



**THE CORRELATION BETWEEN VOCABULARY ACHIEVEMENT AND
READING COMPREHENSION ACHIEVEMENT OF THE GRADE 8
STUDENTS AT SMPN 1 PUGER JEMBER**

THESIS

by

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Study Program, Language and Arts Department
Faculty of Teacher Training and Education Jember University

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DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved parents, Ismail, S.Pd and Siti Jubaedah, thanks for your love and support. This thesis is dedicated to you for your never-ending love;*
- 2. My sisters, Yuni Shofi Ambarwati and Dhita Agustin ,thanks for giving me spirit in finishing my thesis;*
- 3. All of my friends who have supported me to finish this thesis.*

MOTTO

The more you read, the better your vocabulary will become.)*

^{*)} Exforsys, Inc. 2010. *Importance of Strong Vocabulary*. Available at <http://www.exforsys.com/careercenter/english-vocabulary/importance-of-strong-vocabulary-in-english.html> Retrieved on [Thursday, May 5th, 2011].

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APPROVAL

The thesis entitled “The Correlation between Vocabulary Achievement and Reading Comprehension Achievement of the Grade 8 Students at SMPN 1 Puger Jember” is approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

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SUMMARY

The Correlation between Vocabulary Achievement and Reading Comprehension Achievement of the Grade 8 Students at SMPN 1 Puger Jember; ; Yuni Mega Widyawati, 070210491138; 2012: 58 pages; English Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

English is as a foreign language in Indonesia. This language has been taught from elementary school up to university level. In Junior High School, English education is one of compulsory subjects. One important aspect of learning a foreign language is reading. Being able to read in English is very important as it is known that success in reading is the most necessary because it is a basic tool of education. Almost all the English materials are taught in written form. The important aspect that influences the reading comprehension skill is vocabulary mastery. To comprehend a text, students should have known about the vocabularies that are used in the text. If the students find too many unfamiliar words, it will difficult for them to comprehend the information and the message from the text they read. Vocabulary is the key for the students in comprehending a text.

This research was conducted to find the correlation between the vocabulary achievement and reading comprehension achievement of the grade 8 students at SMPN 1 Puger Jember. The respondents of this research were some students of the grade 8 at SMPN 1 Puger Jember who were taken by using proportional random sampling by lottery. The total number of respondents was 60 students.

The primary data on this research were collected from the students' score of vocabulary achievement test and reading comprehension achievement test, while the secondary data were gained through interview and documentation. The students' vocabulary achievement score were collected by doing the multiple choice test which

covered large vocabulary (nouns, verbs, adjectives and adverbs) and some aspects of small vocabulary (prepositions, pronouns, conjunctions and articles). Furthermore, the students' reading comprehension achievement score were collected by doing the reading comprehension achievement test in the form of multiple choice test. The reading comprehension achievement test covered four aspects of comprehension. They were comprehending word meaning, comprehending sentence meaning, comprehending paragraph meaning, and comprehending text meaning. The kind of reading text in the reading test was descriptive text and recount text.

The result of analysis by using Product Moment Correlation showed that the r statistic was 0.753. It showed that the degree of the correlation between vocabulary achievement and reading comprehension achievement was high. The coefficient correlation was $0 \leq 0.753 \leq 1$, it meant that there was a positive correlation. It showed that the two variables have positive correlation. It means that the increase of variable X is followed by the increase of variable Y. The students who got good score in vocabulary, they also got good score in reading. Whereas, the students who got low score in vocabulary, they also got low score in reading.

Based on the computation, the value of sig column is 0.000. This value is lower than 0.05. It means that the alternative hypothesis (H_a) was accepted "there is a significant correlation between vocabulary achievement and reading comprehension achievement of the grade 8 students at SMPN 1 Puger Jember in the 2011/2012 academic year" and the null hypothesis (H_o) was rejected, it is formulated: "there is no correlation between vocabulary achievement and reading comprehension achievement of the grade 8 students at SMPN 1 Puger Jember in the 2011/2012 academic year."

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First and foremost, I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength so that I can finish writing the thesis entitled “The Correlation between Vocabulary Achievement and Reading Comprehension Achievement of the Grade 8 Students at SMPN 1 Puger Jember”.

In relation to the writing and finishing of this thesis, I would like to express the deepest and sincerest thanks to:

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2. The Chairperson of The Language & Arts Department;
3. The Chairperson of English Education Study Programs;
4. The first and second consultants, Dra. Wiwiek Istianah, M.Kes., M.Ed. App.Ling, and Drs. Bambang Suhardjito, M.Ed. Thank you for spending your time and giving me suggestions and many ideas to make my thesis better;
5. My Academic Supervisor Dra. Zakiyah Tasnim, M.Pd;
6. The lecturers of the English Education Program who have given me moral supports to work harder in my attempt to complete the thesis;
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9. The grade 8 students of SMPN 1 Puger Jember in 2011/2012 academic year.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, Maret 2012

The Writer

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