THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND READING COMPREHENSION

A "Skripsi"
Presented to the Faculty of Tarbiyah and Teachers' Training
In a Partial Fulfillment of the Requirements
For the Degree of S.Pd. in English Language Education

By:
Irwan Ro'iyal Ali
NIM. 103014027048

ENGLISH DEPARTMENT
TARBIYAH AND TEACHERS' TRAINING FACULTY
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH JAKARTA
2010

THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND READING COMPREHENSION

A "Skripsi"
Presented to the Faculty of Tarbiyah and Teachers' Training
In a Partial Fulfillment of the Requirements
For the Degree of S.Pd. in English Language Education

By:
Irwan Ro'iyal Ali
NIM. 103014027048

Approved by:

Drs. A.M. Zaenuri M.Pd.
NIP.150 188 512

ENGLISH DEPARTMENT
TARBIYAH AND TEACHERS' TRAINING FACULTY
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH
JAKARTA
2010

ABSTRACT

Ali, Irwan Ro'iyal. 2010, ***The Correlation between Students' Vocabulary Mastery and Reading Comprehension***, Skripsi, English Department, The Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta.

Advisor : **Drs. A.M. Zaenuri M.Pd.**

Key Word : Correlation, Vocabulary Mastery, and Reading Comprehension.

The goal of this research is to find the objective condition from the correlation between students' vocabulary mastery and their reading comprehension which was observed and analyzed from the university students of the second semester of English Department, the faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University Jakarta.

Moreover, the purpose of this study is also to get the information and the empirical data about the impact of students' vocabulary mastery and their reading comprehension. The populations of the research are 135 students and 30 students were being the objects of the research. All are from the second semester of English Departement, the faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University Jakarta. This research was using experiment method in the quantitative form by collecting the data from the documentations, and observation.

All the data gained in this research was analyzed by using the formulation of Pearson Product Moment Correlation Coefficient. According to the result of the analysis and statistical calculation, it is found that r_{xy} is 0.641and r_t is 0.361 and 0,463 with the degree of freedom (*df=N-nr) is 28*. By comparing the values of r_{xy} and r_t, it can be got that r_{xy} is bigger that *rt* and the statistic hypothesis states: If ro > rt significance: there is correlation and Ha accepted. If ro < rt non signification: there is no correlation and Ha is rejected and Ho is accepted. The result of hypothesis is r_{xy} bigger than rt which means the alternative hypothesis is accepted.

Based on this finding from this study, it can conclude that having more vocabulary or vocabulary mastery significantly affects the comprehension of the students reading activity. Moreover by having many vocabulary the students' can easily get the information and fun story written in English which finally in can enrich their knowledge by reading a lot of books.

ABSTRAK

Ali, Irwan Ro'iyal. 2010, ***The Correlation between Students' Vocabulary Mastery and Reading Comprehension***, Skripsi, Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Syarif Hidayatullah Jakarta.

Advisor : **Drs. A.M. Zaenuri M.Pd.**

Kata Kunci : Correlation, Vocabulary Mastery, and Reading Comprehension.

Tujuan dari penelotoanini adalah untuk menemukan keadaan yang nyata dari hubungan kemampuan siswa dalam menguasai sejumlah kosa kata terhadap kemampuan mereka dalam memahami teks bacaan.Penelitian ini di laksanakan dan didapatkan dari Mahasiswa semester ke dua jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan UIN syarif Hidayatullah Jakarta.

Selain dari itu, Tujuan dari studi ini juga untuk mendapatkan informasi dan data yang empiris tentang pengaruh kemampuan siswa dalam menguasai sejumlah kosa kata terhadap kemampuan mereka dalam memahami teks bacaan.Penelitian ini di laksanakan dan didapatkan dari Mahasiswa semester ke dua jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan UIN syarif Hidayatullah Jakarta. Dalam penelitian ini ada 135 mahasiswa sebagai populsi dan penulis mengambil 30 Mahasiswa sebagai sampelnya. Semuanya berasalah dari Mahasiswa semester dua jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan UIN syarif Hidayatullah Jakarta. Penelitian ini menggunakan metode experiment dalam bentuk kuantitatif dengan mengumpulkan data dari berbagai dokumen dan dengan melakukan beberapa kali observasi

Data yang didapatkan dari penelitian ini di analisis dengan menggunakan Pearson Product Moment Correlation Coefficient. Menurut hasil dari analiss dan penghitungan statistic ditemukan bahwa rxy adalah 0.641 dan rt adalah 0.361 dan 0.463 dengan df adalah 28. Dengan membandingkan nilai rxy dan nilai rt diketahui bahwa rxy lebih besar dengan rt dan hipotesis mengatakan: jika ro lebih besar dari rt maka ada korelasi dan Ha diterima. Jika ro lebih kecil dari rt maka artinya tidak ada hubungan dan Ha ditolak dan Ho diterima. Dari hasil hipotesis rxy ternyata lebih besar dari rt, ini berarti hipotesis alternatif diterima.

Berdasarkan penemuan dari penelitian ini, dapat disimpulkan bahwa memiliki sejumlah kosa kata akan sangat mempengaruhi kemampuan siswa dalam kegiatan membaca. Lebih dari itu, dengan mengusasai kosa kata yang cukup banyak artinya siswa dapat memperkaya pengetahuan mereka dengan membaca buku buku dari yang banyak di tulis dalam Bahasa Inggris.

ACKNOWLEDGMENT

In the name of Allah, The Beneficent, The Merciful.

All praises be to Allah, The Lord of Worlds, by His helps, guidance, and blessing finally the writer is able to finish this "skripsi". Peace and blessing be upon Muhammad SAW., his descendants, his companions, and his followers.

In this opportunity, the writer would like to express his greatest honor to his beloved family; his parents Ach. Sayuthi (Alm) and Masthuroh, his brothers and sisters (Euis Uvi Lutvi Ati, Irhamni Mufti Ali, Irfan Lutfi Ali, Indah Laela Putri, Ihsan Nur Ali, and Riri Rifa'i Fahmi) who always give their support and moral encouragement in finishing his study.

The writer would love to address his thanks and great gratitude to his advisor Drs. A.M. Zaenuri M.Pd. for his time, guidance, and valuable helps and corrections during completing this "skripsi".

The writer realized that he would have never finished in writing his "skripsi" without the help of some people around him. Therefore, he would like to give his gratitude and best appreciation to:

1. Prof. Dr. Dede Rosyada, MA., the Dean of Faculty of Tarbiyah and Teachers' Training of State Islamic University of Syarif Hidayatullah Jakarta.
2. Drs. Syauki M.Pd., the Head of English Department and Neneng Sunengsih, M.Pd., the Secretary of English Department.
3. All lectures in English Department who always give their motivation and valuable knowledge during his study at State Islamic University of Syarif Hidayatullah Jakarta.
4. The librarians of main and faculty library who had let him to overview the references which are required.
5. All of his classmates in class C and friends in class A and B who had shared the time and experience together.

6. His beloved person, Dewi Anjani, who always supports and guides him by all means.
7. His friends in his boarding house, they are Ronal, Riyan, Khairul, Erfan and others that he may not be able to mention them one by one.

The words are not enough to say much appreciation for their help and contribution in finishing this “skripsi”. May Allah SWT guides and gives you the happiness throughout your life. Finally the writer realizes that this “skripsi” is far from being perfect, so, it is a pleasure for him to accept constructive critiques and suggestions for improving this “skripsi”.

May Allah, The Almighty, bless them all.

Jakarta, Agustus 2010

The writer

TABLE OF CONTENTS

ABSTRACT i
ACKNOWLEDGEMENT iii
TABLE OF CONTENS v
LIST OF TABLES vii

CHAPTER 1. INTRODUCTION

A. Background of the Study 1
B. Statement of the Problem 4
C. Scope and Limitation of the Study 4
D. Objective of the Study 5
E. Significance of the Study 5
F. Operational Definition 5

CHAPTER II. THEORETICAL FRAMEWORK

A. Vocabulary
   1. Definitions of Vocabulary 7
   2. Types of Vocabulary 10
   3. Vocabulary Mastery 13
   4. Presenting New Vocabulary 14
   5. Consolidating Vocabulary 16
   6. Vocabulary Subject at English Department 18
B. Reading
   1. Defintions of Reading 19
   2. Aims of Reading 20
   3. Types of Reading 22
   4. Reading Comprehension 23
   5. Reading Subject in English 25
C. Correlation Between Vocabulary and Reading 26
D. Hypothesis 27

CHAPTER III. RESEARCH METHODOLOGY AND FINDINGS

A. Research Design

1. Purpose of Study 28
2. Place and Time of Research 28
3. Tehnique of Sample Taking 28
4. Tehnique of Data Collecting 29
5. Tehnique of Data Analysis 29

B. Research Findings

1. Description of Data 30
2. Analysis of Data 34
3. Interpretation of Data 35

CHAPTER IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusion 37
B. Suggestion 37

BIBLIOGRAPHY 38

APPENDIXES

LIST OF TABLES

Table 3.1 **The Result of Test of Vocabulary II** ……..... 31
Table 3.2 **The Result of Test of Reading II** ……..... 32
Table 3.3 **The Result of Test of Vocabulary II and Reading II** ……... 33

CHAPTER I
INTRODUCTION

This chapter presents and discusses Background of the Study, Statement of the Problem, Scope and Limitation of Study, Objective of the Study, Significance of the Study, and Operational Definition.

A. Background of the Study

For many years students from many places around the world learn English. Since it is considered as international language, learning English has become a necessity for everyone who wants to engage in international interaction. Mastering this language is not a simple thing to do. There are some skills that should be learnt and practiced. Such as listening, speaking, reading, and writing. They are the basic language skills especially in teaching English as a foreign language at schools, courses or other educational places whether they are formal or informal. But reading is considered the most important foreign language skills. This is in line with Harry Madox said that "Reading is the most important single skill in study"[1]. In addition to this statement the curriculum stated that out of the four skills, listening, speaking, reading and writing, the main emphasis is on reading skill because it is believed that the acquisition of reading in a second or foreign language is a main priority.[2]

In addition reading is a good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is also needed in every level of field of study. Particularly in cases where students need to read English materials for their own special subject.

Being able to read in English is very important. We know that success in reading is the most necessary because it is a basic tool of education. All the

[1] Harry Madox, *How to Study* (Greenwich: Faweet Premier. 1963) p.76

[2] Depdikbud, *Kurikulum 1994*, GBPP SMU (Jakarta: Depdikbud, 1994) p. 1

subjects of elementary school such as mathematic, science, language, and others depend on the ability to read. In high school and college, reading ability becomes even more important because students are more active to gain written information that is why reading comprehension is an asset to be success in university.

Nowadays, the ability to comprehend English is necessary for millions of people. By understanding English, people are able to communicate in English and also able to read many kinds of English texts. The ability to read is crucial in contemporary society. People find many texts written in English, from holiday brochures to academic books, newspaper, pamphlets magazines, traffics directions, advertisement, etc. therefore, the ability to read English text in any form will give a great deal of advantages in our lives.

Reading is the act of interpreting printed and written word. Reading requires understanding or comprehending the means of printed matters. Through reading we acquire new ideas, obtain needed information, seek support for our ideas and broaden our interest. We can also get the message that the writer had expressed. The ability to read helps distinguish human beings from other animals.

And one of the purposes of teaching English as a foreign language to Indonesian peoples is that they can read, grasp the idea and understand the book written in English. To achieve those purposes, students need a lot of words of English to master. As Norbert said "… vocabulary is one of the most important skills in a language"[3]. So to achieve the success in language teaching learning process especially English, vocabulary is one of important factors in all language teaching. Vocabulary is a very important language aspect to master. Vocabulary as one of the language aspects is to learn when people are learning a language. It is impossible to learn a language without vocabulary. So in any language learning vocabulary is necessary.

---

[3] Norbert Schmitt and Michael Mc Carthey, *Vocabulary in Language Teaching* (USA: Cambridge University Press, 1997) p. 40

Vocabulary is a crucial component in acquiring and understanding language. When we read something it will sound good if we understand the words or vocabulary in our reading. Because it will help and guide us in pronouncing, reading, and grasping the idea from our reading, so we will understand. Vocabulary is the stock of words used in a language. The more students have stock of words used in a language, the better it will make their performance.

Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing and reading. A learner of a foreign language will speak fluently and accurately, write easily, or understand what he or she reads and hears if he or she has enough vocabulary and has the capability of using it accurately.

Mastering vocabulary is the ability to get or to receive lots of words. By having and mastering vocabulary we will know the meaning of vocabulary in the context. It can also help to avoid making mistakes in understanding a written or spoken text.

On the other hand, foreign students who learn English face a classical problem dealing with English reading text, lack of vocabulary is the major one, whereas in fact vocabulary is the most important thing in reading skill.

The English vocabulary often becomes a problem for most high school and university students although they have studied English since elementary school. Sometimes the students always get difficulties to understand some words in context.

Most of us if we find the difficult words, we still just continue our reading in the hope that the word we read is not really important or 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 good as possible. So looking up the difficult words in dictionary is better for us, but the skillful reader understands as he reads.

From the explanation mentioned above, we have known how important the vocabulary mastery in reading activity. The problem of vocabulary is being studied in subject of vocabulary.

In English Department of Tarbiyah and Teachers' training of UIN Jakarta, the subject of vocabulary shared into vocabulary I and II. This subject is offered into two semesters, and it is taught starting from the first semester and second semester. That is why vocabulary is being chosen as one of variables in this research. For taking vocabulary II, a student has to pass vocabulary 1, and the students who passed vocabulary II should first take vocabulary I.

Based on the description of vocabulary and reading above, it shows that they have close relation. To get empirical data about it the writer will organize the test result to prove the influence of student's achievement in vocabulary and reading. By getting the grades, the writer tries to find and answer that students' achievement in vocabulary influence their reading comprehension.

B. Statement of the Problem

Based on the background mentioned the writer conducts a study concerning the correlation between students' vocabulary mastery and their reading comprehension. The question of this research is:

1. Why is vocabulary very important in reading?
2. How far does vocabulary support the students in reading?
3. Are students who are good at vocabulary good at reading?

C. Scope and Limitation of the Study

This study focuses on the correlation between students' vocabulary mastery and their reading comprehension. This study describes: (a). Why is vocabulary very important in reading? (b). How far does vocabulary support the students in reading? And (c). Are students who are good at vocabulary good at reading? This investigation is conducted at college students of English Department of academic year 2003/2004 Tarbiyah and Teachers' Training

Faculty UIN Syarif Hidayatullah Jakarta. They who are observed join Reading and Vocabulary course at second semester. Finally, another aspect above is beyond the writer responsibilities.

D. Objective of the Study

In line with what has been stated of the problems, this study tries to describe the students' English Department who take reading subject and vocabulary ones at second semester for academic year 2003/2004. The students' performance present in their final score from the subject mention. More specifically, this study is aimed at describing

1. The important of vocabulary in reading
2. How far vocabulary supports the students' in reading
3. Whether students' who smart at vocabulary and so is reading

E. Significance of the Study

The results of this study are expected to contribute to the English Department students and other researchers. For English Department students, the real condition of reading and vocabulary is very useful for them to improve their quality in form of score and the finding of this study can be used by other researcher as the basic consideration to conduct the further study.

F. Operational Definition

As for the sake of clarification and to avoid ambiguity, some terms in this study need to be defined. The terms are shown as below;

Correlation means mutual relation of two or more parts. It gives an understanding to the readers that, at least, two things or more are linked by a cause.

Afterward, a common definition of students' vocabulary mastery tells the readers on how well the students understand of using certain vocabularies.

At last, the definition of reading comprehension is simply recognized as a competency of comprehending certain texts. The reading comprehension will be easily mastered if the students have already had some stock of words. Thus, it clears enough to be known that the correlation between students' vocabulary mastery and reading comprehension is significant.

CHAPTER II
THEORETICAL FRAMEWORK

In this chapter, the writer tries to give clear description of theoretical framework. The subs are Vocabulary that consists of Definition of Vocabulary, Types of Vocabularies, Vocabulary Mastery, Presenting New Vocabulary, Consolidating Vocabulary, and Vocabulary Subject in English Department; followed by Reading that includes Definition of Reading, Aims of Reading, Types of Reading, Reading comprehension, and Reading Subject in English Department; next is Correlation between Vocabulary and Reading; and, at last is Hypothesis.

A. Vocabulary

1. Definition of Vocabulary

Vocabulary refers to the words we know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.[1]

Vocabulary is one of the important things in language learning besides sound, and grammar. Teachers and text book writers have interpreted the meaning of vocabulary in different points of view. The definitions have similarities and differences to each other. It is good to look at some definitions that have been described as vocabulary.

Vocabulary may be defined as the stock of words used by person, class or profession.[2]

David Grambs said that "vocabulary is a list of words usually defined and alphabetized as a dictionary or specialized glossary complete word

[1]http://reading.writeexpress.com /research/vocabulary.html.

[2] Paul C. B., et al, *The Language art in Childhood Education* (Chicago: Rand Mc. Wally & Company, 1966) p. 248

stock of a language".[3] Meanwhile Harmer said that "vocabulary is more than merely a list of words. The words which express meaning but meanings are a slippery concept. Some words may appear to be simple to refer to one thing and therefore easy to teach, but some words may also difficult to teach because their meaning may change depends on the words they are attached with".[4]

In other words Harimurti Kridalaksana defines "vocabulary is a component of a language maintaining all of information about meaning and using word in a language".[5]

The writer noted some definitions of vocabulary which was downloaded at http://www.thefreedictionary.com/vocabulary. First definition noted taken from *Collins Essential English Dictionary 2nd Edition*. Vocabulary is a *noun*, singular, and become *vocabularies* in plural function. Vocabulary can be defined as:

1. All the words that a person knows
2. All the words contained in a language
3. The specialist terms used in a given subject
4. A list of words in another language with their translations
5. A range of symbols or techniques as used in any of the arts or crafts: the building's vocabulary of materials, textures, and tones [Latin *vocabulum* vocable[6]

The second notation taken from *The American Heritage*, the word vocabulary can be pronounced as **(vō-kăbˈyə-lĕrˌē)**. The definitions are as follows:

---

[3]David Grambs, *Words about word* (New York: Mc Graw Hill Book Company, 1984) p. 73

[4]Jeremy Harmer, *Teaching Vocabulary English, Teaching Professional. English Teaching Forum* (Issued: Thirteen, October 1999) p. 3

[5] Harimurti, Kridalaksana, *Kamus linguistic,* Edisi Ketiga, (Jakarta: PT. Gramedia Pustaka Utama, 1993) p. 127

[6] *http://www.thefreedictionary.com/vocabulary .Monday,20 April 2009.* .taken from *Collins Essential English Dictionary 2nd Edition 2006 © HarperCollins Publishers 2004, 2006.*

1. All the words of a language.
2. The sum of words used by, understood by, or at the command of a particular person or group.
3. A list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary.
4. A supply of expressive means; a repertoire of communication: a dancer's vocabulary of movement.[7]

And based on *Word Net 3.0,* Farlex clipart collection in Thesaurus Legend. Synonyms Related Words Antonyms, it defined that vocabulary are:

1. Vocabulary - a listing of the words used in some enterprise wordbook - a reference book containing words (usually with their meanings)
2. Vocabulary - a language user's knowledge of words lexicon, mental lexicon cognition, knowledge, noises - the psychological result of perception and learning and reasoning language, speech - the mental faculty or power of vocal communication; "language sets homo sapiens apart from all other animals".
3. Vocabulary - the system of techniques or symbols serving as a means of expression (as in arts or crafts); "he introduced a wide vocabulary of techniques". Artistic Creation, artistic production, art - the creation of beautiful or significant things; "art does not need to be innovative to be good"; "I was never any good at art"; "he said that architecture is the art of wasting space beautifully". Frame of reference, frame - a system of assumptions and standards that sanction behavior and give it meaning.[8]

---

[7] *http://www.thefreedictionary.com/vocabulary..Monday,20 April 2009.* The American Heritage® Dictionary of the English Language, Fourth Edition copyright ©2000 by Houghton Mifflin Company. Updated in 2003. Published by Houghton Mifflin Company. All rights reserved.

[8] *http://www.thefreedictionary.com/vocabulary..Monday,20* April 2009.WordNet 3.0, Farlex clipart collection. © 2003-2008 Princeton University, Farlex Inc.

A vocabulary is defined as "all the words known and used by a particular person". However, the words known and used by a particular person do not constitute all the words a person is exposed to.[9]

2. Types of vocabulary

Here are listed in order of most limited:

1. Reading vocabulary

   A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

2. Listening vocabulary

   A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

3. Writing vocabulary

   A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

4. Speaking vocabulary

   A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misuse – though slight and unintentional – may be compensated by facial expressions, tone of voice, or hand gestures.

5. Focal vocabulary

   "Focal vocabulary" is a specialized set of terms and distinctions that is particularly important to a certain group; those with particular focuses of experience or activity. A lexicon, or vocabulary, is a language's dictionary, its set of names for things, events, and ideas. Some linguists believe that lexicon influences people's perception on

[9] *http://en.wikipedia.org/wiki/Vocabulary. monday,4 may 2009.*

things, the Sapir–Whorf hypothesis. For example, the Nuer of Sudan have an elaborate vocabulary to describe cattle. The Nuer has dozens of names for cattle because of the cattle's particular histories, economies, and environments. This kind of comparison has elicited some linguistic controversy, as with the number of "Eskimo words for snow". English speakers can also elaborate their snow and cattle vocabularies when the need arises.

6. Vocabulary growth

Initially, in the infancy phase, vocabulary growth requires no effort. Infants hear words and mimic them, eventually associating them with objects and actions. This is the listening vocabulary. The speaking vocabulary follows, as a child's thoughts become more reliant on its ability to express itself without gestures and mere sounds. Once the reading and writing vocabularies are attained – through questions and education – the anomalies and irregularities of language can be discovered.[10]

Longman Dictionary of Contemporary English defines “vocabulary is all the words that someone knows, learns or uses, or the words that are typically uses when talking about particular subject or a list words with explanations of their meanings in a book for learning foreign language”.[11]

Webster’s collegiate dictionary defines vocabulary as:

1. A list or collection of words and phrases usually alphabetically arranged and explained or define.
2. A list or collection of terms or codes available for use.
3. A sum or stock of word employed by a language group, individual or work or in a field knowledge.[12]

[10] http://www.balancedreading.com/vocabulary.html

[11] Longman, *Dictionary of Contemporary English*, Second Edition (Harlow: Longman Group, 1987) p. 1177

[12] Meriem Webster, *Collegiate Dictionary* (Amerika: Meriem Web Inc, 2003) p. 1400

It can be seen that vocabulary is a list of words or stock of words used by person in a language containing meaning, some easily taking and reaching meaning, especially those refer to concrete objects and activities other are difficult to understand of variety diverse meaning and because of their

According to Raja T. Nasr, there are two kinds of vocabulary:

a. Productive vocabulary (sometimes called active vocabulary): the words that a speaker actually uses.
b. Receptive vocabulary (sometimes called passive vocabulary): word that a person understands when he hears or reads them but does not use in his own speech.[13]

John Haycraft also classified vocabulary into productive vocabulary and receptive vocabulary.

a. Productive vocabulary: words which the student understands can pronounce correctly and use constructively in speaking and writing.
b. Receptive vocabulary: words that the student recognizes and understands when they occur in a context but which he cannot product correctly.[14]

Jo Ann Aebersold and Mary Lee Field classify into active and passive.

1. Active vocabulary refers to put item which the learner can use appropriately in speaking or writing, and it is also called as *productive vocabulary*, although in fact it is more difficult to put into practice, it means that to use the productive vocabulary, the students must know how to pronounce it well, they must be

[13] Raja T. Nasr, *Teaching and Learning English* (London: Longman Group Limted, 1972) p. 185

[14] John Haycraft, *Introduction to English Language Teaching* (Harlow: Longman Group Limited, 1978) p. 40

familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.

2. Passive vocabulary refers to language items that can be recognizes and understood in the context of reading of listening and also called as *receptive vocabulary*.[15]

Meanwhile Djlinushah and Azimar Enong divided vocabulary into two, namely general vocabulary and special vocabulary. General vocabulary is of the words that are used in general. There is no limit of field and user. Whereas special vocabulary is that the words that are used in the certain field and job, profession of special science and technology.[16]

From the explanation above, we know that every experts in every book is different in classifying the kind of vocabulary, because every person has different way in showing and telling their opinions and ideas. Some of them who emphasize vocabulary to the items which the learners can use appropriately in speaking or writing and to the language items that can be recognized and understood in the context of reading and listening and some of them classify vocabulary into general and special. Even the classifications of the kinds of vocabulary that they have made are different, but the point is the same, because their classifications are based on the different sides and aspects.

3. Vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to speak, write, and listen nicely we have to know vocabulary first. A person said to ‘know ‘ a word if they can recognize its meaning when they see it. It means that in

[15] Jo Ann Aebersold and Mary Lee field, *From Reader to Reading Teacher* (New York: Cambridge University Press, 1997) p. 139

[16] Djalinushah and Azimar Enong, *Tata Bahasa Inggris Modern dalam Tanya Jawab* (Jakarta: CU. Miswar, 1980) p. 81

learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context.

According to Red John) vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test in to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language.

In learning vocabulary automatically we have to know the meaning of words itself and can use it in sentences. Wilkins (1972: 130) states that vocabulary learning is learning to discriminate progressing the meaning of words in the target language from the meanings of their nearest 'equivalent' in the mother tongue. It is also learning to make the most appropriate lexical choices for particular linguistic and situational context.

4. Presenting New Vocabulary

Different teachers have different ways to present new words. Whatever methods are used, the following suggestions may help teachers:

1) Prepare examples to show meaning. Examples are best if they are created by the teachers themselves rather than taken from the dictionaries. Students look up words in dictionaries.if they students find that most of the teacher's examples are from the dictionaries, they tune out when the teacher talks.
2) Ask students to tell the meaning first. Teachers should always elicit meaning from students before they offer the meaning.
3) Think about how to show the meaning of a word with related words such as synonyms, antonyms etc.
4) Think about how to check students' understanding.
5) Think about the context in real life where they words might be used. Relating newly learned language to real life promotes high motivation.
6) Think about possible misunderstanding and confusion that student may have.

There are words that best to be taught in groups.

a. Synonyms. These are by no means as frequent as people think. Though words may have similar denotative meaning (they represent the same concept) their convocational meanings may differ. Sometimes, it is possible for the teacher to say “enormous means the same as large.”
b. Antonyms. These are often thought as “opposites” such as hot/cold. It is important for the teacher to remember that not hot, does not always mean cold, sometimes it is question of degree. In these cases students usually start by learning the extremes and later learn intermediate words:

Hot—warm—cool—cold

c. Complements. Here two words exist and one excludes the other---single/married. In this case it is possible to explain by saying: single means not married. This idea may be extended to groups of incompatible words---each is defined by being not the other, for example, morning—afternoon—evening—night. It is best to teach these words in groups, as the meaning of one depends directly on the meaning of the others.
d. Converse. Each of a pair of words implies the other; parent/child, employer/employee. Such words are best explained together.
e. Hyponyms. Car, van, bus , lorry are hyponyms of vehicle. Often such words are difficult to handle without translation.

Here are more ways to present and explain vocabulary:

a. Draw pictures, diagrams and maps to show meanings or connection of meanings.
b. Using real object to show meanings.
c. Mime or act to show meanings, e.g. brushing teeth, running, swimming etc.
d. Use synonyms or antonyms to explain meanings.

e. Use lexical sets, e.g. cook: fry, boil, brake, grill;

f. Translate and exemplify, especially with technical words or words with abstract meaning.

g. Use word formation rules and common affixes.

5. Consolidating vocabulary.

It is too often that we hear students complaining that they keep learning vocabulary and forgetting them. When students study vocabulary individually, it is rote learning whose effectiveness is seldom guaranteed, particularly when they do not fully understand the meaning of the vocabulary. But when the students study vocabulary together, say in groups, through various activities and under the teacher's supervision, vocabulary learning becomes more fun and effective. Learning is also more effective when students understand the meaning of the new vocabulary.

Below are some vocabulary consolidation activities that can be done in class.

1) Labelling. Students are given a picture. They are to write the names of the objects indicated in the picture. A competitive element can be introduced by making the first student to finish the winner.

2) Spotting the differences. Students are put into pairs. Each member of the pair receives a picture which is slightly different from his partner's. Students hide the pictures from one another and then, by a process of describing, questioning and answering, discover what the differences are.

3) Describing and drawing. Students are put in pairs. One student has a picture, the other a blank piece of paper and a pencil. The student having the picture must tell his partner what to draw so that the drawing ends up the same as the original picture. The student must not show the picture until the drawing is completed.

4) Students are shown a picture or a tray with many objects on it, or a series of different flash cards or magazine pictures. They have one or two minutes to memorize as many of the objects as they can. The cards, pictures, or tray are then taken away and the students have to tell what they saw, or write everything they can remember seeing, then compare their answers with the rest of the class.
5) Using word thermometers. These are useful for indicating different degrees in size, speed, age, distance, emotion etc. Students are given a list of words in jumbles order. They have to place these words in the correct place on the thermometer.
6) Using word series. Students construct the series following the example.

   Cutlery: knife, fork, spoon
7) Word bingo. The teacher thinks of an area of language (e.g. shopping) that the students have recently learnt. Students draw nine squares on a piece of paper and put nine words connected with shopping in the squares. The teacher then calls out, one at a time, words connected with shopping. If the students have the word in the square, they cross it out. The first students to cross out all the words in the square are the winner.

   The game can be played for more than one round.

   Shopper customer client
   Bargain seller pay
   Shop buy money
   Store sell sale
   Market price discount
   Supermarket goods receipt

A different version of word bingo is that the first student who crosses out a line of three words either horizontally, vertically or diagonally should shout out “Bingo” and he or she will be the winner.

8) Word association. The teacher says a key word, e.g. traveling. The students have to write down all the words they can think of connected with the traveling. They have a time limit. When time is up the person with the highest number of acceptable words is the winner.
9) Odd man out. The teacher writes a set of words on the blackboard and ask students to find the "odd man out". For example, in the set: cheese eggs oranges, bread soap and meat, the word "soap" is the "odd man out".
10) Synonyms and antonyms. The students are given a list of words and ask students to find pairs of words, either synonyms or antonyms. The words in the box below are six pairs of synonyms and six pairs of antonyms. Can you find them?

Full jumper optimistic go on choose dirty
Awake select wait a minute pullover pessimistic rude
Clean continue hang on empty asleep lazy
Awful hard-working impolite terrible thin thick

6. Vocabulary Subject in English Department

Vocabulary subject in English department is not only given as a study about definition of concept of vocabulary and idiom, such as rule and function but also study about vocabulary building in order to enrich their stock of words. Subject of vocabulary has 2 SKS and has once meeting in a week. Subject of vocabulary also taught in two semesters, at first and second semester.

Generally the writer will give principal discussion of I and II, based on Basic Course Outline – Curriculum of English Department UIN Jakarta 2000.[17]

[17] Basic Course Outline – *Curriculum of English Department* (Jakarta: UIN Syarief Hidayatullah. 2000) p.6

The main topic of vocabulary in basic course contains:

1. Introduction: concept of vocabulary and idioms; role and function.
2. Vocabulary building: importance of possessing and using dictionary; studying words related to meaning and forms; function words and contain words.
3. Words: meaning, spelling, pronunciation and levels of usage.
4. Word building: compound words; affixes (derivational and inflectional); prefixes and suffixes.
5. Idiom: two – word verbs (separable and inseparable); idioms selected from the essential idioms.
6. Literary and structural meanings.
7. Lexical and structural meanings.
8. Figurative expressions.
9. etc.

B. Reading

1. Definition of Reading

There are a lot of definitions of reading. Scientists give definitions about reading, their opinions about reading vary.

Some of them say, Reading is the process to get, to understand, to catch the content of the reading by the reader. And some others say that reading is a process to establish a representation of meaning, which involved more than merely identifying the word on the page but what must be achieved, is an understanding of the whole sequences of sentence. And also Reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

According to Walter R Hill written in his book "reading is what the reader does to get the meaning he needs from textual sources".[18] Guy L. Bond and Eva Bond Wagner explained the meaning of reading as "the

[18] Walter R Hill, *Secondary School Reading Process, Program, Procedure* (Boston; Allyn and Bacon, 1979) p.4

process of requiring an author's meaning of interpreting, evaluating and effecting upon those meaning".[19]

While Lado stated that "reading in a foreign language consist of grasping meaning in that language though its written representation".[20] Furthermore Mary Finocchiaro and Michael Bonomo explain the meaning of reading as "bringing meaning to and getting meaning from printed or written material".[21]

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.

2. Aims of Reading

A person may read for many purposes, and that purpose helps 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 information such news, science or some line, which are part of his study or assignment it does very slowly and carefully.[22] And generally the aim of reading is to find some information from the text.

As we know that the purpose of reading is the learner understands the written language. In other words, how the learner gets the message from the writer's symbols. One of the most important tasks of the reader is to dig out and find out what the writer would like to say.

According to Paul S Anderson there are seven aims of reading, reading for details and facts, reading for main ideas, reading for sequence of

[19] Guy L. Bond and Eva Bond Wagner, *Teaching Child to Read* (New York: The Macmillan Company, 1969) p.4

[20] Robert Lado, *Language Teaching as A Scientific Approach* (USA: Mc Graw Hill Inc, 1964) p.132

[21] Mary Finocchiaro and Michael Bonomo, *The Foreign Language Learner; A Guide for Teacher* (New York: Tegent Publishing Company Inc. 1973) p.119

[22] Roma Gans, *Common Sense in Teaching Reading* (New York: The Boobs-Merill Company Inc, 1963) p.24

organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest.[23]

a. Reading for details and facts: reading to know what is done by the subject of the story.
b. Reading for main ideas: reading to get the problem statement.
c. Reading for sequence of organization: reading to know each part of the story.
d. Reading for inference: reading to know what is the writer meant by its story.
e. Reading for classifying: reading to find unusual things.
f. Reading for evaluating: reading to know the value of the story.
g. Reading for comparing or contest: reading to compare the way of the story from the way life of the reader.

Another author said that the aim of reading is:

a. Reading to search for simple information.
b. Reading to skim quickly.
c. Reading to learn from texts.
d. Reading to integrate information.
e. Reading to write (of search for information needed for writing).
f. Reading to critique texts.
g. Reading for general comprehension.[24]

Different authorities suggest purpose of reading here are five categories:

Finding main ideas, finding supporting detail, grasping the author's plan of organization, following the sequence of event or thoughts and critically appraising the author's work.[25]

[23] A Widyamartaya, *Seni Membaca Untuk Studi* (Yogyakarta: Kanisius, 1992) p.90
[24] ____ *Teaching and Researching Reading, p.13*

Meanwhile Lester and Allice Crow classified two general purposes. These purposes include: leisure time reading and more serious reading.[26]

a. Leisure time reading: It is reading for enjoyment which may vary in to follow your favorite sport, comic, article and movie program.
b. More serious reading: It is reading for study goal such as to obtain factual information and to solve problem.

The above statements give us a clear explanation that the purpose or aim of reading is not only to understand word by word, sentence by sentence or by paragraph but also to understand and find the ideas written by the author.

3. Types of Reading

Depending on the purposes of reading it also can be classified into two types of activities, intensive and extensive reading.[27]

a. Intensive Reading:

   Intensive reading means reading shorter texts to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. It is use to gaining a deep understanding of a text, which is important for the reader. The process of scanning takes a more prominent role here than skimming; Reader is trying to absorb all the information given, example: Reading dosage instruction for medicine.

b. 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 one's own pleasure. This is a fluency activity,

---

[25] Larry A. Harris and Carl B. Smith, *Reading Instruction Diagnostic Teaching in The Classroom* (New York: Richard C. Owen Pub. Inc. 1980) p. 268

[26] Lester and Allice Crow, *How to Study: to Learn Better, Pass Examination, Get Better Grades* (USA: Collier Maxmillan Publishers, 1976) p.53

[27] Christine Nuttal, *Teaching Reading Skill in A Foreign Language* (London: The Nemann Educational Ltd, 1982) p. 23

mainly involving global understanding. Example: Reading a newspaper, article, short story or novel.

So if a person wants to write an address, phone number, a date or a book over paragraph in other to locate a special piece of information is called scanning but if he reads all the passage in other to know about what it deals about his reading is called skimming.

In skimming a reader ask himself what the text is talked about. He move his eyes quickly over the text, looking especially at the main title, the beginning and the end, and the first sentence of paragraph. In scanning the reader must ask himself whether or not the text contains what he is looking for and if any, he must find where is located, he moves also his eyes more or less quickly over the text for specific items.

4. Reading Comprehension

Reading comprehension is defined as the level of understanding of a writing.

Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

During the last century comprehension lessons usually comprised students answering teachers' questions, writing responses to questions on their own, or both. The whole group version of this practice also often included "round robin reading", wherein teachers called on individual students to read a portion of the text (and sometimes following a set order). In the last quarter of the 20th century, evidence accumulated that the read-test methods assessed comprehension more than they taught it. The associated practice of "round robin" reading has also been questioned and eliminated by many educators.

Instead of using the prior read-test method, research studies have concluded that there are much more effective ways to teach comprehension. Much work has been done in the area of teaching novice readers a bank of "reading strategies," or tools to interpret and analyze text.[2] There is not a definitive set of strategies, but common ones include summarizing what you have read, monitoring your reading to make sure it is still making sense, and analyzing the structure of the text (e.g., the use of headings in science text). Some programs teach students how to self monitor whether they are understanding and provide students with tools for fixing comprehension problems.

Instruction in comprehension strategy use often involves the gradual release of responsibility, wherein teachers initially explain and model strategies. Over time, they give students more and more responsibility for using the strategies until they can use them independently. This technique is generally associated with the idea of self-regulation and reflects social cognitive theory, originally conceptualized by Albert Bandura.[3]

One strategy for reading comprehension is the technique called SQ3R. This stands for Survey, Question, Read, Recite, and Review. In order to get an understanding of the text, you should survey the chapters. This consists of quickly looking at the title, headings and any subheadings. Look at any end of chapter questions as well. While surveying, you ask questions about the topics you have scanned, such as, "What did my teacher say about this chapter?"

The next thing is to begin reading. In a chapter book, you would read the majority of the words. In a textbook, just read quickly for the key words. There are words seen in the chapter questions, teacher made questions and in the titles or subtitles of the chapter.

After reading a portion or section of the book, recite what you have read out loud. By orally summarizing what you just read it helps to cement the content in your memory.

The last technique is top review what you have read again. By writing down key facts from the chapter and reviewing it, you will better understand the information.

5. Reading Subject in English Department

Reading is one of subjects skill in English department divided into four stages, reading I until IV, carried out in four semesters. Every stage is related to each other. Therefore to take reading II, the students have to take reading I. and to take reading IV the students should have taken reading III.

The subject of reading in English department is focused on the method of reading. The purposes of this subject are in other that student having to master both of speed and comprehension.

Generally the writer will give principal discussion of reading I and II, base on Basic Course Outline – Curriculum of English Department UIN Jakarta 2000:[28]

The Main topic of reading in the basic course contains:

1. Introduction to reading: meaning, methods, using dictionary
2. Diagnosing reading ability: diagnostic vocabulary and reading tests
3. Increasing: word-recognition speed, word-comprehension speed, and sentence-comprehension speed.
4. Reading: sentences for general meaning, paragraphs for central ideas and for full understanding, the whole composition and for scanning and skimming.
5. Recognition, anticipation, inferences and paragraph patterns.
6. Finding the thesis, authors intend attitude and bias.
7. Improving understanding: key word in a sentence, main ideas in a paragraph / in article, sequence by making lists / putting steps in order / listing procedures, etc.

[28] Basic Course Outline-Curriculum, op. cit., p.6

8. Improving efficiency: reading with a purpose, using the title surveying a book, surveying chapter using first lines of/ and last lines of paragraphs, finding a particular book in library.
9. Reading for enjoyment: newspaper survey or jargon, section of newspaper, analyzing newspaper, exploring the front page, exploring the editorial pages, scavenger hunt in the classified, sports line, sports scoreboard, forecasting the weather, understanding stock quotations, stock quotation worksheet, magazine (references, survey, summary) selecting an enjoyable book; reading for pleasure, creative/traditional book project.

C. Correlation between Vocabulary and Reading

Vocabulary plays an important part in learning to read. As beginning readers, children use the words they have heard to make sense of the words they see in print. Consider, for example, what happens when a beginning reader comes to the word ***dig*** in a book. As she begins to figure out the sounds represented by the letters ***d, i, g,*** the reader recognizes that the sounds make up a very familiar word that she has heard and said many times. Beginning readers have a much more difficult time reading words that are not already part of their oral vocabulary.[29]

Vocabulary and reading cannot be separated, because both of them relate to each other. As the writer explains 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 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.[30]

[29] http/www.abc-read.com/vocabulary
[30] http/www.abc-read.com/vocabulary

Reading involves much more than word recognition, the ability to recognize the sound and meaning of the printed symbol is basic to the reading process.[31]

One reason why many children find reading in some subject fields difficult because of their lack of vocabulary.[32] 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 or 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 the difficult of words in dictionary is better for us. But the skillful readers understand as he read.

D. Hypothesis

The statistic hypothesis states:

If ro > rt significance: there is correlation and Ha accepted

If ro < rt non signification: there is no correlation and Ha is rejected Ho is accepted

[31] De Boer and Dallmann, *The Teaching of Reading,* Revised Edition (USA: Holt Rinehart and Winston Inc, 1964) p. 83

[32] Nila B. Smith and H. Alan Robinson, *Reading Instruction for Today's Children,* Second Edition (USA: Prentice-Hall, 1980) p. 297

CHAPTER III
RESEARCH METHODOLOGY AND FINDINGS

This Chapter presents the Proses of Research Methodology and Findings in this Study. The Research Methodology or Research Design consists of The Purpose of Study, Place and and time of the reasearch, Technique of sample taking, Technique of Data Collecting and Technique of data Analysis. In addition, the findings comprises of the description of data, Analysis of Data and Interpretation of Data.

A. Research Design

1. Purpose of Study

The main purpose of the study is to know whether there is any correlation between vocabulary achievement and reading comprehension, and the second purpose is to get empirical data about the formulated problem.

2. Place and Time of Research

This study is focused on the scores of Vocabulary II and the scores of Reading II. The samples of this were taken from the students of English Department at second semester of Tarbiyah Faculty and Teachers' Training of State Islamic University Syarif Hidayatullah Jakarta academic year 2003/2004, which had completed vocabulary II and Reading II. The time of this research was April 2007.

3. Technique of Sample Taking

On his research the writer took the population from the second semester of Students of English Education Department academic year 2003/2004 faculty of Tarbiya and Teachers Training Syarif Hidayatullah State Islamic University Jakarta. There are 135 students taken as the population in this study, who had completed vocabulary II and Reading II.

And the writer chose 30 students from the total population by random sampling system.

4. Technique of Data Collecting

In colleting the data needed, the writer used some instruments. There are observation where the writer observed the reading classes and vocabulary Classes. Then interview where the writer interviewed some students regarding to Vocabulary and Reading subject. And Data collection of Vocabulary and Reading score which were gained from the documentation of Enflish Department of UIN Syarif Hidayatullah Jakarta. Therefore, there were three techniques of collecting data applied in this study.

5. Technique of Data Analysis

To find out the correlation between student's achievement in vocabulary and reading, the writer uses the correlation formula by Pearson Product Moment Correlation Formula to test the significant correlation between them[1].

The formula used as follow:

$$r_{xy} = \frac{N\sum XY - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[N\sum X^2 - \left(\sum X\right)^2\right]\left[N Y^2 - \left(\sum Y\right)^2\right]}}$$

N = the number of respondent
X = the student's score in vocabulary II
Y = the student's score in reading II
ΣX = the sum of vocabulary II scores
ΣY = the sum of reading II scores
ΣX^2 = the sum of squares of vocabulary II scores

[1] Anas Sudijono, *Pengantar Statistik Pendidikan, loc,cit.*

ΣY^2 = the sum of squares of reading II scores

$(\Sigma X)^2$ = the squares of the sum of vocabulary II scores

$(\Sigma X)^2$ = the squares of the sum of reading II scores

ΣXY =the sum multiplication of vocabulary II scores and reading II scores

B. Research Findings

1. Description of Data

As it has been mentioned in the previous chapter, the writer conducted field research. Having finished doing research on correlation study between Vocabulary II and Reading II done by the students' English Department, UIN Syarif Hidayatullah Jakarta, the writer collected the data of this research from the scores available in English department. This is the test result obtained by the group of students who had completed the subject of vocabulary and reading, especially Vocabulary II and Reading II scores.

The writer took the scores of 30 students randomly and analyzed those scores in order to find out whether there is any correlation between the scores of vocabulary II and those score of reading II by using the Pearson *r* Formula. So the totals there are 60 scores because the sample had 2 sets of scores: vocabulary II scores and reading II scores.

In this chapter the writer gives the report concerning the data description and compares the achievement of those two scores. The data of student's score of vocabulary II and reading II can be seen as :

Table 3.1

The Result of Test of Vocabulary II

Number	Student's Card Number	The Scores of Vocabulary II (X)
1	103014026982	74
2	103014026983	85
3	103014026985	74
4	103014026986	77
5	103014026987	75
6	103014026988	70
7	103014026989	78
8	103014026990	86
9	103014026991	71
10	103014026992	81
11	103014026993	74
12	103014026994	73
13	103014026995	78
14	103014026996	70
15	103014026997	71
16	103014026998	81
17	103014026999	63
18	103014027000	61
19	103014027001	70
20	103014027002	75
21	103014027003	72
22	103014027004	75
23	103014027005	70
24	103014027006	68
25	103014027007	68
26	103014027008	75
27	103014027010	81
28	103014027011	70
29	103014027012	74
30	103014027013	73

Actually there are 45 students in the second semester in academic year 2003/2004, but the writer took the sample only 30 students. From the data above we can obtain the information that the lowest score in vocabulary test is 68 and the highest score is 86. The resultof this vocabulary test is as variable X.

Table 3.2

The Result of Test of Reading II

Number	Student's Card Number	The Scores of Reading II (Y)
1	103014026982	77
2	103014026983	86
3	103014026985	69
4	103014026986	71
5	103014026987	69
6	103014026988	79
7	103014026989	79
8	103014026990	86
9	103014026991	73
10	103014026992	81
11	103014026993	74
12	103014026994	71
13	103014026995	85
14	103014026996	66
15	103014026997	77
16	103014026998	81
17	103014026999	69
18	103014027000	70
19	103014027001	76
20	103014027002	78
21	103014027003	68
22	103014027004	75
23	103014027005	77
24	103014027006	71
25	103014027007	77
26	103014027008	76
27	103014027010	84
28	103014027011	81
29	103014027012	79
30	103014027013	81

From the data above we can attain that the minimum score in Reading comprehension test is 68 which means "B" and the highest one is 86 means "A". The result of this reading comprehension test is as variable Y which will be influenced by variable X.

Table 3.3

The Result of Test of Vocabulary II and Reading II

No.	X	Y	X2	Y2	XY
1	74	77	5476	5929	5698
2	85	86	7225	7396	7310
3	74	69	5476	4761	5106
4	77	71	5929	5041	5467
5	75	69	5625	4761	5175
6	70	79	4900	6241	5530
7	78	79	6084	6241	6162
8	86	86	7396	7396	7396
9	71	73	5041	5329	5183
10	81	81	6561	6561	6561
11	74	74	5476	5476	5476
12	73	71	5329	5041	5183
13	78	85	6084	7225	6630
14	70	66	4900	4356	4620
15	71	77	5041	5929	5467
16	81	81	6561	6561	6561
17	63	69	3969	4761	4347
18	61	70	3721	4900	4270
19	70	76	4900	5776	5320
20	75	78	5625	6084	5850
21	72	68	5184	4624	4896
22	75	75	5625	5625	5625
23	70	77	4900	5929	5390
24	68	71	4624	5041	4828
25	68	77	4624	5929	5236
26	75	76	5625	5776	5700
27	81	84	6561	7056	6804
28	70	81	4900	6561	5670
29	74	79	5476	6241	5846
30	73	81	5329	6561	5913
	2213	2286	164167	175108	169220

From the data above the writer can create a simple conclusion that almost the students of the second semester academic year 2003/2004 of English education department who gain the better score in Vocabulary test they get the better score in Reading test too. It means the Vocabulary mastery is important for reading comprehension. And it also shows that Vocabulary score can support the reading score and at last no students get good score in reading unless their vocabulary score is good as well. For these reasons, the writer sees that there is a correlation between vocabulary mastery and their reading comprehension even though it is not valid yet. To get the valid answer the writer uses the Analysis and interpretation of the data bellows;

2. Analysis of Data

It has been mentioned before, the data gained from the student scores of English Department of UIN Syarif Hidayatullah Jakarta academic year 2003/2004. Then the writer analyzed those scores by using Pearson product moment correlation formula, and the result is as follow:

N = 30
ΣX = 2213
ΣY = 2286
ΣX^2 = 64167
ΣY^2 = 175108
$(\Sigma X)^2$ = 4897369
$(\Sigma X)^2$ = 5225796
ΣXY = 169220

$$r_{xy} = \frac{N\sum XY - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[N\sum X^2 - \left(\sum X\right)^2\right]\left[N\sum Y^2 - \left(\sum Y\right)^2\right]}}$$

$$r_{xy} = \frac{30.169220 - (2213)(2286)}{\sqrt{\left[30.164167 - (2213)^2\right]\left[30.175108 - (2286)^2\right]}}$$

$$r_{xy} = \frac{5076600 - 5058918}{\sqrt{[4925010 - 4897369][5253240 - 5225796]}}$$

$$r_{xy} = \frac{17682}{\sqrt{[27641][27444]}}$$

$$r_{xy} = \frac{17682}{\sqrt{758579604}}$$

$$r_{xy} = \frac{17682}{27542{,}32387}$$

$$r_{xy} = 0.641993757$$

$$r_{xy} = 0.641$$

This is the result of the calculation from the data derived from Variable X and Y. After using pearson product moment the final result is rxy = 0.641

The writer will explain in detail on the data analysis to interpret the correlation between the two variables.

3. Interpretation of Data

Based on the result of statistic calculation, it indicates that r_{xy} is 0.641 with the degree of freedom (*df=N-nr) is 28.* In the table of significance of 5 % and 1 % and the values are 0,361 and 0,463. By comparing the values of r_{xy} = 0,641 and *rt* = 0,361 and 0,463. The writer makes an assumption of the hypothesis, that r_{xy} is bigger that *rt*, namely 0,361 (0,641) 0,463.

The statistic hypothesis states:

If ro > rt significance: there is correlation and Ha accepted

If ro < rt non signification: there is no correlation and Ha is rejected Ho is accepted

The result of hypothesis is r_{xy} bigger than rt, the alternative hypothesis is accepted. It means that there is significance correlation between the scores of Vocabulary II and the scores of Reading II.

From the interpretation above, the writer finally gain the valid answer from the questions which are stated in the first chapter (p.4) as the statements of the problems.

CHAPTER IV
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the previous discussion and the result of research, the writer concludes that:

1. The ability of Vocabulary can influence the ability of Reading of English Department students in UIN Syarif Hidayatullah Jakarta.
2. The competency of vocabulary in target language may help a reader in comprehending a reading text
3. Based on the data described previously, it shows that there is significant correlation between the score in Vocabulary and the score in Reading because the result of this research shows a moderate positive correlation. It means the higher score in vocabulary the better score in reading of English department students of UIN Jakarta will be.

B. Suggestions

From the conclusion above, there are some suggestions that can be given:

1. For the students of English department are advised to improve scores of vocabulary at least “B” to support the process of reading subject.
2. Vocabulary subject is better to give before the students take reading subject.

BIBLIOGRAPHY

A Widyamartaya, *Seni Membaca Untuk Studi*, Yogyakarta: Kanisius, 1992

A. Harris, Larry and B. Smith, Carl, *Reading Instruction Diagnostic Teaching in The Classroom*, New York: Richard C. Owen Pub. Inc. 1980

Ann Aebersold, Jo and Lee field, Mary, *From Reader to Reading Teacher*, New York: Cambridge University Press, 1997

B. Smith, Nila and H. Alan Robinson, *Reading Instruction for Today's Children*, Second Edition, USA: Prentice-Hall, 1980

Basic Course Outline, *Curriculum of English Department*, Jakarta: UIN Syarif Hidayatullah. 2000

De Boer and Dallmann, *The Teaching of Reading*, Revised Edition, USA: Holt Rinehart and Winston Inc, 1964

Depdikbud, *Kurikulum 1994*, GBPP SMU, Jakarta: Depdikbud, 1994

Djalinushah and Enong, Azimar, *Tata Bahasa Inggris Modern dalam Tanya Jawab*, Jakarta: CU. Miswar, 1980

Finocchiaro, Mary and Bonomo, Michael, *The Foreign Language Learner; A Guide for Teacher*, New York: Tegent Publishing Company Inc. 1973

Gans, Roma, *Common Sense in Teaching Reading*, New York: The Boobs-Merill Company Inc, 1963

Grambs, David, *Words about word*, New York: Mc Graw Hill Book Company, 1984

Harimurti, Kridalaksana, *Kamus Linguistic*, Edisi Ketiga, Jakarta: PT. Gramedia Pustaka Utama, 1993

Harmer, Jeremy, *Teaching Vocabulary English, Teaching Professional. English Teaching Forum*, Issued: Thirteen, October 1999

Haycraft, John, *Introduction to English Language Teaching*, Harlow: Longman Group Limited, 1978

http/www.abc-read.com/vocabulary

http://en.wikipedia.org/wiki/Vocabulary. monday,4 may 2009.

http://reading.writeexpress.com /research/vocabulary.html.

http://www.balancedreading.com/vocabulary.html

http://www.thefreedictionary.com/vocabulary .Monday,20 April 2009. .taken from Collins Essential English Dictionary 2nd Edition 2006 © HarperCollins Publishers 2004, 2006.

http://www.thefreedictionary.com/vocabulary..Monday,20 April 2009. The American Heritage® Dictionary of the English Language, Fourth Edition copyright ©2000 by Houghton Mifflin Company. Updated in 2003. Published by Houghton Mifflin Company. All rights reserved.

http://www.thefreedictionary.com/vocabulary..Monday,20 April 2009.WordNet 3.0, Farlex clipart collection. © 2003-2008 Princeton University, Farlex Inc.

L. Bond, Guy and Bond Wagner, Eva, *Teaching Child to Read*, New York: The Macmillan Company, 1969

Lado, Robert, *Language Teaching as A Scientific Approach*, USA: Mc Graw Hill Inc, 1964

Lester and Crow, Allice, *How to Study: to Learn Better, Pass Examination, Get Better Grades*, USA: Collier Maxmillan Publishers, 1976

Longman, *Dictionary of Contemporary English*, Second Edition, Harlow: Longman Group, 1987

Madox, Harry, *How to Study*, Greenwich: Faweet Premier, 1963

Nuttal, Christine, *Teaching Reading Skill in A Foreign Language*, London: The Nemann Educational Ltd, 1982

Paul C. B., et al, *The Language art in Childhood Education*, Chicago: Rand Mc. Wally & Company, 1966

R Hill, Walter, *Secondary School Reading Process, Program, Procedure*, Boston; Allyn and Bacon, 1979

Schmitt, Norbert and Mc Carthey, Michael, *Vocabulary in Language Teaching*, USA: Cambridge University Press, 1997

Sudijono, Anas, *Pengantar Statistik Pendidikan*, Jakarta: PT. Raja Grafindo Persada, 2004

T. Nasr, Raja, *Teaching and Learning English*, London: Longman Group Limted, 1972

Webster, Meriem, *Collegiate Dictionary*, Amerika: Meriem Web Inc, 2003