THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND READING COMPREHENSION ACHIEVEMENT OF THE SEVENTH GRADE STUDENTS AT SMP NEGERI 1 LEMBAK MUARA ENIM

THESIS

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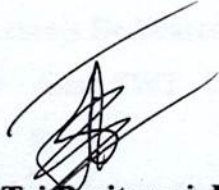
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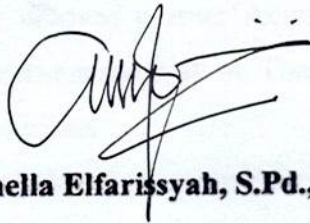Advisor II,

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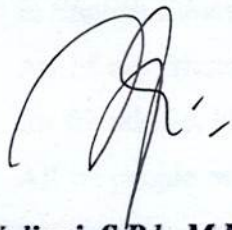
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SURAT KETERANGAN PERTANGGUNG JAWABAN

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Motto and Dedication

Motto:

Don't explain yourself to anyone, because those who like you don't need it and those who hate you don't believe it. –Ali bin Abi Thalib

This thesis Dedicated to:

- ❖ Allah SWT. Thank you for the life and your blessing that have been given for me.
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ABTRACT

Saffana, J.A. 2021. *The Correlation between Students' Vocabulary Mastery and Reading Comprehension Achievement of the Seventh Grade Students at SMP Negeri 1 Lembak Muara Enim.* Thesis by English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education of *Universitas Muhammadiyah Palembang.* Advisors: (1) Kurnia Saputri, S.Pd., M.Pd and (II) Andriamella Elfarissyah, S.Pd., M.Pd.

Key Words: correlation, vocabulary mastery, and reading comprehension achievement

The tittle of thesis was "The Correlation between Students' Vocabulary Mastery and Reading Comprehension Achievement of the Seventh Grade Students at SMP Negeri 1 Lembak Muara Enim". The formulation of the study "is there any correlation between students' vocabulary mastery and reading comprehension achievement of the seventh grade students at SMP Negeri 1 Lembak Muara Enim". The objectives of the study was defined to find out whether or not there is any significant correlation between students' vocabulary mastery and reading comprehension achievement of the Seventh Grade Students at SMP Negeri 1 Lembak Muara Enim. The population of the study was all of Seventh Grade class with the total number of students were 117. The sample of the study were 32 students took by purposive sampling method. For collecting the data, it was collected through a ready-made vocabulary test and reading comprehension test by Dewi Ratnawati in analysis of data. The data were analyzed by Pearson Product Moment correlation coefficient. Based on the data analysis, the value of correlation between students' vocabulary mastery and students' reading comprehension r-obtained (.104) was lowest than r-table (.349). Since the value of r-obtained was lower than r-table, it showed the alternative hypothesis (Ha) was rejected and the null hypothesis (Ho) was accepted. It could be concluded that there was no correlation between students' vocabulary mastery and reading comprehension achievement of the Seventh Grade Students at SMP Negeri 1 Lembak Muara Enim.

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The researcher realizes that the thesis is really far being perfect, therefore any comments, suggestion, criticism and constructive critics are very much welcome. The last, she hopes that thesis will be useful and helpful for the people who read it.

Palembang, August 2021
The researcher

AJS

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents: (1) background, (2) problem of the study, (3) objective of the study, (4) significance of the study, (5) hypotheses of the study, and (6) criteria for testing the hypotheses.

A. Background of the Study

English is a language that can be used as a place of learning, it is supported by Irwan (2010) that

> "Learning English has become a necessity for everyone who wants to engage in international interaction. Mastering this language is not a simple thing to do. There are some skills that should be learnt and practiced, such as listening, speaking, reading, and writing. They are the basic language skills especially in teaching English as a foreign language at schools, courses or other educational places whether they are formal or informal (p.1)."

By having an international language like English, people are from different parts of the world, they can communicate each other easily. It means that English has become essential for people around the world in communicating. Vocabulary as one of the important language aspects that should be learned in teaching English. According to Willkins and Thornbury (2002), without grammar very little can be conveyed, without vocabulary nothing can be conveyed (p.13). It describes that people can express their ideas and understand the other basic competence well, by mastering vocabulary.

Mastering vocabulary is the ability to get or to receive lots of words. By having and mastering vocabulary, we will know the meaning of vocabulary in the context. It can also help to avoid making mistakes in understanding a written or spoken text, it is stated by Richards and Renandya (2002) that

> "Vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television (p.255)."

As one of the language skills, reading has an important role in learning. According to Goodman in Burt, Peyton, and Adam (2003), it is important to learn reading since it (1) helps people learn to think new language, (2) helps people build better vocabulary, (3) helps people more comportable with written English, (4) can help people plan to study in an English, speaking country (p. 33). Students who master reading skills will easily extract meaning from English texts because they have better vocabulary in contexts.

According to Harrison (2004), the importance of reading is not only related to the development of knowledge but also it is related to people thinking capability (p.3). This capability will be the basic development of emotional, moral, and verbal intelligence. Moreover, these development determines what kind of person people would be. Therefore, reading is important for students both to develop their knowledge and their way of thinking that related to the development of moral, emotion, as well as verbal intelegence.

Most of us when we encounter the difficult words, we still just continue our reading in the expectation that the word we read is not really

important or that it is meaning will become clear later on. But sometimes the word that we passed usually as the key of our reading and understanding. We cannot catch and grasp the idea from our reading as good as possible. So looking up the difficult words in dictionary is better for us, but the skillful reader understands as students read. Linse (2005) states that reading comprehension refers to reading for meaning, understanding, and entertainment (p.71). Reading comprehension can be defined as the series of processes by which readers find information and understand the information contained in a reading text.

Based on the researcher's observation and interview with the teacher at SMP Negeri 1 Lembak Muara Enim especially in Seventh Grade Students, the teacher said that some students in the class were very lazy in learning English especially when they learn about reading. It caused by the students had low reading and the students had difficulty when reading in English text. She also added that when students were read a text they were so lazy to find out the meaning in dictionary. These were the reasons that the researcher wanted to conduct a research at SMP Negeri 1 Lembak Muara Enim.

From the explanation above, the researcher was interested in finding out whether or not there is a correlation between students' vocabulary mastery and reading comprehension achievement. To get empirical data about it the researcher organized the test result to prove *the correlation of student's achievement in vocabulary mastery and reading and reading comprehension achievement to the Seventh Grade Students at SMP Negeri 1 Lembak Muara Enim.*

B. Problem of the Study

Based on the background mentioned, the researcher conducted a study concerning the correlation between students' vocabulary mastery and reading comprehension achievement. The problem of the study was *whether or not there was a correlation between students' vocabulary mastery and reading comprehension achievement of the Seventh Grade Students at SMP Negeri 1 Lembak Muara Enim.*

C. Limitation of the Study

This study was the correlation between students' vocabulary mastery and reading comprehension achievement. To avoid the research being too abroad, the researcher limited the problem of the research into *the correlation between students' vocabulary mastery and reading comprehension achievement of the Seventh Grade Students at SMP Negeri 1 Lembak Muara Enim.*

D. Formulation of the Study

Based on the limitation of the problem, This study was formulated on the following question : *"is there any correlation between students' vocabulary mastery and reading comprehension achievement of the Seventh Grade Students at SMP Negeri 1 Lembak Muara Enim ?".*

E. Objective of the Study

In keeping the problem, objective of the research was defined to find out *whether or not there is any significant correlation between students' vocabulary*

mastery and reading comprehension achievement of the Seventh Grade Students

at SMP Negeri 1 Lembak Muara Enim.

F.   Significance of the Study

The researcher expects that study will be useful and give contribution for the researcher, for the students, for the teacher and for other researchers.

1. For the Researcher

    By doing this research, the researcher has a better understanding to identify the problem in vocabulary mastery and reading comprehension achievement.

2. For the Students

    The result of this research can be used to give information about improving vocabulary mastery and reading comprehension achievement and make the learning process more interesting.

3. For the Teacher

    Hopefully this research could help the teacher to know more about the correlation students vocabulary mastery and reading comprehension achievement.

4. For other Researcher

    By reading this research hopefully can get some knowladge, information and inspiration. It also can be a reference for other researcher to do the research.

G. Hypotheses of the Study

The hypotheses of this study are form of the alternative hypotheses (Ha)

and null hypotheses (Ho). According to Sugiyono (2017), the hypothesis is a temporary answer to the problem formulation. Because it is still temporary, it is necessary to prove the truth through the empirical data collected (p. 99) :

Alternative Hypotheses (Ha) : there is correlation between students' vocabulary mastery and reading comprehension achievement of the Seventh Grade Students at SMP Negeri 1 Lembak Muara Enim

Null Hypotheses (Ho) : there is no correlation between students' vocabulary mastery and reading comprehension achievement of the Seventh Grade Students at SMP Negeri 1 Lembak Muara Enim

H. Criteria for Testing the Hypotheses

Sugiyono (2013) states that the criteria of testing the hypotheses in measuring correlation are as follows: (p.115).

1. If the r-output was higher than r-table, Ho was rejected and Ha was accepted. So, there was a correlation between student's vocabulary mastery and reading comprehension achievement of the Seventh Grade Students at SMP Negeri 1 Lembak Muara Enim.

2. If the r-output was lower than r-table, Ho was accepted and Ha was rejected. So, there was no correlation between student's vocabulary mastery and reading comprehension achievement of the Seventh Grade Students at SMP Negeri 1 Lembak Muara Enim.

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