

**THE CORRELATION BETWEEN VOCABULARY MASTERY  
AND READING COMPREHENSION COMPETENCE OF THE  
EIGHT GRADE STUDENTS OF MTs NEGERI 1  
BANJARNEGARA**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements  
for *Sarjana Pendidikan* (S. Pd.) Degree**

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## **APPROVAL SHEET**


This thesis, entitled:

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READING COMPREHENSION COMPETENCE OF EIGHT GRADE  
STUDENTS OF MTs NEGERI 1 BANJARNEGARA**

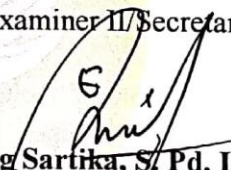
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# THE CORRELATION BETWEEN VOCABULARY MASTERY AND READING COMPREHENSION COMPETENCE OF THE EIGHT GRADE STUDENTS OF MTs NEGERI 1 BANJARNEGARA

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**Abstract:** The aims of this research were to know students' vocabulary mastery, to describe students' reading comprehension, and to find out the correlation between vocabulary mastery and reading comprehension competence of the eight grade students of MTs Negeri 1 Banjarnegara. This research was quantitative with correlational research design. The instrument of this research was test of vocabulary mastery and reading comprehension. The population of this research was 255 students. The simple random sampling was used in taking the samples of 32 students from all eight grades. Furthermore, the researcher used Pearson Product Moment formula through SPSS 24 to analyzed the data. The mean score of vocabulary mastery was 51.875 categorized as nearly average level, and the mean score of reading comprehension was 58.437 categorized as average level. The result of Pearson product moment showed that the  $R_{xy}$  was (0.865). With degree of significance 5%, the score of  $R_{table}$  was (0.349). Then, the  $R_{xy} > R_{table}$  ( $0.865 > 0.349$ ) which means there was a significant correlation between vocabulary mastery and reading comprehension. According to the interval (0.800-1.00), the correlation was categorized very strong.

**Keywords:** *Correlation Study, Vocabulary Mastery, Reading Comprehension*

## **MOTTO**

Love Yourself and Be Grateful for All That Allah Has Given Because Everyone  
Has Their Own Strengths and Weakness



## **DEDICATION**

*Thanks to myself for being strong and for all the hard work*

*I would like to dedicate my thesis to my family who always support me*



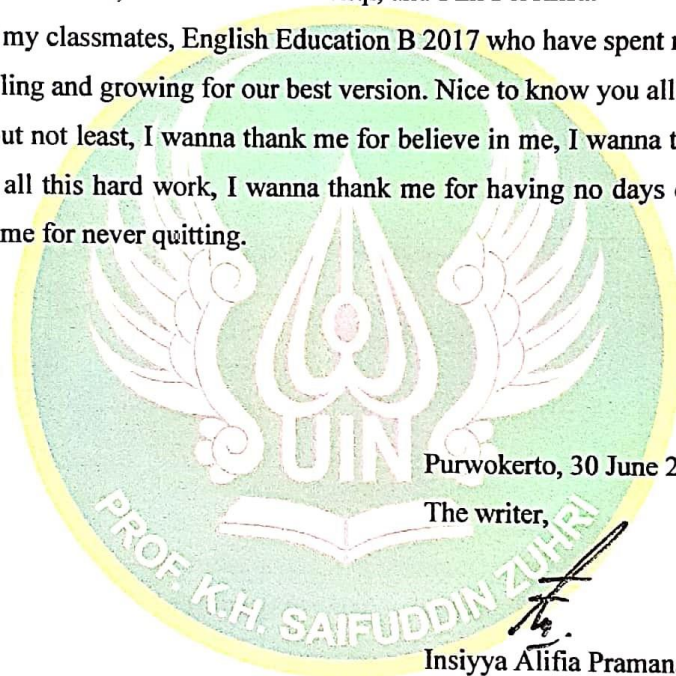
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The first and foremost, Allah SWT. the Almighty, the Bestower, the Dependable which give writer His blessing, strength, patience, and all the love to finish the thesis entitled "The Correlation between Vocabulary Mastery and Reading Comprehension Competence of the Eight Grade Students of MTs Negeri 1 Banjarnegara". Sholawat and greeting be upon the great esteemed prophet Muhammad SAW., and peace may be upon him and also to his family, his companion, and his faithful forever.

1. Dr. H. Suwito, M. Ag., as the Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto.
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15. Last but not least, I wanna thank me for believe in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting.



Purwokerto, 30 June 2022

The writer,

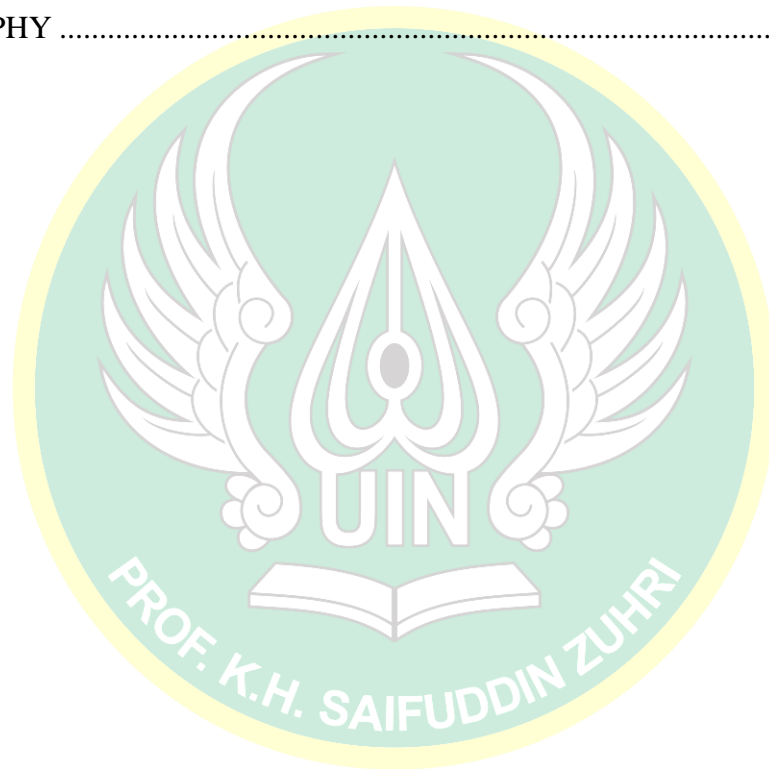
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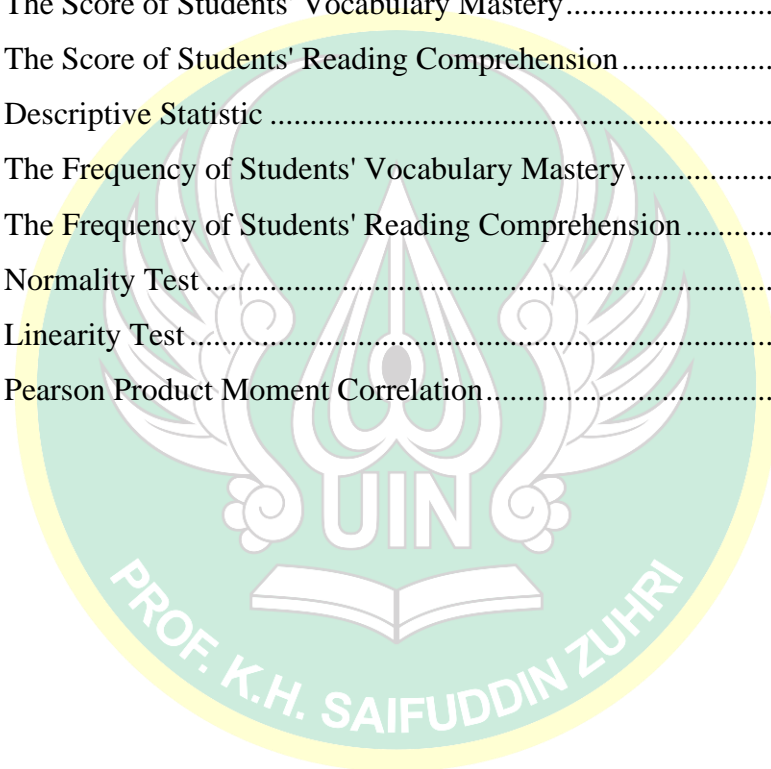
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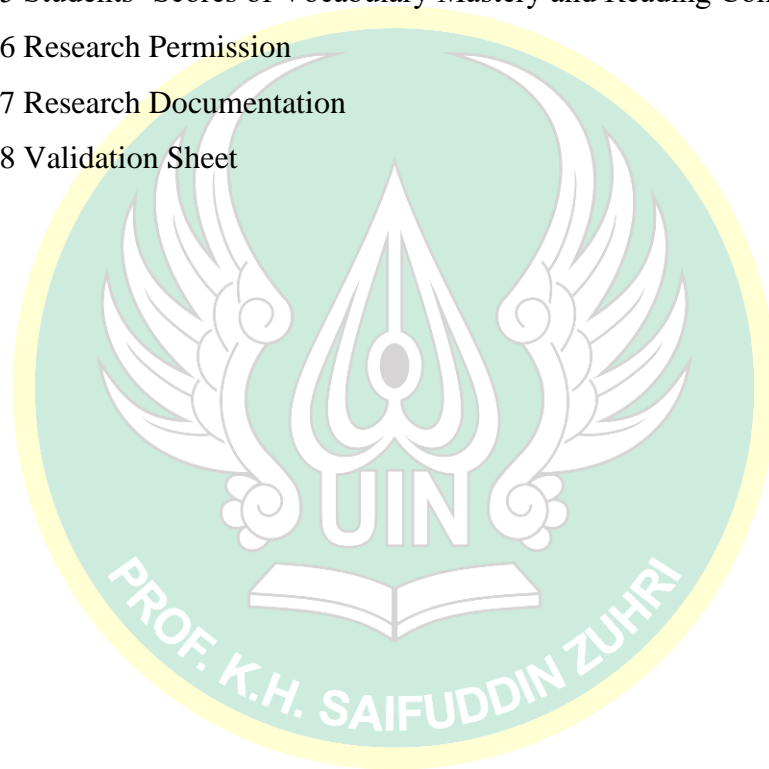
Appendix 4 Key Answer of Vocabulary Mastery and Reading Comprehension Test

Appendix 5 Students' Scores of Vocabulary Mastery and Reading Comprehension

Appendix 6 Research Permission

Appendix 7 Research Documentation

Appendix 8 Validation Sheet



## BAB 1

### INTRODUCTION

#### A. Background of the Study

Vocabulary plays a vital role in learning a foreign language. Vocabulary is something that language users use to express feelings, ideas, opinions, etc. Vocabulary is a prior ability to be mastered to increase other language skills.<sup>1</sup> Without vocabulary, learners cannot understand others or express their ideas. There is a statement; very little can be conveyed without grammar, while nothing can be conveyed without vocabulary.<sup>2</sup>

Learners will face difficulties learning vocabulary and four English skills, especially in a foreign language. There are several difficulties faced by Indonesian learners in mastering vocabulary (1) the differentiation between written form and pronunciation, (2) the variety of grammatical forms, (3) word-knowledge complications, (4) The minimum information about words, (5) lack of practice and interact with English, (6) the differentiation of Indonesian and English alphabet sounds, etc.<sup>3</sup>

The process of improving vocabulary mastery starts from elementary school to senior high school. Adding more activities about reading comprehension, analyzing text, and translating words and sentences is essential for improving vocabulary. Then, the way to improve vocabulary is by reading many texts, articles, books, novels, etc. Words that learners have will expand more new vocabularies and increase the number of students' vocabularies.<sup>4</sup>

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<sup>1</sup> Saniago Dakhi and Tira Nur Fitria, "*The Principles and the Teaching of English Vocabularies: A Review*". Journal of English Teaching, Vol. 5, No. 1, 2019, p. 16.

<sup>2</sup> Desi Andriani and Vera Sri Wahyuningsih, "*An Analysis of Students' Mastery of Vocabulary*". Journal of English Language Teaching, Vol. 6, No. 2, 2019, p. 171.

<sup>3</sup> Bimas Reskiawan, et.al., "*A Study on Students' Difficulties in Vocabulary Mastery at First Grade Students of SMPN 1 Baula*". Journal of Al-Tamaddun, Vol. 10, No. 1, 2020, p. 34-51.

<sup>4</sup> Trah Kusumaningrum and Merry Lapasau, "*The Effect of Reading Interest and Vocabulary Mastery on Students' Reading Comprehension*". INFERENCE Journal of English Language Teaching, Vol. 4, No. 2, 2021, p. 172-173.

Reading is an activity to understand the content of reading. Therefore, reading is an activity to know the information or message delivered in written language. The kind of reading activity that students did was comprehensive reading. Reading comprehension is an activity to gain an understanding of the texts.<sup>5</sup> Reading is the key to learning other skills. Reading is an essential skill because in the school, learning starts with reading. Reading many topics to get an idea is one way to improve writing skills. In speaking, reading is needed to prepare what to say. If learners do not know or understand the vocabulary and text, they get problems listening.<sup>6</sup> Vocabulary knowledge is a crucial predictor for both writing and reading.<sup>7</sup>

Many teachers consider that students can learn reading comprehension as accessible as learning just by reading. Even though some will, many others will not. Reading is a complex activity so do the teaching comprehension to the students. Students who have good comprehension will use reading strategies to learn new concepts, get absorbed in what they are reading deeply, evaluate what they read critically, and apply the new knowledge to solve the problems. However, many students fail at this thing. One of the problems is that the materials are often tricky or uninteresting for the student, so they can not or will not read them.<sup>8</sup>

Readers need to have a wide range of capacities and abilities to comprehend. These include cognitive capacities (e.g., attention, memory, critical analytic ability, etc.), motivation, and various types of knowledge (vocabulary, domain and topic knowledge, etc.).<sup>9</sup> The learners' minimum

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<sup>5</sup> Ratna Sari Dewi, et.al., "Reading Interest and Reading Comprehension: A Correlational Study in Syarif Hidayatullah State Islamic University, Jakarta". Talent Development & Excellent, Vol. 12, No. 1, 2020, p. 241-242.

<sup>6</sup> Ardhy Meylana, Thesis: "Students' Reading Comprehension Ability and Problems in an Advanced Reading Comprehension Class" (Semarang: UNNES, 2019), p. 2.

<sup>7</sup> Kim Minkyung, et.al., "Second language reading and writing in relation to first language, vocabulary knowledge, and learning backgrounds". International Journal of Bilingual Education and Bilingualism, 2020, p. 1.

<sup>8</sup> Catherine Snow, Reading for Understanding: Toward an R&D Program in Reading Comprehension, (United States: RAND Education, 2002), p. 5.

<sup>9</sup> Catherine Snow, Reading for Understanding: Toward an R&D Program in Reading Comprehension, (United States: RAND Education, 2002), p. 13.

vocabulary is the main reason for not enjoying reading in a foreign language. At the same time, to comprehend text easily, many words and vocabulary are required. Therefore, vocabulary size is a strong predictor of reading comprehension.<sup>10</sup>

In a preliminary study with Mrs. Widi Widayati, S. Pd., as an English teacher at MTs Negeri 1 Banjarnegara, she said that the students' response in learning English were various. Some students tended to learn English, some students learned English just for the obligation, and others not interested learn English. There was condition that the students had been told to bring dictionary, but they not carried out the order. This made the students having problem in mastering vocabulary. This obstacle also made the students facing problem on comprehending what they read.<sup>11</sup>

MTs Negeri 1 Banjarnegara is one of Islamic junior high school in Banjarnegara. This school had accredited A.<sup>12</sup> The students were heterogeneous from various areas, and having various and different abilities. The students of MTs Negeri 1 Banjarnegara also have many academic and non-academic achievements. The location was on the roadside made this school easy to find and efficient to be research place.

Based on preliminary research, there was problem on mastering vocabulary and comprehending the text since vocabulary size is a strong predictor of reading comprehension. This research aimed to find how is the students' vocabulary mastery, the reading comprehension, and the correlation between vocabulary mastery and reading comprehension. Based on the explanation above, the researcher intended in conducting "The Correlation Between Vocabulary Mastery and Reading Comprehension Competence of the Eight Grade Students of MTS N 1 Banjarnegara".

<sup>10</sup> David Hotmagasi Manihuruk, "The Correlation between EFL Students' Vocabulary Knowledge and Reading Comprehension: A Case Study at the English Education Department of Universitas Kristen Indonesia". *Journal of English Teaching*, Vol. 6, No. 1, 2020, p. 86-87.

<sup>11</sup> Interview with Widi Widayati, July 16, 2021 at MTs Negeri 1 Banjarnegara.

<sup>12</sup> From <https://sekolah.data.kemdikbud.go.id/i>, accessed July 18, 2022, at 22.00.



## B. Clarification of Key Terms

The definition of the key terms is essential to give a guideline for the research conducted. Related to this research, there are some key terms to guide the conduct of this research. Those are:

### 1. Vocabulary Mastery

Vocabulary is all the words in a language, all the words that somebody knows or used in a particular book or subject.<sup>13</sup> Then, vocabulary mastery means the words in a language that people know and able to use. People consider mastering vocabulary when the person knows such the aspect of meaning knowledge.<sup>14</sup> Every person has a different frequency in the mastery of vocabularies. As a requirement to comprehend English, vocabulary level divides into three frequency levels: high frequency, mid-frequency, and low-frequency vocabulary.<sup>15</sup>

### 2. Reading Comprehension

Reading comprehension is not simply a process of recognizing and understanding words and their meaning. It is more like a complex cognitive process in which the students must understand the meaning of written language, link it to their prior knowledge, and build a connection with the information they have read.<sup>16</sup>

## C. Research Questions

Based on the problems, the researcher formulates the research questions as follows:

1. How is the vocabulary mastery of the eight grade students of MTs Negeri 1 Banjarnegara?

<sup>13</sup> Alison Waters, *Oxford Advanced Essential Dictionary for Elementary and pre-intermediate Learners of English*, (Oxford: Oxford University Press, 2006), p. 451.

<sup>14</sup> Zhang Songshan & Xian Zhang, "The relationship between vocabulary knowledge and L2 reading/listening comprehension: A meta-analysis". *Language Teaching Research*, 2020, p. 1.

<sup>15</sup> Siti Sarah Fitriani, et.al., "*The Study on Vocabulary Mastery and Vocabulary Learning Strategies Employed by Undergraduate Students*". *Proceedings of the EEIC 2*, 2019, p. 61.

<sup>16</sup> N.K.R. Saraswati, etc., "*An Analysis of Students' Reading Comprehension Difficulties of Eight Grade Students*". *IKA Undiksha journal*, Vol. 19, No. 1, 2021, p. 34.

2. How is the reading comprehension competence of the eight grade students of MTs Negeri 1 Banjarnegara?
3. Is there any significant correlation between students' vocabulary mastery and their reading comprehension competence of eight grade students of MTs Negeri 1 Banjarnegara?

#### **D. Aims and Significances of the Study**

##### **1. Aims of this research**

Based on the research question, the researcher formulates the aims of the research are:

- a. To know students' vocabulary mastery of the eight grade students of MTs Negeri 1 Banjarnegara.
- b. To describe students' reading comprehension competence of eight grade students of MTs Negeri 1 Banjarnegara.
- c. To find out whether there is a significant correlation between students' vocabulary mastery and their reading comprehension competence of eight grade students of MTs Negeri 1 Banjarnegara.

##### **2. Significances of this research**

The significance of the research would be helpful for the English teachers, and other researchers:

##### **a. Theoretical Significances**

The researcher hopes this research can be useful for those who concerned in the world of teaching and learning English about how vital vocabulary, reading comprehension, and how vocabularies influence reading comprehension competence and other English abilities.

##### **b. Practical Significances**

##### **1) The English Teacher**

Might this research can remind English teachers how important vocabulary affects other English abilities enhancement, especially reading comprehension competence, which is needed to understand any information or communication. Also, English teachers need to

give more attention to improving students' vocabulary in fun ways, so students enjoy memorizing.

2) The Other Researchers

For other researchers, this research can be a reference in relevant studies and ideas for the research.

### **E. Organization of the Paper**

In this part, the researcher will explain the structure of the research as follow:

Chapter I explains the introduction which contains the background of the problems, operational definition, research questions, objectives and significances of the research.

Chapter II interprets the literature review that includes vocabulary mastery, reading comprehension and also the hypothesis.

Chapter III tells the research method which contains the type of research, time and location of the research, population and sample of the research, variables of the research, indicators of the research, technique of data collections, and technique of data analysis.

Chapter IV discusses the finding of the research consist of data presentation, data analysis and the discussion.

Chapter V presents the conclusion, advice, and closing words.

## BAB II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1) Understanding about Vocabulary

The definition of vocabulary is the words of a language, including single items and phrases or chunks of several words which present a particular meaning according to each individual.<sup>17</sup> Vocabulary can be defined as the knowledge of the language and the ability to use it in context.<sup>18</sup> The group of words that an individual knows is vocabulary. The interpretation of know includes all the words that a person recognizes, all the words with the meaning, especially words accompanied by a textbook. Vocabulary is one of the language system components that is crucial to be learned.<sup>19</sup>

The primary thing to acquiring English as a second language or a foreign language is vocabulary.<sup>20</sup> Vocabulary becomes the central part of English with the parable 'vocabulary as bricks in the building while the building is the language'. To learn English, vocabulary is the main concern. People cannot use English well without a good amount of vocabulary. Learning vocabulary is the first step to understand or learn other skills; listening, speaking, writing, and reading.<sup>21</sup> The knowledge of vocabulary is also essential for reading comprehension and becomes an essential factor in improving the ability.<sup>22</sup> Without vocabulary, structures

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<sup>17</sup> Michael Lessard-Clouston, *Teaching Vocabulary*, (Ballenger Avenue: TESOL International Association, 2013), p. 2.

<sup>18</sup> John Read, *Assessing Vocabulary*, (Cambridge: Cambridge University Press, 2000), p. 28.

<sup>19</sup> Iman Santosa and Andriyadi, "*The Use of My Dictionary Application to Improve Students' Vocabulary Mastery*". *ELTIN Journal*, Vol. 7, No. 1, 2019, p. 36.

<sup>20</sup> Alpino Susanto and A Malik, Mitrayati, "The Challenges of Learning English as A Foreign Language Among Undergraduate Students". *INOVISI Journal*, Vol. 5, No. 1, 2020, p. 3

<sup>21</sup> Iman Santosa and Andriyadi, "*The Use of My Dictionary Application to Improve Students' Vocabulary Mastery*"..., p. 36.

<sup>22</sup> Desi Andriani and Vera Sri wahyuningsih, "An Analysis of Students' Mastery of Vocabulary". *ELT-Lectura*, Vol 6, No. 2, 2019, p. 170.



and functions that have learned cannot be used. Learners also will face delayed language skills because of lack of vocabulary.<sup>23</sup>

According to the word frequency use, there are two kinds of vocabulary; active and passive vocabulary. Active vocabulary is words that learners already understand and are usually used in a situation of speech and writing or when speaking and writing. In contrast, passive vocabulary is words which not really understood yet, then infrequently used in writing and speaking, and usually called precondition of active vocabulary.<sup>24</sup>

Other kinds of vocabularies are productive and receptive vocabularies. Productive vocabularies are words that are commonly used for speaking and writing. The words are well-known, recognizable, and often used by the individual. In contrast, receptive vocabularies are words used usually by individuals for reading and listening. The words are not familiar and rarely used. Moreover, the kind of vocabulary are oral vocabulary and print vocabulary. The oral vocabularies are the words that the meaning is recognized when speak or read orally. Print vocabularies are the words that we know the meaning when write or read silently.<sup>25</sup>

There are two kinds of words: content words and function words. The content word consists of noun, adjectives, verbs, and adverbs. This kind of word is used to state or explain things, such as actions, objects, ideas, and attributes. In contrast, function words consist of articles, prepositions, and pronouns. This kind of word is used as a grammatical function.<sup>26</sup>

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<sup>23</sup> Maulani Anjani Sukirno and Agus Husein As Sabiq, *“Visual Media Utilization in Mastering English Vocabulary of Hearing-Impaired Students”*. INSANIA: Jurnal Pemikiran Alternatif Kependidikan, 2020, p. 162-163.

<sup>24</sup> Saniago Dakhi and Tira Nur Fitria, *“The Principles and the Teaching of English Vocabularies: A Review”*. Journal of English Teaching, Vol. 5, No. 1, 2019, p. 19.

<sup>25</sup> Elfrieda H. Hiebert and Michael L. Kamil, *“Teaching and Learning Vocabulary: Bringing Research to Practice”*, (New Jersey: Lawrence Erlbaum Associates, Inc., Publishers, 2005), p. 3.

<sup>26</sup> Victoria Fromkin, et.al., *An Introduction to Language seventh edition*, (Boston: Thomsonwadsworth, 2003), p. 73-74.

## 2) Vocabulary Mastery

Vocabulary mastery means the words in a language which people know and able to use.<sup>27</sup> Knowing about a word involves knowing about its form (how it sounds, how it spelt, the grammatical changes that can be made to it), its meaning (its conceptual content and how it relates to other concepts and words), and its use (its patterns of occurrence with other words, and in particular types of language use).<sup>28</sup> One of the advantages of mastering vocabulary is that this will make the students to comprehend what the others means easier. Moreover, improving vocabulary will improve students' competence and social confidence.<sup>29</sup>

There are several kinds of knowledge in suppose to the meaning that a person knows a word: (1) The definition of the word, (2) The written form of the word, (3) The spoken form of the word, (4) The grammatical behavior of the word, (5) The word collocations, (6) The word lists, (7) The association of the word, (8) The frequency of the word.

According to Vocabulary Knowledge Scale acquired on English Second Language students, these are statements to find out how much knowledge students acquired word:

- 1) I have never seen this word.
- 2) I have seen this word before, but I do not know its meaning.
- 3) I have seen this word before, and I think it means \_\_\_\_\_. (Synonym or translation)
- 4) I know this word. It means \_\_\_\_\_. (Synonym or translation)
- 5) I can use this word in a sentence.<sup>30</sup>

<sup>27</sup> Siti Sarah Fitriani, et.al., "The Study on Vocabulary Mastery and Vocabulary Learning Strategies Employed by Undergraduate Students". Proceedings of the EEIC 2, 2019, p. 61.

<sup>28</sup> Lynne Cameron, *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press, 2001), p. 78.

<sup>29</sup> Maulani Anjani Sukirno and Agus Husein As Sabiq, "Visual Media Utilization in Mastering English Vocabulary of Hearing-Impaired Students". *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 2020, Vol. 25, No. 1, p. 163.

<sup>30</sup> John Read, *Assessing Vocabulary*, (Cambridge: Cambridge University Press, 2000), p.27-28.

Other criteria of knowing a word are: know the spoken or written word forms, the meaning of the words, the words' connotation, grammatical characteristic of words, the words' common collocation, the derivation of words, and the relative frequency of words.<sup>31</sup>

People's sufficient vocabulary will make them understand others and express their ideas. So, the position of vocabulary is the center of language. There is the sentence, "...without grammar a little can be convey, without vocabulary there is nothing can be convey...". This also happens in other languages, even without proper grammar, with only some useful or everyday vocabulary, people can communicate each other. This is also proven by noted, "learners carry around dictionaries and not grammar books".<sup>32</sup> Knowing vocabulary in a second language is crucial for the second language listening comprehension and reading comprehension. The importance of knowing or mastering vocabulary can be considered by its correlation with listening and reading comprehension.<sup>33</sup>

In Indonesia, English is the subject that learned by school for 3 years on Junior High School and 3 years on Senior High School. English learnt from the primary to higher education level.<sup>34</sup> Although English is being the obligatory subject for 6 years, the Indonesian proficiency of English is low categorized. Vocabulary knowledge is being the main reason possibility of the low English proficiency by Indonesian students. The teaching and learning in Indonesia are giving less attention on vocabulary and some studies found that was the reason of the low vocabulary knowledge condition of Indonesian learners. The good teaching and

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<sup>31</sup> Scoot Thornburry, *How to Teach Vocabulary* (England: Pearson Education Limited, 2002), p. 130.

<sup>32</sup> Michael Lessard-Clouston, *Teaching Vocabulary*, (Ballenger Avenue: TESOL International Association, 2013), p. 2.

<sup>33</sup> Zhang Songshan & Xian Zhang, "The Relationship Between Vocabulary Knowledge and L2 Reading/Listening Comprehension: A Meta-Analysis". *Language Teaching Research*, Vol. 0, No. 1362168820913998, 2020, p. 1.

<sup>34</sup> Khairunnisa Dwinalida & Sholeh Setiaji, "The Correlation Between Learners' Motivation and Language Learning Strategies in EFL Context". *JEPAL (Journal of English Pedagogy and Applied Linguistics)*, Vol. 1, No. 1, 2020, p. 38.

learning of vocabulary will be the great solution to the low vocabulary knowledge of Indonesian students.<sup>35</sup>

The strong relationship between learner vocabulary knowledge and ability to effectively handle L2 reading assignments, significance the importance of L2 learners on having level of vocabulary knowledge which will help to overcome the demands linguistic of this important L2 skill. Several studies provided the high association between L2 vocabulary knowledge and L2 reading comprehension in Ahmed Masrai (2019). There was study that investigated the relationship between receptive vocabulary knowledge and reading comprehension and found a relatively high correlation, ranging from .50 to .75 between the two factors. Then, there was study that examined the relationship between vocabulary knowledge and reading among 217 L2 learners of English with a wide range of first language (L1) backgrounds. More, there was also study that explored the relation between vocabulary knowledge and reading comprehension among 246 Chinese school learners of English using different measures of vocabulary knowledge, including breadth and depth vocabulary knowledge. Those above findings showed that both the breadth and depth dimensions of vocabulary knowledge correlated significantly with the scores for reading.<sup>36</sup>

### 3) Understanding about Reading

Reading is an activity related to language messages in written or printed form. Reading can be defined as providing insight and knowledge in various information media such as magazines, newspapers, and the internet. Another definition of reading is an activity of observing written symbols, then understanding them and changing them into words,

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<sup>35</sup> Sudarman & Sumalee Chinokul, “*The English Vocabulary Size and Level of English Department Students at Kutai Kartanegara University*”. ETERNAL (English, Teaching, Learning, and Research Journal), Vol. 4, No. 1, 2018, p. 1-2.

<sup>36</sup> Ahmed Masrai, “*Vocabulary and Reading Comprehension Revisited: Evidence for High-, Mid-, and Low-Frequency Vocabulary Knowledge*”. Sage Open, Vol. 9, No. 2, 2019, p. 2.



sentences, or even paragraphs.<sup>37</sup> Reading is personal activity happening in the reader's brain that develops the use of language and trains the reader to think critically.<sup>38</sup> Reading has two ways called silent reading and reading aloud.<sup>39</sup> There are two main reasons for reading: reading for pleasure and reading for information (to find out the information).<sup>40</sup>

Reading skills become the central role for learning since learning activities mostly start with reading. Reading many topics to get an idea is one way to improve writing skills. In speaking, reading is needed to prepare what to say. If learners do not know or understand the vocabulary and text, they get problems listening.<sup>41</sup> Reading skills also happen to be a library which mean only silent reading and may not speaking the language, where the function is to acquire knowledge. The process of reading will build and broaden students' overview.<sup>42</sup> Some benefits of reading are increasing confidence because of the amount of knowledge and information and improving readers' thinking process and capability.<sup>43</sup> There are three genres of reading:

#### 1) Academic Reading

There are professional journal articles, technical reports (e.g., lab reports), reference material (dictionaries, etc.), textbooks, theses, essays, papers, test directions, etc.

<sup>37</sup> Arliani Gunawan Putri, et.al. "Improving Students' Reading Skill Through Collaborative Learning". Professional Journal of English Education, Vol. 2, No. 6, 2019, p. 861.

<sup>38</sup> Maulana Mualim and Feisal Aziez, "Reading Portofolio as a Supplementary Activity to Leverage Students' Reading Competency". Basis Journal, Vol. 7, No. 2, 2020, p. 247.

<sup>39</sup> Arliani Gunawan Putri, et.al. "Improving Students' Reading Skill Through Collaborative Learning"..., p. 861.

<sup>40</sup> Fracoise Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. (New York: Cambridge University Press, 1981), p. 4.

<sup>41</sup> Ardhy Meylana, Thesis: "Students' Reading Comprehension Ability and Problems in an Advanced Reading Comprehension Class" (Semarang: UNNES, 2019), p. 2.

<sup>42</sup> Windhariyati Dyah Kusumawanti and Dwi Anggani Linggar Bharati, "The Effectiveness of Close and Explicit Reading Instructions to Enhance Reading Comprehension to Highy and Lowly Motivated Students". English Education Journal, Vol. 8, No. 1, 2018, p. 2-3.

<sup>43</sup> Riandry Fadilah Nasution, et.al., "Reading Strategies Used by Successful Readers of English Department Students of State Institute for Islamic Studies Parangsidimpuan". TAKZIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman, Vol. 4, No. 2, 2018, p. 275.

## 2) Job-related Reading

There are letters/emails, reports (e.g., job evaluations, project reports), schedules, labels, signs, announcements, forms, applications, financial documents, etc.

## 3) Personal Reading

There are newspapers, magazines, letters, emails, greeting cards, invitations, recipes, advertisements, novels, short stories, comic strips, etc.<sup>44</sup>

There are several ways of reading:

- 1) Extensive reading: usually longer texts, reading for pleasure, and mostly for global understanding.
- 2) Intensive reading: usually shorter texts, reading to find specific information.
- 3) Skimming: reading quickly to get a general idea of the text.
- 4) Scanning: reading quickly to find particular information.<sup>45</sup>

Other strategies of reading are Top-down, Bottom-up, and Interactive strategies.

Here is the explanation of those strategies:

### 1) Top-down strategies

Top-down strategies start with general ideas and then a specific one. Readers understand the text by interpreting it through their experiences and background knowledge. The top-down approach starts with the reader's prediction, activates their background knowledge, and then reviews the prediction or counterarguments.<sup>46</sup>

<sup>44</sup> H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (United States: Longman, 2004), p. 186-187.

<sup>45</sup> Fracoise Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. (New York: Cambridge University Press, 1981), p. 4.

<sup>46</sup> Riandry Fadilah Nasution, et.al., "Reading Strategies Used by Successful Readers of English Department Students of State Institute for Islamic Studies Parangsidimpuan". *TAKZIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, Vol. 4, No. 2, 2018, p. 272-273.

## 2) Bottom-up strategies

The bottom-up approach is a decoding process used to acquire the meaning and modify prior's knowledge from the smaller units (letters or words) to the largest units (phrases, clauses, etc.) and then build textual meaning.<sup>47</sup>

## 3) Interactive strategies

Interactive strategies are the combination of Top-down and Bottom-up strategies that the information provided simultaneously from several knowledge sources.<sup>48</sup>

## 4) Reading Comprehension

Reading comprehension is an activity of reading to take the core of the text, then know and understand the content of the text. Reading comprehension is when the readers can get the required information as efficiently as possible. Readers can be called reading comprehension if they can combine their previous knowledge and recent information about the text they read to get the purpose of reading the text. Hence, the essence of reading comprehension is that the readers can connect with the text to obtain the required information.<sup>49</sup> Another definition of reading comprehension is an activity of construction and integration to make the connection meaning of the text. Vocabulary knowledge refers to reading comprehension as the knowledge that helps comprehend text by indicating the meaning semantically, either single, double, or more words.<sup>50</sup>

<sup>47</sup> Prathomwat Suraprajit, "Bottom-up vs Top-down Model: The Perception of Reading Strategies among Thai University Students". *Journal of Language Teaching and Research*, Vol 10, No. 3, 2019, p. 455.

<sup>48</sup> Riandry Fadilah Nasution, et.al., "Reading Strategies Used by Successful Readers of English Department Students of State Institute for Islamic Studies Parangsidimpuan". *TAKZIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, Vol. 4, No. 2, 2018, p. 272-273.

<sup>49</sup> Meida Fitriani, "Students' Reading Strategies in Comprehending Academic Reading: A Case Study in an Indonesian Private College", *International Journal of Language Education*, Vol. 2, No. 2, 2018, p. 44.

<sup>50</sup> Zaccoletti Sonia, et.al., "Enjoyment, Anxiety and Boredom, and Their Control-value Antecedents as Predictors of Reading Comprehension". *Learning and Individual Differences*, Vol. 79, No. 101869, 2020, p. 1.

Reading is daily human activity. There is no one day without reading because humans need reading to assist their daily activities. Many humans are unaware that reading is a complex activity and accept that. The process of reading is simultaneous. First, the readers recognize words in the text, then remember the known words, and register the unknown words in the reader's memory, and at the same time, the reader slices the sentence structure into chunks of phrases and clauses to assemble the most logical meaning. After that, the information is acquired in linguistic analysis and linked to activated knowledge of long-term memory (LTM) as the background knowledge.<sup>51</sup>

According to Maria Dakowska, there are three levels of reading comprehension:

1) Semanticizing

Semanticizing is the most basic and the least subjective level of comprehension because confined by the language code. The instinct of conceiving language forms occurs when we are faced with a piece of text written in a language we are familiar with. Semanticizing language material in context is different from learning the meanings of separate unknown words. In the case of continuous text, the context defines individual elements' grammatical status and function. In this stage, learners provided with prompts and feedback is inevitable and will help to enhance processing precision.

2) Interpretation

The next level is interpreting the text according to the communicative situation, and various knowledge sources relevant to the task faced. The reader refers the meanings identified in the text to the writer and the communicative environment of the text. At this stage, readers trying to reconstruct the communicative intention of the

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<sup>51</sup> Maulana Mualim and Feisal Aziez, "Reading Portofolio as a Supplementary Activity to Leverage Students' Reading Competency", Basis Journal, Vol. 7, No. 2, 2020, p. 247.

writer. Every reader will have vary interpretation based on different information gap in the classroom.

### 3) Evaluation

Evaluation seems to be the most subjective of the three stages. Readers evaluate the communication intention from the point of view of the text's values, convictions, and ideas. At this stage, readers act in the capacity of the addressee, responding to the intention and switching to the role of the sender/writer itself.<sup>52</sup>

There are four categories of reading comprehension:

#### 1) Literal comprehension

Literal comprehension is the most straightforward and basic comprehension skill. In this category, readers have already provided the main idea and need to acquire what is the writer's intention.

#### 2) Interpretive reading

Interpretive reading is a process of reading by assuming ideas from the text. The main ideas of the text are implied and not directly stated. This reading method identifies ways of reading to indicate the text's main ideas by trying to make a conclusion.

#### 3) Critical reading

Critical comprehension is the kind of reading that evaluates written material, compares the ideas discovered in material with known standards, and draws conclusions about their accuracy, appropriateness, and timeliness. In this stage, readers have to be active by questioning, searching for facts, and suspending judgment until considering all the material. Readers need to criticize the author's thoughts identified through the basic level of comprehension and then judge the validity and worth.

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<sup>52</sup> Maria Dakowska, *Teaching English as Foreign Language: A Guide for Professionals*. (Warszawa: Wydawnictwo Naukowe PWN, 2005), p. 190-194.



#### 4) Creative reading

In creative reading, readers must be capable to think and use their imagination. Creative reading is comprehension above what the author has written, then applying the ideas from the text to the new situation and recombining the author's ideas with new ideas to form new concepts or expand the old ones.<sup>53</sup>

There are several components of reading comprehension:<sup>54</sup>

##### 1) Finding Factual Information

Factual information is information which already in the text. The readers need to recognize and find specific information such as person, place, event, and time.

##### 2) Finding Main Idea

Knowing the main idea will help the readers understand the paragraphs and help to remember the next content.

##### 3) Finding the Meaning of Vocabulary

The readers should guess the meaning of the unfamiliar word in the paragraph or sentence they read.

##### 4) Identifying Reference

Reference words are usually pronouns such as they, we, he, she, it, etc. The reader should identify the references where they refer to help understand the text.

##### 5) Making Inference

The inference is a skill in which the reader must be able to read between the lines.

The reading performance of Indonesian students are at low level. Some factors which influencing the students' reading literacy such are home parental involvement, students' perceptions of reading, reading outside school, and ICT application. This problem also brings the

<sup>53</sup> Riandry Fadilah Nasution, et.al., "Reading Strategies Used by Successful Readers of English Department Students of State Institute for Islamic Studies Parangsidimpunan". TAKZIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman, Vol. 4, No. 2, 2018 p. 268-270.

<sup>54</sup> Nurdiana & Rizki Amelia, *Interpretive Reading* (Pekanbaru: Kreasi Edukasi, 2017), p. 9.

condition of students' reading comprehension. Reading comprehension in Indonesia was affected by cultural-based issue, the English teaching and learning, and social-contextual problems. Other factors which affect the students' reading comprehension were reading anxiety, motivation, and self-confidence. The unfamiliar words or lack of vocabulary was being one of the causes of reading anxiety.<sup>55</sup> Everything has its difficulties, as well as reading comprehension. The factors of reading comprehension can be from linguistics and non-linguistics. One of the main problems from linguistic factor is because of the vocabulary. Some students have difficulties comprehending text because they forget the vocabulary they learned. The others are hard to comprehend because they lack vocabulary, etc. Grammar knowledge also becomes the influencing factor of reading comprehension. The more complicated text, the more grammar needed to be mastered. Other than this, some non-linguistic factors affect reading comprehension are the motivation of learners, learners' background and reading technique.<sup>56</sup>

## B. Previous Studies

Several sources that are related to this research, according to journal and thesis will be explained as below:

The first was a journal entitled *"Exploring the Correlation of Students' Vocabulary Mastery and Reading Comprehension at the Second Grade of SMP Negeri 1 Kolaka"* by Bimas Reskiawan and Hariadi Syam from University of 19 November Kolaka in 2019. The research was focused in analyze students' English vocabulary mastery and their reading comprehension. The result showed that the mean score of students' vocabulary mastery was 72.30, and the mean score of students reading comprehension was 67.11, which were good categorize. The coefficient correlation between vocabulary mastery and

<sup>55</sup> Nunung Mardianti, et.al., *'The Correlation Between Students' Reading Anxiety and Their Reading Comprehension in ESP Context'*, International Journal of Language Education, Vol. 5, No. 2, 2021, p. 16.

<sup>56</sup> Ardhy Meylana, Thesis: *"Students' Reading Comprehension Ability and Problems in an Advanced Reading Comprehension Class"* (Semarang: UNNES, 2019), p. 9-20.

reading comprehension was 0.705, which means it strong correlation. The difference between Riskiawan and Syam's research and the current research was the subject of the research. While the subject of Riskiawan and Syam's research was one class of second grade of junior high school, the subject of the current research was representation some students of the whole second grade. The similarity of the two researches was students' reading comprehension is affected by vocabulary mastery.

The second was research entitled "*The Correlation between Students' Vocabulary Mastery and Their Reading Comprehension in Descriptive Text at State Senior High School 2 Pekanbaru*" by Nadya Aprilia from UIN Sultan Syarif Kasim Riau in 2019. The research was focused on finding the correlation between students' vocabulary mastery and their reading comprehension. The result showed that the mean score of students' vocabulary mastery was 80, which was categorized as very good, and the mean score of students reading comprehension was 76, which was categorized as good. The coefficient correlation between vocabulary mastery and reading comprehension was 0.440, which means an average correlation. The difference between Nadya Aprilia's research and the current research was the subject of the research. While the subject of Nadya Aprilia's research was senior high school students, and the subject of the current research was junior high school students. The similarity of the two researches was discusses vocabulary mastery and uses the quantitative method.

The third was the journal entitled "*The Correlation of Vocabulary Mastery and Reading Comprehension at Students of SMK Negeri 2 Luwuk*" by ST Marhana Rullu & Farel A. Bikas from Universitas Muhammadiyah Luwuk in 2021. The research was focused on analyzing students' English vocabulary mastery and their reading comprehension. The coefficient correlation between vocabulary mastery and reading comprehension was 0.902, which means it very strong correlation. The difference between ST Marhana Rullu & Farel A. Bikas's research and the current research was the subject of the research. While the subject of ST Marhana Rullu & Farel A. Bikas's research was senior high

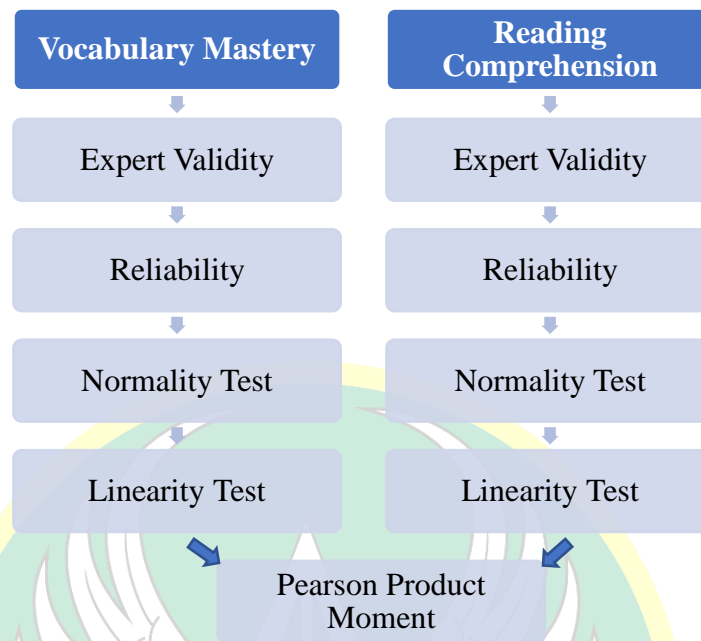
school students, and the subject of the current research was junior high school students. The similarity of the two researches was discusses the correlation between students' vocabulary mastery and reading comprehension.

The fourth was a journal entitled "*The Correlation Between Vocabulary Achievement and Reading Comprehension*" by Arni Fitri and Abdul Aziz Rifaat from STIK Siti Khadijah Palembang in 2021. The research was focused in analyze students' English vocabulary mastery and their reading comprehension. The result showed that the mean score of students' vocabulary mastery was 97.5, and the mean score of students reading comprehension was 81.4. The coefficient correlation between vocabulary mastery and reading comprehension was 0.807, which showed very strong correlation. The difference between Arni Fitri's research and the current research was the subject of the research. While the subject of Arni Fitri's research was one class of second grade of junior high school, the subject of the current research was representation some students of the whole second grade. The similarity of the two researches was students' reading comprehension affected by vocabulary mastery.

The fifth was a journal entitled "*Role of Vocabulary Mastery in Students' Reading Comprehension*" by Desak Made Dwi Apriliani, et.al from Universitas Mahasaraswati Denpasar in 2021. The research was focused in analyze students' English vocabulary mastery and their reading comprehension. The coefficient correlation between vocabulary mastery and reading comprehension was 0.809, which showed very strong correlation. The difference between Desak Made Dwi Apriliani's research and the current research was the subject's number of the research. While the subject of Desak Made Dwi Apriliani's research was 46 students of eight grade junior high school, the subject of the current research was 32 students of eight grade junior high school. The similarity of the two researches was students' reading comprehension affected by vocabulary mastery.

### C. Conceptual Framework

**Table 2. 1 Conceptual Framework**



### D. Hypothesis

1. Null Hypothesis (Ho)

The null hypothesis of this research is there is no significant positive relationship between students' vocabulary mastery and their reading comprehension of the eight grade at MTs N 1 Banjarnegara.

2. Alternative Hypothesis (Ha)

The alternative hypothesis of this research is there is a significant positive relationship between students' vocabulary mastery and their reading comprehension of the eight grade at MTs N 1 Banjarnegara.



### BAB III

## METHODOLOGY

### A. Research Design

The type of this research was a quantitative approach, particularly correlational research. Quantitative research utilizes numbers from data collection, data analysis, and data display. Research with a quantitative approach emphasizes numerical data (numbers) analysis, then analyzed by appropriate statistical methods. This research was quantitative because the data was the score (vocabulary and reading test) and needed to be measured. Quantitative research focuses on the measurement and analysis of cause-and-effect relationships between various variables.<sup>57</sup> This research was a correlational design that focused on measuring the variables and not a cause-and-effect relationship.

Correlational research design is the approach of research in which two or more variables attempt to describe and measure using a statistical test to know how strong the relationship between variables. Two types of correlational research are explanatory design and prediction design. Explanatory design is correlational design to explain the relation of two or more variables in which the researcher took an interest. In contrast, the prediction design is a correlational design to describe one variable that predicts the outcome or criterion of the other variable.<sup>58</sup> In this research, the researcher used explanatory design to show how strong the correlation between students' vocabulary mastery and the variable of students' reading comprehension competence. According to acceptable sampling methods, the characteristics of correlational research are that the variables can be scored NS the sample at least 30 participants.<sup>59</sup>

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<sup>57</sup> Hardani, *Metode Penelitian Kualitatif & Kuantitatif* (Yogyakarta: Pustaka Ilmu, 2020), p. 238-254.

<sup>58</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research Fourth Ed.* (Unites States: Pearson Education, 2012), p. 338-340.

<sup>59</sup> L. R. Gay, et.al., *Educational Research: Competencies for Analysis and Applications Tenth Ed.* (United States: Pearson Education, 2012), p. 204-205.

## B. Research Site and Participants

This research was conducted eight months, from September 2021 to April 2022. This research took a place on MTs Negeri 1 Banjarnegara located in Semampir, Banjarnegara. MTs N 1 Banjarnegara is located on Jl. Raya Semampir No. 01 Banjarnegara, Semampir, Banjarnegara. In 1980 Mr. Muchtaron was appointed and inaugurated by the Regional Head of the Ministry of Religion of Central Java Province as the Head of MTs N 1 Banjarnegara. MTs N 1 Banjarnegara is one of Islamic junior high school in Banjarnegara. This school had accredited A. The students were heterogeneous from various areas, and having various and different abilities. The students of MTs Negeri 1 Banjarnegara also have many academic and non-academic achievements. The location was on the roadside made this school easy to find and efficient to be research place.

## C. Population and Sample

### 1. Population

The population is the whole object of research consisting of people, things, animals, plants, symptoms, test scores, or events as data sources that have certain characteristics in research.<sup>60</sup> In this research, the population was the eighth grade of MTs Negeri 1 Banjarnegara in the academic year of 2020/2021. There were eight classes. The population of this research can be seen as follows:

**Table 3. 1 The Population of the Research**

No.	Class	Number of Students
1	VIII A	30
2	VIII B	32
3	VIII C	32
4	VIII D	32
5	VIII E	32
6	VIII F	32
7	VIII G	31

<sup>60</sup> Hardani, *Metode Penelitian Kualitatif & Kuantitatif* (Yogyakarta: Pustaka Ilmu, 2020), p. 361.

No.	Class	Number of Students
8	VIII H	34
	Total	255

## 2. Sample

The sample is a part of the population taken using a sampling technique.<sup>61</sup> Based on the acceptable sampling method, the sample of the correlational study can be at least 30 participants.<sup>62</sup> The researcher used a simple random sampling technique because the population was in groups and homogenous. Then, the researcher took four students in each class as the sample of total population. The sample was taken using Microsoft Excel with the formula 'RANDBETWEEN' which is a formula used to generate random numbers within a certain range and based on the number which put in the function. This formula usually used for the purposes of an audit, sampling, or simply to announce the winner of the lottery.<sup>63</sup>

The result of sampling using Microsoft Excel showed:

**Table 3. 2 The Sample of the Research**

No.	Class	Number of Students	Sample
1	VIII A	30	4
2	VIII B	32	4
3	VIII C	32	4
4	VIII D	32	4
5	VIII E	32	4
6	VIII F	32	4
7	VIII G	31	4
8	VIII H	34	4
	Total	255	32

<sup>61</sup> Hardani, *Metode Penelitian Kualitatif & Kuantitatif* (Yogyakarta: Pustaka Ilmu, 2020), p. 362.

<sup>62</sup> L. R. Gay, et.al., *Educational Research: Competencies for Analysis and Applications Tenth Ed.* (United States: Pearson Education, 2012), p. 205.

<sup>63</sup> Adi Wirawan, Rumus RAND Excel, accessed from <https://itkoding.com/rumus-rand-excel/>, on July 20 2022, at 22.00.

## D. Variables and Indicators of the Research

### 1. Variable

The research variable is one or more characteristics or properties of the object.<sup>64</sup> In other words, research variables are every kind of thing, whether person, object, or attribute of person, that the researcher determines to be learned and obtain the information then draws the conclusion.

There were two kinds of variables on this research, there were:<sup>65</sup>

- a. The independent variable is the variable that affects or the cause of the change or the dependent variable. The independent variable of this research was “Vocabulary Mastery”.
- b. The dependent variable is the variable that affected or the result because of the independent variable. The dependent variable of this research was “Reading Comprehension Competence”.

### 2. Indicator

#### a. Vocabulary Mastery

Vocabulary is a prior ability to be mastered to increase other language skills. Vocabulary is used to express feelings, ideas, opinions, etc.<sup>66</sup> Vocabulary mastery means the words in a language that people know and are able to use.<sup>67</sup> There are several types to check vocabulary mastery, there are multiple-choice tests, cloze test, and word formation.<sup>68</sup> In this research, the researcher used test, specifically a multiple-choice test. There are several indicators of person mastering vocabulary, as follows: (1) The definition of the word, (2) The written form of the word, (3) The spoken form of the word, (4) The grammatical behavior of the word, (5) The word

<sup>64</sup> Hardani, *Metode Penelitian Kualitatif & Kuantitatif* ..., p. 303.

<sup>65</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019), p. 67.

<sup>66</sup> Saniago Dakhi and Tira Nur Fitria. “The Principles and the Teaching of English Vocabularies: A Review”, *Journal of English Teaching*, Vol. 5, No. 1, 2019, p. 16.

<sup>67</sup> Siti Sarah Fitriani, et.al., “The Study on Vocabulary Mastery and Vocabulary Learning Strategies Employed by Undergraduate Students”. *Proceedings of the EEIC 2*, 2019, p. 61.

<sup>68</sup> Scott Thornbury, *How to Teach Vocabulary*, (Malaysia: Pearson Education Limited, 2002), p. 133-135.

collocations, (6) The word lists, (7) The association of the word, (8) The frequency of the word.

b. Reading Comprehension

Reading is an activity to obtain text to get information about it. Comprehension is the ability to be familiar with the fact and the situation of the text and fully understand the intended meaning. Reading comprehension is the activity or process in which the student learns how to understand and get the information or content from the text.<sup>69</sup> To indicate the student's reading comprehension, the researcher will use a test, specifically a multiple-choice test. There are several components of reading comprehension:<sup>70</sup>

1) Finding Factual Information

Factual information is information which already in the text. The readers need to recognize and find specific information such as person, place, event, and time.

2) Finding Main Idea

Knowing the main idea will help the readers understand the paragraphs and help to remember the next content.

3) Finding the Meaning of Vocabulary

The readers should guess the meaning of the unfamiliar word in the paragraph or sentence they read.

4) Identifying Reference

Reference words are usually pronouns such as they, we, he, she, it, etc. The reader should identify the references where they refer to help understand the text.

5) Making Inference

The inference is a skill in which the reader must be able to read between the lines.

<sup>69</sup> Cucu Sumiati, et.al., "Teaching Reading Comprehension Using Jigsaw Technique". Professional Jocuurnal of English Education. Vol. 2, No. 4, 2019, p. 461-462.

<sup>70</sup> Nurdiana & Rizki Amelia, *Interpretive Reading* (Pekanbaru: Kreasi Edukasi, 2017), p. 9.



## E. Data Collection Techniques

The researcher used tests as the primary and only technique in collecting data. Test is an instrument or tool to measure people's behavior or performance. This measurement is in the form of questions for each subject demanding a cognitive task.<sup>71</sup> The multiple-choice tests were used to conduct students' vocabulary mastery and reading comprehension. Each test consisted of 20 questions for 30 minutes. There were four options a, b, c, and d. The implementation of the test was in the computer laboratories, and Google Form was used as the media.

1. The vocabulary test was taken from Oxford Online English. The website is <https://www.oxfordonlineenglish.com/>. This site has many courses, such as free and premium lessons, book lessons, etc. The level tests for several subjects, such as listening, vocabulary, reading, and grammar, are also available for free. On the vocabulary test, there were 40 questions, and the researcher only took 20 questions. The test was given to the sample on April 11, 2022. The vocabulary test was taken from Oxford Online English. Oxford Test of English is the standardized test with the purpose to assess the English language proficiency of non-native English speakers. The oxford test of English developed by Oxford University Press and certified by the University of Oxford. The Oxford Test of English has been designed by a team of education, language, and assessment experts. The Oxford Test of English is recognized worldwide by a growing number of universities, educational institutions and organizations.<sup>72</sup>
2. While the reading test was taken from 2018 to 2019 UN test items. UN or '*Ujian Nasional*' is an Indonesian test made in 1950 and has been used as a standardized test from 2005 until 2020.<sup>73</sup> Then, start from

<sup>71</sup> Syahrum & Salim, *Metodologi Penelitian Kuantitatif*, (Bandung: Citapustaka Media, 2014), p. 141.

<sup>72</sup> Oxford Univeristy Press, Oxford Test of English, acceseed from <https://elt.oup.com/> , on May 27 2022, at 22.00.

<sup>73</sup> Thomas Harming Suwarta, *Ini Sejarah Ujian Nasional di Indonesia*, accessed from <https://mediaindonesia.com/humaniora/277115/ini-sejarah-ujian-nasional-di-indonesia>, on May 16 2022, at 20.00.

2021 '*merdeka belajar*' has been implemented. UN replaced by '*Assesmen Kompetensi Minimum dan Survei Karakter*'.<sup>74</sup> The researcher took from English UN 2018 (1) and (2). English UN 2019 (1), (2), (3), and (4), then chose 20 questions which only about announcement and (personal) recount text. The test was given on April 14, 2022. The reading comprehension test was taken from 2018 to 2019 UN test items. UN or '*Ujian Nasional*' is an Indonesian test made in 1950 and has been used as a standardized test from 2005 until 2020.<sup>75</sup> The sourced of UN 2018 for the SMP, SMA, and SMK levels, 25 percent of the questions are prepared by the center as an anchor and 75 percent of the questions are prepared by the teacher and consolidated at the Subject Teachers' Meeting (MGMP). At the SMPLB and SMALB levels, 100 percent of the questions are made by schools based on the national grid.<sup>76</sup> USBN and UN policies in 2019 are not much different from the policies in 2018. The difference is only in the implementation schedule and the projected number of participants.<sup>77</sup>

The instrument on this research was test, which then the need to be analyze the validity. Validity is a term that describes the ability of an instrument to measure what it wishes to measure. For example, if the researcher wants to measure body temperature, the proper tool is a thermometer, not a weight meter. Then, validity means the valid instrument to get research data.<sup>78</sup> This research used expert validity or content validity which validity that was focuses on providing evidence on the elements that exist in the measuring instrument and is processed by rational analysis.<sup>79</sup>

<sup>74</sup> Ismi Hakim Azzahrah, *Sejarah Ujian Nasional*, accessed from <https://www.phiradio.net/sejarah-ujian-nasional/>, on May 16 2022, at 20.30.

<sup>75</sup> Thomas Harming Suwarta, *Ini Sejarah Ujian Nasional di Indonesia*, accessed from <https://mediaindonesia.com/humaniora/277115/ini-sejarah-ujian-nasional-di-indonesia>, on May 16 2022, at 20.00.

<sup>76</sup> Arlyta Dwi Anggraini, *Pembuatan Soal USBN 2018*, accessed from <https://indonesiabaik.id/>, on May 27 2022, at 23.11.

<sup>77</sup> Gumanti Awaliyah, Pengamat: Pembuatan Soal USBN oleh Guru Perlu Dikaji, accessed from <https://www.republika.co.id/>, on May 27 2022, at 23.30.

<sup>78</sup> Syahrums & Salim, *Metodologi Penelitian Kuantitatif* (Bandung: Citapustaka Media, 2014), p. 133.

<sup>79</sup> Febrianawati Yusup, "Uji Validitas dan Reliabilitas Instrumen Penelitian Kuantitatif". *Educational Science Journal*, Vol. 7, No. 1, 2018, p. 18.

## F. Data Analysis

Quantitative data was processed and analyzed by using statistic. The determination of statistical techniques was based on two factors; resource purposes and types of data analyzed. There are four types of quantitative data:

- 1) Nominal data, the form of data based on type and classification. For instance, man and woman.
- 2) Ordinal data, the data classified according to a certain level. Example: Class I, II, III, and so on.
- 3) Interval data, the data which classified based on certain level and also in the same interval. For example: test score and IQ test result.
- 4) Ratio data, the data which has characteristics such as interval data with the addition of having an absolute zero point. Example: length, weight, etc.

The data of this research was interval (the score of vocabulary and reading comprehension tests) and there were independent variable (vocabulary mastery) and dependent variable (reading comprehension).<sup>80</sup> Here, the researcher used several ways to analyzed the data:

1. The first step was to determine the level of participants' vocabulary mastery and reading comprehension. The data on vocabulary mastery and reading comprehension were scored by using the formula:<sup>81</sup>

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

Where:  $\bar{X}$  = Mean  
 $\sum x_i$  = Total of students score  
 $n$  = Total of students

<sup>80</sup> Syahrums & Salim, *Metodologi Penelitian Kuantitatif* (Bandung: Citapustaka Media, 2014), p. 152-155

<sup>81</sup> Rahayu Kariadinata & Maman Abdurahman, *Dasar-Dasar Statistik Pendidikan* (Bandung: Pustaka Setia, 2012), p. 65.

Then, the test was categorized according to the table below:<sup>82</sup>

**Table 3. 3 Classification of Students Achievement**

No	Score	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fair
5	56-65	Average
6	46-55	Nearly Average
7	36-45	Less
8	26-35	Very Less
9	16-25	Bad
10	1-15	Very Bad

(Burhan Nurgiyantoro, 2012)

2. Normality test is a prerequisite test of the feasibility of data to be analyzed using parametric statistics or nonparametric statistics.<sup>83</sup> A normality test is required in the quantitative research analysis to check that the data are normally distributed. Testing the normality of the data is intended to identify whether the distribution of the data to be analyzed is normal.<sup>84</sup> The Pearson product moment was one of correlation tests which categorized in parametric (the research data measured by interval scale and ratio scale). The test was carried out for knowing the data is normally distributed or not is a test Kolmogorov-Smirnov normality.<sup>85</sup> The Kolmogorov-Smirnov is for large samples or more than 50 ( $>50$ ), and Shapiro-Wilk is for small samples or less than 50 ( $<50$ ).<sup>86</sup> Data can be said to have a normal distribution, if the P value (Sig.)  $> 0.05$  (The significance of Kolmogorov-

<sup>82</sup> Burhan Nugiyantoro, *Penilaian Pembelajaran Bahasa Berbasis Kompetensi Edisi Pertama* (Yogyakarta: BPFE-Yogyakarta, 2012), p. 253.

<sup>83</sup> Misbahuddin & Iqbal Hasan, *Analisis Data Penelitian Dengan Statistik Edisi Ke-2* (Jakarta: Bumi Aksara, 2014), p. 278.

<sup>84</sup> Lijan Poltak Sinambela, *Metodologi Penelitian Kuantitatif Untuk Bidang Ilmu Administrasi, Kebijakan Publik, Ekonomi, Sosiologi, Komunikasi dan Ilmu Sosial Lainnya* (Yogyakarta: Graha Ilmu, 2014), p. 223.

<sup>85</sup> Agung Widhi Kurniawan & Zarah Puspitaningtyas, *Metode Penelitian Kuantitatif* (Yogyakarta: Pandiva Buku, 2016), p. 107-110.

<sup>86</sup> Lijan Poltak Sinambela, *Metodologi Penelitian Kuantitatif Untuk Bidang Ilmu Administrasi, Kebijakan Publik, Ekonomi, Sosiologi, Komunikasi dan Ilmu Sosial Lainnya*... p. 26-27.

Smirnov and Shapiro-Wilk).<sup>87</sup> The Kolmogorov-Smirnov and Shapiro-Wilk Test were used in this study to witness the normality of data distribution using the SPSS 24 program for Windows.

3. Next, a linearity test was provided to find the regression line equation of the independent X variable to the dependent variable Y. Linearity test is an analysis prerequisite test to find out the data pattern, whether the data has a linear pattern or not. This test relates to the use of linear regression. if you will use linear regression, then the data must show a linear (straight) pattern. if you will use nonlinear regression, then the data need not show a linear pattern.<sup>88</sup> Pearson product moment is statistical analysis of correlation between variables which is a linear one. If the relation is not linear, Pearson product moment will not produce any indication of a valid relationship.<sup>89</sup> These are criteria of linearity:<sup>90</sup>

If Sig. > ( $\alpha = 0.05$ ),  $H_0$  is accepted and the data is linear

If Sig. < ( $\alpha = 0.05$ ),  $H_0$  is rejected and the data is not linear

Note:

Sig. = significant of linearity

$\alpha$  = level of significant

The linearity test is required for the reason that the Pearson will not produce a valid indication of the relationship if the data is not linear.<sup>91</sup>

4. Then, the researcher used Product Moment to analyze the correlation between vocabulary mastery and reading comprehension by the SPSS 24 program for Windows. Pearson product moment is statistical analysis used to calculate how strong the relationship between two or more variables. The variables that must be include were at least one independent and dependent.

<sup>87</sup> Faradiba, *Penggunaan Aplikasi SPSS Untuk Analisis Statistika* (Jakarta: Universitas Kristen Indonesia, 2020), p. 27.

<sup>88</sup> Misbahuddin & Iqbal Hasan, *Analisis Data Penelitian Dengan Statistik Edisi Ke-2* (Jakarta: Bumi Aksara, 2014), p. 292.

<sup>89</sup> L. R. Gay, et.al., *Educational Research: Competencies for Analysis and Applications Tenth Ed.* (United States: Pearson Education, 2012), p. 332.

<sup>90</sup> Faradiba, *Penggunaan Aplikasi SPSS Untuk Analisis Statistika*,... p. 30-32.

<sup>91</sup> L. R. Gay, et.al., *Educational Research: Competencies for Analysis and Applications Tenth Ed.* (United States: Pearson Education, 2012), p. 332.



There are many others statistical analysis used to calculate the relationship between variables such as spearman rank, phi, etc. The accuracy of using this method is based on the type of data to be searched for the relationship.<sup>92</sup> The types of data included for this method are ratio and interval data.<sup>93</sup> Then, the result can be interpreted by following the table:

**Table 3. 4 Correlation Coefficient Interpretation<sup>94</sup>**

The value of r	Interpretation
0,80-1,000	Very Strong
0,60-0,799	Strong
0,40-0,599	Moderate
0,20-0,399	Low
0,00-0,199	Very Low

(Sugiyono, 2019)

<sup>92</sup> Syahrums & Salim, *Metodologi Penelitian Kuantitatif* (Bandung: Citapustaka Media, 2014)154-155.

<sup>93</sup> Yulingga Nanda Hanief & Wasis Himawanto, *Statistik Pendidikan* (Yogyakarta: Deepublish, 2017), p. 72-73.

<sup>94</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019), p. 248.

## **BAB IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings include data description of this research, the data analysis, and the discussion. The correlation between vocabulary mastery and reading comprehension of Eight grade students of MTs N 1 Banjarnegara was studied by the researcher. The researcher conducted the data by using vocabulary mastery and reading comprehension multiple-choice tests. After the data was collected, the researcher analyzed the result to find out how was the category of students' vocabulary mastery and reading comprehension, then the data checked whether normal distributed or not, next the regression was checked whether linear or not, and last, the researcher analyzed the data to find out the correlation and the value between vocabulary mastery and reading comprehension. The following process of the analyzed result of the data were:

#### **A. Findings**

##### **1. Validity Test**

Expert validity used in this research was judged by two lecturers of UIN Prof. K. H. Saifuddin Zuhri Purwokerto. The validity of vocabulary mastery and reading comprehension (presented in appendix) showed that the questions were considered valid.

##### **2. Data Description**

The data was obtained using multiple-choice test. The kind of data in this research was interval, the data which classified based on certain level and also in the same interval, for example test score.<sup>95</sup> The data of students' vocabulary mastery and reading comprehension test were as follow:

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<sup>95</sup> Syahrums & Salim, *Metodologi Penelitian Kuantitatif* (Bandung: Citapustaka Media, 2014), p. 152-153.

1) Students' Vocabulary Mastery Test

The correct value for each question is five, therefore the data contains multiples of 5, such as 5, 10, 15, and so on with the possible values range from 0 to 100.

**Table 4. 1 The Score of Students' Vocabulary Mastery**

No.	Subject of the Research	Vocabulary Mastery Test
1.	S1	45
2.	S2	70
3.	S3	55
4.	S4	40
5.	S5	60
6.	S6	30
7.	S7	50
8.	S8	80
9.	S9	60
10.	S10	55
11.	S11	50
12.	S12	30
13.	S13	65
14.	S14	75
15.	S15	70
16.	S16	30
17.	S17	75
18.	S18	30
19.	S19	65
20.	S20	75
21.	S21	35
22.	S22	55
23.	S23	40
24.	S24	45
25.	S25	60
26.	S26	40
27.	S27	40
28.	S28	35
29.	S29	65

No.	Subject of the Research	Vocabulary Mastery Test
30.	S30	60
31.	S31	45
32.	S32	30
<b>TOTAL</b>		<b>1660</b>
<b>MEAN</b>		<b>51.875</b>
<b>MEDIAN</b>		<b>52.5</b>
<b>MODUS</b>		<b>30</b>

The data showed there were 32 students named with S or subject to maintain students' privacy. The range of vocabulary mastery score was from 30 to 80 with total 1660. There were no scores of 5, 10, 15, 20, 25, 85, 90, 95, and 100. The mean of total score was 51.875, the median was 52.5, and the modus or most score was 30.

2) Students' Reading Comprehension Test

The correct value for each question is five, therefore the data contains multiples of 5, such as 5, 10, 15, and so on with the possible values range from 0 to 100.

**Table 4. 2 The Score of Students' Reading Comprehension**

No.	Subject of the Research	Vocabulary Mastery Test
1.	S1	55
2.	S2	75
3.	S3	55
4.	S4	45
5.	S5	65
6.	S6	30
7.	S7	55
8.	S8	85
9.	S9	65
10.	S10	60
11.	S11	50
12.	S12	35

No.	Subject of the Research	Vocabulary Mastery Test
13.	S13	70
14.	S14	95
15.	S15	95
16.	S16	55
17.	S17	80
18.	S18	30
19.	S19	70
20.	S20	95
21.	S21	40
22.	S22	35
23.	S23	45
24.	S24	65
25.	S25	60
26.	S26	45
27.	S27	45
28.	S28	40
29.	S29	70
30.	S30	60
31.	S31	45
32.	S32	55
<b>TOTAL</b>		<b>1870</b>
<b>MEAN</b>		<b>58.4375</b>
<b>MEDIAN</b>		<b>55</b>
<b>MODUS</b>		<b>45 &amp; 55</b>

The data showed there were 32 students named with S or subject to maintain students' privacy. The range of reading comprehension score was from 30 to 95 with total 1870. There were no scores of 5, 10, 15, 20, 25, and 100. The mean of total score was 58.4375, the median was 55, and the modus or most score were 45 and 55.

### 3. Data Analysis

#### a. Descriptive Analysis

Descriptive analysis is one of analysis used to explain quantitative data. This analysis provides basic information about the number of participants in studies, their characteristics, and how they work in tests or results. Descriptive statistics discussed about frequency, measures of central tendency, measures of variability, measures of relative position, and measures of connection.

**Table 4. 3 Descriptive Statistic**  
**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary Mastery	32	30.00	80.00	51.8750	15.59311
Reading Comprehension	32	30.00	95.00	58.4375	18.33547
Valid N (listwise)	32				

According to the descriptive statistic above, the mean of vocabulary mastery was 51.875, which was nearly average level, and the mean of reading comprehension was 58.437, which was average level.<sup>96</sup> The lowest score both vocabulary mastery and reading comprehension was 30. The highest score of vocabulary mastery and reading comprehension were 80 and 95. Then, the standard deviation of vocabulary mastery and reading comprehension were 15.593 and 18.335.

#### 1) Vocabulary Mastery

Furthermore, the frequency and percentage of students' vocabulary mastery can be seen in the following table:

<sup>96</sup> Burhan Nugiyantoro, *Penilaian Pembelajaran Bahasa Berbasis Kompetensi Edisi Pertama* (Yogyakarta: BPFE-Yogyakarta, 2012), p. 253.



**Table 4. 4 The Frequency of Students' Vocabulary Mastery<sup>97</sup>**

No	Score	Category	Control	
			Frequency	%
1	96-100	Excellent	0	0%
2	86-95	Very Good	0	0%
3	76-85	Good	1	3.125%
4	66-75	Fair	5	15.625%
5	56-65	Average	7	21.875%
6	46-55	Nearly Average	5	15.625%
7	36-45	Less	7	21.875%
8	26-35	Very Less	7	21.875%
9	16-25	Bad	0	0%
10	1-15	Very Bad	0	0%
<b>Total</b>			<b>32</b>	<b>100%</b>

The table above indicated that no students got very bad, bad, very good and excellent categories. There were one (3.125%) student who got good category, five (15.625%) students who got in nearly average and fair categories, and seven (21.875%) students who got in very less, less, and average categories.

## 2) Reading Comprehension

Furthermore, the frequency and percentage of students' reading comprehension can be seen in the following table:

<sup>97</sup> Burhan Nugiyantoro, *Penilaian Pembelajaran Bahasa Berbasis Kompetensi Edisi Pertama*, ... p. 253.

**Table 4. 5 The Frequency of Students' Reading Comprehension<sup>98</sup>**

No	Score	Category	Control	
			Frequency	%
1	96-100	Excellent	0	0%
2	86-95	Very Good	3	9.375%
3	76-85	Good	2	6.25%
4	66-75	Fair	4	12.5%
5	56-65	Average	6	18.75%
6	46-55	Nearly Average	6	18.75%
7	36-45	Less	7	21.875%
8	26-35	Very Less	4	12.5%
9	16-25	Bad	0	0%
10	1-15	Very Bad	0	0%
<b>Total</b>			<b>32</b>	<b>100%</b>

The table above indicated that no students got very bad, bad, and excellent categories. The most of participants who fall in the less category were seven (21.875%) students. Then, six (18.75%) students got in nearly average and average categories, four (12.5%) students got in very less and fair categories, three (9.375%) students got very good categories, and two (6.25%) students got good level categories.

b. Normality Test

Considering this research was quantitative, testing the normality of the data is intended to identify whether or not the distribution of the data to be analyzed is normal.<sup>99</sup> Even more, this research was correlational

<sup>98</sup> Burhan Nugiyanoro, *Penilaian Pembelajaran Bahasa Berbasis Kompetensi Edisi Pertama* (Yogyakarta: BPFE-Yogyakarta, 2012), p. 253.

<sup>99</sup> Lijan Poltak Sinambela, *Metodologi Penelitian Kuantitatif Untuk Bidang Ilmu Administrasi, Kebijakan Publik, Ekonomi, Sosiologi, Komunikasi dan Ilmu Sosial Lainnya* (Yogyakarta: Graha Ilmu, 2014), p. 223.

and used Pearson product moment which categorized as parametric (the research data measured by interval scale and ratio scale).<sup>100</sup> Therefore, normality test is a prerequisite test of the feasibility of data to be analyzed since this research used parametric statistics.<sup>101</sup> And as parametric, the test carried out for knowing the data is normally distributed or not is a test Kolmogorov-Smirnov normality.<sup>102</sup> The Kolmogorov-Smirnov is for large samples or more than 50 (>50), and Shapiro-Wilk is for small samples or less than 50 (<50).<sup>103</sup> Then, the Kolmogorov-Smirnov and Shapiro-Wilk test were used in this study to witness the normality of data distribution using the SPSS 24 program for Windows.

**Table 4. 6 Normality Test**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Vocabulary	.121	32	.200*	.938	32	.065
Mastery						
Reading	.112	32	.200*	.950	32	.145
Comprehension						

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

#### Interpretation of Normality Test:

Data can be said to have a normal distribution, if the P value (Sig.) > 0.05 (The significance of Kolmogorov-Smirnov and Shapiro-Wilk).<sup>104</sup> The table showed that the vocabulary mastery significance

<sup>100</sup> Agung Widhi Kurniawan & Zarah Puspitaningtyas, *Metode Penelitian Kuantitatif* (Yogyakarta: Pandiva Buku, 2016), p. 107-110.

<sup>101</sup> Misbahuddin & Iqbal Hasan, *Analisis Data Penelitian Dengan Statistik Edisi Ke-2* (Jakarta: Bumi Aksara, 2014), p. 278.

<sup>102</sup> Agung Widhi Kurniawan & Zarah Puspitaningtyas, *Metode Penelitian Kuantitatif* (Yogyakarta: Pandiva Buku, 2016), p. 107-110.

<sup>103</sup> Lijan Poltak Sinambela, *Metodologi Penelitian Kuantitatif Untuk Bidang Ilmu Administrasi, Kebijakan Publik, Ekonomi, Sosiologi, Komunikasi dan Ilmu Sosial Lainnya*... p. 26-27.

<sup>104</sup> Faradiba, *Penggunaan Aplikasi SPSS Untuk Analisis Statistika* (Jakarta: Universitas Kristen Indonesia, 2020), p. 27.

on Kolmogorov-Smirnov was 0.200 and on Shapiro-Wilk was 0.65. The reading comprehension significance on Kolmogorov-Smirnov was 0.200 and on Shapiro-Wilk was 0.145. All data in both the Kolmogorov-Smirnov test and the Shapiro-Wilk test were  $> 0.05$ , it can be concluded that the research data was normally distributed.

c. Linearity Test

This research used Pearson product moment that is statistical analysis of correlation between variables which have a linear relation. If the relation is not linear, Pearson product moment will not produce any indication of a valid relationship.<sup>105</sup> This test relates to the use of linear regression. If you will use linear regression, then the data must show a linear (straight) pattern. If you will use nonlinear regression, then the data need not show a linear pattern. Therefore, this research did linearity test that is an analysis prerequisite test to find out the data pattern, whether the data has a linear pattern or not.<sup>106</sup> After the normality test, then linearity test was provided to find the regression line equation of the independent X variable (vocabulary mastery) to the dependent variable Y (reading comprehension).

Interpretation of Linearity Test:

If Sig.  $> (\alpha = 0.05)$ ,  $H_0$  is accepted, and the data is linear

If Sig.  $< (\alpha = 0.05)$ ,  $H_0$  is rejected, and the data is not linear

Note:

Sig. = significant of linearity

$\alpha$  = level of significant<sup>107</sup>

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<sup>105</sup> L. R. Gay, et.al., *Educational Research: Competencies for Analysis and Applications Tenth Ed.* (United States: Pearson Education, 2012), p. 332.

<sup>106</sup> Misbahuddin & Iqbal Hasan, *Analisis Data Penelitian Dengan Statistik Edisi Ke-2* (Jakarta: Bumi Aksara, 2014), p. 292.

<sup>107</sup> Faradiba, *Penggunaan Aplikasi SPSS Untuk Analisis Statistika* (Jakarta: Universitas Kristen Indonesia, 2020), p. 30-32.

**Table 4. 7 Linearity Test**

Linearity Test			Sum of Squares	Df	Mean Square	F	Sig.
Reading Comprehension	Between Groups	(Combined)	8814.375	10	881.438	11.515	.000
* Vocabulary Mastery		Linearity	7802.285	1	7802.285	101.927	.000
		Deviation from Linearity	1012.090	9	112.454	1.469	.223
	Within Groups		1607.500	21	76.548		
	Total		10421.875	31			

Based on the output above, the significance was  $0.223 > 0.05$  ( $\alpha$  or significant level) that showed the data of variable X (vocabulary mastery) and variable Y (reading comprehension) were linear.

d. Pearson Product Moment

In this research, there was two variables: one independent variable (vocabulary mastery), and one dependent variable (reading comprehension) with the type of data was interval (test score). The researcher chose Pearson product moment because this is statistical analysis used to calculate how strong the relationship between two or more variables that are at least one independent and dependent. Further reason of choosing Pearson than many others statistical analysis used to calculate the relationship between variables such as spearman rank, phi, etc., was based on the type of data to be searched for the relationship.<sup>108</sup> The Pearson product moment is for interval or ratio's type of data<sup>109</sup> which appropriate for this research's type of data.

<sup>108</sup> Syahrur & Salim, *Metodologi Penelitian Kuantitatif* (Bandung: Citapustaka Media, 2014), p. 154-155.

<sup>109</sup> Yulingga Nanda Hanief & Wasis Himawanto, *Statistik Pendidikan* (Yogyakarta: Deepublish, 2017), p. 72-73.

**Table 4. 8 Pearson Product Moment Correlation**

Correlations		Vocabulary Mastery	Reading Comprehension
Vocabulary Mastery	Pearson Correlation	1	.865**
	Sig. (2-tailed)		.000
	N	32	32
Reading Comprehension	Pearson Correlation	.865**	1
	Sig. (2-tailed)	.000	
	N	32	32

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

From the calculation of the correlation between vocabulary mastery and reading comprehension, the result of the research was  $r_{xy} = 0.865$ , significant (2-tailed) 0,000, Pearson correlation was 1, and the number of subjects was 32.

The result can be interpreted into:

1. According to the value of Pearson correlation.

The positive correlation means the variables move in one direction. If the variable X increase, so does the variable Y. if the variable X decrease, so does the variable Y. This positive correlation indicated by a “1” correlation coefficient.

The negative correlation means the variables move in the opposite direction. If the variable X increase, variable Y decrease. If the variable X decrease, the variable Y increase. This negative correlation indicated by a “-“ correlation coefficient.<sup>110</sup>

According to the table 4.8, the Pearson correlation showed 1 so there was positive correlation between vocabulary mastery and reading comprehension.

<sup>110</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research Fourth Ed.* (Unites States: Pearson Education, 2012), p. 345.



2. According to coefficient correlation ( $R_{xy}$ )

With the degree of significance 5%

$H_0$  = there is no correlation and  $H_a$  = there is correlation

If  $R_{xy} < R_{table}$ , then  $H_0$  accepted and  $H_a$  rejected

If  $R_{xy} > R_{table}$ , then  $H_0$  rejected and  $H_a$  accepted<sup>111</sup>

According to the table 4.8, the  $R_{xy}$  was 0.865 with subject ( $n$ ) = 32, so the  $R_{table}$  was 0.349. Then,  $R_{xy} > R_{table}$  ( $0.865 > 0.349$ ) with  $H_0$  rejected and  $H_a$  accepted.

3. According to significant

The hypothesis:

$H_0$  = There is no significance correlation between variable X and Y.

$H_a$  = There is significance correlation between variable X and Y.

If Sig. (2 tailed)  $< (\alpha = 0.05)$ ,  $H_0$  rejected,  $H_a$  accepted.

If Sig. (2 tailed)  $> (\alpha = 0.05)$ ,  $H_0$  accepted,  $H_a$  rejected<sup>112</sup>

According to the table 4.8, the significant was 0.000 less than 0.05 (sig. 2 tailed  $0.000 < \alpha 0.05$ ), then  $H_0$  rejected and  $H_a$  accepted, and it can be concluded that there is significance correlation between students' vocabulary mastery and reading comprehension.

Then, to determine the criteria of correlation was based on the coefficient correlation or  $R_{xy}$  in table 4.8 showed the result was 0.865. According to Table 3.4, the value of correlation included 0,800-1,00 that was very strong correlation.

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<sup>111</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019), p. 249

<sup>112</sup> Haryadi Sarjono & Julianita Winda, *SPSS vs LISREL: Sebuah Pengantar Aplikasi untuk Riset* (Jakarta: Salemba Empat, 2013), p. 90.

## B. Discussion

The data collected from the test as presented above showed a correlation between students' vocabulary mastery and reading comprehension competence of eight grade students of MTs N 1 Banjarnegara.

### 1. Students' Vocabulary Mastery

The category level used to check the vocabulary mastery in this research was, according to Burhan Nurgiyantoro (2012), there were very bad (1-15), bad (16-25), very less (26-35), less (36-45), nearly average (46-55), average (56-65), fair (66-75), good (76-85), very good (86-95), and excellent (96-100).<sup>113</sup> Based on the findings, the mean of students' vocabulary mastery was 51.875. Then, the category of eight students of MTs N 1 Banjarnegara on the vocabulary mastery test was **nearly average** level. Of the total 32 students, the 21 students or 65.625% split into 21.875% or seven students, were on the three levels: very less, less, and average. Then, the ten students or 31.25%, split into 15.625% or five students, were on the two levels, nearly average and fair. Last, only one student or 3.125% was on the good level. The range of students' scores explained one by one from the most to the least were very less, less, average, nearly average, fair, and good. The range on very less level was consist of scores 30 with five students, and 35 with two students. The second, the range on less level was consist of scores 40 with four students, and 45 with three students. Then, the average level range consisted of scores 60 with four students and 65 with three students. And then, the nearly average level range consisted of scores of 50 with two students and 55 with three students. Next, the fair level range consisted of scores of 70 with two students and 75 with three students. And last, the good level range was only one student with a score of 80. There were no students on the very bad level, which consisted of scores (5, 10, and 15), bad level which consisted of scores (20 and 25), good level (85), very good level, which

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<sup>113</sup> Burhan Nurgiyantoro, *Penilaian Pembelajaran Bahasa Berbasis Kompetensi Edisi Pertama* (Yogyakarta: BPFE-Yogyakarta, 2012), p. 253.

consisted of scores (90 and 95), and excellent level with the score 100. The lowest score was 30, and the highest was 80. Even though the vocabulary mastery level was nearly average, the modus on the data of vocabulary mastery showed was 30, which was categorized as the very less level.

How come most Indonesian students are at a low level in learning English when in Indonesia, when English is a subject studied in school for three years in junior high school and three years in high school. English is learnt from the primary to higher education level.<sup>114</sup> Whereas vocabulary is the central part of English with the parable ‘vocabulary as bricks in the building while the building is the language’.<sup>115</sup> Without vocabulary, structures and functions that have learned cannot be used. Learners also will face delayed language skills because lack of vocabulary.<sup>116</sup> Vocabulary knowledge is the biggest reason for the low English proficiency of Indonesian students. Learning in Indonesia pays less attention to vocabulary and some studies found that was the reason of the low condition of Indonesian students' vocabulary knowledge. According to Sudarman & Sumalee (2018), English First (EF) who settled English Proficiency Index (EPI) data, showed that in 2017 Indonesia ranked 39<sup>th</sup> out of 80 countries in the world and 10<sup>th</sup> out of 20 countries in Asia. The Indonesian category was on ‘low proficiency band’ level with the score 52.15.<sup>117</sup> The above pieces of information support that some Indonesian learners face difficulty with vocabulary as the result of vocabulary mastery was categorized as nearly average.

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<sup>114</sup> Khairunnisa Dwinalida & Sholeh Setiaji, “*The Correlation Between Learners’ Motivation and Language Learning Strategies in EFL Context*”. JEPAL (Journal of English Pedagogy and Applied Linguistics), Vol. 1, No. 1, 2020, p. 38.

<sup>115</sup> Iman Santosa and Andriyadi, “*The Use of My Dictionary Application to Improve Students’ Vocabulary Mastery*”. ELTIN Journal, Vol. 7, No. 1, 2019, p. 36.

<sup>116</sup> Maulani Anjani Sukirno and Agus Husein As Sabiq, “*Visual Media Utilization in Mastering English Vocabulary of Hearing-Impaired Students*”. INSANIA: Jurnal Pemikiran Alternatif Kependidikan, 2020, Vol. 25, No. 1, p. 162-163.

<sup>117</sup> Sudarman & Sumalee Chinokul, “*The English Vocabulary Size and Level of English Department Students at Kutai Kartanegara University*”. ETERNAL (English, Teaching, Learning, and Research Journal), Vol. 4, No. 1, 2018, p. 1-2.

## 2. Students' Reading Comprehension

The category level used to check the vocabulary mastery in this research was, according to Burhan Nurgiantoro (2012), there were very bad (1-15), bad (16-25), very less (26-35), less (36-45), nearly average (46-55), average (56-65), fair (66-75), good (76-85), very good (86-95), and excellent (96-100).<sup>118</sup> Based on the findings, the mean of students' reading comprehension was 58.437. The category of eight students of MTs N 1 Banjarnegara on the reading comprehension test was **average**. Of the total 32 students, most were on the lower level, with 21.875% or seven students. The range on the less level consisted of the scores of 40 with two students and 50 with five students. Afterwards, the 37.5% or 12 students split into 18.75% or six students occupied the second place on the average and nearly average level. The range on the average level consisted of the scores 60 and 65 with three students each, and the range on the nearly average level consisted of 55 with one student and 60 with five students. Then, there were 25% or eight students split into 12.5% or four students who were at a very less and fair level. The range on the very less level consisted of the scores 30 and 35 with two students each, and the range on the fair level consisted of 70 with three students and 75 with one student. Next, 9.375% or three students got in very good level with a score of 95. Last, 6.25% or two students got in good level with the range of scores 80 and 85 with one student each. There was no student on the very bad level, consisting of scores (5, 10, and 15), bad level (20 and 25), and excellent level with a score of 100. The lowest score was 30, and the highest was 95. Even though the reading comprehension level was on the average level, the modus on the reading comprehension data showed were 45 and 55, categorized on the nearly average level.

According to the average reading comprehension level, the teacher must understand the aspect of reading comprehension and strategy to

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<sup>118</sup> Burhan Nugiyantoro, *Penilaian Pembelajaran Bahasa Berbasis Kompetensi Edisi Pertama* (Yogyakarta: BPFE-Yogyakarta, 2012), p. 253.

advance the students' reading comprehension through the crucial contribution of reading skills for a better educational future.<sup>119</sup> Reading has also become one of the important skills for building up the language.<sup>120</sup> However, Indonesian students' reading achievement is at a low level, meaning their reading comprehension is on the same condition. Some problems of students' reading comprehension in Indonesia were affected by the cultural-based issue, the English teaching and learning, and social-contextual problems. Other factors which affect the students' reading comprehension were reading anxiety, motivation, and self-confidence. The unfamiliar words or lack of vocabulary was being one of the causes of reading anxiety.<sup>121</sup> These support that the result of students' reading comprehension was on average level.

### 3. The Correlation Between Students' Vocabulary Mastery and Reading Comprehension

The indicator of how strong the correlation of two variables used in this research were very low (0,000-0,199), low (0,200-0,399), moderate (0,400-0,599), strong (0,600-0,799), very strong (0,800-1,00).<sup>122</sup> The correlation between vocabulary mastery and reading comprehension competence of eight grade students of MTs N 1 Banjarnegara was **very strong**. Based on the findings, the calculation using Pearson Product Moment showed that the significance of the correlation between vocabulary mastery and reading comprehension was  $r_{xy} = 0,865$ . According to the indicator interpretation of correlation coefficient criteria, it can be concluded that the level of correlation of this research was (0,800-1,00),

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<sup>119</sup> Windhariyati Dyah Kusumawanti and Dwi Anggani Linggar Bharati, "The Effectiveness of Close and Explicit Reading Instructions to Enhance Reading Comprehension to Highy and Lowly Motivated Students". English Education Journal, Vol. 8, No. 1, 2018, p. 2-3.

<sup>120</sup> Maulana Muallim and Feisal Aziez, "Reading Portofolio as a Supplementary Activity to Leverage Students' Reading Competency", Basis Journal, Vol. 7, No. 2, 2020, p. 246.

<sup>121</sup> Nunung Mardianti, et.al., "The Correlation Between Students' Reading Anxiety and Their Reading Comprehension in ESP Context", International Journal of Language Education, Vol. 5, No. 2, 2021, p. 16.

<sup>122</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019), p. 248.



which means a very strong correlation. There were two hypotheses on this research; Ha (alternative hypothesis) was there is significant positive relationship and Ho (null hypothesis) was there is no significant positive relationship. Therefore, the final hypothesis will be one of the hypotheses below. The first hypothesis, if sig. 2-tailed less than  $\alpha = 0,05$ , then Ha (alternative hypothesis) is accepted, and Ho (null hypothesis) is rejected. The second hypothesis, if sig. 2-tailed more than  $\alpha = 0,05$ , then Ho (null hypothesis) is accepted, and Ha (alternative hypothesis) is rejected.<sup>123</sup> Based on the findings, the significant 2-tailed was 0,000 less than  $\alpha = 0,05$  so that Ha is accepted, and Ho is rejected.

The result above showed a very strong correlation between vocabulary mastery and reading comprehension. Knowing vocabulary in a second language is crucial for the second language listening comprehension and reading comprehension. The importance of knowing or mastering vocabulary can be considered by its correlation with listening and reading comprehension.<sup>124</sup> The position of vocabulary is the center of language and there is even sentence, "...without grammar a little can be conveyed, without vocabulary there is nothing can be conveyed...".<sup>125</sup> Vocabulary knowledge refers to reading comprehension as the knowledge that helps comprehend text by indicating the meaning semantically, either single, double, or more words.<sup>126</sup> The knowledge of vocabulary is also essential for reading comprehension and becomes an essential factor in improving the ability.<sup>127</sup> The strong relationship between learner vocabulary

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<sup>123</sup> Haryadi Sarjono & Julianita Winda, *SPSS vs LISREL: Sebuah Pengantar Aplikasi untuk Riset* (Jakarta: Salemba Empat, 2013), p. 90.

<sup>124</sup> Zhang Songshan & Xian Zhang, "The Relationship Between Vocabulary Knowledge and L2 Reading/Listening Comprehension: A Meta-Analysis". *Language Teaching Research*, Vol. 0, No. 1362168820913998, 2020, p. 1.

<sup>125</sup> Michael Lessard-Clouston, *Teaching Vocabulary*, (Ballenger Avenue: TESOL International Association, 2013), p. 2.

<sup>126</sup> Zaccoletti Sonia, et.al., "Enjoyment, Anxiety and Boredom, and Their Control-value Antecedents as Predictors of Reading Comprehension". *Learning and Individual Differences*, Vol. 79, No. 101869, 2020, p. 1.

<sup>127</sup> Desi Andriani and Vera Sri wahyuningsih, "An Analysis of Students' Mastery of Vocabulary". *ELT-Lectura*, Vol 6, No. 2, 2019, p. 170.



knowledge and the ability to effectively handle L2 reading assignments signifies the importance of L2 learners having vocabulary knowledge that will help overcome the linguistic demands of this important L2 skill. The students will have easier to do reading comprehension by mastering many of the vocabularies. The amount of vocabulary will help the activity of understanding the text. It means the better students' vocabulary mastery, the better their reading comprehension competence.

Several studies provided the high association between L2 vocabulary knowledge and L2 reading comprehension in Ahmed Masrai (2019). A study investigated the relationship between receptive vocabulary knowledge and reading comprehension and found a relatively high correlation between the two factors, ranging from .50 to .75. Then, a study examined the relationship between vocabulary knowledge and reading among 217 L2 learners of English with a wide range of first language (L1) backgrounds. Moreover, there was also a study that explored the relationship between vocabulary knowledge and reading comprehension among 246 Chinese school learners of English using different measures of vocabulary knowledge, including breadth and depth of vocabulary knowledge. Those above findings showed that both the breadth and depth dimensions of vocabulary knowledge correlated significantly with the scores for reading.<sup>128</sup>

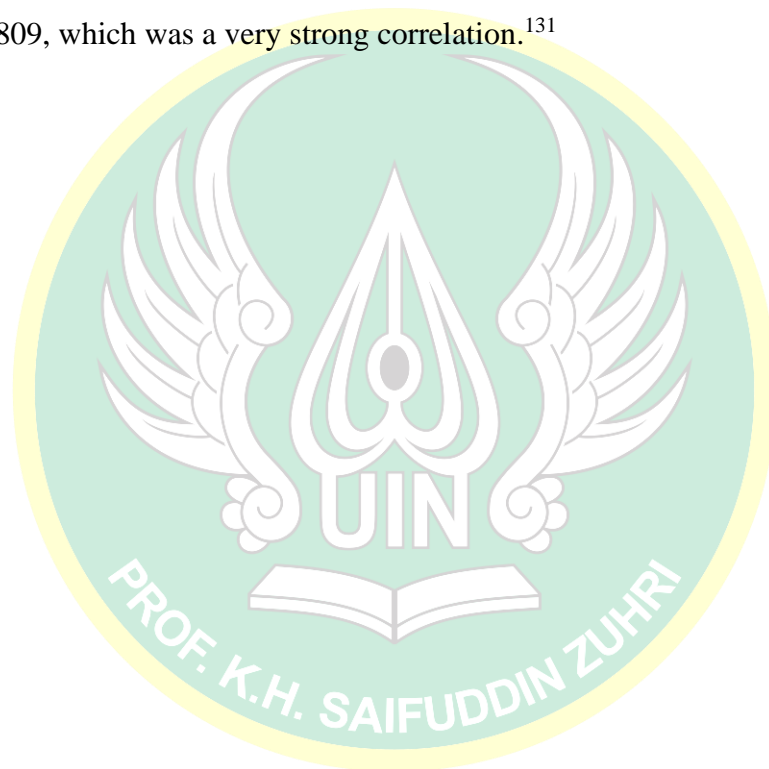
Based on the findings, the correlation between vocabulary mastery and reading comprehension was very strong. Moreover, these findings are consistent with studies by ST Marhana Rullu & Farel A. Bikas (2021), which showed a correlation between vocabulary mastery and reading comprehension among students of SMK Negeri 2 Luwuk. The  $R_{xy}$  was 0.92, which was a very strong correlation.<sup>129</sup> Arni Fitri & Abdul Aziz Rifaat

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<sup>128</sup> Ahmed Masrai, "Vocabulary and Reading Comprehension Revisited: Evidence for High-, Mid-, and Low-Frequency Vocabulary Knowledge". Sage Open, Vol. 9, No. 2, 2019, p. 2.

<sup>129</sup> ST Marhana Rullu & Farel A. Bikas, "The Correlation of Vocabulary Mastery and Reading Comprehension at Students of SMK Negeri 2 Luwuk". BABASAL English Education Journal, Vol. 2, No. 1, 2021, p. 1.

(2021) also showed a strong correlation between students' vocabulary mastery and their reading comprehension eighth grade students of SMP N 11 Palembang. There was a significant correlation with the  $R_{xy} = 0.807$ .<sup>130</sup> Then, Desak Made Dwi Apriliani, I Gde Putu Agus Pramerta, & Ni Luh Putu Dian Sawitri (2021) indicated a significant correlation between students' vocabulary mastery and reading comprehension of the eight grade students of SMP N 2 Denpasar. The coefficient correlation ( $R_{xy}$ ) was 0.809, which was a very strong correlation.<sup>131</sup>




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<sup>130</sup> Arni Fitri & Abdul Aziz Rifaat, "The Correlation Between Vocabulary Achievement and Reading Comprehension". IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, Vol. 9, No. 1, 2021, p. 1.

<sup>131</sup> Desak Made Dwi Apriliani, et.al., "Role of Vocabulary Mastery in Students' Reading Comprehension". Jurnal Santiaji Pendidikan (JSP), Vol. 11, No. 3, 2021, p. 1.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

This chapter represent the conclusion and suggestion. The conclusion presented according to the research question, and the suggestion presented the recommendation to the English teacher and other researcher.

#### **A. Conclusion**

Based on the result of the research, the researcher provides the conclusion as follows:

- 1) The mean score of vocabulary mastery of eight grade students of MTs N 1 Banjarnegara was 51.875, which is nearly average level. The lowest score was 30, and the highest score was 80. Based on the result, it can be concluded that the students are still on the medium level of mastering vocabulary.
- 2) The mean score of reading comprehension of eight grade students of MTs N 1 Banjarnegara was 58.437, which is average level. The lowest score was 30, and the highest score was 95. Based on the result, it can be concluded that the students were basic in reading comprehension of the text.
- 3) There was a very strong correlation between vocabulary mastery and reading comprehension competence of eight grade students of MTs N 1 Banjarnegara. The correlation coefficient between vocabulary mastery and reading comprehension was 0,865. Based on this result, there was a significant correlation between vocabulary mastery and reading comprehension.

## **B. Limitation of Study**

Although this research was carried out as thoroughly as possible, this research still has many limitations:

1. In the process of collecting data during the tests, some students failed on sending the answer due to the error of computer and ended up do retest.
2. In the process of collecting data, the time was on Ramadhan which may affect the students' ability.

## **C. Suggestion**

Based on the study's limitations, the researcher has several suggestions for English teachers and other researchers. The suggestion given by the researcher are:

1. For the Teachers
  - a. Based on the students' nearly average level of vocabulary mastery and average level of reading comprehension competence, the teacher should pay more attention on vocabulary learning and reading comprehension with innovative approaches, strategies and media in the teaching and learning process to increase students' vocabulary and reading comprehension.
  - b. Teachers must be able to adapt and understand the students' requirements so the teaching-learning process can be fun, interesting, and beneficial for students inside and outside the school.
2. For Other Researchers

The researcher hopes this research can be an additional reference for further research, especially in vocabulary mastery and reading comprehension. The researcher also hopes that other researchers who will take similar research can develop research variables to get more diverse and varied research.

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