MILIK PERPUSTAKAAN
UNISMUH MAKASSAR

THE CORRELATION BETWEEN RECEPTIVE VOCABULARY AND LITERAL COMPREHENSION IN ENGLISH LANGUAGE LEARNING AT SMPN SATAP 5 RUMBIA JENEPONTO

(*A Correlational Research at ninth Grade Students of Junior High School*)

A THESIS

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

By

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MOTTO

Forgive and forget, not revenge and regret!

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ABSTRACT

Andi Elisa Dian Sasmita 2022 The Correlation between Students' Receptive Vocabulary and Literal Comprehension (A Correlational Research at the 9th grade in SMPN Satap 5 Rumbia Jeneponto). A Thesis of English Education Department. Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Nur Qalbi and Muh Arief Muhsin.

This research aimed to know the correlation between students' Receptive Vocabulary and Literal Comprehension. The subject of this research consisted of 20 students in the 9th grade in SMPN Satap 5 Rumbia Jeneponto. Research design was used as a kind of correlation research. The instrument used for collecting data namely the questionnaire.

The results of this study are the students have balance skills in receptive vocabulary. They are not good at applying their receptive vocabulary. And second, the students have good skills in literal comprehension, the students have good skills in literal comprehension as well. They can understand and analyze the main idea and supporting idea in a text. Therefore based on the data above, the researcher found that there was a signicant correlation between the students' receptive vocabulary and literal comprehension in the 9th-grade students of SMPN Satap 5 Rumbia. It was found that Pearson correlation r oxy = 0.552 which is classied as enough correlation where standard correlation lies between 0.400 – 0.599. It means that there is a correlation between students' receptive vocabulary and literal comprehension. Therefore, the student's receptive vocabulary inuences their literal comprehension, as much their receptive vocabulary the better their literal comprehension.

Keywords: Comprehension, Literal, Receptive, Reading, and Vocabulary

ABSTRACT

Andi Elisa Dian Sasmita 2022. The Correlation between Students' Cognitive and Affective Aspect with Their Speaking Performance (A Correlational Research at the 9th grade in SMPN Satap 5 Rumbia Jeneponto). Sebuah tesis dri jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Nur Qalbi and Muh Arief Muhsin.

Penilitian ini bertujuan untuk mengetahui hubungan korelasi antara receptive vocabulary dan literal comprehension siswa. Subjek dari penilitian ini terdiri dari 20 siswa di kelas 9 SMPN Satap 5 Rumbia Jeneponto. Disain penilitian yang digunakan yaitu jenis penilitian korelasi. Instrumen penilitian yang digunakan adalah kuisioner.

Hasil dari data penelitian ini adalah pertama siswa memiliki kemampuan kosakata reseptif yang seimbang. Mereka tidak terlalu baik dan buruk dalam mengaplikasikan kosakata reseptif mereka. Dan kedua, siswa memiliki kemampuan komprehensi literal yang baik. Mereka mengerti dan menganalisis ide utama dan ide pendukung dalam teks. Oleh karena itu, berdasarkan data analisis di atas, peneliti menemukan bahwa ada hubungan signifikan antara kosakata reseptif dan konprehensi literal siswa kelas 9 SMPN Satap 5 Rumbia. Itu ditemukan melalui korelasi pearson r r_{xy} = 0.552 yang diklasifikasikan sebagai korelasi yang cukup dimana standar korelasinya berada antara 0.400 – 0.599. itu menandakan bahwa ada korelasi positif antara kosakata reseptif dan komprehensi literal siswa. Sebagai hasilnya, kosa kata reseptif siswa mempengaruhi kemampuan komprehensi literal siswa, semakin banyak kosakata reseptif siswa semakin baik pula komprehensi literal siswa.

Keyword : Comprehension, Literal, Receptive, Reading, and Vocabulary.

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Makassar, Juni 2022

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CHAPTER I

INTRODUCTION

A. Background

Understanding vocabulary is crucial to learning a language. If we comprehend the words or terminology when we read something, it sounds wonderful. Because it will make it easier for us to read, pronounce words, and comprehend what we read. A language's vocabulary is its collection ofterms that are used frequently and help speakers perform better.

It has been noted that receptive vocabulary is an essential part of lexical competence and is helpful for both reading and writing. This essay's two main goals are as follows: First, to evaluate the perceptive vocabulary of 247 primary Spanish EFL students after receiving 629 hours of instruction; second, to investigate the relationship between measures of receptive vocabulary size and the caliber of written compositions and reading comprehension abilities. Two vocabulary size tests (1kWT and 2k VLT), a timed composition, and a Reading Comprehension Test were used in the study. The study's findings demonstrate that while the receptive vocabulary size and essay quality are not particularly great, they are nonetheless significant. The outcomes further highlight the value of receptive vocabulary in reading comprehension.

For anyone learning a language, strong vocabulary performance is crucial for success in reading, writing, speaking, and listening. If a learner of a foreign language has a sufficient vocabulary and the capacity to use it

correctly, he or she will be able to talk clearly and accurately, write clearly, or understand what is read or heard.

The ability to understand or hear many words is known as vocabulary mastery. By learning and using vocabulary, we may understand what words im4ply in different situations. Additionally, it can aid in avoiding misunderstandings of spoken or written texts.

Reading in a second or foreign language is the most important thing. According to Aebersold and Field in Cahyani (2015), reading is an activity in which students read a written text and give meaning to the symbols written in that text. Text and reader are two physical entities needed to start the reading process. Anthony, Pearson, and Raphael point out in Dieu (2016) that reading is a process of constructing meaning through dynamic interactions between the reader's existing knowledge, information-driven by written language, and reading situations.

Setiyadi (2020) expressed that English for most Indonesian learners tends to be very difcult because it is different from the Indonesian language. Indonesia's language does not have tenses that are similar to the tenses of English. This condition makes it for Indonesian learners sometimes are very difcult to comprehend many English sentences when they are interacting with English text and differ whether it is present or past form, statement or question, and so on.

Vocabulary and reading cannot be separated because have closed relations. When the students learn about reading, they must understand the vocabulary in the text. Fitri (2014) states. "the lack of vocabulary inuenced

the achievement of students in reading comprehension; therefore vocabulary is regarded as an important factor of reading comprehension". Based on Aprilia (2019) found that 19.36% of students reading comprehension of the tenth grade students at State Senior High School 2 Pekanbaru was inuenced by their vocabulary mastery. Then, the other 80.64% was inuenced by other factors. Meanwhile, Erniwati (2019) the nal result of the analysis shows that there was a positive correlation between the students' vocabulary mastery and reading comprehension ability.

In addition, Puspituroni (2017) based on the result from the interpretation of the research concludes that it is a signicant Correlation between students' Vocabulary Achievement and Students Reading Comprehension Achievement in the Second Grade at SMPN 30 Bekasi.

English vocabulary is often a problem for most high school and university students, even though they have studied English since elementary school. Sometimes students have difculty understanding certain words in a reading context. On the other hand, foreign students who are studying English face classic problems related to English reading texts; lack of vocabulary is the main, whereas vocabulary is the most important thing in reading skills.

Based on pre-observation in SMPN Satap 5 Rumbia Jeneponto, the researcher found that the students lack vocabulary. They did not knowhow to pronounce it and did not know the meaning of the vocabulary. The students also hard to memorize the vocabulary because English was not their native speaker.

It made them lazy to learn new vocabulary. Yet in reading skills, the students were difcult to read English text. They are also boring reading. The English text did not make them interested in reading. Consequently, the students cannot comprehend the text.

Based on the problem above the researcher is curious about the students' vocabulary mastery and reading comprehension. And then the researcher conducts a study to determine whether there is a correlation between the student's vocabulary achievement and their reading comprehension of the IX Grades of SMPN satap 5 Rumbia Jeneponto.

B. Problem Statement

Based on the previous background, the researcher formulated the following research question: Is there any correlation between students' receptive vocabulary and literal comprehension at IX Grade of SMPN Satap 5 Rumbia Jeneponto?

C. Objective of the Research

Based on the previous problem statement, the objective of this research was to find out the correlation between students' receptive vocabulary and literal comprehension at IX Grade of SMPN Satap 5 Rumbia Jeneponto.

D. Significance of the Research

The result of this research is expected to be meaningful input for:

1. Theoretical
    a. This study will provide teachers with a fresh issue to discuss and reflect on when it comes to the relationship between receptive vocabulary and literal comprehension.

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b. This study can be used as a guide for researchers interested in this subject.

2. Practical

This research will give the motivation and knowledge to the students' to be more enjoyable in learning. And it will improve their Vocabulary and literal reading comprehension. For researcher, this research can develop the knowledge about the students' understanding in correlation between receptive vocabulary and literal comprehension.

E. Scope of the Research

This research was limited in vocabulary and literal. In the vocabulary, the researcher focused on the students' receptive vocabulary and in the literal focused on the students' literal comprehension. Then, the result of this study found out the correlation between receptive vocabulary and literal comprehension.

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CHAPTER II

REVIEW OF RELATED LITERATURE

a) **Previous Related Findings**

1. Some research have Aprilia (2019). This research was aimed to find out the correlation between students' vocabulary mastery and their reading comprehension in descriptive text at State Senior High School 2 Pekanbaru. This research was correlational research. The writer found that 19.36% students' reading comprehension of the tenthgrade students at State Senior High School 2 Pekanbaru influenced by their vocabulary mastery. Then, the other 80.64% was influenced by other factors.
2. Some research have Erniwati (2019) This research used a correlational research. The basic problem the writer discussed in this final project was to find out there is correlation between the student's vocabulary mastery and their reading comprehension ability in learning English. The final result of the analysis shows that there was a positive correlation between the students' vocabulary mastery and reading comprehension ability.

3. Some research have Puspituroni (2017). The purpose of this research is to find out whether there is correlation or not between students vocabulary achievement and students reading comprehension achievement. The research method is ex post facto. Based on the result from the interpretation the research concludes that there is significant The Correlation between students Vocabulary Achievement and Students Reading Comprehension Achievement at the Second Grade at SMPN 30 Bekasi.

Based on previously researches above, the researcher interest to do this research with using vocabulary and reading aspects. The similarities of this research and those researches are vocabulary and reading aspect. Then, the differences of my research are, this research is focus on receptive vocabulary and literal comprehension

b) **Some Pertinent Ideas**

1. The Concept of Vocabulary

a. Definition of Vocabulary

Nowadays there are some experts that have made viewpoints on vocabulary. According to Ratih (2011) states vocabulary is the basis of language there is no language without vocabulary. Before mastering the four abilities of listening, speaking, reading and writing students must learn the components

of English such as vocabulary, structure and pronunciation. Then, according to Richards in Munir (2016), vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to. Neuman & Dwyer (2009) cited vocabulary as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and wordsin listening (receptive vocabulary)".

In addition, Langan in Mutiara (2018) states a good vocabulary is a vital part of effective communication. A command of many words will make you a better writer, speaker, listener and reader. Studies have shown that students with strong vocabularies, or studies who work to improve a limited vocabulary, are more succesful in school. Neuman & Dwyer (2009) cited vocabulary as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)".

b. Vocabulary Mastery

Complete knowledge of a subject or skill is known as mastery. The word "master" is the root of the term "mastery," which implies to become skillful or proficient in the use of something or to grasp something completely.

Vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of

knowledge that a person must master in order to know a word are (Lubis 2017):

1) The meaning of the word
2) The written form of the word
3) The spoken form of the word
4) The grammatical behaviour of the word
5) The collocations of the word
6) The register of the word
7) The associations of the word
8) The frequency of the word

c. Kinds of Vocabulary

According to Thornbury in Vera (2020), there are eight different word classes that apply to English words. They are the following: determiner, preposition, conjunction, pronoun, adjective, adverb, and verb. The following are the two types of vocabulary description that Lehr & Osborn in Furqon (2013) explain.

First, words come in two forms, oral and print.

1) Words that are recognized and utilized when speaking and listening are included in oral vocabulary.

2) Words that are recognized and employed in reading and writing are included in the category of print vocabulary.

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

a) Words that we can recognize when we hear or see them are included in our receptive vocabulary. Understanding passive vocabulary, which is utilized in reading and listening contexts, is anecessary skill.

c) Words that we can recognize when we speak or write are included in a productive vocabulary. It is a skill that one actively employs when speaking or writing.

In addition, According to Kamil and Hiebert in Furqon(2013), there are two kinds of vocabulary. They are productive andreceptive vocabulary.

a) The terms that are well-known or simple to understand and that a person frequently uses, particularly in writing and speaking, are considered to be part of their productive vocabulary

b) The receptive vocabulary consists of terms that kids are less likely to be familiar with and are thought to be less likely to use. Students may not use these words on their own, but they may understand the meaning when they read and listen.

b. The Importance of Vocabulary

Rohmatillah's Roger Gower (2014) For communication purposes, students value vocabulary more than grammar, especially in the beginning of the learning process when they are driven to learn the essential terms.

Furthermore, according to Thornburry in Rohmatillah (2014), vocabulary refers to a broad assortment of goods. He continues by saying that expanding one's vocabulary is crucial because it improves one's word knowledge. This suggests that. The ability to build vocabulary is just as important to language learning success as vocabulary size.

2. The Concept of Reading

a. Definition of Reading

Reading is a linguistic process that is connected to thinking and other communication abilities like listening, speaking, and writing, according to Martha Dallman (in Putri, 2018). Reconstructing the printed patterns on the pages of the ideas and information the author meant to convey through specific reading. Additionally, reading is a complicated ability requiring a lot of simultaneous activities, according to Patel and Jain in Susanti (2018). Reading has been split into two categories: reading out loud and reading silently.

Additionally, reading is a step in the process of deciphering and accepting a meaning from printed or written content, according to Finochiano & Bonomo in Eka (2019). The reader must be able to comprehend sounds as well as simple words when reading. Additionally, according to Baker and Beall in Greabe and Stoller (2013), reading is an evaluative process in which the reader must determine if the content being read is cohesive and serves the intended purpose.

b. Reading Comprehension

According to Snow in Yulianti (2014) states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. By doing those activities, students are expected to get the content of the reading materials and achieve their purpose and expectation. Grabe and Stoller (2013) Reading is the ability to understand information in a text and interpret it appropriately. Comprehension in reading refers to reading and comprehension. Understanding written text means extracting information efficiently. Usually in reading comprehension books, questions involve the reader remembering what has been read without the aid of the text. Reading is also defined as understanding the meaning of a text.

According to Mayor (in Firmansyah, 2015) Reading comprhension is understanding the text that has been read or the process of "building meaning" from a text. Comprehension is a "Construction Process" because it involves all the elements of the reading process that work together as the text is read to create a representation of the text in the reader's mind. Furthermore, Turner Alexander in Permadani (2014) argues that reading comprehension. Involves a meaning in the text to obtain from the text. Understanding is the act or process of understanding.

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c. Kinds of Reading

According to Dolores in Amin (2016) classifies reading into three kinds, namely: reading aloud, silent reading, and speed reading.

1) Reading aloud

Reading aloud is very important device that cannot be over looked in achieving the goal because it is a great aid in the developing our habits to preview, in reading aloud. The students will get experience as many times as possible.

2) Silent reading

Silent reading tends to reinforce the reader to find out the meaning of the words. This kind of reading leads the reader to a better comprehension. Silent reading is a skill to criticize what is writes to discuss something write means to draw inferences and conclusion as well as to express a new idea on the basics of what is read.

3) Speed reading

Reading like this helps readers read more quickly and more fully. This ability is crucial for students. Speed reading must be used in conjunction with comprehension. The speed at which you read a tale or narration will differ from the rate at which you read scientific texts. Reading has different levels of understanding. Burn in Sabbara (2017) divides understanding into 4 levels. Namely: Literal Comprehension, Interpretative Understanding, Critical Comprehension and Creative Understanding.

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1) Literal Comprehension.

The easiest to understand and involve surface meanings is literal understanding. At this level, the teacher can instruct the class to search the text for facts and concepts that are stated directly. The author's ideas can be summarized, described, or paraphrased by readers.

2) Interpretive understanding

Reading interpretatively involves reading between the lines or making interference. This is also called the process of getting between the lines of ideas.

3) Critical Understanding

Critical reading is evaluating in the material, comparing the ideas found in the material with known standards and getting conclusions about the appropriate accuracy.

4) Creative understanding

This understanding engages and goes beyond the material presented by the author and is in dire need of thought as they read.

d. Aims of Reading

According to Anderson there were seven aims of reading, reading for details and facts, reading for main ideas, reading for sequence of organization, reading for interference, reading for classifying, reading for evaluating, and reading for comparing of contest.

1) Reading for detail and facts

The student read to get or know the invention that have been done by the writer or solve the problem of the writer. Its mean that their students were reading to know what is done by the subject of the story.

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2) Reading for main ideas

The students read the text to know why the topic is good or interest, next analyze the problem on the story and then make summaries of the story." Its mean that the students were reading to get the problem statement on the story.

3) Reading for sequences organization

The purpose of reading the text was for the pupils to understand "what is happening in each segment of the story in each episode: solve the story's challenge." It implies that the student read in order to understand each chapter of the story.

4) Reading for inference

The students read in order to find out the conclusion from the action or ideas in the text. It mean that the student was reading to know what is the writer meant by its story.

5) Reading for classifying

The students read the text to classify some information or action of the writer in text paragraph. It means that the student was reading to find unusual things.

6) Reading for comparing or contest

The students read to compare the plot of the story or content whether having similarity with him or even contrast. It means that the student was reading to compare the way of the story with the way of life of the reader.

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3. The Correlation between Vocabulary and Reading

A correlation can be defined as the association between two variables[1]. It is the degree to which two variables share a common relationship. Consider for example two variables, one called 'X' and one called 'Y'. For each variable there is a distribution of scores, some scores are high and some scores are low and others are in between. For each variable there is a range of scores that increases from a low scoreto a high score. If 'Y' increases at a similar rate as 'X,' these two variables would be described as positively correlated. The image below on the left provides an example of a positive correlation. Alternatively if 'Y' decreases as 'X' increases then the two variables would be described as negatively correlated.

Stahl as cited in Susanto (2018) says that "Research on L1 reading shows that vocabulary knowledge and reading comprehension is very closely related to each other". Moreover, "the percentage of known and unknown vocabulary is one of the most important factors that determinethe difficulty of a text. Thus, one way to determine students reading levels is to gauge their vocabulary knowledge". (Schmitt, in Susanto 2018). Another reason from Nation and Cody in Susanto (2018): "Vocabulary is clearly in important factor in reading, as read ability studies show, but it is only one of range of factors".

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d) **Conceptual Framework**

Conceptual framework underlying in this research is given below:

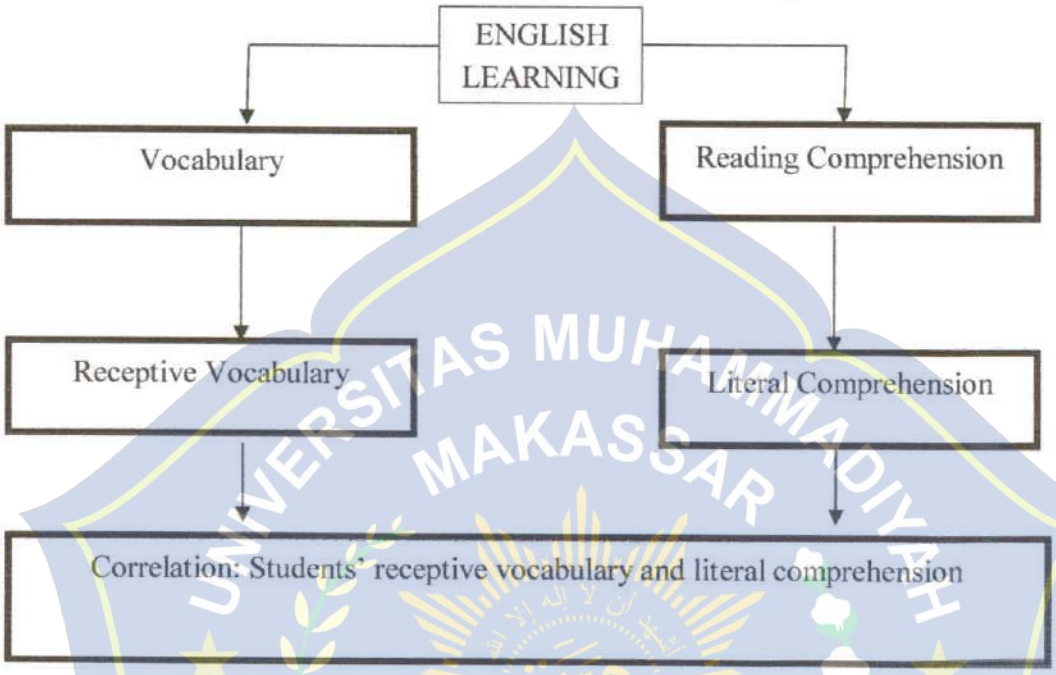

Figure 2. 1 Conceptual Framework

The variables of this research were students' vocabulary and reading skills. Students' vocabulary focused on students' receptive vocabulary, it analyzed by questionnaire and Students' reading will focus on students' literal comprehension and analyzed by questionnaire too. Next, the researcher correlated the result of questionnaire vocabulary and reading to get the result of this research.

e) **Hypothesis**

To find the answer of the problem, the researcher should propose Alternative Hypothesis (H_a) and Null Hypothesis (H_0) as follow:

1. Alternative hypothesis (H_a) there is a correlation between students' receptive vocabulary and literal comprehension.
2. Null hypothesis (H_0) there is no correlation between students' receptive vocabulary and literal comprehension.

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CHAPTER III

RESEARCH METHOD

A. Research Design

This research was quantitative in nature because its primary goal was to determine whether there was a relationship between receptive vocabulary and literal comprehension. A problem statement served as the starting point for quantitative research, which also included the creation of a hypothesis, a literature study, and the analysis of quantitative data. Quantitative research can produce results that are prescriptive, explicative, and confirmatory.

This research was categorized as a correlation approach based on the research problem, which primarily investigated the correlation between two variables. Correlational research, which places an emphasis on numerical data analysis and is frequently carried out using a statistical formula, was the sort of research used in this study.

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B. Research Variable

The term of variable could not be separated from the research. It shows the units that were examined.

In this research, the researcher divided the variable into two parts, i.e. x and y variable. The X variable determined the students' receptive vocabulary, and the Y variable determined the students' literal comprehension.

The design of the research was as follow:

Donald Ary in Ratnawati (2006)

Description:

X = Students' receptive vocabulary

Y= Students' literal comprehension

C. Population and Sample

1. Population

In this research, the research population was the 9th grade students of SMPN Satap 5 Rumbia. The numbers of population were 20 students.

2. Sample

To find the result of this research, the researcher took sample at the 9th grade in SMPN Satap 5 Rumbia Jeneponto. The researcher applied saturation sampling in this research as all of the population will use as sample. Saturation sampling technique is a sampling technique when all members of the population were used as samples.

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Saturation sampling was different from census because the population census was large, while saturation sampling used a relatively small population even though both used the entire population as a sample. There 20 students used as sample.

D. Research Instrument

Research instruments were tools that the researcher used when collected data to facilitate their work and to get better, complete and systematic results for easy processing of data. The instrument of this research was questionnaire.

Questionnaire applied to measure students' receptive vocabulary and literal comprehension. The questionnaire consists of 10 items. The scoring system was as follow:

Table 3.1 Likert Scale

No	Point	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Positive	5	4	3	2	1
2.	Negative	1	2	3	4	5

Sugiyono (2017)

In its format, the instrument consisted of three parts:

a) Respondents' identity (name, age, sex).

b) Instruction, which contained the aim of distributing the questionnaire.

c) Content, which consisted of 10 statements that reflect the components of students' receptive vocabulary and literal comprehension.

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E. Technique of Data collection

This research was conducted by personally visiting students in class. Data was collected from students in classroom with the permission of concern research authorities. Before administering the instrument, all students were thoroughly brief about the purpose of the study and procedure of completing the instrument.

1. The researcher gave questionnaire to the students referred to their receptive vocabulary and literal comprehension.
2. The researcher correlated result of students' receptive vocabulary and literal comprehension aspects by using IBM Statistical Package for the Social Science (SPSS statistics 23).

F. Technique of Data Analysis

The researcher used a questionnaire with reading and vocabulary assignments for the students as part of the data analysis for this study. After obtaining the data from the score, it was processed and evaluated using the likert scale and multiple correlation algorithm. Based on operational definitions that the researcher had established, the Likert scale was a scale used to measure perceptions, attitudes, or views of an individual or group regarding an event or social phenomenon.

Formula: T x Pn

T = Total number of respondents who chose

Pn = Choice of Likert score numbers

In order to classifying the correlation,the interpretation can be seen below:

Table 3.2 Interpretation Correlation

Rxy	**Interpretation**
0.000 – 0.199	There was correlation between variable X and variable Y but it was very weak or very low. So the correlation was rejected. In other words there was no correlation between variable X and variable Y
0.200 – 0.399	There was a weak or low correlation between variable X and variable Y but it was sure.
0.400 – 0.599	There was an enough correlation between variable X and variable Y.
0.600 – 0.799	There was a strong or high correlation between variable X and variable Y.
0.800 – 1.000	There was a very strong or very high correlation between variable X and variable Y.

(Sugiyono 2017)

G. Statistical Hypothesis

This research was designed to find out whether there was a correlation between students' receptive vocabulary and literal comprehension, the researcher purposesed Alternative Hypothesis (H_a) and the Null Hypothesis (H_0) which is described to the following statistical hypothesis:

1. In significant degree of 0.05, if the significance r< 0.05 the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.
2. In significant degree of 0.05, if the significance r> 0.05 the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted.

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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section, the researcher presents the results of the research on the correlation between students' receptive vocabulary and literal comprehension.

1. The Students' Receptive Vocabulary

Based on the data collected from the questionnaire, the students' receptive vocabulary is presented in the following table:

Table 4. 1 The Mean Score of Students' Receptive Vocabulary

Statistics

Vocabulary		
N	Valid	20
	Missing	1
Mean		27.3000
Std. Deviation		3.16394
Range		12.00
Minimum		21.00
Maximum		33.00

The illustration of the **table 4.1** shows the mean score of the students' receptive vocabulary is 27.30. Next, the minimum score is 21, which indicates the lower score that is gotten by students is 21 and the maximum score is 33, which indicates the higher score that gotten by students is 33. It is more clearly shown in the table below:

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Table 4. 2 The Frequency and Rate Percentage of the Students' Receptive VocabularyScore

No	Range of score	Classification	%
1	41 – 50	Very Good	-
2	31 – 40	Good	9.5
3	21 – 30	Fair	90.5
4	11 – 20	Poor	-
5	00 – 10	Very Poor	-
Total			100

Based on the **table 4.2**, shows that there are 2 (9.5%) students classified as good and 18 (90.5%) students classified as fair. Also there is no student classifiedas very good, poor, and very poor.

Therefore, the students have balance skill in receptive vocabulary. It means that the students' know about receptive vocabulary but they are not really good and bad in applying this skill.

2. The Students' Literal Comprehension

Based on the data collected from literal comprehension questionnaire, the students' literal comprehension is presented in the following table:

Table 4. 3 The Mean Score of Students' literal comprehension

Statistics

LiteralComprehension

N	Valid	20
	Missing	1
Mean		33.9500
Std. Deviation		2.32775
Range		8.00
Minimum		30.00
Maximum		38.00

The illustration of the table above shows the mean score of the students' literal comprehension is 33.95. . Next, the minimum score is 30, which indicates the lower score that is gotten by students is 30 and the maximum score is 38, which indicates that the higher score that gotten by students is 38. It is more clearly shown in the table below:

Table 4. 4 The Frequency and Rate Percentage of the Literal Comprehension Score

No	Range of score	Classification	%
1	41 – 50	Very Good	-
2	31 – 40	Good	90.5
3	21 – 30	Fair	9.5
4	11 – 20	Poor	-
5	00 – 10	Very Poor	-
Total			100

Based on the table above, shows that there are 2 (9.5%) students classified as fair and 18 (90.5%) students classified as good. There are no students classified as very good, poor, and very poor.

Therefore, the students have good skill in literal comprehension. It means that the students can understand a text. They also can analyze the main idea and supporting idea in a text.

3. The Correlation between students' receptive vocabulary and literal comprehension

Based on the data from the questionnaire, the result is shown in the following table:

Table 4.5 The Correlation between Students' Receptive Vocabulary and LiteralComprehension

Correlations

		Vocabulary	Literal Comprehension
Vocabulary	Pearson Correlation	1	.552*
	Sig. (2-tailed)		.012
	N	20	20
LiteralComprehension	Pearson Correlation	.552*	1
	Sig. (2-tailed)	.012	
	N	20	20

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

Based on the correlation table above, the value of sig. was 0.012, the 2 variable has the same value of sig. according to the rule, it is a convention that if the value is less than 0.05, then the correlation is considered signicant. Due to having a value of 0.012, the sig. was less than 0.05 meant that there was a signicant correlation between students' Receptive Vocabulary and Literal Comprehension.

Similar to the previous, the value of the Pearson correlation has the same number for the 2 variables as well. The Pearson correlation value range from -1 to+1, with negative numbers representing a negative correlation as one variable increases, the other variable decreases, and the positive numbers representing a positive correlation as one variable increases, the other also increases. The stronger the association between the variables, the closer the value is to -1 or +1.

The data in the table above shows that there was a correlation between students' receptive vocabulary and literal comprehension. It is shown by Pearson correlation r rxy = 0.552 which is classied as enough correlation where standard correlation lies between 0.400 – 0.599.

4. Hypothesis Test

The result of statistical analysis at the level of signicance or alpha level (α) = 0.05. Based on the table 4.5 (α) = 0.05 and r = 0.12, it shows that r > 0.05 (0.12 > 0.05) so the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. It means that there is a correlation between students' receptive vocabulary and literal comprehension. Therefore, the answer to students' questionnaires shows that their receptive vocabulary inuences their literal comprehension, as much their receptive vocabulary the better their literal comprehension.

B. Discussion

In this part, the researcher presents the correlation between students' receptive vocabulary and literal comprehension.

1. The student's Receptive Vocabulary

The students have balance skills in receptive vocabulary. It means that the students know about receptive vocabulary but they are not good and bad at applying this skill.

Based on that data analysis, it is considered that vocabulary was important especially receptive skills for the students was helpful. According to Rohmatillah (2014) "Vocabulary is important to students it was more important than grammar for communication purposes, particularly in the early stages when students were motivated to learn the basic words they need to get by in language.

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Also, Harmer (1991) denes receptive vocabulary as words that the students will recognize when they see them, but not necessarily be able to produce.

2. The Students' Literal Comprehension

The students have a good skills in literal comprehension. It means that the students can understand a text. They also can analyzed the main idea and supporting idea a text.

In collecting the data from the quistionare, the researcher finds out that the students have a good skills in reading literal comprehension because they can find the information and ideas in the text. According to burn in Sabara (2014) comprehension, literal comprehension is clearest and involves surface meanings. At this level, the teacher can ask student look the information and ideas that are explicitly contained in the text. Readers can describe , paraphrase or summarize what the author says, yet. According to Brassel and Rainski (2008:17), literal comprehension requires a reader to be able to retell and recall the fact or information presented in a text.

Therefore, after calculating the data in IBM SPSS V23 by using the formula of Pearson product-moment correlation, the researcher found that there was a signicant correlation between the students' receptive vocabulary and literal comprehension in the 9th-grade students of SMPN Satap 5 Rumbia. It was found that pearson correlation r rxy= 0.552 which is classied as enough correlation where standard correlation lies between 0.400 – 0.599. It means that there is a correlation between students' receptive vocabulary and literal comprehension. Therefore, the student's receptive vocabulary inuences their literal comprehension, as much their receptive vocabulary the better their literal comprehension. It correlates with Aprilia (2019) this research aimed to find

out the correlation between students' vocabulary mastery and their reading comprehension in the descriptive text at State Senior High School 2 Pekanbaru. And also Erniwati (2019) The basic problem the writer discussed in this nal project was to nd out if there is a correlation between the student's vocabulary mastery and their reading comprehension ability in learning English. The nal result of the analysis shows that there was a positive correlation between the students' vocabulary mastery and reading comprehension ability.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of the research findings and some suggestions based on the findings and discussion of data analysis..

A. Conclusion

Based on the result found. first, the students have balance skills in receptive vocabulary. They are not good at applying their receptive vocabulary. And second, the students have good skill in literal comprehension, the students have good skills in literal comprehension. They can understand and analyze the main idea and supporting idea in a text. The conclusions of this study are vocabulary is an important especially receptive skill it is really helpful. And also literal comprehension helps students to nd the information and ideas in the text. Therefore based on the data above, the researcher found that there was a signicant correlation between the students' receptive vocabulary and comprehension in the 9th-grade students of SMPN Satap 5 Rumbia. It was found that Pearson correlation r rxy = 0.552 which is classied as enough correlation where standard correlation lies between 0.400– 0.599. It means that there is a correlation between students' receptive vocabulary and literal comprehension. Therefore, the student's receptive vocabulary inuences their literal comprehension, as much their receptive vocabulary the better their literal comprehension.

B. Suggestion

Based on the conclusion above, there were some suggestions given as follows:

1. For the students, they should develop their vocabulary as much as possible and always train their receptive vocabulary. Because it will help them to understand communication and information, especially reading literal comprehension.
2. The teachers should be able to facilitate their students in training their receptive vocabulary because it can stimulate the students to master another skill, especially reading literal comprehension.
3. For the next researchers who doing related research to this case, they can use this thesis as literature. Although this research is completely done, it still has many weaknesses.

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UPT PERPUSTAKAAN DAN PENERBITAN

MILIK PERPUSTAKAAN
UNISMUH MAKASSAR

APPENDICES

Questionnaire of Receptive Vocabulary and Literal Comprehension.

Name :

Age :

Sex :

Instruction!

To what extent do you agree with the following items? The following items ask about your receptive vocabulary and Literal Comperehension in English vocabulary. Remember there is no right or wrong answers, just answer as accurately as possible. Please read the statements below carefully and give check (√) to the appropriate choices that reflect your receptive vocabulary in English vocabulary.

Criteria for the score:

1 = Strongly Disagree 2 = Disagree 3 = Neither Disagree nor Agree

4 = Agree 5 = Strongly Agree

Note: Please give check (√) on the column based on your answer!

NO	STATEMENT	ANSWER				
		1	2	3	4	5
1	I have a lot of vocabularies (Saya memiliki banyak kosa kata)					
2	I know about receptive vocabulary (Saya mengetahui tentang kosa kata reseptif)					
3	Receptive vocabulary is important for me (Kosa kata reseptif penting bagi saya)					

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4	I can understand the text with unknown vocabulary (Saya bisa memahami teks dengan kosakata yang tidak diketahui)					
5	I can understand the conversation or audio with known vocabulary (Saya dapat memahami percakapan atau audio dengan kosakata yang dikenal)					
6	Receptive vocabulary can't makes easier to understand the text (Kosakata reseptif membuat lebih mudah untuk memahami teks)					
7	I can't understand the conversation or audio with unknown vocabulary (Saya tidak dapat memahami percakapan atau audio dengan kosakata yang tidak diketahui)					
8	Receptive vocabulary can't makes easier to understand the conversation (Kosakata reseptif membuat lebih mudah untuk memahami percakapan)					
9	I can't understand the text with known vocabulary (Saya tidak dapat memahami teks dengan kosakata yang diketahui)					
10	I can't improve my receptive vocabulary by reading text (saya tidak bisa meningkatkan kosakata reseptif					

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UPT PERPUSTAKAAN DAN PENERBITAN

	saya dengan membaca teks)					
11	Literal comprehension is important for me (Pemahaman literal sangat penting bagi saya)					
12	I know the main idea of the text (Saya tahu ide utama dari teks)					
13	I can decide the main idea of the text with my vocabulary (Saya dapat memutuskan ide utama teks dengan kosa kata saya)					
14	I can make a text with my vocabulary skill (Saya bisa membuat teks dengan keterampilan kosa kata saya)					
15	I improve my literal comprehension (main idea) with reading some text (Saya meningkatkan pemahaman literal saya (ide utama) dengan membaca beberapa teks)					
16	I do not bother with the grammatical structure of sentences while reading in English (Saya tidak peduli dengan struktur gramatikal kalimat saat membaca dalam bahasa Inggris)					
17	When I read English articles, I skip the words that are new to me					

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UPT PERPUSTAKAAN DAN PENERBITAN

	(Ketika saya membaca artikel bahasa Inggris, saya melewatkan kata-kata yang baru bagi saya).					
18	I can't decide the main idea of the text with my vocabulary (Saya tidak dapat memutuskan ide utama teks dengan kosa kata saya)					
19	I can't make a good idea (Saya tidak bias membuat ide utama)					
20	I can't make a text with my vocabulary skill (Saya tidak bisa membuat teks dengan keterampilan kosakota saya)					

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List of Students

No	Students	Questionnaire Score	
		Receptive Vocabulary	Literal Comprehension
1	Student 1	21	31
2	Student 2	24	35
3	Student 3	24	38
4	Student 4	25	34
5	Student 5	22	31
6	Student 6	33	37
7	Student 7	30	30
8	Student 8	29	34
9	Student 9	30	30
10	Student 10	26	34
11	Student 11	20	38
12	Student 12	28	36
13	Student 13	24	33
14	Student 14	23	35
15	Student 15	24	33
16	Student 16	20	35
17	Student 17	21	30
18	Student 18	26	35
19	Student 19	24	35
20	Student 20	26	26

UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin N0.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

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

Nama : Andi Elisa Dian Sasmita
NIM : 105351126316
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	9 %	10 %
2	Bab 2	22 %	25 %
3	Bab 3	8 %	10 %
4	Bab 4	8 %	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, 14 Juli 2022
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S.Hum.,M.I.P
NBM. 964 591

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp 866972 Fax (0411)865588 Makassar 90221 E-mail :lp3munismuh@plasa.com

بسم الله الرحمن الرحيم

Nomor : 1764/05/C.4-VIII/V/40/2022
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

16 Syawal 1443 H
17 May 2022 M

Kepada Yth.
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal dan PTSP Prov. Sul-Sel
di –
Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 9584/FKIP/A.4-II/IV/1443/2022 tanggal 16 April 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **ANDI ELISA DIAN SASMITA**
No. Stambuk : **10535 1126316**
Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Correlation Between Receptive Vocabulary And Literal Comprehension In English Language Learning At SMPN Satap 5 Rumbia"

Yang akan dilaksanakan dari tanggal 23 Mei 2022 s/d 23 Juli 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716

05-22

MAJELIS DIKTILITBANG PPMUHAMMADIYAH UNIVERSITAS MUHAMMADIYAH MAKASSAR FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

KARTU KONTROL PENELITIAN

Nama Mahasiswa : ANDI ELISA DIAN SASMITA
Nim : 105351126316
Judul Penelitian : **THE CORRELATION BETWEEN RECEPTIVE VOCABULARY AND LITERAL COMPREHENSION IN ENGLISH LANGUAGE LEARNING AT SMPN SATAP 5 RUMBIA JENEPONTO**
Tanggal Ujian Proposal : 24 Maret 2022
Tempat/Lokasi Penelitan : SMPN SATAP 5 RUMBIA

No	Hari/Tanggal	Kegiatan Penelitan	Nama Guru/terkait	Paraf Guru/terkait
1	Senin, 23 mei 2022	Izin Penelitian	Riska. S.Pd	
2	Selasa, 24 mei 2022	Meneliti	Riska. S.Pd	
3	Selasa, 24 mei 2022	Selesai Meneliti	Riska. S.Pd	
4				
5				

Makassar, 23 mei 2022

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

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

Pimpinan/Kepala Sekolah/Instansi

24 Mei 2022
Kepala Sekolah

[illegible]N, S.Pd., MM.
[illegible]913 200604 1 005

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UPT PERPUSTAKAAN DAN PENERBITAN

PEMERINTAH KABUPATEN JENEPONTO
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI SATAP 5 RUMBIA
Alamat: Jl. Sarroanging, Desa Bontomanai, Kec. Rumbia, Kab. Jeneponto

SURAT KETERANGAN
Nomor: 011/SMPNS.5.RB/VI/2022

Yang bertandatangan dibawah ini :

Nama : SALEHUDDIN, S.Pd.,MM.
NIP : 19700913 200604 1 005
Jabatan : Kepala Sekolah
Alamat : Bontomanai, Sarroanging, Kec. Rumbia, Kab. Jeneponto

Dengan ini menerangkan bahwa :

Nama : ANDI ELISA DIAN SASMITA
NIM : 105351126316
Jurusan : Pendidikan Bahasa Inggris
Fakultas : FKIP UNISMUH

Telah melaksanakan penelitian skripsi di UPT SMP Negeri Satap 5 Rumbia dari 23 Mei s/d 23 Juni 2022, dengan Judul Skripsi "*The Correlation Between Receptive Vocabulary and Literal Comprehension in English Language Learning at SMPN Satap 5 Rumbia Jeneponto*".

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Rumbia, 24 Mei 2022
Kepala Sekolah

SALEHUDDIN, S.Pd., MM.
NIP. 19700913 200604 1 005

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Result of SPSS

Frequencies Receptive Vocabulary

Statistics

Vocabulary

N	Valid	20
	Missing	1
Mean		27.3000
Std. Deviation		3.16394
Range		12.00
Minimum		21.00
Maximum		33.00

Vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21.00	1	4.8	5.0	5.0
	24.00	4	19.0	20.0	25.0
	25.00	2	9.5	10.0	35.0
	26.00	3	14.3	15.0	50.0
	29.00	3	14.3	15.0	65.0
	30.00	5	23.8	25.0	90.0
	31.00	1	4.8	5.0	95.0
	33.00	1	4.8	5.0	100.0
	Total	20	95.2	100.0	
Missing	System	1	4.8		
Total		21	100.0		

Frequencies of Literal Comprehension

Statistics

LiteralComprehension

N	Valid	20
	Missing	1
Mean		33.9500
Std. Deviation		2.32775
Range		8.00
Minimum		30.00
Maximum		38.00

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LiteralComprehension

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30.00	2	9.5	10.0	10.0
	31.00	3	14.3	15.0	25.0
	33.00	2	9.5	10.0	35.0
	34.00	3	14.3	15.0	50.0
	35.00	5	23.8	25.0	75.0
	36.00	3	14.3	15.0	90.0
	37.00	1	4.8	5.0	95.0
	38.00	1	4.8	5.0	100.0
	Total	20	95.2	100.0	
Missing	System	1	4.8		
Total		21	100.0		

Correlations between Receptive Vocabulary and Literal COmprehension

Descriptive Statistics

	Mean	Std. Deviation	N
Vocabulary	27.3000	3.16394	20
LiteralComprehension	33.9500	2.32775	20

Correlations

		Vocabulary	LiteralComprehension
Vocabulary	Pearson Correlation	1	.552*
	Sig. (2-tailed)		.012
	N	20	20
LiteralComprehension	Pearson Correlation	.552*	1
	Sig. (2-tailed)	.012	
	N	20	20

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

Documentation

Filling out the questionnaire

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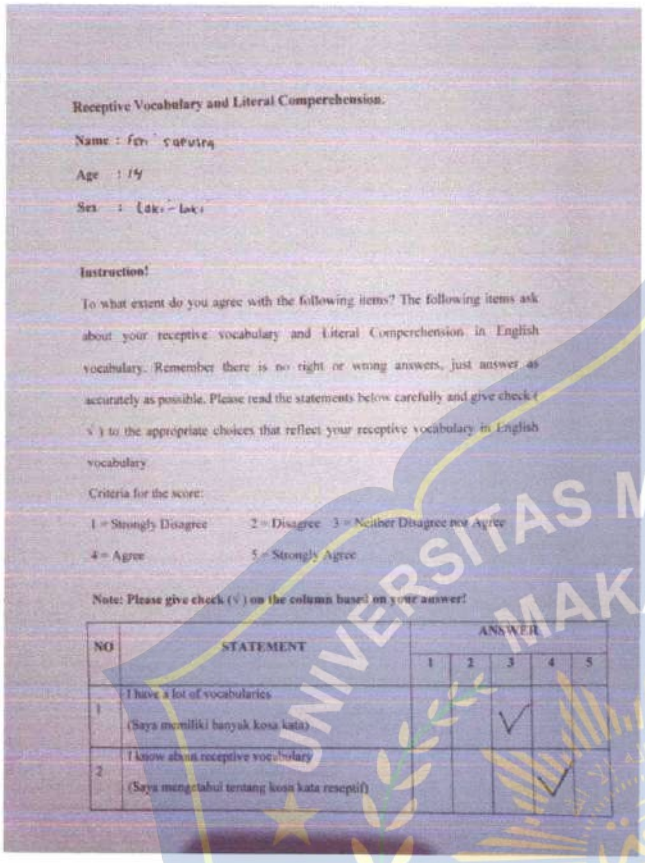
Some of the results of questionnaires by students



Receptive Vocabulary and Literal Comperehension.

Name : Feri Saputra

Age : 14

Sex : Laki-laki

Instruction!

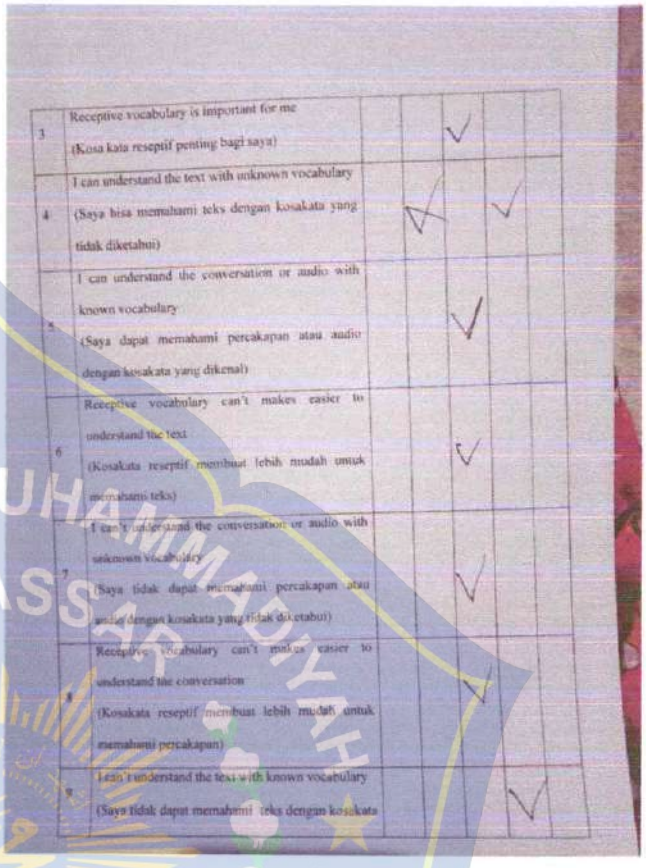
To what extent do you agree with the following items? The following items ask about your receptive vocabulary and Literal Comperehension in English vocabulary. Remember there is no right or wrong answers, just answer as accurately as possible. Please read the statements below carefully and give check (√) to the appropriate choices that reflect your receptive vocabulary in English vocabulary.

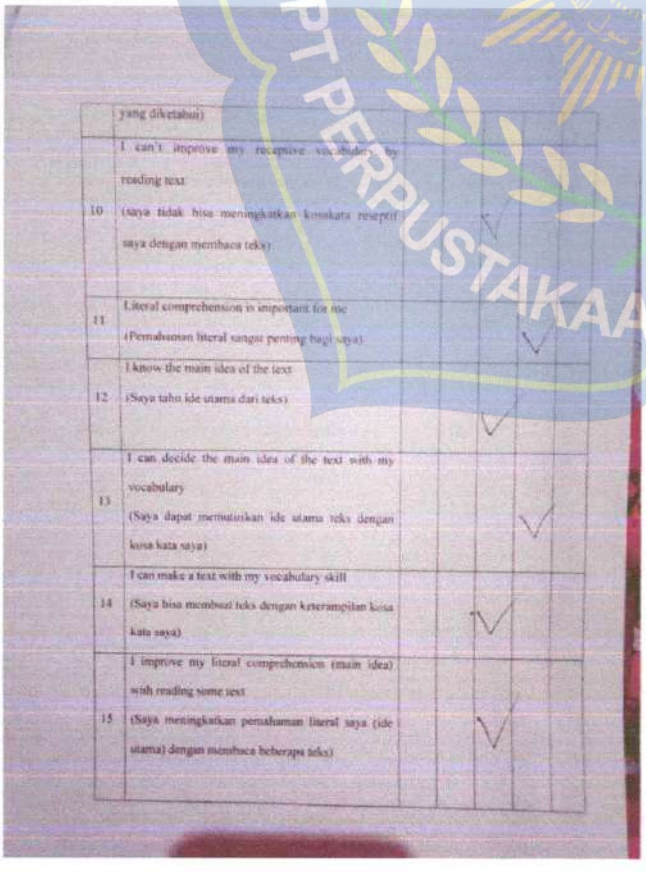
Criteria for the score:

1 = Strongly Disagree 2 = Disagree 3 = Neither Disagree nor Agree

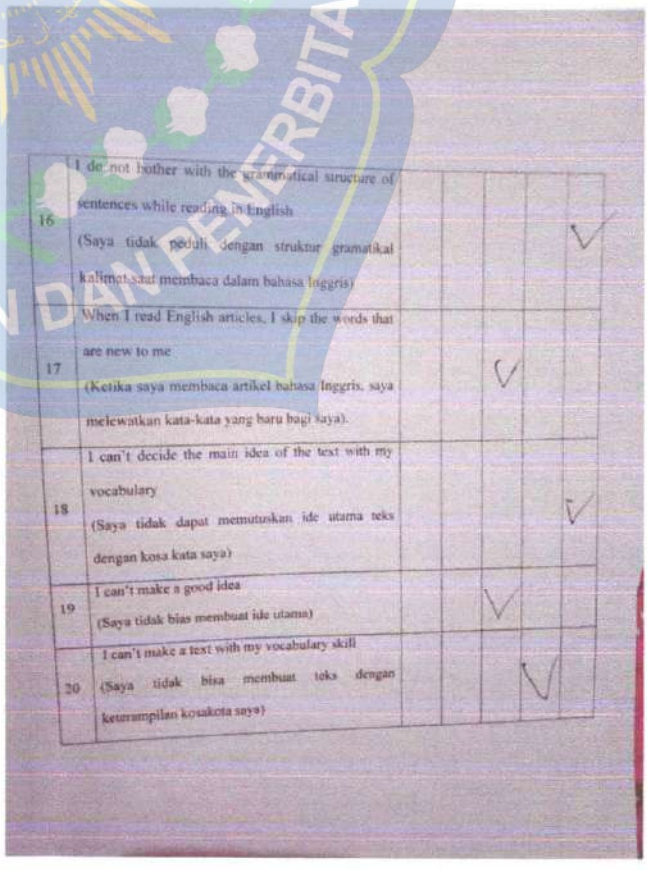
4 = Agree 5 = Strongly Agree

Note: Please give check (√) on the column based on your answer!





NO	STATEMENT	ANSWER				
		1	2	3	4	5
1	I have a lot of vocabularies (Saya memiliki banyak kosa kata)			√		
2	I know about receptive vocabulary (Saya mengetahui tentang kosa kata reseptif)				√	
3	Receptive vocabulary is important for me (Kosa kata reseptif penting bagi saya)			√		
4	I can understand the text with unknown vocabulary (Saya bisa memahami teks dengan kosakata yang tidak diketahui)		√		√	
5	I can understand the conversation or audio with known vocabulary (Saya dapat memahami percakapan atau audio dengan kosakata yang dikenal)			√		
6	Receptive vocabulary can't makes easier to understand the text (Kosakata reseptif membuat lebih mudah untuk memahami teks)			√		
7	I can't understand the conversation or audio with unknown vocabulary (Saya tidak dapat memahami percakapan atau audio dengan kosakata yang tidak diketahui)			√		
8	Receptive vocabulary can't makes easier to understand the conversation (Kosakata reseptif membuat lebih mudah untuk memahami percakapan)			√		
9	I can't understand the text with known vocabulary (Saya tidak dapat memahami teks dengan kosakata yang diketahui)				√	
10	I can't improve my receptive vocabulary by reading text (saya tidak bisa meningkatkan kosakata reseptif saya dengan membaca teks)			√		
11	Literal comprehension is important for me (Pemahaman literal sangat penting bagi saya)				√	
12	I know the main idea of the text (Saya tahu ide utama dari teks)			√		
13	I can decide the main idea of the text with my vocabulary (Saya dapat memutuskan ide utama teks dengan kosa kata saya)				√	
14	I can make a text with my vocabulary skill (Saya bisa membuat teks dengan keterampilan kosa kata saya)			√		
15	I improve my literal comprehension (main idea) with reading some text (Saya meningkatkan pemahaman literal saya (ide utama) dengan membaca beberapa teks)			√		
16	I do not bother with the grammatical structure of sentences while reading in English (Saya tidak peduli dengan struktur gramatikal kalimat saat membaca dalam bahasa Inggris)					√
17	When I read English articles, I skip the words that are new to me (Ketika saya membaca artikel bahasa Inggris, saya melewatkan kata-kata yang baru bagi saya).			√		
18	I can't decide the main idea of the text with my vocabulary (Saya tidak dapat memutuskan ide utama teks dengan kosa kata saya)					√
19	I can't make a good idea (Saya tidak bias membuat ide utama)			√		
20	I can't make a text with my vocabulary skill (Saya tidak bisa membuat teks dengan keterampilan kosakota saya)				√	



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UPT PERPUSTAKAAN DAN PENERBITAN

Receptive Vocabulary and Literal Comperehension.

Name : SAHRIL

Age : ~~13 - 3 - 2007~~ 15

Sex : laki-laki

Instruction!

To what extent do you agree with the following items? The following items ask about your receptive vocabulary and Literal Comperehension in English vocabulary. Remember there is no right or wrong answers, just answer as accurately as possible. Please read the statements below carefully and give check (√) to the appropriate choices that reflect your receptive vocabulary in English vocabulary.

Criteria for the score:

1 = Strongly Disagree 2 = Disagree 3 = Neither Disagree nor Agree

4 = Agree 5 = Strongly Agree

Note: Please give check (√) on the column based on your answer!

NO	STATEMENT	ANSWER				
		1	2	3	4	5
1	I have a lot of vocabularies (Saya memiliki banyak kosa kata)			√		
2	I know about receptive vocabulary (Saya mengetahui tentang kosa kata reseptif)			√		
3	Receptive vocabulary is important for me (Kosa kata reseptif penting bagi saya)		√			
4	I can understand the text with unknown vocabulary (Saya bisa memahami teks dengan kosakata yang tidak diketahui)			√		
5	I can understand the conversation or audio with known vocabulary (Saya dapat memahami percakapan atau audio dengan kosakata yang dikenal)		√			
6	Receptive vocabulary can't makes easier to understand the text (Kosakata reseptif membuat lebih mudah untuk memahami teks)	√				
7	I can't understand the conversation or audio with unknown vocabulary (Saya tidak dapat memahami percakapan atau audio dengan kosakata yang tidak diketahui)					√
8	Receptive vocabulary can't makes easier to understand the conversation (Kosakata reseptif membuat lebih mudah untuk memahami percakapan)				√	
9	I can't understand the text with known vocabulary (Saya tidak dapat memahami teks dengan kosakata	√				
	yang diketahui)					
10	I can't improve my receptive vocabulary by reading text (saya tidak bisa meningkatkan kosakata reseptif saya dengan membaca teks)				√	
11	Literal comprehension is important for me (Pemahaman literal sangat penting bagi saya)	√				
12	I know the main idea of the text (Saya tahu ide utama dari teks)			√		
13	I can decide the main idea of the text with my vocabulary (Saya dapat memutuskan ide utama teks dengan kosa kata saya)					√
14	I can make a text with my vocabulary skill (Saya bisa membuat teks dengan keterampilan kosa kata saya)				√	
15	I improve my literal comprehension (main idea) with reading some text (Saya meningkatkan pemahaman literal saya (ide utama) dengan membaca beberapa teks)				√	
16	I do not bother with the grammatical structure of sentences while reading in English (Saya tidak peduli dengan struktur gramatikal kalimat saat membaca dalam bahasa Inggris)			√		
17	When I read English articles, I skip the words that are new to me (Ketika saya membaca artikel bahasa Inggris, saya melewatkan kata-kata yang baru bagi saya).					√
18	I can't decide the main idea of the text with my vocabulary (Saya tidak dapat memutuskan ide utama teks dengan kosa kata saya)					√
19	I can't make a good idea (Saya tidak bias membuat ide utama)				√	
20	I can't make a text with my vocabulary skill (Saya tidak bisa membuat teks dengan keterampilan kosakota saya)			√		

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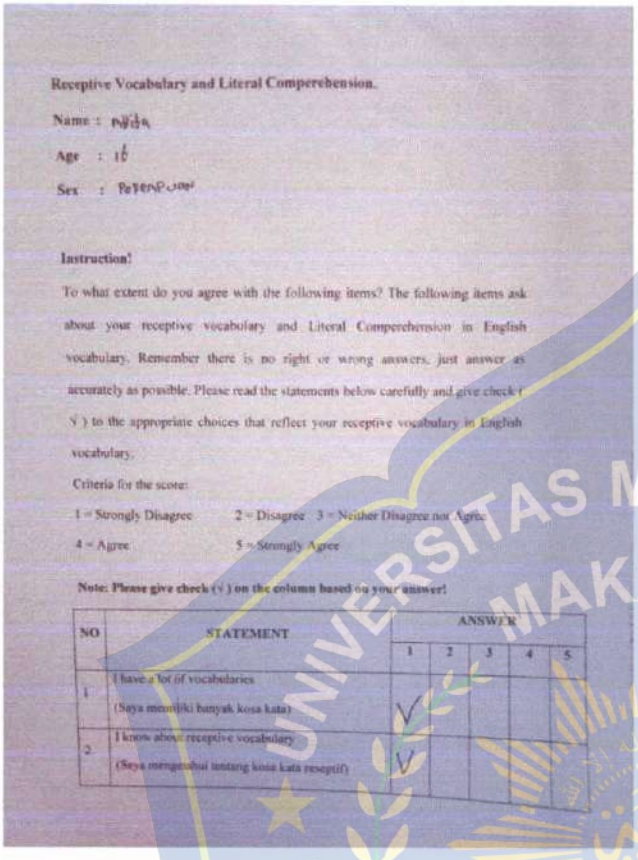
UPT PERPUSTAKAAN DAN PENERBITAN



Receptive Vocabulary and Literal Comperehension.

Name : [illegible]

Age : 16

Sex : Perempuan

Instruction!

To what extent do you agree with the following items? The following items ask about your receptive vocabulary and Literal Comperehension in English vocabulary. Remember there is no right or wrong answers, just answer as accurately as possible. Please read the statements below carefully and give check (√) to the appropriate choices that reflect your receptive vocabulary in English vocabulary.

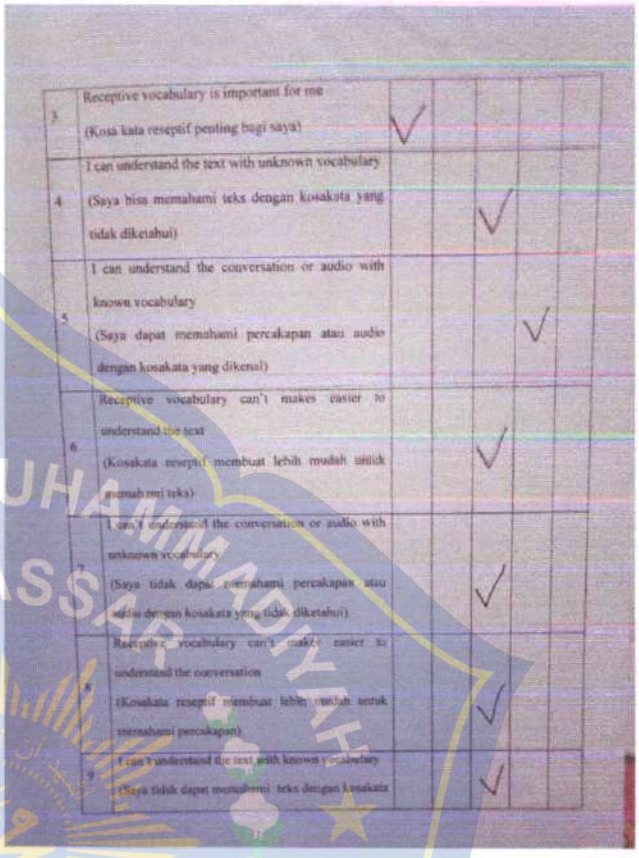
Criteria for the score:

1 = Strongly Disagree 2 = Disagree 3 = Neither Disagree nor Agree

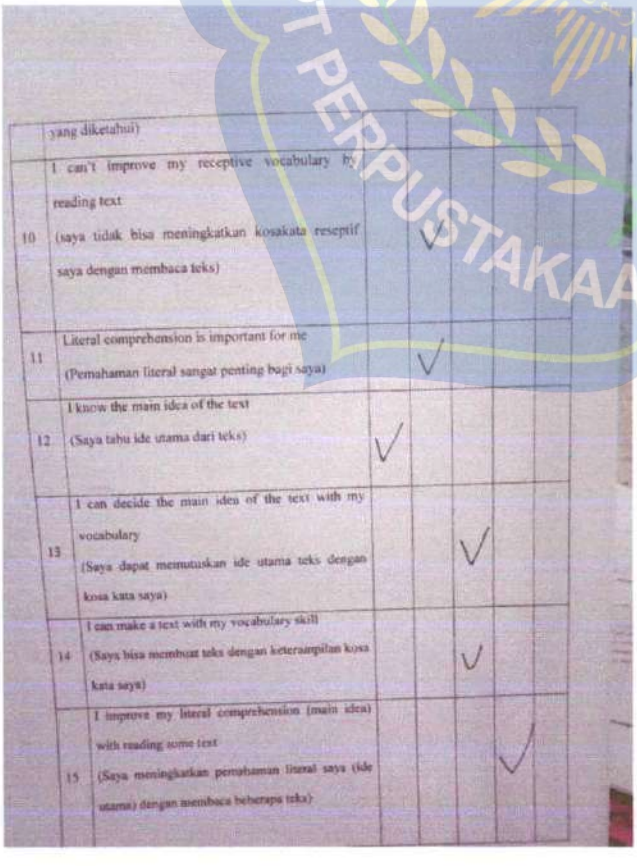
4 = Agree 5 = Strongly Agree

Note: Please give check (√) on the column based on your answer!

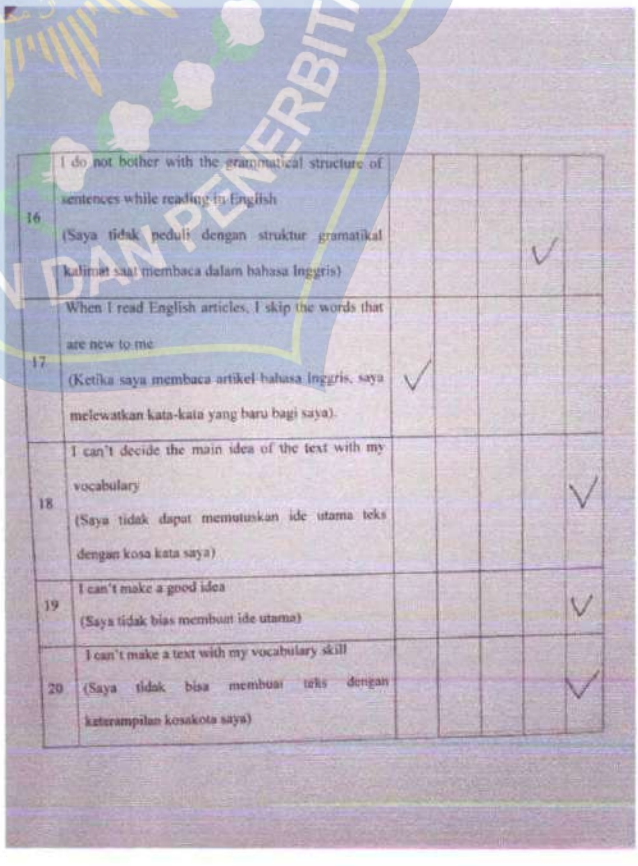
NO	STATEMENT	ANSWER				
		1	2	3	4	5
1	I have a lot of vocabularies (Saya memiliki banyak kosa kata)	√				
2	I know about receptive vocabulary (Saya mengetahui tentang kosa kata reseptif)	√				



3	Receptive vocabulary is important for me (Kosa kata reseptif penting bagi saya)	√				
4	I can understand the text with unknown vocabulary (Saya bisa memahami teks dengan kosakata yang tidak diketahui)			√		
5	I can understand the conversation or audio with known vocabulary (Saya dapat memahami percakapan atau audio dengan kosakata yang dikenal)				√	
6	Receptive vocabulary can't makes easier to understand the text (Kosakata reseptif membuat lebih mudah untuk memahami teks)			√		
7	I can't understand the conversation or audio with unknown vocabulary (Saya tidak dapat memahami percakapan atau audio dengan kosakata yang tidak diketahui)			√		
8	Receptive vocabulary can't makes easier to understand the conversation (Kosakata reseptif membuat lebih mudah untuk memahami percakapan)			√		
9	I can't understand the text with known vocabulary (Saya tidak dapat memahami teks dengan kosakata			√		



	yang diketahui)					
10	I can't improve my receptive vocabulary by reading text (saya tidak bisa meningkatkan kosakata reseptif saya dengan membaca teks)		√			
11	Literal comprehension is important for me (Pemahaman literal sangat penting bagi saya)		√			
12	I know the main idea of the text (Saya tahu ide utama dari teks)	√				
13	I can decide the main idea of the text with my vocabulary (Saya dapat memutuskan ide utama teks dengan kosa kata saya)			√		
14	I can make a text with my vocabulary skill (Saya bisa membuat teks dengan keterampilan kosa kata saya)			√		
15	I improve my literal comprehension (main idea) with reading some text (Saya meningkatkan pemahaman literal saya (ide utama) dengan membaca beberapa teks)				√	



16	I do not bother with the grammatical structure of sentences while reading in English (Saya tidak peduli dengan struktur gramatikal kalimat saat membaca dalam bahasa Inggris)				√	
17	When I read English articles, I skip the words that are new to me (Ketika saya membaca artikel bahasa Inggris, saya melewatkan kata-kata yang baru bagi saya).	√				
18	I can't decide the main idea of the text with my vocabulary (Saya tidak dapat memutuskan ide utama teks dengan kosa kata saya)					√
19	I can't make a good idea (Saya tidak bias membuat ide utama)					√
20	I can't make a text with my vocabulary skill (Saya tidak bisa membuat teks dengan keterampilan kosakota saya)					√

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CURRICULUM VITAE

Andi Elisa Dian Sasmita, was born on July 26nd 1999 in Jeneponto. She is the second child of Andi Sayyed Iqbal Lomba and Andi Ilo Lestary. in 2006 the researcher was a students of elementary school in SDS Muhammadiyah in Jeneponto regency until graduated. In 2010, the researcher registered in junior high school at SMP Negeri 2 Binamu Jeneponto and graduated in 2013. Furthermore, the researcher registered in vocational high school at SMA Negeri 1 Binamu Jeneponto and graduated in 2016. In 2016, the researcher registered to study of English Education Department in Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with the title "The Correlation between Receptive Vocabulary and Literal Comprehension in English Language Learning at SMPN Satap 5 Rumbia Jeneponto"

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