

**THE CORRELATION BETWEEN VOCABULARY LEARNING
STRATEGIES AND READING COMPREHENSION OF THE ELEVENTH
GRADE STUDENTS OF SMA ISLAM AZ-ZAHRAH PALEMBANG**

A Thesis by

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FACULTY OF TEACHER TRAINING AND EDUCATION

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DEDICATION

This thesis is dedicated to:

- ❖ The first thanks to Allah SWT for the blessing me
- ❖ Prophet Muhammad SAW, who had led of muslimah from the darkness to brighter life.
- ❖ My beloved parents (Adam and Nursa) thank you for supporting me by your support pray and love.
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Hopefully this thesis will be useful for those who read it. Last but not least, the writer would like to have any remarks, comments, and criticism are very much welcome and would like to thank her parents, all my family and classmates for the support and prayers.

Palembang, March 2022



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PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data informasi,interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiahini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang telah ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan. Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, pasal 25 ayat 2 dan pasal 70.

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ABSTRACT

This study aimed to find out the correlation between vocabulary learning strategies and reading comprehension, how much vocabulary learning strategies contributed to the students' reading comprehension. This study used correlational research design. The sample was selected by using purposive sample technique, consisting of 68 students. The data were collected by administering vocabulary learning strategies questionnaire and reading comprehension test. The result of study showed that the level of students' vocabulary learning strategies questionnaire and reading comprehension test was in average category. The data obtained were analysed by using Pearson Product Moment and regression analysis. Based on the result of data analysis it was revealed that there was a significant correlation between vocabulary learning strategies and reading comprehension of the eleventh-grade students of SMA Islam Az-Zahrah Palembang since the p-value (0.003) was lower than alpha value 0.05. The r_{value} was 0.358 and showed that there was low correlation between vocabulary learning strategies and reading comprehension of the eleventh-grade students of SMA Islam Az-Zahrah Palembang. Moreover, vocabulary learning strategy contributed as much 12,8%. It could be concluded that contribution was in the very low category.

Keywords: *vocabulary learning strategies, reading comprehension*

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CHAPTER I

INTRODUCTION

This chapter consists of (1) the background of study, (2) the problems of study, (3) the objective of study, and (4) the significances of study.

1.1 Background

As a foreign language in Indonesia, English has taken an important role in learners' study. It can be found in most of schools in Indonesia have taught English at their school. English is considered as foreign language and taught formally from elementary school up to the university level. Brumfit (2001) claims that English is an international language that is the most widespread medium of international communication. This means that English is very important to be mastered by students as early as possible because it has an important role in various fields of life such as education, business, economics, and so on.

Since English is an important language that needs to be used by students, they must have their own ideas about learning English. The first thing that comes to people's minds when they talk about language should be "words". Words here are vocabularies. Ghazal (2007) indicates that vocabulary is central to language and is of great significance to language learners. Because of its importance, the learners need to learn vocabulary more. Besides, Ahour and Salamzadeh (2014) also state that words are the basic building blocks of a language, the units of meaning from which larger structures such as sentences, paragraphs and the whole texts are formed. It means that learners should know more about English vocabularies if they

want to be able to speak and use English. The more vocabularies they know, the better their ability in English.

Based on the explanations above, it is clear that in Indonesia, English is the foreign language which is taught for formal education and become an important subject that must be taught in all formal classes. Therefore, education plays the biggest role to improve the students' skills especially in English. Learners should apply and implement the right vocabulary learning strategies so that they can study with ease and excel significantly. There are many strategies that a learner can apply in their process of improving the mastery of vocabulary. According to Hulstijn and Laufer (2001), there are six effective Strategies for Teaching Vocabulary Learning Strategies they are word wall, word box, vocabulary notebook, semantic mapping, word card, and word learning strategies.

Vocabulary learning strategies are one part of language learning strategies which in turn are part of general learning strategies (Nation, 2001, p. 34). The first is productive vocabulary, it is a word that students use correctly and understand when the students are speaking and writing, it is associated with the productive skills. Meanwhile, the second is receptive vocabulary, it is a word that students recognize and understand in listening and reading and it is associated with receptive skills. The students mainly use their productive vocabulary since the reading comprehension is in written form. Vocabulary is an essential component learned in language learning. In relation to this, the linguist Wilkins in Thornbury (2002, p.23) states that vocabulary learning is very important, without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that even

someone has good grammar but it will be useless if they do not know many vocabularies. The most important point of the statement above is that mastering vocabulary for the students is the main component in order to learn a language successfully.

Furthermore to Soedjito (2009) states that vocabularies have four defined as: 1. All words contained in a language; 2. The richness of words possessed by a speaker or writer; 3. The word used in a field of science, a list of words organized like a dictionary and brief, practical explanations; 4. Vocabulary learning strategies can be considered as a part of general learning strategies in second language acquisition. The students do vocabulary learning strategies to improve the mastery of their English. There are many problems that linger around vocabulary and its role. Learners are interfered by their first language, and approaches which used to learn a language and the strategies applied during the learning process. All these issues need to be overcome if the learners are aiming to get better over time.

Moreover, Sismiati (2012, p. 65) assumes that reading is a significant activity and becomes more necessary in this modern world, when the development in every life aspect occurs very quickly. In addition, Subyantoro (2011, p. 9) describes that reading is a skill in reading comprehension that will gradually become the everyday behavior of a person. Reading is an important skill in higher education since it is a key to academic success for all students (Tavakoli, 2014). In addition, Anderson (2003) argues that reading is an active and fluent process which involves the reading material in building meaning. At the time while students read a passage, their brain will be active to think and process all information from

the passage. Reading tasks are a different and engaging way of learning (Douglas et al., 2016, p.260). The readers will engage their thoughts to think the text being read. Students in higher education must be able to understand any kinds of texts and it can only be developed by practicing a lot. However, students read for many purposes.

According to the RAND Reading Study Group (2002), comprehension is the process of eliciting and making meaning through interaction and involvement with written language. Duke (2003) argues that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.

Therefore, Haq (2014) explains that reading comprehension is one of the standard skills in English that should be achieved at all levels of education, including at the elementary school level". Through reading skills, students are expected to be able to read and understand the contents of reading text. In learning English, readings for beginner students are difficult. These difficulties are caused by the mastery of vocabulary and grammar, and the length of the text that makes reading interest decrease. Reading comprehension text is not just on how well students read, it includes the accuracy of pronunciation and student's intonation. However, reading comprehension itself is an activity builds understanding of the meaning of a text which could then translate and through its own language.

The writer chose SMA Islam Az-Zahrah Palembang as the sample of the study because the writer had ever taught at the eleventh graders at SMA Islam Az-

Zahrah Palembang and did observation. The writer found that the students' ability in English vocabulary mastery and the students' reading comprehension were still low. This had been proven by the writer when the writer gave a reading quiz, merely a few of students achieved score above KKM (criterion minimum mastery). In vocabulary, the students were difficult to use the words. They were confused to differentiate the function of words which were used in the sentences.

In terms opinions, many studies have previously explored these variables that related to vocabulary learning strategies and reading comprehension. Prashneel (2019) found that there were effective strategies that could be used in teaching vocabulary to the students. These strategies benefit students and also easily to be used by learners of other second language globally. The students' knowledge of reading comprehension played an important role in increasing their vocabulary learning strategies. The students need to understand more the aspects of reading such as main idea, detail information, vocabulary.

Dealing with what have been explored before, therefore the writer was interested in conducting a study to examine and find out the correlation between vocabulary learning strategies and reading comprehension. The writer aims to do study entitled: "The Correlation between Vocabulary Learning Strategies and Reading Comprehension of the Eleventh Grade Students of SMA Islam Az-Zahrah Palembang".

1.2 Problems of the Study

1.2.1 Limitation of the Problems

The problems of the study were limited to investigate the relationship between the students' vocabulary learning strategies and reading comprehension.

1.2.2 Formulation of the Problems

In relation to the background above, the writer formulated the research questions as follows:

1. Was there any significant correlation between vocabulary learning strategies and reading comprehension of the eleventh grade students of SMA Islam Az-Zahrah Palembang?
2. How much did vocabulary learning strategies contribute to reading comprehension of the eleventh-grade students of SMA Islam Az-Zahrah Palembang?

1.3 Objectives of the Study

Based on the research problems above, the objectives of this study were as follow:

1. To find out whether or not there was a significant correlation between vocabulary learning strategies and reading comprehension of the eleventh-grade students of SMA Islam Az-Zahrah Palembang.
2. To find out how much did vocabulary learning strategies contributed to reading comprehension of the eleventh-grade students of SMA Islam Az-Zahrah Palembang.

1.4 Significances of the Study

The results of this study are hopefully able to give contribution to the students, the teachers, and the writer herself to develop English teaching and learning activities.

1. For the Students

This research could be a motivation for the students to improve their vocabulary learning strategy and reading comprehension to give an understanding to them that learning English is not always difficult to learn. Students' improvement of interest in learning English would help them master in English well.

2. For the Teachers

This research would give the teacher a description about how to teach and motivate the students to learn English especially in reading and vocabulary learning strategies. They would not be stuck in only some particular teaching strategies. The use of media would make the students more enjoy following the lesson and more interest for them.

3. For the Writer

By doing this research, the writer hopes that it would be a beneficial for the writer to enlarge knowledge about teaching reading and vocabulary at the eleventh graders of SMA Islam Az-Zahrah Palembang.

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