

**THE CORRELATION BETWEEN VOCABULARY MASTERY AND
READING COMPREHENSION AT SECOND GRADE OF SMP N 11
BANDAR LAMPUNG**

(A Script)

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ABSTRACT

THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND READING COMPREHENSION AT SECOND GRADE SMPN 11 BANDAR LAMPUNG

Hassena Deva Suhendra

The purpose of this study is to find out whether there is a significant correlation between students' vocabulary and their reading comprehension skill. This is quantitative research. The population of the research was the students of the second grade of SMPN 11 Bandar Lampung. There were ten classes of second-grade students. The sample was taken by using simple random sampling and class VIII A was taken as the sample of the research. The research design was *ex-post facto design*; the researcher did not give treatment but collecting the data by seeing the correlation between students' vocabulary mastery and reading comprehension skill after analyzing by using SPSS 16.0. The aim of reading comprehension skill and vocabulary mastery test were used as the instruments to measure the level of students' comprehension skill and vocabulary mastery in this research.

The result of the correlation analysis showed there was a significant correlation between students' vocabulary mastery and reading comprehension skill. The result can be seen from the analysis by using the Pearson Product Moment, that the coefficient correlation between students' vocabulary mastery and reading comprehension skill was .549. It is higher than the critical value of r_{table} (.549 > .32). The statistical analysis shows that the correlation coefficient between students' vocabulary mastery and their reading comprehension is also significant ($p < .01$; $p = .000$). After considering the result, therefore the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Therefore, it can conclude that there is a correlation between students' vocabulary mastery and their achievement in reading comprehension. The higher vocabulary mastery had gotten by the students, the higher reading comprehension had gotten by the students.

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BANDAR LAMPUNG**

**By
Hassena Deva Suhendra**

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in
The Language and Arts Department of
The Faculty of Teacher Training and Education



**TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2019**

Research Title : The Correlation between Vocabulary Mastery and Reading Comprehension at Second Grade of SMP N 11 Bandar Lampung

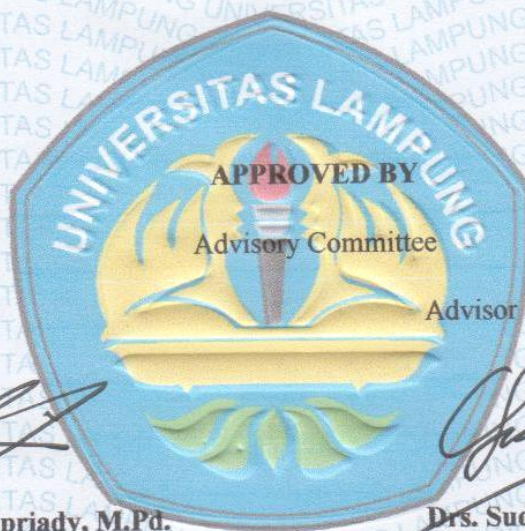
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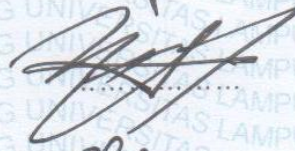
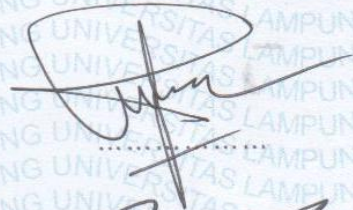
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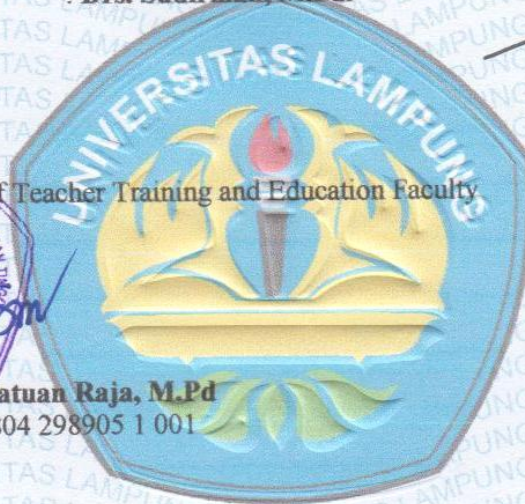
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MOTTO

**“When you are speaking, you will not earn anything. When you are listening,
you will earn many things”**

(Havruta)

DEDICATION

The script is sincerely dedicated to:

My beloved parents, Ir. Sigit Suhendra and Wijanarti Purnama Ningrum

My beloved siblings, Dhyan Virawan Suhendra and Hayu Prananingrum Devi Suhendra

My Helper Bobi Gusmara, Agus Budiarte, Tri Andika, Ricky Octavianus, and Nur Kholik

My beloved family of English Education Study Program

My beloved girl, Yolanda Octaviani

My Alma mater, UNILA

CURRICULUM VITAE

The writer, Hassena Deva Suhendra, was born in Bantul on September 11th, 1995. He is the second son of the three children of a loveable couple Ir. Sigit Suhendra and Wijanarti Purnamaningrum. He has one older brother, Dhyan Virawan Suhendra and one elder sister, Hayu Prananingrum Devi Suhendra.

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In the same year, he was admitted as the student of English Education Study Program at Teacher Training and Education Faculty of Lampung University through SBMPTN program. At the beginning of July 2016, he carried out KKN in Purnama Tunggal, Lampung Tengah, and completed Field Experiences Program (PPL) in SMPN Purnama Tunggal for one month, July to August 2016.

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It is important to know that this script would never have come into existence without any support, encouragement, and assistance from several dedicated people. Here, I would like to address my gratitude and respect to:

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Hopefully, this script will give a positive contribution to the educational development and also for those who want to carry out further research. The writer is completely aware that this script is far from perfection. Therefore, constructive input and suggestion are expected to compose a better script in the future.

Bandar Lampung, April 2019

Hassena Deva Suhendra

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I. INTRODUCTION

This chapter discusses the introduction of the research used in this study. That are, background, formulation of the problems, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1 Background of the Problem

Teaching English as a foreign language in Indonesia, according to the English curriculum at SMP, requires students to achieve a working knowledge of target language. It also means that the learners can accordingly use the language in daily needs or also for their needs to study.

Basically, there are four language skills to be mastered such as listening, speaking, reading and writing skills. Specifically, reading in SMP English curriculum has an important role, because it will be important for the students to understand the written text as they will find information on it. Reading forces the reader's cognitive skill to comprehend all meaning and information whether intrinsic or extrinsic. Moreover, by reading someone may get wider information, for example, someone who reads a newspaper will get more information than only listen to the news by people.

Ordinarily, students can read the text again when he forgets or tries to get detail information. This is so as supported by Willis (2008) who states that by reading, someone can find the specific information. In the case of helping the students to understand the text without understanding all the vocabulary items available in the text is by finding keywords. It is in line with Lehr and Osborn (2001) who asset that to understand a text, we need to find the keywords of the text. By doing so, students can cover their vocabulary weaknesses since keywords functions as the core of the whole message conveyed in the text (Roehrig and Guo, 2011). Liu and Nation (1985) have conducted a study about the success of guessing the meanings of a text. The results show that the participants who have high reading proficiency level could successfully guess of the unknown words, and the participants who have low reading proficiency level found some difficulties in understanding words.

Vocabulary is one of the aspects of the English language that should be mastered by the students in learning English. Mastering vocabulary requires the students to comprehend the text. English teachers should have an effective technique for teaching English.

On the other hands, some of the students feel that learning English is a burden, the researcher finds this problem through the experience and what students feel. They are not able to acquire reading comprehension. In teaching and learning English, the teacher should facilitate students to use or communicate in English. Moreover, the students could not achieve the results of reading comprehension.

Ideally, SMP students, based on the English Curriculum are supposed to acquire around 2000 words and also able to use them in daily communication. However, in accordance with certain studies, the students not yet able to acquire the target.

Along with this line of argument above, it can theoretically infer that vocabulary is a natural very complex aspect of language to achieve. This is true because vocabulary has some typical components, namely: single words, compound words, and idioms. In fact, people need to build up their vocabulary in order to learn and use a foreign language. They can communicate successfully with other people in a foreign language if they have a number of words and know how to use them. Therefore, vocabulary mastery of foreign language is important in order to convey ideas in communication.

In the field of education, including English education in Indonesia, our education is still dominating in the view that knowledge is a set of facts which have to be memorized. Teaching learning process focuses on the teacher as a prominent source of knowledge and the students are forced to memorize the material that has been explained by the teacher.

Nation (1990: 87) points out that if the teacher's aim is to get the learners to remember the word form and it's meaning, then it is useful to attract the learners' attention and to encourage them to make an effort. When a teacher is able to make an impression and bring the students' experience about language knowledge in the teaching-learning process, students can learn and develop it based on their own interest. It will make the students easier to remember the materials that have been discussed in the classroom. And also it will make the students get a higher level of vocabulary achievement. Because vocabulary is language knowledge, it will be a possibility if the students learn based on their own interesting. They will develop their ability to capture many vocabularies unconsciously not only in the teaching-learning process but also in their daily activity.

Nevertheless, in pre-observation an interview with the English teacher of SMP N 11 Bandar Lampung, it finds that most of the students of SMP N 11 Bandar Lampung have a problem in mastering English vocabulary, especially, in terms of

content words. The problems are for several reasons; first, the students found difficult to master English vocabulary because they remember the words only from the lists that they have made and they forgot it soon. Second, students are not interested in learning English. It causes a wrong opinion from the students that state English is difficult and tedious subject. Third, students have low motivation when they learn English.

Based on the researcher's experience when conducting a PPL program in 2016, the researcher found some problem with the students, especially while they were reading some article. They don't know about the whole content of the article, moreover, the researcher tries to ask the students just guessing the meaning of the words that they do not know. Because of their level of grammar ability, they were able to guess the meaning of the world.

1.2 Identification of the Problem

Referring to the background of the problem above, this study intends to identify the problems in SMP N 11 Bandar Lampung that may cause serious difficulties in learning reading comprehension, they are cited as follows:

1. Vocabulary mastery of students is still not enough.
2. The students' are still unable to comprehend the reading text.
3. Students have low motivation to read the text because it is difficult to understand uncommon words.
4. Students cannot have a maximal score in reading class because their vocabulary mastery is limited.
5. Students are unable reading in proper time.

6. Students are lazy to bring their dictionary.

7. The time given by the school is limited.

1.3 Limitation of the Problems

This research focus on the students' problems that make vocabulary mastery is not sufficient. First, because of the lack of vocabulary mastery of students. Second, the lack of reading skill of the students. Third, the students had a lack of motivation in doing reading comprehension, since it was difficult for the students to understand new vocabulary. Fourth, students cannot have a maximal score in reading class because their vocabulary mastery is limited. Fifth, students are unable reading in proper time. Sixth, the teacher only gives several weeks to take research of their students because they need to run the curriculum and finish at the proper time.

1.4 Formulation of the Research Questions

Based on the limitation of the problem, the research problem is formulated as follows:

- Is there any correlation between students' vocabulary mastery and reading comprehension ability in micro skill at SMPN 11 Bandar Lampung?

1.5 Objectives of the Research

By relating to the formulation of the problem, the objective of the research is as follow:

- To investigate the correlation between vocabulary mastery and reading comprehension of students'

1.6 Uses of the Research

The uses of this research might be beneficial both in terms of:

1. Theoretically

The theoretically of this research is to investigate the correlation between vocabulary mastery and reading comprehension.

2. Practically, this study can be used as:

- a. Information for those who want to improve their vocabulary mastery correlated with reading comprehension ability.
- b. The result of this research can be used as a reference for a teacher of the English language to develop students' active and passive vocabulary as an important part in English language learning, especially in reading.

1.7 Scope of the Research

This research focuses on the correlation between vocabulary mastery and reading comprehension ability. The researcher chooses the second grade of SMPN 11 Bandar Lampung in 2017/2018 academic year as the population and took only 1 class consisted 30 students as the sample, and there has been no research on this study at the school the other reason is to know the correlation between each aspect of vocabulary mastery toward reading comprehension. This study used some test to collect the data, that is a vocabulary test and reading comprehension test. The vocabulary test deals with the contents word (verb, noun, adjective, and adverb). Reading comprehension in skimming technique test concerns with determining

idea, finding specific information, finding the reference, finding inference and understanding vocabulary. The content of the reading comprehension test is focused on report text which takes from students' material book at the report text, Curriculum KTSP. Because the text of the material book not too far from what there have learned and report text give benefits to students in achieving goals and surviving in everyday life. It is conducted at second grade of SMPN 11 Bandar Lampung.

So, in order to get the data, the researcher did not teach the students, but to get the data by carrying out the test in the variables previously mentioned.

1.8 Definition of Terms

In order to know the terms used in this study and the definitions of the conceptual word presented in order to have a similar perception.

1. Vocabulary refers to parts of speech in English including nouns, verbs, adverbs, and adjectives.
2. Reading comprehension is the ability to read the text, process it and understand its meaning. An individual's ability to comprehend text is influenced by his or her traits and skills, one of which is the ability to make inferences.
3. Micro skill is a specific part of reading, the uses of this to recognize a core of words, and interpreting order patterns and their significance information, recognize grammatical word classes (nouns, verbs, etc.), finding inference, and reference.
4. Correlation is a statistical measure that indicates the extent to which two or more variables fluctuate together. A positive correlation indicates the extent to

which those variables increase or decrease in parallel; a negative correlation indicates the extent to which one variable increases as the other decreases.

II. LITERATURE REVIEW

This chapter discusses the review of previous research, and also the review of related literature used in this study, such as the concept of reading comprehension, the concept of vocabulary mastery and the concept of a vocabulary test.

2.1 Review of Previous Researches

These are several studies about the correlation between vocabulary mastery and reading comprehension previously done by another researcher. The results of their research are reviewed as follows:

The study was done by Nation (2001: 77). About the success of guessing meanings of a text and the results of this study shows that the participants who have high reading proficiency level can successfully guess 85% to 100% of the unknown words.

In addition, Qian (2002: 34) further investigated the relationship between vocabulary knowledge academic reading performances with 217 students attending an intensive ESL program at the University of Toronto. The finding indicates that students' vocabulary knowledge is positively related to the performance of reading tasks. In other words, vocabulary is a critical component in reading assessment.

Vocabulary has an important role in reading comprehension ability, it also determines how well students are able to comprehend the texts. The finding of the research is students who have high scores in reading also have a high score in vocabulary (Nyoman, 2015: 77). The result shows that the factors are the students' background knowledge and experiences. Those factors may help students comprehend reading materials. When they found unknown words they could guess the meaning of unknown words by referring them to the text.

Likewise, Ali (2010: 114) has analyzed the correlation between vocabulary mastery and the reading comprehension done in university students of the second semester of the English Department, the Faculty of Tarbiyah and Teacher Training Syarif Hidayatullah, State Islamic University Jakarta. He found that there is a significant correlation between students' vocabulary mastery and reading comprehension. By having the vocabulary, it significantly affects the comprehension of students' reading comprehension.

Owing to the previous descriptions, this study tries to find out the influence of vocabulary mastery toward students' reading comprehension achievement. This study can give complete information about the correlation between vocabulary mastery and reading comprehension in real context.

2.2 Review of Related Literature

For further explanation in relation to theories of the correlation between vocabulary mastery and reading comprehension, this study explains the concept of reading comprehension and concept of vocabulary mastery.

2.2.1 Concepts of Reading

Reading skill is the process of looking at a series of written symbols and getting meaning from them to acquire some information. When we read, we use our eyes to receive written symbols (letters, punctuation marks, and spaces) and we use our brain to convert them into words, sentences, and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear). The ability to understand the content of the text is an essential thing in reading activity. Reading is a receptive skill - through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).

Fitrawati (2009: 67) states that reading is a progressive understanding of the meaning and ideas presented by sequence words. Reading is the best way to increase vocabulary. It gives you background knowledge and helps students experience life through others. In turn, this background knowledge and experiences give the ideas and concept associated with words. By this way, you can understand the words easily and better. The more words students know the better and faster students can understand what students read (Wassman and Rinsky, 2000: 32).

So, reading is an activity to get the information of the text in order to understand the content of the text (identifying specific information, finding reference and vocabulary) through a series of alphabets and words into a sentence that has the information to be conveyed to the reader.

2.2.2 Concepts of Reading Comprehension

Reading is the process of combining textual information with the information a reader brings to a text (Grabe, 2009: 140). In this view, reading is viewed as a kind of dialogue between the reader and the text. It means that the reading is the process of exchanging information between the writer who brings new information and the readers who combine the new information with the previous information.

Moreover, Fitrawati (2009: 18) defines reading as he constructing meaning from a printed or written message. The constructing of meaning involves the reading connecting information from the written message with previous knowledge to arrive at meaning and understanding.

The ability to understand the content of the text is an essential thing in reading activity. Jufri (2014: 29) states that reading is a progressive understanding of the meaning and ideas presented by sequence words. In addition, Putra (2005: 23) says that reading is more than the letter of alphabet stand for; reading involves more than word organization; the comprehension is essential of reading; that without comprehension no reading takes place.

From the statement stated previously, it is inferred that reading is the process of perceiving the meaning of written material while comprehension itself is needed in reading in other to get the idea from the written materials.

Reading comprehension is a complex construction process in which reading comprehension is needed. Alderson (2000:28) defines reading as “an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become, totally absorbed.” Kuo (2010: 60) states that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Furthermore, Nuttal (1992) states that there are some short

reading skills that should be mastered by the reader to comprehend the text deeply.

Furthermore, Rozita and Yenni (2010) assert that reading skills basically consist of macro skills and micro skills. As mentioned previously, this study primarily focuses on micro skills. Logically, the theoretical frameworks entirely related to this skill. Harmer points out that micro skill in reading comprehension, among other things, follows:

1. Finding the specific information or part of the text

Finding the specific information or part of the text means looking for the information that relevant to the goal in mind and ignores the irrelevant. It is supported by Qian (1999: 36) which state that supporting detail or specific information develops the topic sentence by giving a definition.

2. Finding References

Reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. The first object in this relation is said to refer to the second object. Furthermore, Alysia and Guo (2009) reference is a word or phrase use either before or after the reference in the reading material.

3. Finding Inference

The inference is a good guess or conclusion drawn based on the logic of passage. Finding inference means the reader implies the sentence or passages understand and conclude it logically. Likewise, Furthermore, Alysia and Guo (2009) state that inference is an educational guess or prediction about something unknown based on available facts and information.

4. Understanding vocabulary

Understanding vocabulary means to comprehend what the words mean. Since comprehend is the ultimate goal of reading, the reader cannot overestimate the importance of vocabulary development. In addition, Firawati (2009) vocabulary is a stock of words used by a person, class of people, profession or a collection or list of words, usually in alphabetical order and defined. Furthermore, Qian (2004:189) said that understanding vocabulary is strongly related to his comprehension and ease of learning to find the main idea of the text.

Here is an example of the text picturing the components of reading skills above:

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house, but I like living here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room. My bedroom is on the left side of the living room. In this room, there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on. Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. On the right side of the living room, there is the kitchen. In the kitchen, I have everything I need when I get hungry. It is very pleased when my mother cooks; the smell fills my whole house. I know it is a very small house, but it is the best place I have ever seen.

The followings are the aspects as illustrated above:

- a. The specific information of text above is about part of the house: bedroom, living room, kitchen and sentence "I know it is a very small house, but it is the

best place I have ever seen” from that sentence we get the specific information. Because, bedroom, living rooms are elements of house and every house. So, the answer is a house. And the main idea of that text is a small house.

b. The reference of the text above is available in the sentence “When being bored of reading, I usually play online games, chat with my friends via Facebook and so” because that sentence relates two objects the house and the human.

c. The inference of text above is about the place which can make people comfortable. And logically we can take conclude by the text above is a house. From the sentence “I know it is a very small house, but it is the best place I have ever seen.” we can conclude that the human is comfortable with that house.

d. The vocabulary in the text above is general, such as live, house, and room, but, there are some uncommon words for example spare is a synonym to give, and the antonym of it is to take. Waste is a synonym to economize ad the antonym is spent.

The theory above the five reading skills to comprehend the text, they are revealed to be important.

2.2.3 Concept of Vocabulary in Learning English

Wainwright (2006: 33) states that vocabulary is an important factor in reading. He also says that the larger the vocabulary the easier to make the sense of the text. Without vocabulary, it is difficult for students to obtain any kind of news and information that stated in any printed material. By having numbers of vocabulary this kind of difficulty can be solved. Vocabulary refers to the words and phrases that people know and use. It includes an understanding of how words work in relation to each other and within specific contexts. Vocabulary, much more than grammar, is the key to your child understanding what she hears and reads in

school; and to communicating successfully with other people. For this reason, it is very important for her to quickly build up a large store of words. Research studies have shown the strong links between having an extensive vocabulary and achieving school success.

Furthermore, Qian (1999: 66) divides vocabulary into two parts passive and active. The distinction between active and passive vocabulary is particularly important in the early stages of learning a language before we can start to acquire vocabulary and improve naturally. Qian (1999: 66) state that an active vocabulary is a vocabulary that we can recall and use at will when the situation requires it. We are choosing to use the word and actively retrieving it from memory. Then, the one when students hear it used to recall its meaning; or students are being made to recall it, is called passive vocabulary.

According to the Nation Institute for literacy (2006:2) vocabulary is the words that people must understand in order to communicate effectively. It makes a person achieve the communication purpose and become meaningful when a person had the same knowledge of words as his interlocutor.

2.2.4 Concept of Vocabulary Mastery

Nation (1990: 87) defines vocabulary knowledge in terms of form, position, function, and meaning and he also divided the word knowledge into two aspects, receptive and productive process. First, word form involved the pronunciation and spelling of lexical items. Second, word position dealt with syntactic issues in regard to the usage of a word such as the rules for words combination. Third, word function is to discuss the proper way of using words in specific contexts. Finally, word meaning referred to vocabulary depth and its associates. So, in the simple word, after students involved and dealt with pronunciation, spelling and syntactic issues it would be combined to result in vocabulary score for students.

There are some definitions of mastery. Ali (2010: 90) states that mastery is comprehensive knowledge or use of a subject or instrument. This idea is supported by Lehr (2000: 721) who defines the word “mastery” as a complete knowledge or complete skill. It can be said that vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up language which might be used by particular person, class, or profession. Vocabulary mastery means the students having the ability in understanding and using the vocabulary. Vocabulary mastery itself deals with words and meaning.

Furthermore, Ali (2010: 100) says that in order to communicate effectively, the learners need adequate numbers of vocabulary. Furthermore, Brown (2007) states that it would be impossible learning a language without words. It means that without vocabulary the learners cannot reach his purpose in learning a language for communication either in oral or written form.

There are some types of vocabulary in English used in a text. Essentially, they are classified into four groups (Brown, 2007) content words, function words, substitute words, and distribute words.

a. The concept of Content words

Content words are words that convey information in a text or speech act and also known as lexical words, such as nouns, most verbs, adjectives, and adverbs. Example: air as a noun, “The air is quite clear today”. Drink as a verb, “He drinks water too much”. Beautiful as an adjective, “They live in a beautiful house”. Lifeless as an adverb. “Tears began to fall as he saw the completely lifeless body of his wife”.

b. Function words

Function words are the words we use to make our sentences grammatically correct. Pronouns, prepositions, and auxiliary verbs are examples of function words. Examples: She as a pronoun, “She was my girlfriend”,

c. Substitute words

Substitute words are those which represent individual things or specific action as substitutes for whole form classes of words, that is indefinite. Examples: anybody, “anybody can help the citizen of Riau from disaster”, everybody “everybody should be allowed the rule of the city”.

The classification of words of a language depends on their function in communication (Hatch and Brown, 1992: 218). Words are classified based on content words and functional words. In the study of words classification, the write limits on nouns, verbs, adjectives, adverbs, and translation.

a. Noun

Noun is a word that functions as the name of some specific thing or set of things, such as living creature for examples, 1) *human*, “human needs oxygen in respiration process”, 2) *plants*, “human needs plants in life as food resource”, examples of object are 3) *hospital*, “my father went to hospital last night”, *paper*, “paper is an important thing in office”.

b. Pronouns

A pronoun is a word that substitutes for a noun or noun phrase. For examples: 1) *she*, “She has long and shiny hair”, 2) *the* “he will go to the cinema at 7 pm”, 3) *her* “her boyfriend is my uncle”, 4) *him* “tell him about the clash last night”,

c. Verbs

The part of speech (or word class) that describes an action or occurrence or indicates a state of being. Hatch and Brown (1992) places verbs into four classes: activities, for examples: (1) *run*, “my sister will run if see a cockroach” (2) *walk*, “mother and me will walk around the garden”, examples of accomplishment are (3) *build*, “my father build a house dog”, (4) *kill* “He will kill a snake in the branch”.

d. Adjective

An adjective is a word that modifies a noun (or pronoun) to make it more specific, the types of adjectives are:

1) Determiners

They are articles like *the*, *a*, *an*, examples of demonstrative adjectives are 1) *this*, “this movie is so nice for children” 2) *that*, ” I remember that Tomy will visit me tomorrow” and possessive adjectives are 3) *my*, ” my car is bigger than others” 4) *your*, “your car is brighter than before”. numeral examples of adjectives are 5) *four*, “four of five-man is normal”, 6) *first*, “She is the first woman flying with balloons”.

2) Descriptive adjective

The descriptive adjective is an adjective that ascribes to its noun the value of an attribute of that noun e.g., ‘*a nervous person*’ or ‘*a musical speaking voice*’ as a descriptive adjective. It can be seen that descriptive adjective are nervous and musical.

e. Adverbs

An adverb is a word that changes or simplifies the meaning of a verb, adjective, another adverb, clause, or sentence. Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses or to entire sentences rather than to nouns. For examples: 1) "*She will act normally after the accident*", the adverb is normally because it modifies the verb act. 2) "*Butterfly moves the wings up and down beautifully*", the adverb is beautiful. Because it modifies the verb move.

f. Proposition

A preposition is a word (or group of the word) which is used to show the way in which other words are connected. For examples, 1) *in*, "there is a cake in that box" and 2) *between*, "there is no border between you and me".

g. Conjunction

Conjunction is a word that connects sentences, phrases, or clause. For example 1) *and*, "you and I are a best friend", 2) *so*, "so, you can forgive me or not?"

The theories presented above, lead us to infer that vocabulary is a set of word that is used to make communication among people that contain useful ideas, information and meaning. In this research, the focus of this study is consisting of the content words (noun, verb, adverb, and adjective). Because only four of them often apply and they are employed since. Naturally, each of them has complete meaning in the reading text.

2.2.5 Concept of Vocabulary Test

Vocabulary learning is not only a quantitative issue. Researchers distinguish breadth or size of knowledge (the number of words of which the learner knows at least some significant aspects of the meaning) from the depth of knowledge, with which they refer to the quality of vocabulary knowledge, namely how well a particular word is known. Although both measures are considered important knowledge of words progresses from superficial to deep at various stage of learning a lot of work on vocabulary testing has focused on vocabulary size.

The vocabulary test is usually divided into two types, breadth and depth of vocabulary knowledge as the size of the learners' vocabulary (how many words are known). Whereas depth of knowledge involves a consideration of the quality of learner's vocabulary knowledge (how well are particular words are known).

Likewise, Nation (1990) described a method of sampling from a dictionary to make a test on it. One way to do this is by taking the first word on every tenth page of the dictionary. Depending on how many words are needed for the test. From this word we can make vocabulary test, for example, multiple choice test and the students are intended to find the meaning of the words either in English or in students' native language. If we want to find a rough estimate of students' vocabulary size we can take a representative dictionary and open the page in dictionary randomly and then ask students to explain the meaning of the more uncommon word on one page. If a dictionary contains 30.000 words and students know about two-thirds of the words, then we can roughly estimate that the students' vocabulary size is about 20.000 words (Nation, 1990).

Another way of measuring students' vocabulary size is based on words frequency count. Multiple-choice question (MCQ) used as the kind of the vocabulary level test. MCQ is one of the most common formats in professionally –developed

language tests. They are widely used to assess learning at the recall and comprehension levels (Brown, 2007). MCQ takes many forms but their basic structure is stem, and response option, which includes the key or correct answer and the distracters or incorrect responses. In this research, the vocabulary level test is divided into some levels. Vocabulary enlargement is a process in stages to levels.

Vocabulary enlargement is a process in stages to develop into a more extensive vocabulary than before. It can be a multiple choice test or translating language. According to Nation (1990: 78) there are two steps to consider when looking at the test of total vocabulary size, they are:

1. Selecting Criteria Levels of Vocabulary Test Items

Usually, it is not possible to test all words within a particular group. First, it must exclude all the words that we cannot easily test, for example, a the, to being. In fact, the test could be easier to make if we test only nouns, verbs, adjectives, and adverbs. Second, after we have excluded the words we cannot test, we must find a good way of choosing the test item from the words left. The best way is to number the words and then to choose every tenth word if given enough word for the test. For example, every number of the try out test will be processed by difficulty power and level formula to find out the best criteria levels

2. Testing of Vocabulary Mastery

According to Nation (1990: 116) confirms that types of vocabulary test include multiple choice test, translation, and word in a simple defining context. Since this research limits its scope analysis of the vocabulary test. So, the focus of this study was on two types, they were multiple choice test and translation. A multiple choice test is a form of assessment in which respondents are asked to select the best possible answer (or answers) out of the choices from a list. And the definition

of a translation is an interpretation from one language or situation to another or in other words Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text. Translation divides into two types, literal and free translation. The literal translation is the rendering of text from one language to another one word at a time (Latin: "verbum proverbs") with or without conveying the sense of the original whole. And free translation is a translation that reproduces the general meaning of the original text. It may or may not closely follow the form or organization of the original.

There are recognition and recall test. In the recognition test, we want to see if learners know the meaning of the word after they hear or see it. While in the recall test, we are interested in the learner's producing the word. In such test, the learners hear or see a mother tongue word or simple English synonym or definition, or they see a picture and then they write or say the English word.

In this research, the writer recognition of vocabulary using MCQs (multiple choice Question) test. MCQs item test the students have to identify the correct or best response choice. So, it does not give the chance to the students to just recognize the words. The aim of the test is to measure the student's recognition of the word.

The samples of the vocabulary test can be classified as follow:

Type 1

Match the words test

This test requires the learners to match the words provided with the right answer. Here is an example:

- | | |
|-------------|--------------------------------|
| 1. business | (6) part of a house |
| 2. clock | (3) animal with four legs |
| 3. horse | (4) something used for writing |
| 4. pencil | |
| 5. shoe | |
| 6. wall | |

Types 2:

Multiple choice test

This test leads students to read the question carefully and then answer the questions on the correction option (A, B, C, D)!

Here is an example:

1. What is the purpose of defibrillation?
 - a) removing fibrous matter from vegetables
 - b) removing bodily hair
 - c) restoring the rhythm of the heart
 - d) reducing a fever using medication

correct: c

Type 3

Pairs the Opposite word test

This test leads students to choose the opposite words by drawing lines and connecting the pairs of opposites.

A	B
brave	Awake
female	Expensive
Cheap	Coward
Asleep	Succeed
Fail	Male

This study used a vocabulary test type 2. Because type 2 was the common type used in Senior High School. Besides that, this type saved time and also suitable for students in SMA grade. According to the definition above, this study assumes that vocabulary knowledge is the number of words that student master based on the context area.

2.3 The correlation of Vocabulary mastery and Reading Comprehension Achievement

We know that vocabulary and reading have a close relationship. According to Nation (1990) vocabulary is clearly an important skill in reading. The students have to master vocabulary because it will help them to succeed in reading.

The function of vocabulary in reading skill is to comprehend what the author passages in their writing and for students need vocabulary to help them understand the idea and when learning vocabulary, students need a lot of practice of reading because reading is the active way in learning vocabulary. It is impossible for the students to understand the passage without mastering vocabulary. It is clear that the students' vocabulary is needed to face the difficulties in learning English, especially to understand reading materials. In

reading also have grammar and syntax, the role of grammar is an important tool in reading. Grammar is a useful tool, especially for weak readers to help students find the time (past, present, and future) the verb in the sentence than the subject and the object. So, grammar students will easily understand the text. So, good vocabulary makes good reading comprehension.

The vocabulary is the most important thing in reading skill. Most of us if find the difficult word, we still just continue our reading in the hope that the word we read is not really important or that it's meaning will become clear later on. But, sometimes the word that we usually passed is the key to our reading and understanding. We cannot catch and grasp the idea from our reading as well as possible.

In fact, it is 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. So, 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.

2.4 Theoretical Assumption

Based on the theories reviewed previously, the researcher assumes that the students need to master vocabulary to comprehend the text in reading the passage. It is clear that the students' vocabulary is needed to face the difficulties in understanding reading materials. There is a strong correlation between reading comprehension and vocabulary knowledge. Students need a large vocabulary knowledge in order to understand concepts and implied meaning and make an

informed prediction of a reading text. Vocabulary knowledge is of crucial importance to understanding and comprehending any given selection. Likewise, reading comprehension plays a critical role in developing vocabulary knowledge. So, if students vocabulary mastery well, their reading ability will be better:

Vocabulary mastery \longleftrightarrow Reading comprehension

This illustration describes that the higher vocabulary mastery score also affects the ability of reading comprehension score, and the score of reading comprehension is high the ability to master the vocabulary is also good.

2.5 Hypothesis of the research

This study proposes the hypothesis as follows:

H₁: There is a positive significant correlation between junior high school students' vocabulary mastery and their reading comprehension ability.

H₀: There is no positive significant correlation between junior high school students' vocabulary mastery and their reading comprehension ability.

III. RESEARCH METHODS

This chapter describes the method used in conducting the research such as design, population and sample, research instruments, variables, and procedure of the research, data collecting technique, instruments data analysis, and hypothesis testing.

3.1 Research Design

This study used quantitative because it was focused on the product (the result of the test). In this research, there was no control and no treatment of the subject. Hatch and Farhady (1982: 26) State that ex-post facto design is often used when the study does not have control over the selection and manipulation of independent variables. The subject of the research was only one group, therefore the design of the research was ex-post facto design, and the formula can be seen as follows:

$$X \longleftrightarrow Y$$

Note:

X: Vocabulary mastery test (independent variable)

Y: Reading comprehension test (dependent variable)

By using the design above, this research found whether students' vocabulary has taken correlation toward reading comprehension or not.

3.2 Population and Sample

The population of this research was the second year students of SMPN 11 Bandar Lampung. This research was conducted in SMPN 11 Bandar Lampung. This study used class VIII in 2017/2018 academic year, consisting of 30 students. In this research, this study used individual simple probably random sampling. By using it, every student in the class in population gets the same opportunity to be chosen or to be the sample. The first of test the researcher gave vocabulary test covering; noun, verb, adverb, and adjective that they have learned in class. The researcher gave a reading comprehension test. The test was about determining idea, identifying the specific purpose, inference, reference, grammar, and vocabulary. These are all they have learned in the previous class. After testing vocabulary mastery and reading comprehension, the researcher analyzed and interpreted the correlation between those variables.

3.3 Variables

In this research, there were two variables, dependent and independent variables. They were vocabulary mastery as the independent variable (X) and reading comprehension as the dependent variable (Y). The score showed data on students' vocabulary mastery and reading comprehension which can be used to identify the correlation between students' vocabulary and their reading comprehension.

3.4 Data Collecting Technique

This study administered the test as the instrument to the students for gathering data on students' vocabulary mastery and their reading comprehension ability.

The table of the specification of reading comprehension test and vocabulary mastery test can be seen as follows:

Table 1. Specification of Reading Comprehension Test Items

No.	The skill of the reading	Number of items	Total Items	Percentage of items
1.	Identifying specific information	1., 5., 6., 10., 13., 14., 15., 19., 26., 28., 43., 47	12	25,5%
2.	Inference	3., 9., 12., 17., 21., 22., 24., 32., 36., 34., 40., 44	12	25,5%
3.	Reference	4., 8., 18., 20., 27., 31., 33., 37., 38., 41., 45	11	23.5%
4.	Vocabulary	2., 7., 11., 16., 23., 25., 29., 30., 35., 39., 42., 46	12	25,5%
	Total		47	100%

The specification above was for tryout test, consisting of 50 numbers that conducted in SMPN 11 Bandar Lampung. After trying out, the question selected to be 47 numbers because 3 of them are bad items.

Table 2. Specification of Vocabulary Test Items

No	Word Class	Item Number	Percentage of them
1.	Noun	17., 21., 24., 25., 34., 35., 45, 48,	16%
2.	Verb	2., 3., 7., 8., 9., 12., 14., 15., 18., 19., 20., 29., 33., 36., 41., 42., 44., 47	36%
3.	Adjective	1., 11., 16., 22., 23., 26., 28., 31., 37., 38., 46., 49	24%

4.	Adverb	4., 5., 6., 10., 13., 27., 30., 32., 39, 40., 43., 50,	24%
	Total	50	100%

The specification above consisted of 50 numbers that conducted in SMP N 11 Bandar Lampung and each of them had a different percentage score.

3.4.1 Vocabulary Test

The test was prepared for measuring the deep of students' vocabulary mastery. The primary aim of this test was to investigate students' ability in vocabulary. The test consisted of 80 items. The student's vocabulary mastery was gained by counting the number of correct answers was divided by total numbers of items and multiplied by 20. From this vocabulary test can find the proportion of correct answer. Then, this study estimated the number of student's vocabulary mastery by multiplying it with the population 1000 words level. The formula was:

$$S = \frac{c}{20} \times 1000$$

Note:

S: the score of the est

C: the total of the right answer of vocabulary level test.

3.4.2 Reading Comprehension Test

There are 40 items for a reading comprehension test. It was multiple choices with 5 options (a, b, c, d, e) with one correct answer and four distracters. There was five reading skill, they were: determining the main idea, identifying, specific

information, inference, reference, and vocabulary. The scoring criterion is determined around 0-100. The formula was;

$$S = \frac{r}{n} \times 100$$

Note:

S: scores the test

r: a total of the right answer

n: total items

3.5 Research Procedure

Below are the procedures for administering the research:

1. Determining research problem

This study determines the problem based on real observation, and then refers to the previous research; there was one issue that should be resolved.

2. Designing a Research Instrument

In designing the reading instrument, the writer took from the expert. The designing process considered materials that had been taught to the students based on the curriculum.

3. Determining Subject and Sample of the Research

The Subject of this research was the second year of SMP N 11 Bandar Lampung. This study determined the sample using simple probably random

sampling. In statistics, a simple random sample is a subset of individuals (a sample) chosen from a larger set (a population). Each individual was chosen randomly and entirely by chance, such that each individual has the same probability of being chosen at any stage during the sampling process, and each subset of individuals has the same probability of being chosen for the sample like any other individuals.

4. Administering the Test

The research was held in two meetings. The first to conduct the vocabulary test and the second is to conduct the reading test.

5. Analyzing the Data

This study made steps after conducting research by using tests, this study analyzed the data by using correlation in SPSS (Statistical Program for Social Science). This study collected the data by looking at the result of the test of vocabulary mastery and reading comprehension to find out the result of students' vocabulary mastery and reading comprehension achievement. After getting the result, this study analyzed the correlation between students' vocabulary and their reading comprehension.

3.6 Try Out of the Instrument

A test is a tool that contains a series of tasks that must be done or the questions that must be answered by learners to measure certain behavioral aspects. Thus, the function test is as a measuring tool. A test can be said to be good as a measure must meet the test requirements such as validity, reliability, level of difficulty, discrimination power, and scoring system.

The description of the criteria of the tests including:

3.6.1 Validity of the Test

A test can be said valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). Every test whether it is a short informal classroom test or a public examination test, it should be valid as the constructor can make it. The test used for collecting the data covers three validities: content, construct and face validity.

a. Content Validity

Content Validity is the extent to which the test measures a representative sample of the subject matter content. The focus of the content validity is adequacy of the sample and not simply on the appearance of the test. Content validity is intended to know whether the test items are a good reflection of what will be covered. The test items are adapted from the materials (Heaton, 1975: 60). To get the content validity, the items is determined according to the material given to the students.

b. Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language (Setyadi, 2006). It means that construct validity can be found by relating the instrument with the theory of what it means to know certain knowledge skills. Then the instrument for measuring vocabulary mastery is vocabulary level test in the context. Then the instrument for measuring reading comprehension, there are five reading skills they are: determining the main idea, identifying, specific information, inference, reference, and vocabulary.

3.6.2 Reliability

Reliability refers to whether the test is consisted of its scoring and gives us an indication of how accurate the test score is. This study used the Pearson Product Moment. The formula was:

$$R_{xy} = \frac{\sum XY}{\sqrt{[\sum X^2][\sum Y^2]}}$$

Notes:

R_{xy}: coefficient of reliability between the first half and the second half items

X: the total numbers of odd items (variable)

Y: the total numbers even items (variable)

X²: a square of X

Y²: a square of Y

(www.academiaedu.com, 2016)

The criterion of reliability as follows:

- 0.90-1.00 :high
- 0.50-0.89: moderate
- 0.0-0.49 :low

To know the reliability of the whole tests, this study used Spearman Brown's Prophecy Formula (Hatch and Farhady, 1982). The formula was as follows:

$$RK = \frac{2rl}{1+rl}$$

In which,

rk: the reliability of the test

rl : coefficient of reliability between the first half and the second half items

(Hatch and Farhady, 1982:247)

3.6.3 Level of Difficulty

Level of difficulty related to how easy or difficult the item taken from the point of view of the students who take the test. It was calculated by the following formula:

$$LD = \frac{R}{N}$$

Where:

LD: level of difficulty

R: the number of students who answer correctly

N: the total of students following the test

The criteria as follows:

<0.03 : difficult

0.03 – 0.70 : average

> 0.70 : easy

3.6.4 Discrimination power

Discriminations power refers to the extent to which the items are able to differentiate between high and low-level students on that test. A good item according to this criterion is “one in which good students do well and the bad student fails”. (Hatch and Farhady, 1982:81)

The discrimination power was calculated by this following formula:

$$D = \frac{U-L}{\frac{1}{2}N}$$

Where:

D : Discrimination power

U : The number of students from the upper level who answered correctly

L : The number of students from the lower level who answered correctly

N : The number of students

(Hatch and Farhady, 1982: 82)

The criteria of discriminations are:

0.00 – 0.20 : poor

0.21- 0.40 : satisfactory

0.41-0.70 : good

0.70-1.00 : excellent\

-(negative) :bad items

3.6.5 Scoring System

To get the score of the students' result of the test, the score of vocabulary and reading comprehension was calculated by using formula as follow:

$$S = \frac{r}{n} \times 100$$

Where;

S : score of the test

r : number of right answers

n : the total number of items on the test

3.7 Data Analysis

Data analysis is the process of organizing the data in order to gain the regularity of the pattern and other form of the regularity of the research, while the data interpretation is the process giving meaning to the founded pattern and regularities (Setiyadi, 2006: 255), in order to know the students' scores in mastering vocabulary and comprehending reading skill.

1. Scoring the vocabulary and reading comprehension test.
2. Tabulating the result of vocabulary mastery, reading comprehension and scoring the data.

3. Analyzing, interpreting and discussing the tabulated result.
4. Drawing a conclusion from the tabulated result of the test.

3.8 Hypothesis

In hypothesis testing data from the upper and lower score, level of difficulty and discrimination power were processed into the score and analyzed by using SPSS 16 program for windows. Finally, the researcher can take the conclusion based on the score from the result of SPSS 16. This alternative hypothesis test is tested in the null hypothesis (H_0) to be tested:

H_1 : There is a positive correlation between vocabulary mastery and students' reading comprehension. In terms of concept reading skill, there are four aspects (identifying specific information, reference, inference, and vocabulary) that correlate to vocabulary mastery (noun, verb, adjective, adverb, and translation).

H_0 : There is no positive correlation between vocabulary mastery and students' reading comprehension. In terms of concept reading skill, there are four aspects (identifying specific information, reference, inference, and vocabulary) that correlate to vocabulary mastery (noun, verb, adjective, adverb, and translation).

V. CONCLUSIONS AND SUGGESTION

This chapter is divided into two parts, the first part is conclusions and the second part is suggestions.

5.1 Conclusions

Based on the result of data presentation, data analysis and discussion in chapter IV, the researcher concludes that there is a significant correlation between students' vocabulary mastery and their reading comprehension although the correlation coefficient of this research can be categorized as low-level value. It can be seen that the correlation coefficient of this research is a little bit higher than the critical value of the table ($.549 > .32$) at significant level .01.

5.2 Suggestions

Based on the experience of the researcher who working on this research, he forward suggestion that if a teacher wants to teach reading comprehension ability for students, they need more vocabulary mastery as fundamental things to do reading comprehensive. Because base on the result of this research, vocabulary has a big impact on the students' reading comprehension ability.

Furthermore, for the other researcher, you can work on how technology impacts the student's vocabulary mastery and how they comprehend the contents on the

internet. Just in case when this research held, students told the researcher they much collect their vocabulary on the internet.

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