CORRELATION BETWEEN THE MASTERY OF VOCABULARIES AND READING COMPREHENSION ACHIEVEMENT

A THESIS
In Partial Fulfillment of the Requirements for the Sarjana Pendidikan Degree in English Language Teaching

By:
MARY SUSIANI
1213089077

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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This thesis entitled **CORRELATION BETWEEN THE MASTERY OF VOCABULARIES AND READING COMPREHENSION ACHIEVEMENT**, prepared and submitted by Mary Susiani has been approved and accepted as Partial Fulfillment of the Requirements for the Sarjana Pendidikan Degree in English Language Teaching by the following advisors:

Drs. A. Ngadiman, M.Pd.  
First Advisor

Drs. Y.G Harto Pramono, M.Pd.  
Second Advisor
This thesis has been examined by the Committee on Oral Examination with a grade of B on February 24, 1997.

Drs. Antonius Gurito
Chairman

Dra. Siti Mina Tamah
Member

Drs. Ignatius Harjanto, M.Pd.
Member

Drs. A. Ngadiman, M.Pd.
Member

Drs. Y.G. Harto Pramono, M.Pd.
Member

Approved by

Drs. Antonius Gurito
Dean of the Teacher Training College

Drs. Magdalena I. K., MA.
Head of the English Department
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TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>APPROVAL SHEET (1)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL SHEET (2)</td>
<td>1</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>v</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>ix</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>xi</td>
</tr>
</tbody>
</table>

CHAPTER I  INTRODUCTION

1.1 Background of the Study ...... 1
1.2 Statement of the Problem ...... 4
1.3 Objective of the Study ......  4
1.4 Significance of the Study ..... 4
1.5 Hypothesis .................... 5
1.6 Scope and Limitation of the Study .................... 5
1.7 Assumptions .................... 6
1.8 Definition of Key Terms ...... 7
1.9 Theoretical Framework .......... 7
1.10 The Organization of the Thesis 8
CHAPTER II REVIEW OF RELATED LITERATURE

2.1 What is Vocabulary ............... 10
   2.1.1 The Vocabulary Teaching 12
2.2 What is Reading ................. 14
2.3 The Relationship Between
   Vocabulary and Reading
   Comprehension ................... 19
2.4 Schemata ....................... 21
2.5 Related Studies .................. 23

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design ................. 24
3.2 The Subject of the Study ...... 25
3.3 Research Instruments .......... 25
   3.3.1 The Validity of the Test
       3.1.1.1 Table of
       Specification of
       the Vocabulary
       Test ................... 30
       3.1.1.2 Table of
       Specification of
       the Reading
       Comprehension
       Test ................... 31
3.3.2 The Reliability of the Test .................. 33
3.3.3 The Level of Difficulty 35
3.4 The Procedures of Collecting Data .................. 40
3.5 The Procedures of the Data Analyses ................. 42

CHAPTER IV THE FINDINGS AND DISCUSSIONS
4.1 The Findings .................. 46
  4.1.1 The Results of Data Analysis .................. 46
  4.1.2 Hypothesis Testing ........ 48
4.2 The Discussion of the Findings ........ 50

CHAPTER V CONCLUSION AND SUGGESTION
5.1 Summary and Conclusion ........ 54
  5.2 Suggestion .................. 56

BIBLIOGRAPHY

APPENDICES
## List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 3.1</td>
<td>Vocabulary Test</td>
<td>26</td>
</tr>
<tr>
<td>Table 3.2</td>
<td>Reading Comprehension Test</td>
<td>28</td>
</tr>
<tr>
<td>Table 3.3</td>
<td>Table of Specification of the Vocabulary Test</td>
<td>31</td>
</tr>
<tr>
<td>Table 3.4</td>
<td>Table of Specification of the Reading Comprehension Test</td>
<td>33</td>
</tr>
<tr>
<td>Table 3.5</td>
<td>The Result of the First and Second Try Out of Vocabulary Test</td>
<td>39</td>
</tr>
<tr>
<td>Table 3.6</td>
<td>The Result of the First and Second Try Out of Reading Comprehension Test</td>
<td>40</td>
</tr>
<tr>
<td>Table 3.7</td>
<td>The Schedule of Administration of the Tests</td>
<td>41</td>
</tr>
<tr>
<td>Table 3.8</td>
<td>Table of Coefficient Formula (Paul A. Herzberg)</td>
<td>44</td>
</tr>
</tbody>
</table>
## LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix I</td>
<td>The Vocabulary Score of the First Try Out</td>
<td>61</td>
</tr>
<tr>
<td>Appendix II</td>
<td>The Reading Comprehension Score of the First Try Out</td>
<td>62</td>
</tr>
<tr>
<td>Appendix III</td>
<td>The Computation of the Reliability of the Vocabulary Test in the First Try Out</td>
<td>63</td>
</tr>
<tr>
<td>Appendix IV</td>
<td>The Computation of the Reliability of the Reading Comprehension Test in the First Try Out</td>
<td>64</td>
</tr>
<tr>
<td>Appendix V</td>
<td>The Computation of Difficulty Index of the Vocabulary Test in the First Try Out</td>
<td>65</td>
</tr>
<tr>
<td>Appendix VI</td>
<td>The Computation of Difficulty Index of the Reading Comprehension Test in the First Try Out</td>
<td>66</td>
</tr>
<tr>
<td>Appendix VII</td>
<td>The Vocabulary Score of the Second Try Out</td>
<td>67</td>
</tr>
<tr>
<td>Appendix VIII</td>
<td>The Reading Comprehension Score of the Second Try Out</td>
<td>68</td>
</tr>
<tr>
<td>Appendix</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>IX</td>
<td>The Computation of the Reliability of the Vocabulary Test in the Second Try Out</td>
<td>69</td>
</tr>
<tr>
<td>X</td>
<td>The Computation of the Reliability of the Reading Comprehension Test in the Second Try Out</td>
<td>70</td>
</tr>
<tr>
<td>XI</td>
<td>The Computation of Difficulty Index of the Vocabulary Test in the Second Try Out</td>
<td>71</td>
</tr>
<tr>
<td>XII</td>
<td>The Computation of Difficulty Index of the Reading Comprehension Test in the Second Try Out</td>
<td>72</td>
</tr>
<tr>
<td>XIII</td>
<td>The Coefficient Correlation Between the Vocabulary and Reading Comprehension Score</td>
<td>73</td>
</tr>
<tr>
<td>XIV</td>
<td>The Test of Correlation Significance</td>
<td>75</td>
</tr>
<tr>
<td>XV</td>
<td>Table Nilai-nilai r Product Moment</td>
<td>76</td>
</tr>
<tr>
<td>XVI</td>
<td>The Calculation of Linear Regression of Scatter Diagram</td>
<td>77</td>
</tr>
<tr>
<td>XVII</td>
<td>Regression Line</td>
<td>78</td>
</tr>
<tr>
<td>XVIII</td>
<td>The Instrument of Vocabulary Test</td>
<td>79</td>
</tr>
<tr>
<td>XIX</td>
<td>The Instrument of Reading Test</td>
<td>83</td>
</tr>
<tr>
<td>XX</td>
<td>The Key of Vocabulary Test</td>
<td>88</td>
</tr>
<tr>
<td>XXI</td>
<td>The Key of Reading Test</td>
<td>89</td>
</tr>
</tbody>
</table>
ABSTRACT


English is one of the most important languages to be learned because mastering English might help a person increase his knowledge such as education, technology, culture, and other sciences. One of the ways to achieve the knowledge is by reading much. Nowadays reading becomes an important skill in education processes. The advantages of reading are to gain information and for the future career who wants to keep abreast of the latest development in the world.

The main emphasis of the teaching of English as a Foreign Language in Indonesia is on the students' ability to read in English. Reading foreign books are more difficult than reading Indonesian books, because the students often find unfamiliar words in the English books. This problem can be solved by consulting the dictionary or by guessing the meaning through context. It is really important to master the vocabulary because without mastering enough vocabulary the students will not be able to understand the reading passage.

A good reader should master vocabulary, and is able to predict its meaning by making use of his knowledge of the words and contextual clues available in the printed texts.

This study is carried out mainly to find out whether there is a relationship or correlation between the mastery of vocabularies and the reading comprehension achievement. The subject of this study is the second year students of SMU Stella Maris Surabaya in the academic year 1996/1997. The data obtained from two kinds of tests (the vocabulary test and the reading comprehension test) are correlated using the formula of Pearson Product Moment Coefficient Correlation.

The result of this study indicates .689 coefficient correlation. It proves that there is a linear positive correlation between the mastery of vocabularies and reading comprehension achievement. In other words, if the students' mastery of vocabularies is high, their reading comprehension achievement is also high. The
coefficient determination percentage of the influence of mastery vocabulary toward the reading comprehension achievement is 47.47%. It means 47.47% indicates influence of the mastery of vocabularies, while 52.53% indicates the influence of some other factors toward the reading comprehension.

Looking at the result above, it is suggested that the senior high school students should be given a lot of practices on vocabularies through reading passages. The students’ knowledge of vocabularies can help them understand the reading passage they are reading. Furthermore, it would be better if there is a cooperation between vocabulary and reading in presenting the material.