subjects in this research was less than 100. This statement has supported by (Arikunto 2006:131), he supposes if the subject is less than 100, it is better to take it all so that the research is population research.

This research used objective test. The test which consist of 40 questions, twenty questions for the vocabulary test, and twenty questions for the reading test. The data result was got from reading and vocabulary tests score. Then, to measure the correlation between two variables the researcher used a Pearson Product Moment Correlation. The researcher analyzed the data by using the statistic software; Statistical Product and Service Solution (SPSS) 16.

Henceforth, the data result in chapter four could answer the research problem in previous chapter that "is there a correlation between students' reading

ability and their vocabulary mastery?". According to the data above, shows that the vocabulary's significant value is 0.000 and also reading's significant value is 0.000 which is less than 0.05. From this, it is known that the two variables are correlated. In addition, the data results show that the vocabulary's correlation coefficient value is 0.766 and also the reading's correlation coefficient value is 0.766. After deep attention, knowing that in front of the coefficient correlation value there is no mines sign, this indicates that the form of the correlation between the two variables is positive and, according to the degree of correlation, 0.766 is included in a high correlation. So the conclusion is that vocabulary mastery on reading ability correlates with the degree of correlation is high and the form of the correlational is positive. It can be said positive because when the value of one variable increases, the value of the other variable increases in a similar direction.

5.2. Suggestions

Based on researchers' findings and discussion regarding the correlation between students' reading ability and vocabulary mastery, the researcher makes some suggestions for teachers, students, and future researchers.

1. The researcher suggests that teachers should use more vocabulary during the lesson. The teacher can also write down the new vocabulary when reading on the blackboard. After that, the teacher can ask the students to read together the new vocabulary they have gotten.

2. To improve their vocabulary, they can write down the new vocabulary they have and put it into some sentences. For students who got scores below the mean, they hoped to be able to study harder, especially in English. For students who got scores above the mean, they hoped that they would be able to maintain their scores and keep learning.

3. The researcher suggests that future researchers can dig deeper the theory of vocabulary mastery and reading ability, and find out more about the correlation between variables. The researcher also suggests to the next researcher to use other instruments to develop this research. Then, the next researcher can use more samples in their research to get better results. Finally, the researcher suggests that the next researcher can make validation to the instrument used.
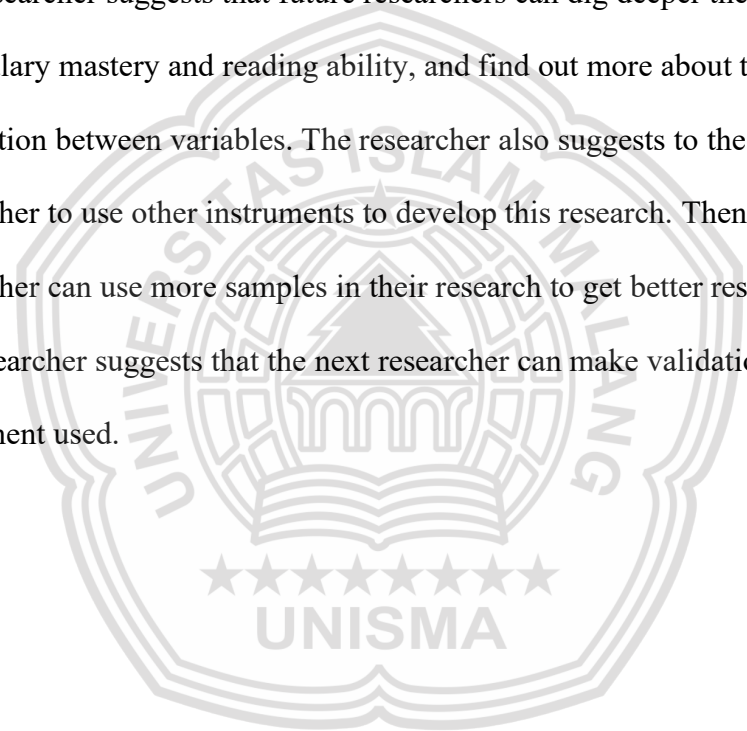
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