

# **THE CORRELATION BETWEEN STUDENTS' KNOWLEDGE IN VOCABULARY AND THEIR READING COMPREHENSION**

**Yanpitherszon Liunokas**

*Nusa Cendana University, Kupang NTT*

## **ABSTRACT**

This research aimed at describing the correlation between the mastering vocabulary in English and the students' ability in reading comprehension at the first year students. This research applied descriptive research by using vocabularies and reading comprehension test. The population of this research was the first year students at SMA. The total number of population was 51 students. The population consisted of three classes namely A, B, C. the researcher used cluster random sampling technique in determining 20 students of class IPA 1 as a sample. The instruments that were used in this research were vocabulary test and reading comprehension test in the form of multiple-choice 40 numbers. The test was used to find the student's ability in mastering vocabulary and the student's ability in reading comprehension at the first year of SMA Datok Sulaiman Putri Palopo. The result of the research shows that the vocabulary of students have significant contribution towards the students' reading score. It is proven by the result of the correlation test using Pearson Product Moment with SPSS 20 software program, it is found that the score significance is 0.302. The score significance is higher than  $\alpha$  score ( $0.302 \geq 0.05$ ). It is classified as a low correlation. It is based on the classification of coefficient correlation (0.20-0.39). It indicates that when the students have a good vocabulary, it will have contribution towards their competence in reading. The vocabulary mastery can give good influence to his or her reading result.

## **INTRODUCTION**

Reading is an important skill in learning a language besides listening, speaking, and writing. It is an effort to increase our knowledge and achievement. Everyone should have the ability to read, especially in English because the fact shows that most of the scientific books are written in English. Reading is important because proficiency in reading contributes most to self-dependences in learning. Besides, a good reader is also more likely to become an efficient user of a language than one who is deficient in reading.

The fundamental goal of any reading activity is to know enough scientific concepts and to know the interpretation of the language. The effective reader brings with him the ability to recognize the purpose of the text as a whole, to see how the text is recognized and to understand

the relationship between sentences. The basic goals of reading are enable the students to gain an understanding of the world and themselves, to develop appreciations and interests, to find solutions to their personal and group problems, and to develop strategies by which they can become independent comprehend.

Related to description above, comprehension should be considered the heart of reading instruction, and the major goal of that instruction should be the provision of learning activities that will enable students to think about and react to what they read. Students need the comprehension that can help them to get the meaning from reading materials.

In learning English, so many students in senior high school always face some difficulties such as in vocabulary, in grammar, in writing, and in reading and that's become general view in learning English in the school. But then, one of the big problem that students always get is in the reading skill. The students cannot understand what reading tells about, they cannot answer the question of reading text correctly. One of the factors that can increase the student's skill in reading is the mastery of vocabulary.

Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening, and writing. It true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly. Sometimes it is difficult to group the idea transmitted to them. The acquisition of a large number of vocabularies can help the student read, speak, listen, and write. A good vocabulary and ability to use words correctly and effectively can help the studens make school work easier and more rewarding, and also many test that they take in school include vocabulary questions. The more vocabularies they know the better their chance to do well on an English test.

According to Tarigan (1986: 2), "Kualitas keterampilan berbahasa seseorang jelas tergantung pada kuantitas dan kualitas yang dimilikinya maka semakin banyak kosakata yang kita miliki, maka semakin besar pula kemungkinan kita terampil dalam berbahasa. (The quality of language skill, it depeds on the quantity and quality of vocabulary). The more vocabulary we have the bigger possibility to have a skill to use the language)."

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

vocabulary helps to avoid making mistakes in understanding. On the other hand, foreign students learning English reading text, one lack of vocabulary, whereas in fact vocabulary is the most important thing in reading skill. As Norbert (19994: 40) said, vocabulary is one of the most important skills in a language. So to achieve the succes in language teaching learning procces especially English, vocabulary is one of important factors in all language teaching.

Based on the description of vocabulary and reading comprehension above, it shows that they have close relation. To get empirical data about it the researcher will conduct a research which entitled “The correlation between the vocabulary knowledge competence and the reading comprehension mastery at the first year students of SMA Datok Sulaiman Putri Palopo”. By getting the grades, the researcher try to find an answer that students’ knowledge in vocabulary influencing reading.

This research will be expected to be useful information for the students and teacher about the competencies of students in vocabulary and reading comprehension. Then, this research will give information about the correlation between the mastering vocabulary in English and the students’ ability in reading comprehension at the first year students of SMA Datok Sulaiman Putri Palopo. Also, it is expected as a reference for the next researcher who wants to do a research about reading especially in narrative text.

## **READING**

The following are some definitions of reading by some experts:

Miller (1975: 5) in Narma (2004) states reading involves of printed or written symbols, which serve as stimuli for the recall of meaning. The resulting meanings are organized into thought processes according to the purposes that are operating in the reader. Oxford Learners Dictionary (1980: 343) defines “Reading as to act of read. Hornby in advanced Learner’s dictionary (1995: 968) state reading is the action of Person who reads. Harmer (199: 190) says that reading exercise dominated by the eyes and the brain the eyes receive the message and the brain then has to work out the significance of these messages.

Rootledge and Kegar Paul (1980: 89 – 90) says that reading is complex skill, that is to say that it involves a whole series of lesser skills and they say that reading is essentially an intellectual skill. This is ability to correlate the black marks. On the paper by way of the formal elements of language let us say the word as sound, with the meaning which those words

symbolize. Reading is not just a passive and a reception process, but an active and interactive process between the reader and the writer through the medium of text. It means that reading cannot stand apart from both the reader and what is written.

From the definitions above the researcher point out that reading cannot stand apart from both reader and what is written in the texts which cover the writer's idea, and based on the definition above the researcher concludes that reading is the ability to understand or to comprehend the written languages by reading it to acquire the ideas.

Basically, the purpose why the student reads is for pleasure, reference, and information. According to Grellet (1983:3), there are two reasons for reading. For Grellet:

#### 1. Reading for pleasure.

It is done to obtain information out of the text much as possible for pleasure, needing extension skills, e.g. reading a novel.

Harvey in Suherti (2004: 8), state the purpose of reading in any language is to inform ourselves about something we are interested in, or to challenge our knowledge on certain matters, in other word, to extend our experience of the world in which we live.

David in Narma (2004:8), states that the reading for pleasure aims giving the reader pleasure through an imaginative experience and centres upon human concern such as: love, ambition, war, revenge, family live. Its purpose is to enable and enrich the reader by Deeping is emotional life and sharpening his sensitivity to life's value.

Oxford (968):

- a. Reading is the action of a person who reads.
- b. Reading a formal reading aloud of a passage from the title.

#### 2. Reading for information.

It is relevant to reading academic text in order to get the general idea of what the text about by skimming. The students are not curious to know information that is conveyed in the reading text if it is not interesting. Therefore, it is essential to choose reading texts for student to learn.

Smith (1986; 101), "Readings the identification of written words or the apprehension of the author's thought". On the other hand. Sherman and Roehlar in Hussein (1989; 1) divided definitions of reading into four general categories.

#### 1. Reading as an interest: so its emphasis is to develop the recreational the reading habit.

2. Reading as a language process emphasizing experience development: its focus on developing the reader's awareness of reading speech in print.
3. Reading as a language system: this view states that the skill of word recognition and comprehension are mutually supported.
4. Reading as a cultural aspect: so reading instruction must be relevant to readers' cultural background or interest.
5. "Reading is the way in which something is interpreting or understood "(Hornsby, 1974).

From the definitions above the researcher sepoints out that reading cannot stand apart from both reader and what is written in the text which covers the writer's idea; and based on definition to understand or to comprehend the written language by reading it to acquire the ideas.

### **SOME DIFFICULTIES IN READING**

We know that in every activity, we find many kinds of problems that we never found before usually composed how to solve them or what to do about them.

"Reading is useful for other too: any exposure to English (provided student understands it more or less). Is good thing for language students? At the very least some of the language stick in their mind as parts of the process of language acquisition and if the reading text is especially interesting and engaging acquisition is likely to be ever more successful" (Jeremy:1998)

As student we need to read many books in order that we increase our knowledge. But many students read without knowing or understanding main idea the meaning and the content of the text. Therefore the writer presents the student problems in reading in additional to that the writer also writer about idea of different expect on reading comments.

#### **1. Problem of Vocabulary**

When we read book we feel that the greatest problem. That is vocabulary. If we don't have enough vocabulary it is sure that we are difficultly to understanding the content.

Vocabulary is very important in language when we learn language like English it means that we learn the words of language. Jeremy Harmer (1991: 154) stated that vocabulary was seen as incidental to the main the purpose of language teaching namely the acquisition of grammatical knowledge out the language vocabulary was necessary to give student something to hang on to when learning but was frequently not e main focus for learning itself. On the other lard s new vocabulary cannot be found without reading.

## 2. Problem of Structure

Sentence structure is part of sentence problem especially in understanding reading. "Once the student has a proper degree of cognitive control over the structure a language facility will develop automatically with the use of language in meaning full situations". (Krashen: 1982:84)

This is not enough an accurate understanding of the word but it maybe enable the reader to understand the text sufficiently for his purpose. It not when the reader lookup the word I the dictionary, he will be able to slot the meaning straight in to its place.

Sentences structure is very important in language. If the students not understanding about that, the student wil be found difficulties in grammatical language.

## 3. Problem of Semantic

As it learning some students quickly learn to read a few, if any difficulties. But not all word is difficult. Therefore if the student fined difficulties words the teacher must help then to identity problem and provides exercises and activities to help them overcoming the problems.

A further difficulty with semantics is that meanings don't see to be stable but to deepen upper speakers, hearers and context. (Palmer: 1976).

## **READING COMPREHENSION**

There are difference definitions of reading comprehension given by some experts. According to Kustaryo (1988: 23) reading comprehension is an active thinking process, which not only depends on comprehension skill. He states:

"Reading comprehension understands what has been read. It is an active thinking process that the students experiences and prior knowledge comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, making judgment an evaluating".

From this point of view, it can be said that reading comprehension is important because if the students do not understand what they had read. They can't catch the idea of the writer through reading.

Smith and Robinson (1980: 205) state the reading comprehension means the understanding, evaluating, utilizing of information and gained through an interaction between reader and author. Reading comprehension is such a kind of dialogue between an author and reader in which the written language becomes the medium.

Thinker in Narma (2004: 5) states that reading comprehension is not just reading aloud but also to establish and understand the meaning of words, sentences and paragraph sense the relationship among the idea. It's mean. If student just reads loudly, but cannot understand the content of the passage.

Goodman in Otto et al (1979: 151-152) defines reading comprehension as an interaction between taught and language. How far the reader can comprehend the passage in reading process in presented by his ability to understand and criticize the author message.

Ophelia in Narma (2004: 6) assumes that reading comprehension as understanding, evaluating and utilizing of information and ideas gained through an interaction between author and reader. It means that a reader in this case, tries to understand what he is saying.

David in Narma (2004; 11) states that during reading comprehension process, the students must have full concentration in order to able to catch all ideas written in reading comprehension because he can comprehend the text by being able to understand the meaning of words or sentences and the correlation among them.

## **FACTORS AFFECTING READING COMPREHENSION**

In reading, some factors can affect us so we can understand our reading well. Anderson (1999:39) describes the factors affecting reading comprehension in his opinion that “Meaning does not resides in the text itself. Meaning is reached when the reader integrates personal background knowledge, purpose, reading strategies and the text to get meaning”.

The description above implies that to get perfect comprehension in the reading process, there are some factors either internal or external that should be monitored. Harris and Smith (1990: 207) divide the factors into five categories, namely:

1. Background experience.

It refers to the previous experience that the readers have already known before and it relates to the reading materials that they read.

2. Language ability.

It refers to readers' ability in mastering some element in language. For example: vocabulary, transition word, grammar and so forth.

3. Affection.

It refers to the some psychological factors are interest, motivation, attitudes, beliefs and feeling.

#### 4. Reading Purpose.

It refers to the readers' purpose why they read the reading materials. It is usually done by making some questions before. The question will be a stepping stone to get comprehension.



## VOCABULARY

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

Verma and Krishnaswamy (1989: 117), said that vocabulary is a major component of language learning. “Vocabulary is the Everest of a language”. A person’s competence, smartness and success are determined by wealth of words that uses. A sound vocabulary facilitates a great range of through, assures a bright future, increases confidence level and guarantees success in life. Harmer (1991: 102) states that vocabulary is an incidental the main purpose of language teaching, namely the acquisition of grammatical knowledge about the language. Vocabulary is very important to be studied. Without having enough vocabulary, the ability to communicate and convey our needs could not be established.

Vocabulary as one of the language aspect have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking writing and reading besides grammar. A learner of the foreign language will speak fluently and accurately, write easily, or understand what has been reads or hears. If have enough vocabulary and have a capability of using it accurately. Burton (1982: 98) said “without a large vocabulary, it is imposible to use English language precisely and vividly”. According to Collier (1971: 1), when a student has mastered the fundamental grammatical patterns of language, his next task is to master its vocabulary, or at least that of its vocabulary that the need.

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

Schmitt (1997: 5) gave the definition of vocabulary as follows: Vocabulary is a basis of language: It is very important to be mastered first. Someone cannot speak well and undertand written materials if do not master it. Schmitt stated that no matter how succesfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreigh just cannot happen in any meaningful way.

Longman Dictionary of Contemporary English (1987: 1177) defines, vocabulary means all the words that someone know, learn of uses, or the words that are typically used when talking

about particular subject or a list of words with the explanations of their meanings in a book for learning foreign language.

Webster (2013: 1400) has three definitions of vocabulary as follows:

1. A list or collection of words and phrases usually alphabetically arranged and explained or define.
2. A list or collection of terms or codes available for use.
3. A sum or stock of word employed by a language group, individual or work or in a field knowledge.

In some literature, the researcher found the meaning of vocabulary. There are some definitions of vocabulary. Hornby in Oxford Advanced Learner's Dictionary of Current English (1987:959) states that vocabulary is:

1. Total number of words which (with rules for combining them) make up language.
2. (Range of) words known to, or used by, a person, in a trade, profession, etc.

Another dictionary, Webster's New World College Dictionary (2002: 1600), defined vocabulary as a list words, and, often, phrases, abbreviations, inflectional form, etc, usually arranged in alphabetical order and defined or otherwise identified, as in a dictionary or glossary.

Vocabulary is considered as the most important part in learning a language. It is impossible for the students to read, write and speak a foreign language without having enough knowledge of the vocabulary. Learning the new vocabulary does not only mean memorizing the form of the word but also understand its meaning.

## **KINDS OF VOCABULARY**

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

According to the basis of frequency (Nation: 1994:3), vocabulary can be divided into two kinds; there are high frequency vocabulary and low frequency vocabulary.

- a. High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High frequency vocabulary

consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken texts.

- b. The low frequency on the other hand, covers only small proportion of the running words of the continuous text, It means that low frequency vocabulary is rarely, used in common activity in English language. This group includes well over 100.000 word families. Low-frequency words are those that are not often used. While this words may appear a number of times within one text (and be important for and understanding of that text), readers are not likely to meet them again for a long time.

I.S.P Nation (1990:94) calls those vocabularies as motivated vocabulary and unmotivated vocabulary. Motivated (active) vocabulary consists of all the words we need to use and feel no reluctance in using in our everyday life. While, the unmotivated (passive) vocabulary can be divided into two groups:

1. Words which are only partly understood and are not well known enough to use actively,
2. Words which are not needed in daily communication.

From the explanation above, the researcher can conclude that active vocabulary is all the words used in daily activities, partly while, passive vocabulary is all the words recognized and understood, and not necessarily used.

Amberoid and Field (1997:139) classify into active and passive.

1. Active vocabulary refers to put item which the learner can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice, its means that to use the productive vocabulary, the students must to know how to pronounce it well, they must be familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.
2. Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.

Besides receptive and productive vocabulary, Amberoid and Field also classified vocabulary into topic-specific or content specific vocabulary. Topic-specific or content-specific vocabulary is the words that appear frequently in a particular text because they are related to the topic of the text. For example, in a text on the topic of ice cream, the words flavour, texture, cone, topping and carton might appear frequently. So, those words can we call a topic-specific vocabulary.

Meanwhile Djalunushah and Enong (1980:81) divided vocabulary into two, namely general vocabulary and special vocabulary. General vocabulary is of the words that are used in general. There is no limit of field and job, profession of special science and technology.

From the explanation above, the researcher know that every expert in every book is different in classifying the kind of vocabulary, because every person has different way in showing and telling about opinions and ideas. Some of researcher who emphasizes vocabulary to the items which the learners can use appropriately in speaking or writing and to the language items which with the learnes can use appropriately in speaking or writing and to the language items that can be recognized and undertood in the context of reading and listening and some of them classify vocabulary that have made are different, but the point is the same, because classification are based on the different sides and aspect.

## METHOD

This research applied descriptive research by using vocabularies and reading comprehension test. The aims to describing the correlation between the mastering vocabulary in English and the students' ability in reading comprehension at the first year students of SMA Datok Sulaiman Putri Palopo.

The design of this research, shown as follows:



Where:

X : variable X; it is as independent variable (the student's ability in mastering vocabulary)

r : The correlation between two variables

Y : variable Y; it is as dependent variable ( the reading comprehension).

(Arikunto, 2002: 96)

This research was conducted at SMAN 1 Soe Kabupaten Timur Tengah Selatan (TTS) NTT. The researcher conducted at class IPA 1.

The population of this research was the first year students at SMAN 1 Soe Kabupaten Timur Tengah Selatan (TTS) NTT. The total number of population was 51 students. The population consisted of three classes namely A, B, C.

In this research, the researcher used cluster random sampling technique in determining 20 students of class IPA 1 as a sample. The researcher chooses class IPA 1 because based on the teacher's opinion that the students of this class have low ability in mastering vocabulary and reading comprehension.

The instruments that were used in this research were vocabulary test and reading comprehension test in the form of multiple-choice 40 numbers. The test was used to find the student's ability in mastering vocabulary and the student's ability in reading comprehension. In collecting data, the researcher used some techniques shown as follows:

1. The researcher collected the sample in a classroom
2. The researcher gave the explanation to students how to do the test.
3. The researcher gave the test to students.
4. The researcher gave time about 60 minutes to the students to answer the question about vocabulary test and 30 minutes for reading test.
5. The researcher collected the result.

Analyzing the test from the students, the researcher would use the formula for getting the mean score:

$$Score = \frac{\text{Students correct answer}}{\text{Total number of item}} \times 100$$

(Gay, 1981:298)

For getting mean score, the research will use the formulate as follows:

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

Notation:

X = Mean score

$\sum X$  = Total row score

N = Total number of sample

(Mallingareng 2004:22)

Then the result of students' questionnaire will be evaluated by using percentage. Then, the researcher will use SPSS correlation to see the correlation between vocabulary and reading.

The classification of coefficient correlation:

No	Score	Classification
1	0.80 – 1	Very strong
2	0.60-0.79	Strong
3	0.40-0.59	Medium
4	0.20-0.39	Low
5	0-0.19	Very low

## FINDINGS

The instrument was spread out on 20 students in SMAN 1 Soe Kabupaten Timur Tengah Selatan (TTS) NTT after the researcher got the approval from the Head of school As it has been mentioned in chapter one, the researcher used the test to find out whether there is any correlation between students' knowledge in vocabulary and their reading ability. So, in total there are 20 scores because the samples had 2 set of scores. The first score is vocabulary that consists of 20 items and the second one is reading comprehension ability that also consists of 20 items.

## 1. Finding of Students' Vocabulary Achievement

The result of students in vocabulary test can be seen in the following table:

Table 3. The Score of students in vocabulary test

NO	STUDENTS	RAW	
		SCORE	SCORE
1	1	10	50
2	2	5	25
3	3	6	30
4	4	9	45
5	5	9	45
6	6	8	40
7	7	6	30
8	8	12	60
9	9	10	50
10	10	9	45
11	11	10	50
12	12	9	45
13	13	5	25
14	14	5	25
15	15	6	30
16	16	9	45
17	17	4	20
18	18	12	60
19	19	14	70
20	20	15	75
<b>Total</b>		<b>173</b>	<b>465</b>

Based on the table above, it can be seen that the highest score of students is 75. Then, the lowest score of students is 25. It can be said that many of the students still face difficulties in vocabulary. Many students got unexpected scores.





## 2. Finding of Students' Reading Achievement

The result of students in reading comprehension can be seen in following table:

Table 4. students' achievement in reading

### READING TEST RESULT

NO	STUDENTS	CORRECT ANSWERS	SCORE
1	1	15	75
2	2	8	40
3	3	12	60
4	4	13	65
5	5	12	60
6	6	11	55
7	7	9	45
8	8	11	55
9	9	8	40
10	10	13	65
11	11	8	40
12	12	10	50
13	13	14	70
14	14	10	50
15	15	9	45
16	16	11	55
17	17	12	60
18	18	13	65
19	19	13	65
20	20	12	60
<b>Total</b>		<b>224</b>	<b>1.055</b>

Based on the table above, it can be seen that the highest score of students is 75. Then, the lowest score of students is 40. It can be said that many of the students still face difficulties in reading. Many students still cannot understand the reading text.

### 3. Correlation between vocabulary mastery and Students' reading achievement

Table 1. The student's score

No	Student's Name	Vocabulary Score (x)	Reading Score (y)
1	1	50	75
2	2	25	40
3	3	30	60
4	4	45	65
5	5	45	60
6	6	40	55
7	7	30	45
8	8	60	55
9	9	50	40
10	10	45	65
11	11	50	40
12	12	45	50
13	13	25	70
14	14	25	50
15	15	30	45
16	16	45	55
17	17	20	60
18	18	60	65
19	19	70	65
20	20	75	60
Total		865	1120

Based on the table above showed that there are 20 name of respondents which the researcher explain that students' knowledge in vocabulary is Variable X, and their reading comprehension is Variable Y. So the researcher find the result of students' knowledge in vocabulary (Variable X) is 865 and their reading comprehension (Variable Y) is 1120.

The following table is SPSS result, the researcher found the result of correlation between students' vocabulary and students' reading achievement .

**Table 5. Descriptive Statistics of vocabulary and reading**

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	20	20.00	75.00	43.2500	15.41317
Reading	20	40.00	75.00	56.0000	10.33645
Valid N (listwise)	20				

Table 19 shows that N or total sample is 20, students' vocabulary get score minimum 20, maximum 75., mean score is 43.25. and standar deviation is 15.41. Students' reading score get minimum 40.00, maximum 75.00, mean score 56 and standard deviation 10.33.

**Table 5 Correlations between vocabulary and reading**

		Vocabulary	Reading
Vocabulary	Pearson Correlation	1	.243
	Sig. (2-tailed)		.302
	N	20	20
Reading	Pearson Correlation	.243	1
	Sig. (2-tailed)	.302	
	N	20	20

Based on the table 20, it can be seen that the score significance is 0.302. The score significance is higher than  $\alpha$  score ( $0.302 \geq 0.05$ ). It means that there is a low correlation based on the classification of coefficient correlation ( 0.20-0.39) is low classification. It indicates that when the students have a good result in vocabulary, it will have contribution towards their competence in reading.

## DISCUSSION

After analyzing the data at the findings, the researcher presents the discussion of students data. Furthermore, this section aimed at describing the contribution of the reading activities towards the students' reading score.

### 1. Data from students' vocabulary achievement

Based on the table about the students' vocabulary shows that N or total sample is 20, students' vocabulary get score minimum 20, maximum 75., mean score is 43.25. and standar deviation is 15.41. In addition, many of students still got difficulties in vocabulary. They still face problem with the questions given in vocabulary evaluation. In reality, some students got problem since they have very limited vocabulary and less reading. In addition, many students still face problem with spelling and translating vocabulary. Furthermore, some students got with the meaning of English vocabulary.

### 2. Data from students' reading achievement

Based on the table about the students reading score get minimum 40.00, maximum 75.00, mean score 56 and standard deviation 10.33. In addition, many of students still got difficulties in reading. They still face problem with the five criteria given in reading evaluation.

### 3. Correlation between vocabulary mastery and reading achievement

Based on the correlation test using Pearson Product Moment with SPSS 20 software program, it is found that the score significance is 0.617. The score significance is higher than  $\alpha$  score ( $0.617 \geq 0.05$ ). It means that there is a strong correlation based on the classification of coefficient correlation (0.60-0.79) is strong classification. It indicates that when the students have a good reading activities score, it will have strong contribution towards their competence in writing. Reading activities of someone can give good influence to his or her writing result.

In addition, the questioner about reading habit get score minimum 68, maximum 92., mean score is 80.45. and standard deviation is 7.14. Students' writing score get minimum 61.00, maximum 82.00, mean score 68.93 and standard deviation 8.1.

This study is supported by the previous theories such as Tarigan (1986: 2) states that "Kualitas keterampilan berbahasa seseorang jelas tergantung pada kuantitas dan kualitas yang

dimilikinya maka semakin besar kosakata yang kita miliki maka semakin besar pula kemungkinan kita terampil berbahasa. (The quality of language skill depends on the quantity and quality of vocabulary. The more vocabulary we have the bigger possibility to have a skill to use the language). Furthermore, Norbert (1994: 40) said that vocabulary is one of the most important skills in a language. So to achieve the succes in language teaching learning procces especially English, vocabulary is one of important factors in all language teaching. Norbert (19994: 40) said, vocabulary is one of the most important skills in a language. So to achieve the succes in language teaching learning procces especially English, vocabulary is one of important factors in all language teaching. Kustaryo (1988: 23) said that, reading comprehension is understanding what has been read. It is an active thinking process that the students experiences and prior knowledge comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, making judgment an evaluating.

## CONCLUSION

Based on the findings and discussion at the previous chapter, the researcher can conclude some points below:

The vocabulary of students has significant contribution towards the students' reading score. It is proven by the result of the correlation test using Pearson Product Moment with SPSS 20 software program, it is found that the score significance is 0.302. The score significance is higher than  $\alpha$  score ( $0.302 \geq 0.05$ ). It is classified as a low correlation. It is based on the classification of coefficient correlation (0.20-0.39). It indicates that when the students have a good vocabulary, it will have contribution towards their competence in reading. The vocabulary mastery can give good influence to his or her reading result.

Based on the result of data analysis and conclusion above, it is suggested that in vocabulary and reading are:

1. English teacher is a motivator and stimulator. The teacher should support the student's expectation about reading and arouse their interest to increase their reading vocabulary and comprehension
2. A teacher should know and able to implement a good method in teaching reading, because reading is quite complicated to learn.

3. Teacher should encourage the students to have and use a dictionary as a tool to help them with difficult words.
4. The teacher should also give a high motivation to the students to read more and more English literature to increase their vocabulary level.

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