

**THE CORRELATION BETWEEN VOCABULARY MASTERY AND
STUDENTS' READING ABILITY AT SMP 001 UNGGULAN
INDOLEMBANG KECAMATAN MAMBI
KABUPATEN MAMASA
WEST SULAWESI**



*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment
of the Requirement for the Degree of Education in English
Education Department*

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MUHAMMADIYAH UNIVERSITY OF MAKASAR
2022**



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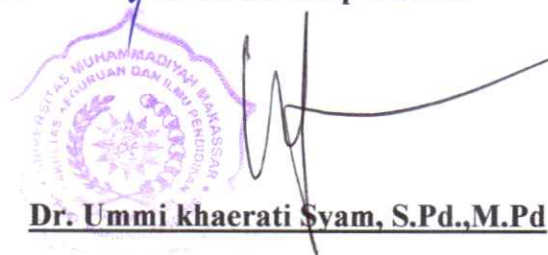
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MOTTO

“ success and failure are two lives. Both are not fixed.



DEDIKASI

Thesis for a Beloved Family

**Especially for my parents. For my young sister and young
brother**

**also,
for myself**

ABSTRACT

PITRA AULIA. 2022. "The Correlation between Vocabulary Mastery and Students' Reading Ability at SMP 001 Unggulan Indolembang Kec. Mambi Kab. Mamasa West Sulawesi.(quanitative descriptive) AThesis of English Education faculty of Teacher Training and Education University Muhammadiyah of Makassar (supervised by (Sulfasyah and Saiful)

The main purpose of this research was to determine the correlation between vocabulary mastery and students' reading ability at SMP 001 Unggulan Indolembang Kec. Mambi Kab. Mamasa West Sulawesi. The researcher chose the vocabulary mastery correlation because it is one of the strategies that can help them to achieve knowledge in improving reading comprehension.

This research uses quantitative descriptive analysis research. The population in this reearch were students of SMP 001 Superior Indolembang Kec. Mambi Kab. Mamasa West Sulawesi, totaling 30 students. The sample of this study was 30 students who were taken with a technique sampling. The sampling technique is considered to be one of the most popular and simple data collection methods in the field of research. This study uses all 9th graders considering the population of this research is less than 30 students. In this research, the researcher used a written test as a research instrument.

Based on the research findings, the results showed that there was a correlation between vocabulary mastery and students' reading ability. This is evidenced by the value of the correlation coefficient (r) count 0.719, which is greater than the r table, which is 0.207. And the value of sig. 2 taliled $0.001 < 0.05$, which mean there is a correlation between vocabulary mastery and reading ability which is between 0.41 - 0.60 in the Moderate category. it can be concluded that there is a correlation between vocabulary mastery and reading ability of students of SMP 001 Superior Indolembang Kec. Mambi Kab. Mamasa West Sulawesi.

Keywords: Vocabulary Mastery, Students' Reading Ability .

ABSTRAK

PITRA AULIA. 2021. “Hubungan antara penguasaan kosakata dan kemampuan membaca siswa di SMP 001 unggulan Indolembang Kecamatan Mambi Kabupaten Maasa Sulawesi Barat. Skripsi untuk fakultas pendidikan bahasa inggris fakultas keguruan dan ilmu Pendidikan Universitas Muhammadiyah Makassar (dibimbing **Sulfasyah and Saiful**)

Tujuan utama dari penelitian ini adalah untuk mengetahui the correlation between vocabulary mastery and students' reading ability at SMP 001 Unggulan Indolembang Kec. Mambi Kab. Mamasa Sulawesi Barat. Peneliti memilih hubungan penguasaan kosakata karena sebagai salah satu strategi yang dapat membantu mereka untuk mencapai pengetahuan dalam meningkatkan pemahaman dalam membaca.

Penelitian ini menggunakan penelitian analisis deskriptif kuantitatif. Populasi dalam penelitian ini adalah siswa SMP 001 Unggulan Indolembang Kec. Mambi Kab. Mamasa Sulawesi Barat yang berjumlah 30 siswa. Sampel penelitian ini adalah 30 siswa yang diambil dengan Teknik simple random sampling. Teknik pengambilan sampel yang dianggap sebagai salah satu metode pengumpulan data yang paling populer dan sederhana di bidang penelitian. Penelitian ini menggunakan seluruh kelas 9 mengingat populasi dari penelitian ini kurang lebih 30 siswa. Dalam penelitian ini, Peneliti menggunakan tes tertulis sebagai instrumen penelitian.

Berdasarkan temuan penelitian, hasil penelitian menunjukkan bahwa terdapat hubungan antara penguasaan kosakata dan kemampuan membaca siswa. Hal ini dibuktikan dengan dengan nilai koefisien korelasi (r) hitung 0,719 lebih besar dari r tabel yaitu 0,207. Dan nilai sig. 2 tailed 0,001 < 0,05, yang berarti terdapat hubungan antara penguasaan kosakata dan kemampuan membaca which is between 0.41 - 0.60 in the Moderate category. maka dapat disimpulkan bahwa terdapat hubungan penguasaan kosakata dan kemampuan membaca siswa SMP 001 Unggulan Indolembang Kec. Mambi Kab. Mamasa Sulawesi Barat.

Kata Kunci: *Penguasaan Kosakata, Kemampuan Membaca Siswa .*

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Words are not enough to say appreciation for their help and contribution in this paper. Furthermore, the researcher realizes that this thesis is far from perfection, but the researcher has tried as much as possible until the end of the study and completion of this thesis, and finally the researcher hopes that this thesis can be useful for readers in order to provide meaningful knowledge.

Makassar, 2021

Researcher

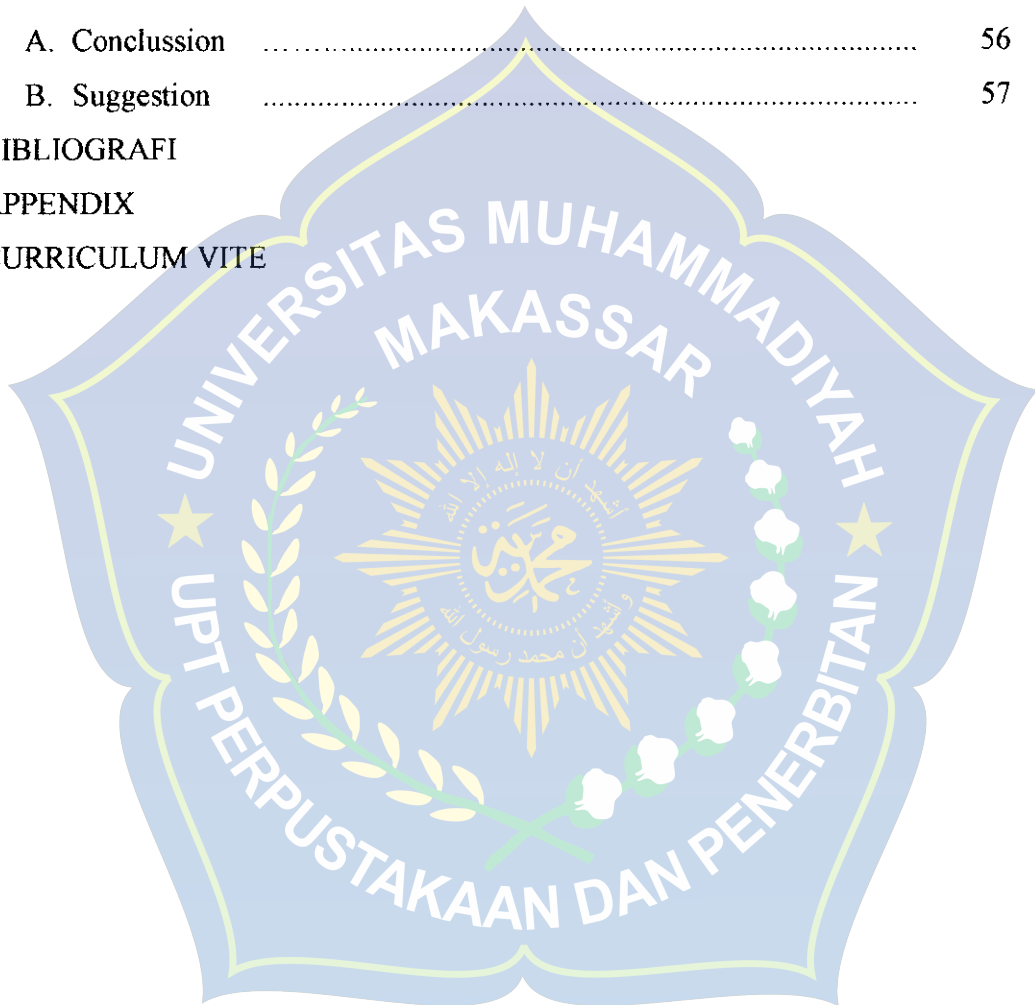
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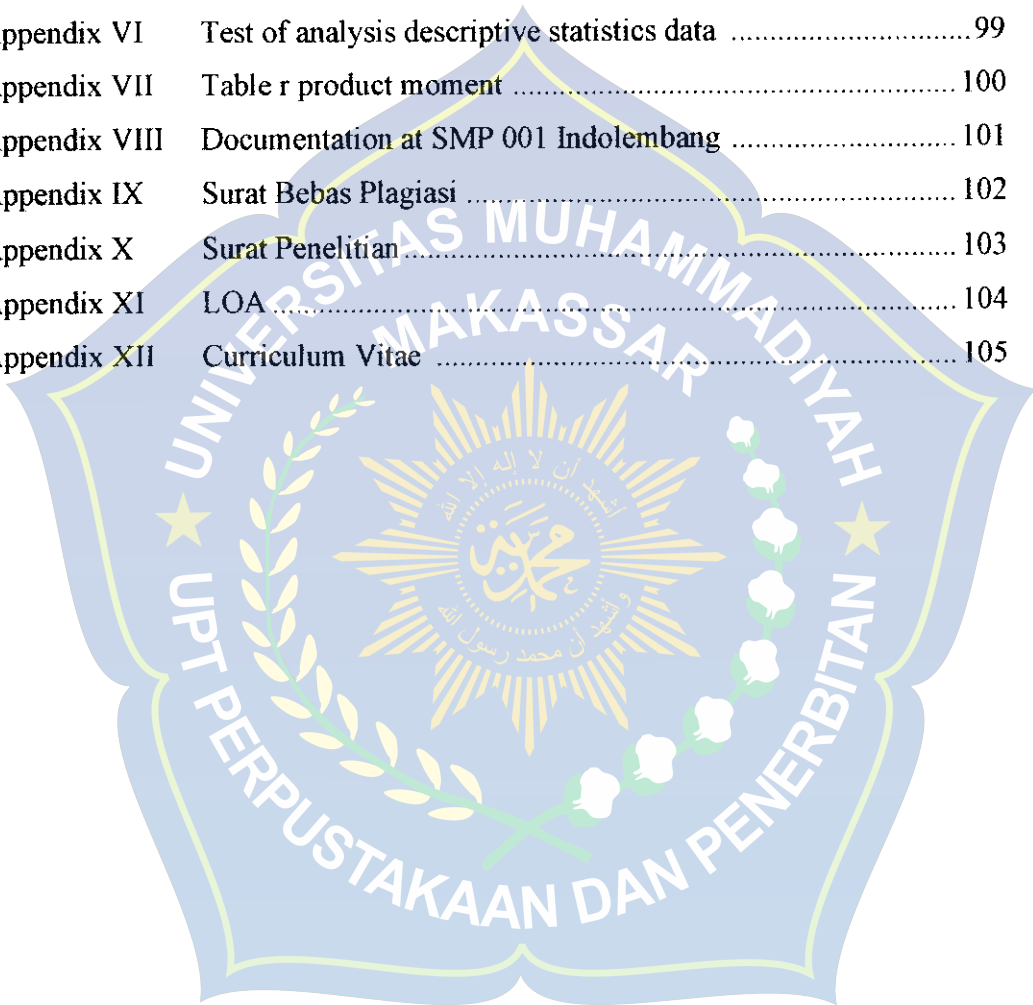
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CHAPTER I

INTRODUCTION

A. Background

Language is an important part of communication. In addition, people should be able to communicate with other people from other countries. They are expected to master more than one language, especially English as an international language. To be able to communicate well, people will need to choose English words known as vocabulary. According to H Uyen and Nga (2003), quoted in Kaosar, (2012), vocabulary plays an important role in four skills in language learning. Therefore, it is important for students to learn vocabulary as a basic competency to learn the four English skills as Cameron (2007) states that vocabulary is the basic for learning a language at an early level.

According to Brown (2000), language is a system of arbitrary conventional vocal, written or gestural symbols that enable members of a particular community to communicate with one another. Therefore, language is very important to learn because by learning language it is hoped that we can communicate well with other people. Vocabulary then becomes an important component learned in language learning. In this regard, linguist Wilkins in Thornbury (2002) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The most important point of the above statement is that vocabulary mastery for students is a major component for successful language learning. In listening, students' vocabulary affects their understanding of the teacher's speech, class discussion, and other speeches.

Kweldju (2005) states that vocabulary is the center of language and is very important for the typical language learner. Without adequate vocabulary, a person cannot communicate effectively or express his ideas both in spoken and written form. Because English is the first language taught at all levels of education, it becomes a must to know the main purpose of why English is so important. Indeed, comprehensive communication competence is the ability to understand and produce spoken and written English because it is required to acquire the four basic language skills such as listening, speaking, reading, and writing.

Tarigan (2015:2) explains that the quality of a person's language skills depends on the quantity and quality of the vocabulary he has. The richer the vocabulary, the more likely we are to be skilled at language. This means that the mastery of one's vocabulary determines the quality of that person's language. Without having adequate mastery of vocabulary, it is very difficult for the person to interact properly. According to Nurgiyantoro (2014:338) vocabulary mastery can be divided into receptive and productive mastery, namely the ability to understand and use vocabulary. At the time of reading and listening activities required comprehension skills, while in writing and speaking activities required the ability to use vocabulary. Reading ability is very important, because by reading students' knowledge will increase. Students' reading ability depends on the quantity and quality of the vocabulary they have. The more vocabulary they have, the higher the level of students' reading ability, and vice versa.

In order for communication to work well, adequate language skills are needed. Language skills include listening skills, speaking skills, reading skills, and writing skills. Listening and reading are receptive language skills, while speaking and writing are productive language skills. The four skills are interrelated with each other. Of the four skills, reading skills are skills used by readers to get the message the author wants to convey through written language. Burn, (2011:1) explains that the ability to read is something that is vital in an educated society.

Reading can not only change a person's point of view , but can also change a person's life completely. Therefore, the habit of reading must be instilled from an early age. It's good if we spend at least an hour a day to read a book. The learning process at school is almost inseparable from reading activities. The more often reading activities are carried out, the higher the level of student ability. Learning Indonesian in schools is an effort to provide students with provisions, especially regarding language skills, especially reading skills.

Reading skills consist of several types. One of them is reading comprehension skill. According to Tarigan (2008:58) reading comprehension is a kind of reading that aims to understand literary standards or norms, critical reviews, written plays, and fictional patterns. So, the reader not only understands and understands the content of the reading, but is also able to examine the content of the reading and provide an assessment by relating it to his experience and knowledge so as to create a deeper understanding. The ability to read and understand is very important for students because these skills

will continue to be needed as a tool to learn the field of science. Students' reading skills are closely related to the students' own vocabulary mastery skills.

Based on observations conducted by researchers before doing research, seen that most large student at SMP 001 Indolembang seed could not have not been able to find on giving literal reading comprehension in terms of main idea. in word classes or part of speech in English, they are Noun, Pronoun, Verb, Adjective, Adverb, and Conjunction. Based on this, it is assumed that students' vocabulary mastery is still low. The students' low vocabulary mastery is also caused by the teacher's lack of deepening the vocabulary material. The teacher usually passes material related synonyms and antonyms. In addition, the teacher has never done a vocabulary mastery test so that the teacher does not know the level of vocabulary mastery that the students have. Vocabulary students are still low impacts on students' reading ability.

There are still many students who do not understand the meaning of words in a reading. students still have difficulty in finding the main idea of a paragraph in a reading. In addition to this, students also still have difficulty in making conclusions about the contents of the reading. This is evident when the students do exercises, they tend to work on the problems that others first rather than questions about understanding the content of the readings. Based on this fact, it can be seen that vocabulary mastery is one of the factors that affect one's reading comprehension ability. Vocabulary that is owned by the students will also have an impact on student intelligence. Students who have a large vocabulary (vocabulary), then the level of reading ability will be good.

Based on the description above, the researcher wants to examine the students' vocabulary mastery and reading ability entitled "The Correlation between Vocabulary Mastery and Students' Reading Ability at SMP 001 Unggulan Indolembang Kec. Mambi Kab. Mamasa West Sulawesi".

B. Problem Statement

Based on the background behind the problems that have been described in the above, then the problem in this research are:

1. How is the student's vocabulary mastery at SMP 001 Unggulan Indolembang Kec. Mambi Kab. Mamasa West Sulawesi. ?
2. How is the reading ability of students at SMP 001 Unggulan Indolembang Kec. Mambi Kab. Mamasa West Sulawesi. ?
3. Is there a significant correlation between vocabulary mastery and students' reading ability at SMP 001 Unggulan Indolembang Kec. Mambi Kab. Mamasa West Sulawesi. ?

C. Objective of The Research

Based on the formulation of the problem described above, the objectives of this study are to:

1. To find out students' vocabulary mastery at SMP 001 Unggulan Indolembang Kec. Mambi Kab. Mamasa West Sulawesi
2. To find out students' reading skills at SMP 001 Unggulan Indolembang Kec. Mambi Kab. Mamasa West Sulawesi

3. To find out the correlation between vocabulary mastery and students' reading ability at SMP 001 Unggulan Indolembang Kec. Mambi Kab. Mamasa West Sulawesi

D. Significance of The Research

1. Theoretically

- a. Expanding the teacher's knowledge about the influence of vocabulary mastery on the reading ability of students at SMP 001 Superior Indolembang Kec. Mambi Kab. Mamasa West Sulawesi
- b. Become a supporter in developing theory for further research.

2. Practically

Practically, this research provides benefits for students, teachers, and schools. The benefits are as follows:

a. For Students

The results of this research will be able to improve reading comprehension skills by further increasing their vocabulary mastery .

b. For Teachers

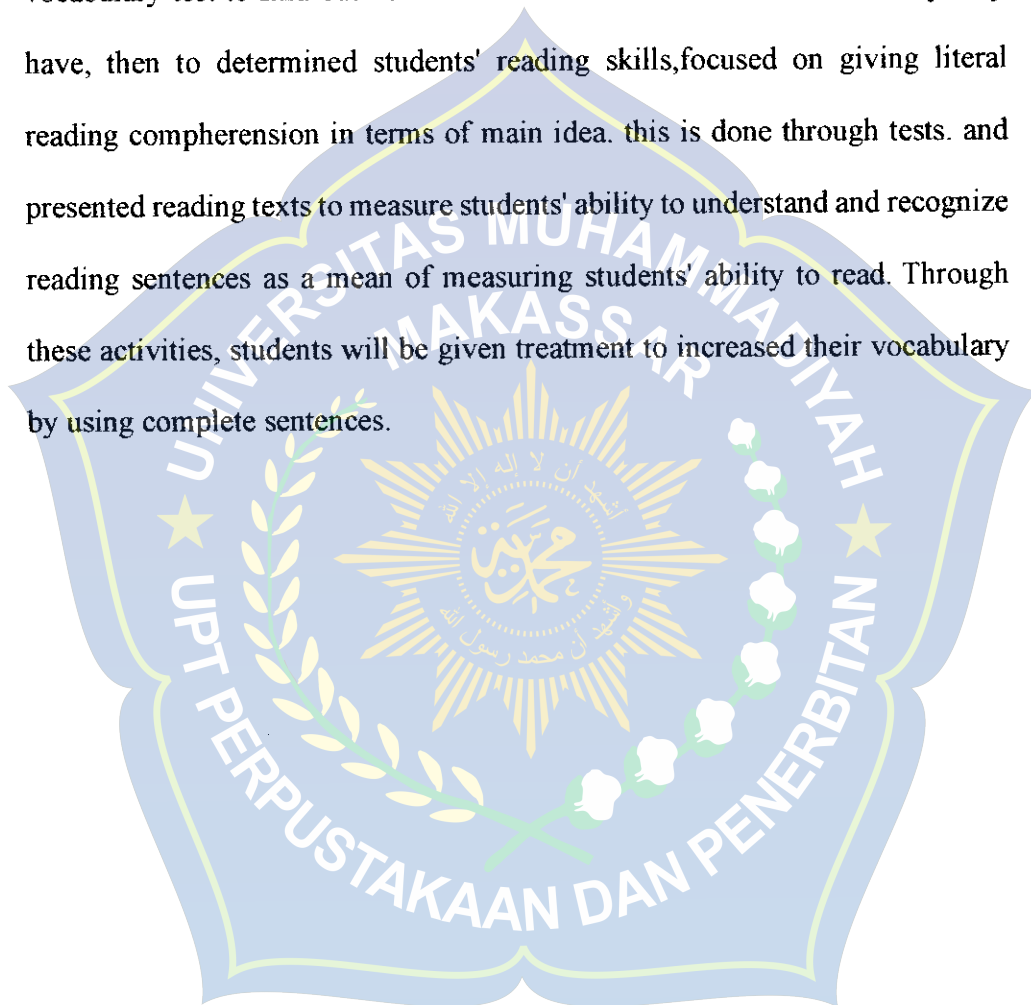
The results of this research can provide information to improve vocabulary mastery and improve reading comprehension skills

c. For School

The results of this research can be used by schools as a guide in improving the quality of the teaching and learning process, especially regarding vocabulary and reading comprehension.

E. Scope of The Research

This research is to increased students' vocabulary mastery to improve the reading ability of students of SMP 001 Unggulan Indolembang and their vocabulary mastery focus in word classes or part of speech in English, they are Noun, Pronoun, Verb, Adjective, Adverb, and Conjunction. by giving a vocabulary test to find out how well students understand the vocabulary they have, then to determined students' reading skills, focused on giving literal reading comprehension in terms of main idea. this is done through tests. and presented reading texts to measure students' ability to understand and recognize reading sentences as a mean of measuring students' ability to read. Through these activities, students will be given treatment to increased their vocabulary by using complete sentences.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Relevant research results are systematic descriptions of the results of research conducted by relevant previous researchers in accordance with the substance under study. Research relevant to this study include the following.

1. Darminto (2016) entitled "The correlation Between Vocabulary Mastery and Effective Sentences with Narrative Writing Skills for Class V SDN Wonokusumo V Surabaya". The results showed that there was a positive correlation between vocabulary mastery and effective sentences with narrative writing skills of fifth graders at SDN Wonokusumo V Surabaya. The better the vocabulary mastery and effective sentence mastery, the better the narrative writing ability. With the degree (level) of r count of 0.78, it is greater than the r table of 0.24 with a significance level of 1%. With an F of 35,370 and a large contribution of 54.5%.
2. Samsiyah (2012) entitled "The correlation between Vocabulary Mastery and Learning Motivation with Story Reading Ability (Survey of Fifth Grade Students of Public Elementary Schools in Jatiroto District)". The results showed that the calculated r of 0.66 was greater than the r table of 0.250, with a significance level of 0.05%. Price $F_o = 23.11$ is greater than $F_t = 3.15$ the results of the test t of 4.60 is more substantial than t table 1.67 a contribution of 43.5%. This means that there is a significant positive correlation between vocabulary mastery and learning motivation together

with the ability to read stories in fifth grade students of SD Negeri UPT Disdik Jatiroto District, Wonogiri Regency.

3. Faridah (2014) entitled "The correlation between Reading Comprehension Ability and Ability to Understand Elementary Mathematics Story Problems". The results showed that the ability to read comprehension can affect the ability to solve mathematical problems. Learning requires understanding so that learning is more meaningful for students so that it can be applied by students so that it will not be easily forgotten by students.
4. Samirun (2013) entitled "The Correlation of Vocabulary Mastery and Reading Comprehension with Writing Ability of Fifth Grade Students at SDN Margomulyo 1 Ngawi". The results showed that based on data analysis, the results obtained were the data values of $R = 0.546$; $R^2 = 0.298$. Critical table = 4.21, the value is significant at the 0.05 level. These results illustrate that there is a significant positive correlation between vocabulary mastery and reading comprehension with the writing ability of fifth graders at SDN Margomulyo Ngawi in 2012/2013.
5. Peter (2011) entitled "The Effects of Vocabulary Knowledge and Background Knowledge on Reading Comprehension of Taiwanese EFL Students". The results showed that vocabulary was significant in helping students understand the meaning of reading. In the results of the one-way analysis of variance, overall $F(2156)=19,821$ with $p=0,000$.
6. Fajar (2013) entitled "Correlation Between Students' Vocabulary Material and Their Reading Comprehension". The results showed that there was a strong correlation between students' vocabulary mastery and reading

comprehension ability. This is obtained based on the calculation of the correlation using the Pearson Product Moment. In this calculation, the correlation coefficient (r) is 0.7205

7. Anjomshoa in (2014) entitled "The Effect of Vocabulary Knowledge on Reading Comprehension of Iranian EFL Learners in Kerman Azad University". The results showed that there was a significant correlation between vocabulary mastery and reading comprehension. Pearson Correlation Test showed a positive and significant correlation ($r=0.599$ $P<0.01$) for vocabulary mastery.

B. Some Pertinent Ideas

1. Concept of vocabulary

a. Definition of Vocabulary

We often hear the term vocabulary, but we notice that there are still many different experts in interpreting its meaning. Therefore, more opinions are needed to get conclusions about the meaning of vocabulary. According to Soedjito in his book Tarigan (2012) explains that vocabulary is: (1) all words contained in a language; (2) the richness of words owned by someone speaking; (3) words used in a field of science; (4) a list of words arranged like a dictionary accompanied by brief and practical explanations.

Furthermore, the term from the Big Indonesian Dictionary (2008) vocabulary means vocabulary vocabulary. Then Keraf in his book argues that the vocabulary or vocabulary of a language is all the words that are owned by a language. Keraf's opinion provides an

affirmation that actually vocabulary is a whole word that has a language. This opinion explores the terms of the word. So, in conclusion vocabulary is all language words contained in the language. During that time, vocabulary is all the words that are owned by someone that contains information about the meaning and use of words in language.

Vocabulary is knowledge of the meaning of words. Another definition of vocabulary states from Hatch and Brown, they say that "vocabulary refers to a list or collection of words for a particular language or a list or collection of words that may be used by speakers of a particular language". In the Oxford lea runners pocket dictionary, vocabulary is all the words that people know and use all the words in the language, and a list of words with their meanings. Kasihani KE Suyanto stated that "vocabulary is a group of words from a language that have meaning when that language is used.

- 1) Mastery of vocabulary in all language skills of the language learner. Therefore, the teaching of vocabulary (*teaching vocabulary*) should be directly linked to the ability receptive and productive language as a whole Definition of Vocabulary
- 2) for example, how foreign language learning understands difficult words and expressions contained in a reading in learning to read (*teaching reading skills*) and so are other skills. The desire to write stories will not be expressed if the vocabulary mastery is not sufficient. By having a fairly central role in all domains of

language skills, the realization of this role will certainly affect the formation of the language curriculum. Likewise, Hendry Guntur (2012) vocabulary mastery is also certain to affect the learning process for language skills, both receptive and productive skills .

b. Basic Vocabulary

Basic vocabulary is words that do not change easily or are very unlikely to be taken from other languages. Basic vocabulary consists of:

- 1) *Kinship terms* , for example: father, mother, son, sister, brother, grandmother, grandfather, uncle, aunt, son - in - law and in -laws.
- 2) Names of body parts, for example: head, hair, eyes, ears, nose, mouth, lips and so on.
- 3) Pronouns, for example: I, you, he, we, we, they, this, that.
- 4) The main number words, for example: one, two, three, four, five and so on.
- 5) The main verb, for example: eat, drink, sleep, wake up, talk, see and so on.
- 6) The main state words, for example: joy, sorrow, pleasure, difficulty, hunger, thirst, illness, health and so on.
- 7) Universal objects, for example: earth, water, fire, air, sky, moon, stars, sun, animals, plants.

c. Types of Vocabulary

In the variety of Indonesian, there are various types of vocabulary. Basic Vocabulary (*Basic Vocabulary*) according to Hendry (2015) that basic vocabulary is words that are not easy to change for very little possibility of being collected from other languages. Below are included in the basic vocabulary as follows.

- 1) Kinship terms for example: father, son, grandmother, grandfather, uncle, in-laws, and so on.
- 2) The names of body parts for example: head of hair, tongue, and so on.
- 3) Pronouns (self, hint), for example: I, you, he, we, they, this, there, here, and so on
- 4) Numbers for example: one, two, ten, one hundred, millions, and so on. 6
- 5) Verbs, for example: eat, drink, sleep, go, and so on.
- 6) The word state, for example: joy, sorrow, hunger, thirst, and so on.
- 7) Vocabulary nouns, for example: tana, air, water, animals, sun and so

d. Component of Vocabulary

Many factors seem to play a role in vocabulary development. Mastering vocabulary items should mean mastering the following components: Frequency has been given a high level of significance in ELT over the years as a result of using word frequency counting as a procedure that informs syllabus and material design.

- 1) **Pronunciation** In the early stages of language learning, it is

common for teachers to demand a fair amount of practice in pronouncing new words to help the learner acquire the correct pattern of syllable stress.

- 2) **Contextualization** Schouten-van Parreren further argues that the text, in contrast, presents a linguistic and psychological reality, and that bringing the words in the context of the text will provide support and reduce interference.
- 3) **Depth of processing** We lack research studies of language learning to confirm this, although it would certainly agree with teacher intuition and with self-reports from learners.
- 4) **Building word networks** A common problem for teachers seems to be whether learners should be encouraged in non-specific ways to actively build their own associations for new words and thereby expand mental lexicon networks, or whether vocabulary learning activities should include direct instruction, which aims to form associations made by students.

e. The importance of vocabulary

Language plays an important role in human life. various functions. Before we discuss these various functions, it's good to briefly mention the basic principles of language. This is very important to know and understand by language teachers who are always dealing with their students.

Anderson (2015) in Tarigan suggests that there are eight basic principles, namely:

- 1) Language is a *system*
- 2) Language is *vowel* (speech sound)
- 3) Every language is unique; it is *unique*
- 4) Language is used from *habits*
- 5) Language is a *communication* tool
- 6) Language is related to the *culture* in which it is located
- 7) The language is *fickle* .

f. Vocabulary Function

According to Hendry (2015) the function of vocabulary is divided into several parts:

- 1) *The instrumental function*, serving the management of the environment, causes certain events to occur. Sentences such as: "The class teacher sees Master class saw with their own eyes that you do not come to hit the child " quickly, run to home ! " Don't like to berate slander others."It contains instrumental function. These sentences are communicative actions that produce certain conditions.
- 2) *The regulatory function (the regulatory function)* language is to supervise and control the event-peristiwa.terkadang regulatory function is *rather* difficult to distinguish from the instrumental function. This regulatory function or language regulation function acts to regulate and control other people. Such is the arrangement of meetings between people. approval, censure, disagreement, behavior control, setting rules and laws are characteristics of the

function of language regulation. If say "you steal therefore you are punished!" Contains the regulatory function, the regulatory function.

- 3) *The representational function* is the use of language to make statements, convey words and knowledge, explain or report; in other words *describe* (or *to represent*) the actual reality, as seen by someone.
- 4) *The interactional function* is communication to ensure and strengthen the resilience and continuity of social communication .
- 5) *The personal function (the personal function)* involves a speaker to express feelings, emotions, personal, and deep reactions of a person's personality, usually marked by the use of the personal function of language in communication.
- 6) *The heuristic function (the heuristic function)* involves the use of language to gain knowledge, learn the intricacies of the environment. Heuristic functions are often *conveyed* in the form of statements that demand answers.
- 7) *The imaginative function* serves the creation of *imaginative* systems or ideas. Telling fairy tales, *reading* jokes, or writing novels are all practices of using the imaginative function of language.

Tarigan (2008:1) suggests language skills (or *language arts*, *language skills*) in the curriculum in schools usually include four aspects, namely:

- 1) *speaking skills* (*speaking skills*);

- 2) Listening/ *listening skills* (*listening skills*);
- 3) Reading skills (*reading skills*);
- 4) Writing skills (*writing skills*).

Each of these language skills is closely related to the other three language skills. We acquire these language skills in an orderly order. When we are young, we hear other people's language. Listening activities are included in language skills, namely listening. In addition to listening, when we were young we were also able to speak even though we were still stammering. After we have mastered these two language skills, then we will learn to read and write.

Reading and listening skills are used to understand information conveyed through spoken and written language. On the other hand, both orally and in writing. Mulyati, et al. (2008:1.10) presents four types of language skills as follows:

Table 2.1 language skills

	Oral	Writing
<i>Receptive</i>	Listen	Read
<i>Productive</i>	Speak	Write

Based on the description above, it can be concluded that language skills consist of reading skills, speaking skills, listening skills, and writing skills. These four skills are interrelated and influence each other.

g. The Kinds of vocabulary

According to Thornbury in Rahmat (2017:18), there are many kinds of vocabulary. They are:

1) Word Classes

Word classes are often calls Parts of Speech. Parts of Speech consists of noun, pronoun, verb, adjective, adverb, preposition, and conjunction.

a) Noun

Example: Anton has run the company since 2010

b) Pronoun

Pronoun is a word that takes the place of refers to a noun.

Example: Jannet has study on order for her to get the job that she wants.

c) Verb

Verb is one of the main parts of a s sentence or question in language. The verb signals an action, occurrence, or state to being.

Example: I am drinking a milk

d) Adjective

Adjective is a word to quality noun or pronoun. Example of old, lazy, smart, clever new, etc.

Example in sentences: She is a clever student; my brothers is lazy boy.

e) Adverb

Adverb is a word used for qualifying the meaning of verb, adverb, or another adverb.

Example: Mrs. Dewi. Is teaching in the classroom

f) Conjunction

Conjunction is a word to relate one word to another one, or one sentence to another one.

Example: *My father like apple and banana; I want my doll but I have not money.*

2) Word Families

a) Affixes

Affixes are feature of grammar of most language.

Example: *Look, looking, looked.*

b) Inflexions

Inflexions are the different grammatical forms of a word.

Example: *plays, playing, and played, are inflexions of play.*

c) Derivative

Derivative is a word that result from the addition of an affix to a root, and which has a different from the root. is a word that result from the addition of an affix to a root.

Example: *player, replay, and playful are derivatives of play*

3) Word Formation

In English language this was called composite from of word, such as:

a) Compounding, the combining of two or more independent words

Example: second-hand; words processor; typewriter.

- b) Blending, two words can be blended to form one new one. Example:
breakfast + lunch = brunch; information + entertainment
= infotainment.
- c) Conversion, the process a word can be co-opted from one part of
speech and used as another.
- d) Clipping, a new word can be coined by shortening or clipping longer
words. Example: flu from influenza.

2. Reading Skills

a. Definition of reading

Mulyati (2008:1.12) suggests that reading is a receptive skill in written language. Reading skills can be developed independently, apart from listening and speaking skills.

Crawley and Mountain (in Rahim, 2011: 2) state that reading is essentially a complex thing that involves many things, not just reciting writing, but also involving visual, thinking, psycholinguistic, and metacognitive activities. As a visual process, reading is a process of translating written symbols (letters) into spoken words. As a thought process, reading includes word recognition, literal comprehension, interpretation, critical reading, and creative comprehension activities. dictionary. Meanwhile, Somadaya (2011:4), suggests that reading is an interactive activity to pick and understand the meaning or meaning contained in written materials.

There are three components in reading skills, namely: (1) introduction to letters and punctuation marks; (2) correlation of letters and punctuation marks with formal linguistic elements; (3) further correlation of A and B with meaning (Tarigan, 2008:11).

Klein (in Rahim, 2011: 3) suggests that the definition of reading includes: (1) reading is a process; (2) reading is strategic; and (3) reading is interactive. Reading is a process where information from the text and knowledge possessed by the reader has a major role in forming meaning. Reading is also a strategy. Effective readers use a variety of reading strategies that are appropriate to the text and context in order to construct meaning when reading. This strategy varies according to the type of text and the purpose of reading. Reading is interactive. The reader's engagement with the text depends on the context. People who like to read a useful text will meet several goals they want to achieve, the text that someone reads must be easy to understand (*readable*) so that there is interaction between the reader and the text.

Based on the above understanding, it can be concluded that reading is an interactive communication activity between writer and reader that occur are not immediate. In the process of reading there are several activities such as understanding and interpreting the meaning of a reading, there is interaction between the reader and the writer and the communication of meaning through implied thoughts or ideas.

b. Reading Purpose

Tarigan (2008:9) suggests that the main purpose of reading is to seek and obtain information, including content, understanding the meaning of reading. Meaning, meaning (*meaning*) is closely related to the purpose, or our intensive reading.

Blanton,Rahim (2008:11-12) argue that reading should have a purpose, because someone who reads with a purpose tends to understand better than people who do not have a purpose. The purposes of reading are: (1) pleasure; (2) perfecting reading aloud; (3) updating his knowledge on a topic; (3) using certain strategies; (4) updating his knowledge on a topic; (5) linking new information with information already known; (6) obtain information for oral or written reports; (7) confirm or reject predictions; (8) perform an experiment or apply information obtained from a text in some other way and learn about the structure of the text; and (9) answer specific questions .

Based on the opinions of the experts above, it can be concluded that the purpose of reading is essentially an effort to understand as much as possible the contents of the readings we read by using strategies that we understand to enrich knowledge.

c. Reading Comprehension

Reading comprehension (*reading for understanding*) is a kind of reading that aims to understand:

- 1) *Literary standards* or norms (*literaty standards*);

- 2) *Critical review (critical review)*;
- 3) *Written drama (printed drama)*
- 4) *Patterns of fiction (patterns of fiction)*. (Tarigan,2008:58).

According to Rubin (in Somadayo, 2011: 7-8) reading comprehension is a complex intellectual process that includes two main abilities, namely mastery of the meaning of words and the ability to think about verbal concepts. In reading comprehension, there is a two-way concentration in the mind of the reader in carrying out reading activities, the reader actively responds by expressing the sound of writing and the language used by the author. Therefore, the reader is required to be able to express the meaning contained in a reading.

Dalman (2014: 87) suggests reading comprehension is a reading skill that is on a higher order. Reading comprehension is reading cognitively (reading to understand).

Meanwhile, according to Somadayo (2011:9) understanding of reading occurs through a *matching* process or interaction between knowledge in the reader's schemata with concepts/understandings/facts contained in reading material. Thus, understanding of a reading material does not only depend on what is contained in the reading, but also depends on the knowledge that the reader already has. It is with this process that the reader actively builds his understanding.

Based on the description above, it can be concluded that reading comprehension is a reading activity that requires the reader to know and remember the main things, and to know important things and their

details. Reading comprehension also requires the reader's memory to understand the contents of the reading in depth and use it well.

d. Purpose of Reading Comprehension

Somadayo (2011:11) suggests that the main purpose of reading comprehension is to gain understanding. A person is said to understand reading well if he has the following abilities :

- 1) the ability to capture the meaning of words and expressions used by the author;
- 2) the ability to grasp the explicit meaning and the implied meaning ;
- 3) inference ability .

All aspects of reading ability can be owned by a reader who already has a high level of reading ability. However, his level of understanding.

In addition, Anderson (2011:12) states that reading comprehension has a purpose to understand the content of reading in the text. These objectives include:

- 1) read for details and facts;
- 2) reading to get the main idea ;
- 3) read to get the order of the organization of the text;
- 4) read to draw conclusions;
- 5) read to get the classification;
- 6) read to make comparisons or middle.

Meanwhile, Tarigan (in Somadayo, 2011:117) reveals that the main purpose of reading comprehension is to find answers to the questions provided by the reader based on the reading text. For that, the questions are: 1) why it is a title or topic; 2) what problems are discussed or explained in the reading; and 3) what things the character learns and does.

Based on the explanation above, it can be concluded that the purpose of reading comprehension is to understand a reading as a whole which includes the ability to find the main idea, be able to capture the implied or explicit meaning, obtain facts from a reading, determine the topic and title and be able to make conclusions from the content. reading. Principles of Reading Comprehension

According to Mc Laugughlin & Allen (Rahim, 2011:3-4) the principles of reading based on research that most influence reading comprehension are as stated below:

- 1) understanding is a social constructivist process ;
- 2) literacy balance is a curriculum framework that fosters understanding;
- 3) professional (excellent) reading teachers influence student learning ;
- 4) good readers play a strategic role and play an active role in the reading process ;
- 5) reading should occur in a meaningful context ;
- 6) students discover the benefits of reading derived from a variety of texts at different grade levels ;
- 7) vocabulary development and learning affect reading comprehension;

- 8) inclusion is a key factor in the understanding process ;
- 9) reading strategies and skills can be taught;

Meanwhile, Brown (2011:16-17) states that the main principle of a good reader is a reader who actively participates in the reading process. They have clear goals and monitor their reading goals from the reading texts they read. Good reader use comprehension strategies to make it easier to construct meaning. This strategy includes reviewing, asking self questions, making connections, visualizing, knowing words, forming meanings, monitoring, summarizing, and evaluating.

Based on the expert opinion above, it is concluded that the principle in reading comprehension is that the reader should be able to integrate the information in the reading with the knowledge he has. Readers try to relate what they read to their experiences.

e. Stages of Learning Reading Comprehension

In order for students to understand reading, the teacher should incorporate the implementation stages in learning to read. An effective teacher should be able to direct students' thoughts on the topic to be studied. Burns (in Rahim, 2011: 99) suggests that teaching reading is based on the view of schematic theory. Based on the view of schemata theory, reading is the process of forming meaning to the text. Therefore, teachers need to pay attention to pre-reading, while-reading, and post-reading activities.

a) Prereading Stage

Burns (in Somadayo, 2011:35) suggests that pre-reading activities are teaching activities that are carried out before students carry out reading activities. In pre-reading activities, the teacher directs attention to the activation of students' schemata related to the reading topic. Activation of student schemata can be done in various ways, for example by preliminary review, anticipation guidelines, meaning mapping, writing before reading, and creative drama.

Gruber (in Rahim, 2011: 100) states that there are several techniques that can be used to activate students' schemata through pre-reading activities. The pre-reading activities in question are as follows:

- 1) the teacher reads the title of the reading, then introduces it to the students;
- 2) prediction activities to tell students' interest in reading by using prediction techniques for pre-reading activities carried out by reading a few pages aloud ;
- 3) using various stimuli to keep students' attention on the lesson.

In this pre-reading activity, teachers and students can carry out activities such as asking questions about the topic, then students answer these questions by connecting the background experience they have. That way students can generate schemata about the topic so that they can use their background knowledge and experience.

b) Stage While Reading

After the pre-reading stage, the next stage is the reading stage. In this reading stage, several strategies should be used in order to improve students' reading comprehension skills. Burns (in Rahim, 2011:102) suggests that the effective use of metacognitive strategies has a positive influence on understanding. Metacognitive strategies will affect students' understanding.

Rubin (in Somadayo, 2011: 37) suggests that metacognition itself refers to a person's knowledge of intellectual functions that come from their own minds and their awareness to monitor and control these functions. Metacognition involves analyzing the ongoing way of thinking. In reading assignments, readers who demonstrate their metacognition select reading skills and techniques that are suitable for a particular reading task.

In this reading stage, the teacher should stimulate the students' understanding ability. The teacher can do activities such as reading a story and then asking students to listen to the story read by the teacher. After the reading is finished, the teacher asks the students about the contents of the reading. In addition, teachers can also ask students to read their own stories. After that the teacher asked the students to tell what the contents of the story they had read.

c) Postreading Stage

The final stage in reading activities is the post-reading stage. Burns (in Rahim, 2011:105) suggests that post-reading

activities are used to help students integrate the new information they read into the schemata they already have in order to obtain a higher level of understanding .

In this post-reading stage, the teacher can read a story or ask students to read the story in front of the class. The other students then discuss the *setting* , the character of the actors, and the storyline. Then the teacher asks students to write about the message/moral of the story.

Further post-reading activities can be developed in the following ways: (1) students are given the opportunity to find further information on the topic; (2) students are given feedback with questions about the content of the answers; (3) students are given the opportunity to organize the material to be presented; and (4) students are given the opportunity to work on assignments to improve reading comprehension (Somadayo, 2011:38).

f. Reading Ability Test

Nurgiyantoro (2014:376) suggests that it is no different from the listening competency test, the problem that arises in the reading competency test is how to measure the ability to understand the content of the message. If a test simply requires students to identify, choose, or respond to the answers that have been provided, for example in the form of objective questions such as multiple choice, the test is a traditional test. On the other hand, if the written message comprehension test

simultaneously requires students to construct their own answers, either orally, in writing, or both, the test becomes authentic.

Both kinds of tests are equally needed to measure student learning outcomes. Multiple choice questions are more effectively chosen if consider the processing time as well as the time to correct answers. In addition, with the form of multiple choice questions, the validity and reliability of the test are more likely to be fulfilled because the multiple choice questions are able to accommodate many questions. This multiple-choice test measures students' reading comprehension ability by selecting the answers provided.

Multiple-choice questions can be made with varying degrees of difficulty depending on the difficulty level of the discourse and the complexity of the question in question. One way to determine students' reading skills is to do a reading comprehension test. This reading comprehension test aims to determine the level of students' cognitive abilities in understanding a reading. The cognitive domain is usually related to aspects of students' knowledge and intellectual abilities in understanding a reading.

In this research, researchers measured students' reading ability by using multiple choice objective questions. The form of reading is a short story with the theme of environment and transportation.

C. Conceptual Framework

The reality on the ground shows that most of the students at SMP 001 Unggulan Indolembang are not used to reading well. This can be seen when they have free time, they do not use that time to read. This was because there

was no library at the school at that time. Therefore, the mastery of vocabulary owned by the students is still low.

Based on the description above, the researcher wanted to know the correlation of vocabulary mastery on students' reading ability. To determine the researchers conducted a test. The type of test used is a multiple choice objective test model. The indicators used in the test's ability to understand the reading is to understand the meaning of words appropriate use of the discourse, recognizing the organizational structure of discourse and inter-relationship of its parts, recognizing basic thoughts are revealed in the discourse, and was able to answer the questions whose answers are explicit in the discourse. The framework of thinking in more detail in the following chart:

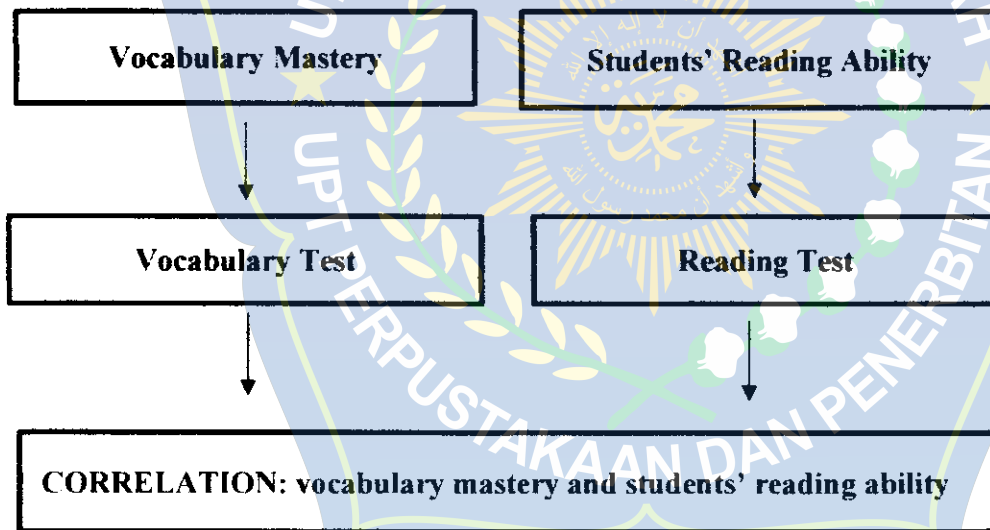


Figure 2.2 Conceptual Framework

D. Hypotheses Study

The hypothesis is a temporary answer to a problem faced in research, where the temporary answer is still being tested for truth (Sugiyono, 2007). Based on the existing problems and theoretical basis, the hypothesis proposed

in this study is "There is a significant positive correlation between vocabulary mastery and students' reading ability at SMP 001 Unggulan Indolembang, Mambi District, Mamasa Regency, West Sulawesi. "



CHAPTER III

RESEARCH METHODS

A. Research Design

Research design is a plan on how to collect, process, and analyze data in a systematic and directed manner so that research can be carried out efficiently and effectively according to its objectives. This research is a type of descriptive research with a quantitative approach. Descriptive research is research that leads to the disclosure of a problem or situation as it is and reveals the facts that exist, although sometimes interpretation or analysis is given (Moh. Pabundu, 2005: 12). The results of this research are focused on describing the actual state of the object under study. Quantitative research is research that is required to use numbers, starting from data collection, data interpretation and the appearance of the results (Suharsimi, 2006: 12). Descriptive and quantitative research is research that describes a fact, symptom, phenomenon, opinion or opinion carefully and systematically. This research, seeks to examine the correlation between vocabulary mastery and students' reading ability in SMP 001 Ungguolan Indolembang kec. Mambi, Mamasa district, West Sulawesi.

B. Population and Sample

1. Population

The population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then draw conclusions (Sugiyono, 2015:

117). The population in this research were students of SMP 001 Superior Indolembang, Mambi District, Mamasa Regency totaling 30 students.

2. Sample

To determine the sample members in this research used Proportionate technique sampling (Sugiyono, 2017:85) the notion of sampling is a technique of approaching the sample when all members of the population are sampled, this is done when the population is relatively small.

In this research, the authors focus on researching grade 9 only (technique jenuh) considering that the population is less than 30 students so that the sample in this research is grade 9 students as many as 30 students in SMP 001 Unggulan Indolembang, Mambi sub-district, Mamasa district, South Sulawesi.

C. Research Instruments

The purpose of the research instrument is a tool to collect data. From all the data collected will prove that the hypothesis is true or not. Whether the data collected is correct or not depends on whether the instrument is good or not. In this research, tests were used as data collectors. Furthermore, to find out whether the data is good or not, it is necessary to conduct a trial or try out. The test instrument is measuring, because it contains questions or statements whose alternative answers have certain standard answers (Sukmadinata, (2013: 230). The instrument used to obtain data in this research was a test in the form of an objective test. This objective test was conducted to measure vocabulary mastery and students' reading comprehension skills at SMP 001 Unggulan

Indolembang, Mambi district, Mamasa district, West Sulawesi. The instruments in this study are as follows:

1. Vocabulary Mastery Instrument

The vocabulary mastery instrument in this research was in the form of an objective test (multiple choice) with the provision of an absolute answer, namely giving a score of 1 for correct answers and 0 for wrong answers. This objective test is used because it is more practical in both implementation and examination.

1. Reading Ability Instrument

The reading ability instrument in this research was in the form of multiple choice questions with absolute answer provisions, namely giving a score of 1 for correct answers and 0 for incorrect answers. The following reading comprehension ability instrument is only limited to the basic ability level taken from the test.

D. Collection Techniques Data

Data is one of the important factors and needs attention in conducting research. To obtain this, it is necessary to use techniques, other reliable activity tools, so the authors collect data using test and documentation techniques. The two techniques above can be explained as follows:

1. Test

The test method is a method of collecting data that is systematic and objective to measure the skills, knowledge, intelligence, abilities and talents possessed by individuals or groups. In this research, two tests were used to

measure students' vocabulary mastery and reading ability. The form of questions used to measure vocabulary mastery and reading comprehension ability is to use an *objective* test form where the test questions have been prepared in the form of multiple choice then the respondent just chooses the answers that have been provided.

E. Data Analysis Technique

The data analysis technique was used to analyze data from the test results regarding vocabulary mastery and students' reading skills at SMP 001 Unggulan Indolembang Rantebuhan, but before the researchers tested the data to test the hypothesis that had been proposed above, the steps to be taken were as follows: following :

1. Data Validity Test

Validity is a measure that shows the levels of validity or validity of an instrument. The instrument validity test is a testing procedure to see whether the questions or statements used in the questionnaires and tests can measure carefully or not.

Validity test technique with *sig. 2 tailed* was used to test the validity (validity) of 25 items with 30 respondents to measure the vocabulary mastery and reading ability of students in this study. The validity test was carried out using the SPSS program. With the provisions said to be valid and can be used in research if the value of *Sig. 2 tailed* < 0.05 .

The results of the data validity test of students' vocabulary mastery and reading ability can be seen in the table below:

- a. Test the validity of vocabulary mastery.

Table 2.2

Vocabulary mastery data validity test results

No	Sig. (2 tails)	Significance	Description
1	0.000	< 0.05	Valid
2	0.002	< 0.05	Valid
3	0.009	< 0.05	Valid
4	0.006	< 0.05	Valid
5	0.001	< 0.05	Valid
6	0.000	< 0.05	Valid
7	0.001	< 0.05	Valid
8	0.005	< 0.05	Valid
9	0.001	< 0.05	Valid
10	0.000	< 0.05	Valid
11	0.000	< 0.05	Valid
12	0.005	< 0.05	Valid
13	0.007	< 0.05	Valid
14	0.004	< 0.05	Valid
15	0.000	< 0.05	Valid
16	0.001	< 0.05	Valid
17	0.000	< 0.05	Valid
18	0.000	< 0.05	Valid
19	0.000	< 0.05	Valid
20	0.046	< 0.05	Valid
21	0.000	< 0.05	Valid
22	0.005	< 0.05	Valid
23	0.024	< 0.05	Valid
24	0.004	< 0.05	Valid
25	0.032	< 0.05	Valid

Source: Primary Data Processed With SPSS, 25

Based on the results of the validity test of vocabulary mastery in the table above, 25 items of data were obtained with a sig value . 2 roped < 0.05 so that as many as 25 data items are considered valid, then the data is considered to have met the requirements for use in this research.

b. Test the validity of students' reading skills

Table 2.3

Reading ability data validity test results

No	Sig. (2 tails)	Significance	Description
1	0.008	< 0.05	Valid
2	0.006	< 0.05	Valid
3	0.008	< 0.05	Valid
4	0.001	< 0.05	Valid
5	0.001	< 0.05	Valid
6	0.000	< 0.05	Valid
7	0.000	< 0.05	Valid
8	0.001	< 0.05	Valid
9	0.018	< 0.05	Valid
10	0.005	< 0.05	Valid
11	0.000	< 0.05	Valid
12	0.001	< 0.05	Valid
13	0.001	< 0.05	Valid
14	0.001	< 0.05	Valid
15	0.000	< 0.05	Valid
16	0.000	< 0.05	Valid
17	0.007	< 0.05	Valid
18	0.002	< 0.05	Valid
19	0.008	< 0.05	Valid
20	0.015	< 0.05	Valid

Source: Primary Data Processed With SPSS.25

Based on the results of the validity test of students' reading skills in the table above, 20 items of data were obtained with a sig value . 2 roped < 0.05 so that as many as 20 data items are considered valid, then the data is considered to have met the requirements for use in this research

2. Reliability Test

In addition to measuring the instrument's validity, its reliability is also calculated. According to, (Nurgiyantoro, 2014:165) suggests that test reliability refers to the notion of whether a test can measure consistently something that is measured from time to time.

So, an instrument is said to be reliable if the statistical test is the *Cronbach Alpha* value > 0.7 . With the category if the reliability value is less than 0.6 is not good, while 0.7 is acceptable, and above 0.8 is good. The reliability test of the data in this study was calculated with the help of the SPSS program.

The results of the reliability test of students' vocabulary mastery and reading ability can be seen in the table below:

Table 2.4

The results of the validity test

cases	N	Reliability Statistics	
		Cronbach's Alpha	N of Items
Mastery_vocabulary	30	.991	25
Ability_reading		.802	20

Based on the results of the reliability test of the data above, the *Cronbach's Alpha* value of vocabulary mastery is 0.991 with an acceptable category and the *Cronbach's Alpha* value of students' reading ability is 0.802 with a good category, so the two data above are considered to have met the requirements for testing the hypothesis requirements in this study.

3. Data analysis

Data analysis is an activity after data from all respondents or other data sources are collected (Sugiyono, 2015:207). Data analysis aims to organize data in a meaningful way so that it can be easily understood. Analysis of the data used in this research are:

a. Descriptive Statistical Analysis

Sugiyono (2015:207-208) explains that descriptive statistics are statistics used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations. In descriptive data analysis, the data analyzed is in the form of quantitative data. The quantitative data in this research was to describe the vocabulary mastery and reading ability of students at SMP 001 Unggulan Indolembang, Mambi District, Mamasa Regency, West Sulawesi. The data used is in the form of scores from the results of respondents' answers which are then coded into different variables and then analyzed using descriptive statistics frequencies for low, medium or high categorization. Descriptive analysis calculations were carried out using SPSS. 25 Referring to the category table below:

Table 2.5

Criteria for mastery of vocabulary and reading ability

interval	Criteria	Description
81-100	Tall	Students who fall into the high category are characterized by their mastery of high subject matter.
61-80	Moderate	Students who fall into the medium category are characterized by being active in the school environment and having moderate achievements.

40-60	Low	Students who fall into the moderate category are characterized by a lack of activity in the school environment.
-------	-----	---

b. Hypothesis Testing

Hypothesis test analysis aims to determine whether the research hypothesis that has been prepared can be accepted or not. Where the analysis of hypothesis testing does not test the truth of the hypothesis, but tests the hypothesis whether it is rejected or accepted. Hypothesis testing of students' vocabulary mastery and reading ability can be done with the help of SPSS.25 by using the Pearson *product moment* correlation formula with the following formula:

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

Description :

r_{xy} : Correlation coefficient between variables x and y

N : Number of Subjects

xy : Product of x and y

x : Sum of x

y : Sum of y

$\sum x$: Number of x squared

$\sum y$: Number of y squared (Suharsimi Arikunto, 2002: 146)

The hypothesis is accepted if r arithmetic is greater than or equal to r table at a significance level of 5% and the hypothesis is rejected if

the correlation coefficient value r count is less than r table by consulting directly on the r table value in the following way:

$$Df = N - nr$$

Description

Df = Degree of Freedom

N = Number of cases

Nr = Number of variables consulted

After knowing the magnitude of the calculated r value with r table, then it is interpreted in the r value category table. (Sugiyono, 2014: 184) as follows:

Table 2.6
Interpretation of r value

The value of r	Category	Interpretation
Between 0.81 – 1.00	Very high	The closeness of the correlation between variables is very High
Between 0.61 – 0.80	Tall	Close correlation between variables High
Between 0.41 – 0.60	Moderate	Close correlation between variables Moderate
Between 0.21 – 0.40	Low	The closeness of the correlation between variables Low
Between 0.01 – 0.20	Very low	There is no correlation between variables

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This research was conducted at SMP 001 Superior Indolembang, Mambi District, Mambi Regency, West Sulawesi. This research was to determine the correlation between vocabulary mastery and students' reading ability. Data obtained through the distribution of tests to 30 student respondents who were selected through the proportional method. The collected data is then processed using SPSS.25.

1. Vocabulary Mastery Overview

Vocabulary mastery data was obtained through a vocabulary mastery test consisting of 25 multiple choice items with a correct score of 1 and an incorrect score of 0. Then the number of scores obtained was multiplied by 4. So that the highest total score was 100 and the lowest total score was 0. After the data was managed using With the help of SPSS, the highest score was 84, and the lowest score obtained from the data was 40. The *mean* was 63 and the *median* was 68. For more details, see the table below:

Table 2.7

Distribution of Vocabulary Mastery Variable Categories

Vocabulary mastery					
		Frequency	Percent	Valid Percent	Category
Valid	81-100	1	3.3	3.3	Tall
	61-80	18	60.0	60.0	Curren
	40-60	11	36.7	36.7	Low
	Total	30	100.0	100.0	

Source: Primary Data Processed, 2021

Based on the frequency distribution data of vocabulary mastery above, it is known that students who have a high level of vocabulary mastery in the high category are 1 student or (3.3%), while students who have a moderate level of vocabulary mastery are 18 students (60.0%). while the low category is 11 students or (36.7 %). So it can be concluded that the level of vocabulary mastery of students at SMP 001 Superior Indolembang, Mambi District, Mambi Regency, West Sulawesi is in the Moderate category, namely (60.0%)

2. of students' Reading Ability

Reading comprehension data was obtained through a reading comprehension test which consisted of 20 multiple choice items with a correct score of 1 and an incorrect score of 0. Then the total score obtained was multiplied by 5. So that the highest total score was 100 and the lowest total score was 0. After the data was managed by using SPSS.25, the highest score is 85, and the lowest score obtained from the data is 40. The *mean* is 62 and the *median* is 70. For more details, see the table below:

Table 2.8
Distribution of Variable Categories of Students' Reading Ability

reading ability					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tall	10	33.3	33.3	33.3
	Currently	16	53.3	53.3	86.7
	Low	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Source: Primary Data Processed with spss.25, 2021

Based on the table above, the variable frequency of students' reading ability in the high category is 10 students (33.3%), the variable of reading comprehension ability in the moderate category is 16 students (53.3%), and the variable frequency of reading comprehension ability which is included in the low category as many as 4 students (13.3%). So it can be concluded that the level of reading ability at SMP 001 Superior Indolembang, Mambi District, Mambi Regency, West Sulawesi is in the Moderate category, namely (53.3%)

3. Hypothesis Testing

The hypothesis is a provisional assumption on the formulated problem. To test the hypothesis proposed in this research, the researcher uses the SPSS version 25 program. The basis for decision making in the analysis of the product *moment* correlation test is, if the value of *r* count (*person correlation*) *r* table or sig value. (*Sig. 2-tailed*) 0.05, it can be

said that there is a significant vocabulary between vocabulary mastery and reading ability. The results of data management can be seen in the following table.

Table 2.9
Correlation Analysis Results

Correlations			
		Vocabulary mastery	Reading ability
Vocabulary mastery	Pearson Correlation	1	.556
	Sig. (2-tailed)		.001
	N	30	30
Reading ability	Pearson Correlation	.556	1
	Sig. (2-tailed)	.001	
	N	30	30
**. Correlation is significant at the 0.01 level (2-tailed).			

Based on the results of the analysis in table 4.7 above, it can be seen that the result of the calculated *r* value (*Person Correlation*) is 0.556 and sig 2 *tailed is* 0.001, thus the *r* table value is greater than the calculated *r*, which is $0.556 > 0.374$. And the value of sig. 2-*tailed is* $0.001 < 0.05$. These results indicate that there is a significant correlation between vocabulary mastery and students' reading ability which is between 0.41 - 0.60 in the Moderate category.

So it can be concluded that the correlation between vocabulary mastery and students' reading ability in SMP 001 Unggulan Indolembang, Mambi District, Mamasa Regency, West Sulawesi. There is a correlation with the **moderate** category .

B. DISCUSSION

1. Vocabulary Mastery

Based on table 4.3 above, the research subjects are divided into three based on the ideal mean, the distribution of data for each category can be seen that students who have a high level of vocabulary mastery are 1 student (3.3,%) with a score of 81, while students who have a vocabulary mastery level in the moderate category as many as 18 students (60.0%) with a score of 61-80 and in the low category as many as 11 students (36.7%) with a score < 60. Therefore, it can be concluded that the students' vocabulary mastery is at moderate category as many as 18 students (60.0%).

With the results above, it can be concluded that the vocabulary mastery at SMP 001 Unggulan Indolembang, Mambi District, Mamasa Regency, West Sulawesi focus vocabulary mastery in word classes or part of speech in English, they are Noun, Pronoun, Verb, Adjective, Adverb, and Conjunction. is in the moderate category. For this reason, schools need to make improvements to be able to improve students' abilities, especially in vocabulary mastery because it greatly affects students' reading abilities as stated by (Guntur, 2012) vocabulary mastery is also certain to affect the learning process for language or reading skills, both receptive and reading skills. productive.

There are two main reasons why we should learn vocabulary: we want other people to understand what we are talking to them and we, too, want to know what other people want to communicate to us. Furthermore, (Scott Thornberry, 2021) emphasizes that vocabulary

learning is very important. He stated that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".

From the statement above, it can be clearly stated that vocabulary plays the most important role in foreign language learning. Students can speak, write, read, and even listen in English, of course, by having a lot of vocabulary.

2. Student Reading Ability

Based on the description in table 4.6 above, it can be seen that the reading ability of students at SMP 001 Unggulan Indolembang, Mambi District, Mamasa Regency, West Sulawesi focused on giving literal reading comprehension in terms of main idea is also classified as moderate. The research subjects were divided into three based on the mean, the distribution of the data for each category can be seen that students who have the ability to read in the high category are 10 students (33.3%) with a score of 81, students who have the ability to read in the moderate category are 16 students. (53.3%) with a score of 61-80 and students who have reading comprehension skills in the low category are 4 students (13.3%) at intervals < 60 . Based on these calculations, it can be concluded that students' reading skills are in the moderate category, that is as many as 16 students or 53.3%

From the discussion above, it can be concluded that the level of reading ability of students at SMP 001 Unggulan Indolembang, Mambi District, Mamasa Regency, West Sulawesi is in the moderate category so that significant improvements are needed so that students' reading abilities can increase or are in the high category.

According to Somadayo (2011: 9) understanding of reading or reading skills occurs through a *matching* process or interaction between

knowledge in the reader's schemata with concepts / understanding / facts contained in reading material. Thus, understanding of a reading material does not only depend on what is contained in the reading, but also depends on the knowledge that the reader already has (vocabulary).

In the category of students' reading ability at SMP 001 Unggulan Indolembang, the teacher should stimulate students' reading comprehension skills by doing many activities such as reading stories and then asking students to listen to the stories read by the teacher. After the reading is finished, the teacher asks the students about the contents of the reading. In addition, teachers can also ask students to read their own stories. After that the teacher asked the students to tell what the contents of the story they had read.

3. The Correlation Between Vocabulary Mastery and Reading Ability of Students at SMP 001 Superior Indolembang, Mambi District, Mamasa Regency, West Sulawesi.

By looking at the results of the research discussion on vocabulary mastery and reading ability above and the results of the descriptive analysis (Pearson's *product moment*) in table 4.7 above, it can be seen that vocabulary mastery and reading ability of students of SMP 001 Superior Indolembang, Mambi District, Mamasa Regency, West Sulawesi are in the category moderate. This happens because, the results of the analysis on students' vocabulary mastery shows the moderate category so that it correlation the reading ability of students who are also in the moderate category. Because the more vocabulary mastery, the better the students' reading ability, and vice versa, we can see this from the results of previous research, namely research

conducted by (Samirun in 2013) entitled "The Correlation of Vocabulary Mastery and Reading Comprehension with Writing Ability. The essay of a fifth grader at SDN Margomulyo 1 Ngawi". The results of the research illustrate that there is a significant positive correlation between vocabulary mastery and reading comprehension with the writing ability of fifth grade students at SDN Margomulyo Ngawi in 2013. The significant or positive relationship is due to the results of research analysis on vocabulary variables with strong categories and also descriptive analysis of reading comprehension. students are also in the strong category so it can be concluded that if they have good vocabulary mastery it will affect the level of students' reading comprehension which is good as well. Thus, vocabulary is very closely related to reading ability, so that students' mastery of vocabulary really needs special attention for teachers to have good reading skills.

According to Tarigan (2015:2), the quality of a person's language skills depends on the quantity and quality of the vocabulary he has. The richer the vocabulary we have, the more likely we are to be skilled at language. Based on this opinion, it can be seen that vocabulary is a very important aspect because all language skills are influenced by vocabulary mastery. Mastery of vocabulary is the basis for someone to be skilled at reading. Students are required to have a large vocabulary so that they are good in speaking. By having a large vocabulary, students are expected to be able to understand the reading. Mastery of vocabulary is expected to help a lot of students of SMP 001 Superior Indolembang, Mambi District, Mamasa Regency, West Sulawesi, in absorbing all the information contained in the reading, so that he

understands more and it is easier to understand the intent and content of the reading .

Reading ability is a type of activity to understand the content of reading in depth. Readers are required to know and remember the main points and important details. In addition to this, readers are also required to be able to understand the contents of the reading in depth. This is in accordance with Syafit'e's opinion (in Somadayo, 2011: 9) which states that reading is essentially a process of building an understanding of written discourse. This process occurs by matching or connecting schemata of knowledge and experience that have been previously possessed with the information content in the discourse so as to form understanding in the discourse.

It is also evident from the correlation test , *it is known that the r_{count} is 0.719 while the r_{table} is 0.207.* This means that there is a close relationship with the High category between vocabulary mastery and reading comprehension ability.

The conclusion that in this study there is a relationship which is between vocabulary and reading skills, main 001 junior high school students Indolembang district, Mambi Kab. Mamasa West Sulawesi. Mastery of students' vocabulary can affect students' reading ability is true. Students' reading ability can be used to understand the contents of a reading so that the knowledge possessed by students will also increase. This shows that the higher the vocabulary mastery, the higher the students' reading ability .



CHAPTER V

CONCLUSION AND SUGGESTION

1. CONCLUSION

Based on the data obtained from the research results as well as the results of the statistical analysis that has been carried out, the following conclusions are obtained:

1. Vocabulary mastery of 001 Superior Middle School students of Indolembang, Mambi District, Mamasa Regency, West Sulawesi is in the **moderate** category with a percentage of 60.0%.
2. The reading ability of students of SMP 001 Leading Indolembang, Mambi District, Mamasa Regency, West Sulawesi is also in the **moderate** category with a percentage of 53.3%.
3. There is a significant between vocabulary mastery and students' reading ability. This is proven by the correlation coefficient (r) of 0.556, which is greater than (r) table of 0.207, which means that there is a correlation between vocabulary mastery and students' reading ability in the **moderate** category. So it can be concluded that the hypothesis that has been formulated is accepted, namely that there is a significant correlation between vocabulary mastery and reading ability of students of SMP 001 Superior Indolembang Kec. Mambi Kab. Mamasa West Sulawesi.

2. SUGGESTIONS

1. For student

Students should further enrich their vocabulary mastery. Mastery of vocabulary is the basis for language skills, especially reading skills. The more vocabulary mastery students have, the more likely they are to have good reading skills.

2. For Teachers

Teachers should provide vocabulary memorization and vocabulary mastery tests to students on a regular basis. With the vocabulary mastery test, the teacher will know the level of students' vocabulary mastery. If there are students whose vocabulary is still small, the teacher can improve the student's vocabulary mastery by giving the task of memorizing vocabulary. And reading skills should be practiced so that students get used to and have good reading skills. This is because mastery of vocabulary is the basis for reading and language skills.

3. For Further Researchers

The next researcher should examine more deeply about the factors related to students' reading ability in addition to vocabulary mastery. Further researchers are advised to also add other factors such as methods of memorizing vocabulary etc. That way, it can be seen what factors are very related and affect students' reading ability.

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Appendix I

Vocabulary mastering instrumens Questions sheet

Name :

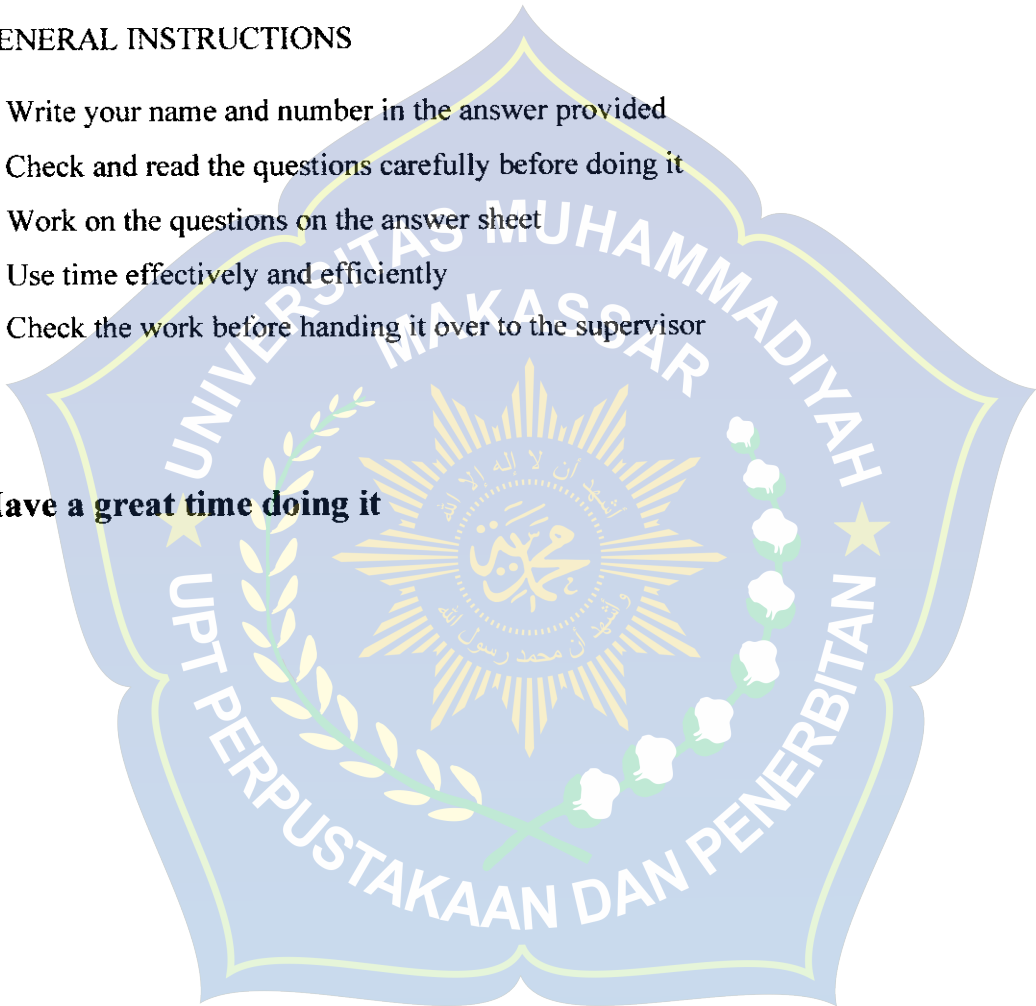
Class :

Time : 35 minutes

GENERAL INSTRUCTIONS

1. Write your name and number in the answer provided
2. Check and read the questions carefully before doing it
3. Work on the questions on the answer sheet
4. Use time effectively and efficiently
5. Check the work before handing it over to the supervisor

Have a great time doing it



1. Once upon a time, there lived _____ who had a beautiful daughter.
 - a. Snow White
 - b. Princess
 - c. King
 - d. Queen
2. The ___ let Snow White go and ran away far into the woods.
 - a. Hunter
 - b. Dwarves
 - c. Queen
 - d. Tree
3. Snow White found a small _____ on the hill.
 - a. House
 - b. Hotel
 - c. Cottage
 - d. Leave
4. The evil queen liked to ask _____ magic mirror every day.
 - a. Me
 - b. His
 - c. Her
 - d. His
5. The angry queen ordered _____ hunter to throw Snow White into the woods.
 - a. Him
 - b. His
 - c. Her
 - d. Their
6. Snow White lived with seven dwarves in _____ small cottage.
 - a. Their
 - b. Them
 - c. Its
 - d. Our
7. The princess with skin as white as Snow White is _____ beautiful.
 - a. Really
 - b. Generally
 - c. Never
 - d. Seldom
8. The Queen with a magic mirror is _____ evil.
 - a. Sometimes
 - b. Queen
 - c. Often
 - d. Extremely
9. The seven dwarves _____ work together.
 - a. Usually
 - b. Occasionally
 - c. Seldom
 - d. Always

10. The Evil Queen like to _____ her magic mirror everyday.
- Ask
 - Asking
 - Asked
 - To ask
11. Snow white _____ some food and _____ a nap.
- Aten, take
 - Ate, take
 - Ate, took
 - Eating, took
12. A Prince from a nearby land _____ snow white.
- Take
 - See
 - Took
 - Saw
13. Princess snow white is the _____ person.
- Jealous
 - Bad
 - Fairest
 - Beautiful
14. The Evo Queen became very _____.
- Jealous
 - Angry
 - Kind
 - Guilty
15. The drawers so _____ and could not stop crying.
- Happy
 - Daydreaming
 - Disappointed
 - Sad
16. "My Queen you are the fairest of them all" _____ one day the magic mirror answer.
- Since
 - As
 - But
 - Until
17. Snow white took one big bite but soon _____ snow white fell to the ground.
- But
 - If
 - As
 - After

18. _upon a time in faraway land, there lived a queen who had a beautiful daughter with white skin.

- a. Although
- b. Once
- c. With
- d. Besides

19. I am not feeling well, _____ I will come to the party.

- a. because
- b. since
- c. however
- d. unless

20. _____ I had my lunch, I didn't miss Pizza.

- a. Although
- b. Moreover
- c. Finally
- d. Already

21. She never helps anyone _____ having a lot of money.

- a. otherwise
- b. however
- c. inspite of
- d. instead

21. You shouldn't go out _____ it's raining heavily.

- a. for c. because
- b. already d. but

22. My mother _____ I went to the market for shopping.

- a. or c. either
- b. neither d. and

23. Thomas was not telling the truth. _____ he was shouting at me.

- a. Provided c. Although
- b. Moreover d. In order to

24. Please come on time, _____ we may miss the flight.

- a. otherwise c. so
- b. therefore d. but

25. We should avoid oily food _____ be healthy.

- a. finally c. consequently
- b. in order to d. for

STUDENT'S READING ABILITY INSTRUMENTS

QUESTION SHEET

Name :

Class :

Time : 35 minutes

GENERAL INSTRUCTIONS

1. Write your name and number in the answer provided
2. Check and read the questions carefully before doing it
3. Work on the questions on the answer sheet
4. Use time effectively and efficiently
5. Check the work before handing it over to the supervisor

HAVE A GREAT TIME DOING IT

Read the text below to answer numbers 1-4

Floods and Landslides

At this time in big cities frequent floods and landslides. This disaster happens almost every year. Disaster Many people become victims. Landslides and floods are also difficult to avoid.

We may not be able to regulate the rainfall that falls, but we can protect the environment. Trees and forests are very important to us.

Trees play a role in holding the soil with their roots. Thus, there will be no landslides. In addition, trees can also absorb rainwater to be stored in the ground, so there will be no flooding. Thus, we should do reforestation.

1. The main idea of the first paragraph in the text above is
 - a. Many people are victims of floods and landslides
 - b. Floods and landslides occur every year
 - c. Currently, floods and landslides often occur
 - d. Floods and landslides are difficult to avoid
2. Floods and landslides are difficult to avoid. The meaning of the word in italics is
 - a. Slight water flow
 - b. Stifling airflow

- c. Excessive flow of water that submerges land
 - d. Excessive flow of water that soaks the trees
3. We should do reforestation. The meaning of the word reforestation in the text above is
- a. Replanting deforested forests
 - b. Tree logging
 - c. Tree cultivation
 - d. Protection against trees
4. The conclusion from the above reading is
- a. We can protect the environment by cutting down trees
 - b. We can avoid floods and landslides by throwing garbage in the river
 - c. We should plant trees to avoid floods and landslides
 - d. We should burn the forest so that the environment becomes clean
- Read the text below to answer numbers 5-10

Sukamaju village is located in a hilly area. The village environment is clean, the air is cool and fresh. The atmosphere is serene and peaceful. Moreover, the view is beautiful.

Hygiene is the base of health. This motto is a driving force for the residents' enthusiasm to always keep the environment clean. Therefore, it is rare for people to get sick. We need to imitate the behavior of the residents of Sukamaju Village.

5. The main idea of the first paragraph in the text above is
- a. The village environment is clean, the air is cool and fresh
 - b. Sukamaju Village is located in a hilly area
 - c. The atmosphere is serene and peaceful
 - d. Moreover, the view is beautiful
6. The main idea of the second paragraph in the text above is
- a. The behavior of the villagers needs to be followed
 - b. Hygiene base of health
 - c. Many residents are rarely sick
 - d. The motto is the spirit of the people

7. Cleanliness of the health base. The meaning of the word in *italics* in the sentence is
 - a. Basic c. Source
 - b. Pole d. tree
8. The word *environment* in the sentence "village *environment* is clean" has the meaning
 - a. area c. Village
 - b. village d. Urban
9. How is the atmosphere of Sukamaju Village?
 - a. Clean and cool air
 - b. Peaceful and serene
 - c. Peaceful and rowdy
 - d. Clean and lots of healthy residents
10. The conclusion from the above reading is
 - a. Sukamaju Village has a clean lifestyle
 - b. Sukamaju Village is located in a hilly area
 - c. We need to imitate the behavior of the residents of Sukamaju Village
 - d. Hygiene base of health

Read the text below to answer numbers 11-15

Indonesia consists of approximately 13,000 islands, with a population of more than two hundred million people. Of course, the transportation system is very important. The transportation system consists of various vehicles. Indonesians used to move from city to city, looking for work or school.

Most Indonesians don't own a car, but there are many other ways to get from one place to another. We can find small vehicles such as bicycles, motorbikes, and tricycles. In the city there are also many *bajaj* which are usually orange in color. *Bajaj* is used as a taxi.

If you want to go from one city to another, you can take a bus, but it's not that fun. Too many passengers on the bus. Sometimes there are passengers who bring

animals on the bus. If we have a lot of money, it will be better if we take an airplane.

In Sumatra or Kalimantan rivers can also be used as roads. There are mine ships and fast boats. In some areas taking a boat can be faster than taking a bus because the roads are not that great.

11. The main idea of the first paragraph contained in the reading above is
 - a. Transportation in Indonesia
 - b. Indonesia consists of approximately 13,000 islands
 - c. Indonesian people usually move from place to place
 - d. Many Indonesians don't have cars
12. The main idea of the fourth paragraph in the reading above is
 - a. If you go from one city to another, you can take a bus
 - b. It's better to fly
 - c. In Sumatra and Kalimantan rivers can be used as roads
 - d. There are mining boats and fast boats
13. There are too many passengers on the bus. The meaning of the word passenger in this sentence is
 - a. People who ride a transportation
 - b. The person who runs the vehicle
 - c. People who sell in transportation
 - d. The person who pulls the ticket
14. Transportation in Indonesia consists of transportation
 - a. Land and water c. Air and water
 - b. Land, air and water d. Land and air
15. Small vehicles in the village include
 - a. Rickshaws, bicycles and buses
 - b. Rickshaws, bicycles and boats
 - c. Rickshaws, bicycles and motorbikes
 - d. Rickshaws, motorbikes and buses

Read the text below to answer numbers 16-18

Eid Homecoming Transportation

Homecoming is a common thing to do when approaching Eid. Usually a week before Eid, stations, terminals, ports and airports are packed with prospective passengers. These places are crowded with immigrants to be able to return to their hometowns. In going home, some take private vehicles, and some take public transportation.

Public transportation means on land in the form of rickshaws, buses, taxis, busways, and others. Sea transportation facilities in the form of ships, boats, speedboats, and others. While the means of air transportation in the form of airplanes.

We can choose various public facilities for going home, which of course must be adjusted to our financial circumstances.

Public transportation facilities both land, air, and sea are very necessary. Mass transportation facilities, such as buses and trains, are very much needed by travelers, because apart from loading a lot of passengers, prices are also lower. When Eid approaches, terminals and stations are packed with prospective passengers. Fast and convenient means of transportation are definitely more expensive ticket prices. Although the price is expensive, travelers are usually still hunted, as long as they arrive at their destination quickly.

16. Fast and convenient means of transportation are definitely more expensive tickets. The meaning of the word ticket in the sentence is
 - a. Card for vehicle parking
 - b. Card to ride a vehicle
 - c. Cards to buy vehicles
 - d. Cards for selling in vehicles
17. Public transportation facilities at sea in the form of
 - a. Ship, boat, busway
 - b. Ships, boats, taxis
 - c. Ship, boat, speedboat
 - d. Boat, plane, speedboat
18. The conclusion of the above reading is
 - a. The dangers of going

- b. Public transportation facilities on land are needed
- c. Homecomers can choose public means for going home
- d. A week after Eid, the terminal is usually full of travelers

Read the text below to answer numbers 19-20

Traffic congestion

Traffic jams often occur in big cities. Congestion usually occurs in crowded places, such as around markets and terminals. Congestion occurs when people are traveling simultaneously, for example when going to school, work, or holidays.

Traffic jams are very troublesome for people traveling. People are made very tired and stressed because of it. People can be late for school or for work. People can also arrive late at home.

Traffic jams are mostly caused by human behavior as road users. Many road users do not obey traffic rules. For example, stopping at the wrong place, not wanting to stand in line, and wanting to win on their own. All of this shows that road users do not yet have a culture of order. If road users want to act in an orderly manner, surely the situation on the road will be orderly and there will be no traffic jams.

19. Traffic jams make traveling difficult. The word traffic jam

In this sentence it means

- a. The density of vehicles on the highway
- b. Narrow road
- c. The number of pedestrians on the highway
- d. The density of traders on the highway

20. Daily traffic jams usually occur at

- | | |
|--------------------------|---------------|
| a. Go to school and work | c. Just rest |
| b. Night re | d. Have lunch |

ANSWER KEY
VOCABULARY MASTERY INSTRUMENTS

1. Pilihan Ganda		
1. A	11. C	21. C
2. C	12. A	22. C
3. B	13. A	23. D
4. B	14. C	24. B
5. C	15. A	25. A
6. A	16. D	
7. D	17. B	
8. B	18. D	
9. A	19. B	
10. C	20. A	

ANSWER KEY
INSTRUMENTS OF STUDENTS' READING ABILITY

I. Pilihan Ganda	
1. C	11. B
2. C	12. C
3. A	13. A
4. C	14. B
5. B	15. C
6. B	16. B
7. A	17. C
8. A	18. C
9. B	19. A
10. A	20. A

DATA VOCABULARY MASTERY INSTRUMENTS

KODE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	JUMLAH	NILAI	
R-001	0	1	0	0	1	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	10	40
R-002	0	1	0	0	1	0	0	1	1	1	1	0	0	0	0	1	1	0	0	1	1	1	1	1	0	0	11	44
R-003	0	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	19	76
R-004	1	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	1	0	0	17	68
R-005	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	20	80
R-006	0	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	0	18	72
R-007	1	0	0	1	1	0	1	1	0	1	1	0	1	1	0	0	0	0	1	1	0	1	0	1	0	0	13	52
R-008	0	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	18	72
R-009	0	0	0	0	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0	14	56
R-010	0	1	0	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	18	72
R-011	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	0	0	0	16	64
R-012	0	0	0	1	1	0	1	1	0	0	0	0	0	1	1	0	1	0	0	1	0	1	1	1	0	0	10	40
R-013	1	1	1	0	0	0	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	17	68
R-014	0	0	0	1	0	1	0	1	0	1	0	1	1	0	0	1	0	1	1	1	0	1	0	1	1	1	13	52
R-015	0	1	1	1	1	0	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	18	72
R-016	1	1	1	0	0	0	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	17	68
R-017	0	1	0	1	1	1	1	1	1	0	0	0	1	1	0	0	1	0	1	1	0	1	1	1	0	1	17	68
R-018	1	1	0	1	1	0	1	1	0	1	0	0	1	0	1	1	0	0	1	1	0	1	0	1	1	1	15	60
R-019	0	0	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	19	76
R-020	0	1	0	0	0	0	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	64
R-021	0	0	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	0	17	68
R-022	0	0	1	0	1	1	0	1	1	0	1	1	1	0	0	0	1	0	0	1	0	0	1	1	1	0	12	48
R-023	0	1	0	0	1	0	1	1	0	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	0	15	60
R-024	0	0	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	19	76
R-025	0	1	0	0	1	1	0	1	0	1	0	0	1	0	0	0	1	0	0	1	1	1	1	1	1	0	12	48

R-026	0	1	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	17	68
R-027	0	1	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	17	68
R-028	0	1	0	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	17	68
R-029	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	21	84
R-030	0	1	0	1	0	0	1	0	0	1	0	1	0	1	0	1	1	1	1	1	1	12	48

DATA OF STUDENTS' READING ABILITY

Kode	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	JUMLAH	NILAI
R-001	0	1	0	0	0	0	0	0	1	0	1	1	0	0	0	1	1	0	0	1	6	30
R-002	1	0	0	0	0	1	1	0	1	1	0	1	0	0	1	1	0	1	0	1	10	50
R-003	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	0	14	70
R-004	0	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	0	1	1	1	14	70
R-005	0	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	13	65
R-006	0	1	1	1	0	0	0	1	0	1	1	1	1	1	0	1	0	0	1	1	12	60
R-007	0	0	0	0	0	1	1	0	1	0	1	0	1	0	0	0	0	1	0	1	7	35
R-008	1	1	1	1	0	0	1	0	1	0	1	0	1	1	0	1	1	1	1	0	13	65
R-009	0	1	1	1	0	1	1	0	0	0	0	0	1	0	0	1	0	1	0	1	9	45
R-010	0	1	1	1	0	0	0	0	1	0	1	0	1	1	0	1	1	1	1	1	12	60
R-011	0	0	0	0	1	0	0	0	1	1	0	0	1	1	1	1	1	0	0	1	9	45
R-012	1	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	6	30
R-013	1	0	0	0	0	0	1	1	1	1	0	1	1	1	0	0	1	1	1	1	12	60
R-014	0	1	1	1	0	0	0	0	0	0	1	1	1	0	1	1	0	1	0	1	10	50
R-015	0	1	1	1	0	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	12	60
R-016	0	1	1	1	0	0	1	0	1	0	0	1	1	1	0	0	1	1	1	1	12	60
R-017	0	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	14	70
R-018	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	15	75
R-019	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	16	80

	Sig. (2-tailed)	0,7 21	0,1 22	0,4 47	0,3 34	0,1 05	0,2 34	0,4 24	0,8 85	0,3 34	0,7 75	0,5 63	0,1 46	0,7 55	0,8 72	1,0 00	0,2 06	0,8 66	0,4 47	0,2 27	0,6 40	0,3 37	0,52 7	1,0 00	0,1 05	0,00 6
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q5	Pears on Correl ation	-	0,2 24	0,1 00	0,2 11	0,1 83	0,2 05	0,2 26	0,48 8	-	0,0 47	-	0,2 24	0,0 98	0,1 35	0,2 00	0,98 00	0,1 76	0,1 26	0,0 83	0,98 26	0,1 49	0,08 8	0,0 63	-	0,12 7
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q6	Pears on Correl ation	0,2 35	0,5 05	0,7 40	0,3 34	0,1 02	0,2 64	0,0 06	0,6 63	0,8 75	0,8 08	0,8 75	0,2 35	0,6 08	0,4 77	0,2 89	0,6 08	0,3 52	0,5 05	0,6 63	0,4 32	0,4 32	0,64 5	0,7 40	0,0 04	0,00 1
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q7	Pears on Correl ation	-	0,2 69	0,1 02	0,3 11	0,2 02	0,2 64	0,0 39	0,0 60	0,8 83	0,9 62	0,2 39	0,5 96	0,0 97	0,37 41	0,1 28	0,0 00	0,0 15	0,0 05	0,2 95	0,1 12	0,32 57	0,05 3	0,48 86	-	0,07 2
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q8	Pears on Correl ation	0,0 36	0,1 54	0,3 09	0,2 48	0,0 8	0,0 15	0,0 84	1 84	0,0 15	0,2 62	0,1 32	0,1 45	0,36 5	0,0 66	0,0 98	0,0 48	0,0 17	0,3 09	-	0,0 24	0,0 24	0,04 3	0,1 54	0,1 61	0,30 9
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q9	Pears on Correl ation	0,8 49	0,4 16	0,0 97	0,2 70	0,0 52	0,0 63	0,0 39	0,1 29	0,9 39	0,6 08	0,4 61	0,4 43	0,0 47	0,7 30	0,6 08	0,6 03	0,9 28	0,0 97	0,5 22	0,8 03	0,8 99	0,82 2	0,4 16	0,3 94	0,00 1
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q10	Pears on Correl ation	0,0 93	-	0,2 63	-	0,1 52	0,2 83	0,2 12	0,2 84	0,1 62	0,1 83	0,0 22	-	0,1 93	0,1 22	0,3 08	0,0 83	0,1 22	0,2 63	0,0 34	-	0,1 22	0,07 3	0,1 31	0,62 7	0,13 7
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q11	Pears on Correl ation	0,6 26	0,4 89	0,1 61	0,4 63	0,1 24	0,6 60	0,2 29	0,4 29	0,3 91	0,6 63	0,6 59	0,3 91	0,5 22	0,0 98	0,6 63	0,5 22	0,5 90	0,1 61	0,8	0,5 22	0,7 45	0,70 2	0,4 89	0,3 91	0,00 5
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q12	Pears on Correl ation	0,2 35	-	0,0 27	0,0 30	0,3 21	0,2 30	0,3 15	0,1 62	0,2 11	0,2 09	0,0 57	0,0 67	0,1 61	0,37 5	0,0 30	0,1 32	0,3 23	-	0,1 12	0,32 1	0,70 2	0,4 89	0,3 91	0,0 38	0,11 8

	Sig. (2-tailed)	0,2	0,2	0,8	0,8	0,8	0,8	0,0	0,9	0,3	0,3	0,0	0,8	0,4	0,0	0,6	0,2	0,4	0,0	0,44	0,0	0,7	0,00
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
A10	Pearson Correlation	0,2	0,0	0,1	0,0	0,0	-	0,0	-	0,0	-	0,0	-	0,2	-	0,2	-	0,0	0,1	-	0,0	0,2	0,24
	N	24	63	26	83	40	30	98	83	11	98	36	80	98	8	53	83	98	49	0,17	63	11	8
	Sig. (2-tailed)	0,2	0,7	0,5	0,3	0,8	0,6	0,6	0,2	0,2	0,6	0,4	0,1	0,6	0,0	0,1	0,6	0,6	0,4	0,35	0,7	0,2	0,00
	N	35	40	05	34	34	75	08	64	64	08	77	34	08	34	77	63	08	32	4	40	64	0
Q11	Pearson Correlation	0,0	0,0	0,2	0,0	0,0	0,2	0,0	0,0	0,0	0,0	0,0	0,1	0,1	0,0	0,0	0,1	0,0	0,3	0,02	0,0	-	0,21
	N	33	94	36	55	8	62	61	59	62	54	64	81	39	17	42	75	29	12	6	47	39	9
	Sig. (2-tailed)	0,8	0,6	0,2	0,7	0,0	0,9	0,1	0,3	0,9	0,7	0,1	0,4	0,5	0,8	0,8	0,3	0,8	0,0	0,89	0,8	0,0	0,00
	N	61	19	09	75	08	62	61	59	62	54	64	81	39	17	42	75	29	12	1	04	31	0
Q12	Pearson Correlation	0,0	0,0	0,1	0,1	0,0	0,2	0,1	0,1	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,3	0,1	0,2	0,05	-	0,0	362
	N	67	48	90	10	30	22	32	62	57	30	35	15	38	5	48	62	91	91	3	0,0	86	
	Sig. (2-tailed)	0,7	0,8	0,3	0,5	0,8	0,2	0,4	0,3	0,0	0,8	0,1	0,2	0,9	0,0	0,8	0,3	0,3	0,1	0,78	0,8	0,6	0,05
	N	24	03	14	63	75	39	86	91	52	75	64	10	39	35	81	91	94	18	2	03	51	0
Q13	Pearson Correlation	0,2	-	0,0	0,2	-	0,1	-	-	0,2	1	0,2	1	0,2	0,0	0,0	0,1	0,37	0,0	0,04	0,1	43	0,34
	N	50	77	00	72	24	45	45	93	67	34	35	10	18	0,2	79	77	1	36	9	77	7	0
	Sig. (2-tailed)	0,1	0,3	1,0	0,1	0,2	0,5	0,4	0,6	0,7	1,0	0,4	0,2	0,2	0,1	0,6	0,3	0,0	0,8	0,79	0,3	0,0	0,00
	N	83	50	00	46	35	96	43	26	24	00	81	10	47	59	79	50	43	49	7	50	16	7
Q14	Pearson Correlation	0,1	0,0	0,3	0,0	0,0	-	0,36	-	0,1	0,0	0,0	0,36	0,1	0,0	0,0	0,3	0,2	0,36	0,2	-	-	506
	N	45	00	09	59	98	0,3	5	0,1	0,1	0,0	0,17	15	18	66	98	5	84	5	385	0,1	0,0	15

	Sig. (2- tailed) N	0,4 43	1,0 00	0,0 97	0,0 97	0,6 08	0,0 47	0,5 22	0,3 94	0,6 08	0,5 39	0,9 39	0,2 47		0,7 30	0,6 08	0,0 47	0,9 28	0,0 97	0,1 29	0,0 47	0,1 54	0,03 6	0,4 16	0,9 39	0,00 4
Q15	Pears on Correl ation	0,0 75	0,1 07	0,0 53	0,0 31	0,1 35	0,0 5	0,3 08	0,37 5	0,1 35	0,0 40	0,38 5	0,2 64	0,0 66	1 0,0	0,0 67	0,0 66	0,1 54	0,2 13	0,2 63	0,0 50	0,01 5	0,1 07	0,7 71	0,14 5	-
	Sig. (2- tailed) N	0,6 92	0,5 75	0,7 80	0,8 72	0,4 77	0,0 41	0,0 98	0,0 41	0,4 77	0,8 33	0,0 35	0,1 59	0,7 30	0,7 30	0,7 23	0,7 30	0,4 15	0,2 58	0,5 56	0,1 60	0,7 92	0,93 8	0,5 75	0,7 09	0,00 0
Q16	Pears on Correl ation	0,0 00	0,2 53	0,1 26	0,0 00	0,2 00	0,1 50	0,0 83	0,0 30	0,2 80	0,1 20	0,3 31	0,0 00	0,0 98	0,0 0,0	0,0 67	0,0 98	0,2 47	0,2 53	0,2 83	0,2 93	0,1 49	0,08 8	0,0 63	0,2 11	0,461
	Sig. (2- tailed) N	1,0 00	0,1 77	0,5 05	1,0 00	0,2 89	0,4 28	0,6 63	0,8 75	0,1 34	0,5 29	0,0 74	1,0 00	0,6 08	0,7 23	0,6 0,0	0,6 0,0	0,1 89	0,1 77	0,6 63	0,1 16	0,4 32	0,64 5	0,7 40	0,2 64	0,01 0
Q17	Pears on Correl ation	0,2 18	0,0 00	0,3 09	0,2 38	0,0 98	0,0 48	0,1 22	0,1 32	0,0 98	0,1 15	0,36 5	0,0 36	0,0 5	0,0 66	0,0 98	0,3 27	0,0 78	0,0 00	0,2 84	0,36 5	0,0 24	0,599	0,0 00	0,0 15	0,28 4
	Sig. (2- tailed) N	0,2 47	0,0 00	0,3 09	0,2 38	0,0 98	0,0 48	0,1 22	0,0 98	0,6 08	0,3 55	0,9 39	0,8 49	0,0 47	0,7 30	0,6 08	0,0 78	0,0 29	0,1 47	0,0 47	0,8 99	0,00 0	1,0 00	0,9 39	0,00 0	
Q18	Pears on Correl ation	0,2 76	0,2 23	0,2 23	0,0 32	0,1 76	0,0 05	0,1 02	0,3 23	0,38 8	0,0 42	0,23 8	0,0 79	0,0 17	0,2 54	0,2 47	0,3 27	1 1	0,2 23	0,1 02	0,1 89	0,1 84	0,01 5	0,0 56	0,0 05	0,11 2
	Sig. (2- tailed) N	0,1 40	0,2 36	0,2 36	0,8 66	0,3 52	0,9 78	0,5 90	0,0 81	0,8 34	0,0 25	0,8 81	0,6 79	0,9 28	0,4 15	0,4 89	0,0 78	0,2 36	0,5 90	0,3 17	0,3 31	0,93 5	0,7 70	0,9 78	0,00 0	
Q19	Pears on Correl ation	0,1 77	0,1 00	0,2 00	0,1 44	0,1 26	0,3 09	0,2 63	0,2 53	0,2 53	0,0 47	0,0 48	0,1 77	0,3 09	0,3 13	0,2 53	0,0 00	0,2 23	0,2 1	0,2 63	0,3 09	0,47 1	0,06 9	0,1 00	0,47 6	0,608

	Sig. (2- tailed)	N	0,0 55	0,7 93	1,0 00	0,7 40	0,8 04	0,8 03	0,3 50	0,4 16	0,5 75	0,7 40	1,0 00	0,7 70	0,5 99	0,1 61	1,0 00	0,2 10	0,71 6	0,8 03	0,00 4
Q25	Pears on Correl ation	N	0,0 67	0,1 90	0,2 38	0,3 02	- .51 1	- 0,0 86	0,43 .7	- 0,0 15	- 0,0 71	0,2 11	- 0,0 15	- 0,0 05	.47 6	0,1 62	0,1 32	0,2 91	- 0,05 3	0,0 48	1 392
JUM LAH	Pears on Correl ation	N	0,7 24	0,3 14	0,2 06	0,1 05	0,0 04	0,6 51	0,3 94	0,3 91	0,7 94	0,2 64	0,0 31	0,6 19	0,0 08	0,3 91	0,4 86	0,1 18	0,78 2	0,8 03	0,03 2
	Sig. (2- tailed)	N	0,0 00	0,2 00	.42 4	0,3 47	0,1 27	0,0 72	0,3 09	0,3 37	0,50 6	.46 1	0,2 84	0,1 12	.60 8	.36 8	.67 9	0,3 58	.411 -	0,1 76	1 39
	Sig. (2- tailed)	N	0,0 00	0,0 02	0,0 09	0,0 06	0,0 01	0,0 05	0,0 07	0,0 04	0,0 00	0,0 01	0,0 00	0,0 00	0,0 00	0,0 46	0,0 00	0,0 05	0,02 4	0,0 04	0,0 32
		N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

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

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

VALIDITY TEST OF STUDENTS' READING ABILITY

Correlations

[illegible]

[illegible]

[illegible]

Q16	Pearson Correlation	0,056	0,155	0,202	,398	-	0,024	0,202	0,274	-	0,017	0,256	0,193	0,354	0,032	-	0,035	0,154	-	,390	1	-	0,071	-	0,189	0,122	0,20	0,252
	Sig. (2-tailed)	0,770	0,414	0,284	0,029	0,901	0,281	0,284	0,143	0,928	0,302	0,172	0,307	0,055	0,866	0,853	0,853	0,415	0,033	0,033	30	30	30	30	30	0,284	0,000	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q17	Pearson Correlation	0,196	-	0,167	-	0,010	-	0,120	0,106	0,292	-	-	0,226	-	0,226	0,031	-	0,146	-	-	-	1	0,045	0,056	-	0,010	0,066	
	Sig. (2-tailed)	0,300	0,578	0,378	0,465	0,956	0,956	0,527	0,578	0,118	0,230	0,118	0,230	0,230	0,230	0,871	0,441	0,193	0,710	30	30	30	30	30	0,767	0,007		
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Q18	Pearson Correlation	0,154	0,048	0,099	0,106	0,099	-	0,061	0,321	0,257	-	0,207	0,386	0,208	0,208	-	0,098	0,066	0,000	-	0,041	0,085	0,089	-	0,099	0,243		
	Sig. (2-tailed)	0,416	0,803	0,604	0,578	0,604	0,734	0,084	0,803	0,171	0,035	0,270	0,035	0,270	0,270	0,640	0,608	0,730	1,000	0,317	0,812	0,812	0,640	0,640	0,604	0,002		
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Q19	Pearson Correlation	0,289	-	0,123	,367	0,277	-	0,277	0,055	-	0,386	,367	,444	0,167	0,167	,365	,739	-	-	-	-	0,056	0,089	-	0,185	,473		
	Sig. (2-tailed)	0,120	0,270	0,517	0,046	0,138	0,138	0,775	0,035	0,046	0,014	0,376	0,376	0,376	0,376	0,376	0,040	0,000	0,447	0,498	0,767	0,640	0,640	0,329	0,008			
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
Q20	Pearson Correlation	0,059	-	0,023	-	0,313	-	0,140	0,040	0,146	-	0,146	0,123	0,277	0,123	0,337	-	-	-	-	0,201	0,099	0,185	-	0,185	0,272		
	Sig. (2-tailed)	0,780	0,604	0,905	0,081	0,080	0,433	0,833	0,031	0,446	0,517	0,138	0,517	0,138	0,138	0,517	0,063	0,306	0,784	0,284	0,956	0,604	0,329	0,329	0,015			
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
JUMLAH	Pearson Correlation	0,048	0,342	,477	,735	-	-	-	0,187	,429	0,357	,612	0,287	0,287	0,287	,579	,554	-	0,048	0,252	0,066	0,243	0,243	0,272	0,272	1		
	Sig. (2-tailed)	0,008	0,006	0,008	0,000	0,000	0,000	0,000	0,000	0,018	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	0,000	30		
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	

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

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

Appendix V

TEST OF RELIABILITY STATISTICS

Case Processing Summary			
		N	%
Cases	Valid	30	100,0
	Excluded ^a	0	,0
	Total	30	100,0
a. Listwise deletion based on all variables in the procedure.			

VOCABULARY MASTER

Reliability Statistics	
Cronbach's Alpha	N of Items
,791	25

STUDENTS' READING ABILITY

Reliability Statistics	
Cronbach's Alpha	N of Items
,802	20

Appendix VI

TEST OF ANALYSIS DESCRIPTIVE STATISTICS DATA

Correlations

Descriptive Statistics			
	Mean	Std. Deviation	N
Penguasaan kosakata	63,33	11,981	30
Kemampuan membaca	62,67	18,368	30

Correlations			
		Penguasaan kosakata	Kemampuan membaca
Penguasaan kosakata	Pearson Correlation	1	,556**
	Sig. (2-tailed)		,001
	N	30	30
Kemampuan membaca	Pearson Correlation	,556**	1
	Sig. (2-tailed)	,001	
	N	30	30

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

Appendix VII

Tabel Nilai-nilai r Product Moment

N	Tingkat Signifikansi		N	Tingkat Signifikansi	
	5 %	1 %		5 %	1 %
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.423	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.270
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Pitra Aulia

NIM : 10535656115

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	9 %	10 %
2	Bab 2	15 %	25 %
3	Bab 3	9 %	10 %
4	Bab 4	9 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 27 Januari 2022

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursnah, S.Hum., M.I.P

NBM. 964 591

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR



LEMBAGA PENELITIAN, PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Alamat: Alauddin No. 25, Kel. Bontomatene, Kecamatan Bontomatene, Kota Makassar, Sulawesi Selatan 90132, Telp. 0411-8554191, Email: lptp@umh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

285005 C.4.VIII.VI.10/2021

19 Dzulqadha 1442 H

(satu) Rangkap Proposal

19 Jula 1443 H

Pemohonan Izin Penelitian

kepada Yth.

Bayan, Ibu Supriyanti, S.Pd

Cg. Ka. Badan Kepegawaian, Pendidikan dan Pelatihan

di

Sulawesi Selatan

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Berdasarkan surat permohonan izin penelitian yang telah diterima oleh Lembaga Penelitian, Pengembangan dan Pengabdian kepada Masyarakat Universitas Muhammadiyah Makassar

Menyampaikan bahwa permohonan izin penelitian tersebut telah diterima dan diteliti

dan ditetapkan sebagai berikut:

1. Nama : Supriyanti, S.Pd

2. No. Studi : 10538-050-17

3. Nama : Universitas Muhammadiyah Makassar

4. Jurusan : Pendidikan Bahasa Inggris

5. Pekerjaan : Mahasiswa

6. Berdasarkan surat permohonan izin penelitian yang telah diterima dan diteliti

dan ditetapkan

1. Hal. Correlasi: Bagaimana pengaruh budaya masyarakat Makassar terhadap budaya masyarakat Indonesia

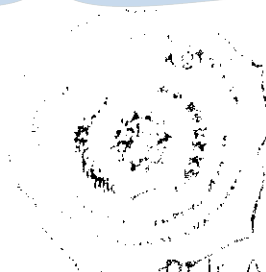
2. Tujuan penelitian:

3. Waktu dan tempat penelitian: di Makassar, Sulawesi Selatan

4. Metode penelitian:

5. Daftar pustaka: Daftar pustaka yang relevan dengan judul penelitian

6. Kesimpulan: Selesai



Dr. Ir. Abubakar Idris, M.Pd



KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **PITRA AULIA**
NIM : **105356561115**
Judul Penelitian : **THE CORRELATION BETWEEN VOCABULARY MASTERY AND STUDENTS' READING ABILITY AT SMP 001 UNGGULAN INDOLEMBANG KECAMATAN MAMBI KABUPATEN MAMASA WEST SULAWESI**

Tanggal Ujian :
Tempat/Lokasi :
Penelitian :

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Jumat, 25/06/21	Observation	Mirna S. Pd	A
2	Sabtu, 26/06/21	Treatment	Mirna S. Pd	A
3	Senin, 05/07/21	Treatment	Mirna S. Pd	A
4	Rabu, 07/07/21	Treatment	Mirna S. Pd	A
5	Kamis, 08/07/21	Giving a test	Mirna S. Pd	A
6	Senin, 12/07/21	Documentation	Mirna S. Pd	A
7				
8				
9				
10				

2022

Mengetahui,

Ketua Jurusan,

Dr. Umri Khaerati Syam, S. Pd., M. Pd
NBM. 977 807

Pimpinan Kepala sekolah,

Herminawati, S. Kom



PEMERINTAH KABUPATEN MAMASA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMPS UNGGULAN 001 INDOLEMBANG RANTEBULAHAN

SURAT KETERANGAN

Nomor :

Yang bertanda tangan dibawah ini :

Nama : **HERMILA,S.Kom**
Jabatan : **Kepala Sekolah**
Alamat : **Desa Rantebulahan**

Menerangkan bahwa :

Nama : **FITRA AULIA**
NIM : **10535656115**
Status : **Mahasiswa**
Fakultas : **Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**

Benar-benar telah melakukan penelitian di SMPS UNGGULAN 001 INDOLEMBANG pada tanggal 25 Juni – 22 Agustus 2021 dengan judul **“The Correlation Between Students’ Writing Skill and Their Vocabulary Mastery”**

Demikian surat keterangan ini kami berikan, agar dapat digunakan sebagaimana mestinya.

Salumaka, 22 Juni 2021

Kepala Sekolah





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0432/BG-FKIP/LOA/B/II/1443/2022

Dear PITRA AULIA

It is our pleasure to inform you that, after reviewing your paper:
THE CORRELATION BETWEEN VOCABULARY MASTERY AND STUDENTS' READING ABILITY AT SMP 001 UNGGULAN INDOLEMBANG KECAMATAN MAMBI KABUPATEN MAMASA WEST SULAWESI

The manuscript ID: 674

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltm@bg.unismuhmakassar.ac.id

Makassar, 17 February 2022 M
16 Rajab 1443 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Umami Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

Appendix VIII

picture together head master and the other teacher



photo one of the students



CURRICULUMVITAE



PITRA AULIA, was born in Salumaka on 18th July, the first children from three siblings. Her father name is Sudirman and her mother name is Nurasia. The writer has begun in elementary school at SDN Centre salumaka for finishing elementary school on 2003 until 2009.

At the same year, the writer continue her study at Islamic boarding school in yatama mandiri and finished on 2012. Then the writer continue her study at Islamic boarding school in yatama mandiri at the same year and finished on 2015. At the same year, the writer registered as a student of English Department Education at Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with the title *The influence of vocabulary on ability reading at SMP 001 Indolembang mamasa regency (quantitative descriptive Research)*.