THE CORRELATION BETWEEN STUDENTS’ VOCABULARY ACHIEVEMENT AND READING COMPREHENSION

AN ARTICLE

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THE CORRELATION BETWEEN STUDENTS’ VOCABULARY ACHIEVEMENT AND READING COMPREHENSION

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Abstract
This research is aimed to find out what extend is the correlation between vocabulary achievement and reading comprehension on the 11th grade students of SMA Islamiyah Pontianak in the academic year of 2016/2017. The population of this research was the 11th grade students of SMA Islamiyah Pontianak in the academic year of 2016/2017 with a total number of 47 students. It was divided into two class, XI IPS I and XI IPS II. The sample was class XI IPS I, there are 22 students taken by cluster random sampling technique. The instruments of this research include instrument try out test and test of vocabulary achievement and reading comprehension. The results of the research show that there is a correlation between students’ vocabulary achievement and students’ reading comprehension. The correlation is positive and significant. The result of the hypotheses test showed that the coefficient of correlation is 0.563 and the total effective contribution of vocabulary mastery is 31%. The significance of F is 3.043 < 2.086. It means that Ho is rejected. Regarding the result of the research, it can be concluded that vocabulary mastery has positive contribution in reading comprehension.

Keywords: Correlation, Vocabulary Achievement, Reading Comprehension

English is one of foreign language which are taught in Indonesia from the government and private elementary school until universities. In language learning, English expected to help students know themselves, their culture and the culture of others. Moreover, it also helps the students to express ideas and feelings, and participate in the community. Several years ago, before it was introduced in primary schools, English is taught starting from 3 (three) years in the junior secondary level, and 3 (three) years in senior secondary level. We think that after studying English in 6 (six) years, students’ should be able to master the English. In fact, most of students have not mastered in English, even in the simplest structure.

There are two kind of education in Indonesia, a formal and non-formal educational institutions. Based on the Ministry of Education and Culture in Indonesia, in 2006 English subject at the senior high school aims to enable students to have the ability in developing the competence to communicate in oral and written form in order to achieve the level of functional literacy. Whereas, one of the scope is the ability of discourses, these are the ability to understand and produce a spoken and or written text, that is realized in the four language skills, such as listening, speaking, reading, and writing, in an integrated manner. But, in the reality it is so far from the expected. Most students still have difficulty in learning English. This is proved by the low average value of half of the students in the school.

Students’ vocabulary achievement becomes a major factor in studying English. In the curriculum, vocabulary achievement is very important. Based on the English subject, curriculum in Indonesia in 1994 described the purpose of teaching the English is that students are able to communicate in the English. The students should achieve 1000
words for junior secondary level, and 2500 for senior secondary level. For the most of English subject in the school of senior high school level, vocabulary is often become a problem. Lack of vocabulary is very influential in mastering the four skills in English, especially in terms of reading. Reading is one of important element in learning English. By reading and understanding the meaning of text, students can obtain a variety of information and enrich their knowledge. Nowadays, most of students do not like reading, they assume that reading is boring. Whereas, reading is the process of transferring knowledge.

In observation of class XI IPS in SMA Islamiyah Southeast Pontianak, researchers observed before doing the study. It is seen that most students have difficulty in finding synonyms, antonyms, and meaning in a text, and also still lack in word grammar, derivation and collocation. In fact, those factor are the indicators in vocabulary mastery. Based on this problem, the students' vocabulary achievement is suspected still low. The lack of students' vocabulary can impacts the ability of students in reading comprehension. There are most of students do not understand the meaning of words in a text. Students are still difficult to find the main idea of a paragraph in a text. In addition, students are also difficult to make conclusions in the content of text. Based on these facts, it can be concluded that the vocabulary is one of the factors that influence students' reading skills and comprehension.

There is a research done by Ikah in 2006, entitled "The correlation between students' achievement in vocabulary and reading ability" this research is conducted on the third year students of SMA Negeri 1 Grobogan, Kabupaten Grobongan Jawa Tengah. The result of this research, show that there is a positive correlation between the English vocabulary mastery and reading comprehension of the third year students of SMA Negeri 1 Grobogan. There are 40 respondents from class XII IPA 2 who join the try out. Based on the result of the research finding, she concludes that the mastery of vocabulary has to be possessed by the students in order that they get the reading comprehension. The correlation also indicates that the better a student master the English vocabulary the better he/she can enjoy his reading well. Based on description above, the researchers is very motivated to investigate about the correlation between vocabulary achievement and reading comprehension on the eleventh grade students of SMA Islamiyah in southeast Pontianak in academic year 2016/2017.

Vocabulary as one of the language aspects have to be learned when people are learning a language. Vocabulary is “all the words known and used by a particular person” (Hornby: 2010). English vocabulary is also one of the primary challenges encountered by students who learn English as a second or foreign language. Good mastery of vocabulary is important for students who learns the language used in listening, speaking, writing, and reading besides grammar.

In relation to the language skills of reading, listening, speaking, and writing, Haycraft (1997:44) says that there are two kind of vocabulary they are active and passive vocabulary. Active vocabulary refers to words which the student understands, can pronounce correctly and uses constructively in speaking and writing. Meanwhile, passive vocabulary is words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly himself.

Vocabulary achievement is the competence or complete knowledge of a list or a set of words that make up the language which might be used by a particular person, class, or profession. Vocabulary achievement is one component to master English as a foreign language in elementary, intermediate, and advanced levels. In learning the four language skills (listening, speaking, reading, and writing). Vocabulary is one basic component to be mastered. Mofareh said that “Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication” (Mofareh, 2015).
The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading, speaking, writing, listening and the other skills. There are a lot of definitions of reading. According to Walter R. Hill “Reading is what the reader does to get the meaning he needs from textual sources” (walter, 1979). Meanwhile Guy L. Bond and Eva Bond Wagner explained the meaning of reading as “the process of acquiring and authors meaning and of interpreting, evaluating, and effecting upon those meanings. Dubin explained the meaning of reading as “reading is primarily a cognitive process, which means that the brain does most of the work. (Dubin, 1986).

The statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the readers intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information. A person may read for many purposes, and that purposes help understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if he is reading for study or assignment it does very slowly and carefully, and generally the aim of reading is to find some information from the text. White (1981) mentions three purposes of reading, they are: A. Reading for factual information. By reading for factual information he means reading referential materials in order to obtain the right information with which people operate on given on a given environment. For example: Reading a set of instructions on how to use a piece of equipment. B. Reading for intellectual purposes. Reading for intellectual purposes refers to reading an appropriate text to obtain cognitive information for augmenting or developing one’s intellectual skills so that she/ he can more effectively manipulate ideas, possibly with the aims of influencing the behavior of others or of determining the outcome of a series of operations. C. Reading for emotional gratification or spiritual enlightenment. People may read affective materials like novels, poems, and the like just only for pleasure or self-improvement.

There are two kinds of reading that students usually do in the classroom. The most common is reading aloud (oral matter). It means that the learners have to think about the pronunciation, the correct tone, and the rhythm together with the meaning of reading master.

The second type is silent reading, the students do not take care of the pronunciation, intonation, or the rhythm.

Depending on the purpose of reading it also can be classified into two types of activities, intensive and extensive reading. 1. Intensive reading. Intensive reading means reading shorter texts to extract specific information. This activity is likely more emphasize the accuracy activity involving reading for detail. 2. Extensive reading Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for ones’ own pleasure. The main ways of reading are: a. Skimming is a useful skill to be applied in reading. One reading type, by exploring the reading text quickly, in orders the reader can take the main ideas. A skimming reader can take the main ideas quickly by collecting words, phrases, and main sentences. b. Scanning. Scanning is the ability to read a text quickly in order to find specific information. Scanning means technique of flashback in careful way. It has a goal to find the special information from the text. The technique of scanning depends on some objectives or questions, which has been determined in the beginning. In other word, the researcher conclude that scanning is used when we want...
to find a word, fact, data, name, etc. our eyes can observe the whole pages quickly to find out something that she/he want.

Reading comprehension is defined the ability to read text, process it, and understand its meaning. Comprehension means understanding the meaning or the point of a topic, F. Dubin, D.E Eskey and W. Grabe show a more specific explanation, comprehension means relating what we do not know or new information, which is not random collection of facts but a “theory of a world” in each of our heads. Reading with comprehension means to understand what has been read. Brigham, stated that reading comprehension is often discussed in term of being a process involving integration of decoding ability, vocabulary knowledge, prior knowledge of the topic considered, and relevant strategies to make sense of text and understand it. So, reading comprehension is the process of build meanings from the text or reading material and the interaction between the reader and writer.

Vocabulary knowledge plays an important role in reading comprehension. Vocabulary and reading cannot be separated, because both of them related to each other. Vocabulary is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the word mean. As the children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary. Vocabulary experts agree that adequate reading comprehension depends on a person already knowing between 90 and 95 percent of the words in a text (Hirsch, 2003). Knowing at least 90 percent of the words enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar words mean, which will help them learn new words. Readers who do not recognize at least 90 percent of the words will not only have difficulty comprehending the text, but they will miss out on the opportunity to learn new words.

One reason why many children feel that to understand the meaning in the text is difficult, it is because they lack of vocabulary. Whereas in fact vocabulary is the most important thing in reading skill. Most of us if we find the difficult word, we still just continue our reading in the hope that the word we read is not really important to that it’s meaning will become clear later on. But sometimes the word that we passed usually as the key of our reading and understanding. We cannot catch and grasp the idea from our reading as well as possible. So looking up difficult of words in dictionary is better for us. But the skillful readers understand as he/she read.

**METHOD**

To answer the research problem, the researcher conducted a correlational study. Correlation means a relationship between two variables. The whole purpose of using correlations in research is to figure out which variables are connected. It gives an understanding to the readers that, at least, two things or more are linked by a cause.

To determine the relationship between two variables, a correlational coefficient is used, which is donated by “r”. The range correlational coefficient is between 1 and +1. The value tells us two things about the nature of the relationship between two or more variables, the intensity and the direction.

The subjects of this research consisted of eleventh grade students iXI IPS of SMA Islamiyah Pontianak. Since this research belongs to correlational study, The researcher applies the measurement technique. The data will collected using vocabulary test and reading test. It is intended to know the students achievement in vocabulary and reading comprehension.

The test of vocabulary achievement is intended to collect the data about students’ vocabulary achievement. The test is an objective test in the form of multiple choice. There are 30 items of questions. For the vocabulary test, the students will be given 90 minutes in one meeting to answer the test. This test will examine the students about the meaning on context, collocation, synonym, antonym, word grammar, derivation. From
this test, the researcher will take all questions that have significant correlation with the words in the reading test. The blueprint and the objective test of vocabulary can be seen at Appendices 7 and 8. The final score is calculated:

\[
\text{Final Score} = \frac{\text{Student’s correct answer}}{\text{The number of item}} \times 100 \quad (1)
\]

The test of reading comprehension is intended to collect the data about the students’ reading comprehension. The test consists of 30 items. The researcher will use a type of objective test, which is multiple choice type. There are five passages and from each passage the writer makes a question on reading comprehension including the identifying the main idea, finding explicit information, finding implicit information, identifying word meaning, and identifying reference.

The final score is calculated:

\[
\text{Final Score} = \frac{\text{Student’s correct answer}}{\text{The number of item}} \times 100 \quad (2)
\]

An instrument can be said to be a good one if it is valid and reliable. Before the instruments are used, they have to be tried out. It is intended to find out the validity and reliability of the instruments. Validity is the most important criteria in measuring an instrument. Validity is the touchstone of all types of educational research (Cohen, 2000: 106). A test said to be valid when it can measure what is intended to be measured.

In this study to verify the item validity of instrument, each item of the test is correlated with the total score by using Point Biserial Correlation Formula. The item of the test is considered valid if the result of the correlation coefficient (r_{xy}) is as many as the r table of product moment. To know the conformity, the instrument arrangement should be based on specification.

In the item analysis, it will be known the level of the test, whether it is easy, moderate or difficult. It is also known about the qualification of a test. So, it is important to know the level of difficulty and discriminating power of every item (question). It is known the difficulty of test whether it is easy, moderate or difficult.

\[
P = \frac{B}{JS} \quad (3)
\]

Keyword:
P = Index of difficulty
B = Students who answer correctly
JS = Number of Students

Discriminating power is an ability of a test to differentiate students who have high ability and student who have low ability. Because the test is multiple choice, so the researcher used this formula.

\[
DP = \frac{JB_A - JB_B}{JS_A} \quad (4)
\]

Keyword:
DP = Discriminating power
JB_A = total of top group students who answers correct
JB_B = total of bottom group students who answers correct
JS_A = total of group students

<table>
<thead>
<tr>
<th>Range</th>
<th>Difficulty Level</th>
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</thead>
<tbody>
<tr>
<td>20 &amp; below</td>
<td>Very Difficult</td>
</tr>
<tr>
<td>21 - 40</td>
<td>Difficult</td>
</tr>
<tr>
<td>41 - 60</td>
<td>Average</td>
</tr>
<tr>
<td>62 - 80</td>
<td>Easy</td>
</tr>
<tr>
<td>81 – above</td>
<td>Very Easy</td>
</tr>
</tbody>
</table>
Discriminating Power

<table>
<thead>
<tr>
<th>Discriminating Power</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>DP ≤ 0.00</td>
<td>Very bad</td>
</tr>
<tr>
<td>0.00 &lt; DP ≤ 0.20</td>
<td>Bad</td>
</tr>
<tr>
<td>0.20 &lt; DP ≤ 0.40</td>
<td>Almost good</td>
</tr>
<tr>
<td>0.40 &lt; DP ≤ 0.70</td>
<td>Good</td>
</tr>
<tr>
<td>0.70 &lt; DP ≤ 1.00</td>
<td>Very good</td>
</tr>
</tbody>
</table>

To know a test is reliable or not, it can be seen in value of $r_{II}$. The value is must be at least 0.60 or has normal distribution. Because the type of test is multiple choice, the formula to measure the reliability is used KR21 (Kuder Richardson 21).

$$r_{II} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{M(k-M)}{kV_t} \right) \ldots (5)$$

(Arikunto, 2013, P.232)

Keyword:
- $r_{II}$ = reliability coefficient
- $k$ = total of questions
- $V_t$ = total score variance
- $M$ = mean of score
- $k$ is total question that is obtained from sum of all the question. To get $M$ (mean of score), total score is divided to number of students. To know $V_t$, it is used the formula:

$$V_t = \sum x^2 - \left( \frac{\sum x}{N} \right)^2 \ldots \ldots (6)$$

Keyword:
- $V_t$ = total score variance
- $X$ = total of the correct answers
- $N$ = number of students.

In relation to the form of this research, the finding data should be analyzed by suitable technique of data analysis. To be in line with the aims of this study the procedure of analyzing the test is determined as follows: 1. The Achievement of Students’ Vocabulary and Reading Comprehension. To compute the achievement of vocabulary achievement test and reading comprehension test following formula is applied.

$$M = \frac{x}{y} \ldots \ldots \ldots (7)$$

Legends:
- $M$ = The mean of the test scores
- $X$ = The sum of students’ score in vocabulary achievement test
- $Y$ = The sum of the students score in reading comprehension
- $N$ = the number of students who take the test.

2. Correlation Calculation between Students’ Vocabulary Achievement and Reading Comprehension. To compute the correlation of vocabulary achievement with reading comprehension, The researcher used Pearson Product Moment Correlation Formula. This formula is used to measure of the strength of a linear association between two variables $X$ and $Y$ and it is denoted by $r$. The formula is presented below.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]} \ldots \ldots (8)}$$

Legends:
- $r$ = Correlation coefficient between variable $X$ and $Y$
- $\Sigma x$ = The sum of vocabulary achievement scores
- $\Sigma y$ = The sum of reading comprehension score
- $\Sigma x^2$ = The sum of the square of vocabulary achievement test
- $\Sigma y^2$ = The sum of the reading comprehension test
- $N$ = The number of students in the sample
3. The Contribution of Students’ Vocabulary Achievement and Their Reading Comprehension. In order to determine the contribution of students’ vocabulary and their reading comprehension, the researcher analyzed the data using determination coefficient formula.

\[ KP = r^2 \times 100\% \] \hspace{1cm} (9)

Legends:
- KP = Determination coefficient
- r = correlation coefficient

4. The significance of Correlation Between Students’ Vocabulary Achievement and Reading Comprehension

To calculate how significant the correlation of students’ vocabulary achievement and their reading comprehension is, the researcher applied the Pearson’s Product Moment Formula. The computation as follows:

\[ t = \frac{r \sqrt{n - 2}}{\sqrt{1 - r^2}} \] \hspace{1cm} (10)

Legends:
- t = the coefficient correlation
- r = correlation between variable x and y
- n = number of students

**RESEARCH FINDINGS AND DISCUSSION**

**The Findings**

As it has been mentioned in the previous chapter, the researcher conducted field research, having finished doing research on correlation study between vocabulary achievement and reading comprehension by the Eleventh Grade Students of SMA Islamiyah Pontianak in academic year of 2016/2017.

1. Students’ Vocabulary Achievement and Reading Comprehension

After collecting students’ score in vocabulary achievement, the data were tabulated. Based on the students’ vocabulary achievement, the researcher found that the mean score was 76.09. It indicated that students’ vocabulary achievement is classified into Average to Good. The total score used as X in correlation formula.

and the researcher found that the mean score for students’ reading comprehension was 75.04. It indicates that the students’ reading comprehension is classified into Average to Good. The total score used as Y in correlational formula.

2. Correlation between Students’ Vocabulary Achievement with Reading Comprehension

In order to determine the coefficient correlation between students’ vocabulary achievement and reading comprehension, the researcher calculated the data by using Pearson’s Product Moment Formula. The computation as follows:

- N = 22
- \( \sum x = 1674 \)
- \( \sum y = 1651 \)
- \( \sum xy = 127077 \)
- \( \sum x^2 = 129094 \)
- \( \sum y^2 = 127765 \)

\[ r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{n(\sum x^2) - (\sum x)^2}(n(\sum y^2) - (\sum y)^2)} \] \hspace{1cm} (13)

\[ r = 0.563 \]

Based on the calculation above, the correlation between students’ vocabulary achievement and reading comprehension is 0.563. This means that the result of this research is, there is a moderate correlation or also known as low positive correlation between these two variables.

3. The Contribution of Students’ Vocabulary Achievement and Their Reading Comprehension

In order to calculated the contribution of students’ vocabulary and their reading comprehension, the researcher analyzed the data using determination coefficient formula. The computation as follow:

\[ KP = r^2 \times 100\% \] \hspace{1cm} (14)

\[ KP = (0.563)^2 \times 100\% \]

\[ KP = 0.31 \times 100\% \]

\[ KP = 31\% \]

4. The significance of Correlation Between Students’ Vocabulary Achievement and Reading Comprehension

By obtaining the correlation score (r), the t test formula is applied to find whether the...
correlation is significant or not. The formula of t-test is as follow:
\[ t\text{-test} = r \sqrt{\frac{n-2}{1-r^2}} \] ..........(15)

\[ t = 3.043 \]

After obtaining the significance value of the correlation coefficient, the degree of freedom (df) is measured as follow:
\[ df = 20 \]

According to the fixed value of t-table (see appendix df) the t-table of df 20 with t (5%) is:
\[ t\text{-test} > t\text{-table} \]

It is found that the t score is higher than t-table, therefore the correlation is significant.

5. Testing Hypothesis
By seeing the t-table (see appendix VII) the number of df is 22, the score of t-table with 5% level of significant is
\[ r\text{-obtained} > r\text{-table} \]
\[ 3.043 > 2.086 \]

In the hypothesis testing, It is found that the r-obtained is higher than r-table. It show that the correlation coefficient is significant, therefore the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.

Discussion
Vocabulary mastery is a very important because it is the basic aspect to connect in four language skills, that is listening, speaking, reading and writing. Harimurti defines that “Vocabulary is a component of a language maintaining all of information about meaning and using word in a language” (Harimurti, 1993). So, without mastery the vocabulary, of course the students cannot communicate well and they will find the difficult to express their ideas, what they think, and the information they know. As the researcher explain before, by having and mastering vocabulary we will know the meaning of vocabulary in the context. It can also help to avoid making mistake in understanding. Vocabulary is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the mean. This research is set out investigate the correlation between students’ vocabulary achievement and reading comprehension. This research had two research variables: they are students’ vocabulary achievement as a variable X and students’ reading comprehension as a variable Y. In taking the data of students’ vocabulary achievement and reading comprehension, the researcher gave the students tests. These are vocabulary test and reading test. In order to find the students’ ability in English, the researcher calculate the achievement of vocabulary and reading comprehension, the researcher found that the mean score of vocabulary achievement was 76,09 and the mean score of reading comprehension was 75,04. It indicated that students’ vocabulary achievement and reading comprehension is classified into Average to Good, it can be seen from comparison between the score of vocabulary test and reading test with the minimum criteria of mastery learning in English Subject in SMA Islamiyah Pontianak. Whereas the minimum criteria of mastery learning in English subject in SMA Islamiyah Southeast Pontianak is 75. In order to determine the coefficient correlation between students’ vocabulary achievement and reading comprehension, the researcher calculated the data by using manual calculating and computing the data using Pearson’s Product Moment Correlation in SPSS 16 to ensure the result. Based on the two calculation above the correlation between students’ vocabulary achievement and reading comprehension is 0.563. It shows that the result of this research is a moderate correlation. It means that the high score of students’ vocabulary tend to be followed by the high scores of reading. On the other hand, the low score of their vocabulary tend to be followed by the low score of their reading comprehension. But the ratio of the score was not too high. It can be seen from the several examples: the high score of vocabulary achievement on the sample 2 (SA), the score of his vocabulary test is 86 and reading comprehension is 83. And sample 3 (SK), the score of his vocabulary is 86 and the reading comprehension is 70. Meanwhile, the lowest achievement score that appears on sample 21 (S), the score of her vocabulary is
The result implies that there is a tendency that the higher score of vocabulary is, the higher score of reading comprehension will be. But the contribution of vocabulary to reading comprehension is only 31%. Its mean that 69% is unknowable. It is probably because of the motivation from the students in reading is low, or maybe because the teacher that cannot make the students enjoy in learning English.

Based on the computation using t-test formula, the researcher found that t-test = 3.043. It means that the t-score is higher than t-table. Therefore, the correlation between vocabulary and reading comprehension is significant. Based on the hypothesis testing, it is found that the r-obtained is higher than r-table. 3.043 > 2.086. It shows that the correlation coefficient is significant, therefore the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It can be concluded that vocabulary achievement contributes to reading comprehension. In other words, there is positive correlation between vocabulary achievement and reading comprehension. Then, it also means that the improvement of students’ vocabulary achievement will be followed by the improvement of students’ reading comprehension.

**CONCLUSION AND SUGGESTIONS**

**Conclusion**

The study that the researcher conducted obtains several conclusions as follows: The null hypothesis (Ho) says that there is no positive correlation between vocabulary mastery and reading comprehension is rejected and therefore the alternative hypothesis (Ha) is accepted; there is positive moderate correlation between vocabulary achievement and reading comprehension of the XI grade students of SMA Islamiyah Pontianak (r-obtained = 3.043 > r-table = 2.086) This means that the improvement of vocabulary achievement will be followed by the improvement of reading comprehension. It also means that students’ vocabulary achievement has contribution to their reading comprehension. Based on the research finding, it can be concluded that vocabulary achievement gives contribution to reading comprehension. The implication of this study is that there is a need to increase students’ vocabulary achievement. The teacher should create the process of learning English which can increase the students’ vocabulary mastery. By creating effective learning to improve vocabulary mastery hopefully reading learning process will be more effective. Therefore, students’ reading comprehension will be improved.

**Suggestions**

In relation to the implication above, the writer proposes some suggestions. The first is for teacher. In order to increase students reading comprehension and vocabulary achievement, the teacher should stimulate students to increase their reading activity through concrete actions, such as: explaining about the importance of reading activity so that the students are aware and encouraged to read regularly and continuously; explaining the effective strategy of reading; and giving reading task which is related to the subject being studied. Increasing reading activity is also the basic way to enrich students’ vocabulary. Thus, by encouraging and activating reading task, the students are not only developing their reading comprehension but also improving their vocabulary mastery. For the prospective teacher. This research is also expected to motivate the prospective teachers to find new innovations in teaching English especially in developing students’ vocabulary, so that the students’ can enrich their ability in reading comprehension. Such as conduct the effective teaching method, for example with games, use comics or song so that it can make the students’ enjoy the learning in which the students will actively involved in using words to enrich students’ vocabulary and in reading activity to develop students’ reading comprehension. For other researchers. The researcher suggested for the next researcher conducting a research in the same field to use more sample.
REFERENCES