

The Correlation of the Tenth Grade Students' Vocabulary Mastery and Reading Comprehension at SMA Negeri 6 Tangerang

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Abstract

Vocabulary, which consists of the knowledge of meaning as the main component of a language, should be taught together with reading, structure and conversation. This research conducted to know whether there is any correlation between vocabulary mastery and reading comprehension among tenth grade students of SMA Negeri 6 Tangerang. This research uses quantitative group design in measure the relation between vocabulary and reading comprehension mastery, The Those students have different background and interest which impact to learning and teaching process especially in reading activity. The sample of this research involved 68 students and carried out quantitatively with tests as instruments and questionnaire. The result of table correlation shows that the significance is $p_{count} 0,050$ and $p_{table} 0,77$. It means $0,799 > 0,050$. It means that the correlation between vocabulary mastery and reading comprehension is positive and not significant. In line with those result, the suitable and appropriate technique, test and method needed.

Keywords: Correlation, Vocabulary Mastery, Reading Comprehension

INTRODUCTION

There are four skills needed when people learn English, they are listening, speaking, reading and writing. In learning English, the students have to master the language components, such as: phonology grammar, vocabulary, and pronunciation to support the four skills because the four skills are very important. They have to master all of them. The reading skills, however, are viewed as a tool of communication in the written language through the form of magazines, newspapers, textbooks and others. Therefore, it can be concluded that the reading skill is very important for people who mostly learn English through written texts. Reading comprehension and vocabulary mastery relate to each other.

Vocabulary has the main role in understanding reading passages. The more vocabularies someone has, the easier he/she in comprehending the passage. Therefore, ideally vocabulary should be part of reading course because one needs the mastery of vocabulary to comprehend the reading passage. In relation to the

significance of vocabulary in reading comprehension, Nunan (2001) Vocabulary has contribution to make reading and understanding text easily.

The studies of correlation between vocabulary mastery and reading comprehension have been done by researchers. Furqon (2013) stated that the factors to comprehend the reading material are students' background knowledge and experiences. When they found unknown words they could guess the meaning of unknown words by referring them to the text. Faliyati (2015) noted that the students who can comprehend reading material can identify the main idea, purpose of the text, generic structure, pronoun, antonym and synonym. In addition Bahri (2018) explained that students' background and experiences can help comprehend the reading passage by guessing unknown word referring then to the text.

There are some problems in vocabulary mastery. The students who join the speech competition sometimes they miss some words. It shows that they have difficulties in studying vocabulary. The others students has some problems in pronouncing the words. Some teachers are more focus in teaching the four English skill than teaching vocabulary. (Tuminah, 2009)

Even though, many researchers have conducted the same research, some problems of difficulties in vocabulary mastery are still found in SMA Negeri 6 Tangerang. The tenth grade students of SMA Negeri 6 Tangerang have a lot of different backgrounds and interest, especially in reading. This condition creates new problems in progress English learning process. Seventy five percent the tenth grade students of SMA Negeri 6 Tangerang lack of vocabulary, so they are difficult to understand the content of the passage. In addition, some students are lack motivation in studying reading comprehension.

Regarding to the description above, the researchers are interested in doing the research to know whether there is correlation or not between the vocabulary mastery and the tenth grade students' reading comprehension at SMA Negeri 6 Tangerang"

Literature review

Reading

Reading is important for daily life activity. Reading can help students to improve their vocabulary because maybe there are many unknown of words. by reading will open up opportunities for students to absorb many knowledge of vocabulary. Reading

can improve students' skills in communication, where students can improve their understanding of what is being learned. According to Harmer (2007) reading relates to how people understand the language from the recognition the spelling, the meaning of vocabularies and sentence structure. Furthermore, Pang (2003: 6) states that "reading is about understanding written text" (Pratiwi, 2012). It is a complex activity that involves both perception and thought. Reading consists of two related processes such as word recognition and comprehension. From the opinions above concluded that reading is a skill to understand written text, the ability to recognize symbols to build a meaning from a text, It is also to make a high contribution to the reading comprehension of students.

Reading Comprehension

Reading activities especially reading comprehension is very important for every student, because most of the language acquisition is obtained by students through of reading. Students must be able to master and understand the reading passage he reads, because in every reading activity needed understanding. Clarke (2014) "Reading comprehension has focused on the knowledge that the reader brings to the process of understanding" (p.9) In other words, people can comprehend the reading passages triggered by the learning process, experiences and existing knowledge they have.

Reading is central to teaching and learning, which the developing students is required to extract and apply meaning derived from text. For formal reading rates (around 200-220 words per minutes) an acceptable level of comprehension is above 75%" (Faliyanti, 2015 p.70). In other words, that reading comprehension is the level of passage or text understanding while reading. Comprehension occurs when readers are able to understand, remember, retell and discuss with others about what they have read.

From the definitions above, reading comprehension refers to the understanding of what has been read. Comprehension is a thinking process that depends not only on the comprehension skills but also on the readers' experience and background knowledge. The ability to understand these aspects can help students succeed in process of understanding. In this case the students also understand what has been implied in the information stated explicitly in the text. It can help students for make a hypothesis. By learning this aspect it can also help students' ability to construct their understanding by using related issues from the text.

Reading Assessment

In process teaching and learning activity, is needed collecting and processing for determining the achievement of student learning outcomes in the form of assessment. Assessment is needed to improving the teaching and learning process and evaluation of student performance in the learning process. In this research, the writer chooses reading aloud to assess student reading comprehension.

There are rubric scoring about reading aloud adapted from Flores:

Table 1. Reading rubric scoring

SCORE	4	3	2	1
	Flowed faster or slower depending on the story moods.	Smooth like a river. Knew every word!	Stopped now and then to work in a word.	Choopy, needed to stop and figure out words.
	Comfortable, speaking for experience	Confidence shows in spots moments of enthusiasm	Limited confidence, timid.	No confidence yet
Fluency	Smooth, natural, rhythmic, no awkward moments – pauses are consistently where they should be.	Reading is often fluid and meaningful, but some pauses occur unnecessarily	Reading is sometimes halting – sometimes the reader does not pause effectively at sentence ends, or commas.	Piece is hard to follow, with many stops and starts – requires rereading to gain meaning
	Nice inflection in voice – keeps listener engaged	Voice has inflection as necessary, but has	Voice has sometimes has inflection, but is often	Revision needed for expensive reading – voice

		monotonous spots.	monotone at times.	is always monotone.
	Speaks clearly and distinctly all (100-95%) at time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces 1-2 words.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces a few words.	Often mumbles or can not be understood OR mispronounces many words.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be hear by all audience members at least 80% of the time	Volume is loud enough to be heard by all audience members at least 60% of the time	Volume often too soft to be heard by all audience members,
Reading Performance	Groups words logically when reading aloud	Usually groups words in a logical manner	Reads words by word with no logical grouping	Read word by word must be assisted with many words.
Expression	Sounded professional. Changes voice tone to emphasize important content.	Uneven emphasis given to important content	Read in a sing song way or did not change voice very much	Speaks ina monotone, with a little change in pace or voice inflection
Presentation	Stands up straight, looks relaxed and confident. Many move around the room in a	Stands up straight, looks relaxed and confident.	Stands up straight. Doesn't ever rock back and forth, pace, lean, on board, etc.	Sometimes stands up straight, leans, slouches, rock back and forth, etc.

skills	meaningful			
	fashion			
Establishes eye contact with everyone in the room. Eye contact is frequent.	Establishes eye contact with some people in the room. Eye contact is frequent.	Establishes eye contact with some people in the room. Eye contact is frequent.	Establishes eye contact with everyone.	Never establishes eye contact with everyone.

<http://forinternet.info/reading-aloud-rubric-57.html>

Vocabulary

Vocabulary is the most fundamental thing that must be mastered by students in learning English. If students have a lot of vocabulary, it can make easier for students to develop four language skills, namely listening, speaking, reading, and writing. Learning vocabulary can also help students to improve their communication skill, especially in daily activities.

Definition of Vocabulary

According Nation (2005) "Vocabulary is clearly as the important factor in reading, as readability studies show, but it is only one of a range of factor" (p.116). It means, vocabulary can be used as a test to see if learners have enough vocabulary to read, but it is important having an adequate reading vocabulary with skill in reading. Thornbury (2000) "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p.13). It means, students can say very little with grammar, but students can say almost anything with vocabulary. Vocabulary is essential to improve student's communication in written and spoken form. Without having many vocabularies, students will be difficult in understanding the main ideas in passage as well as in learning process. Cameron (2001) "Building up a useful vocabulary is central to the learning of a foreign language at primary level" (p.72). It means, if student has a lot of vocabulary of foreign language, students could learn language easily. Because vocabulary is all about words and good mastery of vocabulary helps someone understand language. Students are clearly capable of learning foreign language words through participating in the classroom activity.

From the opinions above, if students have a lot of vocabulary, it can help students in reading ability, because a good of vocabulary mastery can helps students understand language. It can make students could learn language easily. Vocabulary is essential to improve student communication. Students can easily in learning process if they have a lot of vocabulary.

Definition of Vocabulary Mastery

A good Mastery of language needs a lot of vocabulary and a lot of grammar. If the student has a good grammar without much vocabulary, then he/ she cannot read easily. Vocabulary mastery very influences to make sentence in English and comprehension of English. Vocabulary mastery in English is important to teach, because student can remember and understand more of vocabulary. Vocabulary mastery also becomes basis concept of understanding in English. According to Rivers (1989) "Vocabulary mastery refers to the great skill in processing words of a language" (Alqahtani,2015 p.26). It means that vocabulary mastery reveals one's ability and achievement to increase their knowledge based on their own interest's needs and motivation. If student have comprehensive knowledge, they will understand the words. In other words, students who are able to produce stock of words and their meaning can easily comprehend the passage easily. Tuminah (2009) concluded that "Vocabulary mastery means an ability to use a number of words as means for making communication with others."

From the opinions above, vocabulary mastery is the basis concept of understanding English. The students who are good enough in vocabulary mastery, can increase their knowledge based on their own interests needs and they motivation. Without having vocabulary mastery, students cannot master English. Vocabulary mastery is needed to recognize, understand, and produce stock of words and their meaning. By having a lot of vocabularies, we can express our ideas and be able to understand what communicated in the passage.

RESEARCH METHOD

This research was quantitative with 68 students of tenth grade as sample. The writer used tests for instruments. Writers conduct questionnaires with 35 items, interview the English teacher and students and observation to capture information in a short of time.

RESULT AND DISCUSSION

The purposes of this research is to find out whether there is or not a correlation between vocabulary mastery and reading comprehension. The purpose of correlation test is to know the degree of closeness of the relationship between variable which are stated is correlation coefficient (r). The type of relationship between variable X and variable Y can be positive and negative. If the significance value $< 0,05$. it means there are correlation. If the significance value $> 0,05$, it means there is no correlation. As stated above, the researcher used the Pearson's product moment formula to calculate the data.

Table 2
Correlations

		Reading Comprehension	Vocabulary Mastery
Reading Comprehension	Pearson Correlation	1	,050
	Sig. (2-tailed)		,779
	N	34	34
Vocabulary Mastery	Pearson Correlation	,050	1
	Sig. (2-tailed)	,779	
	N	34	34

Based on the table above shows that the significance is $0,779 > 0,05$ it means, there is not significant correlation between variable X and variable Y. Meanwhile the direction of the relationship is $0,050$; it means that reading comprehension and vocabulary mastery have a positive correlation. The correlation between variable X and

variable Y is ρ_{count} 0,799 and ρ_{table} 0,050. It means there is no correlation between students' vocabulary mastery and students' Reading comprehension.

This result is contrary to Furqon, Faliyanti, and Ratnawati. Level of students, type of test was used and level of difficulties affect to correlation between student's vocabulary mastery and reading comprehension. Time and application of method, the way of implementation was affecting too.

Conclusion

Based on the calculation it is concluded that there is positive correlation but not significant correlation between student's vocabulary mastery and reading comprehension at the tenth grade students of SMA Negeri 6 Tangerang. It can be seen from the result ρ_{count} 0,799 and ρ_{table} 0,050, above shows that the significance is $0,779 > 0,05$ it means, there is not significant correlation between variable X and variable Y. Meanwhile the direction of the relationship is 0,050, it means that reading comprehension and vocabulary mastery have a positive correlation. Because value of 0,050 is positive value not negative value. From the output significant correlation it is shown that the $Z_{count} = 0.080$, $Z_{table} = 0.779$ with a significance level of $0.779 > 0.080$ it means that the variable X not influence of variable Y. It means regression not significant. The result is H_0 is accepted and H_1 is rejected. It means there is no correlation between vocabulary mastery and reading comprehension and correlation between variable X and variable Y is positive and not significant.

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