

**THE CORRELATION BETWEEN VOCABULARY MASTERY  
AND READING ABILITY ON NARRATIVE TEXT  
AT THE SECOND YEAR STUDENTS OF  
SMP N 3 KAMPAR**

Thesis

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By

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## ABSTRAK

### **Elfitri Yani, (2013): Korelasi antara Penguasaan Kosakata dan Kemampuan Membaca Teks Naratif Siswa Kelas Dua SMPN 3 Kampar''.**

Permasalahan dalam penelitian ini adalah siswa tidak mampu menemukan ide pokok, ide pendukung, informasi utama, menentukan acuan dan membuat ringkasan dari teks naratif. Objektifitas penelitian ini adalah untuk menemukan bagaimana penguasaan kosakata siswa, kemampuan membaca siswa dan untuk mengetahui hubungan antara penguasaan kosakata dan kemampuan membaca teks naratif siswa dua SMPN 3 Kampar.

Penelitian ini terdiri dari dua variabel yaitu penguasaan kosakata siswa sebagai variabel independen (X) dan variabel dependen (Y) yaitu kemampuan membaca siswa dalam teks naratif. Subjek penelitian ini adalah siswa kelas dua SMPN 3 Kampar yang terdiri dari lima kelas dengan 175 siswa. Peneliti mengambil 20% (35 siswa) sebagai sampel dalam penelitian. Teknik yang digunakan peneliti dalam mengambil sampel adalah sampel acak (*random sampling*)

Instrumen penelitian ini adalah tes vocabulary dan membaca. Tes-tes tersebut digunakan untuk mengetahui penguasaan kosakata siswa dan kemampuan mereka dalam membaca teks naratif. Sedangkan untuk menganalisa data, penulis menggunakan korelasi produk momen dengan rumus sebagai berikut:

Temuan penelitian ini menunjukkan bahwa jumlah nilai penguasaan kosakata siswa adalah 2505 dengan rata-rata 71,57 dengan kategori bagus dan jumlah nilai kemampuan siswa dalam membaca teks deskriptif adalah 2560 dengan rata-rata 73,14 dengan kategori bagus. Sebagai kesimpulan, jumlah nilai  $r_{xy}$  adalah 1,195 lebih tinggi dari pada  $r_{tabel}$  pada derajat kebebasan 5% dan 1% ( $1.195 > 0.418 > 0.325$ ).  $H_a$  diterima dan  $H_o$  ditolak yang berarti bahwa ada hubungan yang signifikan antara penguasaan kosakata dan kemampuan membaca teks naratif siswa kelas dua SMPN 3 Kampar.

Berdasarkan data yang di Analisis dapat disimpulkan bahwa adanya pengaruh yang signifikan antara penguasaan kosakata dan kemampuan membaca teks naratif siswa kelas Dua SMP N 3 Kampar.

## ACKNOWLEDGEMENT

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Finally, the researcher realizes that this thesis is still far from the perfectness. Therefore, comment, critiques, and constructive suggestions are very much appreciated.

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Pekanbaru, Februari 2012  
The Writer,

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# CHAPTER I

## INTRODUCTION

### **A. Background**

Many of non - native students, the Indonesian students in this case, when they are reading an English article or textbook often think that they have to stop and look up in the dictionary the meaning of each unfamiliar word they find. This may be a useful way to develop their vocabulary, but it is inefficient in reading comprehension. The students perhaps will spend a great amount of time to read even a very simple paragraph. They do not realize that they also often come across many unfamiliar words when they read an article or textbook written in their mother language (Indonesian), but they continually keep on reading.

Vocabulary is one of the English components besides grammar, pronunciation, phonology, and spelling. According to Suyanto, vocabulary is one of the English components to link the fourth skills of listening, reading, speaking, and writing. In listening, students hear word, in speaking, they speak word, in reading, they face words; and in writing, they use word.<sup>1</sup>

Vocabulary mastery is very important in learning English particularly in reading comprehension. The main reason for this are: First, vocabulary is used as the main tool to understand forms, phrases, sentences, and words itself in texts. Therefore, in order to communicate well an a foreign language, students should

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<sup>1</sup>Suyanto, Kasihani K.E, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), p. 5.

acquire an adequate number of words and should know how to use them accurately.

Reading as one of the skill that needs vocabualry mastery means perceiving a written text in order to understand its contexts. This can be done silently.<sup>2</sup> In addition, reading is an action of a person who reads texts by reading activities; students are required to have good interaction with the texts, and need more attention from the reader in order that students get exact or close meaning of the texts as well.<sup>3</sup>

Reading means pronouncing the words, identifying the words and finding the meaning from a text in order to get the information from the text. Reading can develop a person's creativity because reading consists of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses. Reading is also the way to interact with the researcher from a book or text.

Reading is very necessary to be learned by students of junior high schol incuded second year students of SMP N 3 Kampar. In the school, KTSP (Education Unit Level Curriculum) is implemented. In the school, English is taught 2 meetings in a week and reading is taught 1 x 40 minutes in every meeting.

In the curriculum, reading has at least three basic competences. The first is responding the meaning of functional short text accurately, fluently and accepting

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<sup>2</sup>Richards, Jack C, *et al.*, 1992. *Longman Dictionary of Language Teaching and Applied Linguistics*, p. 136.

<sup>3</sup>Hornby, AS, *Oxford Advanced Learner's Dictionary (Sixth Edition)*, (Oxford: Oxford University Press, 2000), p. 104.



the relation to closest environment. The second is responding the meaning and step of rhetoric accurately, fluently and accepting a simple essay of closest environment in descriptive and procedure text, and the third is reading aloud that have a meaning of functional text, descriptive and procedure short essay with utterance, intonation and pressure accurately.<sup>4</sup>

Based on the writer's observation and the result of wrter's interview with the english teacher in the school, the writer found some symphoms as follows:

1. Some of the students master vocabularies but they are not able to find main idea from narrative text
2. Some of the students master formation of words but they are not able to find supporting idea from narrative text
3. Some of the students master class of words but they are not able to find factual information from narrative text
4. Some of the students master synonyms of words but they are not able to find locating reference from narrative text
5. Some of the students master antonyms of words but they are not able to make inference from narrative text

Based on the explanation above, vocabulary mastery is one of important aspects in understanding a text, conversation, or written. Without vocabulary mastery, we cannot achieve the purpose conversation, reading and we cannot write any thing.

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<sup>4</sup>Depdiknas, *Standard Kompetensi and Kompetensi Dasar Tingkat SLTP/MTs*, (Pekanbaru: Dikpora, 2006), p. 25.

Finally, the writer is interested in carrying out a research entitled “The Correlation between Vocabulary Mastery and Reading Ability on Narrative Text at the Second Year Students of SMP N 3 Kampar”.

## **B. Definition of the Key Terms**

1. Vocabulary is a set of lexemes, including single words, compound words, and idioms.<sup>5</sup> In addition, mastery is great skill or knowledge that has some one to do something. In this research, vocabulary mastery means the total number of words that students have especially about the terms of around the school, and sports.
2. Reading narrative text means understand the totality of work that weaves together print illustration that contain various types of fiction.<sup>6</sup> In this research, reading narrative text means the students efforts to understand the kinds of fictions.

## **C. Problems**

### **1. Identification of the Problems**

Concerning the students’ reading ability, there are many aspects that can be investigated, such as:

- a. The students master vocabularies but they are not able to find main idea from narrative text.

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<sup>5</sup>Richards, Jack C, *et al.*, *Op. Cit.*, p. 400.

<sup>6</sup>Moreillon, Judi, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago, American Library Association, 2007), p. 157.

- b. The students master formation of words but they are not able to find supporting idea from narrative text.
- c. The students master class of words but they are not able to find factual information from narrative text.
- d. The students master synonyms of words but they are not able to find locating reference from narrative text.
- e. The students master antonyms of words but they are not able to make inference from narrative text.

## **2. Limitation of the Problem**

In avoiding misunderstanding in this research, the writer limits the problems as follows;

- a. The students' vocabulary mastery and reading ability on narrative text in learning English.
- b. The reading ability on narrative text in learning English.

## **3. Formulation of the Problem**

The problem of this research can be formulated in the following questions:

- a. How is vocabulary mastery of the second year students at SMP N 3  
Kampar?
- b. How is students' reading ability on narrative text of the second year at  
SMP N 3 Kampar?

- c. Is there any significant correlation between vocabulary mastery and reading ability on narrative text of the second year students at SMP N 3 Kampar?

#### **D. Reasons for Choosing the Title**

The writer is interested in carrying out this research because of the some reasons as following:

1. The topic is relevant to the writer as one of the students of the English Education Department.
2. The topic is not investigated yet by other students of English Department of UIN SUSKA Riau
3. The topic is very important to be discussed because the topic discuss about reading narrative text that is very crucial in mastering English
4. To know the correlation between vocabulary mastery and reading ability on narrative text at the second year students of SMP N 3 Kampar

#### **E. Objective and Significance of the Research**

##### **1. The Objective of the Research**

- a. To find out how vocabulary mastery at the second year students of SMP N 3 Kampar
- b. To find out how students' reading ability on narrative text at the second year of SMP N 3 Kampar.

- c. To find out significant correlation between vocabulary mastery and reading ability on narrative text at the second year students of SMP N 3 Kampar.

## **2. The Significance of the Research**

By doing the research, the writer hopes that it can:

- a. To enlarge writers' knowledge about the real teaching process
- b. To fulfill one of the requirements of S.1 degree of English education department of education and teachers and training faculty of state Islamic University of Sultan Syarif Kasim Riau Pekanbaru.
- c. To give information to the teacher about correlation vocabulary mastery and reading ability on narrative text at the second year students of SMP N 3 Kampar



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Reading

###### a. The Concept of Reading

Reading as one of the language skills is an important skill that students should master. There are many types of reading. Reading is the particular way in which reader understands a text or a book. It is the ability to understand and to find out the information presented in written form event the information is explicitly stated or not in a passage. It is the way to compare the information with the reader's own knowledge. It is also the way to interpret the authors' means.

Reading means perceiving a written text in order to understand its contexts. This can be done silently.<sup>1</sup> Moreover, reading is an action of a person who reads texts by reading activities; students are required to have good interaction with the texts, and need more attention from the reader in order that students get exact or close meaning of the texts as well.<sup>2</sup>

Reading consists of a variety of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses, each of which can be further broken down into varying kinds of behavior. There are three

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<sup>1</sup>Richards, Jack C, *et al.*, *Longman Dictionary of Language Teaching and Applied Linguistics*. 1992. P. 302.

<sup>2</sup>Hornby, AS, *Oxford Advanced Learner's Dictionary (Sixth Edition)*, Oxford: Oxford University Press. 2000. P. 104.

definitions of reading. The first is pronouncing words, second is identifying words and the last is bringing meaning to a text in order to get meaning from it.

Based on the description above, it can be known that reading means pronouncing the words, identifying the words and finding the meaning from a text in order to get the information from the text. Reading can develop a person's creativity because reading consists of activities, sensations, perceptions, psychomotor movements, cognitive activities and emotional responses. Reading is also the way to interact with the researcher from a book or text.

Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context - failing this, they can use their dictionary effectively to do so. In summary, good readers can extract from the writing what is important for the particular task they are employed in. And they can do it quickly!

### **b. The Purposes of Reading**

A person may read for many purposes, and purpose helps to 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 reads for studying or setting information such news, science or same line, which are part of his study or assignment he does it very slowly and carefully. According to Paul S. Anderson, there are seven aims of



reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest.<sup>3</sup>

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

Another author said that the aims of reading are:

- a. Getting general information from the text
- b. Getting specific information from the text
- c. Reading for pleasure or for interest.
- d. Reading to compare the information with the reader's own knowledge.
- e. Reading is as social control.

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<sup>3</sup>Widyamartaya, *Seni Membaca untuk Studi*, Yogyakarta: Kanisius. 1992. P. 90.

### c. Components of Reading Paragraphs

There are five reading components that may help students to read carefully. They are:<sup>4</sup>

#### 1). Main Idea

The main idea of a paragraph is what the author wants you know about the topic. Identifying the topic can generally help the reader to understand the main idea. The main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea is usually expressed as complete thought, and the main idea usually indicates the author's reason or purpose for writing and the message he or she wants to share with the reader. The main idea is not only in the beginning of the paragraph, but also in the middle and at the end of the paragraph.

Main idea can be worded in many ways. For example, the following questions are all asking for the same information: (1) What is the main idea?, (2) What is the subject? (3) What is the topic? (4) What would be a good title?

Example:

*Once upon a time, there was a great king of land far away in the east. He had a very beautiful daughter who was so proud, naughty, and conceited. She liked to make fun of any prince who asks her to be his wife.*

What does the first paragraph tell about?

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<sup>4</sup>Syafi'i, et al., *From Paragraph to a Research Paper: Writing of English for Academic Purpose*, (Pekanbaru: Lembaga Belajar Syaf Intensive, 2007), p. 2.

## 2). Factual of Information

It requires scanning specific details. The reader must be able to recognize the factual or certain information in details such as person, reason, and comparison. The factual of information questions are preceded by WH-questions (where, why, what, who, how, etc). For example, the following question is all asking for the same information.

*King Francis was a great lover of all kinds of sport; and one day he and his courtiers, noblemen and ladies, sat watching wild savage lions fighting each other in the enclosure below. Amongst the courtiers sat count de large beside a beautiful and lively woman of noble birth, whom he loved and hoped to marry. The lions roared, and bit and tore each other with savage fury, until the king said to his courtiers, "Gentlemen, we are better up here than down there!"*

What do you think the king Francis does in the first paragraph

## 3). Locating Reference

In this item, you will be asked to find antecedent of a pronoun, an antecedent is a word or phrase to which a pronoun refers. The pronoun such as it, is, them, etc. and you will be asked to locate the reference word or phrase in the passage; the meaning of the sentence in the context of the passage will not change when you substitute the correct antecedent. For example, the following questions are all asking for the same information:

*While fire is a blessing in many, it can also be a great danger to human life and property.*

It can also be a great danger...It refers to...

#### 4). Making Inference

The problem including in the test of English as a foreign language is making inferences. In this question type, you need to use the evidence you have to make an inference. It means that after you have evidence from reading a passage, you can make a logical conclusion based on the evidences; it can be about the author's viewpoints. For example, the following question is all asking for the same information:

*One important endocrine gland is the thyroid gland. It is in the neck and has two lobes, one on each side of the windpipe.*

The thyroid gland is called an endocrine gland because it

#### 5). Supporting Sentences

The supporting sentences/supporting details should also help you from an impression that will reveal the topic. The support can take the form of examples, reasons, statistics, explanations, or simply relevant information. It is also support of main idea in order that all contents of text can be understood easily.<sup>5</sup> Here is the example:

*I have three specific reasons for loving reading. First, reading is pleasure. It can lose my tired. In addition, reading will give me information. The last, reading will give me over view of writer style.*

The sentences are underlined above called supporting sentences or supporting main idea.

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<sup>5</sup>Wassman, Rose and Rinsky Ann Lee, *Effective Reading in Changing World*, (New Jersey: Prentice Hall Upper Saddle River, 2000), p. 116.

From the components of reading above, it can be known that the students will understand the paragraphs and they must master the components of reading first. They should master main idea and supporting ideas of the paragraph, identify inference and to tell the information.

#### **d. The Characteristics and Skills in Reading Ability**

When some one needs a success in reading she/he must know well about the characteristics of efficient reading.<sup>6</sup> They are as follows:

- 1) Language, the language of the text is comprehensible to the learner.
- 2) Content, the content of the text is accessible to the learners. They know enough about it to be able to apply their own background knowledge.
- 3) Speed, the reading progresses fast: mainly because the reader has automatic recognition of common combination, and does not waste the time working about each or group of new words.
- 4) Attention, the reader concentrates on the significant bits, and skim the rest, may even skip part he or she knows to be significant.
- 5) Incomprehensible vocabulary, the reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without uses a dictionary only when these strategies are insufficient.
- 6) Prediction, the reader thinks a head, hypothesizes and predict.

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<sup>6</sup> Ur, Penny, *A Course in Language Teaching*, (Cambridge: Cambridge University Press,1993), p. 148.

- 7) Background information, the reader has and uses background information to help understand the text.
- 8) Motivation, the reader is motivated to read: by interesting content or a challenging task.
- 9) Purpose, the reader is aware of a clear purpose in reading for example, to find out something, or to get pleasure.
- 10) Strategies, the reader uses different strategies for a different kind of reading.

In reading, the reader employs a number of specific skills when reading and their success at understanding the content of what they see depends to large extent in these specific skills. The six skills of reading are:<sup>7</sup>

- a. Predictive skills.
- b. Extracting specific information
- c. Getting specific picture
- d. Extracting detail information
- e. Recognizing function and discourse patterns
- f. Deducing meaning from context

The main purpose of reading is to understand and to find out the information from the passage. To be able in understanding and finding the information, the readers should know the characteristics and skills above because to understand the contents are not easy, but it will be overcome if we use the skills

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<sup>7</sup>Harmer, Jeremy, *The Practice of English Language Teaching*, (London: New Edition Longman Hand Books for Language Teachers, 1991), p. 183-184.

above when we read the contents in English. By using the skills above, we will find the information or the authors' mean exactly.

**e. Reading Narrative Text**

Reading narrative text means the paragraph which is telling the story about the events that happened and suitable with the time of events started until of the end of the events. Narrative paragraph is an explanation for telling something or events and there is explanation about how the event happened. The narrative paragraph focus on the action of the people, and the function of it is telling what happens to something.<sup>8</sup>

Narrative is central to children's learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively.

The range of narrative that children will experience and create is very wide. Many powerful narratives are told using only images. ICT texts tell stories using interactive combinations of words, images and sounds. Narrative poems such as ballads *The Highwayman* tell stories and often include most of the generic features of narrative. Narrative texts can be fiction or non-fiction. A single text can include a range of text types, such as when a story is told with the addition of diary entries, letters or email texts.

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<sup>8</sup>Nursalim, *Pengantar Kemampuan Bahasa Indonesia*, (Pekanbaru: Yayasan Pustaka Riau, 2003), p. 110.

Narrative is an account of a sequence of events, usually in chronological order. Relating to kinds of text, which student has to complete studying in high school, narrative is a text which retells the story or previous experiences. The purpose of the text is to entertain or amuse readers or listeners about the story. Narrative is basically story and within this, story telling, there are many kinds of narrative – comedy, mystery, romance, horror are some of the commoner types. A poem can also be a narrative if it tells a story rather than just describing something.

According to L. Spencer, in *A Step-by-Step Guide to Narrative Writing*. Rosen, 2005, In writing a narrative, an author has a chance to make his or her mark on the world by relating a story that only he or she can tell. Whether it comes from a personal experience or is one that the writer has imagined, the point of a narrative is to bring one's subject to life. By using sensory details, the five Ws and H (who, what, where, when, why, and how), and basic story structure, any subject can be made exciting.

#### **f. Specific Features and Structures of Some Narrative Types**

Children write many different types of narrative through Key Stages 1 and 2. Although most types share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write particular narrative text types. While there is often a lot of overlap (for example, between myths and legends) it is helpful to group types of narrative to support planning for range and progression. Each unit of work in the Primary Framework (fiction, narrative, plays



and scripts) provides suggestions for teaching the writing of specific forms or features of narrative. For example: genre (traditional tales), structure (short stories with flashbacks and extended narrative), content (stories which raise issues and dilemmas), settings (stories with familiar settings, historical settings, imaginary worlds) and style (older literature, significant authors).

### **g. The Components of Narrative Texts**

There are some components of narrative texts as fiction written:<sup>9</sup>

- 1) **Idea:** Simplified description of the story idea.
- 2) **Theme:** The focus of the story; the point it makes.
- 3) **Plot:** Usually several sentences long, this component is the key. If it needs more than a paragraph, that's the first clue that it's too complicated for a short story.
- 4) **Setting:** General feel or mood of the surroundings. Identifying where and how the mood will change keep on track from beginning to end.
- 5) **Scene Location:** Physical description of the story location. Knowing what exists around the characters, such as place. This can be especially helpful in echoing the opening in the closing, a powerful tool in short story writing.
- 6) **Conflict:** Conflict can be internal or external, without conflict driving the characters onward, the story will be lifeless.

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<sup>9</sup> Moreillon, *Op Cit.*, p. 157.

- 7) **Event:** It describes the event in one or two sentences. The event is the whole point of the short story and what sets it apart from a novel. A novel or novella tells a story of several events often leading up to one enormously critical event.
- 8) **Characters:** For each character in the story, personality is unusual behaviors, drives, and emotional state. The additional information that pertains to the character's role in the story as well. Deciding on these basics ahead of the first draft clearly illustrates the changes the characters experience.
- 9) **Background:** The most terrifying thing about a short story is that there is not much room to tell it. It does not exist in a hole, though, so we need to know what has happened to create the event we want to read. Summarization is enough, but we bullet or highlight the points we need to work into the story naturally. Using this information as secrets that are revealed at various points increases suspense and strengthens the story.

Table II.1

Furthermore, the components of narrative texts as follow:

<b>Generic structure</b>	<b>Language features</b>	<b>Knowledge for the writer</b>
<p>The most common structure is:</p> <ul style="list-style-type: none"> <li>• an opening that establishes setting and</li> </ul>	<p>Language features vary in different narrative genres.</p> <p><b>Common features:</b></p> <ul style="list-style-type: none"> <li>• presented in spoken or written form;</li> <li>• may be</li> </ul>	<ul style="list-style-type: none"> <li>• Decide on your intended style and impact.</li> <li>• Plan before writing/telling to organize chronology and</li> </ul>

Generic structure	Language features	Knowledge for the writer
<p>introduces characters;</p> <ul style="list-style-type: none"> <li>• a complication and resulting events;</li> <li>• a resolution/ending.</li> </ul> <p>Effective writers are not constrained by predictable narrative structure. Authors and storytellers often modify or adapt a generic structure, e.g. changing chronology by not telling the events in order (time shifts, flashbacks, backtracking). Children can add these less predictable narrative structures to their own writing repertoires.</p>	<p>augmented/supplemented/partially presented using images (such as illustrations) or interactive/multimedia elements (such as hypertext/images/video/audio);</p> <ul style="list-style-type: none"> <li>• told/written in first or third person (I, we, she, it, they);</li> <li>• told/written in past tense (sometimes in present tense);</li> <li>• chronological (plot or content have a chronology of events that happened in a particular order);</li> <li>• main participants are characters with recognizable qualities, often stereotypical and contrasting (hero/villain);</li> <li>• typical characters, settings and events are used in each genre;</li> <li>• connectives are widely used to move the narrative along and to affect the reader/listener: <ul style="list-style-type: none"> <li>○ to signal time (later that day, once);</li> <li>○ to move the setting (meanwhile back at the cave, on the other side of the forest);</li> <li>○ to surprise or create suspense (suddenly, without warning).</li> </ul> </li> </ul>	<p>ensure main events lead towards the ending.</p> <ul style="list-style-type: none"> <li>• Visualize the setting and main characters to help you describe a few key details.</li> <li>• Rehearse sentences while writing to assess their effectiveness and the way they work together.</li> <li>• Find some different ways of telling what characters think and feel, e.g. describe what they did or said.</li> <li>• Use some strategies to connect with the reader/listener, e.g. use repetition of the same phrase or the same language pattern; ask them a question or refer to the reader as 'you'. What on earth was</li> </ul>

Generic structure	Language features	Knowledge for the writer
		<p>happening? Who do you think it was?</p> <ul style="list-style-type: none"> <li>• Show how the main character has changed or moved on in some way at the end.</li> <li>• Read or listen to the whole text as if you are the reader/listener or try it out on someone else: check that it makes sense and change anything that could work better.</li> </ul>

## 2. Vocabulary

### a. The Concept of Vocabulary Mastery

Vocabulary is acquired incidentally through indirect expose to words and intentionally through explicit instruction in specific word and word learning strategies. 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. However, to enrich the vocabulary we should precisely know about the context of the language spoken or written.

There are three main principles appear to underline effective vocabulary teaching. First, learner should be provided with both definitional and contextual information about words. Second, learners should be encouraged to process information about words at deeper level. Finally, for ESL learner they should multiple expose word.<sup>10</sup>

Vocabulary is very important in learning English particularly in reading comprehension. The main reason for this are: First, vocabulary is used as the main tool to understand forms, phrases, sentences, and words itself in texts. Therefore, in order to communicate well an a foreign language, students should acquire an adequate number of words and should know how to use them accurately.<sup>11</sup>

It is know, that not all of the learner can memorize the words, especially in low frequency words. It all defends on the learner's mastery to understand the vocabulary as an important aspect for the foreign language learners.

Learning vocabulary is the important aspect in learning a foreign language. Students will improve much if they learn more words and expressions. Learning vocabulary is very important. 'Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.' Thus, vocabularies are the flesh of a language while grammar is the skeleton. In order to be able to use the language productively, students must know certain amount of vocabularies, not only for communicating orally, but also written. It is in line with the concept

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<sup>10</sup>Hearly, Deborah, *Approaches of Teaching Vocabulary*, English Language Institute Technology Tip of Moth, (<http://www.oregonstate.edu/dep/eli/feb.2000.htm/2000>), p. 4.

<sup>11</sup>Huyen, Nguyen Thi Thanh and Khuat Thi Thu Ng., *Learning Vocabulary through Game*, (Hanoi University of Foreign Studies, <http://www.asian-efl-journal.com/march02,sub,htm2003>), p. 4.

of communicative approach in which learners have a big chance to use the language directly in classroom activities. This approach is useful in improving students' vocabularies. Through the approach students are forced to use the language directly in either spoken or written communication.

The questions relate with vocabularies acquisition are what kinds of words one needs to know and how many words he must know. The vocabularies that should a student know first are the high frequency words. These are words that he uses most often in communication either in classroom activities or outside classroom. The high frequency words are called the general service vocabulary. Next, he also should know the academic or sub technical words which are not in general service vocabulary but occur frequently over a range of academic texts.

Learning vocabulary of a foreign language presents the learner with firstly making the correct connections when understanding the language between the form and the meaning of words including discriminating the meanings of closely related words. Secondly, when producing the language, using the correct form of a word for the meaning intended.

#### **b. Definition of Word**

There are some definitions of the term *word*. Longman dictionary of American English stated that word is written representation of one or more sounds that can be spoken to represent an idea, object, etc. The term *word* is a unit of linguistic analysis which has these characteristics: (1) insolubility, means that words can be pronounced in isolation from other words, (2) mobility, means that

words are item which can be moved around within a sentence to form new sentences, and (3) phonological independence which means that words are correspond to the minimal units of phonological analysis.<sup>12</sup>

### **c. Class of Word**

The classes of word can be divided into eight different classes such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners. There are two crude division of word that is content words (lexical words) and function words (grammatical words). Content words are those that carry high information load such as nouns, verbs, adjectives, and adverbs. The membership is unrestricted and still allow for the addition of new members. Meanwhile function words are words that mainly contribute to the grammatical sentence such as prepositions, conjunctions, determiners, and pronouns. The membership is restricted and definite.<sup>13</sup>

### **d. Formation of Word**

There are many ways of words formation. These develop and enrich vocabularies of a language. In English, the common word formation processes are (1) derivation, (2) compounding, (3) acronyms, (4) back formation, (5) blending, (6) clipping, (7) coinage, (8) functional shift, (9) false etymology, and (10) proper names. Below is the definition of each process.

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<sup>12</sup>Jumarirati, *Improving the Vocabulary Mastery of EFL Students*, 2010.

<sup>13</sup>*Ibid*,

- a. Derivation: The process derives new words by using prefixes and suffixes. Some common prefixes are *anti-*, *dis-*, *in-*, *pre-*, *post-*, *un-*, and *re-*. Some common suffixes are *-ation*, *-able*, *-al*, *-er*, *-ed*, *-ful*, *-ity*, *-ing*, *-ly*, *-ness*, and *-y*. For instance, from the word *believe* (verb) can be derived into some adjectives by adding prefix and suffix like follow: *believable*, *unbelievable*.
- b. Compounding: The process forms new words by putting together two or more existing words. For instance by combining noun and noun like *girlfriend*, *landlord*, or *mailman*.
- c. Acronyms: The process forms new words by uniting the initial sounds or letters of words then pronounceable as a new separate word. For example the word *laser* from *light amplification through the stimulated emission of radiation* or *UN* from *United Nation*.
- d. Back Formation: The process uses analogy in a rather backwards manner to derive new words. For instance the word *revise* is derived from the word *revision*.
- e. Blending: It is the process that combines parts of two words, usually the initial part of a word and the last part of another word. For example the word *brunch* is the blending from *breakfast* and *lunch*.
- f. Clipping: The process derives new words by shortening the words so it is easy to be pronounced without paying attention to the derivational morphology of the word. For instance the word *dorm* from the word *dormitory* and the word *lab* from *laboratory*.



- g. Coinage: The process derives new words by using no morphological methods but just take the brand of some products to name the things refer. For example the word *aqua* to name all bottled mineral water and the word *Kodak* to name any kind of camera.
- h. Functional Shift: The process derives new words by moving the part of speech of a word and no changing of its form. For instance, the word *run* can be used as noun and as verb.
- i. Morphological Misanalysis: The process derives new words by introducing new words taken from similar words. This can be because of actual misunderstanding, or intentional (creative) extension of morphemes. For instance, the word *workaholic* derives from *alcoholic*.
- j. Proper Names: The process derives new words from names of persons connected with them. For example the word *watt* from *James Watt* the name of the person who invented electricity.<sup>14</sup>

These processes of words formation can be introduced to students in order to give them the rule of deriving new words that they can apply and to improve their vocabularies. The knowledge of words and words formation processes is beneficial to help the students in learning vocabularies. First, they can learn the principles in forming words. Then, the knowledge leads them to be productive and creative that is by applying the principles in order to ‘create’ words. As the result, they may improve their vocabularies.

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<sup>14</sup>*Ibid*,

### **3. Factors Influencing Vocabulary Mastery on Reading Ability**

One reason why children find reading in some subject fields difficult because of their lack of vocabulary. Whereas in fact of 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 important or that it's meaning will become clear later on. However, sometimes these 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 words in dictionary is better for us.

#### **B. Relevant Research**

There are some related studies that had been done by some searchers that related to correlation between vocabulary and reading. First, the Correlation between Students Achievement in Vocabulary and Reading Ability (Case Study at the Second Year Students of MAN II Bekasi, Academic Year 2006-2007) by Ika she found there is significant students Achievement in Vocabulary and Reading Ability was good. Second, the Correlation between Vocabulary Mastery and Reading Comprehension: the case of the Seventh Grade Students of SMP N 13 Semarang in The Academic Year 2005/2006 by Dewi Ratnawati she found there is significant correlation students Achievement in Vocabulary and Reading Ability was good. In this final project the writer wants to know how well the seventh grade students of SMP N 13 Semarang master the language skills,

especially the ability of reading comprehension and their components, especially the mastery of vocabulary.

The research will give some useful information about vocabulary achievement and reading comprehension achievement. This research will also present the description and correlation between the mastery of vocabulary and the ability of reading comprehension among the seventh grade students of SMP N 13 Semarang in the academic year 2005/2006. From some relevant research above, it can be concluded that vocabulary contribute reading comprehension.

### **C. Operational Concept**

There are two variables used in this research, they are variable X and variable Y. The vocabulary mastery is as Variable X that gives contribution on students' ability in reading narrative texts as variable Y.

1. Variable X (students' vocabulary mastery)
  - a. The students are able to master the kinds of words in narrative text.
  - b. The students are able to differentiate between noun, verb, adverb, and adjective in narrative text.
  - c. The students are able to find the meaning of words in narrative text.
  - d. The students are able to master class of words in narrative text.

- e. The students are able to identify synonyms of words in narrative text.
  - f. The students are able to identify antonyms of words mastery and in narrative text.
2. Variable Y (students' reading ability)
- a. Students are able to identify main idea on narrative texts.
  - b. Students are able to identify supporting ideas on narrative texts
  - c. Students are able to identify locating inference on narrative texts.
  - d. Students are able to make inference on narrative texts.
  - e. Students are able to identify factual information on narrative texts.

#### **D. Assumption and Hypothesis**

##### **1. The Assumption**

Before constructing the hypothesis, the writer would like to offer assumption that the students' vocabulary mastery will influence their ability in reading narrative texts is various

##### **2. The Hypothesis**

Based on the assumptions above the writer formulates two hypotheses as follows:

- Ha: There is significant correlation between vocabulary mastery and reading ability on narrative text at the second year students of SMP N 3 Kampar

Ho: There is no significant correlation between vocabulary mastery and reading ability on narrative text at the second year students of SMP N 3 Kampar.

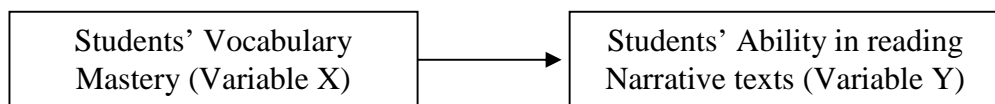
## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research was correlation, investigating the relationship between two or more quantified variables. The degree of relationship was expressed as correlation coefficient. The purpose of a contribution study is to determine relationship between variables or to use this relationship to make prediction.<sup>1</sup>

There were two variables used in this research. Firstly, the students' vocabulary mastery was the independent variable (X) and the dependent variable (Y) was the students' ability in reading narrative text. The following diagram picture was the design of this research:



#### B. Location and Time of the Research

The location of this research was SMPN 3 Kampar, and this research did on October 2011.

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<sup>1</sup>Gay, L.R and Peter Airasian, *Educational Research*, (New Jersey: Prentice-Hall. Inc, 2000), p. 321.

### C. The Population and Sample of the Research

The population of this research was the second year students of SMPN 3 Kampar; and they were 175 students, they were divided into five classes. If the amount of the subject was more than 100 it will be better to take 10-15%, 20-25% or more than it and if it is lower than 100 subjects, it must be taken all. From this explanation, the writer took sample 20% each class. This technique was proportional random sampling. Thus, the total number of sample is 35 students. To make it more clear can be seen from the table below:

**Table III.1**  
**The Total Population and Sample of the Research**

No	Class	The Number of Students		Total Population	Sample (20%)
		Male	Female		
1	VIII 1	17	18	35	7
2	VIII 2	18	17	35	7
3	VIII 3	16	20	36	7
4	VIII 4	17	17	34	7
5	VIII 5	16	19	35	7
<b>Total</b>		<b>84</b>	<b>91</b>	<b>175</b>	<b>35</b>

### D. The Technique of the Data Collecting

To collect the data from the sample, the writer use two kinds of tests, they are:

1. Multiple – choice items from which they had to choose one correct answer among provided options, matching test, rearrange the jumbled words test and translation test. These tests were used to measure the students' vocabulary mastery. It consisted of twenty questions and

every question was scored five if the students answered with the correct one.

**TABLE III.2**  
**The Blue Print of Reading Comprehension**

Indicator	Number of Items
1.kind of words	4,5,10  2. 2, 7, 12,  3. 3, 8, 13  4.  5.  6. 17, 16  7. 4, 9, 14,  8.  9. 5, 10, 15,  10. 18, 19, 20  11.  12.

13.

14. Reading test. The writer distributed reading test to the sample based on the topic that given. The paragraph contained of four topics and twenty questions. The topics were taken from the students' book. The students



were ordered to answer the questions after reading the texts. The writer provides 45 minutes to the students to read narrative texts and answer the questions. If the students answered with the correct one, they was given five score.

Before distributing the test to the sample of the research, the writer tried out the tests (vocabulary and reading tests) first. It was used to know items which are difficult and items which was easy by using the formula:

$$F.V = \frac{R}{N}$$

F.V = item difficulty

R = the number of correct answer

N = the number of students' answer for one of the items.<sup>2</sup>

If the index facility value is between 0.30 and 0.70, the item can be accepted. On other hand, if the index of facility value lower than 0.30 or higher than 0.70 the test is rejected because the test items is easy or difficult for the students. In addition, the items discrimination separates the students who are able to answer the test item from those who are not. It will be calculated by using formula:

$$D = \frac{\text{Correct U} - \text{Correct L}}{N}$$

D = discrimination index

N = the number of the students in one group

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<sup>2</sup>Heaton, J.B, *Writing English Language Tests*, (London and New York: Longman, 1975), p. 178.

U = upper half

L = lower half.

In order to ensure the reliability of the test, the following formula was used:

$$r_{ii} = \frac{N}{N-1} \left( 1 - \frac{m(N-m)}{N\bar{x}^2} \right)$$

$r_{ii}$  = reliability of the test

N = the number of items in the test

M = the man score on the test for all test

x = the standard of deviation of all test scores.<sup>3</sup>

Furthermore, the reliability of test can be classified as follows:

0.00 - 0.20 = Low

0.21 – 0.40 = Sufficient

0.41 – 0.70 = High

Over 0.70 = Very High

## **E. The Technique of Data Analysis**

The data of this research was analyzed by using product moment correlation coefficient ( $r$ ). The formula and the steps of product moment correlation coefficient technique were as follow:<sup>4</sup>

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<sup>3</sup>Heaton, J.B, *Ibid.*, p. 178.

<sup>4</sup>Hartono, *Statistik untuk Penelitian*, (Pekanbaru: Pustaka Pelajar Offset, 2004), p. 91.

$$r_{xy} = \frac{\sum x'y' - \frac{(\sum fx')(\sum fy')}{N}}{\sqrt{\left\{ \sum fx'^2 - \left( \frac{\sum fx'}{N} \right)^2 \right\} \left\{ \sum fy'^2 - \left( \frac{\sum fy'}{N} \right)^2 \right\}}}$$

The steps to facilitate the calculation of the correlation coefficient were as follow:

1. Look for the lowest score (L) and the highest score (H) in variable X
2. Fill in the sell by tally and than add it up
3. fx and fy  
Add up the frequency of a score in the same row and column.
4. x' and y'
5. fx' and fy' make a conjecture of X and Y, important to choose the middle conjecture to middle conjecture to make it easier.
6. Calculate or Multiplicities fx and x'
7. fx'<sup>2</sup> and fy'<sup>2</sup> Calculate fx and x<sup>2</sup>
8. x'y'

Substitute to the product moment correlation coefficient:

$$r_{xy} = \frac{\sum x'y' - \frac{(\sum fx')(\sum fy')}{N}}{\sqrt{\left\{ \sum fx'^2 - \left( \frac{\sum fx'}{N} \right)^2 \right\} \left\{ \sum fy'^2 - \left( \frac{\sum fy'}{N} \right)^2 \right\}}}$$

Give the interpretation:

1. Finding  $df = N - nr$   
df= Degree of freedom  
nr= Number of variable  
N= Number of sample

2. Appropriate to the value list of “r” product moment
3. Compare  $r_o$  and  $r_t$
4. Research conclusion

To analyze the students’ score in mastering vocabulary and reading test, the writer used the following scale:<sup>5</sup>

**Table III.2**  
**Classifications of Students’ Score**

<b>Value</b>	<b>Score</b>	<b>Category</b>
80-100	A	Very Good
70-79	B	Good
60-69	C	Enough
50-59	D	Less
0-49	E	Fail

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<sup>5</sup>Haris. D.P, *Testing English as a Second Language*, (New York: Mc Graw Book Company,1974), p.79.

## **CHAPTER IV**

### **DATA PRESENTATION AND THE DATA ANALYSIS**

#### **A. Description of Research Variable**

In this chapter, the writer presented the study that consisted of two variables namely: the independent variable is X referred to students' vocabulary mastery and dependent variable is Y referred students' ability in reading narrative text. The data was obtained by using tests (vocabulary and reading tests).

#### **B. Data Presentation**

##### **1. The Try Out Result of Vocabulary Mastery**

Before the vocabulary test was given to the subject of this research, the researcher tried it out. The test consisted of 20 items. The purpose of try out was to see whether the items of the test were valid and reliable or not. To know the test items were valid and reliable, the researcher used the formula of validity and reliability. The result of the test was prepared in tabular form. In this analysis, the researcher found the mean score of students, standard deviation, and facility value.

After analyzing the data of the try out result, it was found that there was not items rejected because the score of the students for those items were between 0.30 and 0.70. In other word, the items did not need to be changed because the levels of difficulty reached the standard item difficulty. The mean of the try out test was 19.85 (see appendix IV), the standard deviation of try out was 1.926 (see

appendix VI), and the reliability of the test was 1.008 or considered very high (see appendix VI).

## **2. The Try Out Result of Reading Narrative Text**

Before the reading narrative test was given to the subject of this research, the researcher tried it out. The test consisted of 20 items. The purpose of try out was to see whether the items of the test were valid and reliable or not. To know the test items were valid and reliable, the researcher used the formula of validity and reliability. The result of the test was prepared in tabular form. In this analysis, the researcher found the mean score of students, standard deviation, and facility value.

After analyzing the data of the try out result, it was found that there was a not item rejected because the score of the students for those items were between 0.30 and 0.70. In other word, the items did not need to be changed because the levels of difficulty reached the standard item difficulty. The mean of the try out test was 18.95 (see appendix X), the standard deviation of try out was 1.697 (see appendix XII), and the reliability of the test was 0.687 or considered high (see appendix XII).

## **3. Students' Vocabulary Mastery**

The data about the students' vocabulary mastery can be seen in the following table:

**Table IV.1**  
**Students' Vocabulary Mastery Score**

<b>No</b>	<b>Name</b>	<b>Score</b>	<b>Category</b>
1	<i>Student 1</i>	90	Very Good
2	<i>Student 2</i>	85	Very Good
3	<i>Student 3</i>	85	Very Good
4	<i>Student 4</i>	85	Very Good
5	<i>Student 5</i>	80	Very Good
6	<i>Student 6</i>	80	Very Good
7	<i>Student 7</i>	80	Very Good
8	<i>Student 8</i>	80	Very Good
9	<i>Student 9</i>	80	Very Good
10	<i>Student 10</i>	80	Very Good
11	<i>Student 11</i>	80	Very Good
12	<i>Student 12</i>	75	Good
13	<i>Student 13</i>	75	Good
14	<i>Student 14</i>	75	Good
15	<i>Student 15</i>	75	Good
16	<i>Student 16</i>	75	Good
17	<i>Student 17</i>	75	Good
18	<i>Student 18</i>	70	Good
19	<i>Student 19</i>	70	Good
20	<i>Student 20</i>	70	Good
21	<i>Student 21</i>	70	Good
22	<i>Student 22</i>	70	Good
23	<i>Student 23</i>	70	Good
24	<i>Student 24</i>	65	Enough
25	<i>Student 25</i>	65	Enough
26	<i>Student 26</i>	65	Enough
27	<i>Student 27</i>	65	Enough
28	<i>Student 28</i>	65	Enough
29	<i>Student 29</i>	60	Enough
30	<i>Student 30</i>	60	Enough
31	<i>Student 31</i>	60	Enough
32	<i>Student 32</i>	60	Enough
33	<i>Student 33</i>	60	Enough
34	<i>Student 34</i>	55	Less
35	<i>Student 35</i>	50	Less
<b>Total</b>		<b>2505</b>	
<b>Average</b>		<b>71.57</b>	<b>Good</b>

Based on the table above, it can be seen that the students' vocabulary mastery score can be categorized into very good, good, enough, less and fail. From the research findings, there are 11 students get very good, 12 students get good, 10 students get enough, 2 students get less and no one of the students gets fail. In addition, the total of the students' vocabulary score is 2505 with average is 71.57 that can be categorized good. Furthermore, to know the percentage of the students' vocabulary mastery can be seen in the following table:

**Table IV.2**  
**Percentage of Students' Vocabulary Mastery Score**

<b>No</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very Good	11	31.43%
2	Good	12	34.29%
3	Enough	10	28.57%
4	Less	2	5.71%
5	Fail	0	0%
<b>Total</b>		<b>35</b>	<b>100%</b>

Based on the table above, it can be seen that the students' vocabulary mastery score can be categorized into very good, good, enough, less and fail. From the research findings, there are 11 (31.43%) students get very good, 12 (34.29%) students get good, 10 (28.57%) students get enough, 2 (5.71%) students get less and no one of the students gets fail.

### **3. Students' Ability in Reading Narrative Text**

The data about the students' ability in reading narrative texts can be seen in the following table:



**Table IV.3**  
**Students' Ability in Reading Narrative Text**

<b>No</b>	<b>Name</b>	<b>Score</b>	<b>Category</b>
1	<i>Student 1</i>	90	Very Good
2	<i>Student 2</i>	90	Very Good
3	<i>Student 3</i>	90	Very Good
4	<i>Student 4</i>	90	Very Good
5	<i>Student 5</i>	85	Very Good
6	<i>Student 6</i>	85	Very Good
7	<i>Student 7</i>	85	Very Good
8	<i>Student 8</i>	80	Very Good
9	<i>Student 9</i>	80	Very Good
10	<i>Student 10</i>	80	Very Good
11	<i>Student 11</i>	80	Very Good
12	<i>Student 12</i>	80	Very Good
13	<i>Student 13</i>	80	Very Good
14	<i>Student 14</i>	80	Very Good
15	<i>Student 15</i>	75	Good
16	<i>Student 16</i>	75	Good
17	<i>Student 17</i>	70	Good
18	<i>Student 18</i>	70	Good
19	<i>Student 19</i>	70	Good
20	<i>Student 20</i>	70	Good
21	<i>Student 21</i>	70	Good
22	<i>Student 22</i>	70	Good
23	<i>Student 23</i>	70	Good
24	<i>Student 24</i>	70	Good
25	<i>Student 25</i>	70	Good
26	<i>Student 26</i>	65	Enough
27	<i>Student 27</i>	65	Enough
28	<i>Student 28</i>	65	Enough
29	<i>Student 29</i>	60	Enough
30	<i>Student 30</i>	60	Enough
31	<i>Student 31</i>	60	Enough
32	<i>Student 32</i>	60	Enough
33	<i>Student 33</i>	60	Enough
34	<i>Student 34</i>	55	Less
35	<i>Student 35</i>	55	Less
<b>Total</b>		<b>2560</b>	
<b>Average</b>		<b>73.14</b>	<b>Good</b>

Based on the table above, it can be seen that the students' ability in reading narrative texts score can be categorized into very good, good, enough, less and fail. From the research findings, there are 14 students get very good, 11 students get good, 8 students get enough, 2 students get less and no one of the students gets fail. In addition, the total of the students' ability in reading narrative texts score is 2560 with average is 73.14 that can be categorized good. Furthermore, to know the percentage of the students' ability in reading narrative texts can be seen in the following table:

**Table IV.4**  
**Percentage of Students' Ability in Reading Narrative Text**

<b>No</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
1	Very Good	14	40.00%
2	Good	11	31.43%
3	Enough	8	22.86%
4	Less	2	5.71%
5	Fail	0	0%
<b>Total</b>		<b>35</b>	<b>100%</b>

Based on the table above, it can be seen that the students' ability in reading narrative texts score can be categorized into very good, good, enough, less and fail. From the research findings, there are 14 (40.00%) students get very good, 11 (31.43%) students get good, 8 (22.86%) students get enough, 2 (5.71%) students get less and no one of the students gets fail.

### C. The Data Analysis

The writer analyzed the data in order to know the students' vocabulary mastery (X) and the students' ability in reading narrative texts (Y). The following tables presented the data of two variables (X and Y) with 35 respondents of this study. It is analyzed by using product moment correlation coefficient (r).

#### 1. Students' Vocabulary Mastery

Based on the data description of the second year student at SMPN 3 Kampar, to find means of the students' vocabulary mastery can be analyzed as follow:

**Table IV.5**  
**Mean and Standard Deviation of Vocabulary Mastery Score (X)**

Score Interval	F	X	X <sup>2</sup>	FX
90 – 94	1	90	8100	90
85 – 89	3	85	7225	255
80 – 84	7	80	6400	560
75 – 79	6	75	5625	450
70 – 74	6	70	4900	420
65 – 69	5	65	4225	325
60 – 64	5	60	3600	300
55 – 59	1	55	3025	55
50 – 54	1	50	2500	50
<b>Total</b>	<b>35</b>	<b>-</b>	<b>45600</b>	<b>2505</b>

$$\begin{aligned} \text{Mean}_x &= \frac{\sum FX}{N} \\ &= \frac{2505}{35} = 71.57 \end{aligned}$$

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum X^2}{N}} \\
 &= \sqrt{\frac{45600}{35}} = \sqrt{1302.86} = 36.09
 \end{aligned}$$

## 2. Students' Ability in Reading Narrative Texts

Based on the data description of the second year student at SMPN 3 Kampar, to find means of the students' ability in reading narrative texts can be analyzed as follow:

**Table IV.6**  
**Mean and Standard Deviation of Reading Narrative Texts (Y)**

Score Interval	F	Y	Y <sup>2</sup>	FY
90 – 94	4	90	8100	360
85 – 89	3	85	7225	255
80 – 84	7	80	6400	560
75 – 79	2	75	5625	150
70 – 74	9	70	4900	630
65 – 69	3	65	4225	195
60 – 64	5	60	3600	300
55 – 59	2	55	3025	110
<b>Total</b>	<b>35</b>	<b>-</b>	<b>43100</b>	<b>2560</b>

$$\begin{aligned}
 \text{Mean}_y &= \frac{\sum FY}{N} \\
 &= \frac{2560}{35} = 73.14
 \end{aligned}$$

$$SD_y = \sqrt{\frac{\sum Y^2}{N}}$$

$$= \sqrt{\frac{43100}{35}} = \sqrt{1231.43} = 35.09$$

### 3. The Correlation between Students' Vocabulary Mastery and Their Ability in Reading Narrative Texts

**Table IV.7**  
**Correlation Map of Students' Vocabulary Mastery and**  
**Their Ability in Reading Narrative Texts Scores**

X Y	50 – 54	55 – 59	60 – 64	65 – 69	70 – 74	75 – 79	80 – 84	85 – 89	90 – 94	fy	y'	fy'	fy' <sup>2</sup>	x'y'
90 – 94							8 I=1	24 II=2	16 I=1	4	4	16	64	48
85 – 89							12 II=2	9 I=1		3	3	9	27	21
80 – 84						48 III=4	12 III=3			7	2	14	28	60
75 – 79						6 I=1	2 I=1			2	1	2	2	8
70 – 74				0 III=4	0 III=4	0 I=1				9	0	0	0	0
65 – 69				1 I=1	0 II=2					3	-1	-3	3	1
60 – 64		6 I=1	16 III=4							5	-2	-10	20	22
55 – 59	12 I=1		6 I=1							2	-3	-6	18	18
fx	1	1	5	5	6	6	7	3	1	35	-	22	162	178
x'	-4	-3	-2	-1	0	1	2	3	4	-				
fx'	-4	-3	-10	-5	0	6	14	9	4	11				
fx' <sup>2</sup>	16	9	20	5	0	6	28	27	16	127				
x'y'	12	6	22	1	0	54	34	33	16	178				

Checking ↗

Based on correlation map above it can be seen that  $N=35$ ,  $\sum x' = 11$ ,  $\sum x'^2 = 127$ ,  $\sum y' = 22$ ,  $\sum y'^2 = 162$ , and  $\sum x'y' = 178$ . Furthermore, these findings substituted to formula:

$$\begin{aligned}
 r_{xy} &= \frac{\sum x'y' - \frac{(\sum x')(\sum y')}{N}}{\sqrt{\left\{ \sum x'^2 - \left( \frac{\sum x'}{N} \right)^2 \right\} \left\{ \sum y'^2 - \left( \frac{\sum y'}{N} \right)^2 \right\}}} \\
 &= \frac{178 - \frac{(11)(22)}{35}}{\sqrt{\left\{ 127 - \left( \frac{11}{35} \right)^2 \right\} \left\{ 162 - \left( \frac{22}{35} \right)^2 \right\}}} \\
 &= \frac{178 - \frac{242}{35}}{\sqrt{\left\{ 127 - (0.314)^2 \right\} \left\{ 162 - (0.629)^2 \right\}}} \\
 &= \frac{178 - 6.914}{\sqrt{\left\{ 127 - 0.099 \right\} \left\{ 162 - 0.395 \right\}}} \\
 &= \frac{171.086}{\sqrt{126.901 \times 161.605}} \\
 &= \frac{171.086}{\sqrt{20507,836}} \\
 &= \frac{171.086}{143.206} \\
 &= 1.195
 \end{aligned}$$

Furthermore, the result interpreted by using steps below:

1. Finding  $df = N - nr = 35 - 2 = 33$ .

2. Consulting to the table of “r” product moment. In the table of “r” product moment  $df=33$  was not found, thus the writer choose the close  $df$ , that was 35. At  $df= 35$  found that  $r_{table}$  were as follows:

At 1% degree freedom = 0.418

At 5% degree freedom =0.325

3. Compare  $r_o$  and  $r_t$ . After comparing found that  $r_{xy} = 1.195$  was higher than  $r_{table}$  at 5% = 0.325 and 1% = 0.418 ( $1.195>0.418>0.325$ )

4. Giving conclusion

Based on the research findings above it can be concluded that  $H_a$  was accepted and  $H_o$  was rejected. It means that there was significant correlation vocabulary mastery and reading ability on narrative text at the second year students of SMP N 3 Kampar.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The conclusions of this research are divided into two parts: theoretical conclusion and research conclusion.

#### **A. Conclusion**

Vocabulary is one of the English components besides grammar, pronunciation, phonology, and spelling.

Vocabulary mastery is very important in learning English particularly in reading comprehension. The main reason for this are: First, vocabulary is used as the main tool to understand forms, phrases, sentences, and words itself in texts.

In this research, there was significant correlation vocabulary mastery and reading ability on narrative text at the second year students of SMP N 3 Kampar. It can be seen from the result of the data analysis.

#### **B. Suggestions**

1. The teacher should make the students' mastery in vocabulary, in order they can imply it into their reading.
2. The reading subject should be oriented on vocabulary mastery. The students' should have large vocabularies mastery.
3. By mastering vocabulary mean that the students of the second year students of SMP N 3 Kampar have prepared themselves ready to



continue their study, especially in studying English. To reach this purpose, the the second year students of SMP N 3 Kampar has to provide the facilities.

4. The writer hopes that this study as the major application of teaching vocabulary and reading at the second year students of SMP N 3 Kampar in specific.
5. The writer hopes that the students to real master the vocabualry in order to easy them in reading.

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