

**THE RELATIONSHIP BETWEEN VOCABULARY MASTERY AND  
FLUENCY IN READING ENGLISH TEXT AT THE SECOND  
YEAR OF SMAN 1 BANGKINANG BARAT**



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1430H/2009 M**

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## ABSTRAK

Penelitian ini berjudul “Hubungan antara penguasaan kata-kata dan kelancaran membaca dalam bahasa Inggris pada siswa kelas XI SMAN 1 Bangkinang Barat”. Siswa kelas XI SMAN 1 Bangkinang Barat telah belajar bahasa Inggris, meskipun demikian mereka tidak bisa menunjukkan bahasa Inggris mereka membaca text dengan lancar serta memahami isinya. Penelitian ini dilaksanakan untuk mengetahui apakah ada hubungan antara penguasaan kata-kata dengan kelancaran membaca pada siswa.

Subjek penelitian ini adalah siswa kelas XI SMAN 1 Bangkinang Barat tahun ajaran 2008/2009. sedangkan objek penelitian ini adalah penguasaan kata-kata dan kelancaran membaca siswa dalam belajar bahasa Inggris. Jumlah populasi adalah 112 orang dan sampelnya sebanyak 45 orang yang diambil dengan menggunakan teknik random sampling. Teknik pengumpulan data yang digunakan adalah dengan menggunakan tes. Siswa diberikan soal tentang vocabulary mastery dan memahami teks. Kemudian dianalisis dengan rumus product moment untuk  $N > 30$ .

$$r_{xy} = \frac{\sum x'y' - (Cx')(Cy')}{N \cdot SD_{x'} \cdot SD_{y'}}$$

Berdasarkan penelitian ini penulis dapat menyimpulkan bahwa ada hubungan yang signifikan antara penguasaan kata-kata dengan kelancaran membaca. Jadi. Siswa-siswi harus lebih aktif dalam meningkatkan kelancaran membaca agar dapat dipahami dengan mudah.

## ABSTRACT

The title of this research is “the relationship between vocabulary mastery and fluency in reading English text at the second year of SMAN 1 Bangkinag Barat”. The second year students at senior high school Bangkinag Barat have studied English even though they can not show their fluency in reading in it. This research is find out the significant relationship between vocabulary mastery and fluency in reading English text.

The subject of this research is senior high school at the academic year 2008/2009. the object of this research is vocabulary mastery and fluency in reading English text. The total number of population is 112 students and the sample is 45 students by using random sampling technique. The technique of collecting data is by using test. Students were given some questions about vocabulary and understanding text This was then analyzed by using the formula of product moment for  $N > 30$ .

$$r_{xy} = \frac{\sum x'y' - (Cx')(Cy')}{N \cdot SD_{x'} \cdot SD_{y'}}$$

Based on this research the writer can conclude that there is a significant relationship between vocabulary mastery and fluency in reading English text. So, students must be active to improve their reading ability in order to be able to understand easily.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background of the Problem**

English as an international language used by people all over the world for communication in daily activity, business and trade. Most of significant books needed for the development in English. All countries regard English as an important means of communication for international relationship. Nowadays, the mastery of English is necessary if we do not want to be left out especially in terms of information and technology.

There are four skills in English, they are listening, speaking, writing, and reading. In listening, this skill just to identify what the native speaker speaks. In speaking, explore and transfer ideas from one to another. Next, writing skill in here, the ability to know and how make sentence pattern and how make paragraph. The last, Reading skills need to find out main idea or other information in the text.

In reading text, need mastery of components of language to make easier to understand in reading text. The components of language should be mastering vocabulary and fluency. In vocabulary, mastery cannot separate from grammar. Because in making sentences or paragraphs used based on grammar. In fluency, pronunciation is the factor effect fluency in reading. If a student is able to pronounce words well.

One of the important elements to be acquired in learning a language especially is vocabulary. We use the vocabulary in all conversation because

every single word is a part of a sentence. One purpose of learning a language is to communicate with others and we need sentences or complete sentence to make a good communication. It means we need vocabulary. Based on Oxford dictionary (1986:959) says that vocabulary is total number of words which make up a language. To do this, one should have knowledge enough of vocabulary.

In learning English process, we should be studying about pronunciation. Especially, reading English text. According to William Quoted and An Christopher (1998; in Santi Indah Perwita, 2006, 3) pointed out: There are three purpose of reading:

1. Getting general information from the text.
2. Getting specific information from the text.
3. For pleasure or interest.

If the pronunciation of the word is wrong when we are reading English text, so it can make mistaken or misunderstanding about the meaning. In Oxford dictionary (1986; 670) says that pronunciation is person's way of speaking of language, words of a language.

In learning English, the teachers are expected to master the four language skills. They are listening, speaking, reading, and writing. According to Eugene A Nida (1950) says that By setting up listening, speaking, reading, and writing in other we do not imply that one must be able to understand everything before speaking but we must be able to make people understand what the message, ideas that we want to talk about. Therefore, pronunciation



is one of the most important competences that should be mastered by English students, because by having good pronunciation ability they will be able to read English text.

In fact many students do not understand how to pronunciation the words. Therefore, it makes students lazy to read especially reading out side the classroom. It can be seen from their daily activities at school; many students like to chat about everything rather than reading English lesson in their free time. It is understood that many students do not like reading, especially reading the lessons, because the English text is usually difficult to be understood by the students. They need to translate it into Indonesia before getting the idea of the text. As a result they are bored and sleepy while reading English text. The students are not accustomed to reading and cannot catch the idea of the text because they have lack of vocabulary. The students can be stated fluency in reading when the students master vocabulary, especially pronunciations ability. According to Beth Antunez (2002): fluency is the ability to read words accurately and quickly. It is clear that student's fluency in reading can seen when the students can master vocabularies.

SMUN I Bangkinang Barat is one of senior high school in Bangkinang Barat, which has developed knowledge's, including English learning. SMUN I Bangkinang Barat also one of the school that teach English Subject as main subject beside others. Because of that, English has been taught from the first year until the third year of SMUN I Bangkinang Barat.

However, students are able to master vocabulary. However, they are not able to read the text fluently. In fact, although each student has been taught reading English at school, they are not able to read the text fluently yet. Some of the students still get problems, especially in reading fluently. So, the writer would like to study about the relationship between pronunciations of the words in reading English text in the learning reading process. Based on the writer's observation, students still have a problem, that is fluency in reading English text, and then the writer in this case can prove it after conducting his preliminary research:

1. Some of students have less self confidence in reading English text
2. Some of students appear just silent when the teacher gives the question.
3. Some of students are lazy to read English text
4. Some of students do not know how to pronunciation of the words

Based on the phenomena above, then the writer would like to carry out a research entitled: "THE RELATIONSHIP BETWEEN VOCABULARY MASTERY AND FLUENCY IN READING ENGLISH TEXT AT THE SECOND YEAR OF SMUN I BANGKINANG BARAT"

The reasons why the writer is interested in carrying out a research the topic above are based on several considerations:

1. The title is attractive to investigate, and the writer would like to know the relationship between vocabulary mastery and their fluency in reading English text.

2. The topic is relevant to the writer as one of the students of English Education Department.
3. As far the writer is concerned, this research title has yet never been investigated

## **B. Setting of the Problem**

### **1. The Identification of the Problem**

Based on the description above, it is clear that there are many students encounter problem in the classroom activities. They get bored easily while teaching learning activities is going on. Especially, many students have problems about in fluency in reading English text.

There are many factor that may instill why the students encounter problem in reading English text. Some the factor is the students do not know the pronunciation of the words. The teacher can give example of pronunciation to students about the new vocabulary.

Norman Vincent Peale (Dale Carnegie; 2001, 61) says that example is the best technique to make clear of idea, interest and persuasion. Based on the background and the phenomena on the difficulties and intricate encounter by the students, thus the problems of this research are identified in the following identification:

- a. Why do some students have less fluency in reading English text?
- b. Why do some students have limited vocabularies in reading English text?

- c. How does the vocabulary mastery in fluency student's fluency in reading English text?
- d. What factors influence students' ability in pronouncing the words?
- e. What are the aspects that cause the students appear just silent when the teacher gives question?

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

Based on the identifications of the problem above, there are many problems that interrelated in this research that make writer feel need to do this research. However thinking about the limitedness, writer need to limit the problem of the research:

“The Relationship Between Vocabulary Mastery and Fluency In Reading English Text At the Second Year Students of SMUN I Bangkinang Barat.”

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

Based on the limitation of the problem over, to make clearer the problem than interrelated in this research will formulation bellow?

- a. How is student's mastery of vocabulary at the second year of SMUN I Bangkinang Barat?
- b. How is the students' fluency in reading English text at the second year of SMUN I Bangkinang Barat?
- c. Is there any correlation between vocabulary mastery and fluency in reading English text at the second year of SMUN I Bangkinang Barat?

## **C. The General Objective and the Needs of the Research**

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

The general objectives of the study are:

- a. To find out students' mastery vocabulary
- b. To find out students' fluency in reading English text.
- c. To know relationship between vocabulary mastery and fluency in reading English text

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

The needs of study are:

- a. To provide additional information about the relationship between vocabulary mastery and fluency in reading English text, which another writers who are interested in this topic can use in the future.
- b. To give information to school about relationship vocabulary mastery and fluency in reading English text
- c. The writer wants to fulfill one of the requirements for the award of Sarjana degree (S-1) from English Education Department.

## **D. The Definition of the Term**

1. Relationship : The state of being related or connected between one to another ( Hornby, 1989:1062). In this study, relationship means the connection or correlation between mastery vocabulary and fluency in reading English text.
2. Vocabulary: A list of words phrases, especially one arranged in alphabetical order and define translated (Webster,

2003:1407). In this study, the vocabulary means a list of words and phrases that make up a language.

3. **Mastery** : (complete) knowledge. To become skillful (Hornby, 1989:766). In this study mastery means, come to know it thoroughly and be able to use it freely

4. **Vocabulary Mastery**

According to Longman in Rahayu (2004:10), Vocabulary mastery is mastery in a list of words and phrases, which are usually alphabetically, arranged and they are explained or defined. In this research, the word " vocabulary mastery " means the great knowledge of words or the gaining of great skill in vocabulary.

5. **Fluency** : Able to speak smoothly and readily (AS Hornby, 1986:330). In this study, the fluency means the pronunciation of the words of students in reading English text.

6. **Reading** : Action of person who reads ( Hornby, 1989:1043). In this study, reading means the action to read English text in order to get information from what the readers'

## **E. The Assumption and Hypothesis**

### **1. The Assumption**

There are two assumptions the writer made:

- a. To succeed in learning vocabulary is much determined by reading a lot.

- b. If the students' vocabulary mastery is higher, their fluency in reading English will be higher

## **2. The Hypothesis**

The hypothesis, which is test through this research, is follows:

Ha: There is a significant relationship between mastery vocabulary and fluency in reading English text at the second year students of SMUN I Bangkinang Barat.

Ho: There is no a significant relationship between mastery vocabulary and fluency in reading English text at the second year students of SMUN I Bangkinang Barat.

## CHAPTER II

### THEORITICAL FRAMEWORK

#### A. Theoretical Framework

##### 1. The Nature of Vocabulary

AS Hornby (1986: 959) state that," vocabulary means total number of words that make up a language." According to webster (2003; in Syarifah Nur, 2005,6) indicates that vocabulary is a list of words and phrases, especially one arranged in alphabetical order and defines and translated. The writer comes to the conclusion that, the vocabulary means a list of words and phrases that make up a language. Especially arrange in alphabetical order and translate.

J.S. Badudu (1985: 57) state that," If someone want to be a good translator. She/he should be able to mastery structure of language (words, phrases, clauses, and sentences). Nunan (1991:117) state that," the acquisition of an adequate vocabulary is essential for successful second language use because without extensive vocabulary. We will be unable to use the structures and functions we may have learned for comprehensible communication.

Vocabulary related with pronunciation and meaning. We can say students are able to master vocabularies if the students know about the meaning of words. In other words, students never know the words before what they mean. And also mastery vocabulary related to pronunciation. Here student are able to produce acceptable pronunciation, because vocabulary not only related to the meaning but also pronunciation. In reading text, there are many words so that student must be able to produce those sounds. According



Beth Antunez (2002) state that, ' vocabulary development refers to the knowledge of stored information about the meaning and pronunciations of words necessary for communication. Vocabulary development is important for beginning reading in that when a student comes to a word and sounds it out. If a student do not know meaning of words. There no way to check if the word fits, or to make meaning from the sentence. Vocabulary is one of the languages content that should be studied to master the four language skills. In learning language, there are four skills that we should have (Nida, 1957:19; in Harris, 1977:9 in Henry, 1993:1). They are listening skill, speaking skill, reading skill and writing skill. Meaning that, all of the language skills are concerned with words. Vocabulary is one of the important parts in learning English, particularly in speaking ability, especially for the beginners. The main reason for these are; firstly, vocabulary is used as the main tool to understand forms, phrases, sentences and it is also use to do interaction; secondly, it functions to convey the meaning of the word in a speaking.

Nunan, as quoted by Edward (2003:6) proposes that in the early language stages of learning and using a second and foreign language, one be better served by vocabulary than grammar. One of the problems in developing vocabulary is the meaning of the words. The meaning of the word is its idea. It arouses in the mind of the speakers or listeners. Each skill depends on the knowledge of the words and their meaning in particular setting. On other hands, if the students do not know the meaning of the words, they can hardly understand what the teacher trying to say. If the students use language

successfully, the students must know the meaning of the words and are able to use the words correctly. In other words, besides comprehension and understanding the vocabulary in the target language, the foreign students are also expected to be able to form and understand its meaning and classify the English synonym in a form of reading comprehension.

Based on the Oxford Dictionary (1995:256) mastery is great skill or knowledge. Vocabulary mastery here refers to the great knowledge of words or the gaining of great skill in vocabulary. If the students have a good knowledge in mastery of vocabulary, they can understand what their friends or their teachers say. There are three aims of learning vocabulary, as follows:

- a. To recognize the vocabulary items in writing form.
- b. To relate them to appropriate the objects or concepts.
- c. To be aware of their connotation and association (Purba in Cahyati 2007:8).

So, the students need more vocabulary in other to they can master the four of language skills. The more vocabulary that students can master, the more they understand and use it in the language.

Moreover, it is known that students may not memorize all words, especially in low frequency words. It depends on the learner's ability to understand the vocabulary on in reading. The acquisition of vocabulary is important aspects for foreign language learners to understand either in phrase and sentence in reading text.

### **a. Vocabulary Development**

According to Whorter (1999:1), vocabulary development is a skill worth the effort to improve. Vocabulary affects not only speaking skill, but reading, listening and writing skills as well. In speaking, the words chosen affect how well students understand, the impression they make and how another people react to them. In writing, vocabulary determines how clearly and accurately students can express their ideas to others. In listening, vocabulary influences how much students understand in class discussion.

### **b. The Importance of Vocabulary**

Vocabulary is very important in language learning because it is hard to use language without vocabulary. All language skills are concerned with words. In listening, students hear words; in speaking, they speak words; in reading, they face the words; in writing, they use words; and in pronunciation, they ideally practice the pronunciation of sounds within word context and then it is strange to practice sounds independently of words.

Furthermore, if students understand the words by which the sounds are learned, learning become more meaningful, communicative and of course, effective than otherwise. So important is vocabulary that a grammarian calls it "the flesh" of a language, being the structure the skeleton (Nababan, 2004:1).

### **c. How to Master Vocabulary**

Considering the importance of vocabulary as explained above, it is highly urgent to find effective ways of teaching and learning vocabulary. Aware or not, individual learners or students employ certain ways of memorizing words which they find helpful. Some dutifully look up at the dictionary for the meaning of words they encounter in the speaking materials. Others memorize a certain number of words day. Still others use special stiff cards, where on one side they copy English words and the opposite side the Indonesian equivalence. They can take the cards wherever they find convenient time and place (Nababan, 2004:2). Nowadays, thanks to technological breakthrough students rely on electronic dictionary for vocabulary development. There must be many other techniques used by language learners (students) and there is nothing wrong with them as far as the learners or students finds them helpful.

### **d. The Techniques in Mastering Vocabulary**

As stated before, vocabulary is very important in learning English, especially for the beginners. In order to help the students to understand the meaning of vocabulary, Byrne (1980:88) proposes some techniques in mastering vocabulary, they are:

#### **1. By Using Synonym Technique**

A synonym is a word having nearly the same meaning as another word (Burton, 1962: 110-111). In other words, synonym is the sameness of meaning. It is obvious that for vocabulary maker.

Many sets of words have the same meaning; they synonym is the most direct means of achieving variety.

Moreover, synonym has different shade of meaning. Besides, synonym words that have the same basic meaning but do not always have emotional meaning. For example the words "Stingy" and "Frugal" both mean, "Careful *with money*". However, to call a person stingy in an insult, while the word frugal has a much more positive connotation. Similarly, a person wants to be slender but not skinny and aggressive but not pushy. Therefore, to select the synonym that has best expresses, a specific idea is beyond the basic idea learns the distinction.

## **2. By Using Antonym Technique**

Antonym is words of opposite meaning. For the better-known European languages at least, there are a number of dictionaries of synonym and antonyms available, which are frequently used by writers and students to extend vocabulary, and achieve a great 'variety' of style.

There are two points that should be stressed, however, in this connection. First, antonym is semantic relations of a very different logical nature: 'oppositeness of meaning' (love: hate, hot: cold) is not simply the extreme case of difference of meaning. Second, a number of distinctions have to be drawn within the traditional concept of

'antonym': dictionaries of 'antonyms' are only successful in practice to the degree that their users draw these distinctions.

### **3. By Using Homophones Technique**

Homophones are words that sound alike but are not spelt alike. For example, blue and blew. In addition Chitavelu, (1995:245) states that homophones are the sound alike but have different spelling and meaning.

### **4. By Using Compound Noun Technique.**

Compound noun is a combination of two or more words which function as a single word. Compound noun word can be written as a single word, for example blackboard.

There are three types of compound noun words. They are:

- a. Adjective Compounds, for example: hard-working, six foot.
- b. Verb Compounds, for example: baby-sit, sight-see
- c. Noun Compounds, for example: headmaster, blackboard.

### **5. By Using Pictures Technique**

A picture is very useful to enrich the student's vocabulary.

The pictures can be more profitably used for a specific stage of the class, which is tile presentation. Or active use of the material studied.

Several experts (in Yurasti, 1991:10-11) point out that the advantages of using pictures in teaching and learning English as in the following:

- a. Pictures help the student to understand the meaning of words.
- b. It is easy to remember because pictures as other visual media focus the student's attention.
- c. Pictures give a clear concept of what of word or structure may mean.
- d. Pictures are very useful to develop or to increase vocabulary.

Besides those advantages, pictures may contribute to the learning of the language; because they make learning enjoyable, especially for beginners. Pictures for vocabulary teaching can be taken from many sources such as magazines, newspaper and photographs.

Many basic vocabularies represent things, which are easy to draw. Most people can draw well enough to show the meaning of house, tree, flower, and moon and star. So, pictures may be a good alternative in recognizing the new vocabulary items. Besides, they are cheap and easy to get and can also be used in a wide variety of teaching activities in order to help the students understand the meaning of words.

## **6. By Using English Dictionary**

Dictionary is a valuable reference source and important tool in expanding vocabulary. According to Kathleen (1992), as

quoted by Khusaini (2003; 13) there are a few general principles to keep in mind when using dictionary:

- a. Never spend time looking up list of words, even if you really want to learn each word on the list. By the time you finish the list, you will have forgotten the first ones you looked up. Instead, look up a few words at a time.
- b. Do not interrupt your reading to check the meaning of a word in the dictionary unless the word is absolutely essential to the meaning of the sentence or paragraph. Instead, mark unknown words and look them up later.
- c. Whenever you look up a word, be sure to read through all the meanings and choose the meaning that suits the context in which it is used.
- d. Whenever you do look up a word, be sure to write down the word and its meaning.

Besides principles stated above, Kathleen also says that we can also find some types of information in the dictionary.

They are as follows:

- a. Word pronunciation.
- b. Key to spelling
- c. Useful tables and charts
- d. Information on language history
- e. Foreign expression used in English.



There are some pointers for the effective use of the dictionary:

- a. Arrange words in alphabetical.
- b. Spell the word they are looking up
- c. Identify the meaning for the word in context
- d. Say the word aloud using the pronunciation key

Burton, as quoted by Khusaini (2003: 13) says, "You can expect to enlarge your vocabulary unless you take a lively interest in the words that you hear and read and in the words that you speak and write."

#### **7. By Using Translation Technique**

New mark, as quoted by Edward (2003:10) defines translation as the replacement of written message or statement in one language to other language or replacing of written message and or statement to another language.

Translation can be used in the classroom to effectively convey meaning. It can save time by quickly dispensing with the explanation of the word. However, it must be noted that translations may not always convey the exact meaning of a word. Also function words are used differently in different languages. At phrase and sentence level care must be taken with word order. For example, All's house = Rumah All.

Translation is probably best used where there are no contextual clues, where explanation of the meaning of the word may be long and involved or where the English word and the LI word refer to the same thing, for example: *kursi-chair*.

Based on the statement above, it can be concluded that vocabulary is the essential elements in learning English. Vocabulary is the key of language and the important thing in language learning, especially in learning foreign language. Communication will not run well if one involves in communication does not use the appropriate vocabulary, because we use vocabulary in every conversation to express our idea in sentence. Therefore, the students have to master English vocabulary first.

## **2. The Nature of Reading**

Kustaryo (1988: 8) mentions that, "Reading is the meaningful interpretation of printed or written verbal symbols. Furthermore, he concludes that reading is the combination of word recognition and intellect, and emotion interrelated with prior knowledge to understand the message communicatively. From this definition above the writer concludes that reading involved writer, message, text and reader. We can say that, writers make a message as a text to express their idea to the readers. Other words, reading means the action to read English text in order to get information from what the readers' read.

Reading ability is reader's can discriminated among the letter of the alphabet and among basic words. According to Prof.DR. Henry Guntur Tarigan (1989; in Khairudin, 1994, 22) pointed out: there are two aspects in reading skill:

- a. Mechanical skill, involve :
  - 1) recognition of the letter
  - 2) recognition of the linguistic elements
  - 3) Recognition of the words combination and the pronunciations of words.

Sahulata (1988:1) says that the sounds or pronunciations are around people. They are used and heard, but they are known remarkably little by the learners or students. Because of that many students do not success in using sounds especially at first since they thought that sounds were not necessary at all, but actually they were. Actually in communication, perfect pronunciation of all sounds since it is common to communicate with someone who as accent. This idea was supported by Jones (1972: 3) who states no two people pronounce exactly alike. Some aspects cause the differences. One of them is social surrounding. Ability to speak in standard way may be considered by some whose home language is a distinctly local from a speech; if their vacations require them to work in districts remote from their home locality, they will not be disturbed by speaking which is different from speech of those around them. While, Carruthers (1987:

191) says that pronunciation is necessary in speaking since it has sounds express meanings.

b. comprehension skill, involve :

Since speaking is an activity of reproducing words orally in which there is a process of exchanging ideas between a speaker and a listener, it is important to have comprehension as the next component of speaking. If the listener could not comprehend or understand for what the speaker has said, there must be misunderstanding for what the speaker means. Kruse (1987:312) says that comprehension is the complex skill which involves combining all of the reading skill.

There are three components in reading comprehensions skill:

- 1) understanding of lexical, grammatical and sociocultural meaning
- 2) Understanding of author's purpose and aim, relevance or situation of culture.
- 3) Evaluation of the contents

So, the components needs in reading ability are:

- 1) Recognize structural clues
- 2) Should be able to distinguish with ease word groupings and their relationship with other words groupings
- 3) Should be able to recognize sound pattern and identify their combinations as language unit.

Its clearing reading English text students should be able to pronunciation of words. Students can read English text fluently, if a student is able to pronunciation words well.

By reading, student can learn many things. But, if the students can not reading English text by good fluency, it is means they can not understand the message or idea of writers. As Nunan (1991:70) says, "Reading is dynamic process in which the text elements interact with other factors outside the text". The writer conclude that, the students should be mastery of vocabulary including how to pronunciation of the words.

Although we read something only for enjoyment for example reading magazine but it is contains of so much information and many people love reading magazine. If we have enough vocabulary, we can easily to understand the reading text.

### **3. The Nature of Fluency**

Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy and plodding.

Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to

concentrate on decoding the words, they can focus their attention on what the text means. They can make connections among the ideas in the text and between the text and their background knowledge. In other words, fluent readers recognize words and comprehend at the same time. Less fluent readers, however, must focus their attention on figuring out the words, leaving them little attention for understanding the text. Fluency is a speech term that means the smoothness or flow with words; sounds and phrases are joined together when we speak with others. Carruthers (1989:101) says that fluency (also called volubility and loquaciousness) is the property of a person that delivers information quickly and with expertise. Other side, fluency indicates a very good information processing speed in reading.

Readers that are more fluent are focusing their attention on making connections among the ideas in a text and between these ideas and their background knowledge. Therefore, they are able to focus on comprehension. Less fluent readers must focus their attention primarily on decoding individual words. Therefore, they have little attention left for comprehending the text.

## **B. The Relevant Research**

As a matter, there is preliminary research dealing with student's mastery vocabulary and fluency in reading English text. One, which was conducted, was by Syarifah Nur. In her research, she focuses her research on frequency in reading English text and vocabulary mastery.

Syarifah Nur (2005: the relationship between frequency of reading English text and vocabulary mastery of the sixth semester students of English students of English study program of FKIP-UNRI) conducted research. Her research is found that the result of the data analysis that the level of the students' ability in vocabulary is at average category. It means that the level of the relationship is very low. Based on the title above the writer interest investigate this research the relationship between vocabulary mastery and fluency in reading English text at the second year of SMUN 1 Bangkinang Barat.

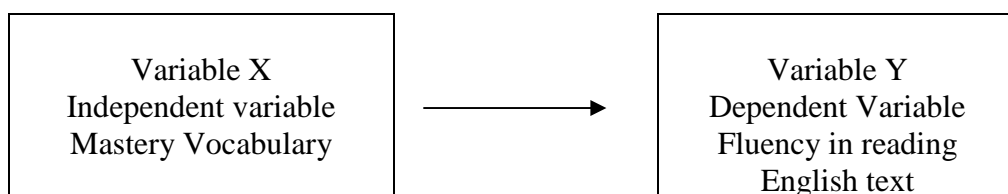
## **C. The Operational Concept**

The operational concept is a concept used to avoid misunderstanding and misinterpretation in the scientific study because a concept still operated is an abstract from the research. The writer wants to find out relationship between mastery vocabulary and fluency in reading English text.

The research consists of two variables. They are variable X (Mastery Vocabulary), as independent variable and variable Y (fluency in reading English text), as dependent variable. The independent variable is a variable

that influences other variable and the dependent variable is a variable, which is affect by the independent variable (Robertson in Devita 2000:14). The indication of the X variable is measur by giving vocabulary test. And the Y variable is measured by reading test based on the problem's factor.

The research design is shown as follows:



1. Indicator of vocabulary mastery

- a. Students are able to spell the word.
- b. Students are able to identify the form of the word
- c. Students are able to understand the meaning of the words

2. Indicator of fluency in reading

- a. Students are able to pronounce the words.
- b. Students are able to understand the text.



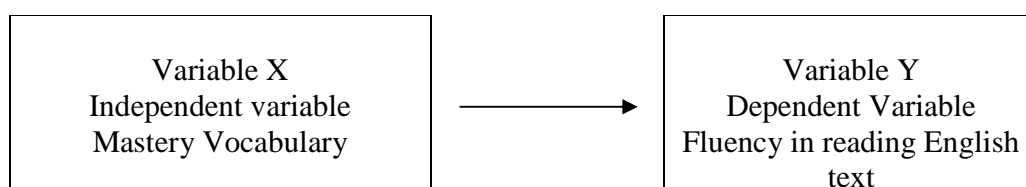
## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research consists of two variables. They are variable X (students' vocabulary mastery), as independent variable and variable Y (the fluency in reading English text), as dependent variable. The independent variable is a variable that influences other variable and dependent variable is a variable, which is affected by the independent variable. The indication of X variable I measured by giving test based on the indicator of students' mastery vocabulary. Moreover, the variable Y variable is measured by giving reading test.

The research design is shown as follows



#### B. The Specific Subject and Object of the Research

##### 1. Subject

The subject of this research is the second year students of SMUN I Bangkinang Barat.

## 2. Object

The object this study is the relationship between vocabulary mastery and fluency in reading English text at the second year students of SMUN I Bangkinang Barat.

### **C. The Time and Location of the Research**

#### 1. The location

The research will be conducted at the second year students of SMUN I Bangkinang Barat.

#### 2. The time

The time of this research will be started on 2008.

### **D. The Population and Sample of the Research**

#### 1. Population

The population of this research is the second year students of SMUN I Bangkinang Barat. They consist of three classes, is that II IPA, II<sup>1</sup> IPS, II<sup>2</sup> IPS.

#### 2. The sample of this research

The writer uses random sampling. So, each class will be taken 15 students as samples.

### **TABLE 1**

**THE POPULATION OF THE RESEARCH**

Class	II IPA	II <sup>1</sup> IPS	II <sup>2</sup> IPS	Total
Male	15	20	20	55
Female	14	20	23	57
Total	29	40	43	112

**TABLE 2**

**THE SAMPLE OF THE RESEARCH**

Class	II IPA	II <sup>1</sup> IPS	II <sup>2</sup> IPS	Total
Male	6	7	6	19
Female	9	8	9	26
Total	15	15	15	45

**E. The Data Collection Technique**

There is one instrument of data collection technique that will be used, it is :test

Firstly: To get the real vocabulary score of sample students they were given vocabulary test. This is to find out students ability about spell of the word, pronunciation of the word, identification form of the word and the meaning of the word.

Secondly: This is to find out students ability to read the text frequently for making them fluently and make students understand what they read.

## F. The Technique of Analyzing the Data

This technique will be analysis by using statistical method. There are four kinds of the data; nominal data, ratio data, ordinal data ad interval data (PROF. E. T. Ruseffendi, SPd, MSc, PhD, 1994: 103). In this study, the writer utilizes interval data because this research is the relationship between two variables.

The formulas are as follows:

1. To find out serial correlation coefficient to  $N > 30$ , the following formula is used:

$$r_{xy} = \frac{\sum x'y' - (C_{x'})(C_{y'})}{(SD_{x'})(SD_{y'})}$$

Explanation:

$r_{xy}$  = Numeral of index correlation between variable X and variable Y

$\sum_{x'y'}$  = The total of result of multiplication between score deviation of variable X and score deviation of variable Y.

$SD_{x'}$  = Standard deviation of variable X

$SD_{y'}$  = Standard deviation of variable Y

N = Number of cases

2. To find out standard deviation of variable X using the formula:

$$SD_{x'} = \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

3. To find out standard deviation of variable Y using the formula :

$$SD_{y'} = \sqrt{\frac{\sum fy'^2}{N} - \left(\frac{\sum fy'}{N}\right)^2}$$

4. To find correlation coefisien of variable X using the formula :

$$C_{x'} = \frac{\sum fx'}{N}$$

5. To find correlation coefisien of variable Y using the formula :

$$C_{y'} = \frac{\sum fy'}{N}$$

( Drs. Hartono, M.Pd., 2004P : 80-84)

## CHAPTER IV

### THE DATA PRESENTATION AND THE DATA ANALYSIS

#### A. The Description of the Data

This research is conducted to know the relationship between two variables, namely, the students' vocabulary mastery as the independent variable (X) and their fluency in reading English text (Y). The score of the students' vocabulary mastery are of time through test. The questions consist of 20 items. The score of the students' fluency in reading English text are measured by using a test. The test consists of 20 items.

#### B. Presentation of the Data

In order to know the reliability of the test, the writer has conducted try out each he class. The real research conducted to each the class on December 21, 2008. That is second year students. To identify the test of the real research it can be seen as follows:

**TABLE 3**  
**KINDS OF QUESTION BASED ON INDICATORS**  
**OF VOCABULARY MASTERY**

The Kinds of Questions	Indicators	Number of Items
Vocabulary test	1. Students are able to spell the word	6, 8, 14, 15, 16,19
	2. Students are able to identify the form of the word	1, 3, 4, 11, 17, 20
	3. Students are able to understand the meaning OF the word	2, 5, 7, 9, 10 12, 13, 18,

The categorize the level of students ability in vocabulary mastery can be classified

No	Category	score
1	Good	76%-100%
2	Average	56%-75%
3	Poor	40%-55%
4	Very poor	00%-40%

(David Haris, 1987: 132 In Nurhijriyati:20)

**TABLE 4**  
**STUDENT ABILITY SPELLING OF THE WORD**

Number of Items	Correct Answer	Alternative Answer				Total of Student	percentage
		A	B	c	d		
6	d	-	2	-	43	45	95,6%
8	a	42	-	1	2	45	93,3%
14	b	10	23	5	7	45	51,1%
15	a	30	4	9	2	45	66,6%
16	c	8	6	23	8	45	51,15
19	c	11	11	12	11	45	26,6%
Total							384,5%

$$\text{Level of student' ability: } \frac{384,5\%}{6}$$

$$= 64,08\%$$

This table that the students' ability the second year of senior high school in spelling words is average. It can be known from the level of students' ability (64,08%).

**TABLE 5**  
**STUDENT ABILITY IDENTIFY FORM OF THE WORD**

Number of Items	Correct Answer	Alternative Answer				Total of Student	Percentage
		a	B	c	D		
1	A	29	5	4	7	45	64,4%
3	C	2	5	36	2	45	80%
4	B	18	16	2	9	45	35,5%
11	B	13	27	1	4	45	60%
17	B	8	27	7	3	45	60%
20	D	4	9	10	22	45	48,8%
Total							348,7%



$$\begin{aligned} \text{Level of student' ability: } & \frac{348,7\%}{6} \\ & = 58,1\% \end{aligned}$$

The students' ability in identifying words is average. This could be seen from the question tested to the students. Their ability to answer the question is 58,1%.

**TABLE 6**

**STUDENT ABILITY UNDERSTAND THE MEANING OF THE WORD**

Number of Items	Correct Answer	Alternative Answer				Total of students	Percentage
		a	B	C	d		
2	d	1	1	-	43	45	95,6%
5	a	45	-	-	-	45	100%
7	d	2	2	2	39	45	86,6%
9	c	4	2	39	-	45	86,6%
10	c	1	3	3	38	45	84,4%
12	c	6	8	25	6	45	55,5%
13	c	5	9	25	6	45	55,5%
18	b	-	40	5	-	45	88,8%
Total							816%

$$\begin{aligned} \text{The level of students' ability: } & \frac{653\%}{8} \\ & = 81,6\% \end{aligned}$$

This table showed that, the students ability of understand the meaning of of the words is good. We can known from level students ability is 81,6%.

The tables above indicates that most of all students' vocabulary mastery well. It can be seen from there are students get of score based on standard of pass at the school. It is between 85-65 (.34 students). But there are students

get lower score. It is between 55-35 (11 students).it's mean the students vocabulary mastery is very good.

**TABLE 7**  
**STUDENT ABILITY TO READ THE TEXT PRONUNCIATION**

Number of Items	Correct Answer	Alternative Answer				Total of Student	Percentage
		a	A	c	d		
11	C	10	12	16	7	45	35,5%
12	C	4	9	30	2	45	66,6%
13	D	6	9	5	25	45	55,5%
14	C	14	3	23	5	45	51,1%
15	B	9	30	4	2	45	66,6%
16	A	23	5	7	10	45	51,1%
17	C	7	5	26	7	45	57,7%
18	B	2	36	81	6	45	80%
19	D	11	12	9	14	45	31,1%
20	D	8	12	4	21	45	46,6%
Total							541,8%

$$\begin{aligned} \text{The level students' ability: } & \frac{541,8\%}{10} \\ & = 54,18\% \end{aligned}$$

This table showed that the students' ability in pronunciation of the word is poor. Because the level of students ability show that 54,18%.so, it mean the students fluency in reading English text still low, because they do not know how to pronounce the of the words.

**TABLE 8**  
**STUDENTS' ABILITY TO UNDERSTAND THE TEXT.**

Number of Items	Correct Answer	Alternative Answer				Total of Student	percentage
		a	B	c	d		
1	A	30	6	5	4	45	66,6%
2	C	5	13	18	11	45	40%
3	B	2	32	4	7	45	71,1%
4	A	6	15	14	10	45	13,3%
5	B	1	44	-	-	45	97,7%
6	C	1	-	42	2	45	93,3%
7	D	7	4	-	34	45	75,5%
8	D	-	-	3	42	45	93,3%
9	B	2	39	2	2	45	86,6%
10	A	27	9	3	6	45	60%
Total							697,4%

$$\begin{aligned} \text{The level students' ability: } & \frac{697,4\%}{10} \\ & = 69,7\% \end{aligned}$$

This table showed that the students' ability in understanding the text is average. It can be seen from the level of students ability is 69,7%.

The tables above indicate that the students' ability of fluency in reading English text was good already. But sample of this research is random sampling. That is absolutely students ability is still low. It could be seen from some students' ability only able to answer 7 items

**TABLE 9****THE TABLE TO FIND STANDARD DEVIATION VARIABLE X**

X	f	x'	Fx'	x' <sup>2</sup>	Fx' <sup>2</sup>
90	2	5	10	25	50
85	2	4	8	16	32
80	3	3	9	9	27
75	10	2	20	4	40
70	7	1	7	1	7
65	10	0	0	0	0
55	4	-1	-4	1	4
50	2	-2	-2	4	8
45	2	-3	-6	9	18
40	2	-4	-8	16	32
35	1	-5	-5	25	25
	N = 45		$\sum fx' = 29$		$\sum fx'^2 = 243$

**TABLE.10****THE TABLE TO FIND STANDARD DEVIATION VARIABLE X**

Y	fy	y'	Fy'	Y' <sup>2</sup>	Fy' <sup>2</sup>
85	2	5	10	25	25
80	3	4	12	16	48
75	2	3	6	9	18
70	7	2	14	4	28
65	11	1	11	1	11
60	8	0	0	0	0
55	3	-1	-3	1	3
50	3	-2	-6	4	12
45	2	-3	-6	9	18
40	1	-4	-8	16	16
35	3	-5	-5	25	75
	N = 45		$\sum fy' = 19$		$\sum fy'^2 = 254$

From the table above we can get:

$$\begin{array}{rcl} N & = & 45 \\ \sum fx' & = & 29 \\ \sum fy' & = & 19 \end{array} \qquad \begin{array}{rcl} \sum fx' & = & 29 \\ \sum fy'^2 & = & 254 \\ \sum x'y' & = & 110 \end{array}$$

To find coefisien correlation variable X and Y as follows:

$$C_{x'} = \frac{\sum fx'}{N} = \frac{29}{45} = 0,648$$

$$C_{y'} = \frac{\sum fy'}{N} = \frac{19}{45} = 0,42$$

To find standard deviation of variable X

$$\begin{aligned} SD_{x'} &= \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \\ &= \sqrt{\frac{243}{45} - \left(\frac{29}{45}\right)^2} \\ &= \sqrt{\frac{243}{45} - (0,64)^2} \\ &= \sqrt{5,4 - 0,4096} \\ &= \sqrt{4,9904} \\ &= 2,23 \end{aligned}$$

To find standard deviation of variable Y

$$\begin{aligned}
 SD_{y'} &= \sqrt{\frac{\sum fy'^2}{N} - \left(\frac{\sum fy'}{N}\right)^2} \\
 &= \sqrt{\frac{254}{45} - \left(\frac{19}{45}\right)^2} \\
 &= \sqrt{\frac{254}{45} - (0,42)^2} \\
 &= \sqrt{5,64 - 0,1764} \\
 &= \sqrt{5,4636} \\
 &= 2,3
 \end{aligned}$$

To find the score of relationship by the product moment technique

$$\begin{aligned}
 r_{xy} &= \frac{\frac{\sum x'y'}{N} - (C_{x'})(C_{y'})}{(SD_{x'})(SD_{y'})} \\
 &= \frac{\frac{110}{45} - (0,64)(0,42)}{(2,23)(2,34)} \\
 &= \frac{2,44 - 0,2688}{5,2182} \\
 &= \frac{2,1712}{5,2182} \\
 &= 0,416
 \end{aligned}$$

### C. The Test of Hypothesis

There is only one hypothesis, which needs to be answered in this research. The hypothesis is that “there is a significant relationship between vocabulary mastery and fluency in reading English text of the second year students of SMAN 1 Bangkinang Barat. In order to know whether.

#### D. The Interpretation of Data Analysis

Based on the data analysis above, the conclusion the be seen as follows:

1. The formula of hypothesis

Ha: There is a significant relationship between mastery vocabulary and fluency in reading English text at the second year students of SMUN I Bangkinang Barat.

Ho: There is no a significant relationship between mastery vocabulary and fluency in reading English text at the second year students of SMUN I Bangkinang Barat.

2. To get the level of d.f the following formula is used

$$df = N - nr$$

$$df = 45 - 2$$

$$df = 43$$

3. Consultation the score of “r” in product moment

df = 43 there is no in the table. So, we used score 45. The result of “r” table are:

At the 5% grade significant = 0,288

At the 1% grade significant = 0,372

4. Considerate  $r_o$  and  $r_t$

The result of  $r_{xy} = 0,416$ ; its mean  $r_{xy}$  or  $r_o$  is bigger than  $r_t$ . Even tough at the 5% = 0, 288 and at 1% = 0.372. So, the alternative of hypothesis (Ha) is acceptable. In other word there is positive correlation that significant between variable X and variable Y.

5. The conclusion of the research
  - a. There is positive correlation that significant between vocabulary mastery and fluency in reading English text
  - b. If the score of students' vocabulary mastery is higher ,so the score fluency in reading text is should be higher.



## CHAPTER V

### CONCLUTION AND SUGESSTIONS

#### A. Conclusions

The topic of this study is the relationship vocabulary mastery and fluency in reading. The research contains two variables, namely independent variable, that is students' vocabulary mastery (X) and dependent variable, which is the students' fluency in reading English text (Y). The writer comes to the following conclusion:

To know whether there is a relationship between students' vocabulary mastery (X) and fluency in reading English text (Y), the product moment technique is used. Based on analyze of research, the result show that the students are able vocabulary mastery, but they can not to read English by correctly. So, we can see the result of the reaserch.  $r$  obtained (0,416) is bigger than  $r$  table (0,304) at the level 5% and (0,393) at the level 1%. This is proves that there is significant relationship between X and Y.

#### B. Suggestions

From the research result and conclusion the writer would like to give some suggestion as follows:

1. Concerning the above conclusion, the writer suggests the students to have more practices for fluency in reading English text. Then, the most important thing that a school especially SMAN 1 Bangkinang Barat should

have good facilities such library, electricity language laboratory computer in order to support the fluency in reading subject reading.

2. To English teacher the writer suggests that he or she should be able to make students interested in reading activities.

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