

CORRELATION BETWEEN ENGLISH WORD FORMATION PROCESS MASTERY AND ENGLISH READING COMPREHENSION OF ELEVENTH GRADE STUDENTS AT SMAN 2 TRENGGALEK

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Abstract: This research is focused on if there is correlation between Word Formation Process Mastery and Reading Comprehension of Eleventh Grade Student of SMAN 2 Trenggalek. The research design used correlation study since the researcher tries to figure out and examine the strength and the direction of the relationship between two variables. The researcher used stratified random sampling technique to decide the sample. The researcher used a test as the instrument to gain the data. Afterwards, the researcher analyzed the data using SPSS 17 program. Based on SPSS computation, it appears that the correlation coefficient is 0,508. It is then consulted with the r-table of the critical value of Product Moment. It was found out that the value is 0,286 at 0,01 significant level. So, the researcher drew conclusion from the previous computation that there is positive correlation between word formation mastery and reading comprehension. At last, several suggestions are proposed by the researcher. The students must practice a lot to enrich the vocabulary to support the mastery of English skills. Meanwhile, the teacher must spare the learning period to give the students a great deal of portion in vocabulary drilling. In this case, the word formation process as a part of vocabulary learning should be frequently taught. Finally the next researcher can use this reserch to solve his problem and use this research as a reference.

Keywords : correlation, word formation process, reading comprehension, vocabulary mastery

Abstrak: Dalam penelitian ini penulis mencoba menyelidiki seberapa besar korelasi antara penguasaan kosakata siswa SMAN 2 Trenggalek terhadap kemampuan membacanya. Penelitian ini menggunakan desain penelitian korelasi karena peneliti mencoba untuk mencari bagaimana hubungan antar dua variabel. Peneliti menggunakan tehnik pengambilan sampel yang berstrata. Instrumen yang digunakan didalam penelitian ini berupa tes dan data yang diperoleh dari tes tersebut di kalkulasi dengan menggunakan program SPSS 17. Berdasarkan analisa dan kalkulasi didapatkan koefisien korelasinya sebesar 0,508. Koefisien korelasi tersebut kemudian disesuaikan dengan tabel r dan didapatkan nilai koefisien korelasi sebesar 0,286 dengan tingkat signifikansi 0,01. Kemudian peneliti menarik kesimpulan bahwa ada hubungan korelasi yang positif antara penguasaan kosakata siswa terhadap pemahaman membacanya. Selanjutnya dari hasil penelitian tersebut peneliti mengusulkan beberapa saran, siswa harus terus berlatih untuk menguasai banyak kosakata. Selain itu, para guru harus memberikan waktu khusus untuk belajar kosakata. Dalam hal ini siswa harus dibimbing dan diberikan porsi waktu yang lebih untuk latihan kosakata. Di dalam hal ini, kemampuan menguasai proses pembentukan kata perlu diajarkan dengan lebih mendalam. Dan yang terakhir dari harapan peneliti adalah bahwa thesis ini bisa dijadikan referensi peneliti yang lain sebagai bahan kajian untuk melakukan penelitian mengenai kosakata yang ruang lingkupnya lebih luas,

Kata Kunci: Korelasi, Proses Pembentukan Kata, Pemahaman Membaca, Penguasaan Kosakata

INTRODUCTION

Vocabulary is an important element of a language. It is simply because vocabulary is used as the device representing one's thought or feeling. It is through vocabulary; one can communicate to others and or understand others' messages. In addition, by using vocabulary correctly, the language learners can express his or her ideas clearly and effectively. In other words, vocabulary is an important aspect of language learning and no language will exist without any words. Words are the representative tool of idea that is used by people to express their thought and feeling and in reverse, to understand thought and feeling of others clearly and efficiently.

Furthermore, vocabulary is one of language components that play a key role in all language skills; listening, speaking, reading and writing. Each skill shows how vocabulary is used. In listening skill, what people listen are the utterances which are manifested in words orally; in speaking skill people use words to represent ideas they think or feel orally in order to have others get what they intend to say. Moreover, in reading skill they read the written symbols of words to grab the message, while in writing skill they use words to send messages in written form. In brief, it can be said that vocabulary is used orally in listening and speaking skills and is applied in written form for reading and writing skills. Without vocabulary, none of message or idea can be transferred or captured.

Unfortunately, the vocabulary teaching does not get a good portion in secondary school curriculum. The curriculum of secondary school is only asking the teacher to teach the student in such a way that the student will

comprehend all of the English skill mentioned above. Therefore, most of the time the students will get potential difficulties in learning English as their second language since they themselves do not know the meaning of the lesson taught.

Meanwhile, based on the content standard of senior high school issued by BSNP (The Board of Education National Standard), the scope of the study for senior high school includes the ability to understand or to be able to create both oral and written text realized in those four English skills (Listening, Speaking, Writing and Reading). In addition, the students must have the ability to understand and create short functional text, monolog and essay such as *procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking*.

Nonetheless, based on the standard competence of senior high school, the essay of the eleventh grade student of senior high school must study only reports, narrative, analytical exposition, narrative, spoof and hortatory exposition. However, the intensive learning of vocabulary in secondary school seems inevitable.

In this case, the call for vocabulary teaching is quite necessary to provide the students more opportunities to learn vocabulary receptively and productively. Vocabulary is important not only for learning a language itself, but also for using the language for communication. Without grammar, very little can be conveyed, but without vocabulary, nothing can be conveyed (Wilkins, 1972:111). Similarly, Rivers (1983:125) said that without extensive vocabulary, language users will be unable to use the structures

and functions they may have learned for comprehensible communication. Both Wilkin and Rivers' idea imply that vocabulary needs to be taught and learned explicitly; it is against the opinion viewing that vocabulary is the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom especially in secondary schools.

Apart from vocabulary learning, it is better for us to understand and learn the creation of word. It facilitates us to learn English as foreign language. It makes easier to develop and enrich our vocabulary. In other word, by mastering and comprehending the knowledge about word formation, English learner will have an easier way to understand English. For example, we have known that the word "*dedicate*" means "*mengabdikan*" in Indonesian. Yet, when we do not know how to say "*pengabdian*" in English, all we have to do is just by adding suffix *-ion* becomes *dedication*. As to word formation we mean the different devices that are used in English to build new words from the existing ones. Each word-formation process will result in the production of a specific type of word. Consequently, an understanding of these processes is one way of studying the different types of word that exist in English. In other words, if we know how the association of different constituent morphemes makes different types complex lexical items, then we can also analyze any complex word into its various constituents. For example, if we know how the plural morpheme {-s} is added to singular nouns to make them plural, then we can also analyze any complex noun that is already inflected for plural into its constituent parts. Similarly, if we know how the comparative suffix {-er} and the superlative {-est} are added to

adjectives, and then given any inflected adjective, we can also analyze it into its constituent morphemes.

Meanwhile, the English vocabulary mastery and the English reading comprehension skill of the students of Eleventh Grade Student of SMAN 2 Trenggalek are relatively satisfying. It can be observed from the result of their daily test and their mid test. Moreover, having seen from the score of the last final test when they were in the tenth grade, it showed that the student's final test score were above the SKM (minimum competence standard) score approved by the school. It seems to be a commonplace knowing that the student's academic score has been relatively increasing because it is supported with the extra hour facility integrated into a *fulday* school program which has been running for the last three years. It is a program which is adding the learning period from 5 hours a week become 6 hours a week for English. The extra hour is intended to be used for enriching vocabulary as a part of intensifying the learning process. This can be interesting, then, to be drawn a question whether the vocabulary mastery correlates with the reading comprehension skill.

The goal of the research is to find out how is the correlation between Word Formation Process Mastery and Reading Comprehension of Eleventh Grade Student of SMAN 2 Trenggalek.

Therefore, this research tries to figure out the hypothesis about whether there is a positive relationship between Word Formation Process Mastery and Reading Comprehension of Eleventh Grade Student of SMAN 2 Trenggalek.

The finding of this research is theoretically expected to be a useful input

for the teacher or lecturer to develop the syllabus and the material for English Department teaching. Likewise, the stakeholder of secondary school should also consider inserting a good portion of vocabulary learning in secondary school syllabus. Similarly, the students can take this advantage to deepen their linguistics knowledge specifically to enrich their vocabulary memory.

Practically, this research is expected to encourage the reader especially the student of English to keep on going strong to study English as foreign language. This idea is expected to show that learning English through reading is not as difficult as they may have thought before.

Most of us think of reading as a simple, passive process that involves reading words in a linear fashion and internalizing their meaning one at a time. But reading is actually a very complex process that requires a great deal of active participation on the part of the reader. Meanwhile, the definition of reading is flourishing and always developing time to time. Likewise, the number of different theories of reading is simply overwhelming. What reading is, how it is acquired and taught, how reading in a second language differ from reading in a first language, how reading relates to other cognitive and perceptual abilities, how it interfaces with memory, are some aspect of reading which are really important. In addition, since the nature of what we read must have some relation to how we read, then text analysis must be relevant to theories of reading and to research into reading. However, these aspects will possibly never be brought together into a coherent and comprehensive account of what it is we do when we read. Therefore,

any overview about reading seems to be noteworthy.

Reading is a complex cognitive process of decoding symbols for the intention of constructing or deriving meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement.

In addition, Reading is the act of looking at printed words and understanding or comprehending what they are saying, or the act of saying those words out loud or of interpreting those words. For example, when we look at a book and the words in it and understand the story or when we say the words of a book out loud and when we interpret a book or a situation and give our opinion on it. Reading is written or printed material that can be looked at and understood. (<http://www.yourdictionary.com/reading>)

Furthermore, Harries (1984) has defined reading as the act of responding with appropriate meaning to print or written verbal symbols. For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent written language and respond intellectually and emotionally to them as if the material were spoken rather than printed.

Indeed, the definition of reading is simply overwhelming. When we do reading, we are reading message implicitly and explicitly written in kinds of printed word. As Roy Harries in Rethinking

Writing (2000) said that “The message is not something given in advance--or given at all-- but something created by interaction between writers and readers as participants in a particular communicative situation”. Likewise, Frank Smith in *Reading Without Nonsense* (1997) said that “Reading is asking questions of printed text. And reading with comprehension becomes a matter of getting your questions answered.”

As we can see, reading involves many complex skills that have to come together in order for the reader to be successful. For example, proficient readers recognize the purpose for reading, approach the reading with that purpose in mind, use strategies that have proven successful to them in the past when reading similar texts for similar purposes, monitor their comprehension of the text in light of the purpose for reading, and if needed adjust their strategy use. Proficient readers know when unknown words will interfere with achieving their purpose for reading, and when they will not. When unknown words arise and their meaning is needed for comprehension, proficient readers have a number of word attack strategies available to them that will allow them to decipher the meaning of the words to the extent that they are needed to achieve the purpose for reading. Reading is also a complex process in that proficient readers give to the text as much as they take. They make meaning from the text by using their own prior knowledge and experiences. Proficient readers are constantly making predictions while reading. They are continuously anticipating what will come next. Their prior knowledge and experiences with texts as well as with the world around them allow them to do this. It is this continuous interaction with the text

that allows readers to make sense of what they are reading.

Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. He uses the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Comprehension entails three elements, they are 1) The *reader* who is doing the comprehending; 2) The *text* that is to be comprehended; 3) The *activity* in which comprehension is a part.

In considering the reader, he includes all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, he includes the purposes, processes, and consequences associated with the act of reading. These three dimensions defines a phenomenon that occurs within a larger *sociocultural context* (see Figure 1) that shapes and is shaped by the reader and that interacts with each of the three elements.

The identities and capacities of the texts that are available and valued, and the activities in which readers are engaged with those texts are all influenced by, and in some cases determined by, the sociocultural context. The sociocultural context mediates students' experiences, just as students' experiences influence the context. Reader, text, and activity are also interrelated in dynamic ways that vary across pre-reading, reading, and post-reading.

As to sociocultural context, Lev Vigotsky also argued that, since our language and knowledge are the result of

social interaction, the meanings we construct are mediated by our social experience (Vygotsky 1978).

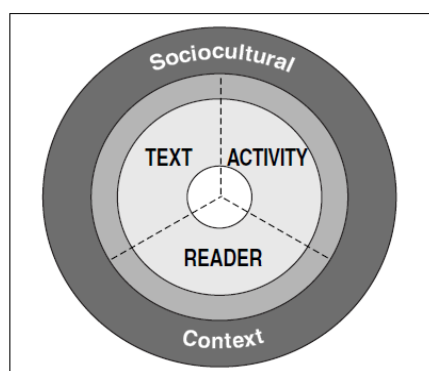


Figure 1. Heuristic for Thinking about Reading Comprehension

Much research, are likely conducted, related to reading comprehension has focused on specific factors (e.g., vocabulary knowledge) without specifying either that the effect of that factor reflects a relationship among reader, text, and activity or that the factor may change from pre-reading to reading to post-reading.

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

Fluency can be conceptualized as both an antecedent to and a consequence of comprehension. Some aspects of fluent,

expressive reading may depend on a thorough understanding of a text. However, some components of fluency—quick and efficient recognition of words and at least some aspects of syntactic parsing—appear to be prerequisites for comprehension. As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. For example, a reader might increase domain knowledge during reading. Similarly, vocabulary, linguistic, or discourse knowledge might increase. Fluency could also increase as a function of the additional practice in reading.

Motivational factors, such as self-concept or interest in the topic, might change in either a positive or a negative direction during a successful or an unsuccessful reading experience. Another important source of changes in knowledge and capacities is the instruction that a reader receives. Appropriate instruction will foster reading comprehension, which is defined in two ways—the comprehension of the text under current consideration and comprehension capacities more generally.

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text.

The proliferation of computers and electronic text has led us to broaden the definition of text to include electronic text and multimedia documents in addition to conventional print. Electronic text can

present particular challenges to comprehension, such as dealing with the non-linear nature of hypertext, but it also offers the potential for supporting the comprehension of complex texts, for example, through hyperlinks to definitions or translations of difficult words or to paraphrasing of complex sentences. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. For example, the content presented in the text has a critical bearing on reading comprehension. A reader's domain knowledge interacts with the content of the text in comprehension. In addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader's knowledge.

When too many of these factors are not matched to a reader's knowledge and experience, the text may be too difficult for optimal comprehension to occur. Further, various activities are better suited to some texts than to others. For example, electronic texts that are the product of Internet searches typically need to be scanned for relevance and for reliability, unlike assigned texts that are meant to be studied more deeply. Electronic texts that incorporate hyperlinks and hypermedia introduce some complications in defining comprehension because they require skills and abilities beyond those required for the comprehension of conventional, linear print.

Reading does not occur in a vacuum. It is done for a purpose, to achieve some endings. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to

process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated. The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant. When the purpose is externally mandated, as in instruction, the reader might accept the purpose and complete the activity; for example, if the assignment is "read a paragraph in order to write a summary," the compliant student will accept that purpose and engage in reading operations designed to address it. If the reader does not fully accept the mandated purpose, internally generated purposes may conflict with the externally mandated purpose.

Such conflicts may lead to incomplete comprehension. For example, if students fail to see the relevance of an assignment, they may not read purposively, thus compromising their comprehension of the text. During reading, the reader processes the text with regard to the purpose. Processing the text involves, beyond decoding, higher-level linguistic and semantic processing and monitoring. Each process is more or less important in different types of reading, including skimming and studying (reading text with the intent of retaining the information for a period of time).

Finally, the consequences of reading are part of the activity. Some reading activities lead to an increase in the *knowledge* a reader has. Another consequence of reading activities is finding

out how to do something. These *application* consequences are often related to the goal of the reader. As with knowledge consequences, application consequences may or may not be related to the original purposes. Finally, other reading activities have *engagement* as their consequences. Knowledge, application, and engagement can be viewed as direct consequences of the reading activity. Activities may also have other, longer-term consequences. Any knowledge (or application) acquired during reading for enjoyment also becomes part of the knowledge that a reader brings to the next reading experience.

One important set of reading activities occurs in the context of instruction. Understanding how the reader's purpose for reading and operations are shaped by instruction, and how short- and long-term consequences are influenced by instruction, constitutes a major issue within the research agenda we propose. When we think about the context of learning to read, we think mostly of classrooms. Of course, children bring to their classrooms vastly varying capacities and understandings about reading, which are in turn influenced, or in some cases determined, by their experiences in their homes and neighborhoods. Further, classrooms and schools themselves reflect the neighborhood context and the economic disparities of the larger society. The differences in instruction and in the availability of texts, computers, and other instructional resources between schools serving low-income neighborhoods and those serving middle income neighborhoods are well documented.

The effects of contextual factors, including economic resources, class membership, ethnicity, neighborhood, and

school culture, can be seen in oral language practices, in students' self-concepts, in the types of literacy activities in which individuals engage, in instructional history, and, of course, in the likelihood of successful outcomes. The classroom-learning environment (such as organizational grouping, inclusion of technology, or availability of materials) is an important aspect of the context that can affect the development of comprehension abilities.

Microskills for Reading Comprehension

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word order pattern and their significance.
5. Recognize grammatical word classes (nouns, verbs, etc), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.

Macroskills for Reading Comprehension

1. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
2. Recognize the rhetorical forms of written discourse and their significance for interpretation.
3. Recognize the communicative functions of written texts, according to form and purpose.
4. Infer context that is not explicit by using background knowledge.
5. Infer links and connections between events, ideas, etc; deduce causes and effects; and detect such relations as

- main idea, supporting idea, new information, given information, generalization, and exemplification.
6. Distinguish between literal and implied meanings.
 7. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
 8. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Word formation studies the processes whereby new words come into being in a language like English. That word formation process consist of nine kinds, they are:

Coinage

Word may also be created without using any of methods described above and without employing any other word or word part already in existence: that is they may be created out of thin air.

Coining is simple defined as original creation of new words as created purely by writers, inventors, scientist and other who are in need of terms to express given meanings or to name items or products. The following words are examples of coinage or root creation: Coca-cola, Kodak, Yamaha, Xerox, Toyota, Aspirin, Quiz, etc.

Borrowing

Borrowing refers to the act of taking a word from another language and adding it to the native vocabulary with or without adjustment of spelling and pronunciation to conceal its origin. The word thus borrowed is called loanwords, the import and export of word might be a better metaphor. So when we use the other language and pronunciation, its called as borrowing,

including *alcohol* (Arabic), *boss* (Dutch), *piano* (Italian), *yogurt* (Turkish) and *Tycoon* (Japanese).

Compounding

A compound word is formed from the combination of two or more existing words that are put together to form new word. Compound may be defined as stems consisting of more than one root. Shortly, compound word is a combination of two or more word, which functions as a single word. For example: *fingerprint* (*finger* + *print*), *textbook* (*text* + *book*), *blackboard* (*black* + *board*), etc.

Blending

A blend is a combination of the parts of two words usually the beginning of one word and the end of another. Consequently, the imitating of the word includes both original and blending meaning. The fusion of two words actually does not have exact rules. Sometime the blend takes the whole of one word, especially if it is quite short, and combines it with part of another word. For example: the terms *transistor* (*transfer* + *resistor*), *smog* (*smoke* + *fog*), *motel* (*motor* + *hotel*), *heliport* (*helicopter* + *airport*), *radiogram* (*radio* + *telegram*), *brunch* (*breakfast* + *lunch*).

Clipping

It occurs by cutting the beginning or the end of a word or both, leaving a part to stand for the whole, for instance: *exam* from the word “*examination*”, *wig* from “*periwig*”, *flu* from “*influenza*”, *bus* from “*omnibus*”.

Backformation

It is known specialized type of reduction process in which a word of one type (usually a noun) is reduced to form another word of a different type (usually a verb). The noun *television* and the verb *televise* created from it. Other example is

donated from “*donation*”, *emote* from *emotion*, and *edit* from *edition*.

Conversion

It is considered to a change in the function of a word, for examples a noun comes to be used as a verb (without any reduction). These common processes also known as category change and functional shift. The conversion can involve verbs becoming noun, with *guess*, *must* and *spy* as the source of a *guess*, a *must* and a *spy*. Or adjective, such as *dirty*, *empty*, *total*, *crazy* and *nasty*, can become the verbs *to dirty*, *to empty*, *to total* or the nouns *a crazy* and *a nasty*.

Acronyms

There has been a growing trend and nowhere more so than in theoretical terminology, to use the initial letters of an expression to make a convenient abbreviated word, usually spelt with capital letters. Sometimes, the result is pronounced as a word, in which case we call it an ‘acronym’. These word a formed by taking the initial sounds or letters of the words of a phrase and uniting them into a combination which is it self-pronounceable as a separate word. Thus UNO is acronym for United National Organization, RADAR for *Radio Detection and Ranging*, and LASER for *Light Application by Stimulated Emission of Radiation*, NATO is acronym for *North Atlantic Treaty Organization*.

Derivation

English has a number of derivational morphemes, which we use to derive words. The term derivation refers to the process of forming new words by adding prefixes and suffixes to roots of other derived words. It is the forming of new word by combining the derivational affixes with the existing word. On the other definition is a lexical process that

actually forms a new word out of an existing one by the addition of a derivational affix. There are prefix *es-* (added to the beginning of a stem) example: *re-*, *dis-*, *un-*, *anti-*, *in-*, *pre-*, *post-*, and *sub-*, or suffixes (added to the end of a stem) example: *-ly*, *-nes-*, *-y*, *-er*, *-ity*, *-action*, *-full*, *-able*, and *-all*.

RESEARCH METHOD

The research design used by the researcher here is correlation study since the researcher tries to figure out and examine the strength and the direction of the relationship between two variables. The researcher tries to find out whether or not there is a correlation between English word formation mastery and the English reading comprehension of the second grade student of SMA Negeri 2 Trenggalek in the Academic Year of 2011/2012.

The population to which finding of the study are to be applied is the second grader of the student of SMA Negeri 2 Trenggalek in 2011/2012 academic year. The number of the population in total is 300 students which are spread in 4 science classes and another 4 social classes.

In this study, the researcher used stratified sampling technique in taking the sample. It is the process of selecting sample randomly, samples from the different strata, science and social classes, of the population used in the study. The second grade student of SMAN 2 Trenggalek consists of 300 students in total. They are spread out in 8 classes comprising of 4 science classes and another 4 social classes. Each class has various students in number. Science one until science four plus social two have 38 students in the classroom. Social three and social four have 37 students, meanwhile

social one get the least number of 36 students.

As Arikunto (1998) said that if there are more than 100 research subjects, the sample can be taken between 10 - 15 % or 20 - 25 % or more from population. Meanwhile, the researcher decided to take 27 % from total population knowing as the total of population is 300 students. Therefore, the researcher needed 80 students from the total number for the sample. Afterwards, the researcher decided to stratify and took 10 students from each class.

In this research, the instrument used is a test. The researcher used two tests namely multiple choice test, reading comprehension test. The multiple choice test is used to know how well the student masters the word formation process. Meanwhile, in the reading comprehension test, the researcher used the Reading Comprehension Questions which are used to know how the student can read the text comprehensively.

The researcher did this research at SMAN 2 Trenggalek which is located in Jalan Soekarno-Hatta Gang Siwalan Trenggalek. This research was held in November the 5th to November the 12th of 2011 of the eleventh grade of SMAN 2 Trenggalek in academic year of 2011/2012.

There were some steps taken by the researcher. Knowing that there were 80 sample students, the researcher, firstly, divided the sample into two classes, so each class consists of 40 students. In supervising the ongoing test, the researcher was helped by the English teacher. The researcher supervised one room and the English teacher in the other room. The researcher conducted test of word formation process mastery for the first

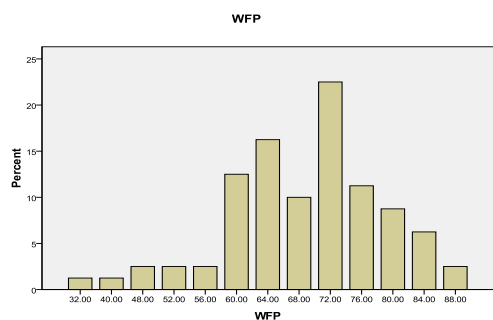
sixty minutes. And secondly, another sixty minutes for doing the reading comprehension text questions.

The test was conducted on Saturday at 5th or 10.30 o'clock because the learning process is dismissed at 4th period or 10.00 o'clock. The test last for 120 minutes long. In other words, the test is finished at 12.30. Finally, after collecting the data, the researcher analyzed statistically the result of the test by using SPSS 17. In analyzing quantitative data, the researcher used statistical analysis method. Firstly, the researcher calculated the score of word formation test mastery. Afterwards, the researcher calculated the score of reading comprehension test.

FINDING AND DISCUSSIONS

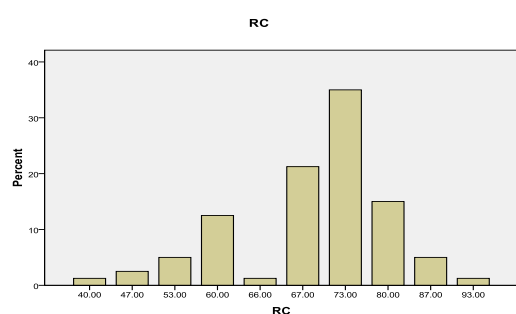
From the result of the test, the researcher can take some analysis. The score of the word formation test is various. Based on the SKM (minimum passing score) issued by SMAN 2 Trenggalek for English lesson, that is 70, there are 39 students who get the score below the SKM. It shows that the mean score of the test is 68.70 and the median score is 72.00. Meanwhile, the mode score is 72. It shows that 72 is the score which is appear most in the word formation test. It appears 18 times, means that 18 students get 72. It means that 22.5 % got 72. The least score is 32 and only one student who got it. It means that only 1.3 % who got the least score. On the contrary, the most score is 88. The percentage is 2.5 % of the student got the most score.

Below is the bar graphic of the score distribution from word formation score.



Graphic 1. Histogram of Word Formation Score

Based on the result, the mean score of the reading comprehension test is 69.95. The median score is 73.00, while the mode score is 73. It means that the score of 73 is often appearing on the test. In other words, 35 % from 80 students get 73. In this test, 40 is the least score got by the students. There is only one student, or only 1.3 % of the sample students who get the least score. On the other way around, the biggest score is 93, but there is also one student who get the biggest score, or only 1.3 % of the student. In this reading comprehension test, there are 49 students who get the score above the SKM. And there are 31 students who get the score below the SKM. The following is the bar graphic of the reading comprehension test score.



Graphic 2. Histogram of Reading Comprehension Score

To find out whether the research hypothesis is accepted or rejected, the researcher conducted the Pearson Product Moment using SPSS version 17 under windows, and the test result is as follow:

Table 1
Pearson Correlation Test Result

Descriptive Statistics			
	Mean	Std. Deviation	N
WFP	68.7000	10.33661	80
RC	69.9500	9.69131	80

Table 2
Correlations

		WFP	RC
WFP	Pearson Correlation	1	.508**
	Sig. (2-tailed)		.000
	N	80	80
RC	Pearson Correlation	.508**	1
	Sig. (2-tailed)	.000	
	N	80	80

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, it appears that the correlation coefficient is 0.508. It is then consulted with the r-table of the critical value of Product Moment with 80 total numbers. It was found out that the value is 0.286 at 0.01 significant levels. The researcher, therefore, drew conclusion from the previous computation that there is positive correlation between word formation mastery and reading comprehension.

CONCLUSION AND SUGGESTION

Based on the steps taken, including the testing of word formation mastery and reading comprehension, the researcher found out that the ability of each students are relatively various. The score ranges from those which are below the SKM (minimum passing score) to those above it. The researcher found that only few students got the score below the minimum passing score and above it. Most of the students got the score around the mean score in both test instruments.

Furthermore, the result of the research showed there is a significant correlation between Word Formation Process Mastery and Reading Comprehension at Eleventh Grade Student of SMAN 2 Trenggalek the Academic Year of 2011/2012. Unlike the other two previous study proposed by the researcher, this research shows the significant correlation between variable. Besides, another difference between this research and the previous studies that is used as reference here is that, the calculation process. Here, the researcher was interested to use computerized calculation to get the strict calculation and to utilize the facilities of the newest calculation technology.

Eventually, several words for the students, vocabulary are the first and the foremost English elements which the English learner must master. Without adequate vocabulary, it will be difficult for everyone to learn English in general, let alone the four English skills. One of many ways in improving vocabulary is by mastering morphology, especially word formation process. Moreover, the result of this study has shown that there is a significant correlation between Word Formation Process Mastery and Reading Comprehension at Eleventh Grade Student of SMAN 2 Trenggalek the academic year of 2011/2012. Therefore, the students must practice a lot in order to enrich the vocabulary to support the mastery of the four English skills, namely writing, reading, listening and speaking. There are lots of ways to enrich their vocabulary and one of them is by reading a lot.

For the teacher, the teacher is the main factor of the successfulness of the learning process. He/she plays very important role in the classroom. Therefore, the teacher must lead the students to keep

improving the quality of the learning. In this case, the teacher as the front spike in the English learning must add the portion of the vocabulary learning. Based on the syllabus, the vocabulary learning get little portion on the learning process because it is actually integrated in the four English skills. This makes teacher only think about how to teach writing, reading, listening and speaking only. On the other hand, the learning of the English skill can not be attained without vocabulary learning. Therefore, the teacher must spare the learning period to specifically give the students a great deal of portion in vocabulary drilling. In this case, the word formation process as a part of vocabulary learning should be frequently taught.

The researcher hopes, this research can be useful for other researcher especially the researcher who will do the research about word formation process and reading comprehension. Vocabulary is really important in learning foreign language. Likewise, we can not deny that reading also play important role in English learning. So maybe, the next researcher can use this research to solve his problem and use this research as a reference.

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