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## THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR ENGLISH LEARNING ACHIEVEMENT AT SMP NEGERI 2 KOTA TERNATE

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### ABSTRACT

The objective of this research to know the correlation between students' vocabulary mastery and their English learning achievement at SMP Negeri 2 Kota Ternate. Data were collected by through tests. A sample of 30 students of class VIII6 were selected purposively. The results of this research indicate that the average score of the students' vocabulary mastery test was moderate (56.86) and the score of the students' English achievement was also moderate (57). The test value of the correlation between the variables X and Y (correlated) was found a very high and r count result (0.9233) exceeded the t-table value (0.361) at a significant level of 5%. Thus the alternative hypothesis ( $H_1$ ) is accepted and the hypothesis ( $H_0$ ) is rejected. It can be concluded that the students' vocabulary mastery was highly and significant correlated with the students' English learning achievement.

**Keywords:** *correlation research, vocabulary mastery, English achievement*

### INTRODUCTION

Language is a tool for communication. It is used to deliver message, idea, opinion, etc. Through language, people communicate with one another, transfer messages and exchange information, and without language it is impossible for human to join a communicative interaction in daily life, and they can not express what their think and feel. Language is more than a system of communication. It involves whole person, culture, educational, development communicative process. This definition is the social function of language and the fact that human use it to express themselves and to manipulate objects in their environment. It means that language is important thing for human life. It is used to deliver message from the speaker to the listener in interaction with their environment.

There are many languages in this world. Each country has its own language. English is an international language. It is an essential tool for communicate particularly in business world and acquire knowledge from foreign country. By using English, everyone can talk each other even though they come from different country. In Indonesia English is a compulsory subject at school. It has an important role to develop science and technologies. Now, English is introduced in the curriculum of Indonesian school. It is taught from elementary school, junior high school, senior high school up to university.

Vocabulary is very important in learning English because people cannot express anything perfectly without vocabulary. Vocabulary is one of the components which support other skills such as listening, speaking, reading, and writing. In learning English students should know some words, and how to use them it in sentences. The acquisition of a large number of words can help the students in reading, speaking, listening, and writening. Having limited vocabulary may cause difficulties for students in learning a foreign language. In other words, when students do not acquire enough vocabulary, they could not communicate with others and express their ideas well.

There are many factors which influence the students' vocabulary. According to Thornbury (2002), there are two factors the influence of students vocabulary, they are intrinsic factor and extrinsic factor. Intrinsic means factors which come from inside the students such as motivation,

intelligence, passion and interest. While extrinsic factor is factor from outside of the students that affect their learning process such as learning materials, teacher's performance including their teaching strategy. It can be concluded that learning vocabulary will be easy as long as students have motivation, intelligence, passion and interest, and they are supported by a good teaching strategy. Besides those factors, there are other factors that make some words more difficult than others, they are pronunciation, spelling, length and complexity, grammar, meaning, range, connotation and idiomatic. Those factors often faced by the students in learning vocabulary. For examples, many students confuse the meaning, spelling, and pronunciation of thing and think, though and thought, etc.

Concerning the explanation above, the researcher assumed that vocabulary is one important thing in English. Students need many words to communicate in English well. It is clear that in learning English the learners must have many words. The teacher usually only followed the instruction of the manual book or taught vocabulary by emphasizing only on memorizing list of vocabulary or translating new word.

### **1. Definition of Vocabulary**

According to Coady and Huckin (1997:285), vocabulary is the general agreement among specialists that lexical competence it at the very heart of communicative competence, the ability to communicative succesfully and appropriately. Given the current focus on vocabulary study, many-non specialists might be surprised to learn that, in past year, this area of teaching was often elected because it was though that vocabulary could be simple be left to take care of itself.

Lehr (2004) stated that vocabulary was knowledge of words and word meaning in both oral and written language and in productive and receptive form. Good mastery of vocabulary was important for anyone who learns the language either in listening, speaking, reading and witing. A foreign language learner will speak fluently and accurately, or write easily, understand what he or she reads or hears if he or she has enough vocabulary. More importantly, he or she should have the capability or using it accurately.

Kridalaksana (1993: 127) suggested that vocabulary is a component of a language that maintains all of information about meaning and using word in a language. Vocabulary is very important for study the English Language Students, because with vocabulary we can a sentence. As we know the sentence that we produce are bult by vocabulary. In teaching English vocabulary teacher should know many words and undersatand which word are important to learn, because many words difficult to memorize.

Based on the definitions above, it can be concluded that the vocabulary is very important in learning english, because if we have many vocabulary that we can more easer make a sentence and we can communicate as well.

### **2. Vocabulary Mastery**

Vocabulary mastery Is one of the factors to master English as foreign language. It means that students have the ability in understanding and using the word and meaning. The large vocabulary the students master, the better they perform their language.

According to Lutz (1994: 125 in Furiz 2017), mastering means knowledge, control, comprehension, and understanding. It means a good quality of doing something well. Sometime well be considered as a master of one thing if she or he has good skill to apply the skill in an issue pf a subject of study. Students who said to have the mastery of vocabulary means he or she has obtained the total number of words of a language well.

Mastering vocabulary means that students have comprehensive knowledge about vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word

derivation the collocations of the word, the register of the word spoken and written, the connotation or associations of the word, and word frequency (Thronbory, 2002).

The importance of vocabulary and vocabulary mastery, however, is not sufficient to trigger the practice of ELT to have a greater emphasis on vocabulary teaching and vocabulary learning seems to be neglected in learning English in Indonesian context (Cahyono and Widiati, 2008).

Based on the theories above, it can be concluded that in teaching English vocabulary we cannot know what is vocabulary, but we need skill for study English that we cannot understand and can communicate, vocabulary mastery is very important for improving student skills in teaching English.

### 3. The Importance of Vocabulary Mastery

Vocabulary is one of the factors that support students for mastering language skills, namely listening, speaking, reading and writing. In listening, students may not understand the conversation well. In speaking they cannot communicate without vocabulary, in reading students may not understand text, and in writing students may not write our idea. All of those problems are caused students do not master the vocabulary. In other words, vocabulary is essential to be necessary for mastering the other language skills.

The mastering of English vocabulary itself closely relate to the ability of the learner in acquiring the vocabulary. Herry and Pongrantz (2006: 246) points out that mastering a language means being able to comprehend the vocabulary and its phonological system both in speech and in writing. It means that learner who learns English as the second language must comprehend the meaning of the words and is able to apply them in sentence.

According to John Langan (1992: 422), a good vocabulary, more than any other factors. Based that, it is hoped they will have more vocabulary because they are easier to find new vocabularies and will help them in studying English in the next level of school (Senior High School) or in the University. So that they can use their English in order to communicate to other people from other countries.

Shefelbine (1990: 23) asserted that whenever we think of language and language learning, we usually think of mastering the vocabulary of the learning the 'words'.

Based on the theories above it can be summarized that the mastering vocabulary cannot be denied in learning English, not only learner's speaking skill only, but also their reading and written as well, because vocabulary is one of the most important element to improve the learners' English mastery of vocabulary that can also be developed naturally by their experience during life according to their need and education.

### 4. Kinds of Vocabulary

There are many classifications made by experts about kinds of vocabulary based on many aspects. Jo Ann Aeborsold and Mary Lee (1997) distinguish vocabulary into active vocabulary and passive vocabulary.

- a. Active vocabulary; is also called by productive vocabulary, students must know how to pronounce the vocabulary well. They must know and be able how to use grammar of the target language, they also must be familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.
- b. Passive vocabulary; refers to language items that can be recognized and understood in the context of reading and listening, and it also as receptive vocabulary.

Another expert, Webb in AlQahtani (2015) also divides vocabulary into two kinds and explain it specifically, those are.

- a. Receptive vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading the text but do not use it in speaking and writing.

b. Productive vocabulary

Productive vocabulary is the word that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

From the explanations above, it can be concluded that receptive or passive vocabulary are words that students find when reading text or listening to a speech or when someone is talking to them but students do not use it to speak or written. Hence the students definitely unfamiliar with those words. Conversely, productive or active vocabulary are words that are well known to students and they can use and pronounce them correctly in speaking and writing because they are familiar with them.

## 5. Aspects of Vocabulary

The concept of a word can be defined in various ways, but there significant aspects teachers need to be aware of and focus on are form, meaning, and use. According to Nation (2001), the form of a word involves its pronunciation (spoken form), spelling (written form) and any word parts that make up this particular item (such as prefix, root, and suffix). An example for word parts can be seen with the word *communicative*, where the prefix *un-* means negative or opposite, *communicate* is the root word, and *-ive* is a suffix denoting that someone or something that is able to do something. Here, they all go together to refer to someone or something that is not able to communicate, hence *uncommunicative*. Nation stated that *meaning* encompasses the way that form and meaning work together, in other words, the concept and what items it refers to, and the associations that come to mind when people think about a specific word or expression. *use* Nation noted, involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any construction on its use, in term of frequency, level, and so forth.

According to Gower (2005), also there are three aspects for learning vocabulary, they are form, meaning, and use of word.

### 1. Form

Each vocabulary can be identified word part of speech of the word is, how to spell the word, whether it belong to a 'family' of word, how word or combination of word is, consist of how many syllables, where the stress of the word is (pronunciation), and how the word collocation with surrounding word

### 2. Meaning

Each word has more than one meaning, it is depending on context or focus on. It also can be identified what the connotation item is. Vocabulary item also has different meaning for different people. Many words have several meaning each word, it should to study the meaning of words and part of speech.

### 3. The use of words

Each word the contextual meaning, we have to learn the word in context and its usage. Also, whether that word has a restricted used or belong to a particular style or register. The other importance aspect in vocabulary is the meaning of the word. One word has relation to other word has relation to other word. Thornbury categorized such as follows.

a. Synonym

Synonym are words that share a similar meaning, for example:

Smart = intelligent

Beautiful = pretty

Novel = new

b. Antonym

Antonym are words with the opposite meaning, for example:

Young X old

Big X small

Black X white

c. Homonym

Homonym are words with the same spelling (called homographs) or pronunciation (called homophones) but with a different meaning, for example:

Hoarse (sound) X horse (animal)

Can (be able to) X can (container)

Thronbury (2002), also added on his book, the classification of word based on their function categories called part of speech; noun, adjective, verb and adverb. They must substitute for word in one of largest serve as signals for various patterns or relate one group of words to another. The explanation such as follow:

a. Word classes

the word plays different roles in a text. It is divided into eight different word classes:

1) Nouns

Nouns are words which are used denote a person, thing, or place. These are all common nouns. There are also proper nouns which are the names of a specific person, place, even, etc. for example: Raymond, Ahmad, Jakarta, so on.

2) Pronouns

Pronoun are words that are used to replace a person or thing. For example: he, she, it, they, we, I, you.

3) Verbs

Verbs are word that are used to tell the reader or listener what is happening in the sentence. For example: hit, read, think, run, and so on.

4) Adjectives

The words that used to explain or modify a person, place, or think. And adjectives gives the reader or speaker extra information about a noun or delimits in same way. For example: beautiful, small, handsome, tall, etc.

5) Adverbs

Adverbs are word that used to describe verb adjective or adverbs. For example: carefully, slowly, now, ago, and so on.

6) Preposition.

The words that used wit a noun or pronoun that are placed in front of them to show a relation between these words with another part of the sentence. For example: at, on, in, under, behind, opposite, beside.

7) Conjunctions

The words that use to connect word on a group of words or sentence. Conjunction are usually used and the adverbial clause. For example: for, but, or, and, when, because, if although.

8) Determiner

The determiners-words like 'a', 'the', 'an'. To make easier in learning.

Based on the theories above, it can be concluded that the aspect of vocabulary can be divide into: form, meaning, and use. And the other importance aspect in vocabulary is the meaning of the

word. Thronburry categorized such as follow. Synonym, antonym, homonym. And the word classes can be divide into: nouns, pronouns, verbs, adjectives, adverbs, preposition, conjunctions, and determiner.

### **1. Problems in Learning Vocabulary.**

Jennifer & Camile (2008: 315) said that the vocabulary is an important language component that should be mastered by students, but there are still many students who still lack vocabulary. There are still many students who could not answer the teacher question, they kept asking the teacher to translate the question into their mother tongue (Indonesian). When reading some textbooks, the student did not know the content of the text even could not answer the question of reading comprehension because they did know the meaning of the text that written in English.

There are many problems that a student face while they are learning vocabulary. One of the problems is well known. English seems to have rich and very large vocabulary, and there are a lot of words that students should remember. Dictionaries for upper intermediate students frequently contain up to 55.000 words or even more, also one word is has a lot meaning. Students might get some difficulties in learning vocabulary, some factors that often cause these problems are:

a. Pronunciation

Research has proven that difficult pronounce words are more difficult to learn. Words that are potentially difficult to pronounce are usually words that contain sound that are unfamiliar to some of students.

b. Spelling

Sound-spelling mismatches are likely to be the cause of errors, this can cause word difficulties. Words that contain silent letters are particularly problematic, such as foreign, listen, honest etc.

c. Length and Complexity

Long words do not seem to be more difficult to learn than short words. However, as a rule of thumb, high-frequency words tend to be short in English, and therefore students tend to meet them more often, a factor that supports their 'learning ability'

d. Grammar

The problem also is the grammar associated with the words, especially if the grammar is very different from the first language.

e. Meaning

When to word overlap in meaning, students tend to confuse them. Words that have multiple meanings can also be troublesome for student. After learning one words meaning, they many be reluctant to accepts the second meaning, which is completely different. Unfamiliar concepts might make words difficult to learn.

Based on the explanations above, it can be summerized that the problems in learning vocabulary could be the difficulties in pronouncing the word, sound spelling mismatches, length and complexity of the words, problems the grammar with the words, meaning words that completely different.

### **2. Strategies in Teaching and Learning Vocabulary.**

According to Graves (2000), there are four components of an effective intentional vocabulary instruction:

- a. Wide or extensive independent reading to expand word knowledge.
- b. Instruction in specific words to enhance comprehension of texts containing those words.
- c. Instruction in independent word-learning strategies.
- d. Word consciousness and word play activities to motivate and enhance learning.

Flannigan & Greenwood (2007) suggested that the teachers should keep four factors in mind when they consider strategies to teach vocabulary: (1) the students that they are teaching, (2) the nature of the words they decide to teach, (3) their instructional purpose in teaching each of those words, and (4) the strategies they employ to teach the words.

There is research that shows that students can be taught strategic behaviors to improve their ability to learn the meaning of words. While skill such as application of morphological clues, reference works, and spelling clues to word meanings are all useful, they become more powerful and functional when combined with the use of context clue in a deliberate strategy.

To conclude, vocabulary learning strategies can be in the form of instructions in accordance with the objectives of vocabulary learning. The learning strategy has to be adjusted to the student's condition, the characteristics of the words to be learned, and the instructional purpose in teaching.

## RESEARCH METHOD

In this research, the researcher used descriptive method, where the researcher only described the correlation between students' vocabulary mastery and their learning English achievement.

### A. Instrument

First, in this research, the form of "objective test" vocabulary test, consisted of 50 questions from the noun, verb, adjective and adverb. The vocabulary test is taken from the exercise, which made by the teacher. The number of each items of the test were 50 items of the receptive vocabulary test, multiple choice test, fill in blanks and productive controlled test.

Second, after doing vocabulary test the researcher correlated the vocabulary test result with the students' learning English achievement.

### B. Technique of Data Collection

1. The researcher consulted the headmaster.
2. The researcher consulted the teacher of English.
3. The researcher distributed the test namely the vocabulary test and then correlated students' vocabulary mastery with their learning English achievement at SMP Negeri 2 Kota Ternate
4. The researcher explained to the students about the vocabulary test.
5. The researcher gave two hours for respondents to answer the entire test questions.

### C. Technique of Data Analysis

In completing the data, the next step of this research was collecting the data, the function of data collecting was to determine the result of the research. In collecting data, the writer used techniques. In this research, the researcher gives a test to the students at second grade of SMP Negeri 2 Kota Ternate. The test focus on the vocabulary. Since the researcher wanted to investigate the correlation between students' vocabulary mastery and their learning English achievement.

1. Classifying the students' vocabulary mastery

To classify the vocabulary mastery of the student, the researcher calculated the mean score of the students' vocabulary mastery test by using the following pattern and formula:

**Table 1. Classifying the Students' Vocabulary Mastery**

No	Rate of Score	Categories
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly good
5	56-65	Fair

6	36-55	Poor
7	00-35	Very poor

Depdikbud in Istiqmah (2012)

$$\bar{\chi} = \frac{\sum x}{N}$$

Where:  $\bar{\chi}$  = Mean

$\sum x$  = Total Raw Score

$N$  = Total number of the students

(Gay in Alzan Hizbullah: 2012)

2. Classifying the students learning English achievement

To classify the vocabulary mastery of the students, the researcher calculated the mean score of the students' learning English achievement by using the following pattern and formula:

**Table 2. Classifying the Students Learning English Achievement.**

No	Rate of Score	Categories
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly good
5	56-65	Fair
6	36-55	Poor
7	00-35	Very poor

Depdikbud in Istiqmah (2012)

$$\bar{X} = \frac{\sum x}{N}$$

Where:  $\bar{\chi}$  = Mean

$\sum x$  = Total Raw Score

$N$  = Total number of the students

(Gay in Alzan Hizbullah: 2012)

3. Calculating the correlation.

To know whether there is significant correlation between the students' vocabulary mastery and their learning English achievement. The researcher applied the following formula:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Notations:

$r_{xy}$  : coefficient variable between variable 'x' and 'y'

$\sum x$  : sigma score of students' vocabulary mastery

$\sum y$  : sigma score of students' learning English achievement

$\chi y$  : the result of multiplication of the total score of each item

$\sum x^2$  : the sum of the square in X

$\sum y^2$  : the sum of the square in Y

$N$  : the total number of respondent

(Arikunto in Fatmawati, 2008)



**Table 3. The Interpretation of Person Correlation Analysis.**

No	Standards	Interpretation
1.	0.00-0.20	Very poor
2.	0.20-0.40	Low
3.	0.40-0.70	Moderate
4.	0.70-0.90	High
5..	0.90-1.00	Very high

If the  $r_{xy}$  lies between 0.40 – 1.00  $H_1$  is accepted, and  $H_0$  is rejected. Whereas if the  $r_{xy}$  lies between 0.00-0.40,  $H_0$  is accepted. To see whether the correlation between the students' vocabulary mastery and their learning English achievement ability is significant or not, the researcher concluded the result by applying the following comparison between the r analysis and the r table.

If  $r_{xy} > r$  table. The correlation is positive.

If  $r_{xy} < r$  table. The correlation is negative.

If  $r_{xy} > r$  table zero correlation.

## DISCUSSION

The description of the data collected through test as explained in the previous section shows that the students' vocabulary mastery and learning English achievement at the second grade of SMP Negeri 2 Kota Ternate in academic year 2021/2022 was correlated. It is supported by the mean score rate of the students' tests. This research focuses on finding out correlation between two variables vocabulary mastery standing as variable X and learning English achievement standing as variable Y.

### 1. Students' Vocabulary Mastery in Learning English at SMP Negeri 2 Kota Ternate

Student's vocabulary mastery in learning English at the first grade of SMP negeri 2 Kota Ternate have moderate categories. Based on the findings, The result of calculation showed that the mean score of the student vocabulary mastery was 56,86. It means that, in rate score of vacabulary was moderate score.

The result of the study show that the the average score of students is sufficient because there were several difficulties that students experience, the researcher gave several questions to the students including :

- a. Are the test vocabulary difficult ?
- b. What are you difficulties in answering test vocabulary ?

The students' answered :

- a. Yes this is difficult
- b. It's hard to understand the word
- c. Hard to answer options a, b, c dan d
- d. Difficult to answer the productive controlled test.

In relation to findings with previous researched from the data showed the researcher found out that Vocabulary was as the most important part in learning a language. Stahl (2005) said that vocabulary as knowledge; the knowledge of a word not only implies a definition, but also implies how that words fits into the world. It means that, it was impossible for the students to read, write and speak a foreign language without having enough knowledge of the vocabulary.

## 2. Students' Learning English Achievement at SMP Negeri 2 Kota Ternate

Student's learning English achievement at the second grade of SMP Negeri 2 Kota Ternate have moderate categories. Based on the findings, The result of calculation showed that the mean score of the student learning English achievement was 57 It means that, in rate score of English achievement was moderate score.

Based on the result of the data the researcher got score of students' English achievement 57 because some students found it difficult in learning English, especially in interpreting words or understanding words. according to Sardiman (2011: 21) learning will bring a change to the individuals who learn. change is not only related to the addition of knowledge, but also in the form of skills, skills, attitudes, understanding, self-esteem, interests, character and self-adjustment.

Ngalim Purwanto state that learning achievement is the maximum and highest ability that certain moment by a student order to hold a stimulus and reaction relationship that will occur a process of change to acquire skill (Purwanto 1997). Relate to English achievement, according to (Djamaroh, 2002:231), English achievement is the result of learning effort activities, expressed in the form of numbers, letters, or sentence that can reflect the results by each student.

## 3. Correlation Between the Students' Vocabulary Mastery and English Achievement.

Correlation between the student's vocabulary mastery and their English achievement at the second grade of SMP Negeri 2 Kota Ternate was very high correlation . Based on the findings, The result of calculation showed that the mean score of correlation between the student's vocabulary mastery and their English achievement in learning english the final result was  $r_{xy} = 0.9233$ . In the table of indexes correlation, it can be concluded that the level of this correlation is 0.90-100 based on the table of criteria  $r$  Product Moment was in the very high Correlation. It can be said the correlation between the student vocabulary mastery and their English achievement was very high. it means that when the student was poor knowledge about vocabulary , so in their English achievement it will be very poor.

In relation to the findings with previous researched from the data showed in the test the writer found out that student's vocabulary mastery influence English achievement. Schmitt in ikah (2006) state that vocabulary was a basic of a language: it was very important to be mastered first. Students cannot speak well and understand written materials if we do not master it. Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.

Meanwhile, the computation based on pearson product moment formula was compared to  $r$ -table. If  $r_{xy}$  was higher than  $r$ -table, the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. From the result of the data analysis mentioned, we found that  $r_{xy}$  was 0.9233 with  $N= 30$  at the 5% degree of significance correlation goes to 0.361. It can be said that the value of statistical analysis 0.9233 is greater than 0.361. Having the result that  $r_{xy}$  (0.9233) was very higher than  $r$ table (0.361), it means there was positive correlation between vocabulary mastery and English achievement.

Findings and the discussion above, the researcher concluded that the Student's vocabulary mastery was the most important thing in English achievement because student's vocabulary mastery influence the student's English achievement.

Listening and reading skills are language skills that are receptive, while speaking and writing skills that are productive or expressive (producing). To master the four language skills, vocabulary mastery is required. Vocabulary is the main tool that must be possessed by someone who is going to

learn a language because vocabulary functions to form sentences and express thoughts and feelings both orally and in writing. The more vocabulary a person masters, the more it shows the level of quality of a person's language skills. Vocabulary has an important role, students will not be able to understand reading texts, both those which are school teaching materials, as well as those in books, magazines, and newspapers. (Boyoh 2018).

The skills that arise in students will motivate students to achieve satisfying achievement in English. According to Djaali (2002:37) learning achievement is a student's academic performance which can be known through learning achievement tests. This opinion can be understood that learning achievement is the collective values of student learning. Learning achievement as the end product from students which include talents, attitudes, motivation, and skills that exist in students.

Relation related studied from Erniawati, 2018. Correlation Between the Students' Vocabulary Mastery and Their Reading Comprehension Ability in Learning English Of Muhammadiyah 9 Makassar a Correlational Research in the academic year of 2018/2019. The final result of the analysis shows that there was a positive correlation between the students' vocabulary mastery and reading comprehension ability. It was reasonable since the average of the students' vocabulary mastery was 48.25, in the table of vocabulary mastery rate score vocabulary the students got poor score. Meanwhile, the students reading comprehension score was 40.25, in the table of students reading comprehension rate score the students got poor score.

Having analyzed this result used the formula of the Person Product Moment correlation, it was clearly conceivable the correlation score was 0.827. in the table of indexes correlation, it can be concluded that the level of this correlation is 0.70-0.90, based on the table of criteria  $r$  Product Moment was in the high correlation. It means that when the students was poor knowledge about vocabulary, so in their reading comprehension it was also poor.

From the theory above it can be concluded that vocabulary mastery is very important for students, because in order to understand and make a sentence, they must have mastered vocabulary. In addition, students can also understand what is conveyed by the teacher and can understand the teaching materials that the teacher provided, vocabulary is also influential on students learning outcomes because if students vocabulary is good the students learning English achievement will also be good, but if there is a lack of vocabulary mastery it will effect also the students learning English achievement.

## CONCLUSION AND SUGGESTION

### A. Conclusion

This research focuses on the correlation between student's vocabulary mastery and English learning achievement. It was found that the correlation between students vocabulary mastery and their English learning achievement was considered very high,  $r_{xy} = 0.9233$  with  $N = 30$  were significant. It means that the null hypothesis was rejected and the  $H_a$  hypothesis is accepted.

Based on Pearson Product Moment formula compared to  $r$ -table, it was found that  $r_{xy} (0.9233) > r_{table} (r) (0.361)$  its means  $H_0$  was rejected, and  $H_1$  was accepted. In conclusion, the result showed that there was positive significant correlation between students' vocabulary mastery and the students' English achievement at the second grade of SMP Negeri 2 Kota Ternate.

### B. Suggestions

Based on the conclusion above, it was suggested that:

- 1) Students' who still low vocabulary mastery can effect in their English learning achievement. The students need to practice their knowledge more than before because one language would be

mastered by practicing in our daily activities. Using dictionary is also suggested to help the students to enrich their vocabulary mastery.

- 2) The teachers showed always give information to the students how important vocabulary mastery to improve four skills in learning English, especially the students vocabulary mastery and their English learning achievement.
- 3) For the other researchers, it is suggested that the teacher should be more active and creative in implementing different techniques and may use the modification and finding an optimal way in teaching vocabulary. Purpose to make students interested and improve their vocabulary mastery.

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