THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR READING ABILITY AT THE TENTH GRADE STUDENTS OF SMA ISLAM AL-HASYIMIYYAH KOTA TANGERANG IN ACADEMIC YEAR 2018/2019

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ABSTRACT

The aim of this research was to find the correlation between students' vocabulary mastery and their reading ability at the tenth grade of SMA Islam Al-Hasyimiyyah Kota Tangerang in academic year 2018/2019. This research used quantitative method, all of the population that was 67 students chose by the writer as the sample by using saturated sampling. In collecting the data, the writer made an instrument of vocabulary mastery and reading ability which approximate 40 multiple choices. Because the variable x (vocabulary mastery) was not normally distributed, testing of hypothesis was done by using Kendall's Tau-B test. Based on the calculation, correlation coefficient Kendall's Tau-B for vocabulary mastery and reading ability was 0,310. It means, the correlations between vocabulary mastery and reading ability were good correlation because it closer to 1. The significance value $0,000 < 0,05$. It is indicated that Ho is rejected and Ha is accepted. It means that there is significant correlation between vocabulary mastery and their reading ability at the tenth grade students of SMA Islam Al-Hasyimiyyah Kota Tangerang in academic year 2018/2019.

Keywords: Reading Ability, Vocabulary Mastery

INTRODUCTION

English is a foreign language in Indonesia. It should be taught start from kindergarten to university level, because English is an important language to communicate with other people in the world. In Indonesia, English lesson included in curriculum and syllabus. It used to help the student in mastering English skill such as reading, listening, speaking and writing.

Reading is one of the important language skills. It is one of skill in English beside listening, speaking and writing. By reading, people may get a lot of information. This is supported by Wixson, Peters, Weber, & Roeber (1987), reading is the process of creating meaning that involves: the reader's existing knowledge, the text information, and the reading context.

Reading means pronouncing the words, identifying the words and finding the meaning from a text in order to get the information from the text. Reading can develop a person's creativity because reading consists of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses. Reading makes someone smarter and creative. As stated by Cunningham & Stanovich (1998), reading can make students smarter because it will enhance their verbal intelligence. The more students practice in reading a text, the more information they will get.

For comprehending a reading text in English, students must have at least to

master the vocabulary to understand the content of the text. It means students should have more vocabulary. It support by Shehu (2015), Vocabulary is necessary for students to comprehend the content of a written passage in order to be able to decode the message in the text.

Vocabulary is one of the English components besides grammar, pronunciation, phonology, and spelling. Vocabulary is so important because vocabulary is used as the main tool to understand forms, phrases, sentences, and words itself in texts. Therefore, in order to communicate well a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

Reading ability needs more practice in teaching and learning process. Teacher should create the best method or technique to help students in reading, because in mastering reading, students should know the meaning of the words. Students are required to have good interaction with the texts, and need more attention from the reader in order that students get exact or close meaning of the texts as well. Students feel difficulties in reading ability, the students often feel confuse when they read a text because they do not know the meaning of the text.

Mastery of vocabulary is important for all students or teacher to comprehend the content of a certain reading text. There are many reasons why the mastery of vocabulary is very important; to know word division, to comprehend the content of reading passage and to know difficulties of mastering reading comprehension.

There are also other points of view that say vocabulary is influence with reading ability. Stæhr (2008) stated that vocabulary is important to emphasize reading ability. And also Wasik, Hindman, & Snell (2016) stated that Reading is an important vehicle for developing vocabulary.

Based on the description of vocabulary and reading above, it shows that they have close relation. The writer considers to conduct correlation research. The writer will focus on the correlation between vocabulary mastery and students reading ability. By doing this research the writer hopes that students can get the information on the text easily by improving their vocabulary mastery. To get the real data about it the writer will organize a test result to prove the correlation between students' achievement in vocabulary mastery and reading ability. For this purpose, the writer is interest to conduct a study on "The Correlation between Students' Vocabulary Mastery and Their Reading Ability at The Tenth Grade of SMA Islam Al-Hasyimiyyah Kota Tangerang in Academic Year 2018/2019".

METHOD

This research was conducted belong to quantitative method. According to (Sugiyono, 2015:13), quantitative method can be known as traditional method, because has long been used as a research method and also the research data in the form of numbers and analysis using statistics.

The population of this research was the first semester of the tenth grade students of SMA Islam Al-Hasyimiyyah Kota Tangerang in academic year 2018/2019. The number of population was 67 students that they were divided into two classes; science class and social class.

The writer used saturated sampling (sampel jenuh) as the technique to choose the sample. According to Sugiyono, (2015:124) , saturated sampling (sampel jenuh) is a technique of determining samples when all of members of the population are used as samples and the population less than 100. Determination of samples used all of members of the population was carried out if the research wanted to make generalizations with very small errors, so that it could be seen the tendency of moral reasoning in the

population. The writer was used all of members of population (67) as sample.

In collecting the data, the writer made an instrument reading test by giving test for the vocabulary mastery and reading ability which approximate 40 multiple choices. The test validity of vocabulary instrument has done to 35 respondents. The result test of instrument questionnaire can be concluded that all of the instrument of vocabulary are valid and can be tested for reliability test.

While, the instrument of reading test that used by the researcher is from National Examination (UN). The test was valid because instrument of the test from National Examination (UN) was tested by many experts. So, the researcher did not need to do the validity and reliability test.

FINDINGS AND DISCUSSION
The Result of Vocabulary Mastery Test

Based on the vocabulary test that was given to the tenth grade students of SMA Islam Al-Hasymiyyah Tangerang, the writer analyzed the data of the scores of the students' vocabulary mastery by statistical result SPSS 22 of vocabulary test. The data was taken from students' answer in the vocabulary test which was found the maximum value was 83 and minimum value was 18 with mean 56.51 median 58.00, mode 55, and standard deviation 14.035. It can be seen in the table of description statistics below:

Table 4.2
Descriptive Statistics
Vocabulary Test

N	Valid	67
	Missing	67
Mean		56,51
Median		58,00
Mode		55
Std. Deviation		14,035
Minimum		18
Maximum		83
Sum		3786

Source: Statistical result SPSS 22

The Result of Reading Ability Test

The writer analyzed the data of the scores of the students' reading ability by statistical result SPSS 22 of reading test. Based on the reading test that was given to the tenth grade students of SMA Islam Al-Hasyimiyyah Tangerang, The data was taken from students' answer of reading test which was found the maximum value was 78 and minimum value was 18 with mean 55.64 median 58.00, mode 55, and standard deviation 17.070. It can be /seen in the table of descriptive statistics below:

Table 4.3
Descriptive Statistics
Reading Test

N	Valid	67
	Missing	67
Mean		55,64
Median		58,00
Mode		55
Std. Deviation		17,070
Minimum		18
Maximum		78
Sum		3728

Source: Statistical result SPSS 22

The test data of analysis assumption

The test analysis assumption was used to conduct the test of statistical data or analyze the data. This test was used before the writer did testing and analyzing the data.

Test of Normality
Table 4.4
Normality

	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Reading_Test	,157	67	,000
Vocabulary_Test	,103	67	,076

Based on the test normality above, the writer got the significance value is < 0,05 in dependent variable (reading test). It is known reading test can be seen the statistical result sign 0.000 < 0.05. It can be concluded that Ho is rejected and Ha is accepted, so the data is not normally distributed. While, in independent variable (vocabulary test) the significance value is > 0,05. It is known vocabulary test can be seen the statistical result sign 0.076 > 0.05. It can be concluded that Ho is accepted and Ha is rejected, so the data is normally distributed.

Test of Linearity

Table 4.5
Test of Linearity
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Reading_Test *Between (Combined) Vocabulary_Test Groups		6171,321	20	308,566	1,087	,394
	Linearity	3669,722	1	3669,722	12,925	,001
	Deviation from Linearity	2501,599	19	131,663	,464	,965
Within Groups		13060,082	46	283,915		
Total		19231,403	66			

Source: Statistical re/sult SPSS 22

Based on table above, the result of linearity test was gotten significant value = 0,001. It was known sig = 0,001 < 0,05. The significant value was smaller than 0.05. It showed that there is linearity between vocabulary and reading.

Data Analysis

Table 4.6
Test of Simple Linear Regression
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,437[a]	,191	,178	15,473	2,161

a. Predictors: (Constant), Vocabulary_Test

b. Dependent Variable: Reading_Test

Source: Statistical result SPSS 22

Based on the table above, it can be seen R square the value of correlation (R) is 0, 191 with percentages of the influence of vocabulary mastery toward reading ability which called determinant coefficient is 19,1%. It means, the

influence of vocabulary mastery toward reading ability is 19,1% while the residual is influenced by other variables.

Testing of the Research Hypothesis

Table 4.7
Test of Hypothesis
Correlations

			Reading Test	Vocabulary Test
Kendall's tau_b	Reading_Test	Correlation Coefficient	1,000	,310[**]
		Sig. (2-tailed)	.	,000
		N	67	67
	Vocabulary_Test	Correlation Coefficient	,310[**]	1,000
		Sig. (2-tailed)	,000	.
		N	67	67

**. Correlation is significant at the 0.01 level (2-tailed).
Source: Statistical result SPSS 22

Based on the table above, it can be explained that correlation coefficient Kendall's Tau-B for vocabulary mastery and reading ability is 0,310. It can be concluded that the correlations between vocabulary mastery and reading ability have a good correlation because it closer to 1. The next step, the writer determined the significance testing. From the table above can be seen that the significance value is 0,000. The significance value $0,000 < 0,05$ it can be conclude there is correlations between vocabulary mastery and reading ability.

DISCUSSSION

This study aimed to find the correlations between students vocabulary mastery and their reading ability and the tenth grade of SMA Islam Al-Hasyimiyyah Kota Tangerang in academic year 2018/2019. The writer successfully collected the data using vocabulary test and reading test, in order to answer the research question and hypotheses.

From the variable x (vocabulary mastery) and variable Y (Reading Ability), it showed that according to the result of vocabulary test and reading test. The result of test was computed by using SPSS 22 version. The result of variable Y data (reading Ability) was taken from students' answer of reading test which was found the maximum value was 78 and minimum value was 18 with mean 55.64 median 58.00, mode 55, and standard deviation 17.070. While the result of variable X data (vocabulary mastery), was found the maximum value was 83 and minimum value was 18 with mean 56.51 median 58.00, mode 55, and standard deviation 14.035.

As the explanation above, R square the value of correlation (R) is 0, 191 with percentages of the influence of vocabulary mastery toward reading ability which called determinant coefficient is 19,1%. It means, the influence of vocabulary mastery toward reading ability is 19,1% while the residual is influenced by other variables.

Then the calculation of correlation test also showed that correlation coefficient Kendall's Tau-B for vocabulary mastery and reading ability is 0,310. It means there was the correlation between vocabulary mastery and reading ability but those are having a low correlation. It also prove by the result of the significance value $0,000 < 0,05$. It can be conclude

there is correlation between vocabulary mastery and reading ability.

Based on the result of the study entitled, "The Correlation Between Students' Vocabulary Mastery and Their Reading Ability at the Tenth Grade Students of SMA Islam Al-Hasyimiyyah Kota Tangerang in Academic Year 2018/2019" it was known that the significance value $0,000 < 0,05$. It is indicated that Ho is rejected and Ha is accepted. It means that there is significant correlation between vocabulary mastery and their reading ability.

The result of this research same with the other result from journal Stæhr (2008) stated that vocabulary is important to emphasize reading ability and vocabulary has a relationship with reading ability. And also Wasik, Hindman, & Snell (2016) stated that Reading is an important vehicle for developing vocabulary. It can be concluded that if students have a good vocabulary mastery, their reading ability will increase. So, there is significant correlation between vocabulary mastery and their reading ability at the tenth grade students of SMA Islam Al-Hasyimiyyah Kota Tangerang in academic year 2018/2019.

CONCLUSION

Based on the formulation of the problem, the research objective, the hypothesis testing and analysis result in the previous chapter, some conclusion can be inferred:

The calculation of correlation test also showed that correlation coefficient Kendall's Tau-B for vocabulary mastery and reading ability is 0,310. It means there was the correlation between vocabulary mastery and reading ability but those are having a good correlation because it closer to 1. It also prove by the result of the significance value $0,000 < 0,05$. It can be conclude there is correlation between vocabulary mastery and reading ability.

Based on the result of the study entitled, "The Correlation Between Students' Vocabulary Mastery and Their Reading Ability at the Tenth Grade Students of SMA Islam Al-Hasyimiyyah Kota Tangerang in Academic Year 2018/2019" it was known that the significance value $0,000 < 0,05$. It is indicated that Ho is rejected and Ha is accepted. It means that there is significant correlation between vocabulary mastery and their reading ability at the tenth grade students of SMA Islam Al-Hasyimiyyah Kota Tangerang in academic year 2018/2019.

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