THE CONTRIBUTION OF STUDENT'S VOCABULARY AND LEARNING STRATEGIES TOWARD THEIR READING COMPREHENSION

THESIS

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Abstrak

Harmuja, 2010. Kontribusi Kosakata dan Cara Belajar siswa terhadap Membaca dengan pemahaman. Tesis Program Pascasarjana Universitas Negeri Padang.

Penguasaan Kosakata (Vocabulary) pada siswa SMP Negeri 1 Padang masih tergolong rendah, yakni di bawah 500 suku kata. Padahal untuk bisa membaca dengan pemahaman isi teks bacaan dan menjawab pertanyaan sesuai isi bacaan siswa harus menguasai setidaknya 1000 kosakata.

Penelitian ini bertujuan untuk mengungkapkan Kontribusi Kosakata dan Strategi siswa dalam belajar untuk memahami isi bacaan. Penelitian ini adalah penelitian korelasi yang dilaksanakan di SMP Negeri 1 Padang.

Populasi penelitian sebanyak 336 siswa kelas II (8) yang diijinkan pihak sekolah SMP N1, karena siswa kelas 3 sedang persiapan mengahadapi ujian semester. Sedangkan sample yang dipilih sebanyak 2 lokal (84) siswa. Tekhnik pengumpulan data memakai simple random sampling. Sedangkan untuk mengetahui strategi belajar siswa menggunakan angket skala Likert.

Pengujian hipotesis diuji dengan korelasi dan regresi statistik. Temuan, terdapat kontribusi penguasaan kosakata 9,6% terhadap membaca dengan pemahaman, dan strategi belajar siswa berkontribusi 9,0 % terhadap membaca dengan pemahaman, sedangkan kedua variabel tersebut secara bersama-sama atau terpisah berkontribusi 16,4% terhadap membaca dengan pemahaman.

Kesimpulan dan saran: semakin baik penguasaan kosakata dan cara belajar siswa, akan semakin baik pula kemampuan membaca dengan pemahaman. Untuk peningkatan mutu belajar kedepan, siswa perlu meningkatkan penguasaan kosakata dan peningkatan cara belajar siswa.

Abstract

Harmuja, 2010. The Contribution of Students' Vocabulary and Learning Strategies toward their Reading Comprehension. State university of Padang.

The Vocabulary mastery of SMP 1 students is lower than 500 words. In fact, to read the sentence, phrase or paragraph with understanding the students should have mastery at least 1000 of words.

The purpose of the research is to prove the contribution of Vocabulary mastery and Learning strategies toward their Reading comprehension in junior high school number 1 of Padang.

The population of the research is 336 students of the second year of junior high school number 1 of Padang. The sample of the population is 84 students. The data collecting techniques used simple random sampling.

The research result proved three hypotheses. First: vocabulary mastery contribute 9, 6% to reading comprehension, second: learning strategies contribute 9,0%. To reading comprehension, third: Vocabulary and learning strategies together and partially contribute 16, 4% to reading comprehension.

Based on the finding above, it can be concluded that Vocabulary mastery and Learning strategies can increase Reading comprehension.

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Padang, March 2010

The Researcher

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Dengan ini saya menyatakan bahwa:

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Padang, Maret 2010
Saya yang menyatakan

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write.

From the observation where the writer did the research, in SMP Negeri 1 Padang, School that have standard and good performance in Padang Town , in fact still many students finds difficulty to comprehend the text and answer question related to the text given, many students have difficulty to speak and write. It can be seen from the result of pretest. 30 % of 42 students are in bad condition 32 % rather good and 28 % is very bad. It seems even though in junior high school that had got predicate high standard quality, not automatically all the

students could answer the question properly.

Then, based on the School-Based Curriculum of 2006 for standard competence of English, states that government or Ministry of National Education (MONE) Depdiknas justified the students are expected to be able to understand and comprehend the meaning in transactional/ interpersonal dialogue and sustained dialogue in daily life in context and also students are hoped to be able to access popular knowledge, while teaching material based on genres, such as; recount, narrative, procedure, spoof, report and news item text. It means that the standard competences stated in curriculum as mentioned above is not yet achieved.

Because of such phenomena the researcher very interested, and this problem need to be more investigated. At least how much vocabulary minimum approximately students have to master for reading fluently, and what strategy students do those make some of them get bad mark in pretest that have been conducting by the researcher.

Furthermore, to reach the educational goals mentioned in 2006 Curriculum (KTSP 2006) especially for junior high school students are demanded to master or develop their vocabulary skills. In order to understand English texts, students have to learn the element of vocabulary text available cover affixes , suffixes, roots, context clues, phrases, clause sentence connections, synonyms, antonyms and other variation of reading texts.

Some difficulties from the observation the researcher can see the reasons why these individual have weak vocabularies are often complex and overlapping, but

here are a few of common reason for weak vocabularies. The person 1) poor memory, 2) forgetting the teacher's instructions, 3) not listen to directions given, 4) emotion instability, due to shyness, quick temper, stubbornness, poor concentration, 5) poor use of language; speaks too fast, run words together; speak in one or two words in fragmentary sentences, 6)poor group participation ; passive in integrative, 7) lack of interest in reading ; uninterested when teacher reads or tell stories.

B. Identification of the Problem

Some difficulties from the observation the researcher can see the reasons why these individual have weak vocabularies are often complex and overlapping, but here are a few of common reason for weak vocabularies. The person 1) poor memory, 2) forget instructions from the teacher, 3) Does not listen when directions are given, 4) emotion instability, maybe shyness, quick temper, stubbornness, poor concentration, 5) poor use of language; speaks too fast, run words together; speak in one or two words in fragmentary sentences, 6) poor group participation; passive in integrative, 7) lack of interest in reading and uninteresting stories told by the teacher.

Based on the background of the problem illustrated above, it can be identified that there are some problems that need to solve immediately. First, factors that make students have difficult to comprehend the texts, how to develop vocabulary skill, and what strategies students have use to increase their vocabulary mastery and reading comprehension.

C. Limitation of the Problem

English teaching cover four skills, namely reading, listening, speaking and writing. The four skills are supported by learning of language elements. There are vocabulary, structure, pronunciation, and spelling. There for vocabulary. The researcher limits the problem on the vocabulary mastery and strategy use by students in developing students' language skills in reading, listening, speaking and writing.

D. Formulation of the Problem

Based on limitation of the problem above, the writer formulates the problem into the following questions:

1) How much is the contribution of vocabulary mastery toward reading comprehension?

2) How much is the contribution of learning strategies toward reading comprehension?

3) How much is the contribution of vocabulary mastery and learning strategies collectively toward reading comprehension?

E. Purpose of the Research

This research was conducted to find out;

1. The contribution of Vocabulary Mastery toward reading comprehension at second year students of SMPN 1 Padang.

2. The contribution of Learning Strategies toward reading comprehension at

second year students of SMPN 1 Padang.

3. The contribution of both Vocabulary Mastery and Learning Strategies toward reading comprehension at second year students of SMPN 1 Padang.

F. Significance of the Research

The result of the research is expected to give contribution to:

1. Students, to help them improve their vocabulary mastery

2. Teachers, as one alternative to increase students' ability in Reading comprehension through increase Vocabulary mastery and Learning strategies.

3. Other researcher, as one of the useful sources for conducting future research.

F. Definition of the Key Terms

In order to avoid misinterpretation in reading this thesis, the researcher explains some key terms used:

1. Vocabulary mastery is a core component of acquiring language, whether language is first, second or foreign.

2. Learning strategies are specific action taken by students to make learning is more easy and more effective.

CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the data analysis on chapter IV, it can be concluded that;

1. There is positive and significant contribution of Vocabulary to the reading comprehension in English text for junior high school student in SMP1 Padang at 2007/2008 academic year. The effective contribution of Vocabulary is 9.6%.

2. There is positive and significant contribution of mastery vocabulary to reading comprehension in English text for junior high school student in SMP 1 Padang at 2007/2008 academic year. The effective contribution of learning strategies is 9,0.%

3. There is positive and significant contribution both of vocabulary mastery and learning strategies altogether for reading comprehension in English text for senior high school student in SMPN1 Padang at 2007/2008 academic year. These variables contribute 16.4% to the reading comprehension in English text.

   The contribution of Reading Strategies and vocabulary mastery of the second year Senior High School students in Padang at the year of 2007/2008 are low. These two variables only contribute 16.4% respectively to the reading comprehension in English text if these variables are not influenced by another factor.

B. Implication

Based on the result of the research conducted at the second year students of SMPN 1 Padang at the academic year of 2007/2008 showed several implications deal with English skill especially in Vocabulary Mastery.

1. Improving students' Vocabulary Mastery. It can be done by:

    a.   By assigning students to memorize and use five to ten high-frequency words a day.

    b.   By learning the roots of unfamiliar words. For example; *transport.* The word *trans* means *move*, and *port* means *station*. Thus, the meaning of the word *transport* is travelling and outgoing.

2. Improving students' Learning Strategies. In this case students can do the following strategies;

    a.   Planning

    They have to make an arrangement of learning at appropriate time like in the early morning. At the time, they have conducive moment to learn in full concentration for short-term planning.

    b.   Problem Solving

    They have to understand what strategies to tackle for solving their problems.

    c.   Evaluating

    They can evaluate what they have got and what have not.

    d.   Monitoring

    Here the students can monitor and control the learning process.

C. Suggestion

Since reading strategies and vocabulary mastery are two important factors that can increase student's ability in understanding English text, the writer proposes some suggestion;

1. It is suggested to English teachers to teach many strategies and vocabulary development for the students by giving many exercises deal with English texts according to their level of difficulties.

2. Since the time the students used to study English is not enough. It is suggested to the students to study English hard all day long from the course or through many books available.

3. It is suggested to the following researchers to explore other factors that can affect reading comprehension in English text. In a brief description, it can be stated that can contribute reading comprehension both external and internal factors.

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