THE CORRELATION BETWEEN VOCABULARY ACHIEVEMENT AND READING COMPREHENSION ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS AT SMPN 4 JEMBER IN THE 2012/2013 ACADEMIC YEAR

THESIS

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JEMBER UNIVERSITY
2013

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THESIS

Composed to fulfill one of the requirements to obtain S1 Degree
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The Faculty of Teacher Training and Education
Jember University

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2013

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to quality for any other academic award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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Jember, May 22nd 2013

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, The late H. Hamid Usman and Hj. Siti Asiyah,
2. My beloved brothers, The late Misrokim and Nurul Setyono, and my brother-in-law, Mahmud Siswandi
3. My beloved sister, Aginarsih and my sister-in-law, Eka Weni Astifin
4. My irreplaceable friends, ERegTuS (English Regular Two Thousand and Seven)

MOTTO

Vocabulary enables us to interpret and to express. If you have a limited vocabulary, you will also have a limited vision and a limited future.[*)]

[*)] Rohn, J. (Motivation Speaker), in Yopp, H. K., Yopp, R. H., and Bishop, A. 2009. *Vocabulary Instruction for Academic Success*. California: Shell Education.

THESIS

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SUMMARY

The Correlation between Vocabulary Achievement and Reading Comprehension Achievement of the Eighth Grade Students at SMPN 4 Jember in the 2012/2013Academic Year ; Aris Mahmudi, 070210401109; 2013: 48 pages; English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

English is as a foreign language in Indonesia. It is one of the compulsory subjects in Junior High School. One of the purposes of teaching English, especially in reading skill is that the students are able to understand the text written in English. To achieve this purpose, the students need to master vocabulary in order to understand the text. Whereas in fact, the unfamiliar words in the reading text are often confronted by the students in Junior High School. Most of them have difficulty in getting the meaning of individual words in context. As a result, the students who lack of vocabulary will have difficulty in reading comprehension. Meanwhile, the students who have sufficient vocabulary are easy to comprehend the reading text.

This research was conducted to investigate whether or not there is a significant correlation between the vocabulary achievement and reading comprehension achievement of the eighth grade students at SMPN 4 Jember in the 2012/2013 Academic Year. The research design was correlational research. The research area was SMPN 4 Jember which was chosen purposively. The population of this research was the eighth grade students of SMPN 4 in the 2012/2013 academic year, excluding the superior class (8A) that consists of six classes and to determine the respondents of the research, cluster random sampling by lottery was applied after analyzing the English score of *Ulangan Akhir Semester I* (UAS) from all classes of the eighth grade students excluding the superior class by using Analysis of Variance (ANOVA). Based on the result of ANOVA, the population of the research was homogenous; so that one class could be taken as the research respondents, which was

from 8D. The primary data of this research were collected from vocabulary and reading comprehension achievement test, while the supporting data were obtained trough interview and documentation. The vocabulary achievement test was in the form of multiple choice which covered large vocabulary (nouns, verbs, adjectives and adverbs) and some aspects of small vocabulary (prepositions, conjunctions, pronouns and articles). Furthermore, the reading comprehension achievement test was in the form of multiple choice which covered comprehending word meaning, comprehending sentence meaning, comprehending paragraph meaning, and comprehending text meaning. The kind of reading text was descriptive text and recount text. The result of analysis by using Product Moment Correlation showed that the coefficient correlation (r_{xy}) (0.870) was higher than r_{table} (0.361) at significant level of 5%. It means that the null hypothesis (H_o) formulated: "there is no correlation between vocabulary achievement and reading comprehension achievement of the eighth grade students at SMPN 4 Jember in the 2012/2013 academic year" was rejected. On the other hand, the alternative hypothesis (H_a) formulated: "there is a significant correlation between vocabulary achievement and reading comprehension achievement of the eighth grade students at SMPN 4 Jember in the 2012/2013 academic year" was accepted.

The research results proved that there is a significant correlation between vocabulary achievement and reading comprehension achievement of the eighth grade students at SMPN 4 Jember in the 2012/2013 academic year. By mastering sufficient vocabulary, it helps the students to comprehend the reading text better.

ACKNOWLEDGEMENT

Praised to Allah SWT, the most gracious and the most merciful who always gives me his blessings, so I can accomplish this thesis entitled "The Correlation between Vocabulary Achievement and Reading Comprehension Achievement of the Eighth Grade Students at SMPN 4 Jember in the 2012/2013 Academic Year".

I would like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University,
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3. The Chairperson of the English Education Program,
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Finally, I hope this thesis will be useful for the readers. Any constructive suggestions and criticisms are appreciated.

Jember, May 2013

Writer

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