THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR READING SPEED AT THE SECOND SEMESTER OF THE EIGHTH GRADE AT SMP N 03 MULYA KENCANA IN THE ACADEMIC YEAR OF 2019/2020

Thesis

Submitted as a Partial Fulfillment of the Requirements for S-1-Degree

By:

Ahmad Ad Dairaby

NPM: 15110401087

ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY OF LAMPUNG
2019

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By:

Ahmad Ad Dairaby
NPM: 15110401087

Study Program of English Education

Advisor : Rohmatilah, M. Pd.
Co-Advisor : M. Sayid Wijaya, M. Pd.

ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY OF LAMPUNG
2019

ABSTRACT

The objective of this research was to know whether there was any correlation between students' vocabulary mastery and their reading speed. Futhermore, in this quantitative research, the correlation research design is used. The population of this research was the eight grade students of SMP Negeri 3 Mulya Kencana. The sample of this research was 77 students taken from VIII A, VIII E, and VIII F class. In collecting the data, this research was distributing vocabulary test to assess students' vocabulary mastery. Besides, to measure students' reading speed conducted reading speed test with WPM (Word Per Minute) Technique to students. Because the normality of vocabulary test was 0.008 less than 0.05 then the vocabulary test is not normal. So the hyphotesis was change from Pearson Product Moment to Spearman Rho Correlation Formula SPSS 16.0 version.

After doing the hypothetical testing, the result demonstrated that there was strong positive correlation between students' vocabulary mastery and their reading speed. Based on the data analysis computed by SPSS, it was obtained that r_{xy} (0.306) is bigger than r table (0.220). It means that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. Based on this research, there was low positive correlation between students' vocabulary mastery and their reading speed at the second semester of eighth grade of SMP N 3 Mulya Kencana in the academic year of 2019/2020.

Keywords: *Correlational Study, Vocabulary, Reading Speed*

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTANLAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

Title : **THE CORRELATION BETWEEN STUDENTS' VOCABULARY AND THEIR READING SPEED AT THE SECOND SEMESTER OF THE EIGHTH GRADE AT SMP N 03 MULYA KENCANA IN THE ACADEMIC YEAR OF 2019/2020**

Student's Name : AHMAD AD DAIRABY
Student's Number : 1511040187
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
State Islamic University of Raden Intan Lampung

Advisor,

Rohmatillah, M.Pd
NIP: 198105082007102001

Co-Advisor,

M. Sayid Wijaya, M.Pd
NIP: 198803172015031006

The Chairperson
Of English Education Study Program

Meisuri, M.Pd
NIP: 198005152003122004

KEMENTRIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

ADMISSION

Thesis entiled: "THE CORRELATION BETWEEN STUDENTS' VOCABULARY AND THEIR READING SPEED AT THE SECOND SEMESTER OF THE EIGHTH GRADE AT SMP N 03 MULYA KENCANA IN THE ACADEMIC YEAR OF 2019/2020", by: AHMAD AD DAIRABY, NPM: 1511040187, Study Program: English Education, was tested and defended in the examination session held on: Monday, April 4th 2020.

<u>**Board of Examiners:**</u>

The Chairperson   : Meisuri, M.Pd   (.................)

The Secretary   : Sri Suci Suryawati, M.Pd   (.................)

The Primary Examiner   : Satria Adi Pradana, M.Pd   (.................)

The First Co-Examiner   : Rohmatilah, M.Pd   (.................)

The Second Co-Examiner   : M. Sayid Wijaya, M.Pd   (.................)

The Dean of
Tarbiyah and Teacher Training Faculty

<u>Prof. Dr. Hj. Nirva Diana, M.Pd</u>
NIP. 196408283988032002

iv

DECLARATION

I hereby declare that this thesis entitled "The Correlation Between Students' Vocabulary Mastery and Reading Speed at the Second Semester of The Eight Grader of SMP N 3 Mulya Kencana in the Academic Year of 2019/2020" is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 4 May 2020
The researcher

Ahmad Ad Dairaby
NPM. 1511040187

MOTTO

<div dir="rtl">

اقْرَأْ كِتَٰبَكَ كَفَىٰ بِنَفْسِكَ ٱلْيَوْمَ عَلَيْكَ حَسِيبًا ١٤

</div>

(It will be said to him): "Read your book. You yourself are sufficient as a reckoner against you this Day." (QS. Al Isra : 14)[1]

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[1] Ahadi, "Quran surah Al Isra 14 (QS 17: 14) in Arabic and English translation" (Online), available at: http://www.alquranenglish.com/quran-surah-al-isra-14-qs-17-14-in-arabic-and-english-translation Accessed on: March 16th 2020)
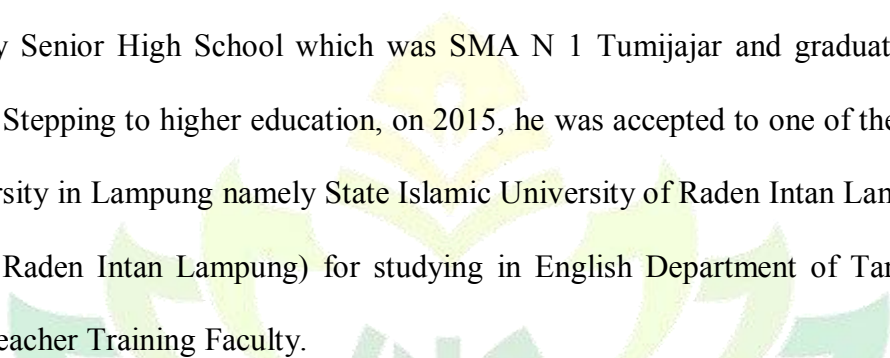
DEDICATION

From the deepest place of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis specifically to:

1. Allah SWT who always loves and keeps me everywhere and everytime.

2. My beloved parents: Mr. Sadjarwo and Ms. Khoironi who have bestowed me with loves and affections and pray for my life and success.

3. My beloved brothers: Putra Munawir Asy Ari and Misbahul Huda who always support and suggest my decision in pursuing my success.

4. All of my big families who always give me motivation and suggestion in finshing this thesis.

5. My beloved Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Ahmad Ad Dairaby was born in Kalianda on September 19st 1997. Addai is the first child of three sons of Mr. Sadjarwo and Khoroni S.Pd. He has also 7-year younger brother namely Putra Munawir Asy Ari and 10-year younger brother namely Misbahul Huda.

In his academic background, he studied earlier at the age of five in SD N 3 Mulya Kencana and graduated on 2009. Then, he continued to of SMP N 3 Mulya Kencana and finished on 2012. On the same year, he was accepted to the nearby Senior High School which was SMA N 1 Tumijajar and graduated on 2015. Stepping to higher education, on 2015, he was accepted to one of the state university in Lampung namely State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) for studying in English Department of Tarbiyah and Teacher Training Faculty.

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Thanks to Allah, the almighty, most merciful, beneficent, and exalted for blessings and mercy during accomplishment of this thesis. May peace and salutation also be upon our prophet Muhammad SAW who has brought and guided us from the darkness to the lightness. This thesis entitled "The Correlation Between Students' Vocabulary Mastery and Their Reading Speed at the First Semester of the Eighth Grade at SMP N 03 Mulya Kencana In the Academic Year of 2019/2020" is handed in as compulsory requirements for S-1 Degree of English Department Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung.

This final project will not complete without the assistance of others . It is supported by a lot of people who has helped, supported and prayed this final project in which the researcher cannot mention all of them. He wishes to give the sincerest gratitude and appreciation to:

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Finally, nothing is perfect neither this thesis. Any corrections, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome.

Bandar Lampung, 4 May 2020
The Researcher,

Ahmad Ad Dairaby
NPM. 1511040187

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Knowledge of vocabulary in English is that the main capital in learning this language. Vocabulary is the collecting of the word which is able to convey the feeling, ideas, and thought. According to Richards, vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write[1]. That statement explain that vocabulary jointly of language elements may be a vital factor besides different language elements. People with massive vocabulary area unit improved in language skills than individuals with very little vocabulary. Large vocabulary makes significant contribution to almost all the aspects of language. Wilkins, as citied in Thornbury concludes about the importance of studying the vocabulary by saying 'Without Grammar very little can be conveyed, without vocabulary nothing can be conveyed.[2] Based on his explaination we can know that without grammar, we could say very little. However without vocabulary, there is nothing we can express. By what was revealed by the Wilkins, even though we have good grammar skills, this ability will be useless if we do not have enough mastery of vocabulary.

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[1] Richards Jack C., Renandya Willy A.. *Methodology in Language Teaching An Anthology of Current* .(Practice-Cambridge University Press, 2002), p. 255

[2] Thornbury, Scott. *How to Teach Vocabulary*. (Pearson Education Limited, 2002), p.13

Through the previous explanation about vocabulary, it can be concluded that the vocabulary is the beginning to make it easier for us to understand and apply English. Because vocabulary is a vital factor of English which means that if there is no vocabulary that a student has, then the student did not understand anything about English. This shows how big and important the role of vocabulary is in English. Even though grammar is important in English too however the more you have vocabulary you understand English. Well, it is very suitable for anyone who want become master of vocabulary to be introduced to this vocabulary to help them later in growing the interest in learning English.

According to explanation above one of the skill we acquired if we learn vocabulary is reading skill. Reading skill is important because if we read material that we cannot full understand the meaning lead us to misinformation. According to Harmer reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it.[3] Because by reading a lot, we usually continue to hone our brain skills. The parable is like a knife which if it is sharpened become a sharp knife. If we do not sharpen the knife, the knife become a blunt knife. Likewise with the ability of our brain. If we keep reading, our brains get used to working hard.

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[3] Harmer, Jeremy. *How to Teach English. (*Pearson Education Limited , 2007), p. 99

One of the skill you got in reading skill is speed reading. Speed Reading is not easy job that can be done by anyone who has no educated life background and without use proper method or technique. Konstant in her book states "Speed Reading is not just about reading fast, it is about managing information. It is a skill. Developing that skill does not mean you have to read fast all the time. The technical content of the material, mood, and familiarity of the subject, purpose and motivation to read faster are some of factors that will offers the speed at which you read."[4] Those statements clearly explained that speed reading is ability to manage some technique to increase reading comprehension. And one of the measurement in speed reading is reading speed. Based on Collins English Dictionary reading speed is the rate at which something is read, often expressed in terms of words per minute. Reading speed is usually determined by the purpose of reading (for comprehension, learning, memorization, etc).[5] This statement explain that reading speed is the rate at which a person reads written text (printed or electronic) in a specific unit of timeand generally calculated by the number of words read per minute.

Based on Konstant said in Teach Yourself Speed Reading "the bigger you vocabulary, the faster you able be to read. Hesitating at unfamiliar word stops you and makes you try to workout the meaning of the whole passage.[6] What Konstant want to said is to increase reading speed, vocabulary is very

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[4] Konstant, Tina. *Work Smarter with Speed Reading* (Great Britain: A Macmillan Company, 2010), p. xv.
[5] Collins English Dictionary. Copyright © HarperCollins Publishers
[6] Konstant, Tina. *Teach Yourself Speed Reading*. (Hodder Headline:2003), p.46

important thing that student must know. Because student automatically slow down in the word which they unfamiliar. When you do not read at the right speed, your comprehension is diminished. One of the skills you acquire as a speed reader is knowing when to slow down and when to speed up. The fastest speed readers adjust the speed at which they read, just as the fastest stock car racers slow down when they're in a crowded field or on a slick patch of roadway. They adjust their speed according to the type of reading they are doing.

Based on the comprehension about the vocabulary and reading speed before, the reseracher conducted preliminary research at the students of SMP N 3 Mulya Kencana. The data were obtained by interviewing the English teacher of SMP N 3 Mulya Kencana, Mrs. Esti. It is found that the students have problems in reading and vocabulary. The teacher said that there is problems faced by students when they want to read. They seem to be confused to read because their vocabulary is low and they could not remember it for a long time because the oppotunity to use English is very low. Mrs. Esti said that this could happen because most of the students have not many vocabulary in their mind.[7].

The interview also conducted few of the students of SMP N 03 Mulya Kencana. The student asked about what they think about English Teacher and English Learning. On average they have the same problems, especially

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[7] Esti Novitasari. Interview. SMP N 3 Mulya Kencana : 9 agustus 2019 at 09 : 30.

in reading, namely the amount of vocabulary that they do not know which is quite difficult to make the process of reading the students. Although their English teachers have a pretty good teaching method.[8]

There were also a reading speed test for several students. In the test students are instructed to read a text then took a note to records how long the time it took to read the text. Then the WPM is used technique (words per minute) by sharing between the number of words read and how many minutes it takes to read the text. Based on the tests carried out on several students, the results obtained from the reading speed test. The first was a student named Bagus Satriyo Hadi from class VIII A. In this test Bagus Satriyo Hadi managed to read the text in 3.2 minutes so that the reading speed was 48 words per minute. Then there was a student named Dewi Karra Kusuma Putri from class VIII B. She managed to read the text that had been given within 4.1 minutes so that the reading speed was 37 words per minute. Then students named Dion Farisa from class VIII D were able to read the text in 4.75 minutes so that the reading speed was 32 words per minute. And there is one named Rangga Kurniawan Afandi from class VIII E which takes 3 minutes to read the text so that the reading speed is 51 words per minute. And there are many more reading speed tests**.**

Furthermore, based on the vocabulary test with multiple choice, the data has also obtained based on the vocabulary test results that have been

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[8] Students. Interview. SMP N 3 Mulya Kencana : 19 Agustus 2019 at 10 : 00.

done several times by the teacher. For example, like a student named Bagus Satriyo Hadi from class VIII A. The results of several vocabulary tests that have been done by these students get a value of 65. Then the results of tests obtained by Dewi Karra Kusuma Putri from class VIII B are 45 as well. There are also students named Dion Farisa from class VIII D who get a score of 30. Then Kurniawan Afandi from class VIII E gets a score of 60. And there are some other students who get higher or lower grades that might I did not mention here.

Based on the previous research that was done by Muslikah with the title The Correlation Between Students' Vocabulary Mastery and Their Ability in Writing Analytical Exposition Text at the Second Semester of the Eleventh Grade at SMA Karya Mataram South Lampung in the Academic Year of 2016/2017, it was found that there was positive correlation between students' vocabulary mastery and their speaking ability. Because by seeing the result of the data calculation in the previous chapter, null hypotheses (Ho) was not accepted, and alternative hypotheses (Ha) was accepted. It is said that the assumption was revealed, vocabulary mastery and writing ability in analytical exposition text were correlated significantly. It is supported by scores the students achieved, in which they received higher scores after the test was given.[9] The differences between this research and the previous research are in the objectives was to know and describe

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[9] Muslikah, *The Correlation Between Students' Vocabulary Mastery And Their Ability In Writing Analytical Exposition Text* , Lampung: UIN Raden Intan Lampung, 2016

whether there is correlation between students' vocabulary mastery and students' reading speed in description text.

Another research that was done by Muniarsih with the title the correlation between students' motivation in reading and reading speed, there were two things which were discussed in this study, motivation in reading and reading speed. The result of his research is there was a positive correlation between student motivation in reading and reading speed.[10]

Dealing with previous discussion, it is predicted that the students who are good in vocabulary have a good reading speed. This research is done for the intention of exploring how significant the vocabulary mastery and reading speed. Therefore the a research that conducted is entitled: "The Correlation between Students' Vocabulary Mastery and their Reading Speed of the Eighth Grade of SMP N 3 Mulya Kencana in the Academic Year of 2019/2020"

B. Identification of the Problem

Based on the background of the problem the researcher found several problems as :

1.   The students' vocabulary mastery is still weak

2.   The students have a fairly poor reading speed.

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[10] Muniarsih, *The Correlation Between Students' Motivation In Reading and Reading Speed (A correlational Study at the Second Grade of Department of English Education Syarif Hidayatullah State Islamic University)*, Jakarta : UIN Jakarta, 2013

C. Limitation of the Problem

In this research, the researcher only focused on the correlation between students' vocabulary mastery on the theme of cat and reading speed especially in descriptive text that focused on scanning technique at SMP N 03 Mulya Kencana at the eighth grade in the academic year of 2019/2020.

D. Formulation of the Problem

Referring to the problem, the researcher formulates the main problem as follows; is there any correlation between students' vocabulary mastery and their reading speed at the second semester of the eighth grade at SMP N 03 Mulya Kencana in the academic year of 2019/2020 ?

E. Objective of the Research

The objective of the research to know whether there is any correlation between students' vocabulary mastery and their reading speed at the second semester of the eighth grade at SMP N 03 Mulya Kencana in the academic year of 2019/2020?

F. Use of the Research

By conducting the research about the correlation between students' mastery of vocabulary and their reading speed, the researcher hopes that the result of the research expected to be useful to give some contributions:

1. Theoretically

   This research hopefully expected to give information about correlation between vocabulary mastery and reading speed. This research also enriched the previous studies about the correlation between vocabulary mastery and reading speed.

2. Practically

   The practical as significance that the researcher expected from this research are as follows:

   a. For students

      The finding of the research expected to motivate them to practice more than they did before and encourage them to learn English by improving their vocabulary mastery through some fun ways. In addition, by improving their vocabulary mastery, they expected to be able to increase their reading speed.

   b. For teachers

      The result of the research expected to be useful as a reflection in order to increase and develop their method in teaching students about vocabulary relating to its importance in their reading speed.

   c. For the next researchers

      The finding of the research hopefully can be useful as the source of their reference and it is also useful to inform the readers about the correlation between students' mastery of vocabulary and their reading speed of eighth grades in SMP N 03 Mulya Kencana.

G. Scope of the Research

The scope of the research is as follows:

1. Subject of the Research

   The subject of the research was the students of the eighth grade of SMP N 3 Mulya Kencana.

2. Object of the Research

   The object of the research was the students' vocabulary mastery and their reading speed.

3. Place of the Research

   This research was conducted at SMP N 3 Mulya Kencana.

4. Time of the Research

   The research was conducted at the second semester of eighth grade in the academic year of 2019/2020.
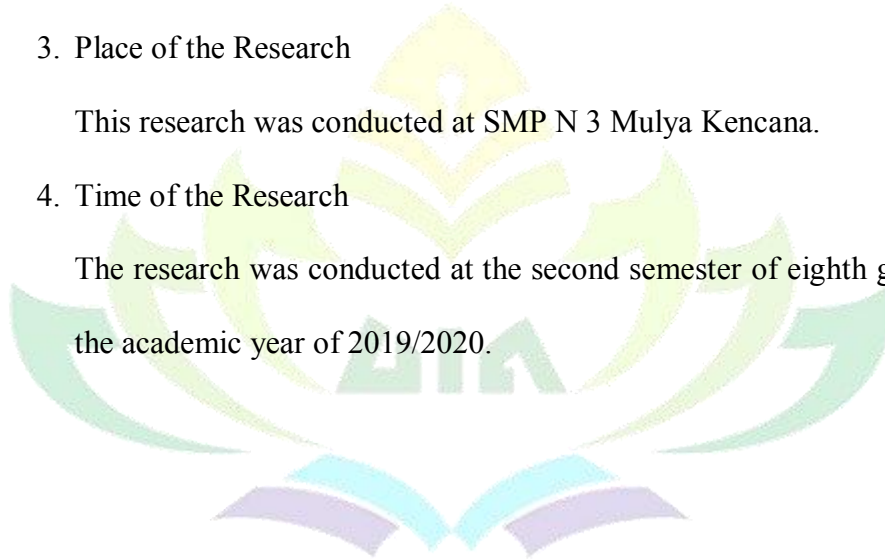
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theories

In this chapter we discussing about definition of vocabulary, kind of vocabulary, vocabulary mastery,definition of reading, defintion of reading speed, technique of reading speed, definition of descriptive text, generic structre of descriptive text, and language feature of descriptive text.

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is the basic that must be learnt first by learners. It help the learner in learning English language well. Especially for beginner in learning English. According to Heibert, vocabulary is the knowledge of meanings of words. This definition is the fact that words come in at least two forms: oral and print. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently.[11] That means without vocabulary is impossible to learn a language. By mastering vocabulary the students can express their ideas what they want in making or read a text. Students did not be able to pass and close their eyes to

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[11] H. Hiebert Elfrieda, L. Kamil Michael, *Teaching and Learning Vocabulary Bringing Research to Practice* (Lawrence Erlbaum Associates, 2005), p. 3

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vocabulary because the existence of vocabulary in English is very important in the learning and teaching process

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Obviously the vocabulary also cannot be underestimated by students. Because without learning the vocabulary that can be said to be the basis of English speaking students did not understand even a little things taught in English. This shows the importance of vocabulary in the English-speaking world. This statement is also supported by Troike in His book Introducing Second Language Acquisition said vocabulary (or lexicon) is the most important level of second language knowledge for all learners to develop whether they are aiming primarily for academic or interpersonal competence, or for a broader scope of communicative competence that spans the two[12].

Actually Ur has different opinion what actually vocabulary is. His opinion about vocabulary is that vocabulary can be defined, roughly, as the words we teach in foreign language. However, a new item of vocabulary may be more than a single word[13]. Thus, vocabulary can be said as one of the important aspects in learning a language and vocabulary can be formed from some words that create the meaning. He not think vocabulary as words however she think of it as item.

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[12] Saville Muriel,Troike, *Introducing Second Language Acquisition, Cambridge Introductions to Language and Linguistics* (Cambridge University Press , 2005), p. 138

[13] Penny Ur, *A course in Language Teaching: Practice and Theory,* (New York: Cambridge University Press, 1996), p. 60.

Vocabulary is good for children to make them more ready to learn English. So that along with the growth of these children, they grow well in their foreign language knowledge and abilities And vocabulary is not only about learning the word. As Cameron stated that vocabulary development is also about learning more about these word, and about learning formulatic phrases or chunks, finding words inside them and learning even more about those words[14].

So we can take the conclusion that vocabulary is the knowledge to know the meaning in the inside of the word and know the meaning that can be formed from some words that created. There are two kind of vocabulary it is Oral Vocabulary and PrintVocabulary. Vocabulary also have important role in language especially for second language. Futhermore Vocabulary is friendly for children to help them mastering the voabulary.

b. Aspect of Vocabulary

According to Harmer there are some indicator that should be taught or mastered by srudent in learningforeign language, they are as follows.[15]

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[14]Lyne Cameron, *Teaching Language to Young Learners*, (New York :Cambridge University Press, 2001), p.73

[15] Jeremy Harmer, The Practice Of English Language Teaching (New York: Person Education Limited, 2007), p.18

1. Word Meaning

The least problematic issue of vocabulary, it would seem, is meaning. According to Harmer word meaning include.

1) Polysemy

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used.

2) Antonym

The term antonym is used for opposite meaning of word.

3) Synonim

It means that two or more have the same meaning.

4) Hyponim

It means items that serve as specific examples as a general concept.

5) Connotations

A less obvious component of the meaning of an itemis its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers us, over and above its purely conceptual content.

2. Word Use

Harmer says, it is frequently streched though the set of metapo=hor and idiom. We know that the word hissfor example, describes the noise that snake make. But we stretch is meaning to describe the way people talk to each other ("do not move or you are dead," she hissed). That is metaphorical use. At the same time, we can talk about treacherous people as snakes (he is snake in the grass). Snake in the grass is fixed phrase that has become an idiom, like countless other phrase such as "raining cats and dogs, my house is castle, etc".

3. Word Formation

According to Harmer, students have to know things about word formation and how to change words to be compatible with different grammatical context. Word formation is also connected with suffixes and prefixes such as imperfect and perfect, inappropriate and appropriate, etc. Word form then means knowing words are written and spoken form. The student need to know word are spelt and how they sound.

4. Word Grammar

The last is about word grammar which is employed by distinguishing the use of word based on use of certain grammatical patterns such as noun, verb, adjective, etc. Speaker of a language have a good knowledge of morphology, for if they did not, they

would not be able to say *I arrive,* but then change this to *he arrives.* They would not be able to use the different forms of the verb *take* (take, took, taken) without such knowledge, or be able to manipulate a word such as *happy* (adjective) so that that it becomes an adverb (happily), a noun (a happiness), or has an opposite meaning (unhappy). We also clas some noun as *countable* (that is they can have plural form – *chair,chairs*), but others as *uncountable* (that is they cannot be pluralised; we cannot say *furnitures).

A similar situation occurs with verbs which are either *transitive* (they take an object), *intransitive* (they don't take an object) or both. The verb *herd* (e.g *to herd sheep*) is a transitive verb. It always takes an object. The verb *open,* on other hand, can be either transitive or intransitive.

From those statements above , it can be concluded there are some aspect of vocabulary: they are word meaning, word use, word formation, and word grammar. And also word use and word formation is not used because based on the syllabus in SMP N 3 Mulya Kencana that has not been studied related to aspects of the vocabulary such as idioms and prefixes or suffixes so word meaning and word grammar is only used as instrument.

c. Kind of Vocabulary

According to Hiebert there are two kinds of vocabulary.

1. *Productive vocabulary* is the set of words that an individual can use when writing or speaking. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must be able to use grammar of the language target, and they are also hoped to be familiar with collocation and understand the connotation meaning of the words.

2. *Receptive vocabulary* is that set of words for which an individual can assign meanings when listening or reading.[16]

Read mentions two kinds of vocabulary, those are:

1. Function words are seen as belonging more to the grammar of the language than to its vocabulary. such as articles, prepositions, pronouns, conjunctions, auxiliaries, etc. It means that the function word which have no lexical meaning, and whose sole function is to express grammatical relationships. In other word, function words used to make the sentences grammatically correct.

2. Content words. They have little if any meaning in isolation and serve more to provide links within sentence, modify the meaning of content words and so on . The kinds of these words are noun, verb, adjective, and adverb.[17] It means that the content word is a word

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[16]H. Hiebert Elfrieda, L. Kamil Michael, *Teaching and Learning Vocabulary Bringing Research to Practice* (Lawrence Erlbaum Associates, 2005), p. 3

[17]John Read, *Assessing Vocabulary*, (New York: Cambridge University Press, 2000), p. 18.

that can tell which object, tell about the action happening, about detail object, and tell about how, when or when something is done. In other word, content word can convey information or meaning in a sentence or a text.

In relation to kinds of vocabulary, Nation (2001) states that there are four kinds of vocabulary in the text:

1. High frequency words. These words are almost eighty persen of the running words in the text;

2. Academic words. The text is from an academic textbook and contains many words that are common in different kinds of academic texts. Typically, these words make up about nine persen of the running words in the text;

3. Technical words. The text contains some words that are very closely related to the topic and subject area of the text. These words are reasonably common in this topic area however are not so common elsewhere. As soon as we see them we know what topic is being dealt with. These words make up about five persen of the running words in the text They differ from subject area to subject area. If we look at technical dictionaries, such as dictionaries of economics, geography, electronics, we usually find about 1,000 entries in each dictionary;

4. Low frequency words. There are thousands of them in the language. They are by far the biggest group of words. They include

all the words that are not high frequency words, not academic words and not technical words for a particular subject. They consist of technical words for other subject areas, proper nouns, words that almost got into the high frequency list, and words that we rarely meet in our use of the language. They make up over five persen of the words in an academic text.[18]

Related the statement above, the reseacher concludes that there are many types of vocabulary based on the expert who explained it and how they look what is vocabulary. But most people known that kind of vocabulary is receptive vocabulary and productive vocabulary. Receptive vocabulary used in reading and listening. Productive vocabulary used in writing and speaking.

d. Vocabulary Mastery

Vocabulary is a knowledge that study about word, part of word that give clues to the meaning of whole words. Having knowledge of words is not as simple as we always think. As Cameron declared a person said to 'know' a word if they can recognize its meaning when they see it[19]. Which means To understand vocabulary not only has an adequate vocabulary however also knows the meaning that is in the word and is able to use it to make a meaningful sentence.

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[18] I. S. P. Nation, *Teaching Vocabulary*: *Strategies and Techniques*, (Boston: Heinle Cengage Learning, 2008), pp. 15—17.

[19] Lyne Cameron, *Teaching Language to Young Learners*, (New York :Cambridge University Press, 2001), p.75

Cameron added that learning word is not something that is done and finished yet[20]. So the meaning is memorizing words is not the only thing we do in increasing vocabulary however we also have to feel familiar with the word until we understand the meaning of the word with just one glance. This can be done if we have seen and memorized many times both in terms of pronunciation, meaning, and also the usefulness of the word.

Even though in the past the vocabulary has a relatively small role, however over the development of the era that role has now changed. This was revealed by Richard that in the past, vocabulary teaching and learning were often given little priority in second language programs.[21] Which means that in the past people, especially linguists, saw vocabulary with one eye or thought vocabulary did not have an important role both for students or lay people in learning English. So that causes quite a lot of people who have a little vocabulary both active vocabulary and passive vocabulary. This clearly makes the development of vocabulary in the past does not indicate a significant development.

Today people's views on vocabulary are different, Richard continued that vocabulary status now seems to be changing. Vocabulary has been suggested that in the initial stages of learning

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[20] *Ibid*, p.74

[21] Richards Jack C., Renandya Willy A.. *Methodology in Language Teaching An Anthology of Current* .(Practice-Cambridge University Press, 2002), p. 255

these plays a primary role in communication and acquisition.[22] which shows that at present the vocabulary is a core component of language and the basic support that is needed in learning linguistics. Without the vocabulary of the potential to learn English is not optimal because people pass through learning opportunities both in school and their daily lives. Like listening to the radio, reading newspapers, and so on using English. This is of course easy for everyone, especially given that the development of information technology is now growing rapidly.

From statement above, the reseacher take one conclusion that vocabulary mastery is not only know each word but also have knowledge to make them recognize the meaning of sentence in short time and have the ability to arrange them to make meaningful sentence. Vocabulary mastery is endless knowledge because vocabulary always increase forever.

2. Reading

a. Definition of Reading

According to Alderson reading involves perceiving the written form of language, either visually or kinesthetically (using Braille)[23]. In here we can know that reading is a process where a reader recognizes

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[22] *Ibid* p. 255

[23] J. Charles Alderson and Lyle F Bachman, *Assessing Reading,* (New York : Cambridge University, 2000), p. 13.

various forms of words in a writing. Like newspapers, books, and so
on. Both in their own language and in a foreign language.

Statement above is also supported by Patel and Jain that state
reading means to understand the meaning of printed words i.e. written
symbols[24]. This process of recognition and understanding of written
symbols is important to improve, deepen and broaden our knowledge
of our language. Not only that reading also gives pleasure and
satisfaction to the readers. Reading also does not have to be done just
when you want to learn because reading can also be done when we are
relaxing.

Sometimes reading can be a complex process as described by
Harison state that reading is a complex activity and accomplished
readers operate at a number of levels simultaneously. They are
decoding and establishing meaning at the same time as they are
responding to what they read, selecting particular aspects for
consideration and evaluating effects[25]. The point is that reading can
become a compex process because is not only able to know the
meaning of a word however is able to unite and examine the words
into a more meaningful sentence. Because if we can find the meaning
of the sentence then the message conveyed by the author will not be

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[24] M.F Patel and Praveen M. Jain, English Language Teaching (Methodes, Tools &
Techniques) (Vaishali Nagar : Sunrise, 2008), p.113
[25] Collin Harison and Terry Salinger, *Assessing Reading Theory and Practice,* (New
York: (Routledge, 1998), p. 89.

fully channeled to the reader. It is feared that it lead to the lack of information received by the readers so that it cause confusion to people. Although this seems trivial however in reality the lack of information often creates divisions in our society today.

Because of this education and the ability to study the readers have important role in processing the information what the author wants to convey. Given that people interpret a reading differently depending on their perspective and way of thinking. Because humans only receive information if it makes sense for people. This statement was also expressed by Nunan that revealed that Reading is a set of skills that involves making sense and deriving meaning from the printed word[26].

In reading a lot of benefits we can get it whether we like it or not. Regardless of what goals you want to achieve when we want to read our abilities certainly continue to be honed with time. Because reading extends the opportunity for people to continue to learn and practice our language. This is in line with the statement made by Jeremy that indeed reading text also provides opportunities to study

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[26] Caroline Linse and David Nunan - *Practical English Language Teaching PELT Young Learners-English as a Second Language* (English as a Second Language, 2005), p. 69

language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts[27].

To sum up reading is recognizing process to written symbols that must be mastered by learners and also may become a hobby for some people. The activity of reading itself is complex because learners must decode words of the text, establish the meaning, and understand of what they read so the purpose of their reading is achieved; thus the readers are hoped to become active readers.

b. Reading Speed

Often we assume that the reading speed is not too important for their lives, especially in improving our language. And not infrequently we also speculate that speed reading is a mere showroom and the fast readers just want to show off their speed reading skills. This mindset causes not a few people who have a low reading speed. As Buzan said "this speed reading course will help you to read more quickly. It also helps you to understand better. Reading without comprehension is useless."[28] This statement also supported by Richardz and Peter that explained speed readers are better chunkers, they comprehend reading material better because they can hold more advanced concepts in their short-term memories[29]. Which means that speed readers are actually

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[27] Jeremy Harmer. How to Teach English, (London : Person Education Limited. 1998), p.68

[28] Buzan, *op. cit.,* p. vi.

[29] Richard Sutz, & Peter Weverka, *Speed Reading for Dummies,* (New York: Wiley Publishing, Inc), p. 46.

not wanting to show off their abilities however their way of remembering the information that has been obtained from the writing more effectively as well.

Reading Speed has an important role in understanding the contents of the writing being read. Richardz and Peter declared that when you do not read at the right speed, your comprehension is diminished[30]. This can happen if the reader forces reading at high speed even though he or she does not really understand what is meant by the word or sentence. It is true that we might just pass the word or sentence we know and hope we find out what it means in the future, however even so it would be better if we slow down the speed of our reading to explore what the author said to us as the readers. Just like when we are driving and passing a road that we do not really know. Then we slow down the speed of our vehicle to ensure that we know which road we must pass. And that also applies when we read.

The statement was also supported by Tina that speed reading is not just about reading words faster than you did before. It is about being able to read at a speed appropriate for the material you are reading.[31] So that the mindset about the most important thing in speed reading is no more than the ability to have more reading speed than before is not true. Speed reading means being able to meet and adjust

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[30] *Ibid* p. 12
[31] Tina Konstant, *Teach Yourself Speed Reading* (Hodder: Teach Yourself Business & Professional, 2003), p.25

especially our thinking to balance reading speed and reading comprehension so that none of the information missed in the text or the book. Because like what has just been explained above, forcing the will continue reading at high speed is not a behavior that should be exemplified.

In speed reading also controlling the speed of reading is not the only thing that needs to be done because understanding the contents of the reading we read even though reading at high speed is also an important factor. According to Wainwright written in his book, speed reading is Reading faster without loss of comprehension, skimming and studying effectively, and of course reading critically[32]. From these statements we can know that in fact in speed reading we also need to be able to arrange the information in the reading in a short time as detailed as possible and provide constructive criticism and suggestions. This also clearly shows that speed reading requires skills that are not low to master it. So that it would not be good if the ability to read fast was dimmed and underestimated.

The harmonious thing was also stated by that Konstant states Speed Reading is not just about reading fast, it is about managing

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[32] Gordon Wainwright, *How to Read Faster and Recall More,* (New York: How to Books Ltd, Spring Hill House & Begbroke, 2007), 3rdedition, p. 38.

information[33]. What is meant by managing as described is by sorting out the information whether the information is the information we need or not. Or enough to know the basic information submitted by the author to the reader. Managing this information can reduce the time needed to read.Speed reading courses attract people because they often advertise that you can learn faster simply by learning to read faster.[34]

Speed reading is not only useful for cutting down the time spent finding information or material that we need. Speed reading also gives readers pleasure because fast readers enjoy reading at high speed. This is also mentioned by Bernard that Speed-readers are involved in their reading experience and, in most cases, enjoying it.[35]

The simple conclusion about have high reading speed is useful to make reader hold more the content of the book in their short-term memories which we can learn faster. To apply it we have to ensure that our reading speed is balance with reading comprehension. So speed reading is not just ability to read faster but also ability to understand the meaning of text in as short as time.

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[33] Tina Konstant, *Work Smarter with Speed Reading* (Great Britain: A Macmillan Company, 2010), p. ix.

[34] Sean Whiteley, *Memletics Effective Speed Reading Course*, (Advanogy.com, 2004), p. 9

[35] H. Bernard Wechsler, Arthur Bell , *Speed Reading for Professionals* (Hauppauge: Barron's Educational Series, 2006), p. 8

c. Techniques of Reading Speed

As discussed before, reading speed is not only reading rapidly, it is kind or reading skill about how to manage the information, and as many other skill it skill must be practiced regularly. In the effort of managing the information, people usually use some techniques in it. There are lots of techniques that could be learned to help us reading faster.

According to Richard, there are three techniques of reading speed that especially well, those are as follows:

1. Skimming for the main ideas

   When you skim a page, you take the main ideas from the reading material without reading all the words. You look for and seize upon words that appear to give the main meaning.

2. Scanning for specific words or phrases

   Scanning is quickly scouring the text for specific information; unlike skimming, you are not concerned with the broader meaning of the text. Scanning involves moving your eyes quickly down the page seeking specific words or phrases.

3. Prereading to find out what the text is about

   When you *preread,* you direct your attention to telltale parts of a text with the goal of finding out what the text is about, whether it is worth reading, and what parts to read. You typically use it in

combination with another reading method; prereading just acts as the first filter.[36]

According to the explanation above, the concludes that there are lots of various techniques in order to improve someone's ability in reading speed and those techniques used depends on the purpose of reading itself. And in this research, researcher chose scanning technique to test reading speed the student. The reason why Researcher does not use prereading technique because in this Research there is no synopsis to preread in the instrument and researcher prefer to use scanning than skimming technique because scanning technique made student easier to answer multiple choice based on keyword they find in the descriptive text.

3. **Descriptive Text**

   a. **Definition of Descriptive Text**

   In a broad sense, description, as explained by Kane is defined like in the following sentence: Description is about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience, however description also deals with other kinds of perception[37]. So this is almost like an object that is told in descriptive text as if it would be in front of us. Because when we read descriptive texts using our own imagination, all of our senses processed all that

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[36] Richard Sutz, & Peter Weverka, *Speed Reading for Dummies,* (New York: Wiley Publishing, Inc), p. 168.

[37] T S Kane, *Language English The Oxford Essential Guide to Writing*, (New York: Berkley Books, 2000), p. 349

information, especially in the sense of sight. This is because most descriptive texts contain information in the form described using facts and figures.

Zemach also states that descriptive paragraph explains how someone or something looks or feels[38]. In other words, readers projected information that they can as a form of imagination based on their own opinions. Of course that is the right of every reader.

b. Generic Structure of Descriptive Text

The generic structure of descriptive text consists of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject.[39]

c. Language features of descriptive text

1) Focus on specific participant as the main character

   Example: Cat as one of the mammal animal

2) Usually using simple present tense as dominant tenses

   Example: Cat is the best pet ever

3) Use linking verb or relation process

   Example : is, are, has, have

4) Use action verbs or material process

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[38] Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (Oxford:Macmillan, 2005) , p.25.
[39] Imelda Wardani, HasanBasri, and Abdul Waris, *Improving The Ability In Writing Descriptive Text Through Guided-Questions Technique,* e-Journal of English Language Teaching Society (ELTS)

Example: Cats are mammals known to be docile and familiar with humans. Evidenced by several types that become pets for many people. Others live in houses as one of the residents of the house. Humans also often treat cats as a family member. For example, by specializing in beds, places to eat, and so forth.

4. **The Students' Vocabulary Mastery and Reading Speed in Descriptive Text.**

Vocabulary mastery refers more to the number of words students are able to master. It is meant not only to remember but also to know the word. And for reading speed that was presented in terms of "effective reading speed," which was itself seen as an outcome of comprehension, decoding accuracy, and rate of reading, measured by words per minute[40]. In this case Researcher focused on the descriptive text. At this research, the Researcher found out Vocabulary Mastery and Reading Speed of descriptive texts that focus on usage noun, adjective, adverb, and verb word towards 8th grade students with the theme of mammal creatures, they are Cats. Based on syllabus the researcher used noun, adjective, adverb, and verb. And also Researcher was pre-researched 13 samples of students before.

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[40] Wijaya M. Sayid , *Pedagogy Journal of English Language Teaching, Volume 6, Number 1, Juni 2018*: Reading Speed Level And Comprehension In Second Language Reading, Universitas Islam Negeri (UIN) Raden Intan, Lampung, p.79.

5. Correlation between Vocabulary Mastery and Reading Speed

Vocabulary has an important role in every aspect of language especially in reading speed. It is a lie if someone says he is a linguist without an adequate vocabulary. This also applies to a fast reader.This is same like what Sean said that the better your vocabulary, the faster you read[41]. Based on what has just been explained, we can find out that the vocabulary with the speed of reading has a very close relationship and cannot be separated because these two things influence each other.

The strong bond between mastery of vocabulary and speed of reading is also explained by Richard. He explains that the people do not stumble as often on words you do not know or recognize. When you read words that you are already familiar with, you read beyond the words for their meanings. In the act of reading, you absorb ideas, thoughts, feelings, and descriptions, not individual words[42]. This explains that speed reading is not only about speed reading however also absorbs, processes, and also considers the content as a whole not just per word. This is what causes readers to quickly slow down their reading speed or in their formal language "adjust" their reading speed specifically to words or sentences that are not understood by readers.

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[41] Sean Whiteley, *Memletics Effective Speed Reading Course*, (Advanogy.com, 2004), p. 33
[42] Richard Sutz, & Peter Weverka, *Speed Reading for Dummies,* (New York: Wiley Publishing, Inc), p. 199.

Richard also added that people can take in more words with an eye fixation when you recognize the words, which is why enlarging your vocabulary is essential to being a speed reader[43]. So that for readers especially those who often read at high speed it is very important to have a broad insight into the vocabulary so that there is no more information left out.

In short, the more vocabulary of someone have then faster they read the text because they familiar with the word. Because when we found some unfamiliar word we automatically slowing down our reading speed.

C. Frame of Thinking

Reading speed is an important ability to be possessed by readers because it provides the advantage of being able to absorb important or most needed information from a texs in a limited time. So that reading is not only an exhibition of capabilities but as an efficient way of reading. Speed reading can also give readers a sense of satisfaction. But speed reading is not an ability that can be considered easy. Need other abilities that can support or even become guidelines to increase reading speed. The most important ability in English is vocabulary. So by mastering the vocabulary, it is indirectly increase the reading speed someone.

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[43] *Ibid,* p. 39

Vocabulary is the most important component because we have to know what we really read. So that the reading speed increase too. Based on the frame of thinking below, the reseacher assumed that vocabulary mastery affects the reading speed. If the students" vocabulary mastery is good, it can be predicted that they have high reading speed. If the students" vocabulary mastery is moderate, it can be predicted that they have moderate reading speed Meanwhile, if the students" vocabulary mastery is not good, it can be predicted that their reading speed not have good as well.
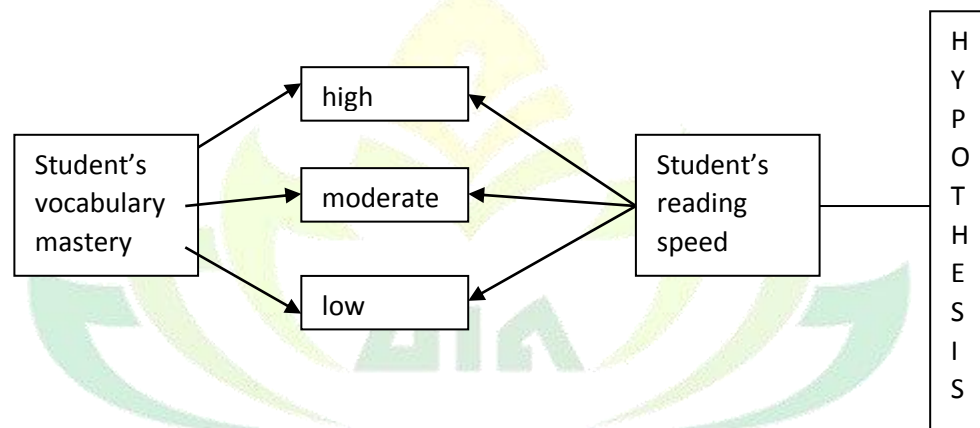

Figure 2.1
Frame of Thinking

D. HYPOTHESIS

Based on the problems and theory that have been mentioned, the hypothesis be stated as follows:

Ha: there is correlation between students' vocabulary mastery and their reading speed at the second semester of the eighth grade at SMP N 03 Mulya Kencana in the academic year of 2019/2020

Ho: there is no correlation between students' vocabulary mastery and their reading speed at the second semester of the eighth grade at SMP N 03 Mulya Kencana in the academic year of 2019/2020

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