THE CORRELATION BETWEEN VOCABULARY ACHIEVEMENT AND READING ACHIEVEMENT OF THE FIRST GRADERS OF SENIOR HIGH SCHOOL

A THESIS

In Partial Fulfillment of the Requirements for the *Sarjana Pendidikan* Degree in English Language Teaching

By:
Helena Yuniwati Sudjarwo
1213010031

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
2014

THE CORRELATION BETWEEN VOCABULARY ACHIEVEMENT AND READING ACHIEVEMENT OF THE FIRST GRADERS OF SENIOR HIGH SCHOOL

A THESIS

In Partial Fulfillment of the Requirements for the *Sarjana Pendidikan* Degree in English Language Teaching

By:
Helena Yuniwati Sudjarwo
1213010031

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
2014

APPROVAL SHEET

(1)

This thesis entitled CORRELATION BETWEEN VOCABULARY ACHIEVEMENT AND READING ACHIEVEMENT OF THE FIRST GRADERS OF SENIOR HIGH SCHOOL, prepared and submitted by Helena Yuniwati Sudjarwo, has been approved and accepted as Partial Fulfillment of the Requirements for the Sarjana Pendidikan Degree in English Language Teaching by the following advisors

M.N. Siti Mina Tamah, Ph.D.
First Advisor

Dr. B. Budiyono, M. Pd.
Second Advisor

APPROVAL SHEET

(2)

This thesis has been examined by the Committee on Oral Examination with a grade of on June 16, 2014

Dr. V. Luluk Prijambodo, M.Pd.

Chairperson

Davy Budiono, M.Hum.

Secretary

B. Himawan Setyo W., M.Hum.

Member

M.N. Siti Mina Tamah, Ph.D.

Member

Dr. B. Budiyono, M.Pd.

Member

Approved by

I. V. Djoko Warjawan, Ph.D.

Dean of the Teacher Training and Education Faculty

M. Tri Kelno Palupi, M.Pd.

Head of the English Department

SURAT PERNYATAAN
PERSETUJUAN PUBLIKASI KARYA ILMIAH

Demi perkembangan Ilmu Pengetahuan, saya sebagai mahasiswa Universitas Katolik Widya Mandala Surabaya:

Nama Mahasiswa	:	Helena Yuniwati Sudjarwo
Nomor Pokok	:	1213010031
Program Studi	:	Pendidikan Bahasa Inggris – Jurusan Pendidikan Bahasa dan Seni
Fakultas	:	Keguruan dan Ilmu Pendidikan
Perguruan Tinggi	:	Universitas Katolik Widya Mandala Surabaya
Tanggal Lulus	:	16 Juni 2014

Dengan ini **SETUJU/~~TIDAK SETUJU~~***) Skripsi atau Karya Ilmiah saya,

Judul:

The Correlation between Vocabulary Achievement and Reading Achievement of the First Graders of Senior High School

Untuk dipublikasikan/ditampilkan di Internet atau media lain (Digital Library Perpustakaan Universitas Katolik Widya Mandala Surabaya) untuk kepentingan akademik sebatas sesuai dengan Undang-undang Hak Cipta yang berlaku.

Demikian surat pernyataan **SETUJU/~~TIDAK SETUJU~~***) publikasi Karya Ilmiah ini saya buat dengan sebenarnya.

Surabaya, 30 Juni 2014

Yang menyatakan,

Helena Y. S.

NRP.: 1213010031

Catatan:
**) coret yang tidak perlu*

ACKNOWLEDGEMENTS

The writer would like to express her deepest and sincere thanks and gratitude to all people who support and help the writer in finishing her study. First of all, the writer would like to express her deepest thank to God who has been so kind that He always gives the writer strength, guidance, and blessing to the writer. Without Him, the writer would not be able to finish her thesis well and on time. The writer also would like to address her deepest and sincere thanks and gratitude to:

1. The writer's beloved father, mother, and elder sister who always pray for the writer's success, and give her their never ending love, and supports.

2. M.N. Siti Mina Tamah, Ph.D, the writer's first advisor, who has spent her valuable time and been so patient in giving the writer guidance, help, and suggestions.

3. Dr. B. Budiyono, M. Pd., the writer's second advisor, who has spent his valuable time and given the writer suggestions to improve this thesis.

4. Dra. Sintowati Soetanto, M. Ed, the headmaster of Saint Hendrikus Catholic Senior High School, who has been willing to give the writer permission to conduct the research for this study.

5. Luh Arumdiah R.D, S.S, M.Pd., the English teacher of Saint Hendrikus Catholic Senior High School, who has been so kind giving the writer time to conduct the research for this thesis and helpful during the process of data collection.

6. All of first grade students of Saint Hendrikus Catholic Senior High School who have participated well during the research process for this thesis.

7. All of the lectures and staffs of Widya Mandala Catholic University who have helped the writer during her study in Widya Mandala Catholic University.

8. All of the writer's best friends; Greatty, Sinta, Novita, Devi, Evelyn, Cisil, and Sheren, who have given the writer support and help during the process of finishing this thesis.

9. All of the writer's friends in BOSCO Ministry who have given the writer sincere prayer and support.

At last, the writer would like to thank everyone who has helped the writer in finishing her study. The writer realizes that without God and them all; this thesis could not be accomplished well and on time. The writer hopes God always bless them all. The writer also hopes that this thesis will be useful for everyone.

Helena Yuniwati Sudjarwo

TABLE OF CONTENTS

Page

TITLE …….. i

APPROVAL SHEET (1) …… .ii

APPROVAL SHEET (2) …… iii

ACKNOWLEDGEMENTS …… iv

TABLE OF CONTENTS …… vii

LIST OF TABLES …….. x

ABSTRACT …… xi

CHAPTER I INTRODUCTION

1.1 Background of the Study …… 1

1.2 Statement of the Problem …… 4

1.3 The Objective of the Study ……. 4

1.4 Theoretical Framework …….. 5

1.5 Hypotheses …….. 5

1.6 The Significance of the Study ……. 6

1.7 Assumption …….. 6

1.8 Limitation and Scope …….. 7

1.9 Definition of Key Terms ……. 7

1.10 Organization of the Study …… 8

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Vocabulary …… 9

2.1.1 Definition of Vocabulary …… 9

2.1.2 Type of Vocabulary ……. 10

2.1.3 Vocabulary Learning …… 12

2.1.4 The Importance of Teaching Vocabulary …… 12

2.1.5 How to Test Vocabulary ……. 14

2.1.6 The Vocabulary Size Test ……... 15

2.2 Reading ……. 17

2.2.1 Definition of Reading ……. 17

2.2.2 Kinds of Reading …… 18

2.2.3 The Importance of Reading ……. 19

2.2.4 Reading Process …….. 20

2.2.5 Reading Comprehension ……. 21

2.2.6 How to Test Reading Comprehension ……..... 23

2.2.7 Factors Influencing Reading …… 28

2.3 The Relationship between Vocabulary and Reading ……. 31

2.4 Review of Related Studies ……. 33

CHAPTER III RESEARCH METHOD

3.1 Research Design …… 36

3.2 The Subject of the Study …… 37

3.3 Research Instrument …….. 37

3.3.1 The Validity of the Test …….. 41

3.3.2 The Reliability of the Test …… 43

3.3.3 Item Analysis of the Test ……. 45

3.4 The Procedure of Data Collection …….. 50

3.5 The Technique of Data Analysis …… 52

CHAPTER IV FINDINGS AND DISCUSSION

4.1 Findings …… 56

4.2 The Discussion of the Findings …… 57

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion …….. 41

5.2 Suggestions ……. 43

APPENDICES

BIBLIOGRAPHY

LIST OF TABLES

Page

Table 2.1 Table of Difference between the Other Related Studies and this Study……. 34

Table 3.1 Table of Specification of the Real Sample Reading Test…. 40

Table 3.2 Table of Specification of the Try out Reading Tests…… 41

Table 3.3 The Facility Value Analysis of the Second Try Out Reading Test and the Real Test …..…… 47

Table 3.4 The Discriminating Power Analysis of the Second Try Out Reading Test and the Real Test ……. 50

Table 4.2 The Best and Worst Score of the Sample Students……. 59

Table 4.3 Some Other Sample Students' Scores……. 60

ABSTRACT

Sudjarwo, Helena Yuniwati. 2014. ***The Correlation between Vocabulary Achievement and Reading Achievement of First Grade Senior High School Students***. Surabaya: English Language Education Study Program, Widya Mandala Catholic University.

Advisors : M.N. Siti Mina Tamah, Ph.D., and Dr. B. Budiyono, M. Pd.

Learning the four English basic skills (listening, speaking, reading, and writing) is supported by learning the three language components (pronunciation, vocabulary, and grammar). Having rich vocabulary really gives many advantages in developing a reading ability although there are other factors which may influence reading ability. The purpose of this research is to find out the correlation between vocabulary and reading. There were two formulated research questions: (1) Is there a correlation between vocabulary achievement and reading achievement of first grade senior high school students? and (2) Is the correlation between vocabulary achievement and reading achievement of first grade senior high school students positive or negative?

The theories used in this research were theory of vocabulary (definition of vocabulary, type of vocabulary, vocabulary learning, the importance of teaching vocabulary, how to test vocabulary, and the vocabulary size test), the theory of reading (definition of reading, kinds of reading, the importance of reading, reading process, reading comprehension, and how to test reading comprehension).

The research design used was quantitative research design. It was a non-experimental correlation study. The subjects of this study were 50 students of grade one at "X" Senior High School. The instruments of this study were vocabulary test and reading test. This study used Vocabulary Size Test which was composed by Paul Nation and David Beglar. Then, the reading test was made by the researcher herself. As a result of the first try out of reading test was not satisfying, the writer conducted the second reading try out to develop a better reading test. Obtaining the result of vocabulary and reading test from the sample students, the writer analyzed the scores statistically to find the correlation coefficient by using Pearson Product-Moment Correlation Coefficient.

The correlation coefficient found was 0.679. This proved that there was a correlation between vocabulary achievement and reading achievement of the first grade senior high school students and the correlation was found to be positive. It means that if vocabulary achievement increases, reading achievement will also increase. Considering the result of this study, the students should never stop learning vocabulary in order to have a good reading achievement. Therefore, teachers need to include the vocabulary learning while teaching students reading.

Keyword: correlation, vocabulary, reading, achievement.