THE CORRELATION BETWEEN STUDENTS' ACHIEVEMENT IN VOCABULARY AND READING ABILITY AT SECOND GRADE OF SMAN 16 SURABAYA

THESIS

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ABSTRACT

In learning English language, students have to master the four basic language skills. That is listening, speaking, reading, and writing. Beside such basic skills, the students have to master some vocabulary as much as possible since it is one important aspect in learning a foreign language. Mastering vocabulary is the ability to get or to receive a lot of words. By having and mastering vocabulary we will know the meaning of vocabulary in the context. Measuring vocabulary helps to avoid making mistakes in understanding. On the other hand, foreign students learning English reading text, one lack of vocabulary, whereas in fact vocabulary is the most important thing in reading skill. Through reading, we can acquire new ideas, obtain needed information, seek support for our ideas and broaden our interest. Based on the description of vocabulary and reading above, it shows that they have close relation. The basic problem the writer wants to discuss in this final project is: is there any correlation between students' achievement in vocabulary and reading ability at second grade of SMAN 16 Surabaya in the academic year 2009/2010?

The design of this research is correlation research. It is useful to describe and find out the significance of the correlation between those two variables, variable X (vocabulary) and variable Y (reading). The population of the study is the second grade students of SMAN 16 Surabaya in the academic year 2009/2010. The writer applies cluster random sampling to determine the sample. The total sample of this research is followed by 80 students. The technique of collecting data is using a test. After the data of the students' vocabulary mastery and their achievement in reading comprehension are collected, the data is statistically computed to find out the correlation between the two variables.

The result of tests is found out that the mean of the scores of the vocabulary test is 71.56. It means that the mean of the scores of the vocabulary test is good. The mean of the scores of the students' achievement in reading comprehension is 73.44, which means that the mean of the scores of reading comprehension test is good. The result of applying the rxy distribution shows that the coefficient correlation is 0. 46. It means that there is a significant correlation between students' achievement in vocabulary and reading ability at second grade of SMAN 16 Surabaya.

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CHAPTER I
INTRODUCTION

This chapter present introduction of the research. It consist of: background , research problems, research purpose, research purpose, significance of the study, scope and limitation , significant of study, hypothesis and definition of key terms.

A. Background

English is foreign language that is taught as a compulsory subject in secondary school up to university level, but is considered as a local content at elementary school. The 2004 curriculum states that English language lesson was intended to increase students' capability in communication both oral and written. By mastering oral and written, the students are expected to understand, to transfer information from their mind and feeling, and to develop science, technology and art.

In learning English language, students have to master the four basic language skills. That is listening, speaking, reading, and writing. Beside such basic skills, the students have to master some vocabulary as much as possible[1] since it is one important aspect in learning a foreign language. With a limited vocabulary anyone will also have a limited understanding in terms of speaking,

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[1] Jeanne McCarten *Teaching Vocabulary: Lessons from the Corpus Lessons for the Classroom,* Cambridge University Press , New York, 2007. p 2

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reading, listening, and writing. It is impossible to learn a language without mastering vocabulary[2].

Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly. Sometimes it is difficult to group the idea transmitted to them. The acquisition of a large number of vocabulary can help the students read, speak, listen, and write[3]. A good vocabulary and ability to use words correctly and effectively can help the students make school work easier and more rewarding, and also many tests that they take in school include vocabulary questions. The more vocabulary they know the better their chance to do well on an English test.

Mastering vocabulary is the ability to get or to receive a lot of words[4]. By having and mastering vocabulary we will know the meaning of vocabulary in the context. Measuring vocabulary helps to avoid making mistakes in understanding. On the other hand, foreign students learning English reading text, one lack of vocabulary, whereas in fact vocabulary is the most important thing in reading skill.

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[2] Norbert Schmitt *Vocabulary in language teaching*, New York, 2007(Cambridge University Press 2000), p 10

[3] Richard Wagner, k. phd, Vocabulary Acquisition Implications For Reading Comprehension, New York London, 2007.p 123

[4] Coady James, Huckin Thomas N. *Second language vocabulary acquisition: a rationale for pedagogy*, United States of America, 1997, p. 9

Reading itself is very important as it is known that success in reading is the most necessary because it gives knowledge of all things and discovers new things. The curriculum stated that out of the four skills, listening, speaking, reading, and writing, the main emphasis is on reading skill because it is believed that acquisition of reading in a second or foreign language is priority.

Furthermore, reading is good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is needed in every level of field of study. Particularly in cases when students have to read English materials for their own special subject.

Through reading, we can acquire new ideas, obtain needed information, seek support for our ideas and broaden our interest. We can also get the message that the writer had expressed. The ability to read helps to distinguish human being from other animal.[5]

Based on the description of vocabulary and reading above, it shows that they have close relation. To get empirical data about it the writer will organize the test result to prove the influence of student's achievement in vocabulary and reading. By getting the grades, the writer tries to find an answer that student's achievement in vocabulary influencing reading.

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[5] Xiaozhong Zhai *Thing and Its Law* Manufactured in the Unit State, 2003, p142

Many researchers find that students' vocabulary knowledge relate to their reading comprehension. [6]

Over the past two decades, some researchers like McKeown, Blachowicz and Fisher, Nagy and Scott has revealed a great deal about the kind of vocabulary instruction that is most effective for helping students comprehend what they read.[7]

Other research has done by Block and Mangieri, in their study entitle *The Effects of Powerful Vocabulary for Reading Success on Students' Reading Vocabulary and Comprehension Achievement* at students overall in Grades 3–6 elementary school. They conclude that Students overall in Grades 3–6 of the experimental group, controlling for the number of pages of this program completed, had significantly more positive attitudes toward reading than did control-group students [8]

Similar study has been done by Aziz Novita in her title *The Correlation between Student's Reading Comprehension and Their Structure: A Case study At the Third Grade students Of MAN Purwuasri Kediri.* The research which is done in 2009 concludes that there is a significant correlation between reading

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[6] As quoted in Fran Lehr, MA and Jean Osborn, Med, *A Focus on Vocabulary*, U.S. Department of Education (U.S. ED),2004, p.3

[7] Ibid, p.12

comprehension and structure. In other word, the high score of reading comprehension tends to be followed by the high score of structure.

In this case, the writer wants to know how well the students master vocabulary and reading comprehension. And this research only focused on finding out correlation between the students' achievement in vocabulary and reading ability.

Other study has done by Dewi Ratnawati with the title *The Correlation between Vocabulary Mastery and Reading Comprehension: the Case of the Seventh Grade Students of SMP*, The research which is done in 2009 concludes that there is a significant correlation between the vocabulary mastery and reading comprehension of the seventh grade students of SMP N 13 Semarang in academic year 2005/2006. The results of vocabulary and reading comprehension achievement are fair.

Different from previous study that occurs in junior high school, in this research will try to find out the correlation between students' achievement in vocabulary and reading ability at second grade of SMAN 16 Surabaya.

In another study of nearly 300 college-age students by Stanovich and Cunningham, their researches find that vocabulary knowledge influence for reading volume.[9]

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[9] Elfrieda H. Hiebert and Michael L. Kamil *Teaching and Learning Vocabulary*, London, 2005, p 74

Mohammad Golbin also done by his title *The Effect Of Vocabulary Size On Reading Comprehension Of Iranian Efl Learners* in Shahid Beheshti University, G.C., Tehran, Iran. The results of his research show a very significant correlation between vocabulary size and reading comprehension which points out the necessity of improving the learners' vocabulary size in coping with reading passages.

B. Research Problems

Based on the statement above, the writer formulates the problem:

- Is there any correlation between students' achievement in vocabulary and reading ability at second grade of SMAN 16 Surabaya?

C. Research Purpose

According to problem of the research problem, the writer purposes are:

- To find out whether vocabulary mastery has significant correlation with reading ability at second grade of SMAN 16 Surabaya.

- To find out how far students' achievement in vocabulary influence and their reading ability at second grade of SMAN 16 Surabaya.

D. Significance of The Study

The results of the study are expected:

1. To give information about correlation between students' achievement in vocabulary and reading ability at second grade of SMAN 16 Surabaya.

2. To give contribution to :

    a. The writer

        The writer hopes that this study not only can identify the problem in mastering both vocabulary and reading comprehension but also the writer will get new experience and knowledge for the future of his life.

    b. The students

        In this research, the writer hopes that the result of this research can give students more motivation, so that they can do better than before and work with various text types without any difficulty.

    c. The teacher

        For the teachers, the result of this research will get additional information about correlation of language skills through vocabulary and reading, so that they can develop the way or strategy to teach English.

    d. The readers

        It can inform them about the correlation between students' achievement in vocabulary and reading ability.

E. Scope and Limitation

This study is limited on teacher who teaches English at second grade of SMAN 16 Surabaya. The research will focused on finding correlation between students' achievement in vocabulary and reading ability at second grade of SMAN 16 Surabaya.

F. Hypothesis

The general hypothesis for this study is that a positive correlation exists between students' achievement in vocabulary and reading ability at second grade of SMAN 16 Surabaya. For example students have a good result in vocabulary test, also have a good result in reading.

G. Definition of Key Term

Vocabulary is Total number of words which (with rules for combining them) make up a language.

Reading ability is composed of two components, one being a power or accuracy of comprehension factor and the other being a speed or rate of comprehension factor. [10]

In this research, the writer intends that:

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[10] Carver. Ronald P, *The causes of high and low reading achievement*, Taylor and Francis e-Library, 2009, P 131

Reading ability is capable of reading in power comprehension factor. It is proved by grade of student's reading based on students' ability in study English.

Student is a person that follows a course of study, as in a school, college, and university.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature of the research. It discuss about vocabulary and reading. Discussion of vocabulary consists of: definition of vocabulary, important of vocabulary, the introduction of vocabulary, kinds of vocabulary, and acquisition vocabulary. Discussion of reading consist of: definition of reading, important of reading, the introduction of reading comprehension, reading comprehension, aims of reading, and reading process.

The writer also discuss about relation vocabulary and reading. That is most important to support this research.

1. Vocabulary

1. Definition of Vocabulary

In this chapter the writer wants to explain definition of vocabulary in order to understand a language the learners have to understand the definition of vocabulary first. It is difficult to make one definition of vocabulary. So, the writer tries to take it from several references.

According to Rasinski, Vocabulary is knowledge of word meanings[11].Schmitt gave the definition that vocabulary is a basis of a

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[11] Rasinski, Timothy Ph.D. *Keys to Building Vocabulary,* U.S.A, 2008 p. 13

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language. It is very important to be mastered first. We cannot speak well and understand written materials if we do not master it. Norbert Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.[12]

According to Lehr and Osborn, vocabulary is more complex. They suggest that definition of vocabulary come in two forms[13]:

1. Oral and print

    Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. [14]

2. Receptive and productive.

    Receptive vocabulary includes words that we recognize when we hear or see words. Productive vocabulary includes words that we use when we speak or write.[15]

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[12] Norbert Schmitt, *Vocabulary in Language Teaching* (USA: Cambridge University Press, 1997) , p.5

[13] Fran Lehr, MA and Jean Osborn, Med, *A Focus on Vocabulary*, U.S. Department of Education (U.S. ED),2004, p.5
[14] Ibid, p.5

[15] Ibid,p. 6

From the statements above the writer concluded that vocabulary is a list or a series of words that is used to express the idea or in other meaning. That is definition broadly; he defines specifically vocabulary as knowledge of words and word meanings in both oral and print language and in productive and receptive forms. More specifically, we use *vocabulary* to refer to the kind of words that students must know to read increasingly demanding text with comprehension.

2. Importance of Vocabulary

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.[16] 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.

The importance of vocabulary is as follows:[17]

a. An extensive vocabulary aids expression and communication

b. Vocabulary size has been directly linked to reading comprehension.

c. A person may be judged by other based on their vocabulary

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[16] Norbert Schmitt, opcit, p.10

[17] (http://id.wiktionary.org/wiki/vocabulary)

d. Linguistic vocabulary is synonymous with thinking vocabulary.

e. The greater a person's vocabulary, the greater their understanding of
themselves, society, economy, history, etc.

Burton says:

"without a large vocabulary, it is impossible to use English
language precisely and vividly".[18]

Pikulski and Templeton also state that large vocabulary is very important
for success in life, because a large vocabulary is more specifically predictive
and reflective of high levels of reading achievement.[19]

It is obvious that vocabulary is very important in learning a language,
especially English, because the English vocabulary is extremely large and varies
as well. Therefore, it is highly essential for English teachers to help their
students in mastering vocabulary.

Based on the explanation above, it is clear that vocabulary plays important
role in our life. It has many advantages in developing our skills. As mentioned
above, vocabulary can improve our speaking skill; it makes us easier to
communicate with others and to express ourselves. Besides, it links to reading

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[18] S. H. Burton, *Mastering English Language*, London: The Macmillan Press Ltd, 1982, p.98

[19] john j. Pikulski and Shane Templeton, *Teaching and Developing Vocabulary: Key to Long-Term Reading Success*, Houghton Mifflin Company U.S.A. 2004,p. 1

comprehension because it is impossible to understand the text without the mastery of vocabulary. Good vocabulary mastery also can make many people or especially learners have good understanding of themselves and all aspects of their life such as their society, history, economy, and so on.

3. The Introduction of Vocabulary

According to scott, the things related to the introduction of shaping the vocabulary are as follows:[20]

a. The role of dictionary

Learning language can not be separated from the dictionary because the dictionary can give the explanation of words if students do not know about the meaning.

> Students need knowledge about dictionaries: They need to know that dictionaries are organized alphabetically, and that multiple meanings for one word are located under a single entry, whereas homographs are listed with superscripts, and so forth. But they also need to know when and how to use a dictionary.[21]

In learning English the students must have a good dictionary or at least two dictionaries; those are an advanced dictionary and a small one. The advanced one is better because it is more complete than the small one. The small dictionary usually only gives short definition and less explanation.

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[20] Scott A, Wendy and Ytreberg H, Lisbeth. 1990. *Teaching English to Children.* London: Newyork, p. 103

[21] Donna Ogle and Camille Blachowicz, *opcit* p. 206

b. The students' memory

Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them. Some researchers also agree that repeating words aloud helps students remember words better than repeating them silently.[22] However, repetition is easy to remember new vocabulary.

In addition, saving vocabulary in a small notebook is an effective way to control the students' memory in remembering new vocabularies. It will be easy to be brought everywhere. The students can write the vocabularies that they heard or found and open it again whenever they need. Besides the notebook, the students can use flash cards. They can write the foreign word on one side and the definition on another side of the card. Whenever they have spare time they can check or see the card and measure how many words they have remembered.

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[22] Jeanne McCarten Teaching Vocabulary : *Lessons from the Corpus Lessons for the Classroom,* Cambridge University Press , New York, 2007, p. 21

c. Educated guessing

In fact, the students will meet some difficult words, especially on reading comprehension. They find some words that they only know its meaning from the context or statement. They just guess even though sometimes they do not know the exact meaning or definition of these words. Thus, the students may not always finding the meaning of the dictionary every time they find the foreign words because by knowing the context they can finds the meaning of those foreign words.

The writer concluded that vocabulary is the important thing beside many factors in learning English. Without mastering vocabulary, it is impossible to master English well. The more students get the vocabulary, the easier to increase their English skills.

4. Kinds of Vocabulary

Vocabulary varies in the four skills of language, listening, writing, reading and speaking. Generally, a student will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. But in real situation, the process may change, especially in foreign language teaching. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary.[23]

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[23] Cheril Pelteret. *More! 4 teacher's book.* Cambridge university press

According to the basis of frequency, vocabulary can be divided into two kinds; there are high frequency vocabulary and low frequency vocabulary.[24]

a. High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken texts.

b. The low frequency vocabulary on the other hand, covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely, used in common activity of English language. This group includes well over 100.000 word families.

According to Lehr and Osborn, vocabulary researchers reported figures ranging from 2,500 to 26,000 words in the vocabularies of typical grade 1 students and from 19,000 to 200,000 words for college graduate students[25].

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[24] Paul Nation, *New Ways of Teaching Vocabulary* (USA: Teacher of English to Speaker of Another Language/TESOL Inc, 1994), p.3

[25] Fran Lehr, MA and Jean Osborn, opcit., p. 7

Haycraft distinguishes vocabulary into active and passive vocabulary as follows[26]:

1) Active vocabulary: the words that the students understand and pronounce correctly and used constructively in speaking and writing. Active vocabulary is also called productive vocabulary.

2) Passive vocabulary: the words that the students recognizes and understand when they occur in a context, but which cannot produce correctly himself. It also called receptive vocabulary.

5. Acquisition of Vocabulary

The acquisition of vocabulary is getting new words which component of successful language learning for students, National say:

> The acquisition of vocabulary arguably the most critical component of successful language learning. Until recently, however, it has been difficult to determine the most important words and phrases needed to establish a suitable vocabulary for conducting conversations most effectively.[27]

Two major ways in which students acquire new vocabulary, the students for whom each way is best suited, and strategies for vocabulary acquisition:[28]

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[26] John haycraft, an introduction to english language teaching, longman , 1986, p. 17

[27] Jeanne McCarten, opcit, p. 26

[28] www.glencoe.com/sec/teachingtoday

a. Incidentally, through the conscious or unconscious use of context clue during independent reading and listening activities.

b. Through direct instruction and study

The National Reading Panel recommended that:[29]

a. There is a need for direct instruction of vocabulary items required for a specific text.

b. Repetition and multiple exposures to vocabulary items are important. Students should be given items that will be likely to appear in many contexts.

c. Learning in rich contexts is valuable for vocabulary learning. Vocabulary words should be those that the learner will find useful in many contexts. When vocabulary items are derived from content learning materials, the learner will be better equipped to deal with specific reading matter in content areas.

d. Vocabulary tasks should be restructured as necessary. It is important to be certain that students fully understand what is asked of them in the context of reading, rather than focusing only on the words to be learned. Restructuring seems to be most effective for low achieving or at-risk students.

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[29] National Reading Panel. (2000). *Teaching children to read*. Washington, DC: National Institute of Child Health and Human Development.p.5-6

e. Vocabulary learning is effective when it entails active engagement in learning tasks.

f. Computer technology can be used effectively to help teach vocabulary.

g. Vocabulary can be acquired through incidental learning. Much of a student's vocabulary will have to be learned in the course of doing things other than explicit vocabulary.

h. Dependence on a single vocabulary instruction method will not result in optimal learning. A variety of methods was used effectively with emphasis on multimedia aspects of learning, richness of context in which words are to be learned, and the number of exposures to words that learners receive.

According to Hiebert and Kamil one of factors which contribute to vocabulary acquisition for student is from text. That can be used to maximize opportunities for students to learn new words from context. They organize the studies into those pertaining, as follow[30]:

a. Local Context

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[30] Elfrieda H. Hiebert and Michael L. Kamil *Teaching and Learning Vocabulary*, London, 2005, p. 54

Local contexts refer to the features of words and to the context created by words and sentences within texts. In considering the local context, there are:

1) *Within-Word Factors.* The reader can pay attention as well as possible with it and easy to remember vocabulary from context. Among those :

   a) morphology

   b) a word's part of speech

   c) the vividness or concreteness of the word's meaning,

   d) frequency of appearance in written English

2) *Word Presentation in Text.* Factors that influence a word's understanding that have to do with the word's situation or relationship to other words in a text. Among these are:

   1) helpfulness of the sentence and text context,

   2) density of unknown words

   3) word repetition.

b. Global Context

Vocabulary knowledge helps beginning readers decode, or map spoken sounds to words in print. If children have the printed words in their

oral vocabulary, they can more easily and quickly sound out, read, and understand as well as comprehend what they are reading[31].

Students are learning how to map sounds onto letters, with the expectation that the words that they read will map onto the oral vocabulary that they bring to the task.

Global context is factors found to influence the opportunity to learn word meanings from text:

1) conceptual difficulty

2) purpose for reading

3) importance of world knowledge

Dale devised one of the earliest conceptualizations of word knowledge, which addresses the extent of a person's understanding of a word:[32]

   a. Stage 1: never saw it before.

   b. Stage 2: heard it, but doesn't know what it means.

   c. Stage 3: recognizes it in the context as having something to do

   d. Stage 4: knows it well.

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[31] Fran Lehr, MA and Jean Osborn, Med, opcit , p.7

[32] Dale, E. (1965). Vocabulary measurement: Techniques and major findings. Elementary English, p. 42

These four stages of word knowledge recognize that the meaning of a word can be partial and contextually based.

Graves considered aspects of vocabulary knowledge from the perspective of tasks that represent stages of acquisition of vocabulary words:[33]

a. Learning to read known words.

b. Learning new meanings for known words.

c. Learning new words representing known concepts.

d. Learning new words for new concepts.

e. Clarifying and enriching known words and meaning.

f. Moving words from receptive to expressive vocabulary.

To learn a new word, students must not only learn how that word relates to other words (the definitional information), but also how the word changes in different contexts. Learning definitional information is more that just learning the definition (and definitions can be difficult to understand), but also learning about[34]:

• *Synonyms*

A synonym is a word or expression that has the same or almost the same meaning as another word or expression. In English, a language known

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[33] Graves, M. F. (1987). The roles of instruction in fostering vocabulary development. In M. E. McKeown & M. E. Curtis (Eds.), The nature of vocabulary Acquisition, p. 165

[34] Elfrieda H. Hiebert and Michael L. Kamil *Teaching and Learning Vocabulary*, London, 2005, p. 104

for its enormous vocabulary, most words have synonyms. For example, the word "enormous" has many synonyms: Huge, massive, giant, and immense, so *synonym* is all students need to understand a new word in context[35]

- *Antonyms*

An antonym is a word that means the opposite of the given word. For example, the antonym of the word happy is sad. Encouraging students to think about antonyms for a word requires them to identify the word's crucial aspects. For example, the word *chaos* implies an abyss, a void, or clutter, but its antonym, *order,* narrows the focus to the "clutter" part of the word's meaning.

- *Categories.*

Part of definitional knowledge is knowing the category into which a word fits. Being able to classify *vehicle* as a form of transportation, *accountant* as a type of job, or *orca* as a type of whale, which in turn is a mammal, is an important part of building word knowledge.

- *Comparisons to other, similar words.*

Comparing words can be a very powerful means of learning new words. Consider the word *debris.* This is a form of "trash," but not all trash is debris. The meaning *of garbage* is actually restricted to discarded organic

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[35] Ibid, 104

material, such as apple cores or food scraps. *Debris* means trash that is left over from some sort of accident or catastrophic event, such as an automobile accident or a plane crash.[36]

B. Reading

1. Definition of Reading

There are a lot of definitions of reading. Linguists give definitions about reading, their opinions about reading vary. Some of them say reading is the process to get, to understand, to catch the content of the reading. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

According to Walter Reading is what the reader does to get the meaning he needs from textual sources[37]. Meanwhile Guy and Eva explained the meaning of reading as the process of acquiring and author's meaning and of interpreting, evaluating, and effecting upon those meanings.[38]

Dubin explained the meaning of reading as reading is primarily a cognitive process, which means that the brain does most of the work.[39]

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[36] Ibid, 105

[37] Walter R. Hi Secondary school reading: process, program, procedure, 1989

[38] Guy L Bond and Eva Bond Wagner, *Teaching The Child to Read*, (New York: The Macmillan Company, 1969), p.4

[39] Dubin.F, D.E. Eskey and W. Grabbe, opcit, p. 6

According to Bond, Pinker and Wasson that in our world, reading more will provide more information and it makes our knowledge become increasingly in great numbers[40]. Kennedy has argument that reading can be defined as the ability of an individual to recognize a visual form; associate the form with a sound and or meaning acquired in the cover and on the part of experience, understands, and interprets its meaning[41].

Form the statement above, reading is a process that is done and also is used by the readers to get the message that will be informed by Finocchiaro as follows: reading is getting meaning from the printed or written material[42].

How far is someone said to be successful in reading the written material? In relation with this, Moyle states:

> "The reader is called upon, not only to understand the message of the author, but also to reflect upon it, asses its value by comparison with previously learned concepts and finally to reach out in imagination to new real as a result of the stimulus of the text".[43]

In order to comprehend reading selection roughly a person must be able to use the information to make inferences and read critically to understand the

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[40] Bond. L.G, Tinker.A.M, Wasson.B.B, *Reading difficulties, their diagnosis and their correction*(edition 4th)printed by Prentice-Hall, 1979, p. 3

[41] Kennedy Allen, *Reading as perceptual Process*, oxford university UK, 1984, p. 5

[42] Finocchiaro, Mary. 1974. *English as a Second Language from Theory to Practice.* New York: Regents Publishing Company, p.77
[43] as quoted in Dewi Ratnawati The Correlation Between Vocabulary Mastery And Reading Comprehension: The Case Of The Seventh Grade Students of SMPN 13 Semarang in The academic year 2005/2006, Semarang University Press, p.20

figurative, determine the author's purpose, evaluate the ideas presented, and apply the ideas to actual situations. All of these skills involve thinking process [44].

Goodman views reading from another point. He defines reading from the psycholinguistic perspective, and describes reading as a "psycholinguistic guessing game". He writes:

> "Reading is a receptive language processes. It is a psycholinguistic process in tat it stars with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs[45]"

According to Kennedy :

> "Comprehension is facilitated reading appropriate materials, intellectual curiously, and desire to learn. The definition of comprehension can be stated as follow s: the ability of pupils' it finds, interprets, and uses ideas comprehension"[46].

Heilman says that reading comprehension is a process of thinking sense of written ideas through meaningful interpretation and interaction as a multifaceted process affected by several thinking and language abilities[47].

Kennedy says that:

"Reading Comprehension is a thinking process by which a pupil selects facts information, or ideas from printed materials, decides how they relate

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[44] burn, A.R *Persia and Greek: defence of the west*, Lewis ,London, 1984, p. 10-11

[45] Goodman, Kenneth S. (1988) in Carrell et al. *Interactive Approaches to L2 Reading* Cambridge,p. 12

[46] Kennedy Allen, opcit, p. 192-193

[47] Heilman, A. W., Blair, T. R., & Rupley, W. H. *Principles and practices of teaching reading* . Upper Saddle River, NJ: Merrill Prentice Hall, p. 242

to previous knowledge he has acquired, and judges their appropriateness and worth for meeting his own needs and objectives"[48].

From the statements the writer concluded that, in order to comprehend a reading selection fast a person must be able to use the information to make conclusion and to read critically, to understand the figurative, to determine the author's purpose, to evaluate the ideas presented, and to apply the ideas to actual situations.

2. The Importance of Reading

Reading is one important skill in learning a language. It is also a means of recreation and enjoyment. At the same time it enlarges knowledge and improves the technological achievement.

In order to develop reading skill it is necessary to read many kinds of reading materials. Students should not only develop their reading skill through formal education and assignment in various school textbook, but they also should read fiction, free reading books, newspapers and magazines.[49]

Although people read many kinds of reading materials and have interest in reading, actually they do similar things. They try to catch the meaning or the idea of the text. It means that they do not only interact with the written symbol, but they also use the knowledge to catch the meaning.

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[48] Kennedy Allen, p. 192-193

[49]

The goal of reading for Indonesian students is to understand or comprehend the material of the test because reading comprehension is a bridge to understanding scientific books they read. The ability of the students in reading is very important because by having the ability to read, they will be able to improving their knowledge.

3. The Introduction of Reading Comprehension

Reading is one of the important ways to improve general language skills in English. The reason of reading can help as follow:

a. According to Beatrice and Linda Jeffries:

    1) Reading helps you learn to think in English.

    2) Reading can enlarge your English vocabulary.

    3) Reading can help you improve your writing.

    4) Reading may be a good way to practice your English if you live in a non-English speaking country.

    5) Reading can help you prepare for studying in English –speaking country.

    6) Reading is a good way to find out about new ideas, facts and experiences[50].

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[50] Beatrice. S. Mikulecky,and Linda Jeffries. 1996. *More Reading Power*. Longman: Addison- Wesley Publishing, p.35

b. White mentions three purposes of reading[51], they are:

1) Reading for factual information.

By reading for factual information he means reading referential materials in order to obtain the right information with which people operate on given on a given environment. For example: Reading a set of instructions on how to use a piece of equipment.

2) Reading for intellectual purposes

Reading for intellectual purposes refers to reading an appropriate text to obtain cognitive information for augmenting or developing one's intellectual skills so that she/ he can more effectively manipulate ideas, possibly with the aims of influencing the behaviour of others or of determining the outcome of a series of operations.

3) Reading for emotional gratification or spiritual enlightenment.

People may read affective materials like novels, poems, and the like just only for pleasure or self-improvement.

c. Wallace describes that reading has three main objectives, they are:

1) Reading for survival which is identical to reading for factual information.

2) Reading for learning which is similar to reading for intellectual purposes.

3) Reading for pleasure which is the same as reading for emotional gratification[52].

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[51] White, T. G., Sowell, J., & Yanagihara, A. (1981). Teaching elementary students to use word-part clues. *The Reading Teacher*, p. 69

The writer said that the different term used and different ways of describing the reasons for reading used by different experts, by and large nobody reads for any reason, is determined by the reader, not by somebody else.

4. Reading Comprehension

The essence of reading act is comprehension: it becomes a primary challenge in learning of reading skill. In order to learn or understand the massage of the author, the students are hoped to have the ability to comprehend the written textbook. Ogle and Blachowicz say:[53]

> A great deal of research has explored and supported the notion that comprehension is a process demanding strategic approaches. Good comprehension have learned that they have control of the reading process

Comprehension means understanding the meaning or the point of a topic. Dubin and Grabe show a more specific explanation, comprehension means relating what we do not know or new information, which is not random collection of facts but a theory of a world in each of our heads.[54]

There are different lists of skills that they feel are basic to understanding. The skills usually listed are as follows:[55]

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[52] Wallace, J. Michael. 1982. *Teaching Vocabulary.* London: Briddles. Ltd, p. 42

[53] Donna Ogle and Camille Blachowicz,opcit, P.33

[54] Francoise Grellet, *Developing Reading Skills,* (Cambridge: Cambridge university Press, 1981) p. 4

[55] Dorothy Rubin, *Diagnosis and Correction in Reading Instruction,* (New York: CBS), p. 84 College Publishing, 1982), p.207

1. React to the sensory images (visual, kinesthetic, taste, smell) suggested by words.

2. Interpret verbal connotations and denotations.

3. Recognize and understand the writer's purpose.

4. Determine whether the text affirms, denies, or fails to express an opinion about a supposed fact or condition.

5. Identify the antecedents of such words as who, some, or they.

According to Ogle and Blachowicz, there are some successful strategies before reading to comprehend the readers. These strategies, which all engaged readers rely on (consciously or unconsciously), are as follows: [56]

a. *Previewing the text* by looking at the title, the pictures, the graphics, etcetera, to evoke ideas and thoughts

b. *Predicting from the preview* what is already known about the topic, content that can help the reader understand.

c. *Setting purposes for reading by asking questions* that need to be answered.

d. *Choosing an appropriate strategy* based on predictions and questions .

The strategies engaged comprehend pursue during reading are the following:

e. *Checking understanding* by keeping track of the gist of the material.

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[56] Donna Ogle and Camille Blachowicz,opcit,p.33-34

f.   *Integrating the new information with what is already known* by making connections, inferences and creating images,

g.   *Monitoring comprehension* by using all cueing systems to figure out unknown words

h.   *Continuing to predict/question,* to refine those predictions and answer the questions.

After reading, the readers didn't just stop reading; they reflected on and used their new knowledge. These are the strategies good comprehend employ after reading:

i.   *Summarizing and synthesizing what has been read* by dealing with the plot as well as the author's purpose.

j.   *Responding appropriately:* personally, critically/evaluative, and creatively.

k.   *Reading multiple sources and cross-checking information* when appropriate, or making other connections across texts and knowledge types.

l.   *Checking for fulfillment of the purpose of reading.*

m. *Using what is read* in some application.

All of these sets of strategies ones used before, during, and after reading assist readers in being active, constructive readers who can gain and use information.

5. Aims of Reading

A person may read for many purposes, and purpose helps to understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if reads for studying or setting information such news, science or same line, which are part of his study or assignment he does it very slowly and carefully.

According to Paul S. Anderson, there are seven aims of reading:

a. Reading for details and fact. it is reading to know what is done by the subject of the story

b. Reading for main ideas. it is reading for main ideas is reading to get the problem statement

c. Reading for sequence or organization. It is reading to know each part of the story

d. Reading for inference. It is reading to know what is the writer meant by its story

e. Reading for classifying. It is reading to find unusual things

f. Reading for evaluating. it is reading to know the value of the story

g. Reading for comparing or contest. It is reading to compare the way of life of the story with the way of life of the reader.[57]

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[57] A Widyamartaya, Seni Membaca Untuk Studi (Yogyakarta: Kanisius, 1992) p.90

Another author said that the aim of reading is:

a. Reading for pleasure

b. Reading for information (in order to find out something or in order to do something with the information you get).[58]

Meanwhile Lester and Crow classified two general purposes. These purposes includes; Leisure-time reading and more serious reading:[59]

a. Reading for details and fact is reading to know what is done by the subject of the story

b. Reading for main ideas is reading to get the problem statement

c. Reading for sequence of organization is reading to know each part of the story

d. Reading for inference is reading to know what is the writer meant by its story

e. Reading for classifying is reading to find unusual things

f. Reading for evaluating is reading to know the value of the story

g. Reading for comparing or contest is reading to compare the way of life of the story with the way of life of the reader.

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[58] Francoise Grellet, *Developing Reading Skills,* (Cambridge: Cambridge university Press, 1981) p. 4

[59] Lester Donald Crow and Allice Crow, Education psychology, American book Co, 1963, p 39

6. Reading Process

In the process of reading, there are some factors which influence reading comprehension. A diagram drawn below is used to show how these factors influence reading comprehension. A diagram drawn below is used to show how these factors influence reading comprehension

From the diagram, writer notice that the factors which influence reading comprehension are;

a. Attention

Attention is an activity whereas the reader tries to pay attention on what the reader is reading.

b. Background Experience

In the writer opinions, reading is actually the activity of relating something we don't know to something we have already known. Therefore, the

previous experience of the reader is very important in anticipating the author's message. Heilman says that previous language experience is probably most important as it relates to the specific task called reading [60].

This idea is confirmed by Harris who says that the ability to reconstruct meaning from printed page, including various kinds of skills and style the writer has, is based on the reader's previous experience with a topic, his familiarity with key concepts and his knowledge of haw language works [61]. So, good readers must have the ability to relate the text to their own background knowledge efficiently. Take for example, a child who often experiences to go to the zoo and observes the animals there will have batter comprehension when they come to reading a passage abut zoo compared to those who have never done such a thing. Comprehension, than is personal. The achievement won't be the same for all the students although they are taught in the same class, by the same teacher, using the same material and techniques.

c. Language Abilities

Reading and language are two things that cannot be separated because reading is one of the skills in learning a language. When child learns to read, at the same time he learners a language. If his knowledge about the language is good, it is assumed that his in reading will be good too. The language ability of a

[60] Heilman, A. W., Blair, T. R., & Rupley, W. H. *Principles and practices of teaching reading* . Upper Saddle River, NJ: Merrill Prentice Hall, p. 50

[61] Harris, D. P. 1979. *Testing English as a Second Language*. New York: McGraw-Hill Book Company, p.32

student is using a language. It includes the ability to understand the structure underlying the passage and vocabulary of the language he learns.

d. Thinking Abilities

Thinking ability refers to the students' ability to link their new experience with their previous experience. Burn says, reading is a thinking process[62].

Readers should think in the act of recognizing word. Teachers in class can develop the students' ability in thinking by giving them appropriate questions to comprehend. The question should be good enough so that the students are not asked to quote parts of the passage only but they must be concerned with the main ideas and understand the purpose of the author.

e. Reading purposes

There are two main purposes for reading comprehension are:

a. Reading for pleasure

b. Reading for information (in order to find out something or in order to do something with the information obtained).

It is important to judge the purpose of reading because it will influence us in choosing the technique. Kustaryo, in his book, reading Technique for College students, says reading techniques play an important role in understanding reading materials' [63].

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[62] burn, A.R *Persia and Greek: defence of the west*, Lewis ,London, 1984, p. 10

[63] Kustaryo, S. 1998. *Reading Techniques for Collage Students*. Jakarta : Departemen Pendidikan dan Kebudayaan, p. 3

The main ways of reading are:

a. Skimming

Skimming is a useful skill to be applied in reading[64] . William says that skimming is ability to read a text quickly in order to find the general idea or the gist of the text[65]. One reading type is exploring the reading text quickly.

In orders the reader can take the main ideas. A skimming reader can take the main ideas quickly by collecting words, phrases and main sentences. There many reasons of skimming reading:

1) To find a piece of special information in the paragraph, quotation or reverence.

2) To take the main idea and the important items from the text quickly.

3) To make the usage the time exactly, because the reader is very busy and has no time.

By these techniques, a reader moves his eyes quickly over a text to get the gist of it.

b. Scanning

Scanning is quickly going through a text to find a particular piece of information.[66]. Scanning means a technique of flashback in careful way. It has a

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[64] Nuttall, Chritine.. *Reading Problem.* Diagnosis and Remediation.   Eaglewood Cliffs Prentise Hall Inc, 1982, p.34
[65] Williams, R. 1986. *'Top ten' principles for teaching readi ng.'* ELT Journal , p. 23

[66] Francoise Grellet, *Developing Reading Skills,* (Cambridge: Cambridge university Press, 1981), p. 4

goal to find the special information from the text. The technique of scanning depends on some objectives or questions, which has been determined in the beginning.

In other word, the writer can take a short conclusion that scanning is used when we want to find a word, fact, data, name, etc. our eyes can observe the whole pages quickly to find out something that she want, for instance, indexes, table of contents, telephone book page or dictionary.

The writer can take scanning to find an art or a next concept, which the writer wants to read carefully. The ability in scanning is very useful, the teacher has to teach this students[67].

The writer concludes that scanning is a way of reading in which readers quickly go through a text to find a particular piece of information.

c. Extensive reading

In extensive reading, readers usually face a longer text. The purpose of using different types of reading is for one's own pleasure. In reading, one needs a total understanding of the writing.

d. Intensive reading

Intensive reading is reading for detail. It usually has a shorter text. A reader usually wants o get some specific information. These different ways of reading are not mutually exclusive. For example, one often skim through a

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[67] Burmeister, Lou E. 1978 Reading Strategies for Middle and Secondary School Teachers. Massachusetts Addison-Wesley Publishing Company,p. 296

passage to see what it is about before deciding whether a particular paragraph is worth scanning for the information he is looking for.

e. Affection

Interests, motivations, beliefs and feelings belong to affection. And they will influence students' comprehension greatly. When a person is reading a piece of writing, his background experience will engage with his language abilities. Through his thinking abilities, he will comprehend according to his purpose in reading. Meanwhile his interests, motivations, beliefs, and feeling will influence the result of the comprehension.

In the process of reading, Harris states that reading involves both visual and non visual information. Visual refers to the use of eyes to pick up the written words that are transmitted to the knowledge of how language works to the reading act[68] .

C. Relation vocabulary and reading

Some of researches find out extent of students' vocabulary knowledge that relates strongly to their reading comprehension[69]. This relationship seems logical; to get meaning from what they read, students need both a great many words in their vocabularies and the ability to use various strategies to establish the meanings of new words. Students who don't have large

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[68] Harris, D. P., opcit, p. 40
[69] Fran Lehr, MA and Jean Osborn, opcit, p.6

vocabularies or effective word-learning strategies often struggle to achieve comprehension.

Furthermore relation vocabulary and reading has beneficial for English learners to master vocabulary and reading comprehension. With their mastery of vocabulary and reading comprehension, learners will be able to catch the message of the text they read. They also can understand scientific books written in English to get information and advancement because reading comprehension is a bridge to understanding scientific books written in English either obtain information and advancement or to enjoy them or just for relaxation.

Generally many learners face some difficulties in reading comprehension due to their lack of vocabulary. They sometimes can not understand the meaning of some words and t his can often cause confusion in understanding the meanings as a whole. In summary, the lack of mastery of vocabulary can cause some problems in understanding a language. Their limited vocabulary also makes them unable to express their ideas freely.

From the above explanation the writer concluded that relationship between vocabulary knowledge and reading comprehension seems clear. Learners' bad performance is due to their lack of vocabulary mastery.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology of the research. It consist of research design, subject of study, setting of study, research instrument, population and sample, data collecting technique, and data analysis technique.

A. Research Design

The design of this research is correlation research. It is useful to describe and find out the significance of the correlation between those two variables, variable X and variable Y.

Ary says that:

> "Correlation studies are concerned with determining the extent of relationship between variables. They enable one to measure the extent to which variations in one variable are associated with variations in determined trough the use of the coefficient of correlation".[70]

According to Gall and Borg, correlation research refers to studies in which the purpose is to discover relationship between variables through the use of correlation statistics[71]. They further explain that the basic design of correlation research is very simple, involving nothing more than collecting data on two or

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[70] Donald Ary, *Introduction to Research in Education* (8th Education) Wadworth. Cangage Learning. Canada, 2006, p. 327

[71] Meredith D. Gall and Walter R. Borg, *Education Research: a guide for preparing a thesis or dissertation proposal in education*, Longman, 2003, p. 320

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more variables for each individual in a sample and computing a correlation coefficient.

Correlation coefficients (usually represented by r) are indices indicating both the direction of the correlation (either positive or negative) and the strength or the degree of the relationship between variables. The calculation of the correlation coefficient between a pair of scores results in a value that that ranges from -1.00 to +1.00. A correlation coefficient of -1.00 indicates a perfect negative relationship, whereas a value of +1.00 implies a perfect positive relationship and the midpoint of this range zero, indicates that there is no relationship at all.

In this case, the writer wanted to correlate between students' achievement in vocabulary and reading ability. The data will be analyzed by Product Moment of Sugiono[72]. It is usually used to correlate two variables based on its correlation coefficient value. It is useful to describe and find out the significance of the correlation between those two variables, variable X and variable Y.

The first variable is the students' vocabulary achievement score which is taken by how many vocabularies that they know from the test given; it is considered as independent variable (variable X). The second variable is their reading ability score which is taken from their comprehension in reading with the texts; we considered it as dependent variable (variable Y).

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[72] DR. Prof Sugiono, , *Statistika Untuk Penelitian (revisi terbaru)*, Bandung, 2007, p 228

B. Subject of study

The subject of study is second grade student of SMA 16 Surabaya. The writer chooses second grade because he has assumption that reading score of the student at the second grade are high. In this research the writer chooses all of class in the second grade.

C. Setting of study

The date of this study will be taken from the second grade student of SMA 16 Surabaya which is located on Jl. Raya Prapen postal code 60299 Surabaya. The writer chooses this school because the student's reading score in this school are high, so the writer has assumption that students' score may be influenced by vocabulary.

D. Research Instrument

The research instrument plays an important role to collect data. The instrument used in this research is an objective test, and the writer used one type of objective test, which is *multiple-choice type*. Multiple-choice type can be scored objectively and can measure learning out come directly.

In this research, the test consisted of 40 items with five alternatives. The alternatives include one correct answer and four wrong answers. There are four passages and from each passage the writer makes a question on reading comprehension including question of vocabulary, main idea, detail, not detail, and

inference. The test of vocabulary is not only based on the contents of the passage in the textbook but also taken from another book, which is correlated to their study and syllabus.

From these tests, the writer takes all questions that have significant correlation with the students' compulsory book, like Doddy Ahmad, developing English Competencies, Grade XI, 2008. Jakarta Pusbuk Depdiknas and work sheet (LKS- Work sheet of student), so the questions of the test calculated are relevant to the objective of the course.

E. Population and sample

The population in this research is students of SMA 16 Surabaya include IPA II and IPS II. Because based on their English teacher their final facilities of result have enough knowledge and motivation in their study and their reading ability is also good enough.

The writer concludes that sample is a limited number of elements from a proportion to represent population. In this research, the writer uses a sampling technique called cluster random sampling.

In this case, the subjects of the research are second grade student of SMA 16 Surabaya. The writer gets the data from the registration office that show there are 425 students.

As Umar formulated:

$$\text{Sample} = \frac{N}{1+Ne^2} = \frac{425}{1+425\,(10\%)^2} = 80.9$$

Sample = 80 Respondents

N = the total of population
e = the percent is determined

The writer use Umar's formula because the 10 % of the sample can represent a number of population and the level of trust is about 90 % by Umar Husein.[73]

The total numbers of sample use in this research were 80 students. Suharsimi states random sampling is a sampling technique where the researcher mixes the subjects of the population so that they are considered to have a same right and chance to be chosen as a sample[74]. From the formula above it can be derived that the sample are 80 respondents. Those 80 respondents are derived from the total population that is all of students at second grade student of SMA 16 Surabaya.

F. Data Collection Technique

To obtain the valid date, the writer will use kinds of date collection. For conducting the research, In collecting data, the writer uses some techniques.

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[73] Umar Husein . 1998. *Metode Penelitian untuk Skripsi dan Thesis.* Jakarta: PT. Raja Grapindo Persada, p. 78

[74] Suharsimi, Arikunto. 2002. *Procedure penelitian.*(Edit revisi V) Jakarta. P 219

1. Field Research

The writer gives a test to the students at second grade student of SMA 16 Surabaya. This test focuses on the vocabulary test and reading test.

2. Testing

The writer wants to find out the correlation between two kinds of test, vocabulary and reading comprehension, so the writer uses test method. The test is divided into two parts; the first is vocabulary, which consists of 20 items. The second is reading comprehension, which also consists of 20 items

According to Nation, there are several ways in which test can elicit test learners' recognition of word knowledge. Students be asked to translate the word into their fisr language, or to provide a synonym or definition of the word in the target language, or tick the word when they know it, or to choose from a set of picture, first language word, or synonym and definition in the target language.[75]

Using a multiple choice test is the high reliability it can achieve. There is little dispute over the marking criteria given that all items are carefully constructed, which leads to greater consistency of the test results. However, it is usually argued that the high reliability is achieved at the expense of construct validity.

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[75] Nation, I.S.P. (1990) *Teaching and Learning Vocabulary*, New : Heinle and Heinle, p 32

A multiple choice item usually requires students to recognize words.. Heaton states that it can thus help learners and teachers identify specific areas of learning difficulty, which positively influences the teaching focus. [76]

Based on description above the writer conclude that multiple choice is one of test which is high reliability to measure students' vocabulary and reading ability

The construction of the tests is described bellow:

a. Vocabulary Test

The vocabulary test is taken from the exercises of compulsory book, like developing English Competencies, Grade XI, 2008 and work sheet (LKS- Working Sheet of Student) . The numbers of items of the test are 20 items of a multiple choice type test with five options: A, B, C, D, or E.

According to Blachowicz and Ogle, to analysis students in vocabulary skills as follow[77]:

1) Apply word analysis skills to recognize new words.

2) Comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.

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[76] J. B. Heaton (1988) *Writing English language tests*. London: Longman, p. 24

[77] Donna Ogle and Camille Blachowicz, *Reading Comprehension*, (Second Edition The Guilford Press New York London 2008), p.15

3) Apply knowledge of word origins and derivations to comprehend words used in specific content areas.

4) Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.

5) Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.

6) Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.

7) Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.

8) Analyze the meaning of words and phrases in their context.

9) Compare the meaning of words and phrases and use analogies to explain the relationships among them.

10) Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.

b. Reading comprehension Test

The reading comprehension test is a standardized test taken from the exercises to reading comprehension that compiled from compulsory book. The number item of test was 20 items.

To analyze the students in reading ability, the writer uses the category taken from the curriculum and syllabus used in SMAN 16 Surabaya as follow:

1) Responding the text given by answer some question related with the content of the text.

2) Identifying the element of text formation.

3) Identifying the linguistic form and meaning.

4) Identifying the meaning and the function of each sentence in the text.

5) Identifying certain information from short function text.

6) Understanding the frame work of the text.

7) Understanding the logic relation between the sentence and paragraph.

8) Improving the strategies to interpret the meaning suitable with the context.

9) Answer certain comprehension question.

10) Identifying meaning of each word in the text.

11) Identifying the meaning of sentences in the text.

12) Identifying the structure of the text.

13) Identifying the event/ something happened in the text.

14) Identifying the rhetorical step of the text.

15) Understanding   text meaning of monologue /essay form *narrative,*

spoof dan *hortatory exposition* fluenly.

3. The Scoring Technique

According to Lado, there are amount of the students' score. In addition the scores has been earned by the students. The standard formula to subtract this amount which is[78]:

$$S = R - \frac{W}{N-1}$$

Where:

S = the score

R = the number of right answers.

W = the number of wrong answers.

N = the number of alternatives per item

G. Data Analysis Technique

The technique of data analysis used by the writer is the formula of Pearson's product moment correlation:

The procedure of data analysis has been arranged as the following steps:

1. Preparing

   a. Checking the students' name and identity

   b. Checking the data completeness.

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[78] Robert Lado, 1964. *Language Teaching.* New Delhi: Tata MC Grow- Hill publishing co.Ltd. p, 367

c. Checking the data content.

2. Tabulating

   a. Scoring the students' works.

   b. Giving codes on the students' errors.

   c. Coding with the correlation of data process on computer screen.

The method use Pearson's product moment to find out correlation significant. The formula is as follows[79]:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\left\{N\sum X^2 - (\sum X)^2\right\}\left\{N\sum Y^2 - (\sum Y)^2\right\}}}$$

Where:

R : correlation coefficient of variable X and Y

$\sum xy$: the sum of the product of X and Y scores for each student's

$\sum X$: the sum of X scores

$\sum Y$: the sum of Y scores

$\sum X^2$: the sum of square of students' achievement in vocabulary score

$\sum Y^2$: the sum of square of students' achievement in reading ability scores

$(\sum X)^2$: the sum of the squared X scores

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[79] Arikunto Suharsimi,. 2002. *Procedure penelitian*. J-akarta: Rineka Cipta, p. 209

$(\Sigma Y)^2$: the sum of the squared Y scores

N   : the total of respondents

       The above formula is very important due to finding out whether or not the (Ho) Hypothesis or (Ha) Hypothesis is accepted in this research. The result computation indicates whether there is any correlation between two variables or not.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings and discussion which is intended to answer the problem of the study that mentioned in the first chapter. In this chapter will explain these result and discussion of research finding.

These result and discussion are arranged based on data from research in second grade students at SMAN 16 Surabaya. In this study, researcher in order to know a significant correlation between students' achievements in vocabulary and reading ability at second grade students at SMAN 16 Surabaya.

A. Statistic Data

This study intends to find out date whether there is any correlation between reading comprehension and vocabulary. Before analyzing the data, the writer will calculate the mean score of vocabulary and reading test as follow:

1. Students' Vocabulary

To see the mean score of vocabulary, the writer tried to calculate the mean score of the vocabulary test by using the following formula:

$$M = \frac{\sum X}{N}$$

$$= \frac{5725}{80}$$

$$= 71.56$$

Where:

M = the mean.

Σ X = the sum of all scores.

N = the total number of subjects.

So, the mean score of vocabulary test of the second grade students of SMAN 16 Surabaya in academic year 2009/2010 is 71.56. It can be said that the vocabulary mastery is good.

To judge the students' grade and the level of the vocabulary, the writer used the criteria from the standard of evaluation for the students' scores. However, they were simplified into 5 classifications.

a. There are 5 classifications of students' score as seen in the following table:

Table 4.4

5 classifications of students' score of vocabulary

Score	Grade	Classification
86-100	A	Excellent
66-85	B	Good
46-65	C	Fair
26-45	D	Poor
Under 25	E	Failed

b. There are 5 groups of students' score as seen in the following table:

Table 4.5

Table of students' score of vocabulary mastery

Grade	Frequency	Percentage (%)
2	A	2,5%
54	B	67,5%
24	C	30%
0	D	0%
0	E	0%

2. Students' Reading ability

The following is the calculation of the mean score of the student in reading ability:

$$M \ = \ \frac{\sum Y}{N}$$

$$= \frac{5875}{80}$$

$$= 73.44$$

From the calculation above, writer knows that the reading ability of the second grade student of SMAN 16 Surabaya in academic year 2009/2010 is

73.44. it means that reading comprehension of the second grade students of SMAN 16 Surabaya is good.

In accordance with the categorization, the students' scores of reading ability can be seen in the following table:

Table 4.6

Grade	Frequency	Percentage (%)
4	A	5%
56	B	70%
20	C	25%
0	D	0%
0	E	0%

3. Correlation between Students' Achievement in Vocabulary and Reading Ability

The main intention of the research is to find out whether is there correlation between Students' Achievement in Vocabulary and Reading

Ability of the second grade students of SMAN 16 Surabaya in academic year 2009/2010.

To find out the correlation between two variables above, the writer uses statistic calculation of the Pearson Product Moment Formula to analyze the data from the result of vocabulary test and reading comprehension test. The following table shows the calculation result based on the theory:

Table 4.7

The Result of Product Moment Table

NO	X	Y	XY	X^2	Y^2
1	65	70	4550	4225	4900
2	75	80	6000	5625	6400
3	60	80	4800	3600	6400
4	75	80	6000	5625	6400
5	75	65	4875	5625	4225
6	75	75	5625	5625	5625
7	75	65	4875	5625	4225
8	75	65	4875	5625	4225
9	65	80	5200	4225	6400
10	50	60	3000	2500	3600
11	70	80	5600	4900	6400
12	55	65	3575	3025	4225
13	60	80	4800	3600	6400
14	60	80	4800	3600	6400
15	80	75	6000	6400	5625
16	80	65	5200	6400	4225
17	75	80	6000	5625	6400
18	65	80	5200	4225	6400
19	70	65	4550	4900	4225

20	80	90	7200	6400	8100
21	75	80	6000	5625	6400
22	75	75	5625	5625	5625
23	60	65	3900	3600	4225
24	70	65	4550	4900	4225
25	65	80	5200	4225	6400
26	75	80	6000	5625	6400
27	85	90	7650	7225	8100
28	75	70	5250	5625	4900
29	75	70	5250	5625	4900
30	75	65	4875	5625	4225
31	75	70	5250	5625	4900
32	70	70	4900	4900	4900
33	65	75	4875	4225	5625
34	85	80	6800	7225	6400
35	85	85	7225	7225	7225
36	75	65	4875	5625	4225
37	85	85	7225	7225	7225
38	65	70	4550	4225	4900
39	70	75	5250	4900	5625
40	70	75	5250	4900	5625
41	70	75	5250	4900	5625

42	75	65	4875	5625	4225
43	65	70	4550	4225	4900
44	60	70	4200	3600	4900
45	65	75	4875	4225	5625
46	65	75	4875	4225	5625
47	70	70	4900	4900	4900
48	90	80	7200	8100	6400
49	70	70	4900	4900	4900
50	70	75	5250	4900	5625
51	65	70	4550	4225	4900
52	70	70	4900	4900	4900
53	80	75	6000	6400	5625
54	65	55	3575	4225	3025
55	70	65	4550	4900	4225
56	75	60	4500	5625	3600
57	60	70	4200	3600	4900
58	85	90	7650	7225	8100
59	75	75	5625	5625	5625
60	70	70	4900	4900	4900
61	75	65	4875	5625	4225
62	75	70	5250	5625	4900
63	75	65	4875	5625	4225

64	90	80	7200	8100	6400
65	80	70	5600	6400	4900
66	85	75	6375	7225	5625
67	70	75	5250	4900	5625
68	75	85	6375	5625	7225
69	65	55	3575	4225	3025
70	75	85	6375	5625	7225
71	80	85	6800	6400	7225
72	80	90	7200	6400	8100
73	70	85	5950	4900	7225
74	75	80	6000	5625	6400
75	65	80	5200	4225	6400
76	55	60	3300	3025	3600
77	75	85	6375	5625	7225
78	55	60	3300	3025	3600
79	60	55	3300	3600	3025
80	70	75	5250	4900	5625
N=80	ΣX=5725	ΣY=5875	ΣXY=422975	ΣX^2= 415075	ΣY^2=437175

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{\ N\sum X^2 - (\sum X)^2\ \}\{N\sum Y^2 - (\sum Y)^2\ \}}}$$

$$r_{xy} = \frac{80(422975) - (5725)(5875)}{\sqrt{\{80(415075) - (5725)^2 \}\{80(437175) - (5875)^2 \}}}$$

$$r_{xy} = \frac{33838000 - 33634375}{\sqrt{\{33206000 - 32775625 \}\{34974000 - 34515625 \}}}$$

$$r_{xy} = \frac{203625}{\sqrt{(430375)(458375)}}$$

$$r_{xy} = \frac{203625}{\sqrt{197273140625}}$$

$$r_{xy} = \frac{203625}{444154.4108}$$

$$r_{xy} = 0.46$$

The correlation coefficient of the two variables is 0. 46. In order to know whether this correlation coefficient (0. 46) is significant or not, it is necessary to find out its significance.

The significance level used in this study is 5 % (0. 05). The critical value which is found out in the table r product moment with 95 % confidence and the number of subjects 80 is 0. 220. It means since the obtained value (0. 46) is higher than the table value or the critical value (0. 220), the Null Hypothesis explains that there is no positive correlation between the vocabulary mastery and reading comprehension of the second grade students

of SMAN 16 Surabaya in academic year 2009/2010.In this research there is a positive correlation.

4. Discussion of Research Finding

The result of data analysis shows that the correlation coefficient between the two variables is 0. 46, it is positive correlation. The positive relation indicates the variables change together, that is both variables either increase or degrease together.

In a positive correlation, as the values of one of the variables increase, the values of the second variable also increase. Likewise, as the value of one of the variables decreases, the value of the other variable also decreases. [80]

In conclusion, there is significant correlation between student's achievement in vocabulary and reading ability.

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[80] Nancy Burns (Ph. D.) and Susan K. Grove, *Understanding nursing research*, USA, 2003 p. 28

The level of influence is as follows:

Table 4.8

The .r. Product Moment Table

Product Moment (r)	Relation
0.00 - 0.20	Very low
0.20 - 0.40	Low
0.40 - 0.70	Moderate
0.70 - 0.90	High
0.90 - 1.00	Very High

The value of correlation coefficient obtained is 0. 46, while the criteria of the correlation between 0.41 and 0.60 are considered moderate. It means that the level of relationship of the correlation coefficient of the two variables is moderate. In this research the variable Y is influenced too high by the variable X, and the other way the variable is also influenced too high by the variable Y.

From the computation above, he claims that rxy = 0. 46 with N 80 are significant. It means that null hypothesis is rejected and Ha hypothesis is accepted, there is a significant correlation study between vocabulary mastery and reading comprehension of the second grade students of SMAN 16 Surabaya in academic year 2009/2010.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion and suggestion. The conclusion reviews briefly the result of the research. The suggestions are given for English teachers, students and further researcher

A. Conclusions

After conducting the research, the writer comes to his conclusions that:

1. The mean score of vocabulary test at second grade students of SMAN 16 Surabaya in academic year 2009/2010 is 71.56. It can be said that the vocabulary mastery is good.

2. The mean score of reading comprehension of the test at second grade students of SMAN 16 Surabaya in academic year 2009/2010 is 71.56. It can be said that the reading comprehension is good.

3. The result of data analysis shows that the correlation coefficient between the two variables is 0. 46 with N 80 are significant. It means that null hypothesis is rejected and Ha hypothesis is accepted,

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4. There is a significant correlation between the vocabulary mastery and reading comprehension at second grade students of SMAN 16 Surabaya in academic year 2009/2010

B. Suggestions

From the conclusions above, some suggestions are offered to improve the students' vocabulary mastery and reading comprehension. They are:

1. To get a good mastery in reading comprehension, the students have to master vocabulary, because vocabulary contributes to the mastery of reading comprehension, as seen from the conclusions and suggestions. Teacher can use one or more of the following ways to develop the students' vocabulary mastery. For example:

   a. By playing scrabble game in the English class

   b. By using riddles

   c. By using puzzle

   d. By using cross word puzzles

   e. By finding words of the letters in the boxes

   f. By finding the appropriate words

2. To get a good achievement in reading comprehension, the students have to master vocabulary very well. Because vocabulary lesson is not explicitly specified in the curriculum, the teachers have a duty to help their students in improving their vocabulary.

3. The teacher should encourage the students to have and use dictionary as a tool to help them with difficult words.

4. Further research of similar types should be done with greater population in order to gain a wider generalization.

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