THE CORRELATION BETWEEN STUDENTS` VOCABULARY

MASTERY AND THE STUDENTS` ABILITY IN READING

COMPREHENSION AT TENTH GRADE OF SMA

CERDAS MURNI DELI SERDANG IN

ACADEMIC YEAR 2017/2018

SKRIPSI

Submitted to the Faculty of Tarbiyah and Teacher Training State Islamic University North Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of S-1 Program

By:

RONA YASA

34.14.3.030

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY

OF NORTH SUMATERA

MEDAN

2018

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FACULTY OF TARBIYAH AND TEACHERS' TRAINING

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OF NORTH SUMATERA

MEDAN

2018

Medan,   Juli 2018

Nomor   : Istimewa

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Bapak Dekan FITK

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Tempat

AssalamualaikumWr.Wb.

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswi a.n. **Rona Yasa** yang berjudul:

"THE CORRELATION BETWEEN STUDENTS` VOCABULARY MASTERY AND THE STUDENTS` ABILITY IN READING COMPREHENSION AT TENTH GRADE OF SMA CERDAS MURNI DELI SERDANG IN ACADEMIC YEAR 2017/2018", maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih. WassalamualaikumWr.Wb

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PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan,   Juli 2018

Yang Membuat Pernyataan

Rona Yasa
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ABSTRACT

Rona Yasa (34143030). THE CORRELATION BETWEEN STUDENTS` VOCABULARY MASTERY AND THE STUDENTS` ABILITY IN READING COMPREHENSION AT TENTH GRADE OF SMA CERDAS MURNI DELI SERDANG IN ACADEMIC YEAR 2017/2018

Keyword : Vocabulary Mastery, Ability, Reading Comprehension

The aim of the research was to find out the correlation between students` vocabulary mastery and the students` ability in reading comprehension. In conducting this research, the researcher has collected data through Correlational research, which use test as the instrument for getting the data. The subjects of this study were 30 students at the Tenth Grade of SMA Cerdas Murni Deli Serdang in academic years 2017/2018. In doing this research, the technique of analyzing data was applied by using quantitative data. The quantitative data was taken from vocabulary and reading comprehension tests. The result of analysis showed that there was correlation on the students' ability in reading comprehension. This research used Pearson Product Moment to analyse the data. Based on the result of Pearson Product Moment analysis sig. (2 tailed) show 0,006. The number 0,006 < 0,01 so, Ho was refused and Ha was received and the both variables had significant different observation frequency. Based on the result of vocabulary test and reading comprehension test, it can be found that the $r_o = 0,491 > r_t = 0,361$ in the significance level of 0.05 (5%) and the Sign. (2-tailed) is 0.01 < 0.05. To sum up, the $r_o > r_t$ and the Sign. (2-tailed) < 0.05, it means that H_α was accepted. It can be concluded that students who master the vocabulary easier to understand the reading comprehension and also the students who master the vocabulary can influence the ability of reading comprehension.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

In the name of Allah, the beneficient, the merciful.

Praise be to Allah, the cherisher and Sustainer of the world, who has given the writer many things such as chance to learn, strength, motivation, and guidance for the writer, therefore this paper can be finished thoroughly. Peace and blessing be upon to Prophet Muhammad SAW, his families, his relatives, and all followers.

This final scripst is written to fulfill one of the requirements to obtain the S-1 program at English Department of Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera (UIN SU).

In finding the research, the writer has encountered some difficulties such as collecting the references, finding the data and especially in analyzing the data. The writer realized that without any help from numerous people, this finalscript wouldn't finish effectively. That's why the writer obviously would like to thanks to the following supporter:

1. The Almighty God, Allah SWT that always gives me hidayah and helpness.
2. Rasulullah Muhammad Saw, that has brought us from the darkness to the lightness.
3. Prof. Dr. Saidurrahman Harahap, M.A as the rector State of Islamic University of North Sumatera (UIN SU).
4. Dr. Amiruddin Siahaan, M.Pd as a Dean of Faculty of Tarbiyah Science and Teachers Training State of Islamic University of North Sumatera and all of the administration staff.
5. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum as the Head master of English Department for the facilities that given to me during the completion this thesis.

Finally, the writer realizes that this paper is far from being perfect and to suggestion and correction. It is a great pleasure for the writer to receive critics and suggestions in developing this research and it will has some values for the writer and for a better thing in the future. Hopefully this thesis may give the advantages for all.

Medan, July 2018

Rona Yasa
34.14.3.030

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CHAPTER I
INTRODUCTION

A. The Background of the Study

Word becomes a major topic in studying of language. In forming phrase, "word" will be needed. In creating a clause, "word" becomes a necessity and when producing a sentence, "word" will be needed too. Word puts together in every element of language because word is a part of language.

English is an international language, all people around the world especially for students are required to be able to master it in written or spoken. English is one of international languages, which is used throughout the world and also English is used in many fields. Therefore, English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation.

Vocabulary is a crucial component in acquiring and understanding language. When reading something it will sound good if we understand the words or vocabulary in our reading. because it will help and guide pronouncing, reading, and grasping the idea from our reading.

Mastering vocabulary is the ability to get or to receive lots of words. By having and mastering vocabulary will know the meaning of vocabulary in the context.

Reading as one of the basic language skills has an important role in widening knowledge to access information and make meaning. For many years, Indonesian government has attempted against literacy by declaring that reading is the solution for broaden knowledge.

In learning English, students are expected to get some messages from their reading. Since it is generally learned from secondary level of education and higher education, the students are expected in reading a text as well as possible. Students will be able to match words and definitions, complete sentences with vocabulary words, write definitions for vocabulary words, and write original sentences for selected vocabulary words. But in fact, many students have some problems in reading. They still have low ability in reading, such as difficulties in understood the meaning of the text.

As it happened at the Tenth Grade students of SMA Cerdas Murni Deli Serdang. The students in understanding of reading was still low. The problem was found when the researcher taught at Tenth Grade students of SMA Cerdas Murni Deli Serdang. The understanding of students in reading were still low, it was proofed based on the information from English teacher about students' understanding in reading.

The facts above indicate that the vocabulary which was frequently neglected in classrooms and teaching materials still become the problem for students in language using. Whereas, knowledge about vocabulary was something important in supporting language mastery. Moreover, the using vocabulary can cause significant effect to the quality of language. That`s why the researcher would like to conduct a study on the tittle "**THE CORRELATION BETWEEN STUDENTS` VOCABULARY MASTERY AND THE STUDENTS` ABILITY IN READING COMPREHENSION AT TENTH GRADE OF SMA CERDAS MURNI DELI SERDANG IN ACADEMIC YEAR 2017/2018**".

B. The Statements of Problems

Based on the background of study which was mentioned above, some problems were identified as follows:

1. Students get difficult to mastery the vocabularies.

2. Students get difficult in comprehending the reading text.

C. The Research Questions

In relation to the background of the study, the problem of this study is formulated as follows:

1. Is there any significance correlation between students` vocabulary mastery and the students` ability in reading comprehension ?

D. The Purposes of the Study

In relation to the problem above, the objectives of this study are:

1. To find out the significant correlation between students` vocabulary mastery and the students` ability in reading comprehension.

E. The Significances of the Study

1. Practical Benefits

   a. To the students, this research is expected to encourage students to realize that vocabulary is a need and an enjoyable activity to learn English. Hopefully, that ability will be improved and the students will love English.

   b. To the English teacher, the writer expects that this research may inspire teachers to make better media and activities in teaching and learning process.

c. To the school, this research is expected to be used as a conceptual contribution. Therefore, it can improve the quality of education and innovation for learning and teaching English at SMA Cerdas Murni Deli Serdang.

d. To the researcher himself, the research expects he will improve his knowledge about English teaching and improve him creativity in teaching.

2. Theoretical Benefits

a) For other researchers, this research is expected to help them to get more information about this research and can be used for better research. It can help them to know the problem.

F. The Limitation of the Problem

This research is concerned on the correlation between vocabulary mastery and the students` ability in reading comprehend at Tenth grade of SMA Cerdas Murni Deli Serdang in Academic Year 2017/2018.

CHAPTER II
LITERATURE REVIEW

A. Review of Literature

To conduct a research, theories are needed to explain some concept and terms applied in research concerned. Therefore, the clarification of the concepts will minimize possible misunderstanding between the writer and the readers. In other words, they are very important to be explained, so that the readers will get the points clearly.

1. Ability in Reading Comprehension

In reading comprehension, there are some theories that explained about the theories.

a. Definition of Ability

Ability is defined in terms of performance on a particular task or class of tasks. According to Widgor and Garner define ability as "systematic observation of performance on a task." In an earlier draft the authors were even more focused: Ability is "how well a person performs a defined task if he does his best."[1]

Taken from Oxford Advanced Learner's Dictionary of Current English, Ability is: (a) Potential capacity of power to do something physical or mental, (b) Cleverness intelligence, (c) special natural power to do something well.[2]

Abilities are innate profiles of biopsychological potentials representing coordinated profiles of individual intelligences. In our framework, these potential

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[1] David F. Lohman, 1997. *Issues in the definition and measurement of abilities.* (Paper presented at the Second Spearman Seminar, University of Plym south, July 14). p. 8

[2] A.S Hornby, 1974. *Oxford Advanced Learner's Dictionary of Current English.* (Oxford : University Press). p. 2

(or unrealized) abilities define a space of possible competencies (which are realized abilities).[3]

Based on the above explanation, it can be concluded that ability concern with what someone performs and does. Learning ability of the students is realized in the form of score. In the other word, student's ability is done by students especially to increase their skill.

b. **Definition of Reading**

Carnie states, reading is defined as getting information from the text and interpretation. In other words, reading is the ability to draw from the printed text and interpret the information appropriately.[4] Carnie says that reading is the ability to get information from the text.

According to Daiek, reading is an active process that depends on both an author''s ability to convey meaning using words and your ability to create meaning from them.[5] Based on theory of Daiek, reading is a process that depends on the skill of author to explain or convey the meaning in a text by using the words and how the author delivers the opinion to create new word or meaning of sentence and then explore it to be sentences or paragraph.

According to Burns, reading is a way of sharing another person's insight, joys, sorrow, or creative endeavors.[6] Being able to read can make it possible for a person to find places he or she has never visited before (through maps, directional

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[3] Robert J. Sternberg and Elena L. Grigorenko, 2003. *The Psychology of Abilities, Competencies and Expertise. (*United Stated of Amerika: Cambridge University Press). p. 142

[4] Carnie, 1990. *Instruction Reading.* (Columbus Ohio: Meril Publishing Company). p. 30

[5] Anter Nancy, 2004. *Critical Reading for College and Beyond.* (New York: Mc Graw Hill). p. 5

[6] Burns et. al, 1984. *Teaching Reading in Today's Elementary School.* (New York: Longman). p. 3

signs), to take advantage of bargains (through advertisements), or to avert disaster (through warnings signs).

Furthermore, according to Clark et. al define reading as an active, primarily cognitive process of interacting with print or monitoring comprehension to establish meaning which means that the brain does most of the work.[7]

From the above definitions, it can be concluded that reading is a process of founding meaning in the text. When someone's reading means that he tries to understand the text and found the main idea. So, reading can be said as the process of comprehending the text and finding the meaning.

Allah said about reading in Holy Qur'an in Surat Al-Alaq verse 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ـ خَلَقَ الْإِنسَانَ مِنْ عَلَقٍ ـ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْلَمْ

"Read, In the name of your Lord, Who has created (all that exist). Has created man from a clot (a piece of thich coagulated blood), read and your Lord is the most Generous, who has thought (the writing) by the pen (the first person to write was prophet Idress (Enoch). Has taught man that which he know not.[8]

c. **Definition of Comprehension**

Comprehension is an active process that involves the child integration of prior knowledge with information the text in order to comprehend that text.[9] Among the major goals of reading instructions today is the development of learners who understand. Students need these abilities to understand concept

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[7] Edithia Gloria Simanjuntak, 1988. *Developing Reading Skills for EFL Students. (*Jakarta: Departemen Pendidikan dan Kebudayaan, Direktorat Jenderal Pendidikan Tinggi, Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan). p. 15

[8] www.quran.com accessed on july 26th 2018

[9] Dorothy Frant Hennings, 2003. *Reading with Meaning. (*Edinburg: Education Limited). p. 2

presented in print, to think about materials, read, and to use, that which is read for relevant purpose.

Comprehension is as the process by which a person understand the meaning of the written or spoken language.[10] It means that someone can understand the meaning of written or spoken language through the process oflistening seriously, and it can make him to be understood the meaning of the written or spoken language.

Comprehension is the relationship among the elements of reading skills, they are competence, reading techniques, and good comprehension.[11] It means it is dependent on several cognitive processes, including decoding, word recognition, and knowledge.

Comprehension means different things to different people.[12] Indeed, comprehension is not a unitary phenomenon but rather a family of skills and activities. The different types of comprehension share a common core set of processes. A general component in many definitions of comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and, ultimately, the construction of a coherent representation of picture in the reader's mind of what the text is about.

From the above statements, it is clearly understood that comprehension is the most important in reading. Since comprehension of the text is the ultimate goal in reading. Understanding comprehension processes is crucial to the study of reading.

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[10] Jack Richards, John Platt, and Heidi Weber, 1998. *Longman Dictionary of Applied Linguistics.* (England: Longman). p. 558

[11] Sukirah Kustaryo, 2000. *Reading Technique for College Students.* (Jakarta: Publication Ltd). p. 67

[12] Danielle S McNamara, 2007. *Reading Comprehension Strategies.* (New York: Lawrence Erlbaum Associates). p. 28

d. **Reading Comprehension**

Reading comprehension is complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows.

According to Grabe and Stoller, reading comprehension is an ability to understand or to gain the information from a text.[13] Furthermore, Partnership for reading defined reading comprehension as the understanding of a text that is read, or the process of constructing meaning from a text.[14] It means that a reader must be able to interpret what the meaning of the text well.

Goodman states reading comprehension is as an interaction between thought and language.[15] it means that an interaction in reading, it can produce a thought and then we are thinking, and we has a question for asked to someone, that called is language.

A crucial factor affecting comprehension is the importance of the reader's background of experience. One important area of a student's background of experiences is that related to language development and growth. The following factors are among those that affect the comprehension of written material:

a) Oral language development related to real objects, experiences, and pictures.

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[13] Grabe William, and Fredricka L Stoller, 2002. *Teaching and Researching Reading.* (New York: Longman). p. 7

[14] *Parthenership for Reading. Http://www.nifl.gov/partnershipforreading/".* Accessed on July 25th 2018.

[15] Otto Wayne, 1979. *How to Teach Reading. (*Philippines: Addison-Wesley Publishing Company, Inc). p. 70

b) Ability to listen with understanding to stories read aloud.

c) Firsthand experiences with people, object, and place.

d) Continuous development of syntactic and semantic features of our language.

e) Oral language development of syntactic and semantic features of our language.[16]

Furthermore, Heilman et al states some principles of learning that must be applied to reading comprehension, they are:

1) A background knowledge of experience and knowledge is necessary for learning. A reader's background knowledge influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how text can be organized rhetoritically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background knowledge. If students are reading on an unfamiliar topic, teachers need to begin the reading process by building up background knowledge. New ideas must be connected to existing ideas and information. A background that provides a basic understanding of the vocabulary and enables the student to apply concrete illustrations of the new ideas forms the base on which he can build the new information.

2) Learning must have meaning for the learner. The goal of reading is to enable the reader to get meaning from the printed material it means that

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[16] *Ibid*

he reader must be able to understand the information and to determine its significance.

3) The students must have a purpose and a motivation to learn. It is the fact that practice is a necessary part of skill development, so, if the students do not read because of lack of a purpose and a motivation, he does not get the practice he needs in reading skills. As a result, any instruction he may get in the skills of reading will be useless to him, and it makes him unsuccessful in comprehending.

4) The learner must be active in his learning. Learning to read is not a passive process. It is nearly impossible to teach skills to a student if he puts forth little or no effort. The teacher can tech techniques, but the students must practice and apply them.

5) Learning requires the forming of habits. When a student learns how to use reading skills and how to attack a reading assignment he is learning techniques habits that will insure success and efficiency in his effort. For the student to become an efficient reader, many of the skill must be so well development that they function smoothly and simply.

6) Much learning is by association. Learning to read is no exception. The students learns first to use and understand language through listening and speaking. Reading is one additional from the form of using language. When he reads he recognizes the words and attaches meanings to them from his oral knowledge about them. In addition, a new meaning for a word is easier to remember if the students already knows the word another meaning.

7) Learning requires practice. This is particularly true of learning to read. The student does not learn an effective reading technique merely by being shown.

8) Favorable attitudes toward learning foster toward learning foster effective learning. Students who have difficulty in reading and who develop negative attitudes toward the reading act will find it difficult to use reading an effective learning tool. Their whole mental set will oppose this avenue of learning.

9) Students learn at different rates and in different modes. Humans vary in their traits, capabilities, and development, and the teacher must take these differences into account. Therefore, the teacher cannot expect all students to have the same abilities, needs, and levels of reading.

10) Learning is more effective if the learner knows the reason for what he is learning. In reading skill development the students need to understand the importance and usefulness of each skill. He needs to understand how he skills can increase his reading competence. Such realizations will not only help his improvement in reading, but his motivation will also improve.[17]

e. **Technique of Reading**

There are three reading technique that are commonly known. They are skimming, scanning, and semantic mapping or clustering:

a. Skimming

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[17] W. Arthur Heilman, et al, 1981. *Principles and Practices Reading 5th Edition.* (Washington: A Bell and Howell Company). p. 244

Perhaps the two most valuable reading strategies for learners as well as native speaker are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text can essay, article, or chapter, for example: to get the gist. Skimming give readers the advantage of being able to predict the purpose of the passage, the main topic or message and possibly some of the developing or supporting ideas.

b. Scanning

The second in the "most valuable" category is scanning, or quickly search for some particular piece or pieces of information in text. Scanning may ask students to look for names or dates, to find a definition of a key concept, or to list certain number of supporting details. The purpose of scanning is to extract certain specific information without reading through the whole text. For academic English, scanning is absolutely. In vocational or general English, scanning is important in dealing with genres like schedule, manuals, form.

c. Semantic Mapping or Clustering

Readers can easily be overwhelmed by along string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the readers to provide some order to the chaos. Making such semantic maps can be done individually, but they make for productive group work technique as students collectively induce order and hierarchy to passage.[18]

f. **Types of Reading**

Nasr in Syamriani Classifies reading into two types namely oral reading and silent reading.

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[18] Jonathan Anderson, Berry H, Durson, and Millient E, Poole, 1969. *Efficient Reading : A Practical Guide*. (Sidney: Mc. Graw. Hill). p. 56

a. Oral Reading

Anderson states "in oral reading vocalizes the printed word one by one. Thus, a reader who does oral reading must have good pronunciation. Oral reading is used when a reader is learning to combine words with meaning."
Oral reading can be divided into group reading and individual reading.

b. Silent Reading

Silent reading does not mean that a reader reads without sounds. A reader my sound in respond to words. But there is no need to say out each word. A reader, in silent reading only says the words in his mind, thus, the main aim in silent reading understand without any references to pronunciation, stress, or intonation.[19]

g. **Factors that Influence Reading comprehension**

There are many factors that might affect comprehension of printed materials. Some of the factors that will be explained here are characteristic of the materials, syntactical structure, and the appearance of print.

a. Vocabulary

One of the important factors in herein; a reader's comprehension is the familiarity with the vocabulary, where the successful in associating between the printed words with their meaning and their referents depends on the familiarity with the words. Successful reading comprehension is possible when most of the vocabulary in a reading selection is familiar to the readers.

b. Concept of the Material

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[19] *Ibid,* p. 57

Familiar words are used to express elusive concepts can also provide the barrier to the reader's comprehension. Therefore, successful readers must have background knowledge (concept) on a reading material. However, the type of material also affects reading difficulty. In fact, informational reading usually requires greater concentration and cognitive process than fiction.

c. Syntactical Structure

Another factor can probably provided barrier to comprehension is the syntactical structure of passage is written in familiar words and concepts with a reader, but still difficult to comprehend the tortuous of grammatical structure. To comprehend them, the student should be familiar with them by giving a lot of exercises deal with sentence structures. Materials for beginning readers are usually written in short sentence and are composed primarily of nouns and verbs. Materials of readers at higher levels contain noticeably longer sentence. This practice reflect an awareness of students' language development and is an attempt to match the language level of reading materials with that of student' oral language.

d. The Appearance of Print

The format of reading materials can influence the ease in comprehending them. The number of word per page, the print and spacing style are necessary. It is considered that a high density of words and printed in small size on a page can discourage the less capable readers. On the others hands, the primer offensive materials can make the older reader bored.

In addition, Wainrigh in Marlyna (2007:13) said that there are some factors affects the comprehension of a reader, they are:

a. Speed and Perception

Some readers are quick to grasp the meaning while the others are not. Those who are slower usually have difficulties and take longer to comprehend comparing with the fast ones. This can happen due to the regression marked by the reader and the narrow vocabulary range.

b. The Accurate of Perception

A reader who perceives the ideas or message of a passage wrongly will affect his comprehension. It leads him/her to misunderstanding to the whole passage.

c. Memory and Ability to Recall Information

A reader may understand the reading material even though he/she is not able to remember much of the actual content. In order to have a good memory of the material, retention is needed. So that he/she can locate some points which required checking.

d. Motivation or Purpose in Reading

A reader who wants to read passage or text for a certain purpose is certainly has a clear knowledge about what he/she is going to read accordingly he/she comprehend easily.

e. Concentration

Full concentration is necessary for good comprehension; however it can be affected either from external distraction factors, such as anxieties wandering attention, noises or movements.[20]

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[20] *Ibid,* p. 59

2. Vocabulary

In discuss vocabulary, there are some theories that explain about vocabulary

a. Definition of Vocabulary

Vocabulary is one of the most important elements in a language. Many of the vocabulary in English text books have to be learned. Without it, no one can speak or understand the language.[21]

In Webster's Dictionary, vocabulary is defined as follows:

1. A list or collection of words and phrases usually alphabetically arranged and explained or defined.

2. A sum or stock of word employed by a language group individual or work or in relation to a subject: Scope of language.

3. A list of a foreign language textbook of the word and phrases taught or used [22]

Then, Hatch & Brown define vocabulary as a list or set of words particular language or a list or set or words individual speakers of language might use.[23] It means that, by using vocabulary itself, the interaction can be happened. It is a tool for communicating each other in daily life. It is importantant to express the feelings and to express the ideas what is on our minds. Moreover, Penny Ur said

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[21] Virginia French Allen, 1983. *Techniques in Teaching Vocabulary.* (Oxfords: Oxford Univesity Press). p. 7

[22] http://www.meriam-webster.com/dictionary/vocabulary accessed at 27th februari

[23] Evelyn Hatch & Cheryl Brown, 1996. *Vocabulary, Semantics, and Language Education.* (Cambridge: Cambridge University Press). p. 24

that vocabulary can be defined roughly as the words we teach in foreign language.[24]

Richards states, "Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.[25] It means that vocabulary will make the students easy in learning language. If the students have a good vocabulary mastery, they can read or listen English clearly and then write or speak the sentences in English.

According to Hornby as cited by Zaenuri says, "If we look up the meaning of vocabulary in the dictionary, it can be defined as the total number of words that (with ruler for combining them) make up a language."[26] Vocabulary is the first and foremost important step in language acquisition.[27] In line by Linse states that vocabulary is the collection of words that a person can know.[28]

From the above definitions, vocabulary is a set of words in language and vocabulary is a component of language which is important for everyone in mastering any foreign language. To make the students easy in learning English, the words of vocabulary can be found in the dictionary because there have a lot of words and meanings.

If the students have mastered the vocabulary, it will help the students to

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[24] Penny Ur, 1996. *A Course in Language Teaching* (New York: Cambridge University Press). p. 60

[25] Jack C.Richards, 2002. *Curriculum Development in Language Teaching.* (New York: Cambridge University Press). p. 4

[26] A.S. Hornby as cited by A.M. Zaenuri, 2003. *Vocabulary I.* (Jakarta: UIN Jakarta Press). p. 1

[27] Naveen Kumar Mehta, 2009. *Vocabulary Teaching: Effective Methodologies*, The Internet TESL Journal, Vol. XV, No. 3. p. 1

[28] Caroline. T. Linse, 2005. *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill Companies, Inc). p. 129

communicate with everyone, make the students understand all information from other countries, and vocabulary also help the students to speak and listen English clearly with native speaker, and then the students understand when they read the English words from newspaper, book, magazine, etc. National Institute of Child Health and Human Development (NICHHD) as cited by FLaRE journal points out that, "Vocabulary is stored information about the meanings and pronunciations of words necessary for communication."[29] In other words, the vocabulary is one of facilities to provide and receive the oral or written information in English.

From the above statements, vocabulary is a central and part of language, because it cannot be separated from language. Vocabulary is also the knowledge toward the number of words which is used by people to express their information or ideas as necessary to communicate, especially in using foreign language.

Allah said about vocabulary in Al-Baqarah 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِن كُنتُمْ صَادِقِين

"And He taught Adam the names of all things; then He placed them before the angels, and said "tell me the names of these if you are right"[30]

1) **Vocabulary Mastery**

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word 'master', which means to become skilled or proficient in

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[29] National Institute of Child Health and Human Development (NICHHD) as cited by FlaRe Journal, 2000. *Vocabulary, Journal of Teaching Academy.* (US: Florida Literacy and Reading Excellence Professional Paper). p. 1

[30] www.quran.com accessed on july 26th 2018

the use of, to gain complete knowledge through understanding.[31] Vocabulary mastery is competence to know words and meaning.

Based on the curriculum, the students of junior high school are expected mastering vocabularies for 2000 words after graduated.[32] It means that the students should master at least 667 in a year. In a month, students should master vocabulary about 56 words. In this research, the researcher conducted 4 meetings in the classroom. So that, students should master the vocabularies about 7 in one meeting.

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels.

In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills.[33]

b. **Kinds of Vocabulary**

There are many vocabulary according to some experts. Hatch and Brown

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[31] William Collins, (1979), *Webster's New Twentieth Century Dictionary*, America: The United States of America, p. 604

[32] Dadang Dachajar, (2008), *Get Success UN Bahasa Inggris*, Anggota IKPI, Penerbit Grafindo Media Pratama, p.1

[33] Anita Yuliana Siregar, (2013), *Improving Students' Vocabulary Mastery Through Crossword Puzzle,* North Sumatera: English Department of Education State Institute for Islamic Studies, p. 11.

divide the vocabulary into two kinds based on its use. Those are **Receptive** and **Productive** vocabulary.[34]

1) **Receptive vocabulary**

It is words that learners know and understand their meaning but cannot produce them in active skill such as speaking and writing. The words can be found when someone read a text but cannot use words in the text for speaking or writing.

2) **Productive vocabulary**

It is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

According to Nation, vocabulary is divided to four kinds based on frequency and range vocabulary often found in the language; those are high frequency words, academic words, technical words, and low frequency words.[35]

1) High frequency words

High frequency words are words that contained approximately 3000 word families that most frequently occurred in conversational language. The 3000 word families are a more pedagogical criterion and based on Schmitt's research, it coverage 87% of words in formal text and 95% in informal spoken text. Schmitt said that more vocabulary than 3000 words can make learners able to

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[34] Mofareh Alqahtani, 2015. *The Importance of Vocabulary in Language Learning and How to Be Taught*. International Journal of Teaching and Education Vol. 3, No. 3. p. 25

[35] I.S.P. Nation, 2001. *Learning Vocabulary in Another Language*. (Cambridge: Cambridge University Press). p. 11

communicate in more situations than usual.

2) Low frequency words

All the rest of the word families which of these words are known or are worth learning depend on leaner's personal interest, education background or current studies, area of employment; social, cultural natural environment and so on. The words just occur rarely.

3) Academic word

Words families occur much more frequently in academic texts (textbook, lectures, handouts, journal article, reference manual, seminar presentation) than in non-academic usage, across of different disciplines.

4) Technical words

Low frequency word families which are used in particular discipline, profession, sport, culture or other special field. They are normally known only by people with an interest or expertise in relevant area.[36]

Moreover, Hiebert and Kamil proposed the different views about kinds of vocabulary. They said that an error to categorize different kinds of vocabulary may bring to confusion and disagreement about both research findings and instructional implications. So, they stated that the simplest categorization based on about kinds of vocabulary come in at least two forms; oral and print vocabulary and supported by the knowledge of vocabulary kinds which divided also to two forms; the productive vocabulary and receptive or recognition vocabulary.[37]

1) Oral Vocabulary

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[36] I.S.P. Nation, 2008. *Teaching Vocabularies: Strategies and Technique*. (Boston: HeinleCengage Learning). p. 7-11

[37] Elfrida H. Hiebert and Michael L. Kamil, 2005. *Teaching and Learning Vocabulary: Bringing Research to Practice,* (New Jersey: Lawrence Erlbaum Associates, Inc). p. 3

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally.

2) Print Vocabulary

Print vocabulary consists of those words for which the meaning is known when we write or read silently.

The writer conclude that vocabulary is important for teachers and learners to know and to understand the kinds of vocabulary before doing the process of teaching-learning vocabulary. Moreover, the vocabulary have different dividing concepts of vocabulary kinds which can also affect teaching-learning instructions and objectives.

c. **Problems in Learning Vocabulary**

Learning vocabulary is not easy for students, especially for learner that use English as foreign language. Building up a vocabulary is a complicated process, and one that takes a long time.[38] There are a lot of problems when students learning vocabulary. English seems to have rich and very large vocabulary, and there are a lot of words that students should remember. Dictionaries for upper intermediate students frequently contain up to 55,000 words or even more, besides one word has a lot of meaning.

According to Thornbury investigates that there are several obstacles that will be faced in teaching English vocabulary especially in the country that regards English as a foreign language such as pronunciation, spelling, length and complexity, grammar, meaning, and idiomatic.

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[38] Ronald Carter, 2012. *Vocabulary, Applies L inguistic Perspectives* Second Edition. (London: Routledge). p. 184

1. Pronunciation, Words that are difficult to pronounce are more difficult to learn. Many students find that word with clusters of consonant such as strength or crisps or breakfast, are also problematic.

2. Spelling, Mismatches between spelling the word and pronoun the word are some factors that are to because of error, such as honest, muscle, listen, headache, etc.

3. Length and Complexity, Variable stress in polysyllabic words can add students difficult such as in word families like necessary, necessity, necessarily.

4. Grammar, The grammar associated with the word is also become problematic by students. Especially the word is different from their first language. Such as they have to remember whether a verb like enjoy, love, or hope is followed by infinitive or an -ing form can add their difficult.

5. Meaning, Students are likely to confuse when the word has overlap in meaning such as do and make.

6. Range, connotation, and idiomatic Connotation of some words may cause problem too such as propaganda has negative connotation in English but its equivalent with publicity. And the last one is idiomatic. Words are idiomatic like make up your mind, generally difficult to understand than transparent like decide.[39]

Based on the above explanations, it can be concluded that teaching English vocabulary will be so difficult since English and Indonesian language are

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[39] Scott Thornbury, 2002. *How to Teach Vocabulary.* (England: Longman). p. 27-28.

completely different. The learners will face difficulty to learn English, the same way the teacher will find an obstacle in teaching them. As an English teacher, this obstacle should be faced in order to meet the successful learning outcome. A good teacher will never give up even if there are so many obstacles that will be faced.

d. **Vocabulary Assessment**

In the SLA literature, lexical performance is generally assessed with *text internal* and *text external* measures. Other researchers have used the same distinction but with different terminology and divided measures into *intrinsic* (text-internal) and *extrinsic* (text external), depending on the source upon which the text is assessed.

Intrinsic measures are used when the assessment is carried out only in terms of the words that appear in a text. The most commonly used intrinsic index of lexical richness is the Type/Token ratio, which is sensitive to differences in text length. With measures such as Guiraud's Index the differences in text length are compensated as the total number of types is divided by the square root of the total number of tokens. Nowadays, seems to be the best solution to problems encountered in quantifying vocabulary diversity.

Extrinsic measures, on the other hand, assess the vocabulary used in a text in relation to language external to the learners' or speakers' production. In this case the measures are computed to assess to what extent the speakers draw upon a more varied lexicon by comparing output from the speaker with an external

corpus of words. Some researchers refer to these indexes as "lexical sophistication" measures.[40]

This is the assessmet rubric for foreign students in learning English.

Assessment Rubric

Point	Value	Instruments
4	Exceeds Expectations	No errors use of structures beyond expected proficiency; near-native use of appropriate cultural practices; followed instructions, went beyond expectations.
3	Excellent	Almost all answering questions correct; easily understood with infrequent errors, structures, and vocabulary usage; almost all cultural practices demonstrated and appropriate; followed instructions completely.

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[40] Meara, P.M. & Bell, H. (2001). *P_Lex: a simple and effective way of describing the lexical characteristic of short L2 text. Prospect. A Journal of Australian TESOL,* 16 (3),p. 5-9.

2	Good	Some errors in answering questions; comprehensible with noticeable errors in structures, and/or vocabulary usage; some cultural practices demonstrated and appropriate; mostly followed instructions.
1	Not Yet	Few or no expressions in answering questions stated correctly; nearly or completely incomprehensible; cultural practices were inappropriate or not demonstrated at all; little evidence of following instructions.[41]

From the guidence above, we can see that vocabulay is needed an assessment.

B. Conceptual Framework

Reading comprehension is complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows.

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[41] Karen Kendall-Sperry, 1997. *Foreign Language Assessment in Grades K-8: An Annotated Bibliography of Assessment Instruments,* (Colombus: Columbus Public School). p.241

A crucial factor affecting comprehension is the importance of the reader's background of experience. One important area of a student's background of experiences is that related to language development and growth.

Learning vocabulary is not easy for students, especially for learner that use English as foreign language. Building up a vocabulary is a complicated process, and one that takes a long time.[42] There are a lot of problems when students learning vocabulary. English seems to have rich and very large vocabulary, and there are a lot of words that students should remember. Dictionaries for upper intermediate students frequently contain up to 55,000 words or even more, besides one word has a lot of meaning.

From the explanation above vocabulary mastery is needed in reading comprehension, because in comprehend the text that read is needed the vocabulary to help in comprehend it.

C. Hypothesis

Based on the description of the correlation between the students' vocabulary mastery and the ability in reading comprehension, there is a different ability of the students in reading comprehension because they don`t have the same interest abilities, potential, or learning styles. So, Based on this result, so the null hypothesis is refused, and the research hypothesis (Ha) is accepted.

Ha : There is a significant correlation between students` vocabulary mastery and the students' ability in reading comprehension

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[42] Ronald Carter, 2012. *Vocabulary, Applies L inguistic Perspectives* Second Edition. (London: Routledge). p. 184

H0 : There is no significant correlation between students` vocabulary mastery and the students' ability in reading comprehension

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This study will be conducted in correlational research. Correlational research is a type of non-experiemental reseearch in which the researcher measures two variables and assesses the statistical relationship between them with little or no effort to control extraneous variables.[43] The research design will be applied in order to investigate the correlation between students` vocabulary mastery and the students` ability reading comprehension.

The basic design for correlational research is straightforward. First, the researcher specifies the problem by asking a question about the relationship between the variables of interest. The variables selected for investigation are generally based on theory, previous research, or the researcher's observations. The

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[43] www.opentextbc.ca/researcmethods/correlational-research/.com accessed on April 3rd 2018

population of interest is also identified at this time. In simple correlational study,
the researcher focuses on gathering data on two (or more) measures from a single
group of subjects.

B.   The Population and the Sample

   1.   Population

   Population is the whole object which will be researched.[44] Population is a
number of all subjects that it has supply which is needed in the research. As
Arikunto states that population is all of subjects research.[45] The population of this
research was all of the students at Tenth grade students of SMA Cerdas Murni
Deli Serdang. The total number of the students were 90 students.

   2.   Sample

   Sample is some of the represent of the population that used as the object of
the research.[46] In other word, sample is a part of population, which is chosen to
participate in the study. The researcher will do observation at X IPA-I. In this
class has 30 students in it.

   Sampling is the process done to choose and take sample correctly from
population so that can be used as valid representative to the population. In this
research, the researcher will take thee subject of research randomly. The subjects
are regarded that ach of them has the equal chance to be chosen as the sample.

C.   The Data Collection

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[44] Syahrum and Salim, 2007. *Metodologi Penelitian Kuantitatif* (Bandung: Ciptapustaka Media). p. 113

[45] Suharsimi Arikunto, 2006. *Prosedur Penelitian Suatu Pendekatan Praktek.* (Jakarta: Rineka Cipta). p. 108

[46] *Ibid.* p. 109

The researcher used quantitative method in this research. It was used to know whether any correlation between mastering derivation and the students` ability in word formation. The instrument that the researcher use for collecting data was test.

This research would be conducted at Tenth grade students of SMA Cerdas Murni Deli Serdang. It is located on Jl. Beringin Pasar 7 Tembung Deli Serdang. This Place is selected because the researcher wants to know the understanding of students at Tenth grade.

There were 40 items of essay in each of the test. The score per item was 2.5 for correct answer. Students will get 100 point if they can answer correctly to all of the questions. Both of the classes, experimental group and control group will be given the same test.

D. The Data Analysis

Before analyzing the data, the writer use the normality and homogeneity test to find out whether both groups have normal distribution and homogeny.

1. Normality Test

a. Analyzing $X_1, X_2, ...X_n$, standard number $Z_1, Z_2, ...Z_n$ by formulation

$Z_{i \text{ score}} = \dfrac{x_1 - x}{dx}$ (each of X mean and standart deviation)

b. For each standart number by using distribution list of standart normal, then it conducted of chance $F(z_i) = p(Z \leq Z_i)$

c. Furthermore, it is counted of proportion $Z_1, Z_2..........Z_n$ that smaller equal with Z_i.

d. Count difference of $F(Z_i) - S(Z_i)$, afterwards determine that absolute values.

e. Take the biggest value among difference absolute values. Describe this value by using L_o. If $L_o < L$ that is received from scoring critic values of Liliefors test with standard evident $\alpha = 0,05$, so normal distribution data.

2. **Homogeneity Test**

For testing do both of variants homogeny, using equality test of two variants, is

$$F = \frac{higgest\ variants}{smallest\ variants}$$

Furthermore, comparing with $F_{variants}$ = Identically, if Fvar < Ftab, both of sample are homogeny[47]

After the writer find out whether both groups have normal distribution and homogeny. The writer will be used validity test to find out the instrument valid or not, and Reability test to consistency and accuracy in scoring.

3. **The Statistical Hypothesis**

Statistical hypothesis is used in order to know the result of observation about the sample quantitatively.

Ho   : μ x 1 = μ x 2

Ha   : μ x 1 > μ x 2

Where :

Ha   : Alternative Hypothesis

H0   : Null Hypothesis

μ   : Mean of Population

x   : Mean of Sample

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[47] Sudjana, 1996. *Metode Statistik*. (Bandung :Tarsito). p. 250

E. Research Procedure

Before doing the research, the writer made the instrument to get the data. One of the instrument was test. Test is a set of questions that was be given to the students. The test was about vocabulary test and reading comprehension. The data was collected by using one kind of test. Each variable has 40 questions. The value of one question is 2,5 if the students true in answering the question. The maximum score is 100 points. But if they do wrong answer they will get 0 point.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

A. **Findings**

1. **Description of Data**

This study was conducted by applying a correlational research. The correlational research investigates one or more characteristics of a group to discover the extent to which the characteristics vary together. This research is to know the relationships among two or more variables. They are studied without any attempt to influence them. Correlational studies display the relationships among variables by used correlation technique.

The researcher take the score of "students` vocabulary mastery (variable X) and students` ability in reading comprehension (variable Y) by using 40 items of essay test. After conducting the research, the researcher got the data of students' scores.

Table 4.1 The Result of Vocabulary Test

No	Initial	The Score of Vocabulary Test
1	DP	75
2	ASK	65
3	MMR	70
4	AS	80
5	IYL	80
6	APS	60
7	CA	85
8	ZS	70
9	NWA	70
10	KS	65
11	MA	75
12	FN	85
13	RA	40
14	FA	45

15	PAB	65
16	PNF	45
17	MS	75
18	LYS	75
19	TCG	75
20	IDZ	65
21	AN	70
22	NH	70
23	RAA	75
24	ADF	40
25	AS	60
26	NB	60
27	D	75
28	RA	65
29	ES	85
30	AA	75

From **Table 4.1** it can be seen that there were 30 students that follow the tests and get variation mark.

Table 4.2 Statistics

Vocabulary

N	Valid	30
	Missing	1
Mean		70,583
Median		72,500
Mode		70,0
Std. Deviation		12,3471
Variance		152,450
Minimum		40,0
Maximum		85,0
Sum		2117,5

From **Table 4.2** above we can obtain the information that the lowest score in vocabulary test was 40 and the highest score was 85. The result of this vocabularry test was as variable X.

Table 4.3 The Result of Reading Comprehension

No	Initial	The Score of Reading Comprehension
1	DP	75
2	ASK	65

3	MMR	70
4	AS	80
5	IYL	80
6	APS	60
7	CA	85
8	ZS	70
9	NWA	70
10	KS	65
11	MA	75
12	FN	85
13	RA	40
14	FA	45
15	PAB	65
16	PNF	45
17	MS	75
18	LYS	75
19	TCG	75
20	IDZ	65
21	AN	70
22	NH	70
23	RAA	75
24	ADF	40
25	AS	60
26	NB	60
27	D	75
28	RA	65
29	ES	85
30	AA	75

From **Table 4.3** it can be seen that there were 30 students that follow the

tests and get variation mark.

Table 4.4 Statistics

Reading Comprehension

N	Valid	30
	Missing	1
Mean		72,000
Median		76,250
Mode		80,0
Std. Deviation		11,8976

Variance	141,552
Minimum	45,0
Maximum	85,0
Sum	2160,0

From **Table 4.4** above we can attain that the minimum score in reading comprehension test was 45 and the highest one was 85. The result of this vocabuary test was as variable Y which will be influenced variable X.

Table 4.5 The Result of Test of Derivation and Word Formation

No	Students Initial	Variable X	Variable Y	x	x2	y	y2	xy
1	DP	75	70	7	49	-2	4	-14
2	ASK	65	85	-3	9	13	169	-39
3	MMR	70	80	2	4	8	64	16
4	AS	80	80	12	144	8	64	96
5	IYL	80	85	12	144	13	169	156
6	APS	60	82,5	-8	64	10,5	110,25	-84
7	CA	85	80	17	289	8	64	136
8	ZS	70	50	2	4	-22	484	-44
9	NWA	70	60	2	4	-12	144	-24
10	KS	65	72,5	-3	9	0,5	0,25	-1,5
11	MA	75	85	7	49	13	169	91
12	FN	85	77,5	17	289	5,5	30,25	93,5
13	RA	40	80	-28	784	8	64	-224
14	FA	45	72,5	-23	529	0,5	0,25	-11,5
15	PAB	65	62,5	-3	9	-9,5	90,25	28,5
16	PNF	45	50	-23	529	-22	484	506
17	MS	75	80	7	49	8	64	56
18	LYS	75	82,5	7	49	10,5	110,25	73,5
19	TCG	75	70	7	49	-2	4	-14
20	IDZ	65	62,5	-3	9	-9,5	90,25	28,5
21	AN	70	82,5	2	4	10,5	110,25	21
22	NH	70	85	2	4	13	169	26
23	RAA	75	75	7	49	3	9	21
24	ADF	40	45	-28	784	-27	729	756
25	AS	60	60	-8	64	-12	144	96

26	NB	60	55	-8	64	-17	289	136
27	D	75	80	7	49	8	64	56
28	RA	65	60	-3	9	-12	144	36
29	ES	85	80	17	289	8	64	136
30	AA	75	70	7	49	-2	4	-14
	Total	**2040**	**2160**		4430		4105	
	Mean	**68**	**72**					

From **Table 4.5** above the researcher can make a simple conclusion that almost the students in grade X of SMA Cerdas Murni Deli Serdang academic year 2017/2018 who gain the better score in Vocabulary test they get the better score in Reading Comprhension too. It is means the Vocabulary mastery is important for Reading Comprehension and also the fact shows vocaulary score can support the reading comprehension score. Based on the fact above, the researcher make the conclusion that there is a correlation between students vocabulary mastery and reading comprehension.

2. **Analysis of Data**

The data are gained from the student score of X grade of SMA Cerdas Murni Deli Serdang academic year 2017/2018. Then the data will be analyzed those score by using Pearson Product Moment Correlation Formula. The result as follow:

Table 4.6 Descriptive Statistics

	Mean	Std. Deviation	N
X	68,00	12,360	30
Y	72,00	11,898	30

From **Table 4.6** it can be seen that Std Deviation in X is 12,360 and Y is 11,898.

Table 4.7 Correlations

		X	Y
X	Pearson Correlation	1	,491[**]
	Sig. (2-tailed)		,006
	N	30	30
Y	Pearson Correlation	,491[**]	1
	Sig. (2-tailed)	,006	
	N	30	30

[**]. Correlation is significant at the 0.01 level (2-tailed).

Table 4.7 is the result of the calculating the data by using SPSS software. The data derived from variable X and Y. After calculating with Pearson Product Moment the final result is $rxy = 0,491$.

3. Normality Testing

Normality testing used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed.

Table 4.7 Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Variable_ X	30	100,0%	0	,0%	30	100,0%

Table 4.7 Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Variable_X	30	100,0%	0	,0%	30	100,0%
Variable_Y	30	100,0%	0	,0%	30	100,0%

From the **Table 4.7** above, varible X and variable Y that have been tested have 100 % valid, so the researcher conclude that the test is normal.

Table 4.8 Descriptives

			Statistic	Std. Error
Variable_X	Mean		68,00	2,257
	95% Confidence Interval for Mean	Lower Bound	63,38	
		Upper Bound	72,62	
	5% Trimmed Mean		68,61	
	Median		70,00	
	Variance		152,759	
	Std. Deviation		12,360	
	Minimum		40	

	Maximum		85	
	Range		45	
	Interquartile Range		11	
	Skewness		-,957	,427
	Kurtosis		,504	,833
Variable_Y	Mean		72,00	2,172
	95% Confidence Interval for Mean	Lower Bound	67,56	
		Upper Bound	76,44	
	5% Trimmed Mean		72,69	
	Median		76,25	
	Variance		141,552	
	Std. Deviation		11,898	
	Minimum		45	
	Maximum		85	
	Range		40	
	Interquartile Range		19	
	Skewness		-,807	,427
	Kurtosis		-,495	,833

Table 4.8 above is the descriptive of the variable X and variable Y. The table show the data from variable X and variable Y.

Table 4.9 Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Variable_ X	,171	30	,026	,891	30	,005
Variable_ Y	,216	30	,001	,882	30	,003

a. Lilliefors Significance Correction

Based on the data in **Table 4.9**, it shows that the normality was significant. It was shown by the significance in Lilliefors table of Variable X data is 0.005. Meanwhile, the significance in Lilliefors table of Variable Y data is 0.003. Both significances of Variable X and Variable Y were much less than the calculation Lilliefors table with critical points of 30 = 0,005. It can be concluded that the test results in both variable were normally distributed.

4. **Homogenity**

The next step that the researcher do was calculate the homogeneity test that would be calculated by using SPSS V 19. The researcher used Levene statistic test to calculate the homogeneity test. The data would be homogenous if the result of data calculation was higher than 0.05. The results were presented as follows:

Table 4.10 Test of Homogeneity of

Variances

Variable_Y

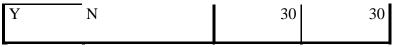| Levene Statistic	df1	df2	Sig.
6,758	7	22	,000

Based on the data in the **Table 4.10**, the significance between Variable X and Variable Y is 0,0. It can be stated that the data are much less than the 0,05. It is means that the data have same varians.

5. **Pearson Product Moment**

Researcher will search the significant after measuring the normality and homogeneity test, then the researcher calculated the data by using t-test in SPSS V 19 to know the significant difference between students' mastering derivation and the students` ability in word formation. Next, the researcher used Pearson Product Moment to get empirical evidence about the correlation between mastering derivation and the students` ability in word formation by using SPSS V 19. The result of test score both variable is presented in the figure below:

Table 4.11 Correlations

		Variable_X	Variable_Y
Variable_ X	Pearson Correlation	1	,491[**]
	Sig. (2-tailed)		,006
	N	30	30
Variable_	Pearson Correlation	,491[**]	1
	Sig. (2-tailed)	,006	

Y	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the **Table 4.11** above sig. (2 tailed) show 0,006. The number 0,006 < 0,01 so, Ho is refused and Ha is received and the both variables have significant different observation frequency.

Based on the analysis of the both variables, the researcher conclude there was the influence between Variable X and Variable Y with the correlational result was 0,491.

6.   Hypothesis Test

Testing the hypothesis becomes the important one because the calculation of hypothesis test was to answer the formulation of the problem of this research: "Is there any significant correlation between mastering derivation and students` ability in word formation at Tenth Grade students in SMA Cerdas Murni Deli Serdang? The conclusion is obtained as follows:

Ha   :There is significant correlation between students` vocabulary mastery and students` ability in reading comprehension at Tenth Grade students in SMA Cerdas Murni Deli Serdang.

H0   : There is no nificant correlation between students` vocabulary mastery and students` ability in reading comprehension at Tenth Grade students in SMA Cerdas Murni Deli Serdang.

And then, the criteria of hypotheses test as follow:

Table 4.12 Correlational Table

Correlation Number	Interpretation
0,00 - 0,20	The correlation between X and Y variable is low (no correlation)
0,20 - 0,40	The correlation is weak or low
0,40 - 0,70	The correlation is medium
0,70 - 0,90	The correlation is strong or high
0,90 - 1,00	The correlation is very strong or very high

Based on **Table 4.12** vocabulary test and reading comprehension, it can be found that the correlation number show 0,491. It means the interpretation that the correlation is medium.

Based on the result of vocabulary test and reading comprehension test, it can be found that the $r_o = 0,491 > r_t = 0,361$ in the significance level of 0.05 (5%) and the Sign. (2-tailed) is $0.01 < 0.05$. To sum up, the $r_o > r_t$ and the Sign. (2-tailed) < 0.05, it means that H_α is accepted. So, the writer can be concluded that the students` vocabulary mastery is correlate with the students` ability reading comprehension.

B. Discussion

Based on the analysis of data in the Tenth Grade students' of SMA Cerdas Murni Deli Serdang, From the data above (table 4.5 the test result of vocbulary and reading comprehension) the researcher can make a simple conclusion that almost the students in grade X of SMA Cerdas Murni Deli

Serdang academic year 2017/2018 who gain the better score in vocaulary test they get the better score in reading comprehension too. It is means the vocabulary mastery is important for reading comprehension and also the fact shows vocaulary score can support reading comprehension score.

Based on the table 4.11 above sig. (2 tailed) show 0,006. The number 0,006 < 0,01 so, Ho is refused and Ha is received and the both variables have significant different observation frequency.

Based on the result of derivation test and word formation test, it can be found that the $r_o = 0,491 > r_t = 0,361$ in the significance level of 0.05 (5%) and the Sign. (2-tailed) is $0.01 < 0.05$. To sum up, the $r_o > r_t$ and the Sign. (2-tailed) < 0.05, it means that H_α is accepted. So, I can be concluded that the mastering derivation is correlate with the students` ability in word formation.

To sum up, the data of research had been conducted based on the procedures. As the research findings and discussion above, there is significance correlation between students` vocabulary mastery and students` ability in reading comprehension, because the results show that the hypothesis of Ho is rejected and Hα is accepted. The significance differences are between students` vocabulary mastery and students` ability in reading comprehension.

Based on the explanation above, the researcher concluded that the students` vocabulary mastery had significant correlation to the students' ability in reading comprehension, especially for the students of SMA Cerdas Murni Deli Serdang.

CHAPTER V

CLOSING

A. Conclusion

In the final Part, the researcher gives some conclusions as follows:

1. Based on the result of vocabulary and reading comprehension, it can be found that the correlation number show 0,491. It means the interpretation that the correlation is medium.

2. Based on the result of vocabulary test and reading comprehension test, it can be found that the $r_o = 0,491 > r_t = 0,361$ in the significance level of 0.05 (5%) and the Sign. (2-tailed) is $0.01 < 0.05$. To sum up, the $r_o > r_t$ and the Sign. (2-tailed) < 0.05, it means that H_α is accepted. So, it can be concluded that the students` vocabulary mastery is correlate with the students` ability in reading comprehension.

B. Recommendation

Based on the conclusion above, the researcher gives some recommendations as follows:

English teachers are recommended to correlate the vocabulary with reading comprehension in their teaching learning especially in learning English.

1. The researchers who are interested in doing a research related to this study should try to apply correlation between vocabulary and reading comprehension on different level of learners through different genre to prove the effectiveness and the comprehensiveness.

Finally, the researcher considers that this study still need validity from the next researcher that has the similar topic with this study.

C. Implication

Implications are drawn from the research finding. The research came with a finding that there is a significant correlation between vocabulary mastery and students` ability in reading comprehension.

Considering the conclusion drawn above, it implies that the use of derivation in teaching word formation is capable to promote the ability of students' skill in which it can be seen from the progress of the students' scores after researcher give some test to the students. It is expected that the English teachers are highly recommended to utilize communicative approach in giving material.

In summary, the use of words search strategy during the research can affect the students' ability in reading comprehension. Therefore, the application of words search strategy needs to be applied continuously in teaching reading. It is because the use of words search strategy can be effective strategy to help the students practice reading and create an enthusiastic learning process so that the standard of competence of learning process can be achieved.

In summary, the use of the principle of correlation between mastering derivation and word formation can apply continously in teaching grammar. It is because the use of that principle can be effective to help the students in learning grammar.

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