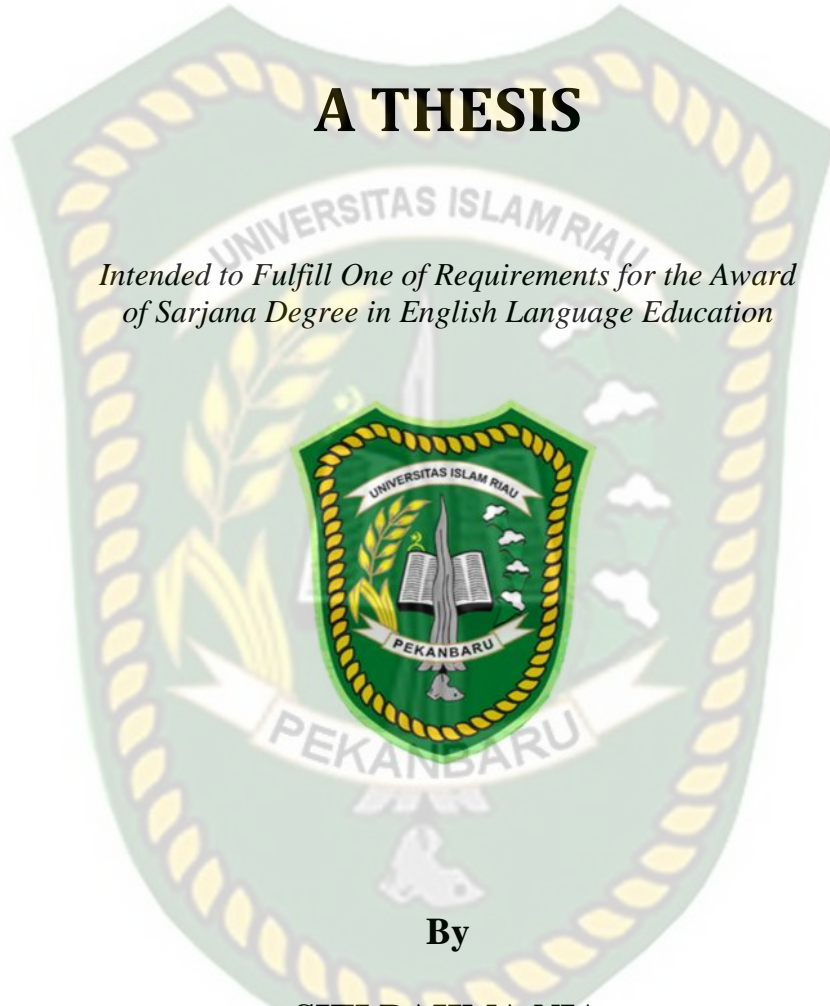


**THE CORRELATION BETWEEN STUDENTS'
VOCABULARY MASTERY AND READING
COMPREHENSION THE THIRD SEMESTER STUDENTS
AT ENGLISH STUDY PROGRAM OF FKIP UIR**

A THESIS

*Intended to Fulfill One of Requirements for the Award
of Sarjana Degree in English Language Education*



By

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2020**

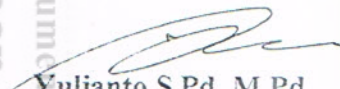
THESIS

THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND
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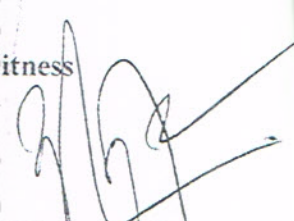
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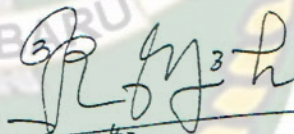
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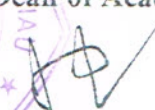

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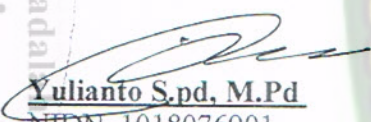
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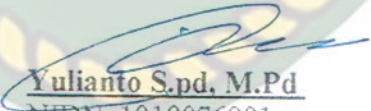
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



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


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3	Senin/05-08-2019	Chapter II	Add name of theories of vocabulary mastery	
4	Selasa/20-08-2019	Chapter II	Desain of the research	
5	Senin/29-08-2019	Chapter III	Adapted test	
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DECLARATION

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I admit that this thesis writing purely derived from my own ideas; except some questions (deliberately or un-deliberately) which were adopted or taken from various sources included in “references”. Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, 21 July 2020

The Researcher,

Siti Rahma Nia

156311215

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Finally, the researcher realizes that this thesis may have several weaknesses. Therefore, supportive feedbacks, suggestions, and comments are really needed for improvement of this research.

Pekanbaru, 21 July 2020

The Researcher

Siti Rahma Nia



ABSTRACT

Siti Rahma Nia. 2020. *The Correlation Between Students' Vocabulary Mastery and Reading Comprehension the Third Semester Students At English Study*

Program of FKIP UIR. Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Keywords: Vocabulary Mastery, Reading Comprehension

The purpose of this research was to know correlation between students' vocabulary mastery and reading comprehension the Third Semester Students at English Study Program of FKIP UIR.

The design of this research was Quantitative research. The researcher used random sampling method then 3C was chosen as sample class and the class consists of 40 students. instrument of this research use multiple-choice type. In this research the data was analyzed correlation formula and the researcher used SPSS 22.

The finding of this research showed that the highest vocabulary score (79-94) was 33 students (82,5%) and the lowest score (47-62) was 2 students (5%) while the highest of reading score (87- 100) was 25 students (62,5%) and the lowest score (55-70) was 2 students (5%). The result of the hypothesis testing shows that the value of sig (2-tailed) $0,010 < 0,05$. H_a means coefficient was 0,649 is moderate correlation between two variables. So H_a is accepted

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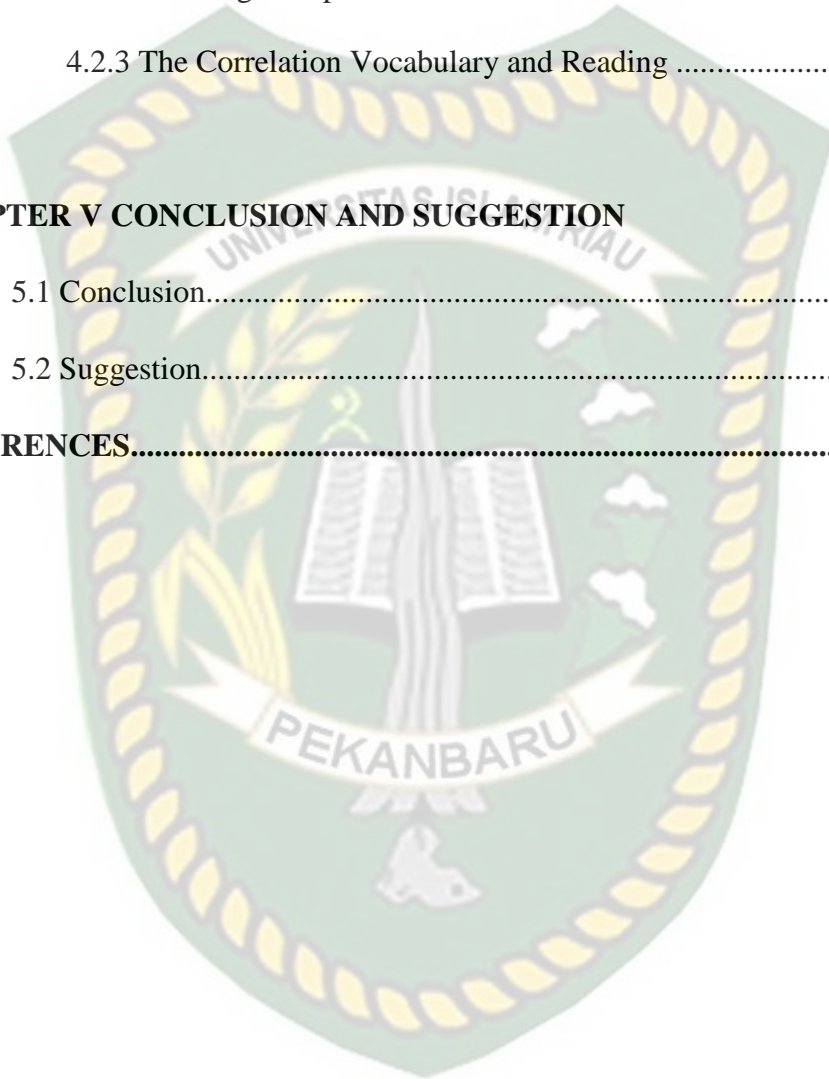
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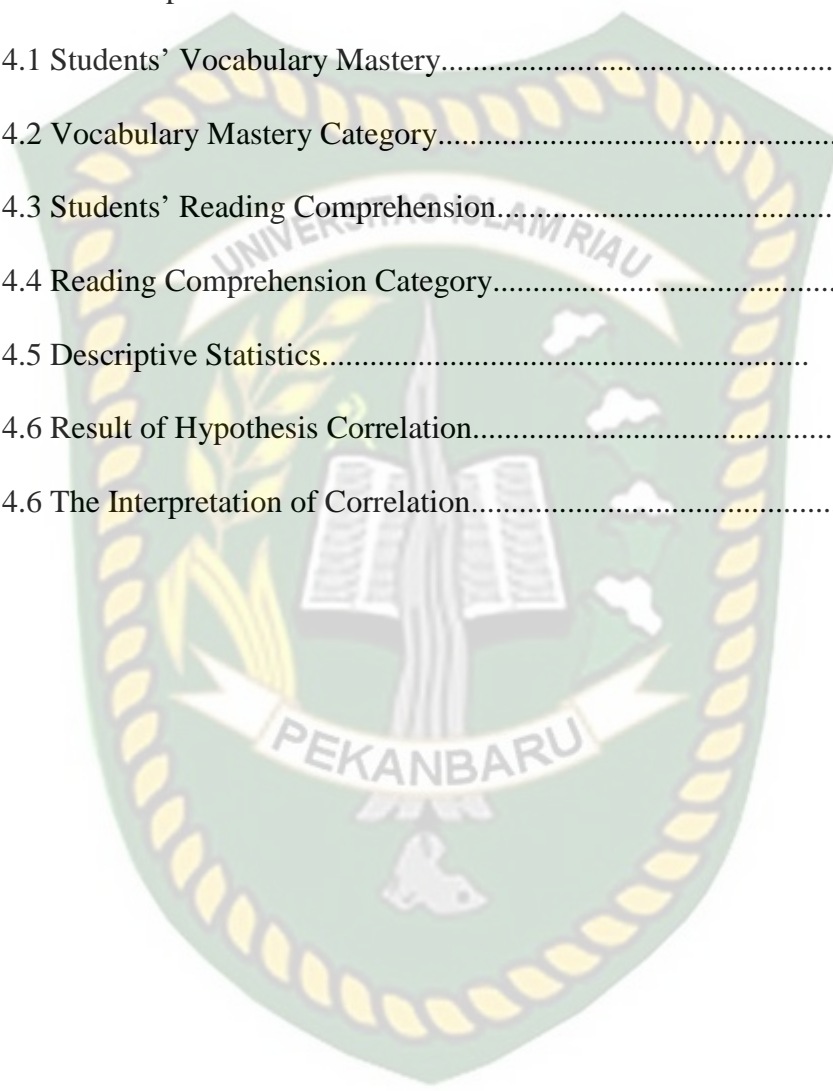
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CHAPTER I

INTRODUCTION

1.1 Background of the problem

Vocabulary is one of the most important parts of language, because when speaking a language, the speakers need several words to convey ideas. Therefore, people can understand what that speaker mean, Wallace in Masomeh and Siros (2017). When a learner intends to learn foreign language, he has to learn the vocabulary of the foreign language first.

In a fact that vocabulary is one of the components of language. There are no languages that exist without words. They are means by which people exchange their thoughts. The more words you learn, the more ideas should have. So, you can communicate the ideas more effectlively. It is not easy to teach vocabulary, especially new vocabulary to college students because teaching it needs explanation for each part.

Reading is one of the skills that think in all grade school. In order to, reading is needed by students. Reading is very important in second language learning situation for academic purpose. However, reading is useful activity because we can get knowledge, news, improve vocabulary, and develop a person's creativity. For example, reading abook allows a student to exercise and cultivate students' creativity thinking skills. Reading in english is becoming increasingly important for the students.they need able to read text in english, not only for study purposes or simply for pleasure, but also for their careers. Some information can be obtained without reading, for example by listening to

teacher,radio,television,etc. But, by reading someone may get wider information than someone who watches news television. A reader can read the text again when people forget or tries to get detailed information, while a listener a cannot.

Reading comprehension is process of understanding and constructing meaning from the text. It is a key to figure out what have students read and key to refresh mind and ideas, also can understand many types of word and sentence which can improve comprehension also helps to know new information and knowledge. It is very useful for learners to have knowledge and skills, which bring throught them easily in comprehending reading material.

Based on the description above, in this research the researcher wants to know how important the vocabulary mastery in reading comprehension to build connection with the text that they read. Finally, the researcher would like to conduct a research entitled **“The Correlation Between Students’ Vocabulary Mastery and Reading Comprehension the Third Semester Sudents at English Study Program of FKIP UIR”**.

1.2 Setting of the Problem

In many cases, students feel difficult in reading comprehension because they still have lack of vocabulary mastery to understand what have they read. To acquire high reading potential, students need to improve vocabulary in efficient reading.

Based on the phenomena, the researcher wants to know the correlation between students’ vocabulary mastery and reading comprehension of third semester students at English study program of FKIP UIR.

1.3 Limitation of Problem

To make the problem solved, it is necessary for the researcher to limit the problem. The limitation of the problem as follows: The correlation between student's vocabulary mastery and reading comprehension the third semester students at English study program of FKIP UIR.

1.4 Formulation of problem

Based on the problem state before, the researcher formulates the problem: How the correlation between learners' vocabulary mastery and reading comprehension of third semester at English study program of FKIP UIR Pekanbaru?

1.5 Objective of Research

The researcher performs this research to find out the correlation between vocabulary mastery and reading comprehension students' of third semester at English study program of FKIP UIR Pekanbaru.

1.6 Significance of Research

The research will give some beneficial information about vocabulary mastery and reading comprehension achievement. This research will also present the correlation between students' vocabulary mastery knowledge and their reading comprehension among the third semester students at English Study Program of FKIP UIR Pekanbaru. Researcher expects the result of this study is useful for researchers, students, teachers, and all readers. The results will be use as follow :

- For the Researchers

By doing the researchs. The writer expects that they can study and get more information to identify the problem in vocabulary mastery and reading comprehension.

- For the Teachers

English teachers can use the result of the study as a feedback on teaching reading activities so that objective of the English teaching program can be achieve.

- For the Students

The students can get some lesson and information to figure out their problems in vocabulary mastery and reading comprehension.

- For the Readers

This research is expect for the readers will have no find any difficulties in understanding reading comprehension

1.7 Definition of Key Terms

In order to avoid misunderstanding and misinterpretation, the writer gives definition for the terms that are used in this research, as follows:

- **Correlation**

Correlation is the state or relation of being correlated; specially : a relation existing between phenomena or things or between mathematical or statistical variables which tend to vary, be associated, or occur together in a way not expeted on the basis of chance alone stated that contant in Dzhulhijjah (2016 : 6) In this research, correlation

means that the relation between student's reading comprehension and vocabulary mastery of third semester students at English Study Program of FKIP UIR Pekanbaru.

- **Vocabulary**

According to Nation & Newton (1997) vocabulary is knowledge of words and word meanings. Actually vocabulary is more complex, vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context.

- **Reading Comprehension**

Grabe & Stoller (2002) define comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. It suggests that comprehension is achieved when a reader successfully extracts the useful knowledge from a text and constructs it into a new understanding of their own.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Vocabulary

Vocabulary is the one thing beside many factors in learning English. Without vocabulary mastery, it is impossible to master English well. Then more students get the vocabulary, the easier students improve their English.

Richard (2001) states that, “Vocabulary is a set of lexemes, including single words, compound words and idioms. It is one of the important components that have to be mastered by learners. Based on linguist David Wilkins states that ‘Without grammar very little can be conveyed, without vocabulary nothing can be conveyed (2004). To know what vocabulary is the researcher would like to present several that definitions of vocabulary.

According to {Nation & Newton, 1997) Vocabulary is knowledge of words and word meaning. Actually vocabulary mastery is not only knowing the words and its meanings. But also knowing about how the words sound and how the words are used in the context, it is according to Miller & Gildea (1987) that knowing a word by sight and sound and knowing its dictionary definition are not the same as knowing how to use the word correctly and understanding it when it is heard or seen in various contexts.

Building up a useful vocabulary is central to the learning of a foreign language at primary level, (Cameron, 2001). Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone

understand language. It is supported by wallace (1982) who says that vocabulary is one of the most important parts of languages, because when speaking a language, the speakers need several words to convey ideas. Therefore, people can understand hat the speakers mean. When a learner intends to learn foreign language, he/she has to learn the vocabulary of the foreign language first.

2.1.1 Vocabulary Mastery

Vocabulary mastery is one component to master english as a foreign language in elementary, intermediate, and advance levels in learning the four language skills (Listening, Speaking, Reading, Writing). Vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary.

Vocabulary mastery means the students having ability in understanding and using the vocabulary. A person said to “know” a word if they can recognize its meaning when they see it, (Cameron, 2001). It means that in learning vocabulary, we have to know the meaning of it and also understand and can use it in sentence context.

There are four indicators that have great influence of vocabulary mastery (Cameron, 2001). They are:

1. Pronunciation

“ Pronunciation is the way in which a particular person pronounces the word of a language, “(Wehmeler 2003) so, the students should learn about how a word is pronounced.

2. *Spelling*

Students also need to know the letters and syllables that they make up the word. It is called spelling. "Spelling is the act of performing words correctly from individual letters or the way that a word is spelt"

3. *Grammar*

Much important grammatical information is tied into words and learning words can take students a long way into grammar. If we give high priority to vocabulary, we are not thereby abandoning grammar.

4. *Meaning*

Finding the meaning of a word is the amount of mental work done by the learner affects well a new word is engraved in memory, the students have to think it is about word and meaning, the more likely they are to remember it.

2.1.2 The Important of Learning Vocabulary

Vocabulary is one of the elements of language that should be learned and taught. It cannot be denied that it will be hard to master language without mastering or understanding certain numbers of vocabularies. Vocabularies are central to language and of critical importance to typical language learners without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. Vocabularies become central to any language acquisition process especially in introducing and consolidating new lexical items. Based on explanation above vocabulary is always related to word. In learning

language vocabulary is one step to know the words, understanding the meaning and used them in sentence.

In Learning English, vocabulary plays importance role in the four english language skills, like what (Schite and Mc Carthy,1997) say that vocabulary has an importance role in language skills. In listening ability, vocabulary gives easiness for the learners to comprehend what the other person speaks. In speaking and writing, vocabulary gives easiness for the learners comprehend the text. Vocabulary must not be neglected by anyone who learners a language. Based on the explanation above, it is very important to increase the ability of vocabulary mastery as much as possible. Vocabulary is also important that teaching vocabulary must be first priority in the english language teaching.

Wallace in fajar (1982) mention two main reasons about the importance of vocabulary.

1. language exists in two forms, spoken and written, both of them need vocabulary to develop the existence itself,
2. Vocabulary is needed for production in learning English as a foreign laguage rather than only needed for recognition it.

Furthermore, Lehr & Osborn (2001) explain two kinds of vocabulary description as follow.First, words come in two forms: oral and print.

1. Oral vocabulary includes the words that are recognized and used in listening and speaking.
2. Print vocabulary includes the words that are recognized and used in reading and writing.

Second, word knowledge is composed of two forms, receptive and productive.

1. Receptive Vocabulary includes words that are recognized when we hear or see them. It is the ability to comprehend passive vocabulary which is used in reading and listening context.
2. Productive vocabulary includes words that are recognized when we speak or write. It is an active ability which is used in speaking or writing.

Furthermore, knowing and understanding words mean knowing their “form” (how they sounds, how they spelt, grammatical hange that could be made to them), their “meaning” (their conceptual content, and how they relate to other words and in particular types of language use, (Cameron, 2001).

2.1.3 Types of Vocabulary

Donoghue (1990) cited in risdiana (1997) states that there are four categories of vocabulary .

a) Listening Vocabulary

Listening vocabulary refers to all the words that children recognize and understandi when they hear them in oral context. it is the firs vocabulary to develop during the language acquisition stage and is also the one that continues to grow most rapidly during Elementary school years.

b) Speaking Vocabulary

Speaking vocabulary includes all the words that children use in everyday speech. It forms the basis for development of the reading and writing vocabulary.

c) Reading Vocabulary

Reading vocabulary consists of all the words that children recognize and understand in writing. The students' vocabulary mastery is generally limited when they enter schools. By the time they reach reading maturity in the upper grades, their reading vocabulary overtakes and surpasses their oral vocabulary. The more students read, the larger is their reading vocabulary.

d) Writing Vocabulary

Writing vocabulary is the last to develop and includes only the words that children can use in written compositions. It is closely tied to spelling instruction.

2.1.4 Assessing of Vocabulary Mastery

Brown (2003) states that assessment of vocabulary is divided into :

1) Ordering task

One task at the sentence level may appeal to those who are fond of word games and puzzle; ordering (or reordering) a scrambled set of words into a correct sentence.

2) Short-Answer and Sentence Completion Tasks

Such items range from simple and predictable to somewhat more elaborate responses

3) Multiple choice

Multiple choice test are a popular way of testing in they are easy to score (a computer can do it), and they are easy to design (or seem to be). Moreover, the multiple choice format can be used with isolated words, words in sentence ontext, or words in whole texts.

4) Gap-fill

Gap-fill tests require learners to recall the word from memory in order to complete a sentence or text. Thus, they the ability to produce a word rather than simply recognize it. The best-known example of this test type is the cloze test. In a cloze test, the gaps are regularly spaced –e.g. every seventh, eight, or ninth word. In this way, knowledge of a wide range of word types including grammar words as well as content words is tested.

In this research, the researcher used multiple choice to test the students' vocabulary mastery. Assessment of vocabulary included all knowledge of words. Those are (1) word classes, (2) word meaning, and (3) adjective, (4) adverb. Word meaning can be measured from three aspects, namely (1) synonym, (2) antonym, (3) hiponym. Word building can be measured from three aspects, namely (1) affixation, (2) coumpounding, (3) conversion.

2.1.5 Reading Comprehension

There is no single definition of reading. A broader definition has given from years to years. Although there is no single standard definition, if one surveys the many definitions that have been proposed, strong similarities between many of the definition quickly become obvious. In many cases definitions, suitably interpreted, actually say the same thing but in different words. Some experts define reading and comprehension

According to Serravallo (2015) state that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind the text. So it means that reading comprehension is should be focus while reading or using our hear to comprehend and build connection with a text that we read.

Heilman (2000) says that reading comprehension is a process of thinking sense of written ideas think meaningful interpretation and interaction as a multifaceted process affect by several thinking and language abilities.

Kennedy (2001) says that reading comprehension is a thinking process by which a pupil selects facts information, or ideas from print materials, decides how they relate to previous knowledge he has aquire, and judges their appropriateness and worth for meeting his own needs and objectives.

From the statements the researcher concluded that, in order to comprehend a reading selection fast a person must be able to use the information to make conclusion and to read critically, to understand the figurative, to

determine the author's purpose, to evaluate the ideas presented and to apply the ideas to actual situations.

2.1.6 The Introduction of Reading Comprehension

Why is reading very important? Reading is one of the important ways to improve general language skills in English. How does reading help you?

1. According to Beatrice S. Mikuleckly and Linda Jeffries:
 - a) Reading helps you learn to think in English
 - b) Reading can enlarge your English vocabulary
 - c) Reading can help you improve your writing
 - d) Reading may be good a way to practice your English if you live in a non-English speaking country.
 - e) Reading can help you prepare for studying in English speaking country.
 - f) Reading is a good way to find out about new ideas, facts and experiences.
2. White in Dewi (2006) mentions three purposes of reading, they are :
 - a) Reading for factual information

By reading for factual information he means reading referential materials in order to obtain the right information with which people operate on given on a given environment. For example: Reading a set of instructions on how to use a piece of equipment.

- b) Reading for intellectual purposes

Reading for intellectual purposes refers to reading an appropriate text to obtain cognitive information for augmenting or developing one's intellectual skills so that she/he can more effectively manipulate ideas, possibly with the aims of influencing the behavior of others or of determining the outcome of series of operations.

c) Reading for emotional gratification or spiritual enlightenment.

People may read affective materials like novels, poems, and the like just only for pleasure or self-improvement.

3. Wallace in Dewi (2006) describes that reading has three main objectives, they are

b) Reading for survival which is identical to reading for factual information.

c) Reading for learning which is similar to reading for intellectual purpose.

d) Reading for pleasure which is the same as reading for emotional gratification.

The researcher said that different terms used and different ways of describing the reasons for reading used by different experts, by and large nobody reads for any reason, is determined by the reader, not by somebody else.

2.1.7 Factor That Influence Reading Comprehension

Actually, reading is very difficult to complex process. It mean reading activity influenced by two factors they are: internal and external (Nurhadi 2001)

1) Internal Factors

Internal factors are the factors that come the students that include all personal factors, in this case, these factors can also be classified into two kinds they are physical and mental factors (Tohirin 2005).

2) External Factors

External factor are factor that come from out of students, these factors involve the factors such as environment economic, social, background, reading facility and reading habit (Nurhadi 2003)

2.1.8 Components of Reading Comprehension

According to King C and Stanley in Jermianti (2014) There are five reading components that may help students to read carefully. They are :

a. Main Idea

The main idea of paragraph is what the author wants you to know about the topic. Identifying the topic can generally help the reader to undestand main idea. The main idea makes a particular statement or emphasizes a special aspects of the topic. The main idea usually identificate the author's reason or purpose for writing and the message he or she wants to share with the reader. The main idea is not only in

the beginning of paragraph, but also in the middle and at the end of the paragraph.

Main idea can be worded in many ways. for example, the following questions are asking the same information: (1) what is the main idea? (2) what is the subject (3) what is the topic (4) what would be a good title?

b. Factual Information

The reader must be able recognize the factual or certain information in details such as person, reason, comparison. The factual of informations questions are preceded by WH-questions (where, what, why, who, how).

c. Locating Reference

In this item, you will be asked to find antecedent of a person, antecedent is word a phrase to which pronoun refers. The pronoun such as it them, etc. You will be asked to locate reference word or phrase the passage. The meaning of the sentence in the context of the passages will not change when you substitute the correct antecedent.

d. Making Inference

The problem including in the test of english as a foreign language is making inference. In this question type you need to use evidence that you have to make an inference. It means that after you have the evidence for reading passage, you can make logical conclusion based on the evidence. It can be about the author's viewpoint.

e. Finding the Meaning of Vocabulary

It means that the reader could develop his guessing ability to the word which is not familiar by relating the closed meaning of unfamiliar words to the information and the topic of the paragraph.

From the components of reading above, it can be known that the students will understand the paragraph and they must master the components of reading first. They should master main idea and supporting idea to the paragraph, identify inference and telling the information.

2.1.9 Assessing of Reading

Brown (2003) states the assesment of reading divided into four types.

They are:

1) Perceptive Reading

a) Reading Aloud

The tester-taker sees separate letters, words, or short sentences and reads aloud, one by one. Since the assessment reading comprehension, any recognizable oral approximation of the response is considered correct.

b) Written Response

The test taker's is to reproduce the problem in writing. Because of the transfer across different skills here, evaluation of the the test taker's response must be curefully treated. If an error occurs, make sure you

determine its source; what might be assumed to be a writing error, for example, may actually be a reading error, and vice versa.

c) Multiple-Choice

Multiple choice especially useful at the low levels of reading, include same/different, circle the answer, true/false, choose the letter, and matching.

d) Picture-Cued

Test takers are shown a picture, such as the one on the next page, along with a written text and are given one of number of possible tasks to perform. With the same picture, the test taker might read sentences and then point to the correct part of the picture or a true/false procedure might be presented with the same picture cued. Matching can be an effective method of assessing reading at this level.

2) Selective Reading

a) Multiple Choice (for Form-Focused Criteria)

The most popular method of testing a reading knowledge of vocabulary and grammar is the multiple choice format, mainly because of its simplicity, it is easy to administer and can be scored quickly. The most straightforward multiple choice items may have little context, but might serve as a vocabulary or grammar check.

b) Matching Tasks

The test taker's task is simply to respond correctly, which makes matching an appropriate format. The most frequently appearing criterion in matching procedures is vocabulary.

c) Editing Tasks

Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading. The TOEFL and many others tests employ this technique with the argument that it not only focuses on grammar but also introduces a simulation of the authentic task of editing, or discerning errors in written passages.

d) Picture Cued Tasks

- Test-takers read a sentence or passage and choose one of four pictures that is being described. The sentence at this level is more complex.
- Test-takers read a series of sentences or definitions, each describing a labeled part of a picture or diagram. Their task is to identify each labeled item. In the following diagram, test takers do not necessarily know each term, but by reading the definition they are able to make an identification

e) Gap-Filling Task

Many of the multiple-choice tasks described above can be converted into gap-filling or "fill-in-the-blank," items in which the test-taker's response is to write a word or phrase. An extension of simple gap-

filling tasks is to create sentence completion items where test-takers read part of a sentence and then complete it by writing a phrase.

3) Interactive Reading

a) Cloze Tasks

Cloze tests are usually a minimum of two paragraphs in length in order to account for discourse expectancies. They can be constructed relatively easily as long as the specifications for choosing deletions and for scoring are clearly defined. Typically every seventh word (plus or minus two) is deleted (known as fixed-ratio deletion), but many cloze test designers instead use a rational deletion procedure of choosing deletions according to the grammatical or discourse to avoid deleting words that would be difficult to predict from the context.

b) Impromptu Reading Plus Comprehension Question

“Read a passage and answer some questions” technique is undoubted and oldest and the most common. Every proficiency test uses the format one would rarely consider assessing reading without some component of the assessment involving impromptu reading and responding to questions. The set of questions based on 250 word passage, covers the comprehension of features main idea, expression/idiom, inference, grammatical features, detail, excluded facts not written, supporting idea, vocabulary in context.

c) Short-Answer Task

A reading passage is presented and the test-taker reads questions that make be answered in a sentence or two.

d) Editing (Longer Texts)

The previous section of this chapter (on selective reading) described editing tasks, but there the discussion was limited to a list of underrelated sentences, each presented with an error to be detected by the test-taker. The same technique has been applied succesfully to longer passages of 200 to 300 words.

e) Scanning

Scanning is strategy used all readers to find relevant information in a text. Assesment of scanning is carried out by presenting test-takers with a text (prose or something in a chart or graph format) and requiring rapid identification or relevant bits of information.

f) Ordering Tasks

Students always enjoy the activity or receiving little stips of paper, each with a sentence on it, and assembling them into a story, sometimes called “the strip story” tehnnique. Variations on this can serve as an assessment of overall global understanding of a story and the cohersive that signal the order of events or ideas

4) Extensive Reading

a) Skimming

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of a text, the organization of the text, the perspective or point of view of the writer, its ease or difficulty and/ or its usefulness to the reader. Skimming can apply to texts of less than one page, so it would be wise not to confine this type of task just to extensive texts. Assessment of skimming strategies is usually straight forward; test-taker skims a text and answer questions.

b) Summarizing and Responding

One of the most common means of assessing extensive reading is to ask the test-taker to write a summary of the text. The task that is given to students can be very simply worded. Assessing extensive reading is the technique of asking student to respond to a text. The two tasks should not be confused with each other summarizing requires a synopsis or overview of the text, while responding asks the reader to provide his or her own opinion on the text as a whole or on some statement or issue within it.

c) Note-Taking and Outlining

A reader's comprehension of extensive text may be assessed through an evaluation of a process of note-taking and outlining. Because of the difficulty of controlling the conditions and time frame for both these

technique, they rest firmly in the category of informal assessment. Their utility is in the strategic training that learners gain in retaining information through marginal notes that highlight key information or organizational outlines that put supporting ideas into a visually manageable framework.

2.2 Past Studies

There are some study about the correlation between reading comprehension and vocabulary mastery.

The first previous research is done by Dewi Ratnawati (2006) entitled “The Correlation between Vocabulary Mastery and Reading Comprehension : The Case of The Seventh Students of SMP N 13 Semarang in The Academic Year 2005/2006”. The objectives of the study were : to find out the students’ vocabulary mastery and reading comprehension of the seventh grade students of SMP N 13 Semarang in the academic year 2005/2006, and to find out whether or not there is a significant comprehension. The total sample of this research followed by 80 students, applied cluster random sampling to determine the sample. The collecting data was by using a test. A try out test was also done to find out the validity and the data were statistically computed to find out the correlation between two variables.

The second is Mega Valentia (2017) entitled “The Correlation between Students’ Vocabulary Achievement and Reading Comprehension”. The objectives to find out what extent is the correlation between vocabulary achievement and

reading comprehension on the 11th grade student of SMA Islamiyah Pontianak in the academic year of 2016/2017 with a total number of 47 students. It was divided into two class XI IPS I and XI IPS II. The sample was class XI IPS 1, there are 22 student taken by cluster random sampling technique the instruments of this research include instrument try out test and test of vocabulary achievement and reading comprehension.

The third Intan Mayasari (2012) entitled “ The Correlation between vocabulary mastery and Reading Comprehension of The Eighth Year Students of SMP N 16 Palembang. The main purpose of this study was to find out whether there is any significant between vocabulary mastery and reading comprehension . the population of this study was the eight year student of SMP N 16 Palembang the sample of this study was 80 student which were taken cluster random sampling from two classes. To conduct this study, descriptive method was used, the data were analyzed by using, percentage analysis and pearson moment product coefficient.

The fourth by Herlina Fatmawati (2017) entitled A Correlation Study between Vocabulary Mastery and Learning Motivation toward Reading Comprehension of The First Grade Students of SMA Muhammadiyah 1 Sragen in Academic Year of 2016/2017. The objective of the research are to find out whether there is any significant correlation between vocabulary mastery and reading comprehension. Techniques of collecting the data are by using written test and questionnaire. The population is all of the first grade students of SMA Muhammadiyah 1 sragen in the process of collecting data, the researcher took

30% of population as the sample. So the reseacher took nine students randomly in all classes of the first grade students of SMA Muhammadiyah 1 Sragen. The total sample is 81 students.

2.3 Hypothesis

In oeder to measure the answer the problem in this research, the writer makes a hypothesis as follow :

1. Alternatif Hypothesis (Ha)

There is significant correlation between students' vocabulary mastery and reading comprehension and Ha accepted

2. Null Hypothesis (Ho)

There is no significant correlation between students' vocabulary mastery and reading comprehension and Ha is rejected Ho is accepted

CHAPTER III

METHOD OF THE RESEARCH

3.1 Research Design

Research design of this study was a correlational study. In completing the data, the researcher used the field research. In the field research, the researcher would be conducted the research for the students at the second semester students at English Study Program of FKIP UIR Pekanbaru. The researcher gave a test to the students and asked them to answer the questions.

This research used the quantitative method, according to (sudijono, 2008), it was usually used to correlated two variables based on its correlation coefficient value. It was useful to describe and find out the significance of the correlation between those two variable X and Y. The first variable was the students' vocabulary knowledge score which is taken by how many vocabularies that they knew from the test given; it was consider as independent variable (variable X). The second variable was their reading comprehension score which is taken from their comprehension in reading with the texts; we consider it as dependent variable (variable Y). The correlation of these variables show as the figure below:

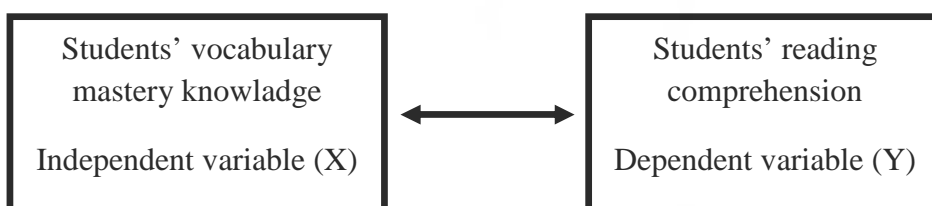


Figure: 1 Correlation Variable X and Y

3.2 Location and Time of the Research

The location of this research was the third semester students English Study Program of FKIP UIR in Pekanbaru Jl. Kaharuddin Nasution No. 113 Pekanbaru Riau. This research would be conducted on August 2019.

3.3 The Population and Sample

3.3.1 Population

According to Gay an Airasian, (2000) population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable, they also added that two important points of population. First, population may be virtually any size and may cover almost any geographical area. Second, the entire group the researcher would really like to generalize to was rarely available. The populations of this study were the third semester students at English Study Program of FKIP UIR Pekanbaru. The population divided into four classes and the total population consist of 155 students.

**Table 3.3.1 The Population of the Second Semester Students at English
Study Program of FKIP UIR Pekanbaru**

No	Class	Population
1	3A	36
2	3B	37
3	3C	40
4	3D	42
Total		155

3.3.2 Sample

Because of the limited time and cost, purposive sampling use in taking the sample. Purposive sampling means the process of selecting a sample in such a way that all individuals in the defined population had an equal and independent chance of being selected for the sample.

Moreover, Babbie, cited in Creswell, (2009), also mentions selecting a purposive sampling means the process of selecting a sample in such a way that all individual in the population has an equal probability of being selected as sample. In determining the sample size, it take from the, (Airasian, 2000). In this research, the researcher choose 3C class as the sample of the research with the total students 40 participants.

3.4 Instruments of the Research

The instrument of the research played an important role to collect data. The instrument used in this research was an objective test, and the researcher used one type of objective test, which was multiple-choice type. Multiple-choice type can be scored objectively and could measure learning outcome directly.

There were two kinds of instrument used in this research, they are : vocabulary level test and reading test. The students obtain score of vocabulary level and they took the test.

In this research, the test consists of 80 items and divided into two parts : the first is vocabulary level test, the researcher took all questions from Online Vocabulary Test English which consist of 40 items (identify synonyms, antonyms and part of speech). The second was reading test, the researcher took all questions from Online Reading TOEFL standard Test, meaning of vocabulary, and identify reference.

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 researcher use some techniques.

1. Field Research

In this research, the researcher gave a test to the students of III C class at English Study Program of FKIP UIR. This test focus on the vocabulary level test and reading Toefl test.

2. Testing

Since the researcher want to investegated the correlation between two kinds of test, vocabulary knowledge and reading comprehension, so the researcher used the method. The test consists of 80 items and divided into two parts the first is vocabulary level test, the researcher took all questions from Oxford Online English which consists of 40 items. The second was Reading TOEFL test, the researcher took all questions from Longman Preaparation Course for the Toefl test which consist of 40 items

3.5 Data Analysis Technique

To made easy in calculating the data, the researcher used SPSS version 22 application in processing the data to got the correlation both of the variable. A table apply to answer the research question about the differences on students' level of vocabulary knowledge with students' reading comprehension. Then, the data converte to coefficient of correlation

To find out the correlation between student's achievement in vocabulary and reading, the writer used the correlation formula by pearson product moment correlation formula to test the significant correlation between them.

The formula used as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum x^2 - (\sum X)^2][N \sum y^2 - (\sum Y)^2]}}$$

- N = the number of respondent
- X = the student's score in vocabulary mastery
- Y = the student's score in reading comprehension
- $\sum X$ = the sum of vocabulary mastery
- $\sum Y$ = the sum of reading comprehension
- $\sum X^2$ = the sum of squares of vocabulary mastery
- $\sum Y^2$ = the sum of squares of reading comprehension
- $(\sum X^2)$ = the squares of the sum of vocabulary mastery
- $(\sum Y^2)$ = the squares of the sum of reading comprehension
- $\sum XY$ = the sum multiplication of vocabulary mastery and reading comprehension

Ali 2010

Table 3.6 The interpretation of correlation

Coefficient Value	Interpretation
0.00 – 0.20	There is a very low correlation between two variables
0.21 – 0.40	There is a low correlation between two variables
0.41 – 0.70	There is a moderate correlation between two variables
0.71 – 0.90	There is a high correlation between two variables
0.91 – 1.00	There is a very high correlation between two variables

(Sudijono, 2004) in Dzulhijjah (2016).

By the interpretation table, the researcher could conclude the strength of the correlation. If the result of the data r_{obs} near from coefficient correlation that is near +1,00 it means there is a positive correlation between students' vocabulary knowledge and reading comprehension.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Data Description

All the data needed in this research were collected by the test. The test was used to measure students' vocabulary mastery and reading comprehension. There were become 40 students become the sample.

4.1.1 Students' Vocabulary Mastery

The data from vocabulary mastery test were gathered before the reading test. The students' vocabulary mastery can be seen in Table 4.1

Table 4.1 Students' Vocabulary Mastery of Third Semester Sudents at English Study Program of FKIP UIR

Sample	Vocabulary Mastery (X)
1	85
2	77,5
3	87,5
4	80
5	85
6	90
7	47,5
8	87,5
9	90
10	85
11	85
12	57,5
13	87,5
14	82,5
15	75
16	85
17	80
18	80
19	87,5
20	92,5

21	82,5
22	87,5
23	90
24	92,5
25	90
26	75
27	87,5
28	87,5
29	90
30	80
31	82,5
32	85
33	85
34	85
35	87,5
36	77,5
37	85
38	85
39	87,5
40	70
TOTAL	3320
AVARAGE	83

Based on Table 4.1, it can be seen that the students' mean score of vocabulary mastery test was 83. To see the category of the reading score can be seen as follow:

Table 4.2 Vocabulary Mastery Category

NO	Categories	Interval	Frequency	Percentage
1	Low	47 – 62	2	5%
2	Fair	63 - 78	5	12,5%
3	High	79 - 94	33	82,5%
	Total		40	100%

Based on table 4.2 the highest vocabulary score (79-94) was 33 students (82,5%) and the lowest score (47-62) was 2 students (5%). Another students were in fair category (63-78) was 5 students (12,5%).

4.1.2 Students' Reading Comprehension

The data from reading comprehension test were gathered after the vocabulary mastery test. The students' reading comprehension can be seen in Table 4.3

Table 4.3 Students' Reading Comprehension of Third Semester Students at English Study Program of FKIP UIR

Sample	Reading Comprehension (Y)
1	92,5
2	97,5
3	100
4	72,5
5	90
6	87,5
7	65
8	90
9	82,5
10	92,5
11	85
12	55
13	97,5
14	87,5
15	80
16	85
17	92,5
18	80
19	87,5
20	97,5
21	82,5
22	92,5
23	75
24	90
25	77,5
26	87,5
27	90
28	95
29	92,5

30	77,5
31	90
32	92,5
33	90
34	82,5
35	87,5
36	90
37	87,5
38	95
39	82,5
40	77,5
TOTAL	3452,5
AVARAGE	86,31

Based on Table 4.3, it can be seen that the students' mean score of reading comprehension test was 86,31. To see the category of the reading score can be seen as follow:

Table 4.4 Reading Comprehension Category

NO	Categories	Interval	Frequency	Percentage
1	Low	55 – 70	2	5%
2	Fair	71 - 86	13	32,5%
3	High	87 - 100	25	62,5%
	Total		40	100%

Based on table 4.4 the highest reading score (87- 100) was 25 students (62,5%) and the lowest score (55-70) was 2 students (5%). Another students were in fair category (71 - 86) was 13 students (32,5%).

4.1.3 Vocabulary Matery and Reading Comprehension

The calculation of the data was calculated by using SPSS 22.00. The data analysis were about the percentage and the corelation analysis. To see the data description about both variables in statistic can be seen as follow:

Table 4.5 Descriptive data about Students' vocabulary Mastery and Reading Comprehension at the Third Semester Students of English Study Program of FKIP UIR Pekanbaru

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
vocabulary mastery	40	47,50	92,50	83,0000	8,70087
reading comprehension	40	55,00	100,00	86,3125	9,02254
Valid N (listwise)	40				

From table 4.5 we can see that the mean score of vocabulary mastery was 83,00, while reading comprehension was 86,31. The maximum score of vocabulary mastery was 92,50 and minimum score for was 47,50, while reading comprehension the maximum score was 100 and minimum score for was 55,00.

4.1.4 Hypothesis Testing

In this research the data was analyzed correlation formula and the researcher used SPSS 22. The result of correlation between students' vocabulary mastery and reading comprehension at the Third Semester Students of English Study Program of FKIP UIR Pekanbaru can be seen in the Table below:

Table 4.6 Result of Hypothesis

Correlations			
		vocabulary mastery	reading comprehension
vocabulary mastery	Kendall Correlation	1	,649**
	Sig. (2-tailed)		0,10
	N	40	40
reading comprehension	Kendall Correlation	,649**	1
	Sig. (2-tailed)	0,10	
	N	40	40

** . Correlation is significant at the 0.05 level (2-tailed).

The result of the hypothesis testing shows that the value of sig value was 0,010. If sig value $\leq 0,05$ so H_a is accepted. And if sig value is $> 0,05$ H_a is rejected and H_o is accepted. H_a means there is significant correlation students' vocabulary mastery and reading comprehension at the Third Semester Students of English Study Program of FKIP UIR Pekanbaru. H_a is accepted if Sig. (2-tailed) $< 0,05$. In Table 4.6 it can be seen that Sig. (2-tailed) , $< 0,05$ ($0,010 < 0,05$). *In conclusion, There is significance correlation between students' vocabulary mastery and reading comprehension at the Third Semester Students of English Study Program of FKIP UIR Pekanbaru.*

To know how significant is the variables, can be seen in Table 4.6

Table 4.6 The interpretation of correlation

Coefficient Value	Interpretation
0.00 – 0.20	There is a very low correlation between two variables
0.21 – 0.40	There is a low correlation between two variables
0.41 – 0.70	There is a moderate correlation between two variables
0.71 – 0.90	There is a high correlation between two variables
0.91 – 1.00	There is a very high correlation between two variables

(Sudijono: 2004) in Dzulhijjah (2016)

By the interpretation table, the researcher could conclude the strength of the correlation. If the result of the data r_{obs} near from coefficient correlation that is near +1,00 it means there is a positive correlation between students' vocabulary knowledge and reading comprehension. On the other hand, if the result of data near

from coefficient correlation that is near 0,00 it means that there is very low correlation between students' vocabulary knowledge and reading comprehension. Based on the data, the coefficient was 0,649. In conclusion, there is a Moderate correlation between two variables

4.2 Data Interpretation

The following explanation is about the interpretation of each variable. The researcher explains some finding as following:

4.2.1 Vocabulary Mastery

Based on research result, it can be seen that the students' mean score of reading comprehension test was 83,00. It also can be seen that the highest reading score (79-94) was 33 students (82,5%) and the lowest score (47-62) was 2 students (5%). Another students were in fair category (63-78) was 5 students (12,5%). From the reaserach it can be seen that students vocabulary was in high categories. It is good, because vocabulary is one of the language components that must be mastered first by the students if they want to learn or master English. Therefore, it is important to note that vocabulary mastery should be taught to the students so that they can have and recognize more words. Having or knowing more stock of words makes the students get easier to know and to select what words they are going to use appropriately both in learning and using English.

As in line with some experts said that building up a useful vocabulary is central to the learning of a foreign language at primary level (Cameron, 2001). Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of

vocabulary helps someone understand language. It is supported by Wallace (1982) who says that vocabulary is one of the most important parts of languages, because when speaking a language, the speakers need several words to convey ideas. Therefore, people can understand what the speakers mean. When a learner intends to learn foreign language, he/she has to learn the vocabulary of the foreign language first.

4.2.2 Reading Comprehension

Based on research result, it can be seen that the students' mean score of reading comprehension test was 86,31. It also can be seen that the highest reading score (87- 100) was 25 students (62,5%) and the lowest score (55-70) was 2 students (5%). Another students were in fair category (71-86) was 13 students (32,5%). Reading is one of the important language skills. By reading, people may get a lot of information. The more he/she reads, the more information he/she will get. As stated by Laddoo (2007) reading forces the reader's brain cells to work on a regular basis as this will keep the reader sharper and smarter. Even though some information can be obtained without reading, for example by listening to teacher, seminar, radio, television etc, but by reading someone may get wider information than listening. For example, someone who reads a newspaper will get more information than someone who watches news on television. A reader can read the text again when he/she forgets or tries to get detailed information, while a listener cannot. This is supported by Willis (2008) who states that by reading, someone can find the information he/she needs with specific information

4.2.3 The Corelation Between Students' Vocabulary Mastery And Reading Comprehension

Based on the research result, it can be seen that Sig. (2-tailed) $<0,05$ or $(0,010 < 0,05)$. In conclusion, There is significance correlation between students' vocabulary mastery and reading comprehension. The correlation between reading comprehension and vocabulary mastery has been discussed by many experts. Hirsch (2003) found that knowing at least 90 percent of the words of a text enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar words mean, which will help them learn new words.

It is also done by Yildirim, Yildiz and Ates (2011) found that there was a significant correlation between vocabulary and comprehending expository texts as well as vocabulary and comprehending narrative texts. The findings also show that vocabulary is a predictor of comprehending narrative and expository texts. Roehrig and Guo (2011) explain that vocabulary knowledge is one of the major factors that influence reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

The design of this research correlation research design. This research attempts to get the empirical data as a quantitative research that intended find the significant correlation between students' vocabulary mastery and reading comprehension at the Third Semester Students of English Study Program of FKIP UIR Pekanbaru..The were 40 students as samples. This research used two kind of instruments. The first instrument wasvocabulary test for collecting data of the students' vocabulary, and the other one was a reading test to know students' reading comprehension. The result of the hypothesis testing shows that the value of sig value was 0,010. If sig value 0,05 so Ha is accepted.

5.2 Suggestions

Based on the findings and conclusions above, the researcher provides suggestions as follow :

- The English teachers/lecturers are suggested to apply any reading strategy that hasbeneficial effect in helping students' Reading comprehension and vocabulary mastery.
- Other researchers who are interested in carrying out a research in suggested to continue this research in order to have better results. These strategies still needed adjustment the strategies with other factors such as others skills, different materials and genres, IQ, motivation, students' emotional and personality, etc.

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