The Correlation between Students’ Vocabulary Mastery and Their Reading Ability at Tenth Grade of SMAN 5 Kabupaten Tangerang

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Abstract: The purpose of this study was to determine the relationship between students' vocabulary mastery (X) and their reading ability (Y) in the tenth grade of SMAN 5 Kabupaten Tangerang in the academic year 2019/2020. There were 80 students from 403 students of population taken as the sample of this study who were determined using random sampling techniques. The data collected was analyzed using Pearson Product Moment Correlation and the instrument used was a student's vocabulary mastery test and a student's reading ability test. In addition, research findings indicate that there is a high correlation between students' vocabulary mastery and their reading ability. It is assumed that the alternative hypothesis (Ha) in this study was accepted and the null hypothesis (Ho) is rejected. There was correlation between students' vocabulary mastery and reading ability is accepted. In conclusion, the results of the hypothesis test between students' vocabulary mastery and reading ability in tenth grade at SMAN 5 Kabupaten Tangerang shows a positive correlation. There is a high correlation between students' vocabulary mastery and their reading ability at the SMAN 5 Kabupaten Tangerang with r-coef = 0.707. However, students must improve their learning, use their time perfectly, and have good mastery in memorizing vocabulary. In reading skills, students are strongly advised to always read books. So students are familiar with the support of English conversation.

INTRODUCTION

The English is a foreign language in Indonesia. It should be taught start from kindergarten to university level, because English is an important language to communicate with other people in the world. It uses to help the students in mastering English skill such as Reading, Listening, Speaking and Writing.

Reading is one of the important language skills. It is one skill in English beside listening, speaking and writing. By reading, people may get a lot of information. This is supported by Wixson, et al. (1987), “Reading is the process of creating meaning that involves: the reader’s existing knowledge, the text information, and the reading context.”

Reading ability needs more practice in teaching and learning process. Teacher should create the best method or technique to help students in reading, because in mastering reading, students should know the meaning of the words. Students are required to have good interaction with the texts, and need more attention for the reader in order that student get exact or close meaning of the texts as well. Students feel difficulties in reading ability, the
students often feel confused when they read a text because they do not know the meaning of the text and also they need some motivation to make them diligent in reading. In the noble Qur’an, Allah SWT says which means:

“Read : In the name of thy lord who created

One of the example of students who have difficulties in learning reading is in SMAN 5 Kabupaten Tangerang. The writer had done an interviewed the English teacher at grade XI MIPA I and XI MIPA II in SMAN 5 Kabupaten Tangerang. The writer found that students’ reading ability was low. The students did not understand the meaning of a text. Moreover, had low motivation in learning reading since they thought that reading was a boring activity. With the low skill in reading and low motivation, the students are not going to absorb the maximum in the material being taught. Certainly, it is in their reading task score in under from the minimum completeness criteria values or completeness minimum criteria (KKM).

The following graphic explains about the values of reading ability at the tenth grade of SMAN 5 Kabupaten Tangerang in academic year 2019/2020.

Graphic 1.1 The Values of Students’ Reading Ability of the Tenth Grade SMAN 5 Kabupaten Tangerang in Academic Year 2018/2019.

As the data in graphic 1.1, the value of minimum criteria in the tenth grade SMAN 5 Kabupaten Tangerang is 75. There are two classes of tenth grade SMAN 5 Kabupaten Tangerang. Class X MIPA I consists of 36 students and the writer saw on the daily test value only 45% students who can exceed the minimum criteria. There are 16 who can exceed the minimum, and 20 students cannot exceed the minimum criteria. The highest score was 92, the middle score was 75 and the lowest score was 60. While, in class X MIPA II consists of 35 students and the daily test value only 38% students who can exceed the minimum criteria. The students who can exceed the minimum criteria are 16 students, while students who cannot exceed the minimum criteria are 19. The highest score was 87, the middle score was 75 and the lowest score was 60. The values of English learning in a class X MIPA I upper than X MIPA II. English learning, especially reading ability in the SMAN 5 Kabupaten Tangerang of tenth grade is not 100% students can exceed the minimum criteria.
Vocabulary is one of the English component besides grammar, pronunciation, phonology, and spelling. Vocabulary is so important because vocabulary is used as the main tool to understand forms, phrases, sentence, and word itself in texts. Therefore, in order to communicate well a foreign language, students acquire and adequate number of words and should know how to use them accurately.

Mastery of vocabulary is important for all students or teacher to comprehend the content of a certain reading texts. There are many reasons why the mastery of vocabulary is very important; to know word division to comprehend the content of reading passage and to know difficulties of mastering reading comprehension. There are also other point of view that say vocabulary is influence with reading ability. Stæhr, (2008) stated that “Vocabulary is important to emphasize reading ability.” According to Wasik, Hindman, & Snell, (2016) stated that “Reading is an important vehicle for developing vocabulary.”

The correlation between vocabulary mastery and reading ability has been discussed by many experts. Such as Hayati, (2016) found that there was a positive correlation between students’ vocabulary mastery and their reading. The other research as Bahri, (2018) also found that there is strong correlation between students’ vocabulary mastery and their reading. Then, Hastini, (2014) told that there was a correlation between vocabulary and reading comprehension. It means, there are many experts who found that there is a correlation between students’ vocabulary mastery and reading.

Based on the description of vocabulary and reading above, it shows that they have close relation. The writer considers to conduct correlational research. The writer will focus on the correlation between vocabulary mastery and students reading ability. By doing this research the writer hopes that students can get the information on the text easily by improving their vocabulary mastery. To get the real data about it the writer will organize a test result to prove the correlation between students achievement in vocabulary mastery and reading ability. For this purpose, the writer interested in conducting a study on “The Correlation between Students’ Vocabulary Mastery and their Reading Ability at the Tenth Grade of SMAN 5 Kabupaten Tangerang in Academic year 2019/2020.”

THEORETICAL SUPPORT

Reading is one of the language skill in English. Reading is an important ability for students should be mastered. Reading is particular way in which reader understands a text or a book. According to reading competence in senior high school, students should read the text clearly and they must know what the meaning of the text is inside.

Indicator of reading is understanding. As Ortlieb, at al (2015)that “Students who read the kinds of text would not only have to know the meaning from the word “erroneously” but they must also use the meaning to understand the rest of the sentences.” If without context clues in reading skills, syntactical knowledge, and inferencing abilities. The other research as Schiefele, Stutz, & Schaffner, (2016) found that “One indicator of reading such as (word, sentence, or passage, and level comprehension). It means, the reader not only know the meaning from the text that they read. They also must understand each sentences from the text. It can make the reader more understand the contents of the text that they read. Then, for this research the indicator that will be used are main idea of the text, general idea of the text, specific information, adjective information, rhetorical of descriptive text, and generic structure.

Vocabulary means the words, which is significant to be known by the learners of language. It can be found in dictionary or other sources, which is relevant. Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Generically, vocabulary is the knowledge of meanings of words.
According to (Lessard, 1969) “Vocabulary is the words of language with particular meaning which includes lexical chunks, phrases of two or more words, and words with specific meaning.” Spears, (2017) has different definitions about vocabulary, he said that “Vocabulary has a stock or supply of words that a person uses or understands even if he does not use the in oral or written communication or in reading.”

There are many aspects in vocabulary. Suri, (2012) found that the aspects of vocabulary are pronunciation of the word, spelling of the word, and grammatical pattern of the word. The other research as Gushendra, (2017) also told that the aspects of vocabulary are pronunciation, spelling, grammar and meaning. Then, the aspects that will be used by the researcher for his research are noun, pronoun, adjective, adverb of manner, verb, antonym, and synonym.

There are some researchers which are related to vocabulary mastery and reading ability. First, Stæhr, (2008) conducted the research on the title “Vocabulary size and the skills of listening, reading and writing.” This research is to investigate the relationship between vocabulary size and the skills of listening, reading and writing in English as a foreign language (EFL). The participants were between 15 and 16 years of age, they came from six different schools, and their language skill in English was assessed as part of the national school leaving examination in Denmark. The results thus emphasis the importance of vocabulary size for language proficiency. Furthermore, it was found that the majority of the learners did not know the most frequent 2000 words in English, but if they did, they would also perform adequately in the listening, reading and writing tests. These findings therefore suggest that the 2000 vocabulary level is a crucial learning goal for low level EFL learners.

Second, the writer was done by (Fatmawati & Usman, 2014) with the title “The Correlation Between Students’ Achievement in Vocabulary and Reading Comprehension of The Eleventh Grade Students.” The objective of research was to find out the correlation between students’ achievement in vocabulary and reading comprehension of the eleventh grade students of SMAN 1 Tolitoli. The population was the eleventh grade students. The number of the sample was 31 students. In collecting data, the researcher used to instruments namely questionnaires and tests which were consisted of vocabulary test and reading comprehension test. The vocabulary test was used by researcher to collect the data about the students, achievement in vocabulary, while reading comprehension test was used to gather data about reading comprehension. In conclusion, there was correlation; there was correlation between vocabulary and reading comprehension.

Third, Sudirman, (2018) conducted the research with the title “The Correlation between Vocabulary Mastery and Reading Comprehension at the second year students of SMPN 3 Gunungsari.” The aims of this research is to find of there is whether any correlation between vocabulary mastery and reading comprehension at the second year students of SMPN Gunungsari. This research was designed by using descriptive quantitative method. The research took 30 students as sample of this study. The writer distributed the test of vocabulary and reading comprehension at the second year students, and after that the writer would analyze them. The result of this research indicated of there is no significant between vocabulary and reading comprehension it can be concluded that there is no correlation between vocabulary mastery and reading comprehension.

Fourth, Samsul Bahri, (2018) conducted the research in the title “The Correlation Between Students’ vocabulary Mastery and their Reading Comprehension at the seventh grade students’ of MTS Darul Ihsan.” The study investigated the correlation the students’ vocabulary mastery and their reading comprehension. Data were collected from 32 seventh grade students. The test item of vocabulary mastery and reading comprehension were given to the students to measure their level of vocabulary mastery and reading comprehension. The result showed that there was strong correlation between students’ vocabulary mastery and
their reading comprehension. It can be concluded that students’ experiences’ experiences and reading strategies help the students to understand text but vocabulary was more contributive in helping the students to comprehend the texts.

The last research was conducted by Hayati, (2016) with the title “The correlation Between Indonesia Students’ Vocabulary Mastery and Their Reading Comprehension This study was aimed at proving the correlation between students’ vocabulary mastery and their reading achievement at the fourth semester of STKIP Dharma Bakti Lubuk Alung. This correlational study involved 70 students taken through cluster random sampling. Vocabulary and reading test were employed to determine the correlation between students’ vocabulary mastery and their reading comprehension. In conclusion, there was a positive correlation between students’ vocabulary mastery and their reading comprehension at the fourth semester students of STKIP Dharma Bakti Lubuk Alung.

METHOD

This writer uses a quantitative method. According to (Creswell, 2009) States those quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study. The reason of choosing this method is that the researchers want to know the strength of the relation of two variables based on correlation coefficient. In this research, the cause effect relationship method to analyze the collected data of students’ score of the vocabulary mastery and reading ability was used by writer. Furthermore, the research design that will be used by the writer is correlation research.

In this section, the writer has defined the meaning of population, as Sugiyono (2015:117) said that Population is a generalization area that consists of: object/subject which have a certain quality and characteristic that set by the researcher to be learned and then drawn the conclusion. The population of this research is the tenth grade students of SMAN 5 Kabupaten Tangerang. The number of population.

<table>
<thead>
<tr>
<th>Table 3.3</th>
<th>Students Data at Tenth Grade of SMAN 5 Kabupaten Tangerang</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>Number of students</td>
</tr>
<tr>
<td>MIPA 1</td>
<td>36</td>
</tr>
<tr>
<td>MIPA 2</td>
<td>35</td>
</tr>
<tr>
<td>MIPA 3</td>
<td>34</td>
</tr>
<tr>
<td>MIPA 4</td>
<td>36</td>
</tr>
<tr>
<td>MIPA 5</td>
<td>35</td>
</tr>
<tr>
<td>IPS 1</td>
<td>33</td>
</tr>
<tr>
<td>IPS 2</td>
<td>34</td>
</tr>
<tr>
<td>IPS 3</td>
<td>33</td>
</tr>
<tr>
<td>IPS 4</td>
<td>32</td>
</tr>
<tr>
<td>IPS 5</td>
<td>31</td>
</tr>
<tr>
<td>IPS 6</td>
<td>33</td>
</tr>
<tr>
<td>IPS 7</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>403</td>
</tr>
</tbody>
</table>

Source : SMAN 5 Kabupaten Tangerang

Sample is a part of population. As stated by Riduwan (2012:56) “Sample is a part of population that has the characteristic or circumstance to the research.” There are 403 students of the tenth grade as the population are considered as a sample. Then, one technique of sampling for this research, the researcher will uses simple random sampling. Because there are many classes of the tenth grade students in SMAN 5 Kabupaten Tangerang. Finally, for this sampling the writer will calculate by using formula of “Taro Yamane”
In collecting the data, the writer uses questionnaire and test to collect the data for this research. The purpose of collecting data to obtain the data of correlation between students’ vocabulary mastery and their reading ability. The main components of the technique of collecting data as follow:

1. Arikunto, (2010) told that questions or exercises and other tools that used to measure skills intelligence, abilities or talents possessed by individuals or groups is test. It is usually used by all teachers to find out the scores from the students.

2. The writer uses the documentation method to obtain the data. Because the researcher wants to know all about the teachers, students, structure or organization, and profile of the school, and the location of the school. In addition, the researcher also creates the documentation by taking pictures during the teaching and learning process.

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is the score of understanding of concept and information presented in a text.

To obtain the data of reading ability, the writer uses test in the form of multiple choice to investigate the students’ reading ability and vocabulary mastery score. According to Brown (2003:191) multiple choice is an assessment by choosing one of four to five possible answer. There are 40 test items made with 5 options A, B, C, D, and E. The instrument of this research will assess by using scoring guidance the text, such as: (1) score 1 for the right answer and (2) score 0 for the wrong answer. To obtain the data of reading ability, the writer uses test in the form or multiple choice to investigate the students, reading ability in vocabulary mastery score. According to Brown (2003:191) “Multiple choice is an assessment by choosing one of four or five possible answer. There were 40 test items made with 5 options A, B, C, D, and E”. The instrument of this research was assessed by using scoring guidance the test, such as: (1) score 1 for the right answer and (2) score 0 for the wrong answer. The students’ score was determined by dividing the students’ gained score by the maximum score and then multiple choice by weight (100%).

**Scoring Guideline**

<table>
<thead>
<tr>
<th>Right Answer</th>
<th>Wrong Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total Score** = \[
\frac{\text{Score Achieved}}{\text{Maximum Score}} \times 100 = 100
\]

(Dra. Handayani.S)

According to Arikunto, validity is a measure that is show a test accuracy). The writer will use SPSS to count the data. The writer will use SPSS to count the data, this is original formula to count validity in this research as follow:
\[ r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \sum x^2 - (\sum x)^2}(N \sum y^2 - (\sum y)^2)} \]

Source: Sugiyono (2017:228)

Where:
- \( r_{xy} \) = Coefficient of correlation between X variable and Y variable
- \( N \) = Number of Respondents
- \( \sum x \) = Sum of score in X distribution
- \( \sum y \) = Sum of score in Y distribution
- \( \sum x^2 \) = Sum of multiplication of X and
- \( \sum y^2 \) = Sum of Y quadrate
- \( \sum xy \) = Sum of multiplication of X and Y

The validity test was carried out on 40 respondents with 40 vocabulary mastery test items and 40 reading ability tests. The test result obtained from the value of \( r_{\text{table}} \) (0.05) = 0.32 provided that if \( r_{\text{count}} < r_{\text{table}} \) = invalid, and if \( r_{\text{count}} > r_{\text{table}} \) = valid. In the first research, the writer got 30 numbers of items vocabulary mastery test was valid and 33 number of items reading ability test. Furthermore, the writer conducted the second validity test by changing invalid questions. But the writer discards invalid test items for the test of vocabulary mastery and reading ability, and the writer only used 33 items of test in the research. After conducted the second validity, the writer got 63 numbers of items vocabulary mastery and reading ability. It means, the writer used 63 items for vocabulary mastery 30 items and 33 items for reading ability test.

As Fraenkel & Wallen, (2009) told that “Reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another”. To know reliability of the questionnaire of students’ motivation, the researcher uses Alpha formula to measure the reliability of the questionnaire of intrinsic motivation.

After the writer conducted a reliability test, can be seen that alpha reliability coefficients variable of Reading ability and vocabulary mastery is 0.727. This result proven that the instrument used in the research has been tested for reliability. The conclusion is \( r_{\text{alpha}} > 0.60 \) that the instrument used in this research is the valid and reliability instruments as well as feasible to spread to respondents for the research.

The instrument that used to get the data on this research is final instrument. Vocabulary mastery is 30 items of questions and reading ability is 33 items of questions. The data can be seen on the mini thesis appendices.

One of the requirements analysis is data linearity test is the simple linear regression. If the data is not linear, the analysis cannot be done.

1. Determining the Statistical Hypothesis

The hypotheses had been tested in this research are stated in statistical hypothesis as follow:

a. \( H_0 : \rho = 0 \)
   There is no positive correlation between students’ vocabulary mastery and their reading ability at the tenth grade students of SMAN 5 Kabupaten Tangerang in academic year 2019 – 2020.

b. \( H_a : \rho \neq 0 \)
There is positive correlation between students’ vocabulary mastery and their reading ability at the tenth grade students of SMAN 5 Kabupaten Tangerang in academic year 2019–2020.

2. Determining of t-count
   If \( t_{\text{count}} > t_{\text{table}} \) it means \( H_a \) is accepted and \( H_0 \) is rejected
   If \( t_{\text{count}} < t_{\text{table}} \) it means \( H_0 \) is accepted and \( H_a \) is rejected

3. Determining the Value of Significant
   If the value of significant is < 0.05, it means there is no correlation between vocabulary and reading ability or hypothesis is accepted.
   If the value of significant is > 0.05, it means there is correlation between vocabulary mastery and reading ability or hypothesis is rejected

4. Determining the Criteria of Test
   If \( t_{\text{count}} > t_{\text{table}} \) it means \( H_a \) is accepted and \( H_0 \) is rejected
   If \( t_{\text{count}} < t_{\text{table}} \) it means \( H_0 \) is accepted and \( H_a \) is rejected

5. Conclusion
   From the explanation above, we can find the result of the research by using the value of significant bigger than 0.05 it means the result is significant but if the value of significant is smaller than 0.05 it means the result is there is no significant.

RESULT AND DISCUSSION

The research was conducted at SMAN 5 Kabupaten Tangerang in academic year 2019/2020. It was located at Jl. Raya Salembaran No 29 Kosambi Kabupaten Tangerang 15214. It was started from September, 4 2019 until September, 10 2019. The writer chose the students at the tenth grade as the population and also chose class three classes as sample. There are 403 students of the tenth grade as the population and the writer considered 80 students as a sample.

This study used quantitative method. To get the data for quantitative, the writer gave the same test to the students to both of classes. The tests are multiple choices of vocabulary test and reading test. The vocabulary test and reading test was given to find out the correlation between students’ vocabulary mastery and reading ability.

After giving the test to both of classes, the writer analyzed the result to get the students’ score. The result of the test was called data and it would be proceed by using SPSS 22 in analyzing the data, the writer used the gained score of the students.

In this section explained about result statistic description from vocabulary mastery test, and reading ability test. With indicator vocabulary mastery as variable \( X \), and reading ability as variable \( Y \). To find score about Maximum, Minimum, Sum, Mean, and Std. Deviasi. It can be seen on the table below:

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std.Deviasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Mastery</td>
<td>80</td>
<td>42</td>
<td>100</td>
<td>72.41</td>
<td>13.360</td>
</tr>
<tr>
<td>Reading Ability</td>
<td>80</td>
<td>40</td>
<td>100</td>
<td>70.25</td>
<td>13.846</td>
</tr>
</tbody>
</table>

Source: Statistical Result SPSS22

From the data about explained that description statistic of vocabulary mastery is \( N = 80 \), score \( \text{Min} = 42 \), \( \text{Max} = 100 \), \( \text{Mean} = 72.41 \), and Std. Deviasi= 13.360. The statistic of reading ability is \( N = 80 \), score \( \text{Min} = 40 \), \( \text{Max} = 100 \), \( \text{Mean} = 70.25 \), and Std. Deviasi= 13.846.
1. **Test of Normality**

**Table 4.2 Test of Normality**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Kolmogorov – Smirnov(^3)</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statisic</td>
<td>Df</td>
</tr>
<tr>
<td>Vocabulary Mastery</td>
<td>.119</td>
<td>80</td>
</tr>
<tr>
<td>Reading Ability</td>
<td>.142</td>
<td>80</td>
</tr>
</tbody>
</table>

*Source: Statistical Result SPSS22*

Based on the table above shows that the normality test between vocabulary mastery and reading ability is not normally distributed. This can be said because the value of Sig. Of the two variables smaller than 0.05 (X = 0.003 <0.05) and (Y = 0.000 <0.05).

2. **Test of Linearity**

**Table 4.3 Test of Linearity ANOVA Table**

<table>
<thead>
<tr>
<th>Source: Statistical Result SPSS22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of Squares</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Vocabulary Mastery Between (Combined) Linearity</td>
</tr>
<tr>
<td>Reading Ability Groups Deviation from Linearity</td>
</tr>
<tr>
<td>Within Groups</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Based on table above, the deviation from linearity significant is 0.273. It higher than the significant value 0.005. It is known 0.273 > 0.005. It showed that there is linearity between vocabulary and reading.

3. **Non Parametric Correlation of Analysis**

**Table 4.5 Correlation Research Using Spearman-Rho**

<table>
<thead>
<tr>
<th>Components</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation Coefficient</td>
<td>.610</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>80</td>
</tr>
</tbody>
</table>

*Source: SPSS22*

Based on the estimation results of the correlation between vocabulary mastery with reading ability using the Spearman-Rho non parametric correlation analysis model shows the correlation coefficient of .610. These results can be said to be a weak and negative relationship. This means that there is no relationship between vocabulary mastery and reading ability.
4. Testing of the Research Hypotheses and Discussions

Table 4.6 Testing of the Research Hypotheses

<table>
<thead>
<tr>
<th></th>
<th>Vocabular y Mastery</th>
<th>Reading Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation Coefficient</td>
<td>1</td>
<td>.610</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>80</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>

Source: SPSS22

From the 80 respondents, the value of correlation coefficient is 0.613. According to the table of correlation interpretations this number is classified into the high correlation because the result is between 0.60-0.799. It means, there is high correlation between students’ vocabulary mastery and their reading ability at the tenth grade of SMAN 5 Kabupaten Tangerang.

On the analysis at the tenth grade which is consisting of 80 students. These steps were conducted by researcher to know the correlation between students vocabulary mastery and reading ability. This step has been done by teacher and students before being taught using reading ability test and 5. The value of coefficient correlation is 0.610. Furthermore, there is high correlation between vocabulary mastery and reading ability because the numbers interval at the level 0.60 – 0.799. It was assumed that the alternative hypothesis (Ha) in this study was rejected and the null hypothesis (Ho) which stated that there was no correlation between students’ vocabulary mastery and reading ability. (Ho) is accepted.

CONCLUSION

Based on the research finding in the previous chapter, it can be seen that there is high correlation between students’ vocabulary mastery (X) and their reading ability (Y) at the tenth grade SMAN 5 Kabupaten Tangerang in academic year 2019-2020. From the 80 respondents, the index value of correlation was found to be 0.610. According to the table of correlation interpretations this number is classified into the high class of 0.60 – 0.799, which means that there is a high correlation between two variables. The result of hypothesis test between students’ vocabulary mastery and reading ability at the tenth grade SMAN 5 Kabupaten Tangerang shows a positive correlation. There is high correlation between students’ vocabulary mastery and reading ability at the tenth grade SMAN 5 Kabupaten Tangerang with $r_{count}=0.610$. It was assumed that the alternative hypothesis (Ha) in this study was accepted and the null hypothesis (Ho) is rejected. There was correlation between students’ vocabulary mastery and reading ability.

Based on the study, there are some suggestions that are drawn. The students need to add more vocabulary mastery by themselves so that their reading ability will good or improve to be better. Basically, the teaching and learning process needs the participation from both students and teachers. Whatever the method and whoever the teacher if there is no participation inside the class, there will no improvement in students’ ability. Meanwhile, the teacher should support the students’ expectation about reading and arouse their interest to increase their reading ability. The teacher should encourage the students to have and use dictionary as tool to find the meaning from the difficult words. The school can provide a good library with complete books to have the various information resources such as English
text books, English magazines, newspapers, stories books, etc. So, it can treat students’ reading habit at school.

REFERENCES


