The Correlation Between Students Vocabulary Achievement And Students Reading Comprehension Achievement At The Second Grade of SMPN 30 Bekasi

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Abstract: *In this research there are two variables: the independent variable is students vocabulary achievement and the dependent variable is students reading comprehension achievement. The purpose of this research are to find out whether there is correlation or not between students vocabulary achievement and students reading comprehension achievement at the second grade students of SMPN 30 Bekasi.*

The research method is ex post facto. The research is conducted all the second grade students of SMPN 30 Bekasi. The population of research is the total numbers of students are 272 students there are 6 classes in the second grade. The students are given post test. The sampling technique is simple random sampling. The result of data analysis through correlation Pearson Product Moment which has been modification, x^2_{hit} = 23,806 if compared by x^2_{table}. Value criticize of chi square for the df (degree of freedom) equal to 1, level significant 0,05, x^2_{table} = 3,841. It means that $x^2_{hit} > x^2_{table}$. So, from the hypothesis we can see that Ha is accepted and H0 is rejected. Based on the result from the interpretation the research concludes that there is significant The Correlation between students Vocabulary Achievement and Students Reading Comprehension Achievement at the Second Grade at SMPN 30 Bekasi.

Keywords: Vocabulary, Vocabulary Achievement, Reading Comprehension

Introduction

At present, English language has become the most popular language in the world. English language has an important role in every aspect of life. Many other countries use English as a second or additional language for purposes including government education and external trade. Besides, English can also be seen as the notice on the wall signs and advertisements in the various places.Wachidah (2008):

> *Zaman sekarang ini, bahasa inggris merupakan suatu keharusan. Bahkan di Eropa, orang yang tidak bisa bahasa Inggris dikategorikan sebagai orang yang Buta huruf. "Apalagi saat ini nyaris semua 'perangkat kehidupan' menggunakan bahasa inggris, dan bahasa pergaulan yang digunakan di dunia internasional ialah bahasa inggris*

As we know, that English is very important in our life. There is much valuable information in books and internet that is only available in English. Almost other departments than English such as Engineering, Medical, Psychology, Economics and even Computers using English text books which are related to their content areas.

Hence, people should be able to master of English especially students to anticipate the influence of communication Technology in this global world. Likewise, all students should be able to understand English language. For the reason that learning English can also develop their knowledge,

not only from internet, TV, magazines, newspaper but also from books.

In Indonesia, English has to be taught which is started from Playgroup, Kindergarten up to the University using English because English is a universal language and some of their compulsory books are also written in English. On the other hand, some students feel bored when they learn English. Jaffrizal (2008):

> *Bahkan yang lebih tragis lagi, belakangan ini timbul kecenderungan bagi siswa untuk membenci pelajaran bahasa Inggris karena mereka menganggap bahwa pelajaran bahasa Inggris suatu yang membosankan dan menakutkan.*

Based on the above reason, students should adjust their point of view about learning English.

In learning English, those four skills have to be taught to students. There are Listening Skill, Speaking Skill, Reading Skill and Writing Skill. Reading is one of the most important skills. Because it can increase students knowledge. According to Smith (1994:79): "Reading is more just a pleasant, interesting and informative experience". Moreover, Mikulecky and Jeffries (2004: IV) says that: "Reading also gives many benefits for the readers if they read understand text". Beside the above reason, students can see about the benefits of reading. Such as Reading can enlarge their English, Reading can help them improve their writing, and reading is good

way to find out about new ideas, facts and experience.

In Indonesia, only 70% students of Junior high School read a book in one hour. Available at: http*://enewsletterdisdik.wordpress.com/70-persen-pelajar-sltp-membaca-kurang-satu-jam-sehariAugust, 24ᵗʰ 2008*:

> *Hal yang cukup memprihatinkan kita terhadap budaya baca responden adalah alokasi waktu yang mereka sediakan dalam satu hari untuk membaca. Sebanyak 70 persen responden mengaku membaca kurang dari 1 jam perhari, 23 persen lagi lama membacanya 1-2 jam per hari dan hanya 7 persen yang lama membacanya lebih dari 2 jam per hari.*

Motivation of reading in Indonesia is very low. As, reading a book is as well media to add the new knowledge. In UU No. 20 Tahun 2003 in Sistem pendidikan Nasional Pasal 4 ayat 5 (available at *http://www.pustakasumut.com/detail_artikel/2008)* :

> *Salah satu cara penyelenggaraan pendidikan adalah dengan mengembangkan budaya membaca, menulis, dan berhitung bagi segenap warga masyarakat. Karena begitu pentingnya membaca, leluhur bangsa Indonesia menciptakan ungkapan \'membaca adalah kunci ilmu\', sedangkan \'gudangnya ilmu adalah buku\.*

Based on the above statement, government gives many suggestion that reading a book is a place to get knowledge. In International Association, for Evaluation of Education (IEA) also researches about Students Reading Ability in Elementary School grade IV in all 30 Countries in the world.

Based on the fact, we can see that Indonesian students reading achievement is the lowest in ASEAN countries. Students in Indonesia are maybe lazy to open the book and all of them put reading in a certain place only. Mutohharoh in Media Indonesia (Rabu, 16 Juli 2008) said that, *"Rendahnya minat baca disebabkan masyarakat Indonesia belum menempatkan buku sebagai kebutuhan pokok setelah sandang, pangan dan papan"*.

Based on the illustration above, Vocabulary is an important part for reading. Students will understand a text, if they have to increase vocabulary. In book of "Knowledge to Support the Teaching Reading" cited:

> Estimates are that by five or six years of age children control between twenty-five hundred and five thousand words. They learn about seven words a day in elementary school, have about seventy-five hundred root words by sixth grade, eleven

thousand by eighth grade and fifteen thousands or more at the end of high school

Stahl (1990 in Nation 2003) says that "Research on L1 reading shows that vocabulary knowledge and reading comprehension is very closely related to each other". Moreover, "the percentage of known and unknown vocabulary is one of the most important factors that determine the difficulty of a text. Thus, one way to determine students reading levels is to gauge their vocabulary knowledge". (Schmitt, 2002:152). Another reason from Nation and Cody (1994:116 in Smith): "Vocabulary is clearly in important factor in reading, as read ability studies show, but it is only one of range of factors".

In this research, the researcher want to know is there any correlation between students' vocabulary achievement and students reading comprehension achievement. Above all, increase your vocabulary in order to understand reading.

Reading

Everybody knows that reading is very important in their lives. Actually, reading is the best thing you can do for yourself, because it will affect the rest of your lives. Understanding paragraph in reading is not difficult. As stated by Harris (in English Forum, 2008):

> Understanding a paragraph is like solving a problem in Mathematics. It consists in selecting the right elements of the situation and putting them together in the right selections, and also with the right amount of weight or influence or force for each. The mind is assailed as it were by every word in the paragraph. It must select, repress, soften, emphasize, correlate and organize, all under the influence of the right mental state or purpose or demand… It thus appears that reading an explanatory or argumentative paragraph… Involves the same sort of organization and analytic action of ideas as occur in thinking of supposedly higher sorts.

Reading then is certainly not a passive activity, but on the contrary a very interactive and a very communicative ability. The reader brings his prior knowledge of the topic they are reading to the text and processes what they gathers from the text itself to get at the meaning intended by the writer. As stated by Smith (1994:180; 182) that:

> Reading is thinking that is partly focused on the visual information of print; it is thinking that is stimulated and directly by written language… Reading like writing and all other forms of thinking – can never be separated from the purposes, prior knowledge, and feelings of the person

engaged in the activity or from the nature of the text being read.

As cited by Anderson (1999:1) that "Reading is an essential skill for English as second /foreign language (ESL/EFL) students: and for many reading is the most important skill to master". Nuttal (in Simanjuntak, 1988:14) defines, "Reading as the meaningful interpretation of printed or written verbal symbols". In these circumstances, reading is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills, Cognitive skills, and the knowledge of the world. In this process the readers tries to recreate the meanings in tended by the writer. So, reading is one thing most importantly in our life. When is reading we have to earn much information from book which we have read. Ability in reading also hardly having an effect in speaking, listening and writing. One thing a real stands in four skills that is vocabulary. Because if we master vocabulary hence facilitating us in comprehending fourth of skill, especially reading skill.

As we know, reading has many benefits, so the students have to awareness about the importance of reading. From various kind of definition about reading which is state by several experts. Therefore, the writer can conclude that reading is a cognitive process and psychological process and message from written text. In reading, brain and eyes has the important place to influence the reader in getting information.

Reading Comprehension

Many specialists defined that reading is the process of putting the reader in contact and communication with ideas. As a matter of fact, human beings are programmed to perform language acts, such as listening, reading and writing. Some students in English foreign language class can learn to perform language acts with ease by providing them with real opportunities and a minimum of guidance. Some students may make better readers than others, but everyone can learn and everyone can improve. The first point to be made about the reading process is reading comprehension. As state by Smith (1994:4:9) that:

> Understanding or comprehension is the basic of reading and learning to read. Comprehension maybe regarded as relating relevant aspects of the world around us written language in the case of reading. To the knowledge, intensions and expectations. We already have in our heads… Comprehension is more than understanding the circumstances we are in; it is the way in which we learn. Learning is a result of comprehension than its cause. Learning to read is literally a matter "understanding reading"

As cited by Mikulecky & Jeffries (2004:16) that: "Comprehension is part of life". Moreover from Adler (1972:41) state: "Comprehension involves much more than merely being able to answer simple questions of fact about a text. Comprehension is always directed and controlled by the needs and purposes of individual. Therefore the information on the subject of his/her inquiry on that individual's having acquired knowledge of that subject. Thus, comprehension and learning is fundamentally the same, relating are new to the already known. To understanding all this, we must begin considering what it is that, we must begin by comprehending comprehension.

Acording to Chall, (1996: 25) stated that, "Reading comprehension is thus a component which is significant even at the earliest stages of the process of learning-learning to read, and defines the further process learning-learning by reading". In http://en.wikipedia.org/wiki/Reading_(activity)/July, 20th 2008: "Reading comprehension can be defined as the level of understanding of a passage or text".

From many kind of definition of Reading comprehension which is stated by some experts. Thus the writer concludes that reading comprehension is an interactive process and the ability to understand the text through reading a text. Reading comprehension is an important part in process learn to read to achieve the ability of understand the text.

Vocabulary

As stated by Bauer (1998: VII) that: "Vocabulary is about words, where they come from, how they change, how they relate to each other and how we use them to view the worlds". Moreover by Nation & Cody (1994:116 in Smith) state: "Vocabulary is clearly an important factor in reading, as read ability studies show, but it is only one of range of factors". What matters in learning vocabulary is not only how many words we know, the breadth or the depth vocabulary, the receptive or productive vocabulary we know, but also how well we know a word. In vocabulary knowledge may be acquired through direct or indirect experiences. Direct experience occurs when students personally interact with what they are to learn. Vocabulary may be acquired through indirect experiences, including watching films and television programs, looking at pictures, and experiencing the other media.

As stated by Read (2000:16) that: "Vocabulary knowledge involves knowing the meanings of words and therefore the purpose of vocabulary test is to find out whether the learners can match each word with a synonym." It means that, vocabulary knowledge can be more easily identified as an isolated skill early in the primary grades versus later. This finding has implications not only for the timing of vocabulary interventions, but also for how the general focus of interventions might

change depending on the students' age and skill. Moreover from Aebersold (1997:14) state: "Vocabulary is a particularly important concern in literature". Addition from Bower and Madson (1985) said:

> Vocabulary is a significant component of standardized language test. New texts are being published which support is as a study and attention is being given by methodologists and program planner to the most effective ways to promote command of vocabulary among learners.

From the statement above, vocabulary has a significant component in a language test. Support and attention needs for the published a new text. A comprehensive vocabulary development program that addresses levels of word knowledge in its instructional and assessment strategies has the potential to emphasize a range of approaches from independent word learning strategies to teacher-directed strategies that focus on the meanings of individual words.

Achievement

Achievement is something important that you succeed in doing by your own efforts. According to Longman Dictionary (1987:7):"Achievement is something successfully finished organized, especially through skill and hard work". As stated by Smith, (1994:116; 117) that: "Achievement tests are based very closely on a particular course. They can have two aims, to check if learning has taken place, and to help this learning take place"… "Achievement tests that also try to teach should be easy to mark". Based on the definition above, we can know that achievement need hard work and skill. It has two purposes in tests. There are to check if learning has taken place, and to help this learning take place. In addition Arikunto (2006:151) said:

> *Achievement test adalah test yang digunakan untuk mengukur pencapaian seseorang setelah mempelajari sesuatu. Berbeda dengan yang lain-lain sebelum ini, tes prestasi diberikan sesudah orang yang dimaksud mempelajari hal-hal sesuai yang akan diteskan.*

From the statement above, test is used to look degree of understanding material after finishing study. The teacher giving the test after students learning about the material which is being given.

Research Methodology

In this research, writer used survey method. Nan Lin (in Gulo, 2002:117) said that "The Survey is data collection method in which an instrument is used to solicit responses from a sample of respondents".

It means that this research only take the data and then give the students test. The writer will take the data with a test Multiple Choice Text. To get the score, students have to answer the test. Students Vocabulary Achievement as the Independent Variable with to find out the synonym, Antonym, completes the sentences and describes the text. For Dependent Variable is Students Reading Comprehension to find out the best answer of understanding the text.

Research Instrument

The research uses two instruments. The first instrument is Students Vocabulary Achievement Test. The second instrument is Students Reading Comprehension Test. The instrument in this research was a post-test given. The forms of independent variable test are objective test (Multiple choices),

> *Tes pilihan ganda merupakan tes obyektif dimana masing-masing item disediakan lebih dari dua kemungkinan jawaban, dan hanya satu dari pilihan-pilihan tersebut yang benar atau yang paling benar.* (Muhajir in Thoha , 2001:71).

The total number of tests item is 60 questions. In addition, to the dependent variable the writer used 60-question objective test. If the answer is correct the score is one (1) and if the answer is incorrect the score is zero (0). Before collecting the data, the writer should be sure that all of them are valid and reliable.

Research Finding

Based on the result chi-square from correlation coefficient r_i, get the score of x^2_{hit} = 23,806. Score Chi (x^2_{hit}) if compared by x^2_{table} and obtained from table. Score criticize of chi square for the df (degree of freedom) equal to 1, level significant 0,05 equal to 3,841 = ($x^2_{hit} > x^2_{table}$). So, it means that H0 rejected, Ha accepted:

Table 1. The result of Hypothesis Test

r_{count}	x^2_{hit}	x^2_{table}	Note
0,771	23,806	3,841	H0 is rejected Ha is accepted

Deduction H0 at process of hypothesis examination result is Ha accepted. This matter have implication to the correlation degree between vocabulary achievement and reading comprehension which is equal to 0,771 into effect at all population

reached at second grade students of SMPN 30 Bekasi.

Conclusion

Furthermore, this research is expected to provide valuable information about the correlation between students' vocabulary achievement and students reading comprehension achievement. In learning English, those four skills have to be taught to students. There are Listening Skill, Speaking Skill, Reading Skill and Writing Skill. Reading is one of the most important skills. Because it can increase their knowledge.

Reading comprehension Achievement is Correlate with vocabulary achievement, because the percentage of known and unknown vocabulary is one of the most important factors that determine the difficulty of a text. With mastery of vocabulary can easily to understand the text.

Vocabulary plays an important part in learning to read. Vocabulary is also very important to comprehend reading comprehension. Readers cannot understand what they are reading without knowing what the most of the words means.

After doing the research, we can give the conclusion, as follows:
1. The coefficient correlation value have strong related between vocabulary achievement and reading comprehension equal to 0,771.
2. Both on the variable research has the direct pattern and has correlate of strong category.
3. The correlation degree between X and Y can describe the relation pattern is overall of population at second grade as the target population including at population target of SMPN 30 Bekasi.

Suggestion

According to the research above, so the writer give suggest in order to increase the vocabulary. One of the solutions to increase the vocabulary, students have to study hard and bring pocket dictionary to remember if you have the difficult words.
-For the teacher, pay attention to your students that reading is the best way to get information. Teacher and students have to improve the ability related in English learning process.
- For School, give the good facilities to English learning process. Like library, laboratory, and etc. Because it can give spirit for the students to study English
- For students, enrich your vocabulary in order to get the good score in reading comprehension.

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