

**CORRELATION BETWEEN STUDENTS' VOCABULARY
MASTERY AND READING COMPREHENSION**

THESIS

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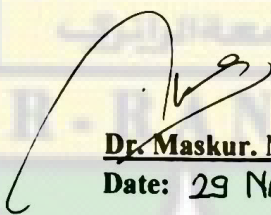
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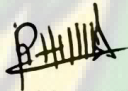
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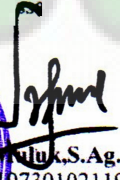
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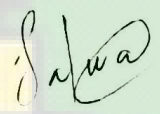
**CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND
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Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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Salwa Nabila

ABSTRACT

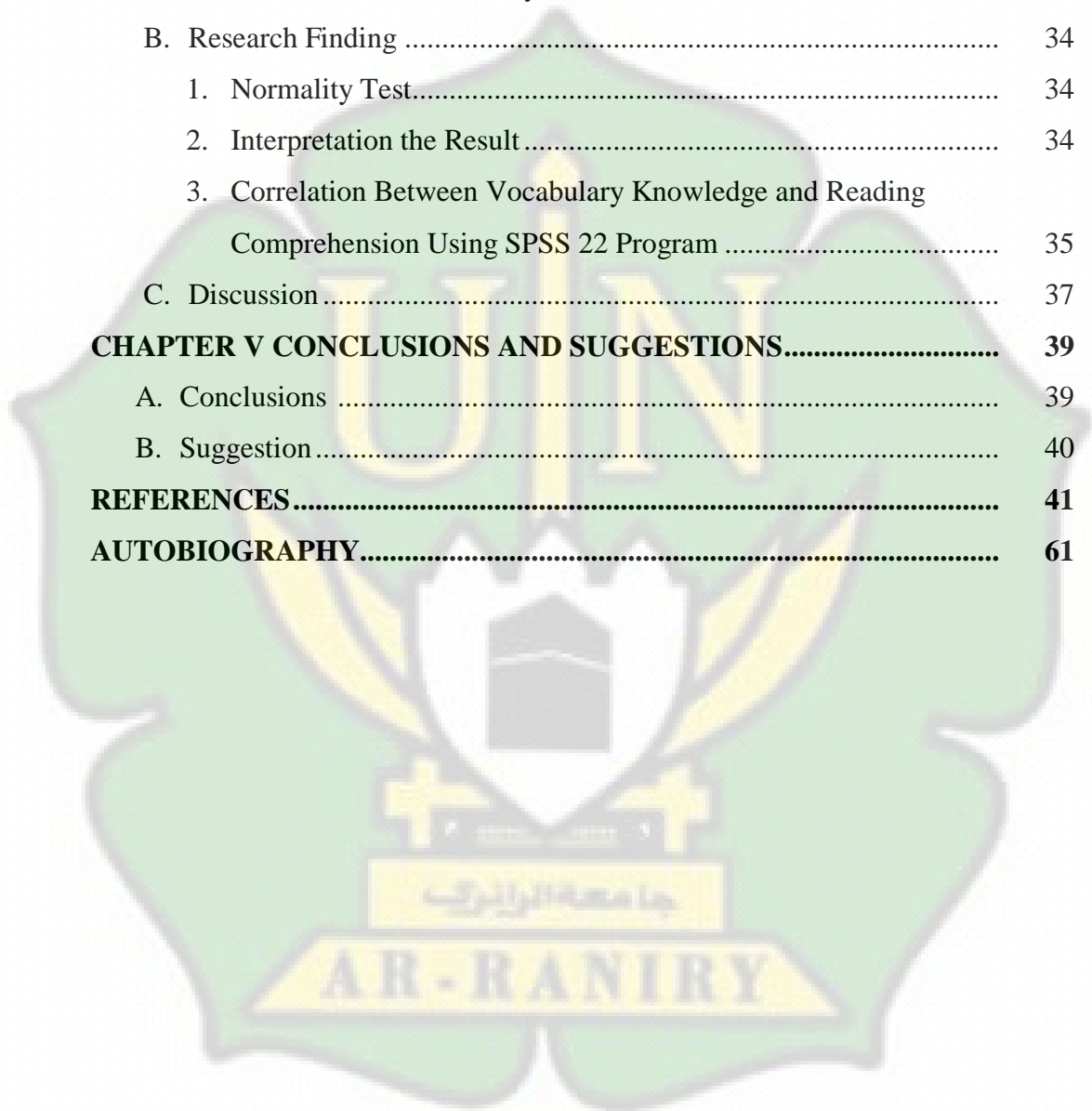
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folklore.

The purpose of this study was to examine the correlation between vocabulary knowledge and reading comprehension among 12th-grade students at MAN 1 Pidie Jaya. A quantitative approach was employed, and data were collected using vocabulary and reading comprehension tests. The population comprised 12th-grade students at MAN 1 Pidie Jaya, while the sample consisted of 20 students from class XII-2, selected through cluster random sampling. Vocabulary knowledge and reading comprehension were assessed using tests, and data analysis was performed with Pearson's Product-Moment Correlation. The results indicated a positive but weak correlation between vocabulary knowledge and reading comprehension, with a correlation coefficient of 0.116, falling within the 0.00–0.199 interval.

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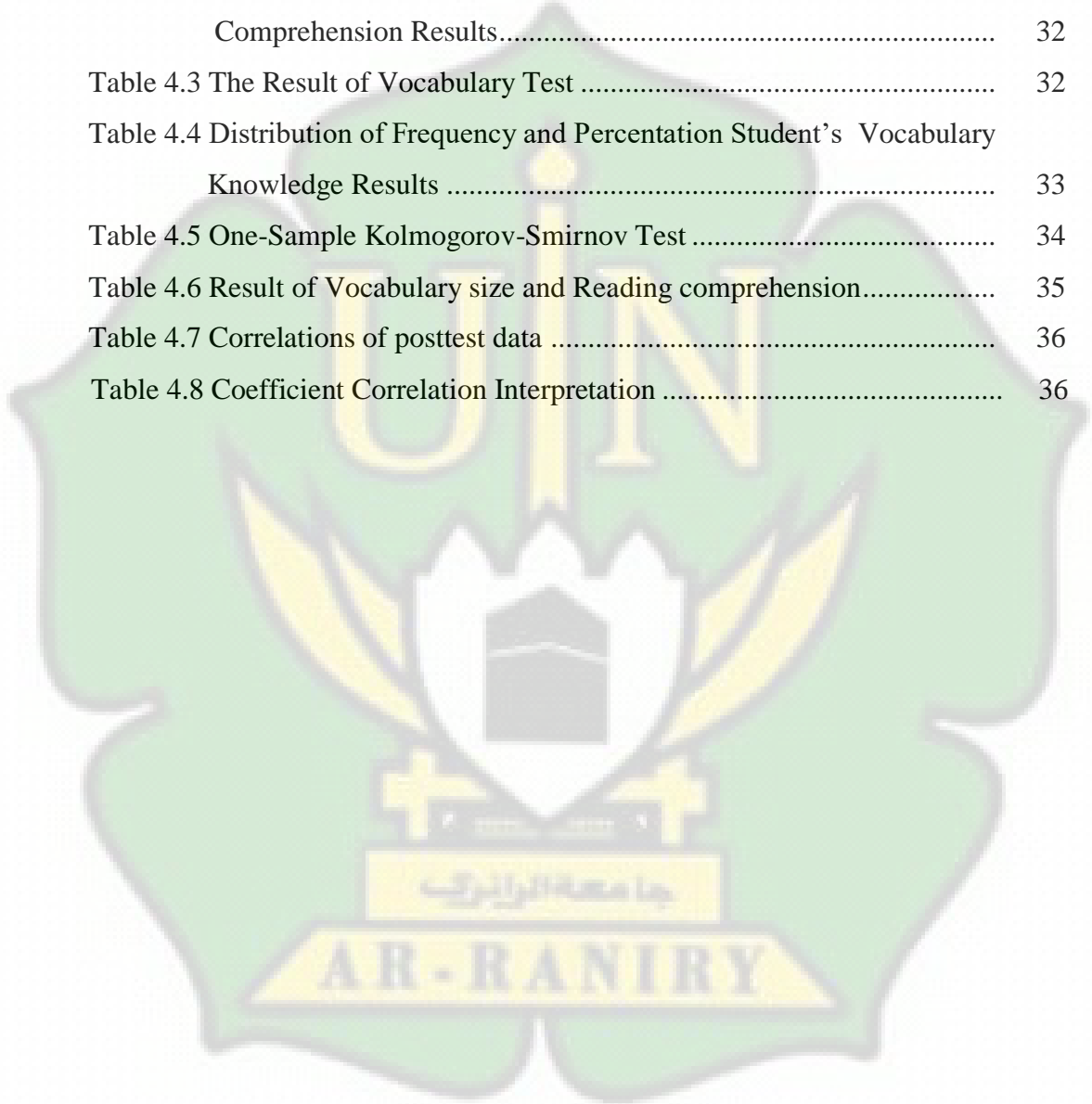
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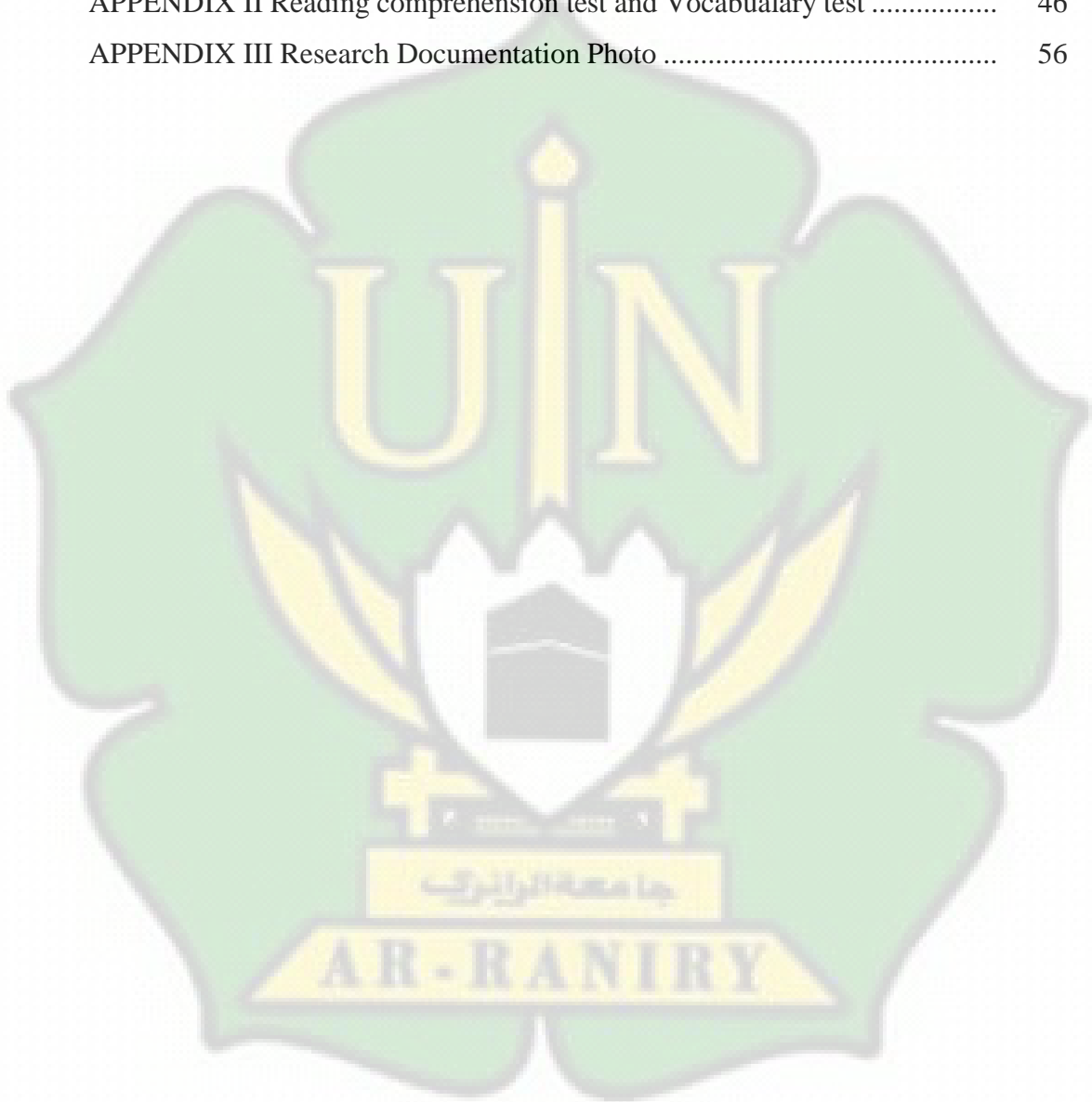
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CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary is the collection of terms somebody uses in communication with others. Several phrases also have unique meanings that communicated through their connotations. Furthermore, one of the most crucial aspects of the English language that helps to understanding texts for learners is vocabulary. "Vocabulary knowledge is also required for successful reading comprehension." (Sidek & Rahim, 2015 as cited in Setiawan & Wiedarti 2020)

Richard and Rodgers (2001, as cited in Manihuruk, 2020) stated that since vocabulary is the basis of how well students speak, write, listen and read, it is one of the essential elements of language proficiency. Students may find it challenging to use the language they learn in everyday situations if they do not have a strong vocabulary. Therefore, vocabulary acquisition plays the crucial part in helping children become more proficient language users, especially in reading comprehension.

According to Yudha & Mandasari (2021), in senior high school, students are expected to achieve four skills, i.e. listening, speaking, reading and writing. By mastering vocabulary, they can deliver messages to others without any miscommunication. According to the Department of National Education, (2004, as cited in Setiawan & P. Wiedarti, 2021) each level has a set of vocabulary mastery standards, which are as follows:

- a) The beginner/basic level reader category at the level is mastering 500 to 1500 words of elementary school education through junior high school.
- b) The intermediate level reader category is mastering 1500 to 3000 words at the level of secondary school education (high school).
- c) The category of advanced readers is mastering more than 3000 words at the level of higher education.

However, in reality, a lot of students are having trouble achieving this ability because of students' shyness in showing their ability in English and teachers find it quite challenging to come up with effective teaching methods for huge class sizes (Yudha & Mandasari, 2021).

Reading is a very difficult task that relies on a wide range of abilities. Based on Chou (2011), reading comprehension involves organising ideas, recognising the author's purpose, evaluating the context, and making judgements in addition to understanding the vocabulary and seeing relationships between words and concepts. Vocabulary contributes more to writing and reading than speaking and listening. Speaking and listening skills are only weakly related to receptive vocabulary measures, but highly correlated with reading and writing skills (Manihuruk, 2020).

Reading Comprehension in this title is in folklore terminology. With appropriate language for the intermediate level reader category, readers will be able to convey their thoughts, views, and even disagreements effectively (Sabily & Suryadi, 2022). Reading folklore must be designed as well as possible so that students are facilitated in understanding its contents. Undoubtedly, this

necessitates the provision of adequate learning resources to foster imagination, strengthen friendships, enhance love and moral values, and impart new knowledge (Karini et al., 2022). These resources serve as a medium for instilling character education in children, thereby supporting students in increasing their motivation to read. Students who value the oral tradition of folklore can gain many benefits. There are moral and pedagogical meanings in it. As a collection of cultural concepts, folklore is rich in diversity and contains many lessons to be learnt. Folklore is a form of oral tradition that transmits the values and beliefs of society to the next generation (Sabily & Suryadi, 2022). The folktale taken titled Ma Sihe'i is a folktale from Blang Dalam, Ulee Gle.

B. Research Questions

Based on the background of the study above, the writer formulates the problems of the study as follows:

1. Is there any correlation between vocabulary knowledge and reading comprehension?

C. Research Aim

The research aims of the study are formulated in order to answer the research questions. They are as follows:

1. To investigate the effect of vocabulary mastery on students' reading comprehension scores.

D. Hypotheses

H_a: there is a correlation between students' vocabulary mastery and reading comprehension.

H_0 : there is no correlation between students' vocabulary mastery and reading comprehension.

E. Significance of the study

This study's primary goal is to determine how vocabulary and background knowledge relate to students' understanding of English reading. The literature review states that vocabulary and background information will help students become more proficient readers overall (Chou, 2011). The purpose of the proposed research is to clarify the important role that vocabulary development plays in reading comprehension. By examining the correlation between these two variables and detecting variations in reading comprehension scores among students with different levels of vocabulary knowledge, this study can provide a significant perspective for educators and policy makers to improve academic outcomes and enhance reading instruction.

F. Terminology

1. Correlation

Correlation describes the strength of the relationship between two variables, and is completely equal, the correlation between A and B is equal to the correlation between B and A. However, if two variables are related, it means that when one changes by a certain amount, the other changes on average by a certain amount.

2. Vocabulary

Vocabulary is the words that comprise a language. A list or collection of words and phrases that are usually arranged alphabetically and explain or define, a list or collection of terms or codes available for use, the number or stock of words used by language groups, individuals or occupations, or in the field of knowledge

are also examples of vocabulary (Manihuruk, 2020). Based on the definitions above, one might deduce that vocabulary is the total quantity of words in a specific language that a person knows or uses.

In this thesis, the vocabulary used is vocabulary related to folklore, both character, morals, and ethics, making it easier for students to understand the stories presented. By engaging with literature that highlights the culture of the area, students are equipped with the vocabulary needed to explain subjects that they are familiar with. For most students, vocabulary is the biggest barrier to comprehension when reading books; when terms are foreign to them, they get disinterested in the text and subject. Because of this, the incorporation of local culture and context as textual themes enables students to accept and understand words they are already familiar with, promotes reading more, and shows them that the texts are meant to be understood.

3. Reading Comprehension

Reading comprehension is the ability to understand, analyze, and extrapolate meaning from written material. Words must not only be recognized, but must also be connected in order to understand complete phrases, paragraphs, and chapters. A number of abilities combine in effective reading comprehension, such as the ability to draw conclusions, recognize key concepts, find supporting facts, and discern the author's tone or purpose (Chou, 2011). Vocabulary mastery or knowing the meaning of words in context, and decoding, or identifying and processing words correctly are important elements. Reading fluently, or at an appropriate pace, helps the reader concentrate on meaning, which improves comprehension. The ability to draw inferences and predict outcomes, utilizing

clues in the text to infer meaning or predict possible outcomes, is another prerequisite for high comprehension skills.

Reading comprehension involves the interaction between a reader and a text to derive meaning, which encompasses complex processes, vocabulary knowledge, and contextual understanding. It is fundamentally about constructing meaning from written material. The primary aim of reading instruction is to assist readers in comprehending texts (Melsandi, 2018). Thus, while a reader may possess the skill to recognize words, this ability is insufficient if they cannot derive meaning from the text. Eventually, the essence of reading is the ability to interpret written content with comprehension.

In order to understand the main points and supporting details as well as how other material adds to the message, readers must also be able to recognize these elements. Critical thinking, which allows readers to assess and challenge texts to develop appropriate interpretations, and synthesizing information from different parts of a text or from multiple text are essential components of effective comprehension. Combined, these abilities help readers make connections between the explicit and implicit ideas of a text and their prior experience and knowledge (Harmer, 2007).

4. Folklore

Folklore is a collection of stories, myths, legends, customs, traditions and beliefs that develop among communities and are passed down through generations (Junaidi et al., 2023). Folklore covers various aspects of culture, including folktales, traditional songs, dances, proverbs, games and rituals (Hanafiah et al.,

2022). Folklore is a tradition of the ancestors that serves to convey moral messages to the people who live there. Therefore, the folklore of each region needs to be explored and studied. Through the folklore of a region, one can know the history of the way of life, customs, beliefs, politics, ideals, and various kinds of activities in the area.

According to Pardi (2006:11), folklore is a cultural heritage possessed by various communities across the world. Its presence is generally tied to the early historical events or origins of a specific community, making it deeply connected to traditional lifestyles and the historical development of those societies. Folklore reflects the values, beliefs, and experiences of a community, serving as a bridge between their past and present. Junaidi et al., (2023), further describe folklore as "a significant part of a collective culture, which is transmitted and preserved from generation to generation among different groups in society. It is shared in various forms, including oral traditions, gestures, or memory aids, often existing in multiple versions." This understanding highlights that folklore is not confined to any particular social class or group. For example, the folklore associated with kings or nobles often differs significantly from the folklore of ordinary people, showcasing the diversity and richness of cultural expressions within a society. Folklore, therefore, serves as a unifying yet diverse element of human culture that reflects the unique identity of each community.

In this thesis, the story taken is the folklore that originally from Ulee Gle, Pidie Jaya. This story was chosen to make it easier for students to understand the story because this story comes from the local area. This folklore tells the story of a

disobedient son who did not want to acknowledge his old mother when he returned from overseas, thus making his mother experience deep sadness so that his mother prayed to be made into another object to reduce her sadness, finally his mother became a stone.

Some words that are often used in folklore, they are:

- a. Wise Elder: An older character who is wise, often giving advice or prophecies.
- b. Ungrateful Child: A character who disobeys or betrays their parents, as seen in stories like Si Hee.
- c. Poor Youth: A young character from a humble background, often the hero.
- d. Wisdom: The ability to make sound and wise decisions, often attributed to elders or leaders.
- e. Bravery: The courage to face danger, often a hero's trait.
- f. Hard Work: The earnest effort to achieve a goal, often a moral value in folklore.
- g. Forest: A place regarded as mysterious or magical, often a location for adventures or hiding.
- h. Mountain: A sacred or mystical place, sometimes the home of gods and spirits.