THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND

THEIR READING COMPREHENSION

A THESIS

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

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ENGLISH EDUCATION DEPARTMENT

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UNIVERSITY MUHAMMADIYAH OF MAKASSAR

2019

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ii

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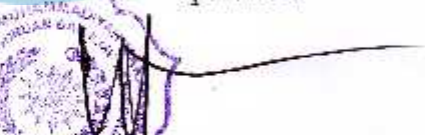
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iii

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MOTTO AND DEDICATION

MOTTO

"Berusaha dan berdoa,tidak akan ada yang berubah kalau bukan diri

sendiri yang merubahnya dan terus bangkit "

DEDICATION

This Thesis is sincerely dedicated for my dearest parents, my beloved

brother and sisters, my family, and my beloved friends.

ABSTRACT

NURNINGSIH. 2019. The English Department, Faculty of Teacher Training and Education Makassar Muhammadiyah University. Thesis : *The Correlation Between Students' Vocabulary Mastery and Reading Comprehension (*Supervised by Bahrun Amin and Wildhan Burhanuddin).

The objective of research was to find out the vocabulary mastery and reading comprehension and after that to find out the correlation between students' vocabulary mastery and their reading comprehension.

The researcher used the correlational research. The researcher had giving the test aboout filling the blank was consisted of 10 number and focused on verb. In the reading comprehension consisted of 10 number and focused on literal.

This study aims to determine The Correlation Between Students' Vocabulary Mastery and Reading Comprehension at SMP Unismuh Makassar. In this study, researcher found results from vocabulary mastery with a mean score of 76.67. In reading comprehension results were found with a mean score of 75.47. Meanwhile, the results of the correlation were found with the results of 0.614. Based on the moment of product interpretation, there was a correlation to the vocabulary mastery and their reading comprehension. Although fairly good but based on the results of the research it can be concluded that in the second grade students of SMP Unismuh Makassar, the correlation between students' vocabulary mastery and their reading comprehension existed, with a result of 0.614 and had reached moderate (strong enoough) standard score.

Keywords: The Correlation Between Vocabulary Mastery and Reading Comprehension

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i

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The writer realizes that the writing of this thesis is far from the perfectness. Remaining errors are the writer's own, therefore, constructive criticism and suggestions will be highly appreciated.

Finally, willingly the writer prays, may all our efforts are blessed by Allah SWT. Aamiin.

Makassar,   2019

The writer

ii

LIST OF CONTENTS

CHAPTER III. THE RESEARCH METODOLOGY

CHAPTER IV. FINDINGS AND DISCUSSIONS

CHAPTER V. CONCLUSION AND SUGGESTION

APPENDIXES
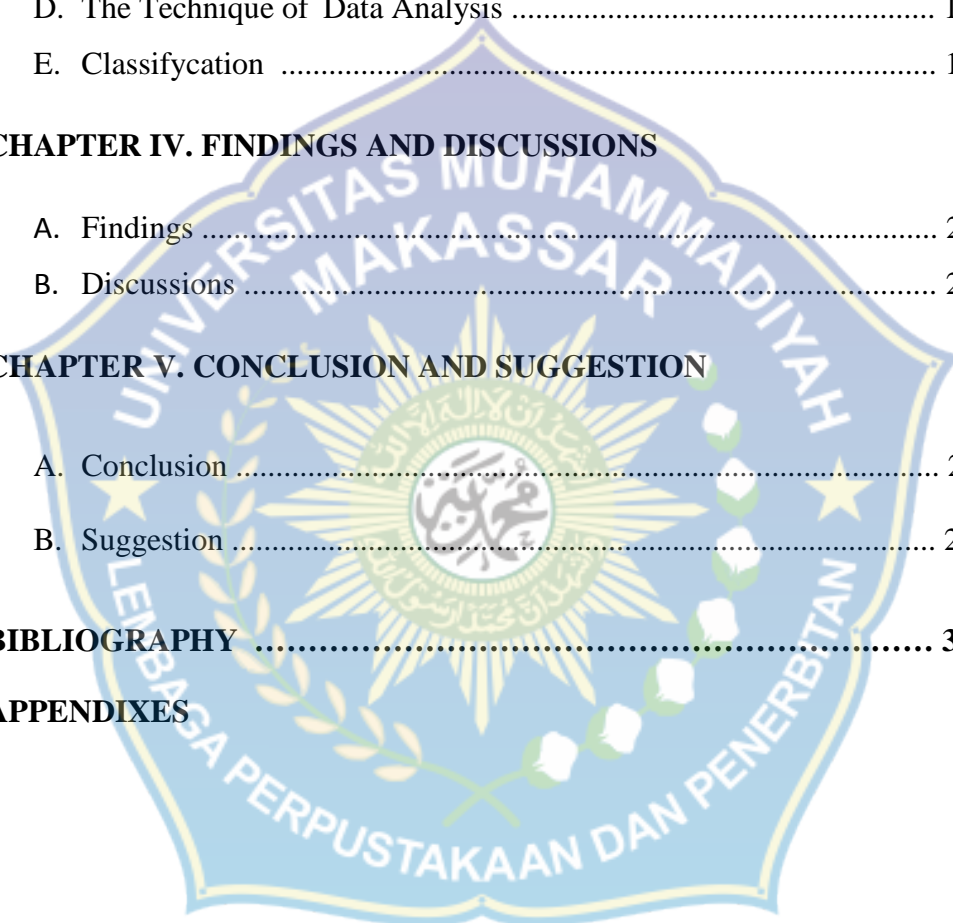
CHAPTER 1

INTRODUCTION

A. Background

Learning English as a second language as well as learning Indonesian language for the majority of students in Indonesia have been widely considered important to the national development. Language is a basic need for human communication in expressing ideas, thoughts and feelings. It functions as a means of communication. Most human knowledge and culture are transmitted through language. English language is a compulsory lesson in every level such as; elementary up to high school that functions as a means in the students' self development in knowledge, technology, art, and culture.

Vocabulary is important in learning a foreign language. It is one element that links the four skills of listening, speaking, reading and writing altogether. In order to communicate well in a foreign language, students would acquire a sufficient number of words and know how to use them accurately. There are many factors which influence the students' vocabulary. They are intrinsic and extrinsic factors. Intrinsic factors mean factors which come from inside of the students such as; motivation, intelligence, passion and interest. And extrinsic factors mean factors which come from outside of the students that affect their learning process such as; economic background, learning material, teacher's performance including their teaching method.

Reading is a good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is needed in every level of field of study. Particularly in cases when students have to read English materials for their own special subject.Reading is simply one of the many ways in which human beings go about their basic business of "making sense of the world".

From the explanations mentioned above, we know how important the vocabulary in reading activity, it shows that they have close relation. To get empirical data about it the writer will organize the test result to prove the influence of students' vocabulary and their reading comprehension. By getting the grades, the writer tries to find the answer of the students' vocabulary influencing their reading comprehention.

B. Problem Statement

Based on the previous background above, the researcher formulates research as follows:

1. How is the students' vocabulary mastery at second grade students' of SMP Unismuh?

2. How is the students' reading comprehension at second grade students' of SMP Unismuh?

3. How is the correlation between students' vocabulary mastery and their reading comprehention?

C. **Objective of the Study**

In the objectives of study are as follows:

1. To find out the students' vocabulary mastery at second grade students' of SMP Unismuh?

2. To find out the students' reading comprehension at second grade students' of SMP Unismuh?

3. To find out the correlation between students' vocabulary mastery and their reading comprehention?

D. **Significant of Study**

The results of this study are expected to contribute to the English Department students and other researchers. For English Department students, the real condition of reading and vocabulary is very useful for them to improve their quality in form of score and the finding of this study can be used by other researcher as the basic consideration to conduct the further study.

E. **Scope of the Study**

The researcher limited and focused toward the   correlation between students' vocabulary mastery (verb) and their reading comprehension (literal) at second grade students' of SMP Unismuh. The kinds of material represented in this reseach is adding exercises that correlation between students' vocabulary mastery and their reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

There are some researchers that have been study about this research :

Weliadi (2012) conducted a research and concluded that researchers focus on students reading comprehension, by increasing students' vocabulary mastery. Thus, students will be interested in learning to read and have an understanding of reading tests.

Misbahuddin (2011) concluded that , students focus on vocabulary mastery and researchers have also concluded that students get a lot of knowledge about vocabulary from dictionaries. This means, according to the researcher students feel very helped by opening the dictionary.

Ali (2010) concluded that students focus more on vocabulary competence. Because it can help students' reading comprehension and between them have a significant relationship.

Ditha (2009) concluded that the researcher above focuses more on student reading fluency and support on reading comprehension with vocabulary mastery. Because according to researchers, someone who has a lot of motivation will be very easy to understand.

Based on the explanation above, the researcher can give conclution tha the problems faced by students of SMP UNISMUH to learning English. In this

study have a similar with the previous research. That the research can know the correlation between students' vocabulary mastery and their reading comprehension at second grade of smp unismuh.

B. Concept of vocabulary

1. Definition of Vocabulary

According to Hornby (1989:419), vocabulary means total number of words in a language. Vocabulary is one of the important parts in learning english, particularly in reading comprehension. In this case, in learning a foreign language, the mastery of vocabulary is the first step of learning process. In other words, vocabulary is very important to build a language.

According to Brown (1994: 365), words are basic building language blocks of language. In fact, survival level communication can take place quite intelligibly when people simply string words together in some grammatical rules applying at all.

According to Nation and Newton (1997) vocabulary is knowledge of words and word meanings. Actually vocabulary is more complex, vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context.

According to Miller & Gildea (1987) that knowing a word by sight and sound and knowing its dictionary definition are not the same as knowing how to use the word correctly and understanding it when it is heard or seen in various contexts.

Building up a useful vocabulary is central to the learning of a foreign language at primary level (Cameron, 2001). Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language. It is supported by Wallace (1982) who says that vocabulary is one of the most important parts of languages, because when speaking a language, the speakers need several words to convey ideas.

Vocabulary development is a skill or the effort to improve. The students' vocabulary not only affects their reading skills, but also students' listening, writing, and speaking skills as well. In listening, students' vocabulary influences how much they understand a class lectures, speeches, and class discussion. In writing their vocabulary determines how clearly and accurately students can express their ideas to others. In speaking, the words students choose affect how well they have understood.

Vocabulary as one of the language aspects have to be learned when people learn a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading. 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. It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and it varies as well. Therefore, it is highly essential for English teachers to help their students' master vocabulary.

Longman Active Study Dictionary of English defines of vocabulary as follows:

a. Words.

b. All the words you know in a language.

c. The words used in a particular subject or situation. Based on *Longman, Active Study Dictionary of English, New Edition (Harlow: Longman Group, 1992) p. 742*

For this reason, a person who wants to be able to communicate in a certain language has to master the vocabulary of that language for the first time based on Scott Thornbury, *How to Teach Vocabulary*, *(Harlow: Longman Pearson Education Ltd, 2002), p.*

2. **Kinds of Vocabulary**

Vocabulary varies in the four skills of language, listening, writing, reading and speaking. Generally, a student will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. But in real situation, the process may change, especially in a foreign language teaching. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary.

3. **The Learning of Vocabulary**

According to Collier Macmillan (1973), there are many steps that can be given to students in improving their vocabulary;

a. Write the word and its definition often just for practice.

b. Say the word and learn to pronounce it correctly by using the pronunciation clues in the dictionary.

c. Try to learn the word and its meaning the first time you see it.

d. Use the index card to study vocabulary. Write the word on one side and its definition in other side.

e. Make up a sentence you understand using the word.

f. To change the ending of the word, try to make it plural, try to change the tense, and try to improve.

g. Use the word when you talk in the class, on the job or at home. Make sure you can pronounce the word correctly.

h. Use the word whenever you can in your writing assignments.

i. Say the word and its meaning over and over again in your mind.

j. Do not lean long lists of new words each day for several days so that you can learn by repeating.

4. **The Mastery of Vocabulary**

Webster says that mastery is in act, found when something impersonal is involved (Webster, 1994: 626). According to Hornby (1987:523) that mastery is completed control of knowledge. In addition, Flexner in the random house dictionary of the English language says that mastery deals with command or grasp, as of a subject.

The mastery of language according to Fries as quoted by Jannah (2000:18) is meant as the ability to use or to understand "all the words" of the language. She also says that the mastery of vocabulary of a foreign language is also bound by our actual experience. Finally, she concluded from the previous information and interpretation about the vocabulary mastery can be developed naturally following his growth of experience and progress in education. The teacher can only stimulate the learners, progress by giving the suitable material and guidance.

C. Concept of Reading

1. Definition of Reading

According to Grellet (1985) reading is assigning meaning and extracting information from written texts. It means reading requires some abilities to extract information from a text and to construct new understanding.

Guy (1993) states that reading is the recognition of printed or written symbol that serve as stimuli to recall meanings. It shows that reading requires the ability to recognize symbol or printed words and to construct a meaning from a text.

According to Klingner, Vaughn and Boardman (2007) reading is a process of constructing meaning that can 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 is 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.

Grabe & Stoller (2002) state that the idea of reading is also to do with purposes, experiences, strategies, skills, and even attitude towards reading. It means that reading facilitates a writer to share knowledge, ideas and feelings with reader, where both of them have their own language patterns and experiences. It indicates that reading is not only getting messages from a text, but also utilizing the reading purposes and strategies to do with.

Reading is a developmental process, the first stage learning sound symbol correspondences either directly or by reading aloud sentences and words that have been mastered orally, and then we learn to read these same words and sentence patterns in new combinations.[17] Dubin explained the meaning of reading as "reading is primarily a cognitive process, which means that the brain does most of the work".

2. Reading Comprehensoion

According to Bond, Pinker and Wasson (1979:3) that in our world, reading more will provide more information and it makes our knowledge become increasingly in great numbers

Clark and Sandra (in Simanjuntak, 1988: 15) define reading as an active cognitive process of increasing with print and monitor comprehension to establish meaning. Kennedy (1982:5) has argument that reading can be defined as the ability of an individual to recognize a visual form; associate the form with a sound and or meaning acquired in the cover and on the part of experience,

understands, and interprets its meaning.

According to Recheck Lost and Learner (1983: 7), in general, reading is the ability to gather meaning from printed symbol. For the beginning reading stage students recognizing word and comprehending literal meaning are important components. The reading levels for the students are immediate, the definition of reading includes a deeper understanding of passages. In order to comprehend reading selection roughly a person must be able to use the information to make inferences and read critically to understand the figurative, determine the author's purpose, evaluate the ideas presented, and apply the ideas to actual situations. All of these skills involve thinking process (Burn, 1984: 10-11). Goodman (1988) views reading from another point. He defines reading from the psycholinguistic perspective, and describes reading as a "psycholinguistic guessing game". He writes:

Heilman (1981:242) says that Reading comprehension is a process of thinking sense of written ideas through meaningful interpretation and interaction as a multifaceted process affected by several thinking and language abilities. Kennedy (1981: 192-193) says that: "Reading Comprehension is a thinking process by which a pupil selects facts information, or ideas from printed materials, decides how they relate to previous knowledge he has acquired, and judges their appropriateness and worth for meeting his own needs and objectives".

Grabe & Stoller (2002) define comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding.

It suggests that comprehension is achieved when a reader successfully extracts the useful knowledge from a text and constructs it into a new understanding of their own.

From the definitions above, reading comprehension refers to the understanding of what has been read. Comprehension is a thinking process that depends not only on the comprehension skills but also on the readers' experience and background knowledge.

D. Level of Reading

a) Literal

Literal comprehension involves what the author is actually saying. The reader needs to understand ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and recalling facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing. The reader is trying to better understand what is acually happening within the text.

The reader is also locating information, using context clues to supply meaning, following specific directions, following a sequence, identifying the stated conclusion, and identifying explicitly stated relationships and organizational patterns. These organizational patterns can include cause and effect as well as comparison and contrast.

b) Inferential

Inferential comprehension deals with what the author means by what is said. The reader must simply read between the lines and make inferences about things not directly stated. Certain ideas and concepts may be implied by the text, and they may not be apparent at first glance.

Again these inferences are made in the main idea, supporting details, sequence, and cause and effect relationships. Inferential comprehension could also involve interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author's point of view.

c) Critical

Critical comprehension concerns itself with why the author says what he or she says. This high level of comprehension requires the reader to use some external criteria from his/her own experience in order to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations. The reader will react emotionally and intellectually with the material.

To conclude, literal, inferential and critical comprehensive reading is what makes a skilled, strong reader. This skill must be learned and developed. It does not just happen. With that thought in mind, it has also been shown that strong readers make good writers.

Sustained exposure to the English language does allow for an expanded vocabulary and knowledge of correct grammar usage. When this is combined with literal, inferential and critical reading experiences, it enables writers to better express themselves.

D.   Correlation Between Vocabulary and Reading

Therefore, without building a large vocabulary, student cannot read successfully. Building vocabulary can be started from teacher practice, students influenced by the conversation, short reading text and games. One of difficulties of students face when learn English is vocabulary because they always confused when they did not find the meaning of word. It is because they seldom in memorize and use this language.

Whereas in fact of vocabulary is the most important thing in reading skill. Most of us if we find the difficult word, we still just continue our reading in the hope that the word we read is not really important or that it's meaning will become clear later on. But sometimes these word that we passed usually as the key of our reading and understanding. We cannot catch and grasp the idea from our reading as fast as possible. So looking up the difficult words in dictionary is better for us. But the skillful reader understands as he reads.

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.

E. Conceptual Framework

Vocabulary Mastery	Reading Comprehension

Test

Correlation
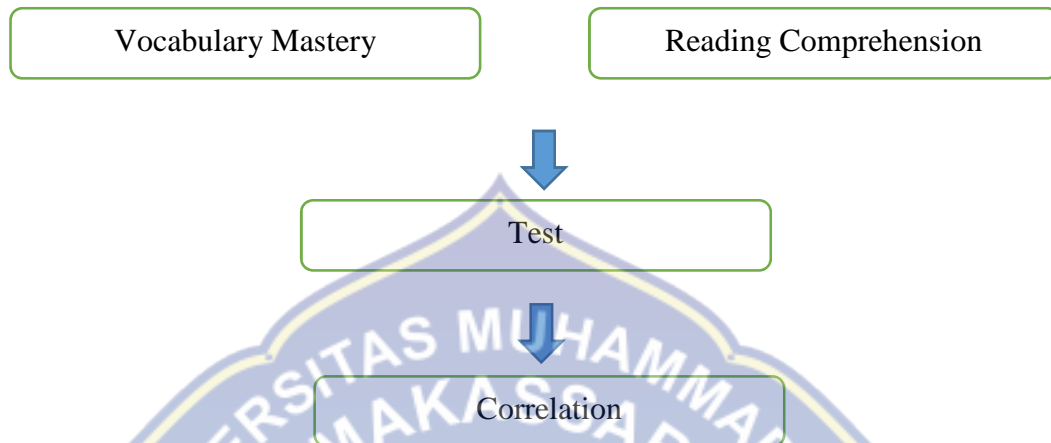
The conceptual framework above indicate that focused on vocabulary mastery and reading comprehensiaon. To find out the vocabulary mastery the reseacher gave test obout verb and noun. To find out the reading comprehension the researcher gave test about descriptive text (litelaral). After that the researcher find out the correlation between students' vocabulary mastery and their reading comprehension at second grade students' of SMP Unismuh Makassar.

F. Hypothesis

Ho: There is no correlation between vocabulary mastery and English reading comprehension at the second year students of SMP UNISMUH.

H$_1$: There is correlation between vocabulary mastery and English reading comprehension at the second year students of SMP UNISMUH.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used correlational resaerch which describe the correlation between students' vocabulary mastery and their reading comprehension at SMP Unismuh Makassar . The method of this research is correlational research. It is a kind of method that involves the collection of data for the purpose of describing existing condition. Suharsimi (1990:326) says that the correlation research is the research that concerns to know whether there is or not correlation between two variables.

Based on the explanation above this study was conducted to find out the correlation between the students' mastery of vocabulary and their reading comprehension.

B. Research Subject

The subject of the study was the second grade sudents' of SMP UNISMUH. There was only one class for second grade students'. Thus, it was taken as reseacher subject. The subject consisted of 21 students'.

C. Instrument of Research

In this resarch,, the researcher providedd vocabulay tests on students to see the ability of students in mastering vocabulary that focuses on verbs. Does the amount of vocabulary mastery students can improve students' reading skills

or just to increase their knowledge. In the reading test was done to find out whether students' who have high scores on the vocabulary test also get good grades on the reading test. So, on the final results can be concluded whether students who have good vocabulary mastery mastery can understand text reading reading correctly. After that, the researcher find out the correlation between students' vocabulary mastery and their reading comprehension. .

D.   The Procedure of Collecting Data

Vocabulary

In the vocabulary test the researcher provides questions in the form of completing blanks with matching words and each missing word affects the value of the question and focused on verb. It is consist of 10 number and each number got score 10 score if got correct answer.

Reading

In the reading test, the researcher provided descriptive text questions by searching for main ideas, suitable answers according the contents of the text. The question consists of 10 numbers and focused on literal. Each number got 10 point if got crrect answer.

Correlation

The correlation calculation was obtained from the results of the vocabulary and reading which were calculated used the correlation formula that was written in the chapter III. After calculating the correlation results, it was measured by

the standard interpretation of pearson correlation analysis, so that the level of correlation between two subjects was known.

E. The Techniques of Data Analysis

a. Classifying the Students' Vocabulary Mastery

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

Table 1

Classifying the Students' Vocabulary Mastery

No	The Range of Score	Level of Ability
1	90-100	Excellent
2	80-89	Good
3	70-79	Fairly Good
4	60-69	Fair
5	0-59	Poor

Haris, David (1969: 79)

The score of the students vocabulary were obtained by using the following formula:

$$Individual\ Score = \frac{skor\ perolehan}{skor\ maksimum} \times 100$$

b. **Classifying the Students' Reading Comprehension Score**

To classify the reading comprehension of the students', the writer calculated the mean score of the students' reading comprehension test by used the following pattern and formula:

Table 2

Classifying the Students' Reading Comprehension

No	The Range of Score	Level of Ability
1	90-100	Excellent
2	80-89	Good
3	70-79	Fairly Good
4	60-69	Fair
5	0-59	Poor

Haris, David (1969: 79)

The researcher analysed the data of reading comprehension by using pesentage tehnique such as follow:

$$Individual\ Score = \frac{skor\ perolehan}{skor\ maksimum} \times 100$$

Table 3

Classifying the Students' Reading Comprehension

No	Rules	Interpretation
1	The answer is right 100 %	76 - 10
2	The answer is right 75 %	51 – 75
3	The answer is right 50 %	26 - 50
4	The answer is right 25 %	1 – 25
5	The answer is wrong	0 (failed)

c. **Calculating Mean Score**

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

Where: X   = Mean Score

                    X   = Total Score

                    N   = The number of students

(Gay, 1981:331)

d. **To Calculate the Percentage of the Students' Score, the formula will**

be use as follows:

$$P = \frac{F}{N} \text{ x } 100$$

Notation: P   : Rate Percentage

F   : Frequency of the current answer

N   : The total number of students

(Sudjana, 1999)

e. Calculating the correlation

To know there was significant corelation between the students' vocabulary mastery and their reading comprehension , the writer would applied the following formula:

$$rxy = \frac{N.\sum XY - (\sum X)(\sum Y)}{\sqrt{\left\{N.\sum X^2 - \left(\sum X\right)^2\right\}\left\{N.\sum Y^2 - \left(\sum Y\right)^2\right\}}}$$

notes : r_{XY} : The correlation coefficient

N   : Number of cases

X   : The Vocabulary Test score

Y   : The Reading Comprehension Test Score.

Table 4

The Interpretation of Pearson Correlation Analysis

Coefficient of Correlation "r"	Interpretation
0. 90 – 1. 00	Perfect Correlation
0. 70 – 0. 90	Strong Correlation
0. 40 – 0. 70	Correlation is strong enough
0. 20 – 0. 40	Weak correlation
0. 00 – 0. 20	Correlation is neglected

(Hartono, 2004)

If the r_{xy} lies between 0. 40 – 1. 00 , Ha is accepted,and H0 is rejected.

Whereas If the r_{xy} 0.00 – 0.40, H_0 is accepted.

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 DISCUSSIONS

A. Findings

The data as to determine about how the students' vocabulary mastery,how about the students' reading comprehension and how the correlation between students' reading mastery and their reading comprehension. The result of vocabulary the research found that the mean score is 76.67. The result of reading comprehension the researcher found that the mean score is 75.47. And the correlation the researcher found that result is 0.614. The conclution is the correlation between students' vocabulary mastery and their reading comprehension is strong enough.

1. The Students' Vocabulary Mastery

Table 5
Mean Score of Vocabulary Mastery

Aspect	Mean Score
Vocabulary	76.67

The students' vocabulary mastery focused on verb . from the data analysis it was found that the mean score of the students' vocabulary mastery of second grade of SMP Unismuh Makassar is 76.67. Other observation of students' vocabulary mastery are shows through frequency and persentage can be be seen in the following table.

Table 6

The Frequency and Persentage of Students' Vocabulary Mastery of   SMP Unismuh Makassar.

Classification	Frequency	Persentage %
excellent	8	38,09 %
good	5	23,80 %
Fairly good	3	14,28 %
fair	3	14,28 %
Poor	2	9,52 %
Total	21	100 %

The table explains that the students' vocabulary mastery is excellent. It was indicated by the mean score 76,67. From the result of the data finding 8 students' got excellent, 5 of the students' was classified as good, 3 of the students' clssified as fairly good, 3 of the students' was classified as fair, 2 of the students' was classified as poor. The researcher the students' already have many knowlege about vocabulary.

2.   The Students' Reading Compehension

The students reading comprehension viewed from how far they can comprehend the passage in reading proses.

Table 7

Mean Score Of Students' Reading Comprehension

Aspect	Mean score	
	Essay	**Multiple choice**
Reading comprehension	63,09	12,38

The students' reading comprehension focused on literal comprehension of the second grade students' of SMP Unismuh Makassar. After the analyzing the students' reading comprehension in essay and. The researcher indicated that the students' reading comprehension was good.

Other descriptions of students' reading comprehension are snown through frequency and persentage, can be seen the following table:

Table 8

The Frequency and Persentage of Students' Reading Comprehension of SMP Unismuh Makassar.

Classification	Frequency	Persentage %
excellent	0	0 %
good	8	38,09 %
Fairly good	9	42,85 %
fair	4	19,04 %
Poor	0	0 %
Total	21	100 %

The table explains that the students' reading comprehension was good. It was indicated by the mean score 75,47. From the result of the data finding 8 students' none got excellent, 8 of the students' was classified as good, 9 of the students' clssified as fairly good, 4 of the students' was classified as fair, none of the students' was classified as poor. The researcher the students' already have many knowlege about reading comprehensio.

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

The correlation between students' vocabulary mastery and their reading comprehension was viewed for how far vocabulary supported reading comprehension. After calculating by using pearson's product moment. To see there was correlation between the students' vocabulary matery and their reading comprehension, the writer tried to indicated in the table below.

Table 9

The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension

Aspect	Mean score	Correlation r_{xy}
Vocabulary (x)	76.67	0.614 Positive
Reading (y)	75.47	

Based on the table above, the researcher found that in two aspect that are vocabulary and reading the students' got the same level of mean score in

vocabulary and reading. In the vocabulary mastery the students' got 76.67 and in the reading comprehension the students' got 75.47 score. It can be said students' vocabulary mastery and their reading comprehension was fairly good.

The interpretation of correlation analysis stated the correlation between the students' vocabulary mastery and their reading comprehension was fairly good. Namely 0.614 which lies between 0.40- 0.70. It means that relationship is fairly good. Because r = 0.614, H_0 is rejected and H_1 is received. It means that there was a corelation between vocabulary mastery and their reading compehension of the second grade students' of SMP Unismuh Makassar.

B. DISCUSSION

1. The Students' Vocabulary Mastery

The results of the vocabulary mastery can be seen in the student score. Many students get excelent scores, and some get good grades, and some also get poor grades. It proves that it is enough to know about the vocabulary and understand the questions given by the researcher in the form of filling in the blanks. In the vocabulary questions there are 10 numbers and questions related to the verb. Finally the results of the mean score get 76.67 .

2. The Students' Reading Comprehension

In the results of the test reading comprehension none got excellent score, but there are 8 students got good , 9 students got fairly good . 4 got fair value. But there was none student got poor , and the mean score is 75.47. The question of reading comprehension consists of two aspects,

namely 7 essay questions and 3 multiple-choice questions. In the essay question many students can fill in the question because the problem is in the form of a conclusion. Whereas in multiple-choice find main ideas.

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

The results of the correlations between vocabulary and reading were quite good because of the results obtained by students after taking the test. The results of the second aspect score mean are 76.67 for vocabulary and 75.47 for reading comprehension. From these results it has been concluded that the correlation between vocabulary mastery and reading comprehension exists (fairly good). Because based on the product moment calculation formula the correlation value is 0.614, and that includes the fairly good value.
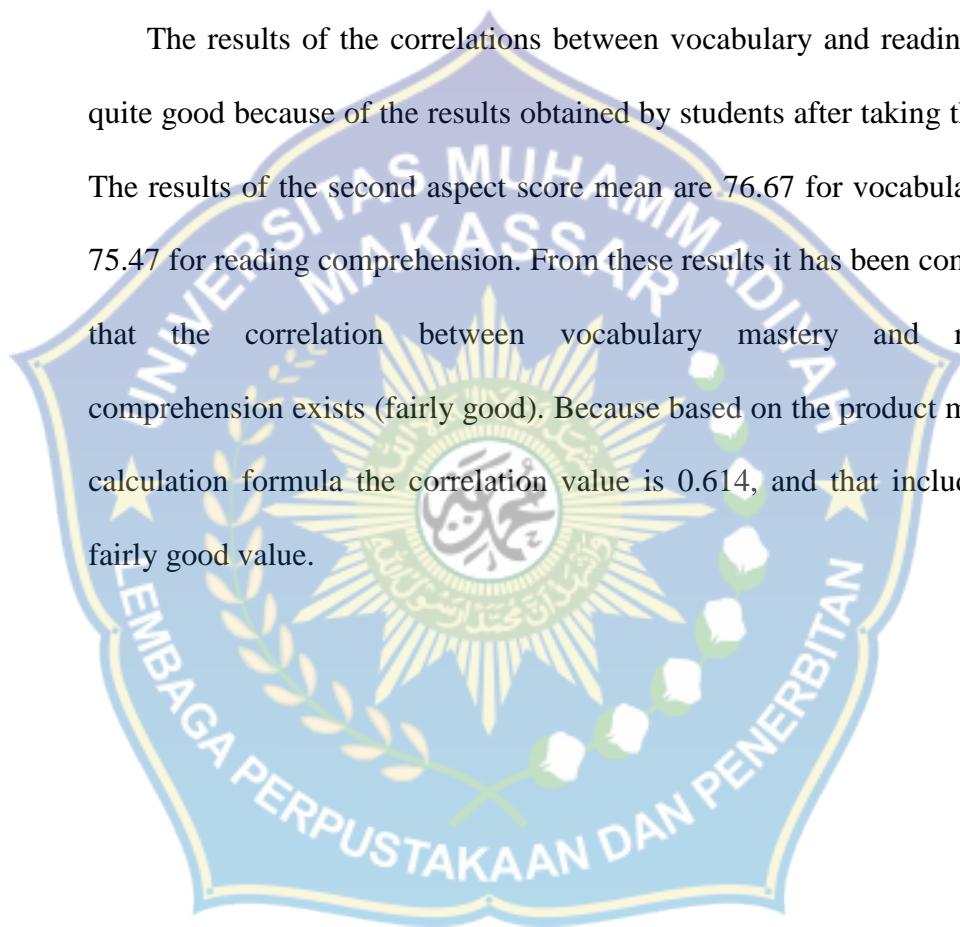
CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

This part explain the conclusion and recommendation of the research. The conclusions are formulated from the research questions, while the recommendations present for the further research and related parties.

This research focused on the correlation between students' reading comprehension and vocabulary mastery. Referring to the findings and discussions that have been elaborated in the previous part, it was found out that there correlation between students' reading comprehension and vocabulary mastery. Although the scores of reading and vocabulary test are different but the correlation is strong enough. It may caused by the vocabulary difficulties in test items. But, students who have high score in reading they also have high in vocabulary.

There are many factors that could help students to improve their reading comprehension and vocabulary mastery. The result show most students are still weak to achieve their vocabulary mastery and reading comprehesion. To improve their achieve we can do this; for example, using dictionary is helpful for them to find out the meaning of words or when they found unknown words they could guess the meaning of unknown words by refering them to the text.

B. SUGGESTION

After drawing the inferences, there are several recomendations that hopefully can give the ideas for the reader, especially for English teachers and

future researchers. Considering to the result that may students lack of vocabulary knowledge, it is recommended to use English in English classes, since it facilities the students to learn materials efficiently. By using English as medium of instruction, it helps students increase their vocabulary. Although using Indonesian language is also needed in English class to over come misunderstanding that may occur in mostly second language setting. The teacher also may use different kinds of methods in teaching reading skill to make English class more fun and interesting.
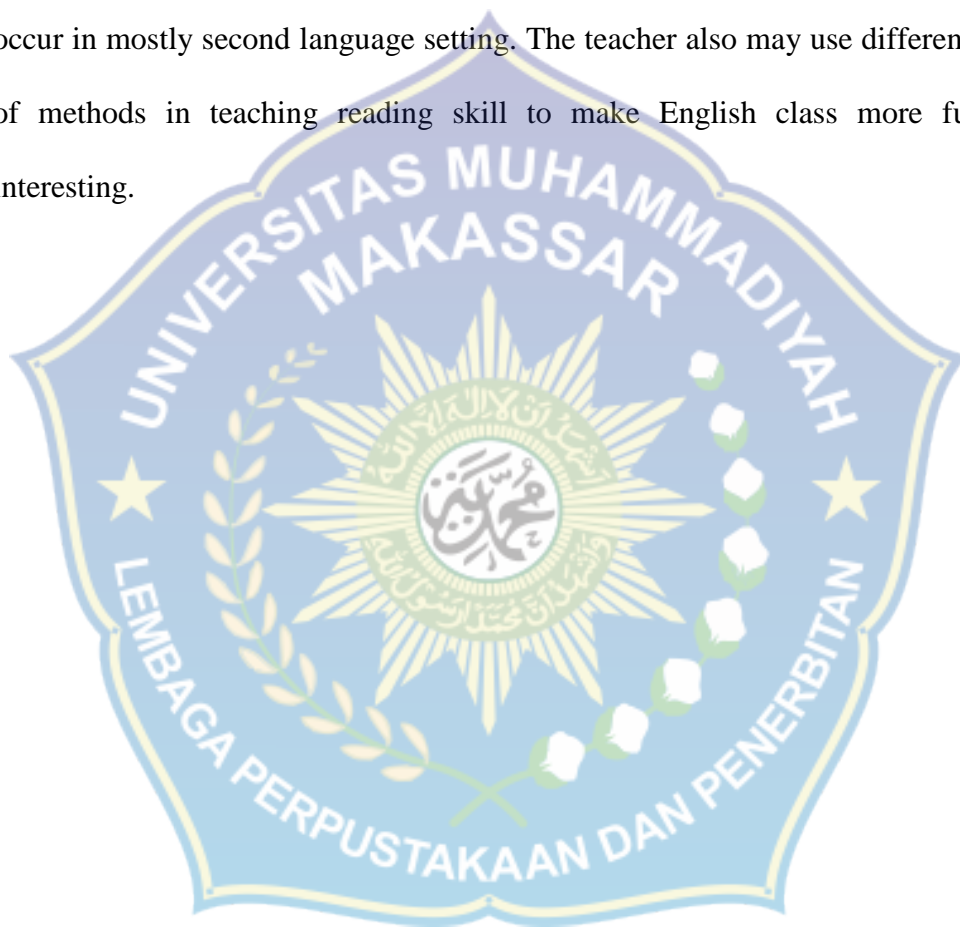
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APPENDIX

TEST

VOCABULARY TEST

1.

My Small House

I live in a (1) . ……….. house. It has five (2) ……………: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for (3) ………….. my spare time. When (4) ………… is open, I can see the (5) …………… It is so small with only three (6).............and a table, nothing else. I prefer (7) ……………….. a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and (8)..................... When being (9) ………………. of reading, I usually (10) …………. online games, chat with my friends via Facebook.

- Bored
- the door
- Wasting
- Small
- chairs

- living room
- play
- reading
- rooms
- a computer

READING TEST

1.

My Favorite Shoes

I always fall in love with basketball shoes. It is not because I like to play basketball, I just feel comfort and confidence with it. I finally got one from my father when we were in Solo three years ago. At that moment, when I came to the store with my father, I try a couple of shoes, and when I put this one on me, I knew it right away that this is my favorite shoes.

The colour of my favorite shoes is black. There are two gray stripes on the outer side of the shoes. The colour of the sole is white with some circular pattern painted in black on the bottom of it. The surface of the sole is flat, which means this shoes has no heel. The shoes has white shoelace and two straps binding the *eyestay* of the shoes. It makes the tongue of the shoes always in steady position. The *insole* is made of foam rubber and the colour is red. It is very soft and comfortable.

1) What is the color of the shoes?
2) who bought the shoes?
3) What are the shoe insole parts made of?
4) where did he buy the shoes?

2.

My Rabbit

I have a rabbit. His fur is white and has black spots. He has long ears and a short tail. He also has cute red big eyes! My rabbit likes to eat carrot and other

vegetables. When I release my rabbit out of his cage, he used to jump everywhere and hard to catch. So, I could just put him on his cage because I'm afraid that he might running away. I don't wanna lost my rabbit because I love him very much.

1) why is the rabbit always put in the cage?

2) what is the color of the rabbit?

3) what happens if he takes off the rabbit from the cage?

3.

Losari Beach is a beautiful beach located in the western part of Makassar, South Sulawesi. The beach has been an icon of Makassar for years and well-known for its beautiful sunset scenery. Many people spend their afternoon and evening times enjoying the panorama when the reddish sun looks like to sink to the sea.

Several years ago, Losari Beach was popular for its culinary providing traditional and modern cuisines. The culinary was located along the coast, approximately one mile length of the table and stalls selling various menus. For this reason, Losari Beach was also called as "the world's longest table". But, previously, the government of Makassar has moved and relocated it to the southern part of Losari Beach.

Located near the center of Makassar city, Losari Beach is easy to access. It only takes 10 minutes to drive from the harbor of Makassar and 30 minutes to drive from Sultan Hasanuddin Airport. Residents in Makassar usually go to Losari Beach by car, motorcycle or on foot.

1) **What is the main idea of paragraph 1?**

A. Losari Beach is a beautiful beach.

B. Losari Beach is an icon of Makassar.

C. Losari Beach is well-known for its sunset.

D. Losari Beach is enjoyed by many people.

Key: A

2) **Why is Losari Beach easy to access? Because …**
A. it only takes 10 minutes to drive from the harbor of Makassar.
B. it only takes 30 minutes to drive from Sultan Hasanuddin Airport.
C. it can only be reached by car and motorcycle.
D. it is located near the center of Makassar city.
Key: D

3) **"…beach located in the western part…" (paragraph 1).**
The underlined word has a same meaning as ….

A. stayed.

B. positioned.

C. placed.

D. situated.

Key: D

APPENDIX 1

Table. 9

The result of Vocabulary Test Score

No	Students' Names	Real Score	Vocabulary (Y)
1	Students 1	7 Correct	70
2	Students 2	2 Correct	20
3	Students 3	10 Correct	100
4	Students 4	9 Correct	90
5	Students 5	8 Correct	80
6	Students 6	4 Correct	40
7	Students 7	10 Correct	100
8	Students 8	6 Correct	60
9	Students 9	10 Correct	100
10	Students 10	9 Correct	90
11	Students 11	8 Correct	80
12	Students 12	6 Correct	60
13	Students 13	10 Correct	100
14	Students 14	8 Correct	80
15	Students 15	6 Correct	60
16	Students 16	7 Correct	70
17	Students 17	9 Correct	90
18	Students 18	8 Correct	80
19	Students 19	7 Correct	70
20	Students 20	8 Correct	80
21	Students 21	9 Correct	90
N= 21			$\sum X = 1610$

$$\overline{X} = \frac{\sum X}{N} \qquad \overline{X} = \frac{1610}{21} \qquad \overline{X} = 76,67$$

Where: X   = Mean Score

        X   = Total Score

      N   = The number of students

(Gay, 1981:331)

APPENDIX 2

Table. 10

The result of Reading Test score

No	Students' Names	Essay	Multiplechoice	Reading (X)
1	Students 1	60	10	70
2	Students 2	50	10	60
3	Students 3	70	20	80
4	Students 4	75	10	85
5	Students 5	60	10	70
6	Students 6	60	10	70
7	Students 7	50	10	60
8	Students 8	65	10	75
9	Students 9	75	10	85
10	Students 10	75	10	85
11	Students 11	55	10	60
12	Students 12	60	10	70
13	Students 13	65	10	75
14	Students 14	65	10	75
15	Students 15	55	10	65
16	Students 16	65	10	75
17	Students 17	75	20	85
18	Students 18	65	10	75
19	Students 19	60	20	80
20	Students 20	60	20	80
21	Students 21	60	20	80
N= 21				$\sum X= 1560$

$$\overline{X} = \frac{\sum X}{N} \qquad \overline{X} = \frac{1560}{21} \qquad \overline{X} = 75,47$$

Where: X   = Mean Score

       X   = Total Score

       N   = The number of students

(Gay, 1981:331)

APPENDIX 3

TABLE. 11

Students' Names	Reading	
	Essay	Multiple- Chple-Choice
Students 1	60	10
Students 2	50	10
Students 3	70	20
Students 4	75	10
Students 5	60	10
Students 6	60	10
Students 7	50	10
Students 8	65	10
Students 9	75	10
Students 10	75	10
Students 11	55	10
Students 12	60	10
Students 13	65	10
Students 14	65	10
Students 15	55	10
Students 16	65	10
Students 17	75	20
Students 18	65	10
Students 19	60	20
Students 20	60	20
Students 21	60	20
N= 21	∑X= 1350	∑X= 260

$$\overline{X} = \frac{\sum X}{N} \qquad \overline{X} = \frac{1350}{21} \qquad \overline{X} = 64,28$$

$$\overline{X} = \frac{\sum X}{N} \qquad \overline{X} = \frac{260}{21} \qquad \overline{X} = 12,38$$

Where: X   = Mean Score

          X   = Total Score

          N   = The number of students

Table 12

The result test of Pearson Product Moment Table

No	Students' names	X	Y	X^2	Y^2	XY
1	Students 1	70	70	4900	4900	4900
2	Students 2	20	60	400	3600	1200
3	Students 3	100	80	10000	6400	8000
4	Students 4	90	85	8100	7225	7650
5	Students 5	80	70	6400	4900	5600
6	Students 6	40	70	1600	4900	2800
7	Students 7	100	60	10000	3600	6000
8	Students 8	60	75	3600	5625	4500
9	Students 9	100	85	10000	7225	8500
10	Students 10	90	85	8100	7225	7650
11	Students 11	80	60	6400	3600	4800
12	Students 12	60	70	3600	4900	4200
13	Students 13	100	75	10000	5625	7500
14	Students 14	80	75	6400	5625	6000
15	Students 15	60	65	3600	4225	3900
16	Students 16	70	75	4900	5625	5250
17	Students 17	90	85	8100	7225	7650
18	Students 18	80	75	6400	5625	6000
19	Students 19	70	80	4900	6400	5600
20	Students 20	80	80	6400	6400	6400
21	Students 21	90	80	8100	6400	7200
TOTAL		1610	1560	131900	117250	121300

N= 21   X= 1610   Y= 1560 X^2= 131900 Y^2= 117250

$(X)^2$ = 2433600 $(Y)^2$ = 2592100   XY   =121300

$$rxy = \frac{N.\sum XY - (\sum X)(\sum Y)}{\sqrt{\left\{N.\sum X^2 - \left(\sum X\right)^2\right\}\left\{N.\sum Y^2 - \left(\sum Y\right)^2\right\}}}$$

$$rxy = \frac{21.\ 121300 - (1560)(1610)}{\sqrt{[21.117250 - (1560^2][21.\ 131900. - (1610)^2]}}$$

$$rxy = \frac{2547300 - 2511600}{\sqrt{[2462250 - 2433600][2769900 - 2592100]}}$$

$$rxy = \frac{35700}{\sqrt{[28650][117800]}}$$

$$rxy = \frac{35700}{\sqrt{3.372970000}}$$

$$rxy = \frac{35700}{58094.492}$$

$rxy = 0.614516089$

$rxy = 0.614$

From the data above it can be simply concluded that almost almost the students' who gain the better score in vocabulary test also get the better score in reading test too. It means the vocabulary mastery is important for reading comprehension. And it also shows that vocabulary mastery could support

students' reading comprehension. But, these data can not be say valid yet. So, to get the valid answer about the correlation between reading comprehension and vocabulary mastery the analysis and interpretation of data, analyzed below:

To know the correlation between reading comprehension and vocabulary mastery in the level of significant 5 % and 1 %, the researcher used r table with the formula: df = N − nr

df = Degree of freedom

N   = Total number of respondents

Nr   = Number of variable (X and Y)

*df = N − nr is 21 − 2 = 19("r" value consultation table)

*df = 19, so it still used df of 19.

Critical value at the level of significant of 5 % is **0.324**

Critical value at the level of significant of 1 % is **0.418**

The researcher has mantioned the hypothesis previously from the hypothesis it can be categorized into the test hypothesis:

If $r0 > rt$ the alternative hypothesis (Ha) is accepted and Null Hypothesis (H0) is rejected. It means that there is a correlation between students' reading comprehension and vocabulary mastery.

If $r0 < rt$ the alternative hypothesis (Ha) is rejected and Null Hypothesis (H0) is accepted. It means that there is no correlation between students' reading

comprehension and vocabulary mastery. The level of influence is a follow Sudjiono (2008: p.193):

Table. 13

The *r* Pearson Product Moment Table

Product Moment *r*	Interpretation
0.00 – 0.20	Very low
0.20 – 0.40	Low
0.40 – 0.70	Moderate
0.70 – 0.90	High
0.90 – 1.00	Very High

According to the table of critical value, it can be seen that *df* 21 is appropriate with *r* Pearson Product Moment table. So, the Pearson Product Moment final result of *rxy* = **0.614.** Regarding to this, *r0* is higher than *r* table like **0.614** > **0.324** and **0.614** > **0.418**, from that result it can be concluded that Null Hypothesis (H0) is rejected and alternative Hypothesis (Ha) is accepted. In conclusion, there is a very significant correlation between reading comprehension and vocabulary mastery.

APPENDIX 5

DOKUMENTASI

CURRICULUM VITAE

 is a student of English Department Of Muhammadiyah of ... was born on may 5th, 1995 in BIMA. She is the thirtht child of ... Mansyur and Mahani. She has 2 brother and 1 sister. In ... in Elementary school at SDN INPRES TAMBE, graduated in 2007. Then she continued her study at SMPN 4 BOLO and graduated in 2010. After that, she continued her Senior High School at SMA NEGERI 1 BOLO and graduated in 2013. The same year, she was accepted as English Department Student of Faculty of Teacher Training and Education of Universitas Ahmad Dahlan (UAD) in Yogyakarta but she not continued,in 2014 she was accepted as English Department Student of Faculty of Teacher Training and Education of Muhammadiyah Makassar. . At the end of her study she could finished her thesis in 2019 entitle ' The Correlation Between Students' Vocabulary mastery And Their Reading Comprehension."