

THE CORRELATION BETWEEN VOCABULARY MASTERY AND READING SHORT TEXT

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Abstract

The objectives of the research are to find out the score of vocabulary and reading short text test and to prove the significant correlation between vocabulary mastery and reading short text. The result of this research shows that from the data calculation derived from variable vocabulary mastery (X) and reading short text (Y) using *Pearson Product r Moment* the final result is $r_{xy} = 0,662$. The score 0.662 can be seen on the product moment $N = 37$ using 5% confident limits is gained the score 0,325 and 1 % = 0,418. The score is 0.662 more than 0,000. Besides, we get $r_{ratio} = 0.662 > r_{table} = 0,325$ so we considered that there is

strong correlation between them. The score 0.662 is between 0,500 and 1,000. It means that significant correlation between vocabulary mastery and reading short text on the eighth grade students of SMP Diponegoro 10 Pekuncen is high.

Keywords: correlation study, vocabulary mastery and reading short text

A. Introduction

One of the important skills in learning English is reading. It is an important aspect of students' learning activity. This activity involves an interaction between thought and language. For the process, the reader processes his/her background knowledge and text using specific skills and strategies form expectations or predictions of the text meaning, then selecting and using the most productive clues to confirm or reject those predictions (Fauziati, 2005: 139).

Referring to Nunan (2006: 69), reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. This is supported by Laddo in Furqon (2007: 1) that reading forces the reader's brain cells to work on a regular basis as this will keep the reader sharper and smarter, even though some information can be obtained without reading, for example by listening to teacher, seminar, radio, television, etc.

By reading, someone may get wider information than listening. For example, someone who reads a newspaper will get more information than watches news on television etc. The reader can read the text again when he/she forgets or tries to get detail

information, the listener cannot either. As stated by Willis in Furqon (2008: 1), by reading, someone can find the information which he/she needs with the specific information. The statement above shows that reading is very important to find out information and knowledge that the students need. Many learners face some difficulties in reading short text because of their lack of vocabulary. If people have less vocabulary, they can not only understand other saying, but also cannot make sentences to transfer their messages to the other people. They will understand English expressions if they have enough vocabularies. Thus, vocabulary is very important to support their reading in short text.

Vocabulary is central of language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his/her ideas in both oral and written form (Fauziati, 2008: 149). Moreover, according to Harmer (2001: 4), vocabularies are needed to create sentence into a paragraph and those are key for communication. Vocabularies also help students to develop their knowledge in listening, speaking, reading, and writing. The students have to use appropriate words to make good sentence. When the students have enough or many vocabularies, they can understand about the paragraph in a text.

On the other hand, having a limited vocabulary is also a barrier that precludes learners from learning a foreign language. When they do not know how to enrich their vocabulary, for example, they often gradually lose interest in learning (Fauziati, 2008: 149). Based on explanations above, the writers are interested to conduct the research entitled "The Correlation between Vocabulary Mastery and Reading

Short Text (A Correlational Study on the Eighth Grade Students of SMP Diponegoro 10 Pekuncen in the Academic Year 2015/2016)".

B. Literature Review

William in Misbahudin (2011: 19) states that there are several principles for teaching reading. Those are:

1. In the absence of interesting texts, very little is possible.
2. The primary activity of a reading lesson should be learners as their reading texts.
3. Growth in language ability as an essential part of the development of reading ability.
4. Classroom procedure should reflect the purposeful, task based, interactive nature of real reading.
5. Teachers must learn to be quite: all too often, teachers interfere with and so impede their learner's reading development by being dominant and by talking too much.
6. Exercise types should, as far as possible, approximate to cognitive reality.
7. A learner will not become a proficient reader simply by attending a reading course or working through a reading textbook.
8. A reader contributes meaning to a text.
9. Progress in reading requires learners to use their ears, as their eyes.
10. Using a text does not necessarily equal teaching reading.

According to Holman in Cahyono (2011: 169), short text is a relatively brief fictional narrative fictional in prose. A Short text has five elements:

1. Character, which means persons or sometime even animals who or which take part in the action of story.

2. Setting, that is the time and place.
3. Plot, which covers a series of events and characters' action related to the central conflict.
4. Conflict, which means the struggle between two or more people in the text.
5. Theme, which means the central idea or belief in a story.

Finocchiaro in Misbahudin (2011: 11) says that there are some principles of teaching vocabulary.

1. Not all of the words students hear during any lesson need become a part of his active vocabulary during that lesson or even in latter lessons, Some words in the new language and in our language will remain passive that we understand them when we hear or read them, but we do not use them ourselves in speaking or in writing. The vocabulary for active use would be systematically presented and practiced.
2. Vocabulary would always be taught in normal speech utterances.
3. New vocabulary items would always be introduced in known structures.
4. Whenever possible, the vocabulary items would be centered about one topic.
5. Whenever a familiar word is met in a new context, it would be taught again practiced.
6. Vocabulary items would be taught in the same way we teach everything else. We give our students an understanding of the meaning in many ways.
7. Vocabulary would be practiced, as structures are practiced-in substitution drills, transformation drills, question and answer, etc.
8. Vocabulary items would be reintroduced many times with all the structures and all the situations in which they can logically be used.

9. Students would be encouraged to learn and use nouns, verbs, adjectives, and adverbs, which contain the same roots.

C. Method of Investigation

The type of this study is correlation research. The approach of this study is quantitative research. This research includes non-experimental quantitative. The writers applied the analysis of *Pearson Product r Moment* according to Karl Pearson. It is usually used to correlate two variables based on its correlation coefficient value. It is useful to describe and find out the significance of the correlation between those two variables, variable X and variable Y. The first variable was the students' vocabulary score which was taken by how many vocabularies that they know from the test given; it was considered as independent variable (variable X). The second variable was taken from their reading short story score which was taken from their short story in reading with the texts; we considered it as dependent variable (variable Y). The purpose was to know whether there was correlation between vocabulary mastery and reading short story on the eighth grade students of SMP Diponegoro 10 Pekuncen.

The research was conducted on the eighth grade students at SMP Diponegoro 10 Pekuncen who studied vocabulary subject for 3 months, on 6th July – 6th October 2015. The population of this research was the eighth grade students of SMP Diponegoro 10 Pekuncen in the academic year 2015/2016 in which the total numbers of the population was 73 students. The writer chose class VIII A of SMP N Diponegoro 10 Pekuncen as the sample of the research that consisted of 37 students, 16 female and 21 male students.

The writers used four techniques of data collection: observation, test, questionnaire, and documentation. To analyze the data, the writers used percentage indicator of students in reading short text test by correcting the students who were right in answering question. Each determined aspects of students reading short text test that would be accounted by using the quantitative analysis and descriptive qualitative in percentage.

No.	Measure Aspect	Number	Total Que:	Score (2x)
1.	Multiple choice	1 – 20	20	40
2.	Matching tasks	20 – 30	10	20
3.	Gap-Filling Tasks	31 – 50	20	40
	Total		50	100

Brown (2004: 190-201)

To know an item from the test whether it was valid or not, the value of r_{xy} was consulted with the table of standard validity. In finding the reliability of the test instrument, the split half method was used. Split half method was a method that used one achievement test and test once. There were several steps in this method. The achievement test was equally separated into two parts, first half and second half. Those data were calculated firstly by using person product moment correlation formula. Then the correlation coefficient from calculation was calculated by using Spearman Brown formula.

To measure to what level the student's vocabulary mastery and reading short text, the writers used the data taken from the score of vocabulary mastery subject and reading short text test.

D. Findings and Discussion

In measuring the correlation between vocabulary mastery and reading short text on the eighth grade students of SMP Diponegoro 10 Pekuncen, the writers got some findings, as follows:

1. Correlation between Vocabulary Mastery and Reading Short Text

Having finished the field research using vocabulary test and reading short text test, the writers used statistic calculation of the *Person Product Moment Formula* to prove hypothesis from the result of vocabulary test and reading short text test.

The writers could create a simple conclusion that almost the students of the first semester in the academic year 2015/2016 of class VIII A who gained the better score in vocabulary test they got the better score in reading short text test too. It meant vocabulary mastery was important to understand reading short text. Moreover, it also showed that vocabulary score could support the reading short text score and at last no students get good score in reading short text unless their vocabulary score was good as well. For these reasons the writers saw that there was a correlation between vocabulary mastery and reading short text even though it had not been valid yet. Then, to get valid answer the writers used the analysis and interpretation of data.

After obtaining the score of mean, then calculating deviation each score x with formula $x = X - M_x$ and each score y with formula $y = Y - M_y$, the writers used formula of Pearson Product r Moment to prove whether there was correlation between vocabulary mastery and reading short text

on the eighth grade the students of SMP Diponegoro 10 Pekuncen.

This was the result of the calculation from the data derived from variable X and Y. After using *Pearson Product r Moment* the final result was $r_{xy} = 0,662$.

To find out correlation of them in 5 % and 1 % significance, the writers used *r* table with df formula : $df = N - nr$. At degree of significance of 5 % = 0,325. At degree of significance of 1 % = 0,418.

2. Interpretation of the Result of Data Analysis

Based on the data that had been analyzed by using SPSS program 16.0 above, we could see that the critical value of Product *r* Moment (r_{table}), the writers counted degree of freedom was df. The formulation of $df = N - 2$. N was the number of research population.

After considering the product moment table using $df = 35$, so it used the nearest df that was 37. It could be found out that: The critical value of *r* product moment r_{table} for the 5% level was 0,325. The critical value of *r* product moment r_{table} for the 1% level was 0,418.

From all data analysis above, it could be known that: The score 0.662 could be seen on the product moment $N = 37$ using 5% confident limits gained the score 0,325 and 1 % = 0,418. The score was 0.662 more than 0,000. It meant there was positive correlation between vocabulary mastery and reading short text on the eighth grade students of SMP Diponegoro 10 Pekuncen. Besides, we got $r_{ratio} = 0.662 > r_{table} = 0,325$ so we considered that there was correlation between them. The score 0.662 was between 0,500–1,000. It meant that the correlation between vocabulary mastery and

reading short text the eighth grade student of SMP Diponegoro 10 Pekuncen was high. Having gained the score of coefficient correlation, the writers would like to consult the score with the interpretation table of r .

From the result product r moment confirmed that r_{ratio} was higher than r_{table} . Therefore, it could be inferred that (H_a) was accepted and (H_o) was rejected. It meant that there was positive and correlation between vocabulary mastery and reading short text on the eighth grade students of SMP Diponegoro 10 Pekuncen.

Based on the result of product r moment, it could be understood that there was positive and correlation between vocabulary mastery and reading short text on the eighth grade students of SMP Diponegoro 10 Pekuncen. It meant that vocabulary mastery could influence and improve the reading short text.

3. Interpreting the Result of Questionnaire

The writers used questionnaire to measure how the student can understand about vocabulary mastery and reading short text. Each questionnaire consisted of 10 questions.

The writers concluded that all of the students enjoyed joining in vocabulary teaching and learning process, especially, the students understood about reading short text. All of the students also agreed that they got the advantages of memorize vocabulary; one of the advantages was that they learned reading short text more easily when they had many vocabulary to support their short text. It was proved by the result score of questionnaire.

4. Final Hypothesis

In this research, the writers found out the correlation between vocabulary mastery and reading short text. There were two variables that analyzed in this graduating paper, namely: Independent Variable (X) was student's vocabulary mastery. Dependent Variables (Y) was student's reading short text.

From the result of statistics calculation, it was indicated that r_{xy} was 0,662. In the significance of r table 5% and 1% and the values were 0,325 and 0,418. By comparing the values of r_{xy} 0,662 and $r_t = 0,325$ and 0,418, the writers made an assumption of the hypothesis, that r_{xy} was higher than r_t namely 0,325 (0,662) 0,418.

The statistic hypothesis stated: If $r_o > r_{table}$ significance, there is correlation, (H_a) is accepted and null hypothesis (H_o) is rejected. It means there is correlation between the vocabulary mastery and reading short text. In contrast, if $r_o < r_{table}$ non significance, there is no correlation, (H_a) is rejected and (H_o) is accepted. It means null hypothesis. There is no correlation between vocabulary mastery and reading short text.

The result of hypothesis was r_{xy} higher than r_t , the alternative hypothesis is accepted. It means that there was significance correlation between the score of vocabulary and the score of reading short text.

Based on the interpretation above the writers used associative hypothesis and tried to determine the hypothesis of the research. The final hypothesis associative of this result is "There is a significant correlation between vocabulary mastery and reading short text on the eighth grade students of SMP Diponegoro 10 Pekuncen".

E. Conclusion

The students who are good in vocabulary mastery get a good score in reading short text. The score 0.662 can be seen on the product moment $N= 37$ using 5% confident limits is gained the score 0,325 and 1 % = 0,418. The score is 0.662 more than 0,000. It means there is positive correlation between vocabulary mastery and reading short text in SMP Diponegoro 10 Pekuncen. Besides, we get $r_{\text{ratio}} = 0.662 > r_{\text{table}} = 0,325$, so we consider that there is correlation between them. The score 0.662 is between 0,500 and 1,000. It means that the correlation between vocabulary mastery and reading short text in SMP Diponegoro 10 Pekuncen is high.

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