

The Correlation Between Reading Comprehension Ability And Vocabulary Class IX At SMP N 6 Jambi

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ABSTRACT

The main purpose of this study was to find out whether there is any correlation between Reading Comprehension and vocabulary class IX at SMP N 6 Jambi. The hypotheses of this study are, (1) there is no correlation between reading comprehension and vocabulary (2) there is any correlation between vocabulary mastery and reading comprehension. The problem of this research study was: is there any correlation between reading comprehension and vocabulary class IX at SMP N 6 Jambi? The population of this research was 373 students. The sample of this research was 76 students which were taken cluster random sampling from two classes. To conduct this study, qualitative method was used. The data were analyzed by using, Pearson Moment Product Bivariate with SPSS. Based on the finding it was found that the average score reading comprehension test was 56, 5 and the score vocabulary test was 52, 9 .it means that the students' reading comprehension was fair. And the students' competency in vocabulary was fair. Based on the finding, it was found that the correlation coefficient obtained is 0.001. It shows that there is no correlation between vocabulary mastery and reading comprehension and vocabulary.

Key words: correlation, reading comprehension, vocabulary

1. INTRODUCTION

Reading is one of English skills that must be mastered by students and should be developed, with the reading students can obtain information, so students should have an ability to understand the reading. The basic goals of reading are to enable students to gain an understanding of the world and themselves, to develop appreciation and interest, and to find solutions to their personal and group problems. Dalman (2013:5) "reading is the heart of education" it means that by reading it is able to enrich the someone's' education, who has more reading will has more knowledge about any education program.

In Indonesia, some people read English text just to translate each word. They are seldom changing the way. When they find some difficulties, they will stop reading if it encounters an unknown word and require them to open the dictionary. If they are asked to retell or rewrite the meaning of English text the students will look to be a bunch of words they are not clear meaning. Actually this problem not only done by the students, but also the common people of Indonesian (since English is not the first language).

Students who have problem in learning English especially in reading should be given more attention by the teacher. Because the implementation of reading is easy, but to show the result about what we read sometimes not too easy and sometimes so hard. Reading is not only translating word by word but also the point that should we get, so that what we called reading comprehension. As we know, there are some people do not know about the meaning of the words in every sentence, but there are other ways to figure out and it can help us to understand the point of the sentences. So those lessons are taught in reading comprehension.

In learning process, the teachers mostly just explain the material that wills he or she give to their students and sometimes give an exercise or homework. Finally, it makes the students less activity when they are learning English especially in reading material. Most of students are unable to understand and t the idea of the passage it also supported because the lack vocabulary. They got the difficulties to comprehend the massage of the text, they are not too interest to do exercise because cannot answer the question and they do not know the

meaning of the text, they have less vocabulary to do it. It makes them not too interested in reading lesson.

2. LITERATURE REVIEW

2.1. Definition of Reading

Reading is important for our human's life especially for students because by reading they get much information, teach them something new, make them think and stir their feeling. In addition, reading activity is not only reading the written words but also comprehend of the text. There are some definitions of reading which are given by experts.

According to Kalayo and Fauzan (2007: 114) states that reading is an activity with purpose. Reading helps persons to gain information or verify existing knowledge and it can be used to criticize the ideas of writer in texts. Then, readers will be easy to select the texts.

According to Johnson (2008: 3), reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.

According to Harris (1980: 3-5), reading is a process involving meaning is self-evident, but it can hardly be overemphasized that meaningful response is the very hard of the reading process. Reading is mainly concerned with learning to recognize the printed symbols which represent speech and to response intellectually and emotionally as he would if the material were spoken rather than printed.

According to McGraw (2005: 69), reading is as set of skill that involves making sense and deriving meaning from printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. For second language learners there are three different elements which impact reading: the child's background knowledge, the child's linguistic knowledge of the target language, and the strategies or techniques the child uses to tackle the text.

Establishing a clear definition of reading provides an important perspective for evaluating approaches to teaching word-identification skills. Most educators would agree that the major purpose of reading should be the construction of meaning - comprehending and actively responding to what is read.

Based on the definitions above the researcher concludes that reading is an activity with purpose. Reading helps persons to gain information or verify existing knowledge and it can be used to criticize the ideas of writer in texts. Then, readers will be easy to select the texts

2.2. Definition of Vocabulary

Vocabulary is not just a new word. When we talk about our vocabulary, we mean the words we know and our ability to use them. Cohen (1994) said, vocabulary meaning includes meaning, when we meet a new word the first thing we want to know is what it means. Then, pronunciation, when we learn a new word makes sure you can say it. Make sure you know which syllable is stressed. Next point is collocation; collocation is the way the word combines with others. The last one is expression, expression are groups of two, three or more words which always go together.

Vocabulary is important because it is word which carries the content what we want to say. Grammar joints group of words together, but most of the meaning is in the word. The more words you know, the more you will able to communicate. You can say a lot with words. There is not much you can say with grammar alone. Klinger and Hiebert cited (2011: 54), vocabulary is knowledge of words and words meaning.

Based on the explanation above the researcher concludes that vocabulary is considered as a stock of words in language that can support the students to the skill of the language. It means to say that the students should be supplied with enough vocabulary in order to make them able to learn the four language skills, as it is the most important language element in learning a language.

3. RESEARCH METHOD

In this study the researcher applies a qualitative descriptive. Design of this research is a qualitative descriptive. The purpose of this research is to find correlations Reading Comprehension and Vocabulary class IX at SMPN 6 Jambi.

According to Sugiyono (2011) states that, qualitative research methods based on the philosophy of post-positivism, used to examine the condition of natural objects, where the writer uses a key instrument, sampling the source of data is done using purposive and snowball, gathering technique with triangulation (combined), data analysis is inductive/qualitative, and the results further emphasize the significance of qualitative research rather than generalization.

The population taken as source of this research was the classnight at SMP N 6 Jambi City. They are around 373 Students. The researcher used cluster random sampling. Thus, it is regarded as a population research. The populations of this research are more than 100. Therefore samples taken a number of population 76 students. Thus sampling technique used in this study is cluster randomly sampling technique.

2.2 Technique of Data Collection

In this study the researcher uses reading test to collect the data. The reading test consists of 22 related to student's English reading comprehension. The reading test will be given to 76 students as a sample of the research. Meanwhile, for vocabulary test, the researcher uses test to find out students' vocabulary mastery. Students are given vocabulary test, vocabulary test is multiple choice. Vocabulary test question related to reading text to find out synonym, antonym, and complete the sentence in accordance with the context. Overall this test item contains 15 questions,

The steps to collect the data as follows are the first giving worksheet to students about reading comprehension ability. The second researcher gives explanation to students about test, and the third giving ± 60 minutes for the students to answer the questions. The last collect the students' worksheets.

1. Instrument of the Research

The research used objective test, in this case, the multiple choice type for both the vocabulary and reading comprehension.

2. Technique of Data Analysis

The data obtained would be analyzed by using percentage analysis to know the students' ability in using reading comprehension and vocabulary in Individual score

Table 3. Conversion of Score Range

No	Score	Criteria
1	0.80 - 100	Excellent
2	0.60 - 0.799	Good
3	0.40 - 0.599	Fair
4	0.20 - 0.400	Poor
5	0.00 - 0.199	Very Poor

Soedijono, 2011:190

The researcher uses correlations analysis reading comprehension ability and vocabulary to know what correlation between reading comprehension ability and vocabulary

In analyzing the data, the Person Product Moment Coefficient was used and the coefficient correlation

From the reading comprehension test is gotten that the score average is 56.5. of total students is 76. The highest score of reading comprehension was 92 and the lowest score was 10. While the highest scores of vocabulary 53 was 83,5 and the lowest score was 33,5

4. RESULT AND DISCUSSIONS

In this research the researcher analyzed about the correlation among reading comprehension ability and vocabulary class IX at SMP N 6 Jambi was done on 30 July 27, 2019. The researcher has been collected the data in the subject of the researcher which is occur at SMP N 6 Jambi, and as a sample of the researcher are 76 students. From the research is gotten two results of test, they are result of reading comprehension test and vocabulary test.

The result of test showed that students' have total in reading test are 8 students 'got excellent category. 3 students' got good category. 18 students' got fair category and poor 35 the last, 9 students 'got very poor category. Total score test reading comprehension was 4295 and average score 56, 5. It means that students reading comprehension is fair.

Furthermore, the result of students' vocabulary test showed that students' 13 got excellent category, second, 5 students' got good category. The third 10 students' got fair category and poor 19 the last, 30 students 'got very poor category. Total score test vocabulary was 2905, 3 and average score 49,4. It means students' vocabulary is fair.

5. CONCLUSION AND RECOMMENDATIONS

Based on the whole of explanation above the researcher make the conclusion that from the both of the test it shown there was no correlation among students' reading comprehension ability and students' vocabulary. Based on result of the research the hypothesis was rejected because there was no correlation among students' reading comprehension ability and students' vocabulary.

After analyzing the data and making the conclusion, the researcher provide some suggestions to the teacher of English subject they are, the first teacher should begive more practice in vocabulary and reading comprehension at classes . The second teach more effectively, interesting and motivate the students in learning vocabulary in the class room. The third Create an interesting lesson which is relevant to the students' needs especially vocabulary in reading. The fourth, Teaching reading comprehension and vocabulary, and explained as clearly as possible and also give the students homework. And the last, Give meaning of unfamiliar words in the pre-reading activity and vocabulary.

Then, suggestions to Scholl Authority / Government are: should provide: more facilities, such as library with sufficient books, newspaper, and dictionary so the students can get a lot of knowledge and enrich their vocabulary and improve their reading ability. Given media to the English teacher in teaching English like pictures, globes, maps, etc.

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