THE CORRELATION BETWEEN THE STUDENT'S VOCABULARY MASTERY AND THEIR READING COMPREHENSION ABILITY

IN LEARNING ENGLISH

(A Correlational research at the first grade of SMA Muhammadiyah 9 Makassar)

Thesis

Submitted to the faculty of Teacher Training and Education
University of Muhammadiyah Makassar in partial fulfillment of the requirement
For the degree of education in English department

ERNIWATI
10535583614

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2019

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

LEMBAR PENGESAHAN

Skripsi atas nama **ERNIWATI**, NIM **10535 5836 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **0018 Tahun 1440 H/2019 M**, tanggal 22 Jumadil Awal 1440 H/28 Januari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal 01 Februari 2019.

Makassar, 26 Jumadil Awal 1440 H / 01 Februari 2019 M

Panitia Ujian :

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M (................)

2. Ketua : Erwin Akib, M.Pd., Ph.D. (................)

3. Sekretaris : Dr. Baharullah, M.Pd. (................)

4. Dosen Penguji : 1. Dr. St. Asriati AM., S.Pd., M.Hum. (................)

2. Dra. Hasnawati Latief, M.Pd. (................)

3. Dr. Ratna Dewi, S.S., M.Hum. (................)

4. Dra. Radiah Hamid, M.Pd. (................)

Disahkan Oleh :
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.
NBM : 860 934

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UNIVERSITAS MUHAMMADIYAH MAKASSAR

APPROVAL SHEET

Tittle	:	Correlation Between the Student's Vocabulary Mastery and Their Reading Comprehension Ability in Learning English
Name	:	Erniwati
Reg. Number	:	10535 5836 14
Program	:	English Education Department Strata 1 (S1)
Faculty	:	Faculty of Teacher Training and Education

Makassar, Februari 2019

Approved By :

Consultant I

Consultant II

Dr. St. Asriati AM, S.Pd., M.Hum

Farisha Andi Baso, S.Pd., M.Pd

Dean of FKIP
Makassar Muhammadiyah University

Head of English
Education Department

Erwin Akib, M.Pd., Ph.D
NBM: 860 934

Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 977807

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

CONSELLING SHEET

Nama : **ERNIWATI**

Stambuk : 10535583614

Jurusan : Pendidikan Bahasa Inggris

Dengan Judul :**Correlation Between The Student's Vocabulary Mastery and Their Reading Comprehension Ability in Learning English**

Consultant I : Dr. St. Asriati AM, S.Pd., M.Hum

Day/Date	Chapter	Note	Sign
13-12-18	-	Revise the bibliography	X
		- Instrument - Sample 31 or 20 ?	
17-12-18		- Ok - keep studying	X

Makassar, Desember 2018
Approved by:
Head of English Education
Department

Ummi khaerati Syam, S.Pd., M.Pd.
NBM - 997 807

CONSELLING SHEET

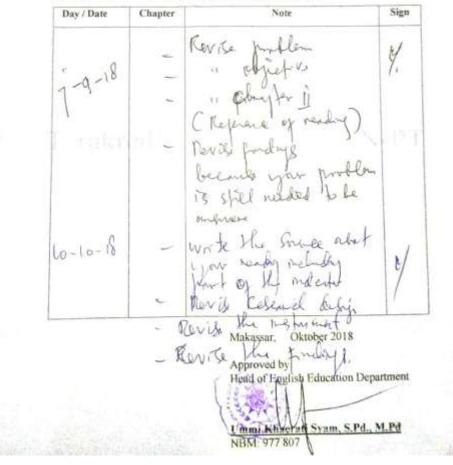|		
Nama	:	**ERNIWATI**
Stambuk	:	10535583614
Jurusan	:	Pendidikan Bahasa Inggris
Dengan Judul	:	**Correlation Between The Student's Vocabulary Mastery And Their Reading Comprehension Ability In Learning English**

Consultant I   :   Dr. st. Asriati AM, S.Pd., M.Hum

Day/Date	Chapter	Note	Sign
24-11-18	—	Revise objective of the reseacrl	
	—	Revise some ungramatical words (see notes)	
	—	Revise findings (see notes)	
30-11-18	—	Revise findings	
2-12-18	—	" "	
8-12-18	—	" Discussion.	
11-12-18	—	" abstrack	
	—	" findings	

Makassar, Oktober 2018
Approved by:
Head of English Education
Department

Ummi Khaerati Syam, S.Pd., M.Pd.
HBM 977807

بسـمﻟﻟـﻪ اﻟرحمن اﻟرحيـم

COUNSELLING SHEET

Nama	:	**Erniwati**
Stambuk	:	10535 5836 14
Jurusan	:	Pendidikan Bahasa Inggris
Dengan Judul	:	**Correlation Between the Students Vocabulary Mastery and Their Reading Comprehension Ability in Learning English**
Consultant 1	:	**Dr. St. Asriati AM, S.Pd., M.Hum**

Day / Date	Chapter	Note	Sign
7-9-18	—	Revise problem	
	—	" objektv	
	—	" Chapter II (Reference of reading)	
	—	Devise findings because your problem is still needed to be address	
10-10-18	—	write the source abat your reading including part of the indentat	
	—	Revise Research design	
	—	Revise the instrument	
	—	Revise the finding	

Makassar, Oktober 2018

Approved by
Head of English Education Department

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

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

CONSELLING SHEET

Nama : **Erniwati**

Stambuk : 10535583614

Jurusan : Pendidikan Bahasa Inggris

Dengan Judul : **Correlation between the student's vocabulary mastery and their reading comprehension ability in leraning english**

Consultant I : Dr. st. Asriati AM, S.Pd., M.Hum

Day/Date	Chapter	Note	Sign
12-10-18	IV	– Revise chapter II; (Relsard desrip) – Sample. – Findings (see notes)	
16-10-18		– Revise sample – " findings (See notes)	
25-10-18		– Belum ada penambahan dari findings, belum bisa di ace, putrik. (See notes and bres brik?	

Makassar, Oktober 2018
Approved by:
Head of English Education Department

Ummi khaerati Syam, S.Pd., M.Pd.
NBM 977 807

CONSELLING SHEET

Nama   : **ERNIWATI**

Stambuk   : 10535583614

Jurusan   : Pendidikan Bahasa Inggris

Dengan Judul : **Correlation Between The Student Vocabulary Mastery And Their Reading Comprehension Ability Inn Learning English At Sma Muhammadiyah 9 Makassar**

Consultant II   : **Farisha Andi Baso, S.Pd., M.Pd.**

Day/Date	Chapter	Note	Sign
1/10/18	1-5	- check tenses chapter 1-5 - Mean score in appendix - Findings in voc & reading and difference between voc-reading. (Show in chart or percentage) - chapter 5 - ref - test (voc & reading)	
3/10/08	1-5	- Appendix - chap 1-5 - check Biblio	
3/10/18	1-5	All	

Makassar, October 2018
Approved by:
Head of English Education Department

Ummi khaerati Syam, S.Pd., M.Pd.
HBM: 997807

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Saya yang bertanda tangan di bawah ini:

Nama   **: ERNIWATI**

NIM   **: 10535583614**

Jurusan   **: Pendidikan Bahasa Inggris**

JudulSkripsi   **: *Correlation between the Student's Vocabulary Mastery and Their Reading Comprehension Ability in Learning English a Correlational Research at the first grade of SMA Muhammadiyah 9 Makassar***

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ERNIWATI

SURAT PERJANJIAN

Saya yang bertanda tangan di bawahini:

Nama   **: ERNIWATI**

NIM   **: 10535583614**

Jurusan   **: Pendidikan Bahasa Inggris**

Judul Skripsi : *Correlation between the Student's Vocabulary Mastery and Their Reading Comprehension Ability in Learning English a Correlational Research at the* **first** *grade of SMA Muhammadiyah 9 Makassar .*

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Makassar,   Januari 2019

Yang membuat perjanjian

ERNIWATI

"The Power of Patient"

"hai orang-orang yang beriman bersabarlah kalian dan kuatkanlah kesabaran kalian dan tetaplah bersiap siaga (diperbatasan negeri kalian) dan bertakwalah kepada Allah supaya kalian beruntung…"

(QS. Al –'Imran:200)

I dedicated this thesis

For my belovedparents, my husband, my family, my fiends, and all people who love and prayed me until I finished this thesis ......

ABSTRACT

Erniwati, 2018. *Correlation between the Students Vocabulary Mastery and Their Reading Comprehension Ability in Learning English of SMA Muhammadiyah 9 Makassar a Correlational Research* in the academic year of 2018/2019. Skripsi, English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University Of Makassar. Guided by St. Asriati AM and Farisha A. Baso.

This research used a correlational research. The population of this study was the first grade students of SMA Muhammadiyah 9 Makassar in the academic year of 2018/2019. The sample consists of 20 students. 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 techniques used for obtained data was: first, collected data from students vocabulary test and reading comprehension test; second, compute and classified the students' vocabulary mastery test and the students' reading comprehension; third, analyzed the score of the students' vocabulary and the students' reading comprehension; the last, drew the conclusion based on the data.

The final result of the analysis shows that there was a positive correlation between the students' vocabulary mastery and reading comprehension ability. It was reasonable since the average of the student's vocabulary mastery was 48,25, In the table of vocabulary mastery rate score vocabulary the students got poor score. Meanwhile, the student reading comprehension score was 40, 25, In the table of the students reading comprehension rate score the students got poor score.

Having analyzed this result used the formula of the Pearson Product Moment Correlation, it was clearly conceivable the correlation score was 0,827. In the table of indexes correlation, it can be concluded that the level of this correlation is 0,70 – 0,90, based on the table of criteria r Product Moment was in the high Correlation. It means that when the student was poor knowledge about vocabulary, so in their reading comprehension it was also poor.

According to the Correlation on Index Interpretation of the r_{xy}= 0.827 belongs to the group of 'perfectly correlated'. Based on the above finding, the writer indicates a conclusion that the students' vocabulary mastery correlated to reading comprehension.

Keywords : correlation, vocabulary mastery, reading comprehension

ABSTRAK

Erniwati, 2018. *Hubungan antara Penguasaan Kosakata Siswa dan Kemampuan Pemahaman Membaca mereka dalam Belajar Bahasa Inggris di SMA Muhammadiyah 9 Makassar*, Penelitian Korelasional pada tahun akademik 2018/2019. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Pembimbing 1 oleh St. Asriati AM dan pembimbing II Farisha A. Baso.

Penelitian ini menggunakan penelitian korelasional. Populasi penelitian ini adalah siswa kelas I SMA Muhammadiyah 9 Makassar pada tahun akademik 2018/2019. Sampel terdiri dari 20 siswa. Masalah utama dalam penelitian ini adalah untuk mengetahui adakah hubungan antara penguasaan kosakata siswa dan kemampuan pemahaman bacaan mereka dalam belajar bahasa Inggris.

Teknik yang digunakan untuk memperoleh data adalah: pertama, mengumpulkan data dari tes kosakata siswa dan tes pemahaman membaca; kedua, menghitung dan mengklasifikasikan tes penguasaan kosakata siswa dan pemahaman membaca siswa; ketiga, menganalisis skor kosa kata siswa dan pemahaman membaca siswa; yang terakhir, menarik kesimpulan berdasarkan data.

Hasil dari analisis menunjukkan bahwa ada korelasi yang signifikan antara penguasaan kosakata siswa dan kemampuan memahami suatu bacaan. Hal ini dibuktikan karena rata-rata penguasaan kosa kata siswa adalah 48,25, Dalam tabel kosa kata tingkat penguasaan skor kosa kata para siswa mendapat skor buruk. Sementara itu, skor pemahaman membaca siswa adalah 40, 25, Dalam tabel skor tingkat pemahaman membaca siswa, siswa mendapat skor buruk.

Setelah menganalisis hasil ini menggunakan rumus Korelasi Product Moment Pearson, skor korelasinya adalah 0,827. Pada tabel indeks korelasi, dapat disimpulkan bahwa tingkat korelasinya adalah 0,70 - 0,90, berdasarkan tabel kriteria r Product Moment berada pada Korelasi yang tinggi. Ini berarti bahwa ketika siswa kurang pengetahuan tentang kosa kata, maka dalam pemahaman bacaan mereka juga buruk.

Menurut Korelasi pada Interpretasi Indeks r_{xy} = 0,827 termasuk kategori 'berkorelasi sempurna'. Berdasarkan hasil analisis di atas, penulis menyimpulkan bahwa penguasaan kosakata siswa berkorelasi dengan pemahaman membaca siswa.

Kata kunci: korelasi, penguasaan kosakata, kemampuan memahami bacaan

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah, Most Gracious, Most Merciful

Alhamdulillah, the research expresses thank you very much for the gratitude Allah SWT for blessing and mercy on the writer during the process until the finished writing this skripsi. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW, who has given him the best everything to complete the whole process of this work.

In writing this skripsi the writer found many difficulties, so the writer realized that the skripsi has a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion. The writer would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the write as follows:

1. My highest appreciation and deepest thankful to my beloved parents Nompo and Syamsiah, who always be my best parents. And all of my family for the attention, support and their love.

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The words were not enough to say many appreciation for their help and contribution in finishing this "skripsi". May Allah SWT guides and give them the happiness throughout your life. Finally the writer realizes that this "thesis" was far from being perfect. So, it was a pleasure for him to accept constructive critiques and suggestions for improving this "skripsi".

May Allah, The Almighty, bless them all.

Makassar,   December 2018

The writer

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CHAPTER I

INTRODUCTION

A. Background

English was the one of the important languages that was used all over the world whether as the first, second or foreign language. English as one of the subjects was taught from elementary school to university in Indonesia. At schools in Indonesia, English subject aimed at developing communication competence in oral and written form (Depdikbud, 2004:6). This means the students had progress in listening, speaking, reading and writing.

Realizing the importance of English in this globalization era to increase the four skills of language; reading, speaking, writing, and listening. But it cannot be denied that the English evaluation result of the students has not satisfied the teacher and the students themselves. Some experts have tried to find the factors causing the low result of the student's evaluation. Student score was not only caused by external factor such as the limited learning facilitations, but also it was influenced by the internal factor of the students, such as the student's interest, motivation, intelligences and lack of vocabulary.

Vocabulary was the one important aspect in learning a foreign language. With a limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening, and writing. According to Widyaningsih (2006) stated that if you already have an interest in words (vocabulary) using them can improve your reading, writing, talking, and

thinking. From the quotation above, we could took a reference that the basic component, which must be mastered by them to get a success in learning English was vocabulary. It was the true that it might be impossible to learn a language without mastering vocabulary.

Vocabulary mastery in most cases could help students to learn other language skills such as listening, speaking, reading and writing skills. This stands to reason for vocabulary mastery was used to know the meaning of the text. To get the meaning of the text and to read easily, the students should know the structure and vocabulary items. In learning vocabulary it does not mean that the learners only memorize an amount of the words, but they also should be able to use them for communication and how they were contracted using language as well.

Willis (2008) who stated that by reading, someone can find the specific information he needs specific information. In the case of helping the students to understand the text without understanding all the vocabulary items available in the text was by finding key words, also in Alyousef (2005:144) explain that reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. In this process, the reader interacts dynamically with the text as he or she tried to elicit the meaning and where various kinds of knowledge are being used.

In this research the writer prefers to measure the reading comprehension of the students because this comprehension was very needed to catch the meaning of the test written information. In order words, students could not

get the purpose or massage of author with comprehension properly if the student read understand with they have read is useless. The comprehension of this case means the ability of the students to make prediction or catch the meaning of the written information and tried to understand the thinking process of the writer.

Based on the fact above how important the vocabulary in reading activity it showed that they have close relation. To get emperical data about that the writer will organized the test result to prove the influence of student's vocabulary mastery and their reading comprehension abililty in learning english. By getting the grades, The writer tried to find the answer of how the students vocabulary in learning english, how the students reading comprehension in learning english, and there any correlation between the students' vocabulary mastery and their reading comprehension ability in learning English at SMA Muhammadiyah 9 Makassar.

B. Research Question

Based on the statement above, the writer would like to formulate the research question as follow:

1. How are the student's vocabulary mastery in learning English at SMA Muhammadiyah 9 Makassar?

2. How are the student's reading comprehension ability in learning English at SMA Muhammadiyah 9 Makassar ?

3. is there any correlation between the student's vocabulary mastery and their reading comprehension ability in learning English at SMA Muhammadiyah 9 Makassar?

C. Objective of The Research

The objective of this researched were :

1. To find out the student's vocabulary mastery in learning english at SMA Muhammadiyah 9 Makassar.

2. To find out the student's reading comprehension ability in learning english at SMA Muhammadiyah 9 Makassar.

3. To find out wether there is correlation between the student's vocabulary mastery and their reading comprehension ability in learning English at SMA Muhammadiyah 9 Makassar.

D. Significance of the research

The writer hopes that this research gave some useful information about vocabulary mastery and reading comprehension achievement. This researched also present the description and correlation between the mastery of vocabulary and the ability of reading comprehension among at SMA Muhammadiyah 9 Makassar in the academic year 2018/2019.

E. Scope of The Research

Made the problem clear, it was necessary for the writer to limited the problem. The limitation of the problem as the follows the students' vocabulary that focus on: (verb and adjective) and the students reading that focus on (sequence and inference).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of related findings

Thornburry (2004) in *How to Teach Vocabulary* stated that there were some ways of vocabulary learning. Two of them were labeling and network building. Labeling was mapping words onto concepts. For example, a cow has name cow. It was learned from the concept of a cow, an animal with four legs and has brown hair color. This was the basic learning way of vocabulary. From here then, you could teach vocabulary by representing the image of the word. For example, when you teach word "cow" you could teach it by presenting the image of cow, by picture or maybe the object it's self. The second one was network building, where learners construct a complex web of word. Here, learner tried to connect between one word to another word. For example, black and white, water and fire, family and brother, and so on.This learning for the thing you can do to teach vocabulary by stimulating students with the words has connection with the target word.

Hayati (2016) in *The Correlation between Indonesian Students' Vocabulary Mastery and Their Reading Comprehension* stated that there was a positive correlation between students' vocabulary mastery and their reading comprehension at the fourth semester students of STKIP Dharma Bakti Lubuk Alung. The result is English teachers should use mostly English in their English classes because it facilitates the students to learn English text effectively and

efficiently. By using English as a tool of instruction, it helps students increase their vocabulary mastery. Meanwhile, using Indonesian language is still needed in English class to solve misunderstanding that may occur in foreign language settings.

Ali (2010) in his thesis *The Correlation Between Student's Vocabulary Mastery And Reading Comprehension* had concluded that having more vocabulary or vocabulary mastery significantly affects the comprehension of the students reading activity. The competency of vocabulary in target language may help a reader in comprehending in reading text. The students can easily get the information and fun story written in english which finally in can enrich their knowledge by reading a lot of books.

Purwantoro (2015) in *Correlation Between Vocabulary Mastery, Reading Comprehension, And Student's English Achievement* had concluded that vocabulary mastery and reading comprehension have 21,93% contribution in students english achievement. It means that vocabulary mastery and reading comprehension are effective factors in the effort of improving students english achievement. English achievement is determined by vocabulary mastery and reading comprehension and it can be assumed that the increase of vocabulary mastery and their reading comprehension will be followed by the increase of English achievement.

Jufri (2013) in *Teaching Reading Comprehension Through Group Presentation At Senior High School* state that teaching reading comprehension by

group presentation can involved the students to think and work along in a group. The result is the students can process about their reading comprehension and tell their opinion to each other in a group. Students reading comprehension can be increased in reading text.

Furqon (2013) in *Correlation Between Students' Vocabulary Mastery And Their Reading Comprehension* had concluded that the test items of reading comprehension and vocabulary mastery were given to the students to measure their level of reading comprehension and vocabulary mastery. the results were compared to find out the correlation between those variables. the findings showed that there was a strong correlation between students' vocabulary mastery and their reading comprehension. the current study concluded that vocabulary mastery was contributive in helping the students to comprehend the texts.

Based on the previous related researches of vocabulary and reading above, it shows that there was a close relation between vocabulary and reading. To get empirical data, the writer organized the test result to prove whether there was correlation between student's vocabulary mastery and their reading comprehension. By getting the grades, the writer tried to find out the correlation between students' vocabulary mastery and their reading comprehension.

B. Concept of Vocabulary

1. Definition of Vocabulary

In this part the writer wants to explain definition of vocabulary in order to understand a language the learners have to understand the definition of

vocabulary first. It is difficult to make one definition of vocabulary. So, the writer tried to take it from some references.

Lehr (2004) stated that vocabulary was knowledge of words and word meaning in both oral and written language and in productive and receptive form. Good mastery of vocabulary was important for anyone who learns the language either in listening, speaking, writing, or reading. A foreign language learner will speak fluently and accurately, or write easily, understand what he or she reads or hears if he or she has enough vocabulary. More importantly, he or she should have the capability of using it accurately.

Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary was important for anyone who learned the language use in listening, speaking, writing, and reading besides grammar. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and has a capability of using it accurately. Burton said: without a large vocabulary, it was impossible to use English language precisely and vividly. According to Collier When a student has mastered the fundamental grammatical patterns of language, his next task was to master its vocabulary, or at least that of its vocabulary that he needed.

It was obvious that vocabulary was very important in learning a language, especially English, because the English vocabulary was extremely large and varies as well. Therefore, it was highly essential for English teachers to help their students in mastering vocabulary.

Thornbury (2002:14) stated that vocabulary means a large collection of items. He adds that learning vocabulary was important because it enriches someone‟s knowledge of words. In reference to the reading comprehension, the students should acquire a number of vocabularies to get better understanding in reading an English text. In line with Thornbury, also Stahl (2005) defines vocabulary as knowledge; the knowledge of a word not only implies a definition, but also implies how that words fits into the world.

Vocabulary was considered as the most important part in learning a language. It was impossible for the students to read, write and speak a foreign language without having enough knowledge of the vocabulary. Learning the new vocabulary does not only mean memorizing the form of the word but also understand its meaning.

2. Kinds of Vocabulary

English vocabulary is classified grammatically according to terminological traditionally (Angela, 2006:16). There are two classification of word classes or part of speech, as open class and close class.The open class included as follow; noun, verb, adjective, and adverb otherwise the close class include as follow; preposition, conjunction, pronoun, and determiner. Similarly, Thornbury (2002: 3) states that English word fall in to of eight different word classes. They are: noun, verb, adjective, adverb, pronoun, preposition, conjunction, and determiner. However, the researcher limits his explanation only in open classes which are divided into four groups, namely: nouns, verbs,

adjective, and adverb, even though this research only limits in using noun and verb.

Ruth (2005: 8) stated noun was a word that names something, a thing or a person, or a place, or even a feeling or a state of mind. For the example; man, conference, book, work, coffee, Saturday, Jessica, office, girl, boy, bed, etc. Noun can be divided into four kinds of noun, such as common noun, proper noun,collective noun, and count noun. First, common noun is the names of ordinary things than can we see or touch, for the example: house, chicken, people, stone, book, table, eraser, pillow, banana, boy, girl, etc. Second is proper noun, it was the name of particular or special things or person or place or capitalized, for the example: Indonesia, Malaysia, Singapore, Michael,Christmas, Australia, etc. Third was collective noun that refers to a group of person or things that is generally thought of as one unit, for example: class, gang, bunch, family, animal, group, plan etc. And the last is count noun that refers to name ofperson, things, places, or ideas that can be counted, for example: books, two tables, boys, etc.

Verb was a word that expresses action, events, process activities, etc. DeCapua (2008:121) stated that verb express what the subject does or describes something about the state or condition of the subject. Verb is seriously important; it caused by there is no way to have a sentence without them. There are several kinds of verbs, such as transitive verb, intransitive verb and auxiliary verb. First, transitive verb is a verb that followed by object, for example: I borrow a book. Second, intransitive verb is a verb that does not

need followed by object, for example: I am cry. The last was auxiliary verb is a verb that helps another verb or the principle verb to express action or condition or state being. For example: is, am, are, do, does, have.

Huddleston &Pullum (2005:112) stated that adjective was a word typically denotes property of object, person, places, etc. An Adjective can be divided into three types based on their meaning, such as physical qualities of color or shape (small, green, black, white, oval), psychological qualities of emotion (angry, sad, happy, worry, brave), evaluating qualities (good, bad, excellent, lucky, ugly).

Altenberg & Vago (2010:103) stated that adverb provide extra information about the action in a sentence, adjective and about other adverb. For example: I live here. There are some types of adverb as follows: (1) adverb of manner, (2) adverb of place, (3) adverb of direction, (4) adverb of time, (5) adverb of duration, (6) adverb of frequency, and (7) adverb of degree.

Language experts classify vocabulary into some different type; In relation to kinds of vocabulary, Nation (2001) stated that there were four categories of vocabulary in the non-fiction text they are:

1) High frequency words. These words are almost 80% of the running words in the text.

2) Academic words. Typically, these words make up about 9% of the running words in the text.

3) Technical words. These words make up about 5% of the running words in the text. It is used by people working in a specialized field.

4) Low-frequency words. There were the words of moderate frequency that does not manage to get into the high-frequency list. They make up over 5% of the words in an academic text.

The explanation above we can concluded that there were some kinds of vocabulary. They were received vocabulary and productive vocabulary, general vocabulary and special vocabulary, active and recognition vocabulary, traditional vocabulary it covers verb, adjective, noun and adverb. Beside that, there were four catergory in vocabulary such as high frequency words, academic words, Technical words, and low-frequency words.

3. Teaching Vocabulary

According to Octaviany (2007) there were six principles on which teaching vocabulary was to be based, they were:

a. Aims

In teaching learning process, a teacher has to be clear about the aims of teaching learning process itself. He has to decide on what is involved in vocabulary learning. He has to decided the words which should be mastered by the students. He should consider how many lists of words he expects the learners to achieve and what kind of word they are.

b.Quantity

Teacher may have to decide the number of vocabulary items to be learn. How many new words in the lesson can be achieved by the learners. If there were too many words, they may be confused, discouraged, and frustrated.

c.Need

In teaching vocabulary, teacher has to choose the words really needed by the students. The students should be put in situation where they have to communicate and get the words they need.

d. Frequent Exposure and Repetition

In teaching vocabulary of a foreign language teachers can not only teach new words once. They have to repeat them to make sure the students have already remembered and understood them. There must be a certain amount of repetition until there is evidence that the students have learnt the target words.

e. Meaningful Presentation

The learners must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning involves many other things as well. This requires that the words can be presented in such a way that its denotation or reference is perfectly clear and unambiguous.

f. Situation Presentation

The choice of words can be various according to the situation in which we were speaking and according to how well we know the person whom

we were talking to (from formal to informal). Therefore, students should learn words in situations that are appropriate to them.

Based on the explanation above we could concluded that teaching English especially teaching vocabulary, needs a relevant technique, so a teacher can use one of the techniques which are related to the topic and curriculum. There were several tecniques in teaching vocabulary such as aims, quantity, need, frequent exposure and repetition, meaningful presentation, and situation presentation

C. Concept of Reading Comprehension

1. Definition of Reading Comprehension

Before defining what reading comprehension is, it was better to know first what was meant by reading. Reading is to process text meaning through some process of interaction with print (Alderson, 2000:1). Reading also defined as a process of understanding written texts. It was a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. It was also stated word recognition was a process of accessing and recognizing individual words (Lems, Miller, and Soro, 2010:65).

Hornby (1974:711) explains that reading was the act of one who reads ; knowledge, ESP, of books : the ways in which something was interpreted, while comprehension was the act of understanding, the ability of the mind to understand Procter in Rahman (1998:6) Evison in Tahir (2001:8) explain that

comprehension was the mind's power of understanding, or the ability to understand.

There were several definitions about reading comprehension. Snow (2002:11) defines reading comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. As the discussion of the definition of reading itself, readers extract information of the printed texts to construct the meaning of the texts.

Vaughn and Boardman (2007) stated that reading was a process of constructing meaning that could be achieved through dynamic instruction among the following aspects: the reader's prior knowledge, the information suggested by the text, and the context of the reading situation. It was also supported by McEntire (2003) who defines reading as a constructive process which the prior knowledge and experience affects the reader's comprehension of the text. It seems that the prior knowledge and experience are important to get proper understanding of the information in a text. Appropriate comprehension is possible to obtain as the content of the text is close to the reader's prior knowledge. For example, a doctor who reads a medical article will find it better in comprehending the text than the farmer.

Thinker (1975;5) states that reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly, but cannot understand the content of the passages, it means he/she fails in comprehending the passage.

Ophelia (1989;205) assumes that reading comprehension is understanding evaluating and utilizing of information between author and reader. It sounds like the author and the reader can communicate one other. It means that a reader in this case, tries to understand what he is saying.

Smith and Dale (1980:7) stated that reading comprehension means understanding, evaluating, utilizing of information and gaining through an interaction between reader and author. Reading comprehension was such a kind of dialogue between reader and author in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print reading comprehension refers to reading with comprehension. Thus reading comprehension was reading by comprehension the meaning of a passage or what is or has been read. One who reads something by understanding it could be said that he does a reading comprehension.

Grabe & Stoller (2002) define comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. It suggested that comprehension was achieved when a reader successfully extracts the useful knowledge from a text and constructs it into a new understanding of their own.

According to Snow (2002), comprehension consists of three major elements: the readers, the texts, and the activities. The readers were the elements that do the comprehending. They use their skills, the micros and the macros, to comprehend the texts. The texts were elements that were to be

comprehended. Reading activities definitely deal with all printed texts. Readers made comprehension through it. The activities of reading were the elements in which the interaction between readers and texts occurs.

Furthermore, Klinger, Vaughn, and Boardman (2007:8) stated that reading comprehension involves much more than readers" responses to text. Reading comprehension was a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text), understanding of text types. In addition, Duke and Pearson (2002:205) affirm that much work on the process of reading comprehension has been grounded in studies of what good readers do when reading :

1) Good readers were active readers.

2) From the outset they have clear goals in mind for their reading. Then look over the text before reading, noting such things as the structure of the text and the text sections that might be most relevant to their reading goal.

3) As they read, good readers frequently make predictions about their reading, what to read carefully, what to read quickly, what not to read, and what to read.

4) Good readers tried to determine the meaning of unfamiliar words and concepts in the text, and they deal with inconsistencies or gaps as needed.

5) They draw from, compare, and integrate their prior knowledge with material in the text, and also monitor their understanding of the text, making adjustment in their reading as necessary.

6) Comprehension was a consuming, continuous, and complex activity, but one that, for good readers, it both satisfying and productive.

Related to reading comprehension, Lems, Miller, and Soro (2010:170) stated that reading comprehension ability was the ability to construct meaning from a given written text. Reading comprehension was not a static competency, it varies according to the purpose for reading and the text that was involved.

The point of view give above, we could concluded that reading was an active thinking process where the reader tries to gain information given by the author and understands what actually the purpose of author.

2. Aims of reading

A person may read for many purposes and that purpose helps understand more what is read by people. If he was reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if he was reading for study or information such news, science or some line, which were the part of his study or assignment it does very slowly and carefully and generally the aim of reading is to find some information from the text.

The purpose of reading is the learner understands the written language. In other words, how the learner get the information or the message from the

writer's symbols. One of the most important tasks of the reader was to dig out and find out what the writer would like to say.

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.

a. 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 ther students was reading to know what is done by the subject of the story.

b. Reading for main ideas

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

c. Reading for sequences organization

The students read the text to know " what is happening in each part the story in every episod ; solve the problem of the story." Its mean that the students was reading to know each part of the story.

d. Reading for inference

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

e. Reading for classifying

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

f. 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. Its mean that the student was reading to compare the way of the story from the way life of the reader.

Another that, there are some experts explains the meaning of sequence and inference in reading comprehension that are :

a. Inference

According to Beech (2005) stated that inference is When a reader adds information that he or she already knows to what is stated, the reader is making an inference. In other words the readers can make conclusion after reading the text.

b. Sequence

According to Fox and Allen (1983) stated that sequence is one of many skill that contributes to the student's ability to comprehend what they read. Sequence refers to identification of the components of a story such as the beginning, middle, and end , and also to the ability to retell the events within a given text in the order in which occurred.

3. Levels of Reading Comprehension

The following are levels of reading comprehension according to Day and Park (2005) :

1) Literal comprehension was to have a straight forward understanding meaning of a text, such as vocabularies and facts, which was not explicated in that text.

2) Inferential comprehension was to conclude information from a text and build new information which was not explicitly stated in text.

3) Reorganization was rearranging information from various parts of a text in order to get new information.

4) Predictive comprehension was integrating reader's understanding of a text and their own knowledge about that text in order to determine what might happen next or after it was finished.

5) Evaluative comprehension was like inferential comprehension. The difference was that evaluatived comprehension requires readers' comprehensive judgment about some aspects in a text and ability to redevelop an understanding by using related issues.

6) Appreciative or personal comprehension was reading in order to gain an emotional or other value response from a text, and it demands reader to respond a text also with their feelings.

The following are levels of reading comprehension according to Smith (1969) and Carnine (1990):

a. Level of reading comprehension according to Smith (1969) and Wayne (1979) are:

1.) Literal comprehension; that is the skill of getting primary direct literal meaning of a word, idea, or sentence in context.

2.) Interpretation; that is to identify ideal and meaning that are not explicitly stated in the written text.

3.) Critical reading; that is to evaluate what is read, and examines critically the thought of the writer.

4.) Creative reading; that is to apply ideas from the text to new situations and to recombine author's ideas with other ideas to from new concepts or to expand old ones.

b. Level of reading comprehension in Carnine (1990) are:

1.) Comprehension skill for the primary level consists of:

2.) Literal comprehension; that is to receive information stated in a passage

3.) Sequencing comprehension; that is to under several from a passage according to when they happened.

4.) Summarization; that is to receive information stated in a passage.

4. Reasons for Reading

According to Harmer (1998). There are four reasons for reading, they were:

a. Reading in language learning

Reading was an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work out the significance of these message. The reading to confirm expectation technique is highly motivation and successful since it interest students, creates expected, and gives them a purpose for reading.

b. Reading for language learning

In real life people generally read something because they want to and they have a purpose, which is more fundamental than involved in some language learning tasks seem only to be asking about details at language. People read to language because they have a desire to do so and a purpose to achieve.

c. Reading for information

In most cases, reading for information is relevant to current study of the reader they read to find out information, to reduce their uncertainties.

d. Reading for pleasure

Reading for pleasure was done without other people's order but according to an individual reader's wish, and taste.

5. Kinds of Reading

According to Hikmawati (2008: 12) that reading is classified into four kinds, they were:

a. Silent reading

Silent reading was the activity we normally engage in when read books, newspapers, road signs, etc. it involved looking at silence and understanding the message they convey. We could develop our understanding in silent by giving short reading passages in the beginning and by asking questions about after word.

b. Reading aloud

Reading aloud was a completely different activity. Its purposes were not only to understand a text, but also to convey the information someone. Reading aloud was very useful. Reading aloud was important thing to do in reading process where the students who know as the reader were required to read.

c. Guided Reading

Teachers scaffold students' reading to teach reading strategies. Guided reading was conducted with small groups of students who read at the same level.

d. Shared Reading

Students follow along as the teacher reads a selection aloud. Primary-grade teachers often use big books-enlarged versions of the selection-for shared reading.

6. **The Strategy of Reading comprehension**

Successful reading also related to the skill and strategy that reader use. Gebhard (2000: 199) states, what reader say about their own strategies for

comprehending reading materials' research on the eye movements of fluent readers show another reason for success: they read most word on a page, including 80 percent of the content words and 40 percent of the function words. They do not simply sample a small piece of text and tried to guess what the rest of the test it about. Instead, they read in a very precise way even when reading fast, identify the majority of the words. Also, readers who consistently read with success do not read once in a while but spend much time. Therefore, successful reader also learns basic reading skill, in the following there are some skills that can be used in comprehending a text.

According to Yaltes (1982) who stated that here were some points to keep in mind:

a. Skimming

Skimming was the kind or reading in which the reader glance quickly through the reading material and gain general impression of a book, story, essay or article and determine whether or not to read it more carefully and to get general idea of passage. It is suited these purposes:

1.) Ascertaining whether certain topics, date or names are mentioned. Getting a bird's eye to see whether the material sound interesting enough for more careful reading.

2.) Keeping up with current news the daily paper.

b. Scanning

Scanning was quick reading to locate specific information. For example, we could telephone books, catalogs, dictionaries event calendars, boo indexes, and menu. Basically any source in which we need to locate specific information.

c. Critical reading

The critical reading requires the renders to evaluate what they read, considering whether or not they share the author's point of view or re convinced by the author's argument of position.

d. Extensive reading

The goal of extensive reading was to improved by processing a quantity of material that can be comprehended and pleasurable. The teachers who implement extensive reading seat up and open library (in the class room or school library) where the students could select from an assortment of reading materials. The teachers that were comprehensible, and have the student interview each other through the use of question prompts.

D. Relationship between Vocabulary Mastery and Reading Comprehension

The correlation between reading comprehension and vocabulary mastery has been discussed by many experts. Hirsch (2003) found that knowing at least 90 percent of the words of a text enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar

words mean, which will help them learn new words. Yildirim, Yildiz and Ates (2011) found that there was a significant correlation between vocabulary and comprehending expository texts as well as vocabulary and comprehending narrative texts.

The findings also show that vocabulary was a predictor of comprehending narrative and expository texts. Roehrig and Guo (2011) explain that vocabulary knowledge was the one of the major factors that influence reading comprehension. It was also supported by Sedita (2005) who stated that vocabulary knowledge was crucial in reading comprehension and determining how good the students were in comprehending the texts.

Vocabulary and reading cannot be separated, because both of them realte to each other. As the writer explain before, by having and mastering vocabulary it will know the meaning of vocabulary in the context. It can also help to avoid making mistake in understanding. Vocabulary was very important to reading comrehension. Readers cannot understand what they were reading without knowing what most of the word mean. As the children learn to read more advanced texts, they must learn the meaning of the new words that are not part of their oral vocabulary.

E. Theoretical Framework

Based on the some theories present the writer try to give theoretical framework as follows:

Figure 2.1 Theoretical Framework

```
                    ┌─────────────────────────────┐
                    │     ENGLISH TEACHING         │
                    └─────────────────────────────┘

┌──────────────────────┐                    ┌──────────────────────┐
│     VOCABULARY       │    ───────►        │      READING         │
│  (verb and adjective)│    ◄───────        │  (sequence and       │
│                      │                    │    inference)        │
└──────────────────────┘                    └──────────────────────┘

              ┌───────────────────────────────────┐
              │          CORRELATION              │
              └───────────────────────────────────┘
```

The theoretical framework above, there are two components of English Teaching they are vocabulary and reading. The writer will do two test in this research. The first test is the vocabulary test. After that, the writer will give reading test to the students. This activity will apply to know whether or not there are a correlation between the students' vocabulary mastery and their reading comprehension ability in learning English.

F. Hypothesis

In this research, the writer purpose hypothesis as follow:

H_O: there is no correlation between the student's vocabulary mastery and their reading comprehension ability in learning English of SMA Muhammadiyah 9 Makassar.

H_1: There is correlation between the student's vocabulary mastery and their reading comprehension ability in learning english of SMA Muhammadiyah 9 Makassar.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

In this research, the writer used correlational research. Correlational design was procedures in quantitative research in which investigators measure the degree of association (or relationship) between two or more variables using the statistical procedure of correlational analysis. The writer used two test that are vocabulary mastery which was focus on (verb and adjective) and reading comprehension test which is focus on (main idea, sequence, and inference). The researcher intend to find out there was correlation between vocabulary mastery and the student reading comprehension.

B. Population and Sample

1. Population

The population of this research was 31 students IPA at the first grade of senior high school Muhammadiyah 9 Makassar in academic year 2018/2019. The writer took as a total population was 31 students.

2. Sample

Actually, the researcher took all population as the research sample who have 31 students, but only 20 students attended in the test. The process of taking sample above was taken by used total sampling. Total sampling was a sampling technique that involves problem (based on spesific goals).

C. Instrument

The instrument used in this research was the form of "Field research". In this instrument was divided in two parts: the first was vocabulary test, that consist of 20 questions. The numbers of each items of the test were 20 items of a multiple choice type test with four options: A, B, C, or D . In vocabulary test the researcher found out the improvement of the student's vocabulary mastery that focus on (verb and adjective).

The second test was reading test which consist of 20 questions.. The numbers of each items of the test were 20 items of a multiple choice type test with four options: A, B, C, or D. In reading comprehension test the researcher found out the improvement of the student's reading comprehension that focus on (sequence and inference).

D. The Procedure of collecting data

To collect data the writer did the procedure of this research as follows:

1. The writer distributed the test namely the vocabulary test and reading comprehension test

2. The researcher explained to the students about the test

3. The researcher gave two hour for respondent to answer the entire question.

E. Technique of Data Analysis

In completing the data, the next step of this research was technique of data analysis. In this research, the writer gave a test to the students at the first grade of SMA Muhammadiyah 9 Makassar in academic year

2018/2019. These tests focus on the vocabulary test and reading comprehension test in English.

Since the writer wanted to investigate the correlation between two kinds of test, vocabulary and reading comprehension, so the writer used test method. The test was divided into two parts; the first was vocabulary, which consists of 20 items. The second was reading comprehension, which also consists of 20 items.

The steps in analyze the data were chronologic present as follows:

a. Classifying the student's vocabulary mastery

To classify the vocabulary mastery of the student, the writer calculated the mean score of the students' vocabulary mastery test by used the following pattern and formula:

Table 3.1. Classifying the student's vocabulary mastery

No	Rate of Score	Categories
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly good
5	56-65	Fair
6	36-55	Poor
7	00-35	Very poor

Istiqamah (2012)

$$\bar{X} = \frac{\sum x}{N}$$

Where: $\bar{X}$ = Mean

$\sum x$ = Total Raw Score

N = Total number of the students

(Hizbullah: 2012)

b. Classifying the student's reading comprehension score

To classify the vocabulary mastery of the student, the writer calculated the mean score of the students' vocabulary mastery test by used the following pattern and formula:

Table 3.2. Classifying the student reading comprehension

No	Rate of Score	Categories
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly good
5	56-65	Fair
6	36-55	Poor
7	00-35	Very poor

Istiqamah (2012)

$$\bar{X} = \frac{\sum x}{N}$$

Where: $\bar{X}$ = Mean

$\sum x$ = Total Raw Score

N = Total number of the students

(Hizbullah: 2012)

c. Calculating the correlation

To know there was significant correlation between the student's vocabulary mastery and their reading comprehension ability, the writer would applied the following formula:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Notation:

r_{xy} : Coefficient variable between variable 'x' and 'y'

$\sum X$: Sigma score of students' vocabulary mastery

$\sum Y$: Sigma score of students' reading comprehension

XY: the result of multiplication of the total score of each item.

$\sum x2$: the sum of the square in X

$\sum y2$: The sum of the square in Y

N: the number of respond

(sudijono, 2012 :192)

Table 3.3 The interpretation of pearson correlation analysis.

"r" Score of Product Moment	Interpretation
0.00-0.20	Very poor
0.20-0.40	Low
0.40-0.70	Moderate
0.70-0.90	High
0.90-1.00	Very high

Sudijono (2012 : 193)

If the r_{xy} lies between 0. 40 - 1.00 H_1 is accepted, and H_0 is rejected. Whereas if the r_{xy} lies between 0.00 - 0. 40, H_0 is accepted.

To see whether the correlation between the students' vocabulary mastery and their reading comprehension ability was significant or not, the writer concludes the result by applying the following comparison between the r analysis and the r table.

If r_{xy}> r table. The correlation is positive.

If r_{xy}< r table. The correlation is negative.

If r_{xy}= r table is zero correlation

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Student's Vocabulary Mastery in Learning English at SMA Muhammadiyah 9 Makassar

This data was to determine about how the students' vocabulary mastery at the first grade of SMA Muhammadiyah 9 Makassar. The result of the research found that the mean score of the students vocabulary mastery was 48, 25. In the table of vocabulary rate score, it can be concluded that the score of the students vocabulary was poor. The writer calculated the mean score of the students' vocabulary mastery test by used the following pattern and formula as stated in chapter three and the result can be seen in appendix 4. To see the mean score of vocabulary mastery, the writer tried to indicate in the tabel below.

Tabel 4.1 Student's Vocabulary Mastery in English

Aspect	Mean score
Vocabulary	48,25

The researcher also indicates the mean score of student's vocabulary mastery that focus in two indicators that verb and adjective. The writer calculated the mean score of the students' vocabulary mastery test by used the following pattern and formula as stated in chapter three and the result

can be seen in appendix 4 . To see the mean score of indicators in vocabulary mastery, the writer tried to indicate in the table below.

Tabel 4.2 Indicators of Vocabulary Mastery in English

Indicators	Mean score
Verb	25,25
Adjective	23,0

Tabel 4.2 indicates that in vocabulary test that focus on (verb) the researcher found the mean score was 25,25. Meanwhile, in vocabulary test that focus on (adjective) the researcher found the mean score was 23,0. It can be said that the vocabulary mastery for each indicator was very poor.

2. **The Improvement of the Student's Reading Comprehension**

This data was to determine about how the student's reading comprehension at the first grade of SMA Muhammadiyah 9 Makassar. The result of the research found that the mean score of the students reading comprehension was 40, 25. In the table of reading rate score, it can be concluded that the score of the students reading comprehension was poor. The writer calculated the mean score of the students' reading comprehension test by used the following pattern and formula as stated in chapter three and the result can be seen in appendix 5. To see the mean score of reading comprehension, the writer tried to indicate in the tabel below.

Tabel 4.3 Student's Reading Comprehension in English

Aspect	Mean score
Reading	40,25

The researcher also indicates the mean score of student's reading comprehension that focus in two indicators that sequence and inference. The writer calculated the mean score of the students' reading comprehension test by used the following pattern and formula as stated in chapter three and the result can be seen in appendix 5 . To see the mean score of indicators in reading comprehension, the writer tried to indicate in the table below.

Tabel 4.4 Indicators of reading comprehension in English

Indicators	Mean score
Sequence	**23,25**
Inference	**17,00**

Tabel 4.4 indicates that in reading test that focus on (sequence) the researcher found the mean score was 23,25. Meanwhile, in reading test that focus on (inference) the researcher found the mean score was 17,00. It can be said that the reading comprehension for each indicator was very poor.

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

This data was to determine about there was correlation between the student's vocabulary mastery and their reading comprehension at first grade of SMA Muhammadiyah 9 Makassar. After calculating by using pearson'sproduct moment formula as stated in chapter three and the result can be seen in appendix 6. To see there was correlation between the student vocabulary mastery and their reading comprehension, the writer tried to indicate in the table below.

Tabel 4.3 correlation between the student vocabulary mastery and reading comprehension

Aspects	Mean score	Correlation (rxy)
Vocabulary(x)	48,25	Correlation between the student's vocabulary mastery and their reading comprehension is (rxy = 0,827)
Reading (y)	40,25	

Based on the table above, the researcher found that in two aspects that are vocabulary and reading the students got the same level of rate of score in vocabulary and reading. Where, in vocabulary mastery the student got 48,25 score. Meanwhile, in reading comprehension the students got 40,25 score. It can

be said the student vocabulary mastery and their reading comprehension was poor (can be seen in rate of score in vocabulary and reading in previous chapter).

After got the value of vocabulary and reading the researcher found that there was correlation between the student's vocabulary mastery and their reading comprehension ability in learning english the final result was rxy = 0,827. In the table of indexes correlation, it can be concluded that the level of this correlation was 0,70 – 0,90, based on the table of criteria r Product Moment was in the high Correlation. It can be said the correlation between the student vocabulary mastery and their reading comprehension was high. it means that when the student was poor knowledge about vocabulary , so in their reading comprehension it was also poor.

After the researcher got the result of the correlation between X variable (Vocabulary Mastery) and Y variable (reading comprehension) the researcher consulted to give interpretation as suggested by Sudijono (2012:192) as follow :

a. Interpretation correlation by appliying the indexes r product moment. In giving interpretation to the indexes of the correlation r Product Moment, the correlation criteria by applying the indexes of correlation, as suggested by Sudijono (2012 : 193) as follows :

Table 4.4 The interpretation of pearson correlation analysis.

"r" Score of Product Moment	Interpretation
0.00-0.20	Very poor
0.20-0.40	Low
0.40-0.70	Moderate
0.70-0.90	High
0.90-1.00	Very high

After the researcher found that value of rxy(0,827) and look in to the table of indexes corelation, it can be concluded that the level of this correlation is 0,70 − 0,90, based on the table of criteria r Product Moment was in the high Correlation. It means that the vocabulary was very important in their reading comprehension it because when the students was low knowledge about vocabulary automatically their reading comprehension it was more low.

   b. Interpretation about correlation coefficient was connected with the table of product moment. In giving interpretation about the index number of correlation r Product Moment and to connected with the r Table, as sugested by Sudijono (2012: 194) as follow :

1. Formulating the hypotesis. The hypotesis was formulated by the researcher in the previous chapter.

2. Testing the hypotesis the researcher compare the value score of the r correlation (rxy) and the value score of "r" in the table r Table in Product Moment (rt) .

If $r_{xy} > r\ table\,(r_t)$. The correlation is positive.

If $r_{xy} < r\ table\,(r_t)$. The correlation is negative.

If $r_{xy} = r\ table\,(r_t)$ is zero correlation

In the previous chapter, it was clear that one of the purposes of this research was to know whether there was significant correlation between vocabulary mastery and reading comprehension at the first grade students of SMA Muhammadiyah 9 Makassar in academic year 2018/2019 so the score of rxy must be compared with the score of rxy- table as follows:

Table 4.6: The comparison between rxy and rxy – Table

N	rxy	rxy- table significant 5 %	H1	H0
18	0,827	0,443	Accepted	Rejected

In testing the hypothesis, the computation based on pearson product moment formula was compared to r-table. If rxy was higher than r-table, the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. From the result of the data analysis mentioned, we found that rxy was 0,827 with degree of freedom (DF)= N-nr, where the N was number of subject (18) at the 5% degree of significance of correlation goes to 0,443. It can be said that the value of statistical analysis 0,827 was greater than 0,443. So, the null hypothesis (H0) was rejected and the alternative hypothesis was accepted. Here the researcher concluded that there was any significant correlation between

vocabulary mastery and reading comprehension at first grade students of SMA Muhammadiyah 9 Makassar in academic year 2018/2019.

B. Discussion

The description of the data collected through test as explained in the previous section shows that the students' vocabulary mastery and reading comprehension ability at the first grade of SMA Muhammadiyah 9 Makassar in academic year 2018/2019 was correlated. It is supported by the mean score rate of the students' tests.

This research focuses on finding out correlation between two variables-vocabulary mastery standing as variable X and reading comprehension standing as variable Y. There were three research questions formulated: (1) The students vocabulary mastery improve in learning English, (2) The students reading comprehension ability improve in learning English, (3) the correlation of the two variables.

1. **Student's Vocabulary Mastery in Learning English at SMA Muhammadiyah 9 Makassar**

Student's vocabulary mastery in learning english at the first grade of SMA Muhammadiyah 9 Makassar have poor categories. Based on the findings, The result of calculation showed that the mean score of the student vocabulary mastery was 48,25. It means that, in rate score of vacabulary was poor score. In vocabulary mastery there were two indicators that verb and adjective. In verb the researcher found the mean score was 25,25. Than, in adjective the researcher

found the mean score was 23,00. It means that, rate score for each indicators were very poor. It can be said, the student vocabulary mastery was poor.

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

2. **Student's Reading Comprehension in Learning English at SMA Muhammadiyah 9 Makassar**

Student's reading comprehension in learning english at the first grade of SMA Muhammadiyah 9 Makassar have poor categories . Based on the findings, The result of calculation showed that the mean score of the student reading comprehension was 40,25. It means that, in rate score of reading was poor score. In reading comprehension there were two indicators that sequence and inference. In sequence the researcher found the mean score was 23,25. Than, in inference the researcher found the mean score was 17,00. It means that, rate score for each indicators were very poor. It can be said, the student reading comprehension was poor.

In relation to findings with previous researched from the data showed in the researcher found out that reading comprehension was also the most important part in learning a language. Thinker (1975;5) states that reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of

words, sentence, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly, but cannot understand the content of the passages, it means he/she fails in comprehending the passage. Related to reading comprehension, Lems, Miller, and Soro (2010:170) stated that reading comprehension ability was the ability to construct meaning from a given written text.

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

Correlation between the student's vocabulary mastery and their reading comprehension at the first grade of SMA Muahammadiyah 9 Makassar was high correlation . Based on the findings, The result of calculation showed that the mean score of correlation between the student's vocabulary mastery and their reading comprehension in learning english the final result was rxy = 0,827. In the table of indexes correlation, it can be concluded that the level of this correlation is 0,70 – 0,90, based on the table of criteria r Product Moment was in the high Correlation. It can be said the correlation between the student vocabulary mastery and their reading comprehension was high. it means that when the student was poor knowledge about vocabulary , so in their reading comprehension it will be very poor.

In relation to the findings with previous researched from the data showed in the test the writer found out that student's vocabulary mastery influence reading comprehension ability. Schmitt in ikah (2006) state that vocabulary was a basic of a language: it was very important to be mastered first. We cannot speak well and

understand written materials if we do not master it. Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.

Meanwhile, the computation based on pearson product moment formula was compared to r-table. If rxy was higher than r-table, the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. From the result of the data analysis mentioned, we found that rxy was 0,827 with N= 20 at the 5% degree of significance of correlation goes to 0,443. It can be said that the value of statistical analysis 0,827 is greater than 0,443.

Having the result that rxy (0.827) was higher than rtable (0,443), it means there was positive correlation between vocabulary mastery and reading comprehension, Nuttall (1983: 5) does not seem to be wrong to place vocabulary as the first factor influencing reading comprehension. Vocabulary mastery has already proved to have positive correlation to reading comprehension. The more vocabulary the students know, the better they are in reading comprehension.

From the findings and the discussion above, the writer concluded that the student's vocabulary mastery was the most important thing in reading comprehension ability because student's vocabulary mastery influence the student's reading comprehension ability. Roehrig and Guo (2011) explain that vocabulary knowledge was the one of the major factors that influence reading comprehension.

It was also supported by Sedita (2005) who stated that vocabulary knowledge was crucial in reading comprehension and determining how good the students were in comprehending the texts. Readers cannot understand what they are reading without knowing what most of the word mean. As the children learn to read more advanced texts, they must learn the meaning of the new words that are not part of their oral vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This researched focuses on the correlation between student's vocabulary mastery and readiding comprehension. This researched also attempts to find out the students'vocabulary mastery and the student's reading comprehension. Based on the findings explained in the previous chapter, while the criteria of the correlation between 0. 70 to 0.90 are considered high, the writer concluded that $rxy = 0.827$ with N 20 were significant. It means that null hypothesis was rejected and Ha hypothesis is accepted.

Another that, based on pearson product moment formula was compared to r-table the research found that it was $r_{xy}(0.827) > r\ table(r_t)$ (0.443) its mean Ho was rejected, and H1 was accepted. In conclusion, the result showed that there was positive correlation between students' vocabulary mastery and the student's reading comprehension at the first grade of SMA Muhammadiyah 9 Makassar. .

B. Suggestion

Based on the conclusion above, it was suggested that in reading comprehension ability and vocabulary mastery are:

1. Student's who still low in vocabulary mastery and reading comprehension are suggested to be more concentratedon in learning english especially in vocabulary mastery and reading comprehension . The students also need

to practice their knowledge more than before because one language would be mastered by practicing in our daily activities. Using dictionary is also suggested to help the students to enrich their vocabulary mastery.

2. The teachers should use more teaching media in learning process. The students will be interested more in studying if the teachers use a media in teaching activity such as Liquid Crystal Display (LCD) set.

3. The teachers always give information to the student's how important vocabulary mastery to improve four skill in learning english especially in reading comprehension at the first grade of SMA Muhammadiyah 9.

4. For the other reseachers, it is suggested that the teacher should be more active and creative in implementing different techniques and may use the modification and finding an optimal way in teaching vocabulary. Its purpose is to make student interested and improve their vocabulary mastery and their reading comprehension.

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Appendix 1

VOCABULARY TEST

Choose the correct answer by crossing a, b, c, or d !

1. generally, girls are ....than boys.

    a. brave   b. talkative   c. beautiful   d. uncommunicative

2. Teguh : This fried chicken is my favourite.

    Hilda   : I like it too. This fried chicken is very …..

    a. delicious   b. bitter   c. salty   d. dangerous

3. Sugar is ….. , but honey is sweeter than sugar.

    a. salty   b. small   c. sweet   d. smooth

4. Sandy celebrated her birthday yesterday. She felt ....

    a. happy   b. sad   c. angry   d. confuse

5. Ariana is a .....girl, many boys like her.

    a. bad   b. beautiful   c. crazy   d. busy

6. Zayn is a ....student, so he gets first rank in the school

    a. smart   b. boring   c. big   d. dull

7. I have a ....house in this area.

    a. Hot   b. glad   c. funny   d. large

8. Liam is very ...., so he needs food.

    a. hungry   b. brave   c. cold   d. old

9. superman is the most ....hero

    a. stupid   b. shy   c. strong   d. slow

10. Mr. Eric felt very........when his son failed the final examination.

    a. disappointed   b. happy   c. angry   d. calm

11. Tami : Where do you want move?

Dikta : I want to ….. to Australia with my parents.

a. come   b. find   c. move   d. run

12. Katherine didn't study hard. He didn't ….. the exam.

a. study   b. give   c. Pass   d. break

13. The gardener ….. the grass every Monday and Thursday.

a. cuts   b. plans   c. trains   d. comes

14. My mother is a nurse. She works in Harapan Bunda Hospital. She …..
the people.

a. thinks   b. ignores   c. helps   d. finds

15. lina ....the match in olympic games. She is so sad.

a. won   b. lost   c. jumped   d. celebrated

16. the teacher's duty is to.........the students in the school.

a. teach   b. play   c. make   d. work

17. I am so hungry.so I ....a meal.

a. prepare   b. walk   c. kick   d. wear

18. my uncle will.....in canada tomorrow.

a. stay   b. go   c. move   d. jumped

19. I..................the floor every morning

a. Sweep   b. wash   c. sweeping   d. swept

20. my father ....a newspaper every weekend.

a. reading   b. reads   c. write   d. writing

Appendix 2

Two Brothers

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything."

King Aruya said angrily, "That is not true! Nobody knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing."

King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? Guards! Throw him into the river of crocodiles, too!"

READING TEST

Read the text and then choose the correct answer by crossing a, b, c, or d !

1.	The two brother's ambition was to …….

	a.	Become rich	c.	Help the King make good laws

	b.	Become ministers	d.	Make the King's subjects happy

2.	King Aruya called Akomi a liar because Akomi ……...

	a.	Knew everything	c.	Did not tell the truth

	b.	Made him angry	d.	Wanted to collect money

3.	Ombah said I know nothing because he …………..

	a.	Did not want to lie to King Aruya	c. Did not know how many stars there were

b. Wanted to see the crocodiles   d. Thought that the answer would be right

4. Ombah's hands trembled because he...

a. Was afraid   c. Was thinking hard

b. Knew nothing   d. Had the right answer

5. From the story, we can see that King Aruya ……...

a. Kept many crocodiles   c. Did not need any ministers

b. Could make good laws   d. Disliked people who told lies

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

6. What separated between one village to another a long time ago in the new territories?

a. Another village   c. Forests

b. Mountains   d. Hills

7. Who was Ah Tim ?

a. The young woman's brother   c. The young woman's brother and nephew

b. The young woman's son   d. The young woman's brother's son

8. Who walked in front when they were in the forest ?

a. The woman   c. Her brother's nephew

b. The woman's son   d. Ah Tim

9. How could the wolves catch Ah Tim ?

a. He was afraid   c. He ran slowly

b. He was stumbled by a stone   d. The woman cried

10. The woman gave her son to the wolves because

a. She loved her nephew than her son.   c. She wanted her son was eaten by the wolves

b. She thought about how her brother would be   d. She was crazy

11. What did the villagers bring sticks for ?

a. For the weapon to beat the wolves   c. For the fire woods.

b. To bring the woman's nephew   d. For play

12. " all men in the village fetched thick stick … " the word " fetched" has a similar meaning to.....

a. Received   c. Got

b. Caught   d. Hit

13.   From the passage we learn that the villages were ….
       a. Located in one huge area   c. Separated by untamed jungles.
       b. Situated in a large district   d. Wild and unsafe

14.   The brother let her son go with his aunt as she left home because ….
       a. Ah Tim wanted to see the wolves   c. The baby was too cute to
       be alone
       b. His aunt wanted him to come long   d. Ah Tim would be a
       guardian for them

15.   What is the purpose of the writer by writing the story above ?
       a. To describe the danger of the villages   c. To tell the villagers'
       relationship
       b. To entertain the readers of the story   d. To explain how important
       a relative is

How to make mobiles

Make some mobiles to decorate your room. You can hang them from the ceiling or on the windows or doors. You need strings, sticks and cardboard to make mobiles. How to make it:

1. Take a stick. Tie a piece of string at its centre. Balance the stick from this string. Each end of the stick should not be higher or lower than the other.

 2. Draw squares, circles, rectangles, triangles, stars and other shapes on a cardboard. Cut out the shapes.

3. Use string to hang the cut-out shapes on both sides of the stick. Make sure that the stick is balanced.

4. Do the same thing with another stick. Then, tie these two sticks to another stick above them. You can hang other light things like keys, feathers, pencil or sharpeners. They will move easily when there is some wind. Taken from UPSR, 2000

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16.   The string should be tied.........

a. at both ends of the stick   c. to the door, window or ceiling

b. at the centre of the stick   d. to keys, feathers and sharpeners

17.   To make a simple mobile, you need at least sticks.........

a. one   c. four

b. two   d. three

18.   It is best to use light things because they..........

a. move easily   c. are colourful

b. are balanced   d. are of many shapes

19.   The word decorate in the first paragraph means to make a place........

a. clean   c. colourful

b. beautiful   d. interesting

20.   From the passage, we can see that........

a. it is easy to make mobiles   c. mobiles can be hung anywhere

b. children like to make mobiles   d. many things are needed to make
mobiles

APPENDIX 4. DATA OF THE STUDENTS' VOCABULARY MASTERY

No	Nis	Nama Siswa	R .Test
1		Muh Randy Andhy	30
2		Baiq Fathul Wiranda Ningrat	35
3	0034094510	Aulia Angelia	35
4		Tegurawan Ferdian	65
5	0034094503	Andi Zakir Muzakkir	30
6	0027070405	Muh. Ali Syafe'i Kisman	55
7	0029177937	M. Faturrahman Idris	30
8	0026966491	Muh. Khairun	70
9		Galang	60
10		Dery Drajat	45
11	0026548176	Muh. Ilham Permana Majid	60
12		Nurul Qarimah Utami Makmur	50
13		Muh. Fadly	15
14	0023338779	Cindy Aqila Safira	60
15		Salsabila Apriani	45
16	0035522376	Angrayani	50

17	0027910963	Rahmadani	60
18	0038733219	Andi Wahidah	55
19	0036390166	Nurul Ana	50
20		Muh. Riskullah B.	65
N =20			$\sum x$ 965

$$\bar{X} = \frac{\sum x}{N}$$

$$= \frac{965}{20}$$

$$= 48,25$$

Where:

$\bar{X}$ = the mean.

$\Sigma\, X$ = the sum of all scores.

N = the total number of subjects

No	Nis	Nama Siswa	Vocabulary	
			Verb	Adjective
1		Muh Randy Andhy	10	20
2		Baiq Fathul Wiranda Ningrat	20	15
3	0034094510	Aulia Angelia	20	15
4		Tegurawan Ferdian	30	35
5	0034094503	Andi Zakir Muzakkir	15	15
6	0027070405	Muh. Ali Syafe'i Kisman	25	30
7	0029177937	M. Faturrahman Idris	15	15
8	0026966491	Muh. Khairun	40	30
9		Galang	30	30
10		Dery Drajat	20	25
11	0026548176	Muh. Ilham Permana Majid	30	30
12		Nurul Qarimah Utami Makmur	35	15
13		Muh. Fadly	5	10
14	0023338779	Cindy Aqila Safira	40	20
15		Salsabila Apriani	20	25

16	0035522376	Angrayani	25	25
17	0027910963	Rahmadani	30	30
18	0038733219	Andi Wahidah	35	20
19	0036390166	Nurul Ana	20	30
20		Muh. Riskullah B.	45	20
N = 20			$\sum$505	$\sum$460

$$\overline{X} = \frac{\sum x}{N}$$

1. Verb

$\overline{X} = \frac{505}{20} = 25,25$

2. Adjective

$\overline{X} = \frac{460}{20} = 23,00$

Where:

$\overline{X}$ = the mean.

Σ X = the sum of all scores.

N = the total number of subjects

APPENDIX 5. DATA OF STUDENTS' READING COMPREHENSION

No	Nis	Nama Siswa	R .Test
1		Muh Randy Andhy	20
2		Baiq Fathul Wiranda Ningrat	40
3	0034094510	Aulia Angelia	30
4		Tegurawan Ferdian	50
5	0034094503	Andi Zakir Muzakkir	25
6	0027070405	Muh. Ali Syafe'i Kisman	45
7	0029177937	M. Faturrahman Idris	40
8	0026966491	Muh. Khairun	55
9		Galang	50
10		Dery Drajat	45
11	0026548176	Muh. Ilham Permana Majid	45
12		Nurul Qarimah Utami Makmur	40
13		Muh. Fadly	25
14	0023338779	Cindy Aqila Safira	35
15		Salsabila Apriani	40
16	0035522376	Angrayani	40

17	0027910963	Rahmadani	50
18	0038733219	Andi Wahidah	40
19	0036390166	Nurul Ana	40
20		Muh. Riskullah B.	50
N =20			∑*y* **805**

$$y = \frac{\sum Y}{N}$$

y= $\frac{805}{20}$

= 40,25

Where:

M = the mean.

∑Y = the sum of all scores.

N = the total number of subjects

No	Nis	Nama Siswa	Reading	
			sequence	Inference
1		Muh Randy Andhy	10	10
2		Baiq Fathul Wiranda Ningrat	30	10
3	0034094510	Aulia Angelia	15	15
4		Tegurawan Ferdian	35	15
5	0034094503	Andi Zakir Muzakkir	15	10
6	0027070405	Muh. Ali Syafe'i Kisman	30	15
7	0029177937	M. Faturrahman Idris	20	20
8	0026966491	Muh. Khairun	35	20
9		Galang	25	25
10		Dery Drajat	30	15
11	0026548176	Muh. Ilham Permana Majid	20	25
12		Nurul Qarimah Utami Makmur	20	20
13		Muh. Fadly	10	15
14	0023338779	Cindy Aqila Safira	30	5
15		Salsabila Apriani	20	20

16	0035522376	Angrayani	15	25
17	0027910963	Rahmadani	35	15
18	0038733219	Andi Wahidah	20	20
19	0036390166	Nurul Ana	25	15
20		Muh. Riskullah B.	25	25
N = 20			$\sum$465	$\sum$340

$$\overline{X} = \frac{\sum x}{N}$$

2. Sequence

$$\overline{X} = \frac{465}{20} = 23,25$$

2. Inference

$$\overline{X} = \frac{340}{20} = 17,00$$

Where:

$\overline{X}$ = the mean.

Σ X = the sum of all scores.

N = the total number of subjects

APPENDIX 6. CORRELATION BETWEEN VOCABULARY MASTERY AND READING COMPREHENSION

No	Nis	(X)	(Y)	x^2	y^2	xy
1		30	20	900	400	600
2		35	40	1225	1600	1400
3	0034094510	35	30	1225	900	1050
4		65	50	4225	2500	3250
5	0034094503	30	25	900	625	750
6	0027070405	55	45	3025	2025	2475
7	0029177937	30	40	900	1600	1200
8	0026966491	70	55	4900	3025	3850
9		60	50	3600	2500	3000
10		45	45	2025	2025	2025
11	0026548176	60	45	3600	2025	2700
12		50	40	2500	1600	2000
13		15	25	225	625	375
14	0023338779	60	35	3600	1225	2100
15		45	40	2025	1600	1800

16	0035522376	50	40	2500	1600	2000
17	0027910963	60	50	3600	2500	3000
18	0038733219	55	40	3025	1600	2200
19	0036390166	50	40	2500	1600	2000
20		65	50	4225	2500	3250
N = 20		**965**	**805**	$\sum x^2 = 50725$	$\sum y^2 = 34075$	$\sum xy = 41025$

N= 20 $\qquad$ $\sum x^2 = 50725$ $\qquad$ $\sum x = 965$

$\sum xy = 41025$ $\qquad$ $\sum y^2 = 34075$ $\qquad$ $\sum y = 805$

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^{2-}(\sum y)^2]}}$$

$$r_{xy} = \frac{20(136550) - (1875)(1885)}{\sqrt{[27(132825) - (1875)^2][27(133025) - (1885)^2]}}$$

$$r_{xy} = \frac{820500 - 776825}{\sqrt{[(1014500) - (931225)][(681500) - (648025)]}}$$

$$r_{xy} = \frac{43675}{\sqrt{(83275)(33475)}}$$

$$r_{xy} = \frac{43675}{\sqrt{278763062e9}}$$

$$r_{xy} = \frac{43675}{52798,017}$$

$$r_{xy} = 0,827$$