

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

THESIS

Submitted by

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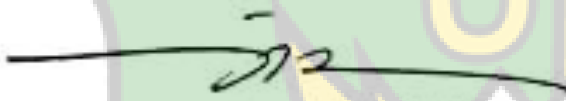
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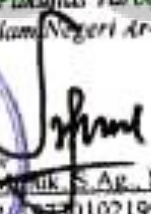

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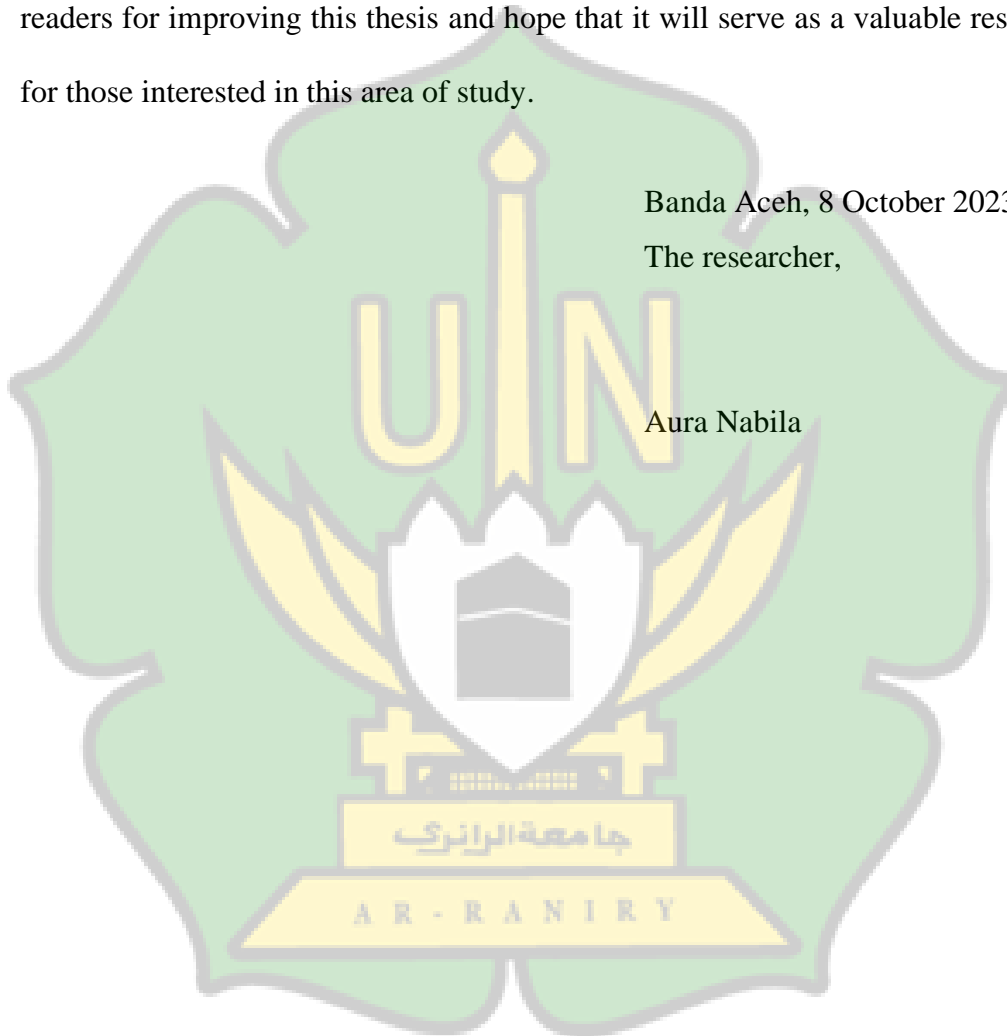
This thesis may not be without its limitations, she hopes that it will contribute positively to the field of education.

Finally, she would like to apologize for any mistakes and wrongdoing in this thesis. She greatly appreciate constructive criticisms and suggestions from readers for improving this thesis and hope that it will serve as a valuable resource for those interested in this area of study.

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ABSTRACT

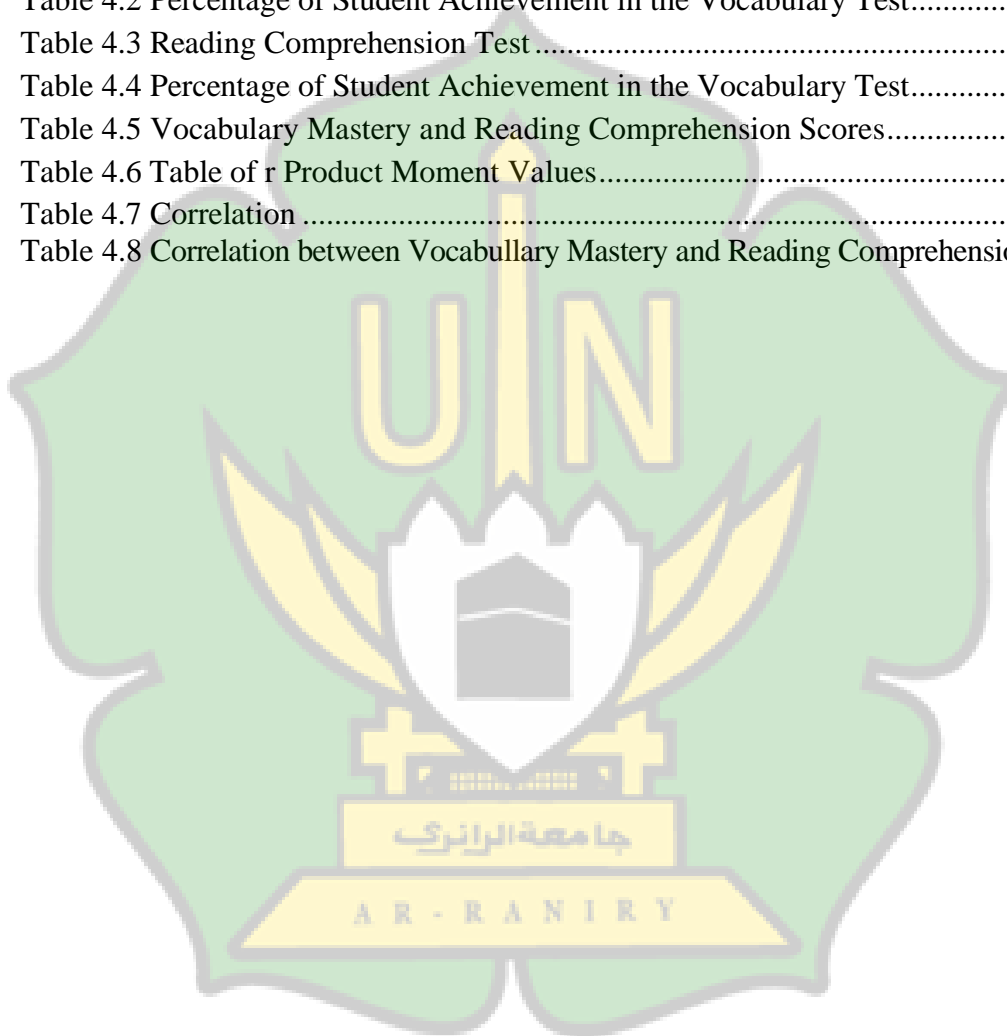
This study was carried out to explore the significant correlation between students' vocabulary mastery and reading comprehension in descriptive text. In doing so, this research employs quantitative approach with correlational design to measure the level of students' vocabulary mastery and their reading comprehension skills. To get the accurate result, the researcher implemented SPSS Statistic Version-26 program. This study also used the random sampling, with two instruments. First, the vocabulary test, second, the reading comprehension test that contained multiple-choice questions with four options. To get the data, quantitative analysis is used. The final result of the analysis shows that there was a positive correlation between the students' vocabulary mastery and reading comprehension ability. It was reasonable since the average of the student's vocabulary mastery was 73, In the table of vocabulary mastery rate score vocabulary the students classified as very good. Meanwhile, the student reading comprehension score was 54, In the table of the students reading comprehension rate score the students classified as very poor score. The main result of this research indicates that the correlation test of vocabulary mastery with initial reading ability, the r count was 0.814 and the r table value was 0.361, which means that r count $>$ r table ($0.697 > 0.226$) with a significance value of 0.05. In conclusion, there is a significant relationship between vocabulary mastery and the reading ability.

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CHAPTER I

INTRODUCTION

A. Background of Study

Learning vocabulary is considered as a very important thing in learning English. Vocabulary is knowledge of words and meanings. Vocabulary knowledge significantly contributes to whole language success, such as reading, listening, speaking and writing, grammatical accuracy, sociolinguistic appropriateness, and language fluency (Schmitt, 2000). The statement proves that vocabulary is the center of all language components and explains that learning vocabulary is a success for all language components, namely reading, listening, speaking, and writing. Knowing much vocabulary makes it easier for us to convey our ideas effectively. On the contrary, a little vocabulary that we have, minimizes the ideas we have to be conveyed.

The importance of vocabulary in language learning is also illustrated by Wilkins (Thornbury, 2000), who states that “without grammar, little can be conveyed; without vocabulary, nothing can be conveyed”. He further argued that by learning vocabulary a person will be able to improve language skills quickly. Unlike grammar, if someone does not know grammar, he/she can still convey the idea a little. However, to have a good command of persistence vocabulary requires practice and desire. It can be started with easy things and often done daily, such as watching movies, listening to music, reading newspapers, and anything else. According to Schmitt, the most significant

contribution to knowing a lot of vocabulary is reading, which is the key to improving vocabulary.

Reading is a process carried out and used by a reader to acquire a message conveyed by a writer through words that can be seen and known by the reader (Tarigan, 2009). In the sense that reading is an activity carried out to get the necessary message or information. Reading can get a lot of information; the more someone reads, the more information he/she will get (p.2). Laddo (2007) states that reading forces the reader's brain cells to work regularly, as this will keep the reader sharper and brighter. Reading can make a person intelligent and creative, although some information can be obtained from other media, such as radio or television, which only requires hearing. However, reading can get more comprehensive information, especially if it is done repeatedly. Because when we re-read a text, we will get other information compared to when we first read the text.

At SMP 8 Banda Aceh, most students learning English as a foreign language (EFL) face challenges in understanding reading texts. They tend to have difficulty absorbing the content of the reading, which causes only a small percentage of them to enjoy the reading process. This condition raises the need to develop special strategies to improve students' reading abilities at SMP 8 Banda Aceh. The initiation of this research came from a direct understanding of concrete problems at SMP 8 related to students' vocabulary mastery and how this has a significant impact on their ability to speak English. Jufri (2014) states that comprehension is not always effortless and fast, of course. When

beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised.

The relationship between reading comprehension and vocabulary mastery is highlighted in this study, aligning with Sedita's (2005) assertion that vocabulary knowledge plays a crucial role in comprehending texts effectively. This research aims to assess students' abilities in reading comprehension and vocabulary mastery while investigating the correlation between the two. The findings are anticipated to provide valuable insights for teachers, enabling them to choose effective strategies for instruction. Moreover, this study seeks to contribute significantly to the field, offering insights that can benefit English teachers and future researchers. By understanding the correlation between vocabulary mastery and reading comprehension, teachers may develop targeted strategies to enhance their students' text comprehension skills.

Some studies on vocabulary mastery and its relation to reading ability have been conducted by some researchers, such as, Ratnawati (2005), she explores the correlation between vocabulary mastery and reading comprehension to know if there is a significant correlation between the students' vocabulary mastery and reading comprehension. The technique of collecting data was by using a test. A tryout test was also done to find out the validity. The finding was reported that there is a significant correlation between the vocabulary mastery and reading comprehension of the seventh

grade students of SMP N 13 Semarang in academic year 2005/2006.

The second is Ali (2010), study on the Correlation between students' vocabulary mastery and reading comprehension concluded that having more vocabulary or vocabulary mastery significantly affects the comprehension of the students reading activity.

Thus, this study is different from the previous studies conducted by Ratna and Ali. This study is focused on context of descriptive text. By narrowing the research scope to descriptive text, this study tries to investigate whether there is a positive correlation between students' vocabulary mastery and reading comprehension.

B. Research Question

After going through some related literatures, the following research questions are formulated:

1. To what extent is the vocabulary mastery and reading comprehension of the seventh grade students of SMPN 8 Banda Aceh?
2. Is there any significant correlation between students' vocabulary mastery and their reading comprehension in the descriptive text of the seventh grade at State Junior High School 8 Banda Aceh.

C. Research Aims

The aims of this study are:

1. To know students' vocabulary mastery and students reading comprehension of the seventh grade at State Junior High School 8 Banda Aceh.

2. To find out is there any significant correlation between students' vocabulary mastery and students reading comprehension in descriptive text of the seventh grade at State Junior High School 8 Banda Aceh.

D. Significance of Study

1. Theoretically

The results of this study are expected to be useful as a reference for future researcher/ who are interested in conducting a research in this area.

2. Practically

- a. Student

The present study is hoped to increase activity and interest in English subjects, and motivate students to keep pushing themselves to keep learning to improve vocabulary mastery and hone their reading skills.

- b. Teacher

For teachers, it can be used as a reference in implementing and determining learning strategies that can improve the quality of reading learning and the ability to master vocabulary in a lightening way.

- c. School

For schools, it can be used as a reference in strategizing reading learning and improving vocabulary and providing an experience for schools related to research activities.

E. Terminology

In order to avoid different interpretations of the terms used in this research title, it is necessary to explain them clearly.

1. Correlation

Correlation analysis is a statistic technique, which aims to find relationship with correlation degree between two variables (Zawawi, 2012, p.46). Donald Ary (1985), “Correlation studies are concerned with determining the extent of relationship between variables. They enable one to measure the extent to which variations in one variable are associated with variations in determined through the use of the coefficient correlation” (p.327). In this study, the correlation intends to see how the connection between vocabulary mastery and reading comprehension ability of students of SMP 8 Banda Aceh.

2. Students' Vocabulary

Definition vocabulary according to Collins English Learner's Dictionary is the word used in a particular language, field, or subject. Neuman & Dwyer (2009, p.385) states that vocabulary can be defined as “Words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”. Vocabulary Mastery is the process of getting a list or a series of words that is used to express the idea or in other meaning it is used for general communication. In this study, student vocabulary refers to the extent to which SMP 8 Banda Aceh students are able to master English vocabulary, because vocabulary is the core component of language proficiency.

3. Reading comprehension

Snow (2002) defines reading comprehension as “the process of

simultaneously extracting and constructing meaning through interaction and involvement with written language” (p.11). According to Collins English Learner’s Dictionary, reading comprehension is a text that students use to help them improve their reading skills by it and answering questions relating to the text. In this study, reading comprehension is defined as the ability of students of SMP 8 Banda Aceh to understand written text.

F. Hypothesis

Creswell (2015, p. 231) suggests that hypothesis is a statement in quantitative research whose research is make predictions or conjectures about the outcome of relationships among attributes or special characteristics. Hypothesis is a temporary answer to a research problem whose truth still has to be tested first through data or empirical evidence. The hypothesis in this research were:

Ha : There is correlation between students’ vocabulary mastery and their reading comprehension.

Ho : There is no correlation between students’ vocabulary mastery and their reading comprehension.

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. The Definition of Vocabulary

Jassem (2016) claims that vocabulary is the words of a language, which is perhaps the most central and essential element both in learning a first language and in learning and teaching a second language, without which communication between humans is impossible (p.50). There are two reasons. First of all, children, as foreign language learners and secondly, begin to acquire or learn individual words with correct pronunciation and intonation. Second, words contain various important information, namely orthographic, phonological, morphological, grammatical, and semantic. Moreover, supported by Webb & Nation (2017), they state that words are central to listening, speaking, reading, and writing skills. If someone is not able to produce words about what they want to convey, it will make the other person not understand.

Other experts said that “vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc.; a list of words with their meaning, especially one that accompanies a textbook” (Hornby, 1995, p.1331). While Keraf (2010), someone's vocabulary is all the words that are in someone's memory, which will immediately cause a reaction when heard or read. The reaction

in question is the reaction of language, namely knowing the form of the language with all its consequences, namely understanding its meaning, taking actions according to the message of the word.

In short, vocabulary is a language component and it is impossible for EFL learners to master the English language without having a good command of vocabulary. Vocabulary is a set of words taught in a foreign language used to express ideas (Ronald Carter, 1998). Vocabulary is a tool used to exchange ideas. A person uses more vocabulary; the more ideas will be mastered so they can communicate their ideas well and effectively. In summary, it can be concluded that vocabulary holds paramount importance as a fundamental element for students to attain proficiency in all four language skills.

In essence, vocabulary emerges as a crucial linguistic component in the process of learning English. It is supported by Ur (1996, p.60) that “vocabulary is one of the essential things to be taught in learning a foreign language because it will be impossible to speak up without a variety of words”. The skills to learn a language writing, reading, listening and speaking are highly depended on the vocabulary ruling. Moreover, it is strengthened by Madsen (1983) that mastering vocabulary is the primary thing that every student should acquire in learning English.

2. Types of Vocabulary

Thornbury (2002) explains that there are at least six types of vocabulary:

a. Word classes

Word Class is a language or word usage related to morphology. Word Class is defined in grammatical terms as a set of words that exhibit the same syntactic properties (Gärdenfors, 2014). For the purpose of grammatical description, there are eight classes of words (or parts of speech) namely nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjection (Haspelmath, 2001).

Nouns are grammatically distinct word classes that denote persons or concrete objects, and function as subject or object in clause structure (Payne et al, 1988). Frank (1972) said that the noun is the most important part of speech. Its arrangement with the verb helps to form the sentence core, which is essential to every complete sentence. The noun is the most important part of the word type because its existence in a sentence as a subject combined with a verb as a predicate determines the formation of a core sentence in a language construction.

Verb is a word that shows the activity (action) carried out by the subject or the subject's state (state of being). Verbs in definitions serve to express states, conditions, actions, or executed processes, mainly representing activity or relation concepts (Ndi-Kimbi, 1995). Also, Frank (1972) defines a verb as “the most complex part of speech. Its varying arrangements with nouns determine the different kinds of

sentences-statements, questions, commands, exclamations”. In English, verbs change according to the tense used. The conjugation of the verb follows the tense used. Verbs are divided into regular verbs and irregular verbs (Hoon, 2009).

Adjectives are words that used to describe nouns (Richards, 2001). This is in accordance with the definition of Frank (1972) which states that “the adjective is the modifier that has the grammatical property of comparison”. This characteristic is frequently recognized through distinctive derivational endings or specific adverbial modifiers that precede it. While its most common placement is before the noun it modifies, it is also found in various other positions within a sentence. Adjectives show the characteristics possessed by the noun being described. Adjectives are placed in front of the noun being described. This is different from the construction in Indonesian which places the adjective after the noun being explained.

Pronouns, According to Eka, (2008), are seen as grammatical items of the closed system which may function in place of nouns and noun phrases. “Pronouns make up a small class of words of very high frequency. The traditional definition of pronoun as a word that takes the place of noun is applicable to some types of pronouns but not to others” (Frank, 1972). English uses pronouns that differentiate between women and men so that for subjects in the third person female, they are she and he if they are male.

Adverbs are words that are used to describe verbs or adjectives. An adverb is a lexical word that may be used as a modifier of a non-nominal head (Hengeveld, 2020). Frank (1972) explained:

“It has been customary to include the most disparate elements among the adverbs, frequently those that cannot be put into any other part-of-speech classification. Adverbs range in meaning from words having a strong lexical content to those that are used only for emphasis. They range in function from close to loose modifier of the verb”.

Adverbs can be formed from adjectives by adding *-ly* so that the word *loud* becomes *loudly*.

Prepositions are words used with nouns in phrases providing information about time, place and other connections involving actions and things (Yule, 2006). According to Frank (1972) “The preposition is classified as a part of speech in traditional grammar. However, prepositions as well as conjunctions differ from other parts of speech in that (1) each is composed of a small class of words that have no formal characteristic endings; (2) each signals a syntactic structure that functions as one of the other parts of speech” . These prepositions or prepositions can also be attached to verbs so that they can form two-word verbs as in *turn off* verbs. Prepositions that are commonly used to indicate the location of an object are *on*, *in*, *at*, *before*, *behind*, *beside*, *among*, *in front of*, and *under*.

Conjunctions are words that are used to join two things in the form of nouns, phrases or sentences. Like Unubi (2016) stated, conjunctions are semantic connection between two clauses. “Like prepositions, the conjunctions are members of a small class that has no characteristic form. They function chiefly as non-movable structured words that join such units as parts of speech, phrases or clauses” (Frank, 1972). Conjunctions are divided into two groups, namely coordinating conjunctions and subordinate conjunctions (Raimes, 1992). Coordinate conjunctions include and, or, and but. While the subordinate conjunction includes; before, until, after, since, because, because of, moreover, nevertheless, in addition, and on the contrary.

Interjection is a word used to show the speaker's surprise. Like Ameka (2006) claims that interjections are words which conventionally constitute utterances by themselves and express a speaker's current mental state or reaction or attitude towards an element in the linguistic or extra-linguistic context. Interjections can be utterances such as 'oh my God', phew, Oops, My oh my, and the like.

b. Word Families

Word families are words that describe an affix. A word family, according to Bauer & Nation (2020), consists of a base word and all its derived and inflected forms that can be understood by a learner without having to learn each form separately. For example, the word is used to make a sentence in the following words. Example:

- 1) play - plays - played: inflected
- 2) play - replay – playful: derivatives

c. Word Formation

According to Trask (1997), word formation process is a way to construct new words from existing materials. Bauer (1983) stated that word formation process will be productive if it is appropriate to use in the production of new materials. Word formation is a type of word formation in English, and these words are compound, blending clipping, and conversion words (Harley, 2006).

- 1) Compound: typewriter, content writer, scriptwriter, etc.
- 2) Blending: information and entertainment = infotainment
- 3) Conversion: I always google the information I need *when I do my task*.

d. Multi-word Units

A multi-word unit is a type of English vocabulary with the form of a verb phrase or an idiom. Multi-word Unit (MWU) is used as a superordinate term for the more specific types described below: idioms, formulae, and so on (Gries, 2022). An example is; look after, look for, throw away, put on, put off, etc. Even so, a reader cannot interpret the word as different from one word because the word above has one meaning.

e. Collocations

Collocation is a type of English vocabulary defined as two or

more words that always have the same meaning or are bound together. Matthews (2003: 530) stated it as a relation within a syntactic unit, that exists between specific lexical parts. So when using this word, it cannot separate it. Example: this week, once more, once again, as well.

f. Homonyms

Homonyms are words that have different letters but the same pronunciation. It is as a term used in semantics for lexical items that are identical in spelling and pronunciation but have different meanings. One of the examples of homonyms are *lie* as in *you have to lie down* and *lie* in *Don't lie, tell the truth.* (Altai, 2010)

3. Factor to mastering vocabulary

Fidyati (2018) summarizes some of the basic factors that seem to be hindering students from mastering vocabulary:

- a. Lack of reading, students' willingness to read is still lacking even though many articles suggest that to master vocabulary, you have to read a lot.
- b. Being passive without special time to repeat new vocabularies.

Learning a language is learning a skill that must be actively practiced in writing and speaking. Active vocabulary management can be done by memorizing newly heard words and looking up their meanings in the dictionary. Active practicing also means setting aside a specific time, such as every hour of the day, to practice. In addition, repeating English vocabulary and sentences

can improve pronunciation and improve English proficiency.

- c. Dependence on online and offline translator media, a large number of English dictionaries are currently available in offline or online versions. On the plus side, it helps students to learn new vocabulary easily. Moreover, the negative side of this can hinder students from learning even to the point of being lazy to study.
- d. Less of personal effective way of learning, a certain method may be suitable for one student, but not necessarily suitable for other students. This shows that everyone has his or her own way of learning. Like finding ways to memorize vocabulary depending on how they study, either alone or in a group. Some write vocabulary in one day, find certain games like puzzles, anagrams, scrabble, scrambled words, boggles and many other effective ways to master vocabulary.

4. Motivate students to master vocabulary

Richard and Renandya (2002) mention three ways that teachers can do to motivate students to master vocabulary, namely:

- a. Prioritize active words, active and passive vocabulary has been introduced. This technique shows that it is necessary to choose which vocabulary will be prioritized according to the teaching context. For example, an elementary school class can be taught active vocabulary by creating some vocabulary items to be learned. However, the active and passive vocabulary of advanced students

must be adapted to their needs or field of study.

- b. Interact with word. Associating vocabulary with something that is easy to remember and hard to forget is one way to interact with words. Other forms of interaction can be implemented by looking up synonyms or antonyms, changing the speech part of a noun into an adjective or a verb, etc. Because the more vocabulary that can be associated in students' minds, the longer these words last and are remembered.
- c. Search technique, this technique places more emphasis on students' own efforts to find meaning and other rules, such as why and how vocabulary is used. Teachers may assume that students already have sufficient vocabulary, so that vocabulary learning occurs not by introducing new vocabulary, but by providing new material and asking students to interpret the new vocabulary by using it to combine it with existing knowledge.

B. Reading

1. The Definition of Reading

Ediger (2001) considered reading as a complex process which involves a sequence of written symbols that need to be understood to get the meaning of the text. Reading as a visual process is translating a written symbol into sound. Reading includes word recognition, literal understanding, interpretation, critical reading, and creative reading as a thought process. Reading as a linguistic process, the reader's schematic

helps him build meaning, while phonological, semantic, and syntactic features help him communicate and interpret messages in reading. The metacognitive process involves planning, correcting a strategy, monitoring, and devaluing. Readers at this stage identify reading tasks to form appropriate reading strategies, monitor their understanding, and assess the results. The definition explains if reading requires many aspects of reading readiness, such as visual activity, thinking, psycholinguistics, and metacognitive.

Reading is an important skill for English learners and to ensure success in learning is mastering reading. With strengthened reading skills, English learners tend to make greater progress in other areas of language learning (Anderson, 2003, p.23).

Grabe & Stoller (2002) said there are seven reading purposes, namely reading to find simple information, to skim quickly, learning from texts, getting information integration, to find information needed for writing, to criticize texts and to achieve general understanding.

Statement above is also supported by Patel and Jain (2008) that state “reading means to understand the meaning of printed words i.e. written symbols”. It is important for us to improve, broaden and deepen the process of recognizing and understanding the written symbols of our language. Not only that, reading also provides pleasure and satisfaction for readers. Reading also doesn't have to be done just like that when we want to learn because reading can also be done when we are relaxed.

Based on some of the opinions above, it can be concluded that

reading is the process of understanding and reconstructing the meaning contained in reading material. Reading can also be a hobby for some people, because reading is a complex thing that requires a person to be able to decipher the reading code and the meaning contained in the reading so that the purpose of reading, namely knowing the meaning of the reading, can be achieved.

2. Types of Reading Technique

a. Technique Scanning

The first speed-reading technique is scanning. According to Day and Bamford (1998), they stated that scanning is the process of investigating, or checking by systematic search. In search and rescue operations, the scanner or observer visually searches the search area for distress signals or accident indications by using a systematic eye movement pattern. Scanning can be interpreted as an activity to read information from a reading by jumping up and down by involving imagination and association. The purpose of reading with scanning techniques according to Haryadi (2007) is to know the reading topic, know opinions, and know the important parts of the reading organization, refreshment, and general impression. With the same grace period, the reader will eventually get the gist of more reading.

b. Technique Skimming

Skimming, as described by Liao (2011), involves rapidly scanning a passage to grasp its main ideas without focusing on intricate

details. Nuttall (1996) similarly defines skimming as quickly glancing through a text to ascertain its essence or central message without delving deeply into specifics. The skimming reading technique can be understood as an outline reading activity to get a general idea of the book's contents. Skimming is usually done when looking for something specific in the text. The way to skimming is to read the chapter titles, sub-chapters, and the first few paragraphs per chapter. If the reading material contains a conclusion in each chapter, the reader can read the summary earlier. Skimming can help the students to find the keywords that permit them to infer the general sense of text to interpret text faster and advance the reading process (Aritonang, 2018). Readers can be said to be successful in skimming if they can get the main idea and a general idea of the discussion in the entire book. According to Maxwell cited in Diaz, S & Laguado, J, (2013) skimming as getting the main idea or gist of a selection quickly in a written text where the student develops powers of inference through systematic practice which encourages them to anticipate of a text.

c. Technique Previewing

Previewing is a reading technique to get an overview of the reading material. Swaffar (1991) suggests that previewing involves students creating hypotheses about a text by using contextual clues, headings, and visuals. This encourages them to draw inferences before reading, using information such as titles, images, and introductory

content to anticipate and predict the text's content and meaning. The way to get an overview using this technique is that the reader can read a book that has just been published. The previewing technique can be used to get various information about the title of the book, the author of the book, interpretation, and reading to predictions related to reading material. According to Mikulecky and Jeffries (2004), there are several aims of previewing, the first one is to find out what you are going to be reading before you actually read, the second is get a general sense of what a passage, article, or book is about and the last is to get some idea of what the text are about. Some of the internal parts that can be found with this technique include a year of publication, number of pages, introduction, number of chapters, table of contents, conclusion, appendix, index, bibliography, tables, graphs, and charts.

To improve reading skills can be done like: (1) fully concentrate on reading; (2) when reading, bring writing materials to make small notes or summaries; (3) read in a planned, orderly and systematic manner; (4) good attitude when reading, with a distance of 25-30 cm; (5) maintaining physical and mental health (6) diligently utilizing library services, and diligently reading every day; and (7) avoiding things that slow down the reading process, such as reading aloud, reading word for word and others.

3. Reading Comprehension

The process of comprehension is complex and involves multiple

components, with interactions occurring between the reader and the text. According to Jannette (2007, p.2), reading comprehension is defined as the construction of meaning through the coordination of various intricate processes, encompassing not only individual word understanding but also the integration of words within a sentence. Hamra (2010) adds that comprehension entails decoding or attributing meaning to the symbols comprising words, emphasizing the necessity for interpretation and cognitive engagement in reading. The primary objective of reading is to grasp meaning, relying on the reader's ability to discern individual word meanings and interpret them within the given context.

Richard (1997) highlights that reading comprehension entails perceiving a written text to comprehend its content, whether explicitly stated or implied, emphasizing the active interaction between the reader and the text in generating an understanding of the writer's message.

Based on the aforementioned comprehension, the conclusion can be drawn that reading comprehension is a skill or capability related to grasping the meaning of written material. Successful comprehension occurs when a reader effectively extracts valuable information from a text and assimilates it into a new understanding of their own.

Hafni and Tollefson (in Sudiana, 2007), refers to Barrett's taxonomy, the level of reading comprehension can be divided into five levels, namely as follows.

a. Literal Understanding

Literal comprehension refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations

Literal understanding is the ability to capture information explicitly stated in the text. Literal understanding can be divided into two, namely the ability to recognize and recall information stated explicitly in the text. The ability to recognize again (recognition) is the ability to identify or show information that is stated explicitly in the text. This ability includes several things, namely recognizing details, main ideas, sequences, comparisons, causal relationships, and character traits that are stated explicitly in the text. Furthermore, the ability to recall is the ability to recall information stated explicitly in the text. This ability includes: recalling details, main ideas, sequences, comparisons, causal relationships, and character traits stated explicitly in the text.

b. Understanding reorganize

Understanding reorganization (reorganization) is the ability to analyze, synthesize, or organize information that is stated explicitly in the text. This ability includes the ability to classify, stretch, summarize, and synthesize. The ability to classify is the ability to enter objects into a category. The ability to stretch (make outlines) is the ability to reorganize a text into a draft by using direct questions in the text or

statements that have been paraphrased. The ability to summarize is the ability to summarize the text by using direct sentences or paraphrased sentences in the text. The ability to synthesize is the ability to combine or combine information that is stated explicitly in the text.

c. Inferential Understanding

Inferential understanding refers to the capacity to grasp information that is conveyed indirectly within the text. It involves comprehending not only what is explicitly stated but also discerning implications and inferences derived from that information. This type of understanding requires the reader to amalgamate explicit textual information with their background knowledge and personal experiences to formulate conjectures or hypotheses. In essence, inferential understanding involves reading between the lines and extrapolating meaning that may not be overtly expressed in the text.

d. Understanding Evaluation

Evaluative understanding is the ability to evaluate text material. Evaluative understanding is found in critical reading activities. The reader's understanding is at this level when the reader is able to compare the ideas found in the text with certain norms and draw conclusions related to the text. Evaluation comprehension is basically the same as critical reading comprehension. Critical understanding depends on literal understanding, interpretive understanding, and understanding the important ideas that are implied. Thus, evaluative

reading (critical reading) is a reading activity that aims to understand the contents of the reading. The reader does not only interpret the author's intent, but also evaluates what the author conveys.

e. Understanding Appreciation

Understanding appreciation is an understanding to express emotional and aesthetic responses to texts that are in accordance with personal standards and professional standards regarding literary forms, styles, types, and literary theories. Appreciative understanding involves all cognitive dimensions involved in previous levels of understanding. In understanding appreciation, readers are also required to use imagination to obtain new images beyond what the author presents. This means that readers are required to respond creatively to the text.

Alan Davies and Widdowson (1974) state that indicators for measuring reading comprehension ability consist of: (1) direct reference, which is detailed in the ability to understand the meaning of words, terms, expressions, the ability to capture information in sentences, and the ability to explain terms; (2) inference, which is detailed in the ability to find the nature of the relationship of an idea and the ability to grasp the contents of the reading, both explicit and implied; (3) guesswork, which is detailed in the ability to guess the message contained in the reading and the ability to relate the text to the communication situation; and (4) assessment, which is detailed in the ability to evaluate text content, the ability to assess the accuracy of

reading organization, and the ability to assess the accuracy of informal disclosures.

Based on some of the understandings and explanations of the theoretical concepts above, the essence of reading comprehension ability can be concluded as a reader's ability to understand written language symbols or symbols, either explicitly or implicitly by utilizing all of his cognitive or mental functions. Reading comprehension activities involve mental processes (thinking), such as judgment, reasoning, judgment, delusion, and problem solving. In reading comprehension activities, the reader will involve himself actively in the reading, process visual and nonvisual information, and reconstruct the explicit and implied contents of what is contained in the reading. Reading comprehension involves several abilities, such as linguistic, psychological, and perceptual abilities.

Students' reading comprehension skills are said to be good or not can be determined through their dexterity in: (a) remembering and recognizing what is written in the reading text, (b) understanding information stated explicitly (explicit) in reading, (c) understanding information contained stated implicitly (implicitly), (d) making conclusions based on the reading material, (e) analyzing some of the information obtained from the reading material, (f) organizing the information obtained from the reading material, (g) assessing the reading material that has been read, (h) appreciate the reading material

that has been read.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employs quantitative approach with correlational design to measure the level of students' vocabulary mastery and their reading comprehension skills. (Creswell, 2012, p.338) defines a correlation as a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. There are two variables studied in this research, namely the student's vocabulary mastery variable (X) and the variable reading comprehension (Y).

B. Research Location and Participant

1. Location

This research is conducted at SMPN 8 Banda Aceh, on Jalan Hamzah Fansuri, Kopelma Darussalam, Banda Aceh.

2. Population

The population of this study is the third grade of junior high school 8 students. Six classes are taken as the population in this study; VII-1, VII-2, VII-3, VII-4, VII-5, and VII-6.

3. Sample

Sample, according to Creswell (2012, p.142) is a population subgroup that is considered eligible to represent the population by voting

in some ways. So that population is a subject that has qualities and characteristics applied by researcher to be studied and withdrawn in conclusion. In this study, random sampling is used. Using a randomized system where each class has the opportunity to be researched. Therefore, this study will choose one class randomly using the lottery technique by rolling a piece of paper to get the class that will be sampled.

Regarding the number of participant, Creswell (2012) explained that there should be at least 30 participants in correlation method to establish relationship. Frankeal et al. (2012, p.339) also stated that the minimum acceptable for correlation study is 30. In this research, the researcher randomly selected 32 students from the population. It is emphasized that this sample size meets the minimum participant requirement for a correlation study.

C. Instrument

This study presents two instruments: the first is a vocabulary test. There are 20 multiple-choice questions on this test with four options, namely A, B, C, and D. The test focuses on questions about verbs and adjectives and the test is taken from the exercises, which is made by the researcher with the guidance of the supervisor. The second is a reading comprehension test. As in the previous test, the researcher will also use multiple choices as a test, the students are asked to take reading test it consist of 20 items. The reading comprehension test is a standardized test taken from the exercises to reading

comprehension that compiled from many sources. Each correct answer is valued with the score of 5 and 0 for each wrong answer.

D. The Procedure for Collecting Data

To collect data, the researcher carried out several procedures in this study, namely:

1. In creating research instrument, the researcher found and learn previous study as a basics and reference.
2. Start making questions along with alternative answers to make it easier for students to answer the questions posed to test students' ability to master vocabulary, and reading comprehension.
3. After completing the research instrument, the researcher will meet a supervisor to consult about my research instrument and get guidance. the researcher made improvements and fulfilled the suggestions given by the supervisor.
4. Data collection is carried out in the classroom at the school where the research will be carried out and students as participants
5. The researcher gave a test in the form of a vocabulary test and reading comprehension test, than explains the test given and the purpose of the test being held. The time to answer the entire question is 80 minute.

E. Method of Data Analysis

For the method of data analysis, the researcher applied a quantitative analysis. According to Juliansyah Noor (2011, p.38), “quantitative research is a method for testing certain theories by examining the relationships between variables”. These variables are measured using research instruments so that data consisting of numbers are analyzed based on statistical procedures.

1. Vocabulary Test and Reading Comprehension Test

The formula to get the score from the vocabulary test and reading comprehension test :

$$\bar{X} = \frac{\sum X}{n}$$

$\sum x$ = Total of students' score

n = Total of students

Table 3.1
Classification for students' score based on Arikunto (2013) below:

NO	Score	Category
1	80-100	Very Good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

2. The validity and reability item test

Table 3.2
Validity test

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Vocabulary	48.92	481.210	.811	.
Reading	69.79	416.259	.811	.

The validity test results in the table above are assessed from the calculated r value which must be greater than the r table value of 32 respondents. If you look at the attached r table for 32 respondents it is = 0.349. Vocabulary and reading items both obtained Corrected Item-Total Correlation / r -count $>$ 0.349, which means that both items are valid / passed the validity test.

Table 3.3
Reability test

Reliability Statistics

Cronbach's Alpha	N of Items
.894	2

The reliability test is assessed from the Cronbach's alpha value which must be greater than the minimum value of 0.70. Based on the table above, the Cronbach's alpha value is 0.894, which means it is greater than 0.70. So it can be concluded that the two indicators/items (vocabulary and reading) are reliable or consistent.

3. The data analysis technique used in this research is Pearson's product-moment using the formula:

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

r : Correlation coefficient of variable X and Y

$\sum xy$: The sum of the products of X and Y scores for each students

$\sum X$: The sum of X scores

$\sum Y$: The sum of Y scores

$\sum X^2$: The Sum of square of students' mastery in vocabulary score

$\sum Y^2$: The sum of square of student's ability in reading comprehension score

$(\sum X)^2$: The sum of the squared X scores

$(\sum Y)^2$: The sum of the squared X scores

N : The total of respondents

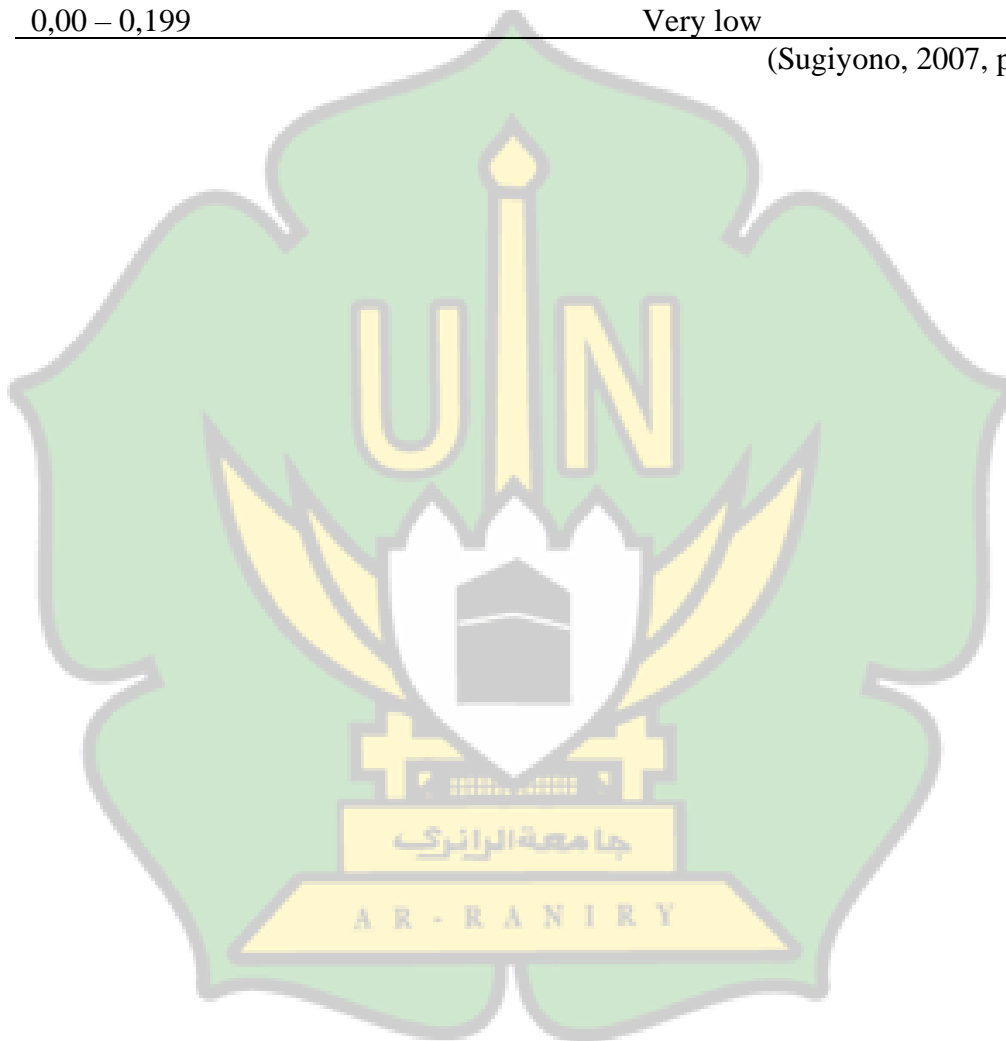
(Sugiyono, 2007, p.231)

After the calculation per question item using the product moment correlation formula is obtained, the correlation number obtained must be compared with the critical number of the correlation table for the value of r . The r_{xy} value indicates the correlation index between the two variables being correlated. Whether there is a correlation, indicated by the numbers contained in the calculation results. The desired number is a number from 0 to 1, the closer to 1 the instrument used is more valid. If the number is too small after the decimal point, it is considered that there is no correlation, so the instrument used is invalid.

Table 3.4
Interpretation of correlation coefficient Value of r

Coefficient interval	Relationship level
0,80 – 1,000	Very strong
0,60 – 0,799	Strong
0,40 – 0,599	Strong enough
0,20 – 0,399	Low
0,00 – 0,199	Very low

(Sugiyono, 2007, p.231)



CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

After the calculation per question item using the product moment correlation formula is obtained, the correlation number obtained must be compared with the critical number of the correlation table for the value of r . The r_{xy} value indicates the correlation index between the two variables being correlated.

1. Student's Vocabulary Mastery at SMP 8 Banda Aceh

Table 4.1
Student Scores on Vocabulary Tests

No	Name Student	Score
1	AA	60
2	ARIP	75
3	APSP	85
4	A	35
5	AM	55
6	AF	60
7	ADR	100
8	AS	80
9	CMLT	50
10	FAAF	95
11	GN	80
12	HK	85
13	IA	100
14	IR	100
15	MR	50
16	MJ	95
17	MF	50
18	MN	80
19	NF	90
20	NA	80
21	PVA	85
22	QA	70

No	Name Student	Score
23	QT	95
24	RAF	65
25	RZ	80
26	RASB	75
27	RR	70
28	S	40
29	SHAM	80
30	SMA	90
31	TMR	40
32	ZR	55
Total		2350

From the data above, the researcher calculated the average score of the students' vocabulary tests. The researcher applied the formula as previously stated, namely the average score in the vocabulary test was as follows:

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{2365}{32} = 73$$

Based on the students' vocabulary scores in table 3 above, the researchers made a classification of students' achievement scores in the vocabulary test as below:

Table 4.2
Percentage of Student Achievement in the Vocabulary Test

Category	Range	Frequent cy	P percentage
Very good	80-100	17	53%
Good	66-79	4	13%
Enough	56-65	3	9%
Less	40-55	7	22%
Fail	30-39	1	3%
Total		32	100%

From the classification in table 4.2 above, 17 students got a score above the average score and 15 students got a score below the average score. This means that student achievement in the vocabulary test is classified as

very good.

2. Student's Reading Comprehension at SMP 8 Banda Aceh

Table 4.3
Reading Comprehension Test

No	Name Student	Score
1	AA	30
2	ARIP	75
3	APSP	65
4	A	35
5	AM	35
6	AF	40
7	ADR	90
8	AS	70
9	CMLT	30
10	FAAF	70
11	GN	55
12	HK	70
13	IA	70
14	IR	90
15	MR	35
16	MJ	65
17	MF	55
18	MN	50
19	NF	60
20	NA	85
21	PVA <small>جامعة الرانيري</small>	65
22	QA	64
23	QTR - RANIRY	70
24	RAF	30
25	RZ	50
26	RASB	75
27	RR	35
28	S	30
29	SHAM	60
30	SMA	65
31	TMR	30
32	ZR	35
Total		1784

Based on the student scores in table 4.3 of the reading comprehension

test above, the researcher calculated the average score of the students on the reading comprehension test. The researcher applied the formula as previously stated, namely the average score in the reading comprehension test was as follows:

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{1719}{32} = 54$$

Based on the students' reading comprehension scores in table 4.3 above, the researcher made a classification of students' achievement scores in the reading comprehension test as below:

Table 4.4
Percentage of Student Achievement in the Vocabulary Test

Category	Range	Frequency	P percentage
Very good	80-100	3	9%
Good	66-79	7	22%
Enough	56-65	7	22%
Less	40-55	5	16%
Fail	30-39	10	31%
Total		32	100%

Based on the results of students' scores in the reading comprehension test, the researcher made a classification of student achievement in the reading test in table 4.4 above, namely, 3 students scored above the average score and 29 students scored below the average score. This means that student achievement in the reading test is classified as very poor.

3. Correlation Between the Student's Vocabulary Mastery and Reading Comprehension

As previously mentioned, this data was obtained from students' scores

on vocabulary and reading comprehension tests. Researcher analyzed these scores using the Pearson product moment correlation formula to determine the correlation between achievement in vocabulary and reading comprehension in students. The results are as follows:

Table 4.5
Vocabulary Mastery and Reading Comprehension Scores

NO.	NAME	X	Y	X ²	Y ²	XY
1	AA	60	30	3600	900	1800
2	ARIP	75	75	5625	5625	5625
3	APSP	85	65	7225	4225	5525
4	A	35	35	1225	1225	1225
5	AM	55	35	3025	1225	1925
6	AF	60	40	3600	1600	2400
7	ADR	100	90	10000	8100	9000
8	AS	80	70	6400	4900	5600
9	CMLT	50	30	2500	900	1500
10	FAAF	95	70	9025	4900	6650
11	GN	80	55	6400	3025	4400
12	HK	85	70	7225	4900	5950
13	IA	100	70	10000	4900	7000
14	IR	100	90	10000	8100	9000
15	MR	50	35	2500	1225	1750
16	MJ	95	65	9025	4225	6175
17	MF	50	55	2500	3025	2750
18	MN	80	50	6400	2500	4000
19	NF	90	60	8100	3600	5400
20	NA	80	85	6400	7225	6800
21	PVA	85	65	7225	4225	5525
22	QA	70	64	4900	4096	4480
23	QT	95	70	9025	4900	6650
24	RAF	65	30	4225	900	1950
25	RZ	80	50	6400	2500	4000
26	RASB	75	75	5625	5625	5625
27	RR	70	35	4900	1225	2450
28	S	40	30	1600	900	1200
29	SHAM	80	60	6400	3600	4800
30	SMA	90	65	8100	4225	5850
31	TMR	40	30	1600	900	1200
32	ZR	55	35	3025	1225	1925
	TOTAL	2350	1784	183800	110646	140130

$$N = 32$$

$$\sum X = 2350$$

$$\sum X^2 = 183800$$

$$\sum Y = 1784$$

$$\sum Y^2 = 110646$$

$$\sum XY = 140130$$

Then the researcher put the test results into a formula to measure the correlation of the two variables using the *Pearson Product Moment Correlation formula*. This can be seen as follows:

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

$$r_{xy} = \frac{32 \times 140130 - (2350)(1784)}{\sqrt{[32 \times 183800 - (2350)^2][32 \times 110646 - (1784)^2]}}$$

$$r_{xy} = \frac{4484160 - 4192400}{\sqrt{[5881600 - 5522500][3540672 - 3182656]}}$$

$$r_{xy} = \frac{291760}{\sqrt{[359100][358016]}}$$

$$r_{xy} = \frac{291760}{[599.2495][598.3444]}$$

$$r_{xy} = \frac{291760}{358557.5904}$$

$$r_{xy} = 0.81370471 \text{ (take only the 3 digits after the comma and round to } \mathbf{0.814})$$

Based on the calculation above formula, it is shown that there is a correlation between achievement in vocabulary and reading comprehension for class VII SMPN 8 students who get a score of 0.814.

After finding a correlation between the two variables of **0.814**, use the 5% level (0.05) on the critical value of the Pearson Correlation Coefficient to find out the rtable value to determine the degrees of freedom (*df*), by

calculating it as follows:

$$df = N - 2$$

$$df = 32 - 2$$

$$df = 30$$

Table 4.6
Table of r Product Moment Values

N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5%	10%		5%	10%		5%	10%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

So, r_{table} value at a significance level of 0.05 = 0.361 and degrees of

freedom (df) = 30 is 0.814. can be seen from the results of the comparison of r_{count} and r_{table} . If $r_{count} > r_{table}$ then there is a correlation between variables. In the results of this research, there was a calculated r value of 0.814 and a significance level of 5% was obtained at 0.361. Based on these results it can be said that $0.814 > 0.361$, so there is a correlation between variables X and Y at a strong level.

Apart from that, to get an accurate result, researcher also implements the *IBM SPSS Statistics Version-26* program to determine the correlation between students' vocabulary mastery and language comprehension. The results can be shown below:

Table 4.7
Correlation

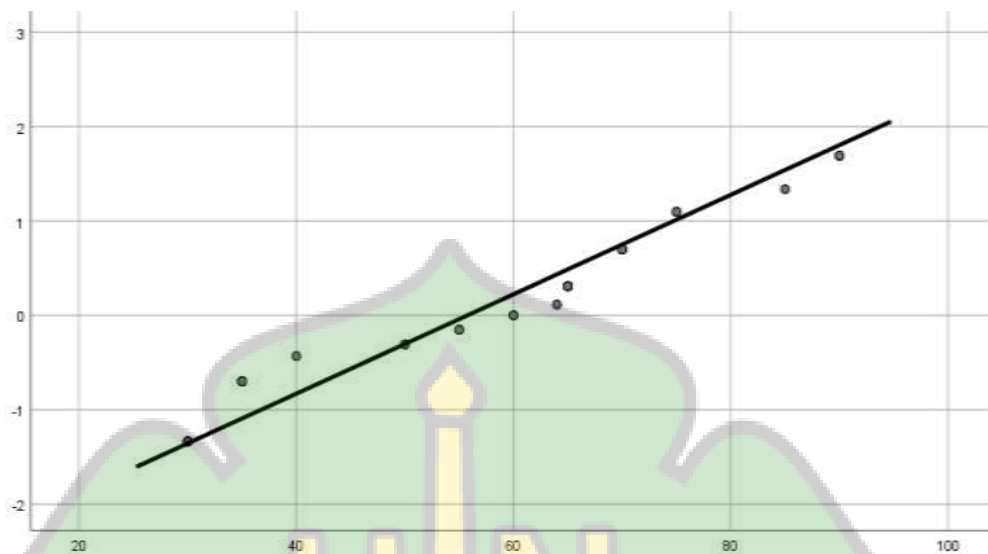
		Correlation	
		Vocabulary	Reading
Vocabulary	Pearson Correlation	1	,814**
	Sig. (2-tailed)		,000
	N	32	32
Reading	Pearson Correlation	,814**	1
	Sig. (2-tailed)	,000	
	N	32	32

**Correlation is significant at the 0,01 level (2-tailed)

Table 4.8
Correlation between Vocabulary Mastery and Reading Comprehension

	Case Processing Summary					
	Included		Cases Excluded		Total	
	N	Percent	N	Percent	N	Percent
Vocabulary*	32	100.0%	0	0.0%	32	100.0%
Reading						

Normal Q-Q Plot of Reading



Observed Value

Diagram 4.1
Scatter Diagram

Based on the results of the *SPSS Statistics Program Version-26* above, it is known that N or the amount of research data is 32, then the sig value. (2-tailed) is 0.00, which means the significance result is <0.05 , so H_0 is rejected and H_a is accepted. Furthermore, it is known that calculating the hypothesis using product moment correlation obtained a correlation coefficient value of 0.814 with $p = 0.000$ ($p < 0.05$). This shows that there is a positive relationship between vocabulary mastery and students' reading ability, which has a fairly strong relationship.

B. Discussion

Researchers use tests as instruments in collecting data. Researchers collected data by giving students multiple choice vocabulary tests and reading comprehension questions. Researchers intend to find out the relationship between vocabulary mastery and reading comprehension from the test results.

1. Student's Vocabulary Mastery and Reading Comprehension in Learning English at SMP 8 Banda Aceh

Based on the results of the vocabulary test, researcher found 53% of all students got a score of 80-100. From the results of the vocabulary test, students' mastery of vocabulary was classified as very good. Meanwhile, based on reading tests, researcher found that 9% of students scored 80-100. From the results of the reading test, students' reading comprehension was classified as very poor. Then it was found that the data had a positive value, which means in one direction, meaning that if vocabulary mastery increases, initial reading ability also increases and conversely, if vocabulary mastery decreases, initial reading ability also decreases.

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

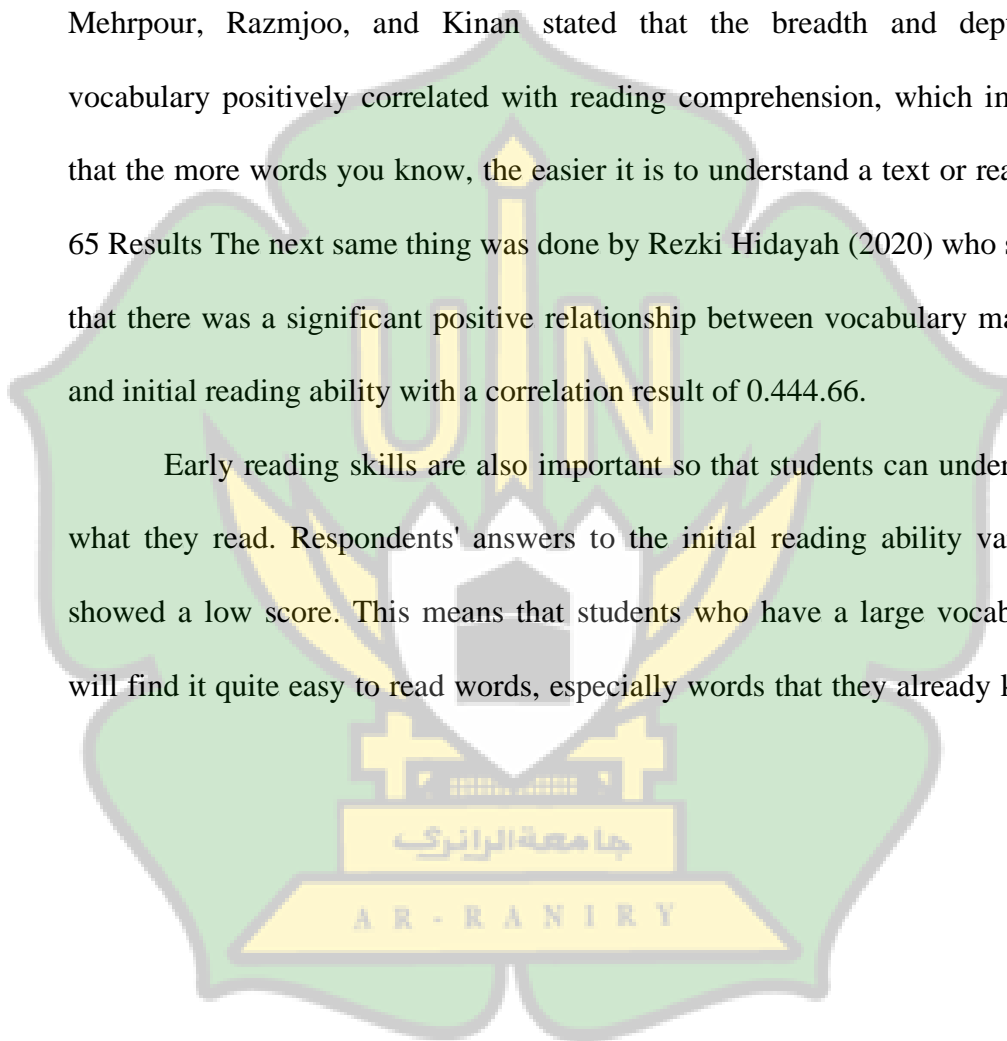
In line with the data shown previously, researchers found that reading comprehension is also an important part of learning English. Thinker (1975;5) states that reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas. Therefore, through reading, students try to develop their understanding of the words that occur in the text. Lems, Miller, and Soro (2010:170) stated that reading comprehension ability was the ability to construct meaning from a given written text.

2. Correlation Between the Student's Vocabulary Mastery and Reading Comprehension

Based on calculations using the *Pearson Product Moment Correlation formula*, the correlation between vocabulary mastery and reading comprehension, $r_{calculated}$ is 0.814. Meanwhile, the value of $r_{in\ the\ table}$ is at a significant level of 0.05 and the degree of freedom (df) = 30 is 0.361. From these results, $r_{calculated}$ is greater than r_{table} which means positive correlation between vocabulary mastery and reading comprehension. Vocabulary has a positive contribution to reading comprehension. The size of the vocabulary determines students' understanding in predicting the meaning of words in reading. This has been proven by research where students who have excellent performance in vocabulary tests also have better comprehension in reading tests. To achieve good understanding in reading, students need a lot of vocabulary to master. A vocabulary is just a list of words.

This is in line with research by Shofi Mahanani, Dewi Rochsantiningsih, A. Handoko Pudjobroto, which states that there is a positive correlation between students who have vocabulary mastery and reading ability, with a correlation result of 0.5377.64 Another study conducted by Mehrpour, Razmjoo, and Kinan stated that the breadth and depth of vocabulary positively correlated with reading comprehension, which implies that the more words you know, the easier it is to understand a text or reading. 65 Results The next same thing was done by Rezki Hidayah (2020) who stated that there was a significant positive relationship between vocabulary mastery and initial reading ability with a correlation result of 0.444.66.

Early reading skills are also important so that students can understand what they read. Respondents' answers to the initial reading ability variable showed a low score. This means that students who have a large vocabulary will find it quite easy to read words, especially words that they already know.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion

The aim of this research is to determine the relationship between students' vocabulary mastery and reading comprehension. So, on the results of study conducted at SMPN 8 Banda Aceh for the 2023/2024 academic year, the problem formulation could be solved.

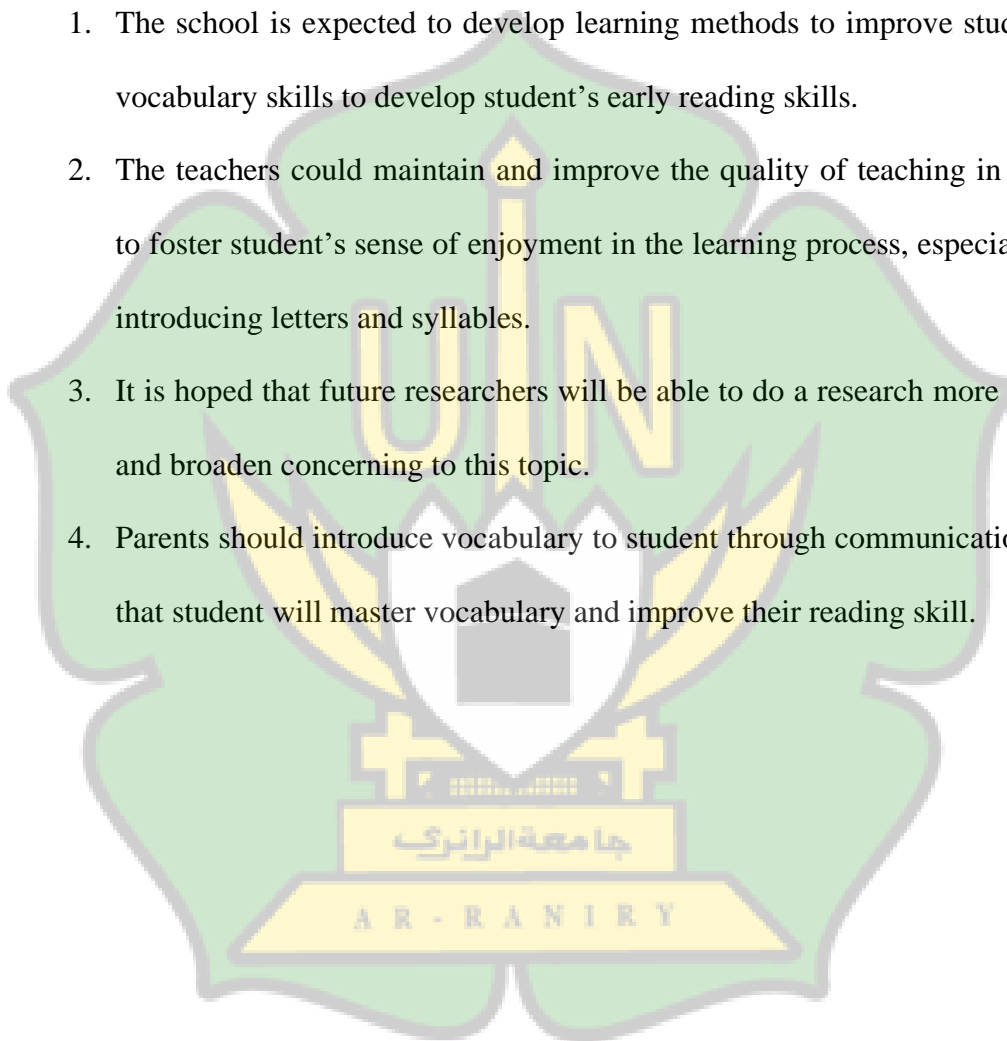
The research result showed that there were 17 students who obtained scores above the average score and 15 students below the average score. This means that student achievement in the vocabulary test is classified as very good. while there were 3 students who got scores above the average score and 29 students below the average score. This means that students achievement in the reading test is classified as very poor.

Those, the results of the correlation test of vocabulary mastery showed the initial reading ability, the r_{count} was 0.814 and the $r_{table\ value}$ was 0.361, which means that $r_{count} > r_{table}$ ($0.697 > 0.226$) with a significance value of 0.05, so in this research the decision is that H_a is accepted and H_o is rejected. which means there is a significant relationship between vocabulary mastery and the reading ability of seventh grade students at SMP Negeri 8 Banda Aceh

B. Suggestion

Based on the research results and conclusions regarding vocabulary mastery and reading ability for class VII students at SMP Negeri 8 Banda Aceh, the researcher provides the following suggestions:

1. The school is expected to develop learning methods to improve student's vocabulary skills to develop student's early reading skills.
2. The teachers could maintain and improve the quality of teaching in order to foster student's sense of enjoyment in the learning process, especially in introducing letters and syllables.
3. It is hoped that future researchers will be able to do a research more detail and broaden concerning to this topic.
4. Parents should introduce vocabulary to student through communication, so that student will master vocabulary and improve their reading skill.



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APPENDIX I
Respondents' Identity

No	Name Student	Gender
1	AA	M
2	ARIP	M
3	APSP	M
4	A	F
5	AM	F
6	AF	M
7	ADR	M
8	AS	F
9	CMLT	F
10	FAAF	M
11	GN	F
12	HK	F
13	IA	F
14	IR	F
15	MR	F
16	MJ	F
17	MF	M
18	MN	M
19	NF	F
20	NA	F
21	PVA	F
22	QA	F
23	QT	F
24	RAF	M
25	RZ	F
26	RASB	M
27	RR	M
28	S	F
29	SHAM	F
30	SMA	F
31	TMR	M
32	ZR	F

APPENDIX II
Preliminary data
(Students's scores of vocabulary mastery test and reading comprehension test)

No.	Name	Gender	Vocabulary Mastery Test	Reading Comprehension Test
1	AA	M	60	30
2	ARIP	M	75	75
3	APSP	M	85	65
4	A	F	35	35
5	AM	F	55	35
6	AF	M	60	40
7	ADR	M	100	90
8	AS	F	80	70
9	CMLT	F	50	30
10	FAAF	M	95	70
11	GN	F	80	55
12	HK	F	85	70
13	IA	F	100	70
14	IR	F	100	90
15	MR	F	50	35
16	MJ	F	95	65
17	MF	M	50	55
18	MN	M	80	50
19	NF	F	90	60
20	NA	F	80	85
21	PVA	F	85	65
22	QA	F	70	64
23	QT	F	95	70
24	RAF	M	65	30
25	RZ	F	80	50
26	RASB	M	75	75
27	RR	M	70	35
28	S	F	40	30
29	SHAM	F	80	60
30	SMA	F	90	65
31	TMR	M	40	30
32	ZR	F	55	35

APPENDIX III
Vocabulary and Reading test item

Name :

Class :

Vocabulary Test

1. When the traffic lights are red, we must
a. Walk b. run c. turn **d. Stop**
2. This month is July. Last month was
a. May **b. June** c. August d. October
3. We aren't going to go to school on
a. Monday b. Tuesday **c. Sunday** d. Wednesday
4. Where can we get vegetables?
a. beach **b. market** c. waterfall d. Factory
5. I have a headache. I am going to
a. watch television b. see my friend c. take a walk **d. see a doctor**
6. Today is Wednesday. Tomorrow is.....?
a. Thursday b. Tuesday c. Monday d. Friday
7. Giveof sugar in my coffee. It is bitter.
a. a handful **b. a spoonful** c. a cup d. a bowl
8. These are modern game, except
a. play station b. Monopoly c. Chess d. hide and seek
9. These are kinds of sports, except
a. running **b. cooking** c. swimming d. foot ball
10. These are good hobbies, except
a. gambling b. cycling c. camping d. swimming
11. The soil is dry. She isplants.
a. transplanting b. cutting c. flowering **d. watering**
12. Joe looks pale because he is
a. fine **b. sick** c. happy d. Angry
13. Marry drinkscoffee every morning.
a. a cup of b. a plate of c. a spoon of d. a bottle of

14. Marry is going to the butcher to buy some
- a. carrots b. sugar **c. meat** d. pencil
15. Sandy celebrated her birthday yesterday. She felt
- a. happy** b. sad c. angry d. Confuse
16. Mr. Michael teaches us English. He is our English
- a. headmaster b. student c. Gardener **d. Teacher**
17. A: Where does Bonita work?
B: In a restaurant.
A: Is she a cashier?
B: No, she is a She serves the customers with the menu.
- a. seller b. waiter **c. waitres** d. Buyer
18. Mrs. Nancy and her family enjoy their dinner in the
- a. living room b. waiting room **c. dinning room** d. bedroom
19. My father's brother is my
- a. uncle** b. aunt c. grandfather d. Nephew
20. It's going to rain, don't forget to bring your
- a. coat **b. umbrella** c. sweater d. Pajama

Reading Comprehension Test.

Tommy and Sarah are best friends who enjoy exploring nature. They decided to go to a forest located outside the city. When they arrived in the forest, they saw many tall and lush trees. They walked along the narrow path and breathed in the fresh air.

Suddenly, they heard a strange sound. They followed the sound and found a bird trapped in a spider's web. Tommy immediately took a pocketknife and cut the net. The bird flew freely and waved its wings in thanks.

After saving the birds, Tommy and Sarah continue their adventure. They found a small river flowing in the middle of the forest. They stopped for a moment to drink water and saw small fish swimming in the river. They love to see the natural beauty around them.

1. Who is the main character in this story?
 - a. Tommy
 - b. Sarah
 - c. Birds
 - d. All answers are correct

2. Why did Tommy and Sarah go to the woods?
 - a. They like to explore nature.
 - b. They want to cut the cobwebs.
 - c. They wanted to drink water from a small stream.
 - d. They want to see small fish swimming.

3. What happened when they reached the forest?
 - a. They saw many trees that were tall and thick.
 - b. They heard a strange sound.
 - c. They found a bird caught in a spider's web.
 - d. All answers are correct.

4. What did Tommy do to save the birds?
 - a. Tommy feeds the birds.
 - b. Tommy calls for help.
 - c. Tommy cuts the spider web.
 - d. Tommy let the birds get trapped.

5. What did they find in the creek?
 - a. Tall and lush trees.
 - b. Cobwebs.
 - c. Small fish swimming.
 - d. Strange sound.

In ancient times, in a small village located on the outskirts of a forest, there lived a boy named Amir. Amir is a smart and brave boy. He often explores the forest around his village in search of rare plants.

One day, Amir hears a story about a magical flower growing in a hidden cave in the forest. The flower is said to have extraordinary healing powers. Amir was very interested in the story and decided to find the magic flower.

Carrying a map given to him by a village elder, Amir enters a dense and dark forest. He walked over the obstacles and passed the fast river. After several hours of searching, Amir found the promised cave.

Inside the cave, there are many towering stalactites and stalagmites. Amir saw the magic flower grow on a big rock. Without hesitation, he picked the flower and placed it in his bag.

6. Who is the main character in this story?
 - a. Village elders
 - b. Amir**
 - c. Another son
 - d. Magic flower

7. Why did Amir go to the forest?
 - a. He likes to explore nature.
 - b. He wants to find a magic flower.**
 - c. He wants to meet the village elder.
 - d. He wants to pick fruits.

8. What does this say about the magic flower?
 - a. The flower grew in a small village.
 - b. The flower grows in a hidden cave in the forest.
 - c. The flower has an extraordinary healing power.
 - d. All answers are correct.**

9. What does Amir do after finding a magical flower?
 - a. She picked the flower and put it in her bag.**
 - b. He called his friend to look at the magic flower.
 - c. He planted the flower in his village garden.
 - d. He brought the flower to the village elder.

10. How was the forest that Amir explored?
 - a. The forest was dense and dark.**
 - b. The forest is located on the outskirts of the village.
 - c. The forest was full of fruit.
 - d. The jungle is dangerous and unexplorable.

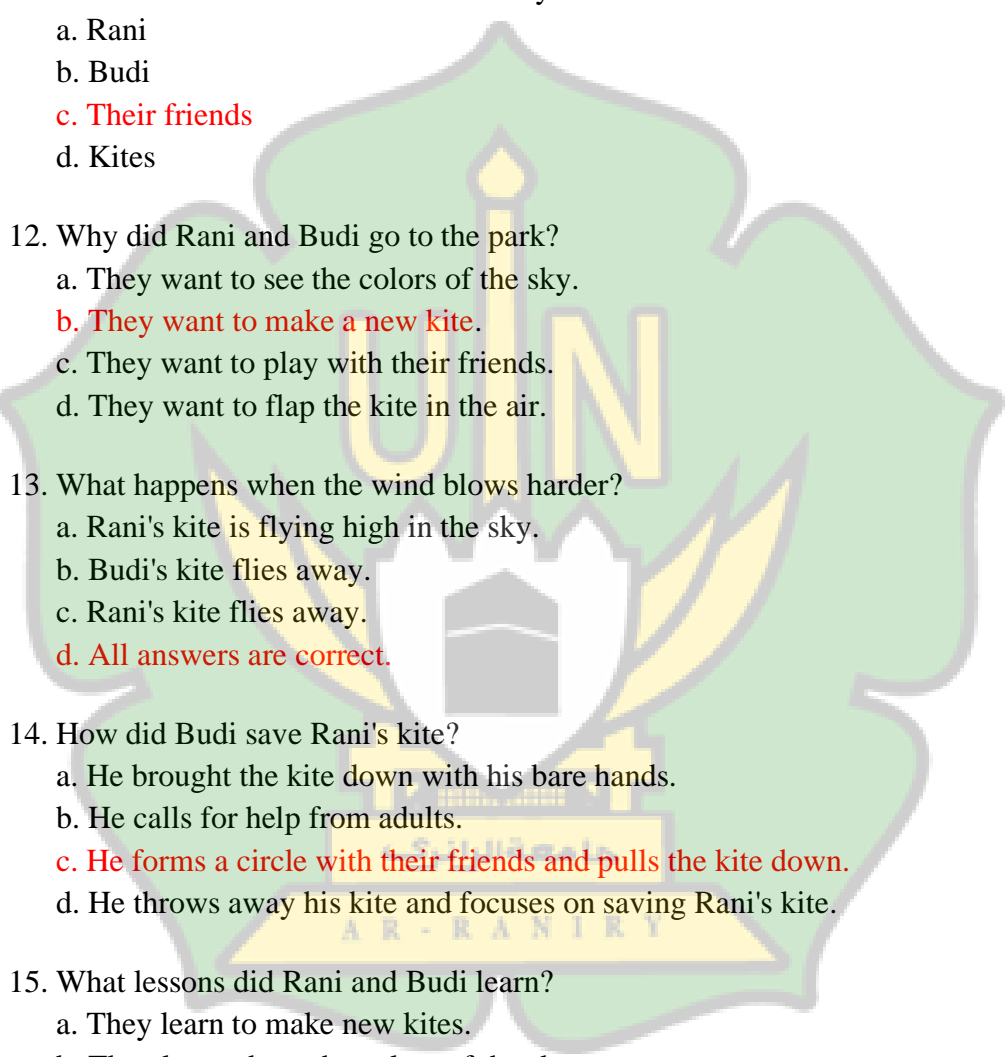
One sunny day, Rani and Budi went to play in the park. They brought new kites that they had made themselves. As soon as they arrived at the park, they immediately flapped their kites and released them into the air.

Strong winds made their kites fly high in the sky. Rani and Budi laughed happily seeing their kite dancing with the wind. They saw colorful kites flying in the sky.

Suddenly, the wind blew harder. Rani's kite flies away, too high to reach. Rani is worried that her kite will disappear. Budi quickly thinks of a plan to save Rani's kite.

He enlisted the help of their friends who were also at the park. Together, they form a circle under Rani's kite. With great care and coordination, they managed to pull the kite down and save it.

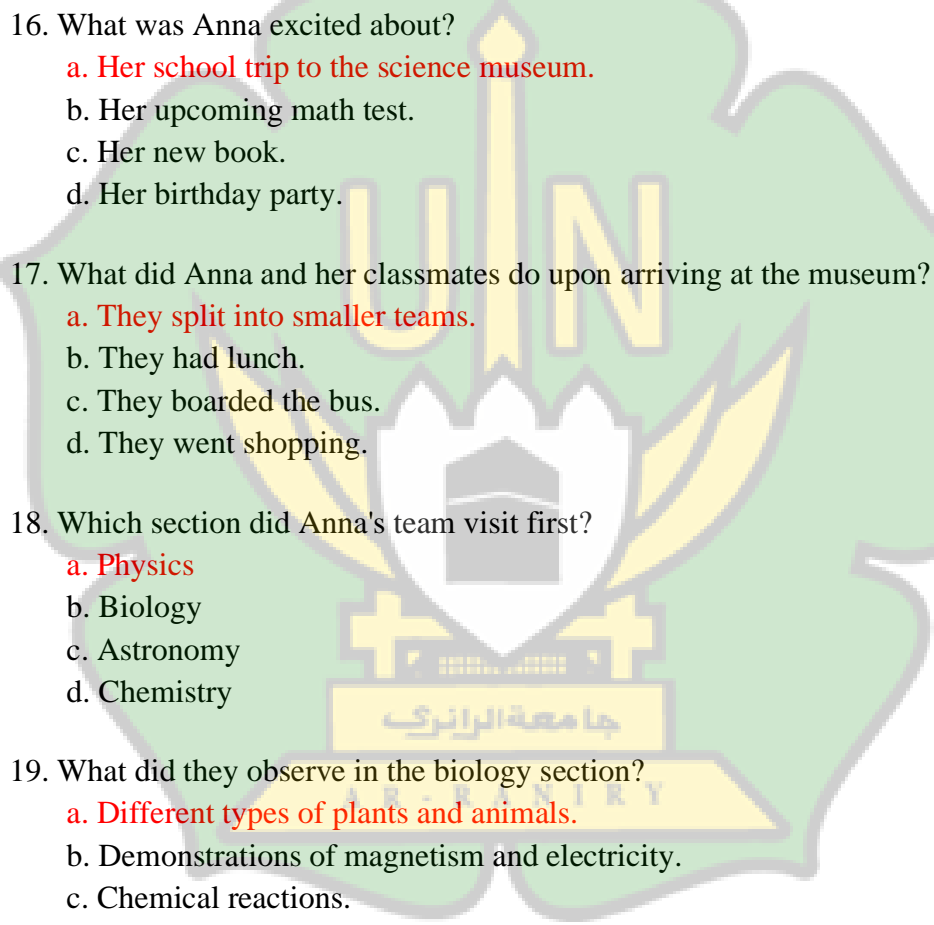
Rani and Budi were happy and thanked their friends. They learn that cooperation and solidarity can overcome difficult problems.

- 
11. Who is the main character in this story?
- Rani
 - Budi
 - Their friends**
 - Kites
12. Why did Rani and Budi go to the park?
- They want to see the colors of the sky.
 - They want to make a new kite.**
 - They want to play with their friends.
 - They want to flap the kite in the air.
13. What happens when the wind blows harder?
- Rani's kite is flying high in the sky.
 - Budi's kite flies away.
 - Rani's kite flies away.
 - All answers are correct.**
14. How did Budi save Rani's kite?
- He brought the kite down with his bare hands.
 - He calls for help from adults.
 - He forms a circle with their friends and pulls the kite down.**
 - He throws away his kite and focuses on saving Rani's kite.
15. What lessons did Rani and Budi learn?
- They learn to make new kites.
 - They learn about the colors of the sky.
 - They learn that cooperation and solidarity can overcome difficult problems.**
 - They learn that strong winds can damage kites.

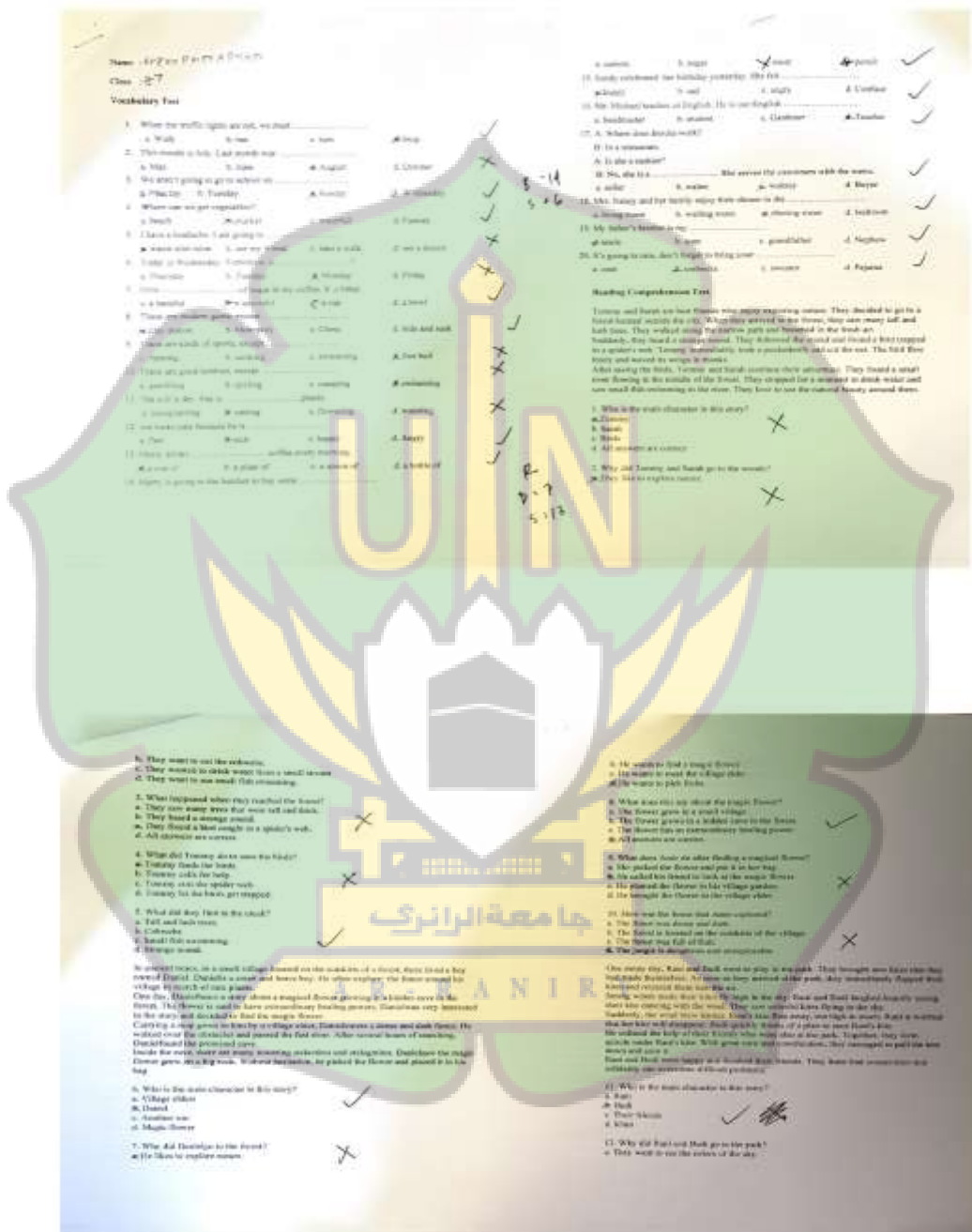
Anna was excited about her upcoming school trip to the science museum. The night before the trip, she couldn't sleep and spent the time imagining all the fascinating exhibits she would see. The next morning, she eagerly boarded the bus with her classmates and teachers.

Upon arrival at the museum, the group split into smaller teams to explore different sections. Anna's team started with the physics section, where they witnessed exciting demonstrations of magnetism and electricity. They then moved on to the biology section, where they observed various plant and animal specimens.

After a quick break for lunch, Anna's team headed to the astronomy section. They marveled at the scale of the universe and learned about the different celestial bodies. The final section they visited was the chemistry lab, where they conducted simple experiments and witnessed colorful chemical reactions.

- 
16. What was Anna excited about?
- Her school trip to the science museum.
 - Her upcoming math test.
 - Her new book.
 - Her birthday party.
17. What did Anna and her classmates do upon arriving at the museum?
- They split into smaller teams.
 - They had lunch.
 - They boarded the bus.
 - They went shopping.
18. Which section did Anna's team visit first?
- Physics
 - Biology
 - Astronomy
 - Chemistry
19. What did they observe in the biology section?
- Different types of plants and animals.
 - Demonstrations of magnetism and electricity.
 - Chemical reactions.
 - The scale of the universe.
20. Where did they conduct simple experiments?
- Physics section
 - Biology section
 - Astronomy section
 - Chemistry lab

APPENDIX IV Item test that has been filled out by respondents





APPENDIX V
Research documentation photos



APPENDIX VI

Appointment Letter of Supervisors



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jl. Syekh Abdurrahman Dahlan Banda Aceh
Email: pti@ar-raniry.ac.id Website: http://ar-raniry.ac.id

**LEMBAR KEGIATAN AKADEMIK
KONSULTASI SKRIPSI**

Nama : Aura Nabila
Nim : 180203067
Semester : 11
Pembimbing 1 : Dr. Muhammad Nasir, M.Hum
Pembimbing 2 : Drs. Amiruddin M.Pd

No	Tanggal	Materi	Catatan Pembimbing 1	Catatan pembimbing 2
1	Jember, 11/1/19	Chapter 1 & 2	Mengapresiasi kerangka kerja	
2	Jember, 12/1/19	Chapter 1		Mengapresiasi Chapter 1
3	Jember, 13/1/19	Chapter 1	Mengapresiasi kerangka kerangka	
4	Jember, 14/1/19	Chapter 11		Mengapresiasi Arus 11
5	Jember, 15/1/19	Instrument	Mengapresiasi kerangka	Mengapresiasi kerangka
6	Jember, 16/1/19	Chapter 4 dan 5	Mengapresiasi tabel dan kerangka	
7	Jember, 17/1/19	Chapter 4 dan 5	Mengapresiasi kerangka & tabel	
8	Jember, 18/1/19	Background	Mengapresiasi kerangka kerja	
9				
10				
11				
12				
13				
14				
15				

جامعة الرانيري
AR-RANIRY

Mengetahui,

Pembimbing 1 **Pembimbing 2**


 Dr. Muhammad Nasir, M.Hum


 Drs. Amiruddin M.Pd

APPENDIX VII
The Statement Letter of Research Conduction from SMPN 8 Banda Aceh



PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 8
 Jalan Hamzah Fansury No. 1 Kopelma Darussalam telp. (0651) 7552195
 E-mail : smpn8bndaa@gmail.com Website : http://smpn8.sch.id
 Kode Pos 23111

SURAT KETERANGAN PENELITIAN
 Nomor : 074 / 327 / 2023

Yang bertanda tangan di bawah ini

Nama : Burhanuddin, S.Pd
 Jabatan : Kepala Sekolah

Dengan ini menerangkan

Nama : Atara Nabila
 NIM : 180203067
 Jurusan : Pendidikan Bahasa Inggris
 Jenjang : S-1

Benar yang namanya tersebut diatas telah melaksanakan penelitian pada SMP Negeri 8 Banda Aceh tanggal 22 Juli 2023 dengan judul " The Correlation Between Students Vocabulary Mastery And Their Reading Comprehension "

Demikian surat keterangan ini dibuat agar dapat dipergunakan seperlunya, terima kasih.

Banda Aceh, 20 September 2023
 Kepala Sekolah

 Burhanuddin, S.Pd
 NIP.19690822-199801-1-001

APPENDIX VIII AUTOBIOGRAPHY

Name : Aura Nabila
 Student Number : 180203067
 Place / Date of Birth : Banda Aceh / June 27th, 2000
 Religion : Islam
 Sex : Female
 Nationality / Ethnic : Indonesian / Acehnese
 Occupation : Student
 Address : Ds. Lamklat, Kec. Darussalam, Kab. Aceh Besar
 Email : auranabila11@gmail.com

Educational Background

- a. Elementry School : MIN 11 Banda Aceh
- b. Junior High School : MTsN 4 Banda Aceh
- c. Senior High School : MAN 1 Banda Aceh
- d. University : UIN Ar-Raniry Banda Aceh

Parents' Bio

Father's Name : M.Nur
 Mother's Name : Mariani
 Address : Ds. Lamklat, Kec. Darussalam, Kab. Aceh Besar