

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, problem of the study, objective of the study, hypotheses of the study, assumption of the study, delimitation of the study, significance of the study and definition of key terms.

A. Background of the Study

Language is a fundamental human faculty used for creative expression, face-to-face communication, scientific inquiry, and many other purposes. Most humans are born with the ability to acquire language automatically and effortlessly if provided the right input by their environment. (Galderen, 2006 : 1)

English is one of the most important languages of the world. Spoken by more than 380 million people in the United Kingdom, the United States, and the former British Empire, it is the largest of the Western languages. (Bough & Cable, 2002: 3)

The students have to master the four basic language skills. They are listening, reading, speaking and writing. Beside those skills, the students also should mastered language components especially vocabulary. Vocabulary is one important aspects in learning a foreign language. With limited vocabularies, students would face many problems in learning listening, reading, speaking and writing.

Among the three language components such as Pronunciation, Vocabulary and Grammar. Vocabulary is one important aspect in learning English as a

foreign language. It might be impossible to learn a language without mastering vocabulary. By mastering vocabulary, we would know the meaning of vocabulary in the context. Moreover, measuring vocabularies helps to avoid making mistakes in understanding. In learning, for example, one's ability in getting the message intended to transfer by the researcher depends on his closely related vocabulary to the topic of the reading selection.

In fact, without the recognition of the meaning of the words, it would be impossible to either produce or perceive the language. Although students may successfully decode and read fluently, knowing the meanings of words contained in a text is critical to reading comprehension.

English Structure was important because it could help the reader identify the main idea of a story or other text, and provide a framework for the mental model. So English Structure had the important role in reading comprehension.

One of the most important skills learned by young students was the ability to understand written text, which is usually referred to as reading comprehension. Comprehension of the information in text, or of the author's meaning, is the ultimate reason for reading. Reading was one of the important language skills. By reading, people would get more information. Reading was very important activity in this era. Reading was a receptive skill that means we get the information or knowledge through reading activities. Much information made in English such as media, newspaper, magazine, article, and others.

Effective reading requires two types of vocabulary, word recognition vocabulary and word meaning. Word recognition is the readers' ability to pronounce or figure out the word by using word attack strategies.

Word meaning refers to words students know or can define. Though we recognize the importance of both word recognition and word meaning. In reading, vocabulary knowledge is essential to comprehending text. When students do not understand at least 90% of the words in a text, they do not adequately understand what they read it means that vocabulary very important to reading .(Hanson & Padua, 2011 : 6-7)

In IAIN Palangka Raya all the students in every faculty and study program must take and pass exam of TOEFL as one of requirement to propose the thesis. In TOEFL A LIKE at IAIN Palangka Raya, there are 3 section (Listening Comprehension, English Structure and Written Text and also Reading Comprehension). From the observation, the students has a difficulty in TOEFL especially in English Structure and written section and reading comprehension section.

Based on the explanantion above, the researcher was interested in proposing an undergraduate thesis entitled: **THE CORRELATION AMONG VOCABULARY SIZE, ENGLISH STRUCTURE SCORE AND READING COMPREHENSION SCORE OF EFL STUDENTS AT IAIN PALANGKA RAYA.**

B. Problem of the Study

The Problem of study is as follow :

Is there any correlation among vocabulary size, English structure score and reading comprehension score of EFL students at IAIN Palangka Raya in Academic Year 2016/2017?

C. Objective of the Study

The objective of this study is to measure the correlation among vocabulary size, English structure score and reading comprehension of EFL at IAIN Palangka Raya in Academic Year 2016/2017.

D. Hypotheses of the Study

Hypothesis was the alternative prediction of the answer made by the researcher toward that problem proposed in his research. The prediction of the answer was truth of temporary answer, which is tested the truth using the data that collected to the research on the stand, the hypothesis can change into the truth, yet it also can fall as the truth.

In the study there were two hypotheses. The hypotheses was divided into two categories ; they were alternative hypothesis and Null hypothesis that will be interpreted as follows :

1. Alternative hypothesis (Ha). There was correlation among vocabulary size, English structure score and reading comprehension score of EFL students at IAIN Palangka Raya in Academic Year 2016/2017.

2. Null hypothesis (Ho). There was no correlation among vocabulary size, English structure score and reading comprehension score of EFL students at IAIN Palangka Raya in Academic Year 2016/2017.

E. Assumptions

The assumption of this study is if the students had a good vocabulary size, so they would be better on English Structure also reading comprehension.

F. Limitation of the Study

This study belongs to correlational study. The researcher limit the study on using test to measure the correlation among vocabulary size, English Structure and reading comprehension score. The subject of this study is first semester students of English Education Program at IAIN Palangka Raya in Academic Year 2016/2017.

G. Significance of the Study

The study has two significances . The first is theoretically, this study gave some useful information on the real evidence among vocabulary size, English Structure and reading comprehension of EFL students at IAIN Palangka Raya. So this way, the lecturers can create the teaching strategy that emphasize at vocabulary size, English Structure and reading comprehension.

Practically, the result of the present study can be as useful information for future researchers who interest in researching vocabulary size, English Structure and reading comprehension.

H. Operational Definition of Key Terms

1. Correlation Study is the measurement of between two or more variables to investigate the precise degree of their relationship.
2. Reading Comprehension is a cognitive process to acquire the knowledge by read a text from book, internet, magazines .
3. Vocabulary size is the number of words that a person knows.
4. English Structure is the arrangement or system of language.

I. Framework of Discussion

The framework of the discussion of this study are :

Chapter I : Introduction consists of background of the study, problem of the study, objective of the study, hypothesis, assumptions, limitation, significance, definition key terms, and framework of discussion.

Chapter II : Review of related studies covers previous studies, vocabulary that discusses nature of vocabulary, kinds of vocabulary, importance vocabulary, English Structure that discusses definition of struture,kind of sentences, and English Structure on the TOEFL test, and reading that discusses nature of reading, type of reading, the importance of reading and reading comprehension on the TOEFL test .

Chapter III : Research methods consists research design, research type, variables of the study, population and sample, research instrument, data collection and data analysis.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the previous study, vocabulary size and reading comprehension. The previous studies discuss four related literatures. Next, vocabulary discusses about the nature of vocabulary, types of vocabulary, function words, content words, vocabulary size of foreign learners, and then English Structure that discuss about definition, kind of sentences and structure on the TOEFL test. The last is reading comprehension, discusses about the nature of reading and types of reading, the importance of reading and reading comprehension on TOEFL test.

A. Previous Study

In order to provide strong foundation of the present study, in this section the researcher presents some studies those closely related to the study. First of all, Nur Hidayah (2007) tried to measure the clausal relationship between vocabulary mastery and reading ability of the eight grade students at Mts Darul Amin Palangka Raya. The result of her study is shows that there is positive correlation between reading and vocabulary. The value of r_{xy} 0,40 so that H_a is accepted and H_o is rejected. Based on df is found $0,273 < 0,40 > 0,354$, so, it meant that there is positive correlation between two variables. The calculation contribution of variable X and variable Y showed that value of koefisien determinan (KP) was 16 % it meant contribution variable is able to contribute to variable Y. Based on the calculation of t_{value} is 9,8 and t_{table} 2, 01 so it meant $t_{value} > t_{table}$ even

alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. (2007 : ix)

The other related study that vocabulary and grammar contributed to listening comprehension. Juliansyah (2005) tried to measured the correlation among students' mastery of English grammar, vocabulary and listening comprehension score at SMA Muhammadiyah 1 Palangka Raya. The result of his study showed that there is positive correlation among the variables. The measurement result is $F_{observe}$ greater than F_{table} . It meant that alternative hypothesis is accepted and null hypothesis is rejected. (2005 : vi)

Then another related study recommends that vocabulary does not only contribute to reading ability, but also in another language skills and component. In 2008, Amelia's study revealed the positive correlation between vocabulary and speaking ability. (2008 : ix) Finally in 2006, Dewi's study about the correlation between the vocabulary mastery and reading comprehension among the seventh grade students of SMPN 13 Semarang. Her study showed that is significant correlation between the vocabulary mastery and reading comprehension . the result of r_{xy} distribution that te coefficient correaltion is 0,417.(2006 : ix)

The similarities of current study and the previous studies is similar to correlational study and focus at vocabulary. But there were also some differences such as the previous researchers correlated among English skills or some other language components.

B. Vocabulary

1. The Definition of Vocabulary

Vocabulary was the words that a person knows or user. Vocabulary consisted of the words that were used in language communication either spoken or written. In addition, in communion, vocabulary was very important element. The meaning of expression mostly in determined by the vocabulary which is used from the vocabulary, the meaning of the expression is gained, besides from other elements such as intonation and stressing.

Vocabulary had important role in learning language. By mastering many kinds' vocabularies it is expected to be able to help the students' achievement in their learning. Vocabulary referred to words we use to communicate in oral and print language. (Hanson & Padua, 2011 : 5)

Based on explanation above, the researcher concluded that vocabulary was a word that person know. Vocabulary had complex function in human being's life. Vocabulary is the form all of the words that human being use to communicate each other. Through vocabulary, people convey that they one to say and receive what they want to hear.

1. The Types of Vocabulary

In vocabulary, there were two types of word ; Function words and content words.

a. Function Words

Function words were words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationship

with other words within a sentence, or specific attitude or mood of the speaker. They signal the structural relationships that words have to one another and were the glue that holds sentences together. Thus, they served as important elements to the English Structures of sentence. Function words might be preposition, conjunction, determiner and pronoun. All of which belong to group of closed-class words.

1. Prepositions

Prepositions were words or group of words that is used to show the way in which other words were connected and use to expression the time .

Example , for, in, at on.(Azar, 2002 : 45)

2. Conjunctions

Conjunctions were words used to link words, phrases or clauses.

Some common conjunctions were and, but and or.(Sargeant, 2007 : 109)

3. Determiners

Determiners definite article, indefinite article, possessives, demonstrate, and quantifiers. Example, the, a, an, my, this, some, etc.

4. Pronoun

Pronoun was a word that used in place of a noun or noun phrases.

Example , her, she, they, etc.

Table 2.1

Types of Pronoun

Subject	Object	Possesive Adjective (+ Noun)	Possesive Pronoun
I	Me	My	Mine
You	You	Yours	Yours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	-
We	Us	Our	Ours
They	Them	Their	Theirs

b. Content Words

Content words were words that have meaning. They can be compared to grammatical words, which were structural nouns, verbs, adjective, and adverbs.

Content words sometime called open class because we can and regularly do add new word to these classes. (Fromkin and friends, 2003 : 74)

1. Nouns

Nouns was divided into two types there were common noun and proper noun. Words for people, places and things were called common nouns, e.g, classroom, book, students etc. The names of particular people, places and things were proper nouns. They always

begin with a capital letter e.g, Muhammad Ali, Mike Tyson, Yao Ming. (Sargeant, 2007 : 7-8)

2. Verbs

Verbs was indicate actions, things that happen, e.g. to bring, drink, sing.

3. Adjectives

Adjectives was describe qualities of nouns (people and things) - how they appear or behave, e.g. old, tall, foolish, beautiful.

4. Adverbs

Adverbs: indicate how a verb (activity) is applied, e.g. gently, fully, badly.

2. Vocabulary size

Vocabulary size was the number of words that an engine that recognize a large factor in its recognition accuracy. Vocabulary size also used to know students master in vocabulary and provide some indication of the size learning. The importance of having a large vocabulary large enough to provide coverage of 95% of the words is in the text.

3. Vocabulary of Foreign Language Learners

People use language to communicate, and so naturally one key issue in vocabulary studies is how much is necessary to enable this communication. Nation states that readers need at least 5.000 words to read texts. This is line with Laufer who had estimated that vocabulary size of 5.000 words indicates that a

students know a relatively high proportion (about 95%) of the running words in a text to read it independently.(Nation, 2012 : 1-2)

Luckily, second and foreign language learners do not need to achieve native like vocabulary size in order to use English well. In Indonesia the status of English is as foreign language. University students in Indonesia at least have 1.220 of vocabulary size. Schmitt classify the size of vocabulary for second and foreign language learners as follow :

Table 2.2

English vocabulary size of foreign learners

Country	Vocabulary Size	References
Japan (EFL University)	2.300	Shillaw, 1995 Barrow et al., 1999
China (English Majors)	4.000	Laufer, 2001
Indonesia (EFL University)	1.220	Nurwei and Read, 1999
Oman (EFL University)	2.000	Horst, Cobb, and Meara, 1998
Israel(High School Graduates)	3.500	Laufer, 1998
France (High School)	1.000	Arnaud et al., 1985
Greece (Age 15, High School	1.680	Milton and Meara, 1998
Germany (Age 15, High School)	1.200	Milton and Meara, 1998

The vocabulary size of foreign learners (Thornbury, 2002 : 59) can be seen in the table below :

Table 2.3

Vocabulary Size of Foreign Learners

Easystars	200 words
Level One Beginner	300 words
Level Two Elementary	600 words
Level Three Pre-Intermediate	1200 words
Level Four Intermediate	1700 words
Level Five Upper-Intermediate	2300 words
Level Six Advanced	3000 words

B. ENGLISH STRUCTURE**1. Definition of The English Structure**

English Structure was talking about sentence, the arrangement or system of the language. A good sentence should had a good English Structure. In English Structure we usually analyze the sentence like its subject verb and object. In English there were 4 kind of sentences such as simple sentences, compund sentences, complex sentences, and compund-complex sentences. (Oshima & Hogue, 2007 : 11)

If we want to make sentence, make sure consider the subject verb agreement. If the subject is singular noun,we need singular verb and if the subject is plural noun, we need plural noun. (Seaton & Mew, 2007 : 123)

For example singular noun : She **enjoys** music She **plays** tennis

For example plural noun : The stars **shine** brightly on a clear night.

2. Kind of Sentences

Simple sentence was a sentence had one subject verb pair. Here were the example :

	Formula
➤ <u>The <i>Star Wars</i> movies</u> <u>were</u> international hits	S V
➤ <u>Young people and adults</u> <u>enjoyed</u> them	S S V
➤ The films entertained and thrilled audiences everywhere	S V V

Oshima & Hogue also mentioned the next kind of sentence is compound sentences. Compound sentences is composed of at least two simple sentences joined by a comma and coordinating conjunction. There were seven coordinating conjunctions in English.

The Coordinating conjunctions

and	for
but	nor
so	yet
	or

Table 2.4
Coordinating conjunctions

Coordinating Conjunctions	Example
and joins sentences that were alike	He dropped a rice ball, and it rolled into a hole in the ground
but joins sentences that were opposite or show contrast	They were happy, but they were poor
so joins sentences when the second sentence express the result of	The greedy man wanted all of the mice's gold, so he pretended to be a

something described in the first sentence	cat
or joins sentences that give choices or alternatives	He could choose a big box, or he could choose a small one

A complex sentence was a combination of one the independent clause and dependent clause . independent clause it means can be sentence by itself such as Anna left the party. While the dependent clause cannot be a sentence by itself because its meaning is not complete such as because she is tired.

Example of complex sentence :

Anna left the party early because she is tired.

In a complex sentence, when the dependent clause comes first, separate the clause with comma. When the independent clause comes first, do not use comma.

Example :

- Because she is tired, Anna left the party early.
- Anna left the party because she is tired.

3. English Structure on the TOEFL test

Structure was tested in the second section on both the paper TOEFL test and computer TOEFL test. In this section consisted of a number of multiple choice questions that test knowledge of the structure of English sentence and error recognition questions.

On the paper TOEFL test, the second section was called Structure and Written Expression. This section consisted of forty questions (though some tests

may be longer). The time was only twenty-five minutes to complete the forty questions in this section. (Philips, 2001 : 195)

There were some types of sentences in this section, sentence with one clause, sentence with multiple clauses, more sentences with multiple clauses, sentence with reduced clauses and sentences with inverted subjects and verbs.

C. READING COMPREHENSION

1. The Meaning of Reading

Reading may be defined as an individual's total inter-relationship with symbolic information. Reading was a communication process requiring a series of skills. As such reading is a thinking process rather than an exercise in eye movements.

Clay define reading as a message-getting, problem-solving activity which increases in power and flexibility the more it is practised. His definition states that within the directional constraints of the printer's code, language and visual perception responses were purposefully directed by the reader in some integrated way to the problem of extracting meaning from cues in a text, in sequence, so that the reader brings a maximum of understanding to the author's message.(1997 : 6)

Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind. They may be broken down into the following seven basic processes:

- a. Recognition: the reader's knowledge of the alphabetic symbols.
- b. Assimilation: the physical process of perception and scanning.
- c. Intra-integration: basic understanding derived from the reading material

itself, with minimum dependence on past experience, other than a knowledge of grammar and vocabulary.

d. Extra-integration: analysis, criticism, appreciation, selection & rejection.

These were all activities which require the reader to bring his past experience to bear on the task.

e. Retention: this is the capacity to store the information in memory.

f. Recall: the ability to recover the information from memory storage.

g. Communication: this represents the application of the information.

Grabe proposed six component elements in the fluent reading process (Alderson, 2000 : 13) :

- a. Automatic recognition skills
- b. Vocabulary and structural knowledge
- c. Formal discourse structural knowledge
- d. Content/world background knowledge
- e. Synthesis and evaluation skills/strategies
- f. Metacognitive knowledge and skills monitoring

2. Reading Comprehension

Reading comprehension was important, not just for understanding text, but for broader learning, success in education, and employment. It is even important for our social lives, because of email, text, and social networking sites. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. Of course, reading comprehension is necessarily dependent on at least adequate word reading: readers cannot

understand a whole text if they cannot identify (decode) the words in that text. (Oakhill, Cain & Elbro, 2015 : 1)

Oakhill, Cain & Elbro also mentioned comprehension of a text requires more than understanding of the single sentences and how each is related to the next. Comprehension also requires a more general understanding of how the ideas of the sentences were related. In other words, comprehension requires understanding of the text English Structure. English Structure is important because it can help the reader identify the main idea of a story or other text, and provide a framework for the mental model.

3. Level of Reading Comprehension

Readers employ different types of comprehension in order to understand fully what they read. To take ideas that were directly stated is literal comprehension ; this is the most basic type. High-order comprehension includes interpretive reading ; critical and creative comprehension. To read between lines is interpretive reading ; to read for evaluation is critical reading ; and to read beyond the lines is creative reading.

The following were levels of reading comprehension according to Smith and Wayne and Carnine :

Level of reading comprehension according to Smith and Wayne (Burns & friends, 2004 : 255) were :

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

b. Interpretation ; this level is to identify ideal and meaning that were not explicitly stated in the text.

c. Critical Reading ; this is to evaluate what is read, and examines critically the thought of the authors' text.

d. Creative Reading ; that is to apply ideas from the text and to combine authors' ideas with other ideas to form new or expand old ones.

4. The Importance of Vocabulary To Reading

The role of vocabulary and reading was a complex one, as reading researchers have long recognized. Words represent complex and, often, multiple meanings. Furthermore, these complex, multiple meanings of words need to be understood in the context of other words in the sentences and paragraphs of texts. Not only were students expected to understand words in texts, but also texts can be expected to introduce them to many new words.(Hiebert & Kamil, 2005 :1)

Hiebert and Kamil also mention that The National Reading Panel identified the components of reading as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Vocabulary holds a special place among these components. Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime.

Good reading comprehension depends on understanding the words we were reading. The more words we recognize and understand in a text, the better our comprehension will be. So, the vocabulary holds the most importance role on reading especially reading comprehension, it is impossible to understand the text

if do not know or not recognize the words from it text. (Mikulecky & Jeffries, 2007 : 26)

5. Reading Comprehension on TOEFL test

Reading was tested in the third section on both the paper TOEFL test and the computer TOEFL test. This section consisted of reading passages followed by a number of questions.

On the paper TOEFL test, the third section was called Reading comprehension. This section consists of five passages and fifty questions (although some test may be longer). The time to answered the fifty questions was fifty-five minutes. There is only one type questions in the reading comprehension section on the paper TOEFL test :

Multiple-Choice questions asked you to select the best answer to questions about the information given in the reading passage. A multiple-choice question on the paper test may ask about the main ideas, directly answered details, indirectly answered details,vocabulary, or overall review ideas. (Philips, 2001 : 359)

CHAPTER III

RESEARCH METHODOLOGY

This chapter explained about the research method in the present study. It consisted of research design, research type, variable of the study, population and sample, research instruments, data collection procedures and data analysis procedures.

A. Research Design

Ary et al (2010 : 349) stated that correlational research is nonexperimental research that is similar to ex post facto research in that they both employ data derived from preexisting variables. There was no manipulation of the variables in this type of research. Correlational research assesses the relationships among two or more variables in a single group. The correlation is indicated by correlation coefficient represented with numbers from 0 to 1 showing the degree of relationship, and the direction of the correlation indicated with (-) showing negative correlation and (+) showing positive correlation. There were two possible results of a correlation study :

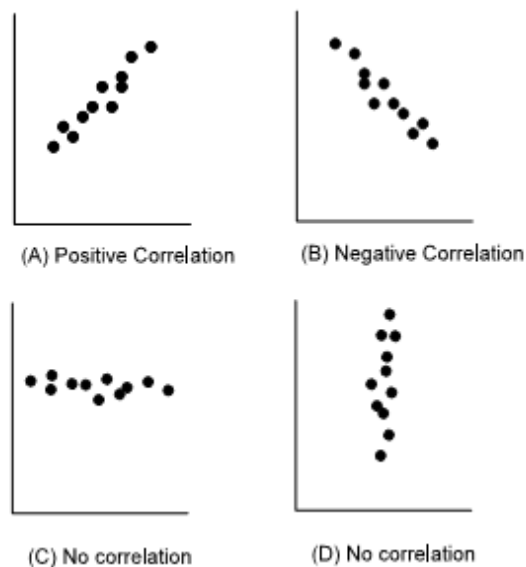
1. Positive correlation : Both variables increase or decrease at the same time.
A correlation coefficient close to +1.00 indicate a strong positive correlation.
2. Negative correlation : Indicated that as amount of one variable increases, the other decreases (and vice versa). A correlation coefficient close to - 1.00 indicate a strong negative correlation .

The researcher tried to measure the correlation among vocabulary size, structure and reading comprehension score of first semester students of English Education Program at IAIN Palangka Raya.

Ary et all (2010 : 132) also stated that a scatterplot illustrates the direction of the relationship between the variables. A scatterplot with dots going from lower left to upper right indicate a positive correlation . one with dots going from upper left to lower right indicates a negative correlation.

Figure 3.1

The Scatterplots



B. Research Type

The researcher used quantitative because it is use objective measurement to gather numeric data that were used to answer questions or test predetermined hypothesis. Quantitative research was inquiry employing operational definition to generate numeric data to answer predetermined hypotheses or questions. It may classified as either experimental or non experimental. Experimental research

involved a study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable was called the experimental treatment or the independent variable. The observed and measured variables called the dependent variable.

In non-experimental quantitative research, the researcher identified variable and may look for correlation among them but does not manipulate the variables. Major forms of non experimental research were ex post facto research, correlational research and survey research. So this way, the present study belong to non experiment quantitative research because it investigate the correlation among vocabulary size, structure and reading comprehension.

C. Place and Time

The place of study was IAIN Palangka Raya and the researcher was collected the data in two months (January 16th until February 17th).

D. Variable of the Study

Variable was defined as ‘‘characteristics that tend to differ from individual to individual, though or more individuals may have the same variable trait or measure’’.(Latif, 2014 : 11) In this research there were three continuous variables, they were : vocabulary size, English structure and reading comprehension score

E. Population and Sample

1. Population

Donald Ary et.al (2010 : 138) stated that population was defined as all members of any well-defined class of people, events or object meanwhile the

sample is a part of population. The populations of this study were all the students first semester students of English Education Program at IAIN Palangka Raya in academic year 2016/2017 which consisted 71 students.

2. Sample

A sample was a portion of a population. Sample was a small group from the population . The Researcher used simple random clustering sampling because the researcher chose the class randomly. Based on the students' attendance, there were 64 students who became the sample of the study (Louis, 2000 : 104)

F. Research Instruments

1. Type Research Instruments

It used test as research instrument. The test consist of three kinds. They were vocabulary size test, structure test and reading comprehension test.

a) Vocabulary Size Test

According to Donald Ary et.al (2010 : 201) test was a set of stimuli presented to an individual to elicit responses on the basis of which a numeral score can be assigned. The test use to know the students' vocabulary size. The researcher adopted the instrument from Vocabulary Level Test Version 2 is devised by Paul Nation at Victoria University of Wellington in New Zealand, it has been used by researchers who needed an estimate of the vocabulary size of their non-native-speaking (Read, 2000 : 118). It is used to asses the first semester students' vocabulary levels because these test have been widely used to measure first semester students' vocabulary size. They have been tested for

reliability for the 2000 Word Level Test, 3000 Word Level Test and 5000 Word Level test.

All the vocabulary on these questions is academic vocabulary. There were 50 questions to become the instruments. The students asked to answer the questions to find meaning or synonym, for example :

- a. benefit
- b. labor _____ work
- c. percent _____ part of 100
- d. principle _____ general idea used to
- e. source guide one's actions
- f. survey

b) Reading Comprehension Test

The researcher used multiple choice questions. Multiple-choice questions a common device for testing students' text comprehension. They allow testers to control the range of possible answers to comprehension questions. (Alderson, 2000 : 211)

There were many kinds of test reading comprehension, but the researcher used the test from TOEFL A LIKE that held in IAIN Palangka Raya, because one of three section is reading comprehension. There were 50 questions in reading comprehension section. The students asked to answer the correct answer from the text .

c) Structure Test

The researcher used the structure test in TOEFL A LIKE that held in IAIN Palangka Raya. Structure was tested in the second section on both the paper TOEFL test and computer TOEFL test. In this section consisted of a number of multiple choice questions that test knowledge of the structure of English sentence and error recognition questions.

On the paper TOEFL test, the second section was called Structure and Written Expression. This section consisted of forty questions (though some tests may be longer). The time was only twenty-five minutes to complete the forty questions in this section. (Philips, 2001 : 195)

Table 3.1
Content Specification of Items in Research Instruments

Language Skills or Components	Items of test	Type of test	Description
Vocabulary Size	50 Questions	Word Definition Matching	The students were asked to find the definition and closest meaning from vocabulary that provided.
English Structure	40 Questions	Fill The Blank	The students were asked to fill the blank word
Reading Comprehension	50 Questions	Multiple-choice	The students were asked to find the correct answer from the text

d) Documentation

This technique was used to collect the written data which related with the research.

The data as followed ;

- a. Total of first semester students of English Education Program at IAIN Palangka Raya
- b. The result of vocabulary size test.
- c. The result of structure test
- d. The result of reading comprehension score.

2. Research Instrument Validity

Ary et al (2010 : 225) stated that an instrument was considering being a good one if it meets some requirements. One of them is validity. Validity defined as the extent to which instrument measured what it claimed to measure. The validity of a test is the extent to which it measures what is supposed to measure and nothing else. Every test, whether it is a short, informal classroom test or a public examination, should be valid the constructor can make it. The test must aim to provide a true measure of a particular skill that it is intended to measure, to the extent that it does not measure external knowledge and other skills at the same time, it will not be a valid test. Content, criterion, and construct validity became the three main foci for the test validation.

Content Validity referred to a test consisting adequate content to measure the desired ability to trait. Content validity refers to the degree to which the

sample of items, tasks, or questions on a test representative of some defined universe or domain of content. In the present study, vocabulary size test consist of 150 test items. The students were asked to find the definition or the closest meaning to the question. It is presented by multiple choice. Meanwhile for the structure test consist 40 test items. The students were asked to find the correct answer, and for reading comprehension test consist 50 questions . the students were asked to find the questions based on the text provided.

Ary et al also stated face validity is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. The vocabulary size test instrument used to measure the vocabulary size, the English structure used to measure the English structure and reading comprehension test used to measure reading comprehension. (2010:228)

According to Heaton (1974 : 10) a good test should posses' validity: that is it should measure what it is intended to measure and nothing else. If a test does this, it said to be valid. All of the test items must relate to what students learned. In this study the instrument for collecting the data must be valid. It means the items in the instrument were equal and proportional in their distribution as the indicators of test.

The researcher would not measure the construct validity because the instruments that have been widely used to measure L2 students vocabulary size. In line with Engku Haliza Ibrahim (2016 : 118) in his study that used same instruments, in his study, he said that “ The vocabulary Levels Tests (VLT)

Version 2 from Schmitt were used to assess the pre-sessional students' vocabulary levels. This study adopted the above test as these were the test that have been widely used to measure L2 students' vocabulary size.

3. Instrument Reliability

The good instrument in a study is not only the instrument which has validity but also reliable to measure what suppose to be measured. Reliability of measuring instrument is the degree of consistency with which it easures whatever it is measuring. In other words, reliability refers to the consistency of the test score. Reliability is a necessary characteristic of any good test, for it to be valid at all a test must first bee reliable as a measuring instrument.

There were several ways of estimating the reliability of a test. The three basic methods as follow ;

- a. Test-retest method, which indicated the stability of the test scores over some given period of time.
- b. Equivalent-form method, which indicated the consistency of the test scores over different forms of the test.
- c. Internal consistency method, which indicated the consistency of test scores over different parts of the test.

The researcher examined the reliability of the item by using formula of instrument reliability :

$$r_{11} = \left(\frac{k}{k-1} \right) \times \left(1 - \frac{M(k-M)}{k.Vt} \right)$$

Where :

r_{11} = reliability instrument

k = total numbers of items

M = the mean score on the test for all the testers

V_t = the standard deviation of all the testers' score

G. Data Collection Procedure

Data collection procedure in this study were :

1. Chose the place of the study
2. Asked permission to carry out the study
3. Created the research instrument
4. Conducted the instrument try out in the class that has been determined
5. Analyzed the result of the study
6. Gave the students two kinds of test, vocabulary size test and reading comprehension test.
7. Asked the students to answer the tests in certain time.
8. Checked the students answer and give the score
9. Analyzed the data.

H. Normal Distribution Test

Before going to discuss about data analyzing, the important thing that should be done by the reseacher is testing of data normality distribution. It is purposed to decide which statistic analyze type that will be used in analyzing process. If the data have normal distribution, the researcher use parametric statistic. On the other

hand, if the data do not have normal distribution, the researcher should use non-parametric statistic in analyzing process.

The researcher used the **One-Sample Kolmogorov-Smirnov Test** to test the normality and decide whether the test has normal distribution or not.

I. Linear Regression

One of the condition before analyze the data using product moment correlation or multiple correlation is both or all variable had linear association. To describe the linear association between quantitative variables, a statistical procedure called regression often used to construct a model. Regression is used to asses the contribution of one or more “explanatory” variables to one “response” variable. It also can be used to predict the value of one variable based on the values of others. When there is only one independent variable and when the correlation can be expressed a straight line, the procedure is called simple linear regression.

J. Data Analysis

After collecting the quantitative data on the three variables for each of the students in the sample, there were several steps do as follow :

- a) Calculated the students’ score of vocabulary size by using formula:

$$S = \frac{n}{N} \times 100$$

Where:

S = students’ score

n = number of true answer

N = number of test items

b) Calculate the mean of the vocabulary size test score using formula :

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

Where :

M = Mean

$\sum Y$ = the sum of scores vocabulary size

N = number of the students

c) Calculate the students' score of reading comprehension by using formula:

$$S = \frac{n}{N} \times 100$$

Where:

S = students' score

n = number of true answer

N = number of test items

d) Calculate the mean of the reading comprehension test score using formula :

$$M = \frac{\sum X_1}{N}$$

Where :

M = Mean

$\sum X_1$ = the sum of scores vocabulary size

N = number of the students

e) Calculate the students' structure test score will using formula

$$S = \frac{n}{N} \times 100$$

Where:

S = students' score

n = number of true answer

N = number of test items

f) Calculate the mean of students' structure test score

$$M = \frac{\sum X_2}{N}$$

Where :

M = Mean

$\sum X_2$ = the sum of scores vocabulary size

N = number of the students

g) To find out the correlation coefficient of the structure and vocabulary size, the researcher will use SPSS 21.0 program, also to find the correlation coefficient between reading comprehension and vocabulary size and the correlation between structure and reading comprehension.

h) To find the multiple correlation coefficient, the researcher is used formula as follow :

$$R_{x1.x2.y} = \sqrt{\frac{r^2_{x1.y} + r^2_{x2.y} - 2(r_{x1.y})(r_{x2.y})(r_{x1.x2})}{1 - r^2_{x1.x2}}}$$

Where :

$R_{X_1X_2Y}$: The multiple correlation coefficient

r_{x_1y} : The correlation coefficient between variable x_1 and y

r_{x_2y} : The correlation coefficient between variable x_2 and y

$r_{x_1x_2}$: The correlation coefficient between variable x_1 and x_2

i) To know the significant of multiple correlation X_1 , X_2 and Y , the researcher used the formula that Riduwan stated in his book (2013 : 238) :

$$f \text{ value} = \frac{\frac{R^2}{k}}{\frac{(1-R^2)}{n-k-1}}$$

Where :

R = Score of multiple correlation

k = Total of Independent variable

n = total of sample

f = Comparison between F_{value} and F_{table}

j) To know the score of F_{value} the researcher used F_{table} that stated by Riduwan (2013 : 239) with formula :

$$F_{\text{table}} = df_1 = k-1$$

$$df_2 = n-k$$

where :

k = total of variable

n = total of sample

k) Interpretation

After the researcher found the F_{observe} , the next step is compare with the F table, if the F observe is greater than F table, it meant there is correlation among the variables.

CHAPTER IV

RESULT OF THE STUDY

In this chapter, the writer presented the data which had been collected from the research in the field of study which consists of description of the data, result of data analysis, and discussion.

A. Analysis of Vocabulary Size

1. The Result of Vocabulary Test Score

After the vocabulary size answer sheets were collected, it gave the scores to the students' answer. The following table shows about the vocabulary size test scores.

Table 4.1
The Result of Vocabulary Size Test Score

CODE	Vocabulary Size (Y)	Y ²
A1	32,66	1066,675
A2	74,66	5574,115
A3	85,33	7281,208
A4	64,66	4180,915
A5	89,33	7979,848
A6	62	3844
A7	34,66	1201,315
A8	90,66	8219,235
A9	43,33	1877,488
A10	65,33	4268,008
A11	62,66	3926,275

A12	83,33	6943,888
A13	92	8464
A14	48	2304
A15	94	8836
A16	90	8100
A17	89,33	7979,848
A18	60	3600
A19	33,33	1110,888
A20	59,33	3520,048
A21	47,33	2240,128
A22	44,66	1994,515
A23	24	576
A24	36,66	1343,955
A25	52	2704
A26	56	3136
A27	39,33	1546,848
A28	52,66	2773,075
A29	47,33	2240,128
A30	26,66	710,755
A31	22,66	513,475
A32	52,66	2773,075
A33	84,66	7167,315
A34	68	4624
A35	16	256
A36	54	2916
A37	49,33	2433,448
A38	74,66	5574,115

A39	49,33	2433,448
A40	50	2500
A41	59,33	3520,048
A42	36	1296
A43	70,66	4992,835
A44	43,33	1877,488
A45	53,33	2844,088
A46	50,66	2566,435
A47	42,66	1819,875
A48	56	3136
A49	58,66	3440,995
A50	63,33	4010,688
A51	31,33	981,568
A52	88,66	7860,595
A53	27,33	746,928
A54	68	4624
A55	62	3844
A56	70,66	4992,835
A57	48	2304
A58	48,66	2367,795
A59	48,66	2367,795
A60	44	1936
A61	33,33	1089
A62	64,66	4180,915
A63	35,33	1248,208
A64	17,33	300,328

Sum	3524,44	217087,9
Lowest Score	16	
Highest Score	94	
Mean	55,07	
Standard Deviation	19,927	

Based on the calculation variable Y was found $\sum Y = 3524.44$ and $\sum X^2 = 217087,9$. Based on the data above, it is known that the highest score was 94 and the lowest score was 16. The classification of the students' scores can be seen in the table below .

Table 4.2

Distribution of Students' Vocabulary Size Test Score

No .	Category	Frequency
1	Score 80 - 100	10
2	Score 70 - <80	4
3	Score 60 - <70	10
4	Score 50 - <60	13
5	Score <50	27
	Total	64

Based on the data above, can be seen the variation of scores. Based on the calculation there were ten students who acquired score 80 – 100, four students who acquired score 70 - <80, ten students who acquired score 60 - <70, thirteen

students who acquired score 50 - < 60 and twenty seven students who acquired score < 50.

After scoring process, it made several groups of the data in some level on predicate of score then made percentage by using formula :

$$S = \frac{n}{N} \times 100$$

Where :

S : Students Score

n : The number of students who got score in a level

N : Total of the students

Table 4.3

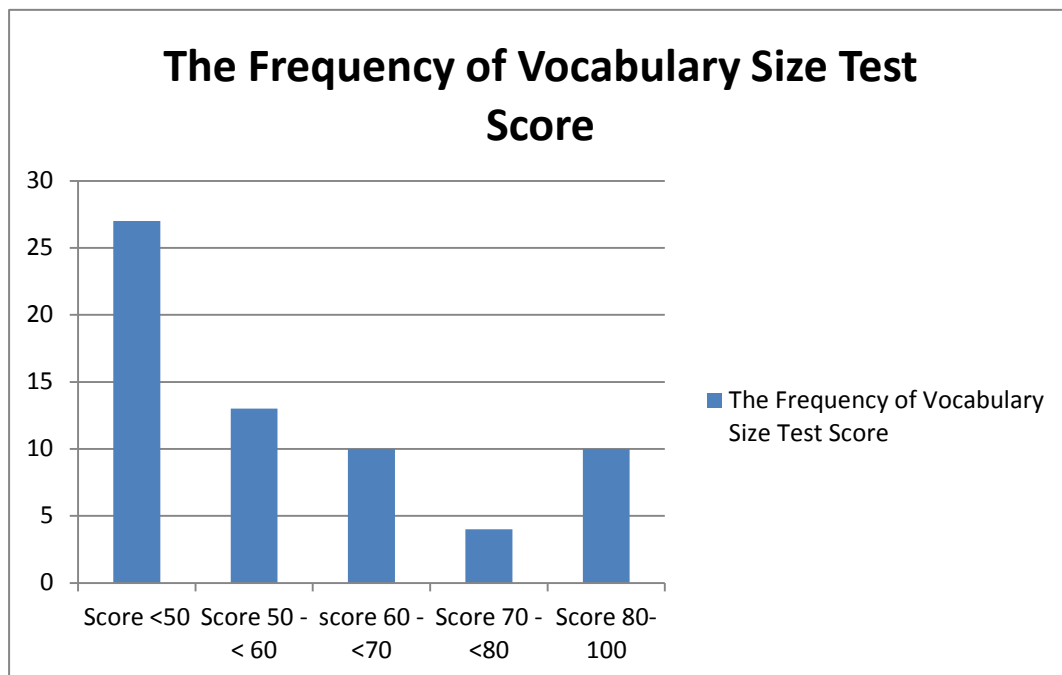
Distribution Frequency and Presentation Score of the Students' Vocabulary Size Test

No	Category	Predicate	Letter Value	Frequency	Percent
1	Score 80 – 100	Very good	A	10	15,625%
2	Score 70 - <80	Good	B	4	6,25%
3	Score 60 - <70	Fair	C	10	15,625%
4	Score 50 - <60	Poor	D	13	20,3125%
5	Score <50	Bad	E	27	42,1875%
	Total			64	100%

Based on the data above, it can be explained that there were 15,625% students who acquired scores 80-100, 6,25% students who acquired score 70 - <80, 15,625% students who acquired score 60 - <70, 20,3125% students who

acquired score 50 - < 60 and there were 42,1875% students who acquired score < 50 . The following is chart about the frequency of vocabulary size test scores.

Figure 4.1



2. The Average of The Students' Vocabulary Size Test Scores

To find the average of the students' vocabulary size test scores, it used the formula as follow :

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

Where :

M = Mean

$\sum Y$ = the sum of scores

N = number of the students

It is known that :

M = 555,07

$$\sum Y = 3524,44$$

$$N = 64$$

As the calculation above, the average scores the students' vocabulary size test was 55,07. Based on the valuation scale used in IAIN Palangka Raya, the average of the students' vocabulary size test was in poor criteria .

B. Analysis of Structure

1. The Result of Structure Test Score

After the structure answer sheets were collected, it gave the scores to the students' answer. The following table shows about the structure test scores.

Table 4.4

The Result of Structure Test Score

CODE	Structure (X_1)	X_1^2
A1	35	1225
A2	57,5	3306,25
A3	35	1225
A4	25	625
A5	50	2500
A6	32,5	1056,25
A7	20	400
A8	20	400
A9	17,5	306,25
A10	30	900
A11	22,5	506,25

A12	70	4900
A13	30	900
A14	40	1600
A15	70	4900
A16	35	1225
A17	17,5	306,25
A18	50	2500
A19	40	1600
A20	27,5	756,25
A21	35	1225
A22	20	400
A23	45	2025
A24	30	900
A25	20	400
A26	45	2025
A27	17,5	306,25
A28	30	900
A29	25	625
A30	25	625
A31	22,5	506,25
A32	22,5	506,25
A33	42,5	1806,25
A34	45	2025
A35	20	400
A36	37,5	1406,25

A37	42,5	1806,25
A38	25	625
A39	37,5	1406,25
A40	22,5	506,25
A41	22,5	506,25
A42	25	625
A43	27,5	756,25
A44	47,5	2256,25
A45	20	400
A46	25	625
A47	20	400
A48	37,5	1406,25
A49	47,5	2256,25
A50	22,5	506,25
A51	25	625
A52	42,5	1806,25
A53	32,5	1056,25
A54	30	900
A55	27,5	756,25
A56	32,5	1056,25
A57	27,5	756,25
A58	27,5	756,25
A59	30	900
A60	20	400
A61	22,5	506,25

A62	30	900
A63	15	225
A64	27,5	756,25
Sum	1442	72700
Highest Score	70	
Lowest Score	15	
Mean	31,56	
Standard Deviation	11,915	

Based on the calculation Variable X_1 was found $\sum X_1 = 1442$ and $\sum X_1^2 = 72700$. Based on the data above, it is known that the highest score was 70 and the lowest score was 15. The classification of the students' scores can be seen in the table below :

Table 4.5
Distribution of Students' Structure Test Score

No .	Category	Frequency
1	Score 80 – 100	0
2	Score 70 - <80	2
3	Score 60 - <70	0
4	Score 50 - <60	3
5	Score <50	59
	Total	64

Based on the data above, can be seen the variation of scores. Based on the calculation there were 2 students who acquired score 70 - <80, 3 students who acquired score 50 - <60 and 59 students who acquired score < 50 .

After scoring process, it made several groups of the data in some level on predicate of score then made percentage by using formula :

$$S = \frac{n}{N} \times 100$$

Where :

S : Students Score

n : the number of students who got score in a level

N : total of students.

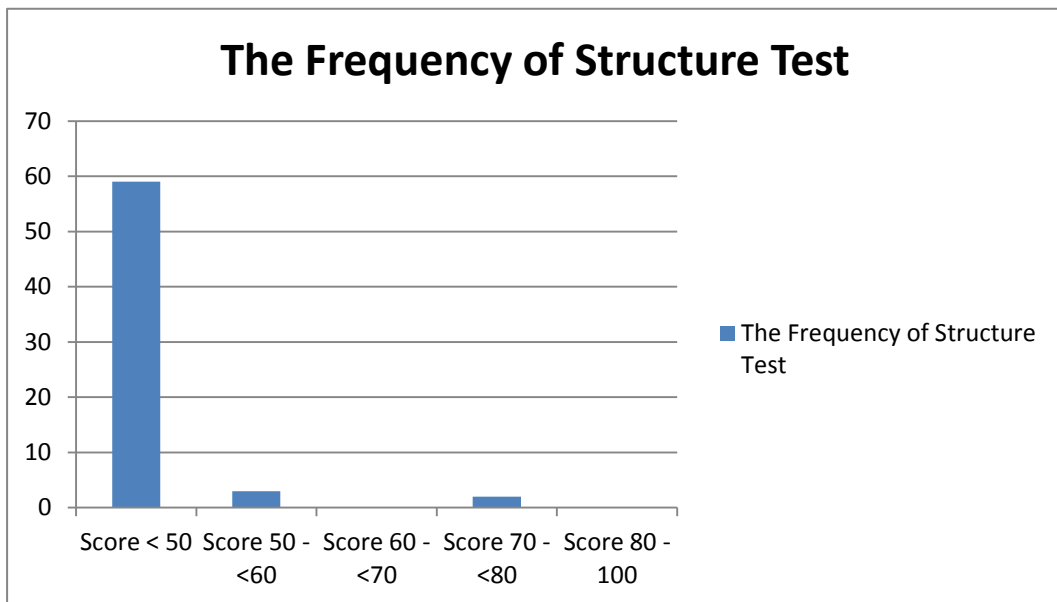
Table 4.6
Distribution Frequency and Presentation Score of the Students' Structure Score Test

No	Category	Predicate	Letter Value	Frequency	Percent
1	Score 80 – 100	Very good	A	0	0%
2	Score 70 - <80	Good	B	2	3,125%
3	Score 60 - <70	Fair	C	0	0%
4	Score 50 - <60	Poor	D	3	4,6875%
5	Score <50	Bad	E	59	92,1875%
				64	100%

Based on the data above, it can be explained that there were 3,125% students who acquired scores 70 - <80, there were 4,6875% students who acquired score 50 - <60 and 92,1875% students who acquired score < 50.

Figure 4.2

The following is chart about the frequency of Structure test scores



2. The average of students' structure test score .

To find the average of students' structure test scores, it used the formula as follow :

$$M = \frac{\sum X_1}{N}$$

Where :

M : Mean

X_1 : The Sum of the scores

N : Number of students

It is known that :

M : 31,56

X_1 : 1442

N : 64

As the calculation above, the average scores the students' structure test was 31,56. Based on the valuation scale used in IAIN Palangka Raya, the average of the students' structure test score was in bad criteria .

C. Analysis Reading Comprehension

1. The Students' Reading Comprehension Test Scores

After the reading comprehension answer sheets were collected, it gave the scores to the students' answer. The following table shows about the reading comprehension test scores.

Table 4.7
The Result of Reading Comprehension Test Score

CODE	Reading Comprehension(X_2)	X_2^2
A1	26	676
A2	50	2500
A3	38	1444
A4	36	1296
A5	44	1936
A6	26	676
A7	28	784
A8	32	1024
A9	14	196
A10	44	1936
A11	40	1600
A12	34	1156
A13	30	900

A14	32	1024
A15	28	784
A16	28	784
A17	18	324
A18	22	484
A19	24	576
A20	24	576
A21	18	324
A22	30	900
A23	20	400
A24	14	196
A25	22	484
A26	46	2116
A27	36	1298
A28	22	484
A29	30	900
A30	22	484
A31	32	1024
A32	26	676
A33	54	2916
A34	48	2304
A35	28	784
A36	28	784
A37	30	900
A38	24	576

A39	36	1296
A40	36	1296
A41	32	1024
A42	20	400
A43	36	1296
A44	18	324
A45	22	484
A46	22	484
A47	28	784
A48	30	900
A49	28	784
A50	28	784
A51	44	1936
A52	20	400
A53	38	1444
A54	36	1296
A55	36	1296
A56	24	576
A57	14	196
A58	14	196
A59	28	784
A60	12	144
A61	22	484
A62	24	576
A63	24	576

A64	22	484
Sum	1312	58470
Highest Score	54	
Lowest Score	12	
Mean	28,78	
Standard Deviation	9,303	

Based on the calculation Variable X_2 was found $\sum X_2 = 1842$ and $\sum X_1^2 = 58470$. Based on the data above, it is known that the highest score was 54 and the lowest score was 12 . The classification of the students' scores can be seen in the table below.

Table 4.8
Distribution of Students' Reading Comprehension Test Score

No .	Category	Frequency
1	Score 80 – 100	0
2	Score 70 - <80	0
3	Score 60 - <70	0
4	Score 50 - <60	2
5	Score <50	62
	Total	64

Based on the data above, can be seen the variation of scores. Based on the calculation there were 2 students who acquired score 50 - < 60, 62 students who acquired score < 50 .

After scoring process, it made several groups of the data in some level on predicate of score then made percentage by using formula :

$$S = \frac{n}{N} \times 100$$

Where :

S : Students Score

n : the number of students who got score in a level

N : total of students.

Table 4.9

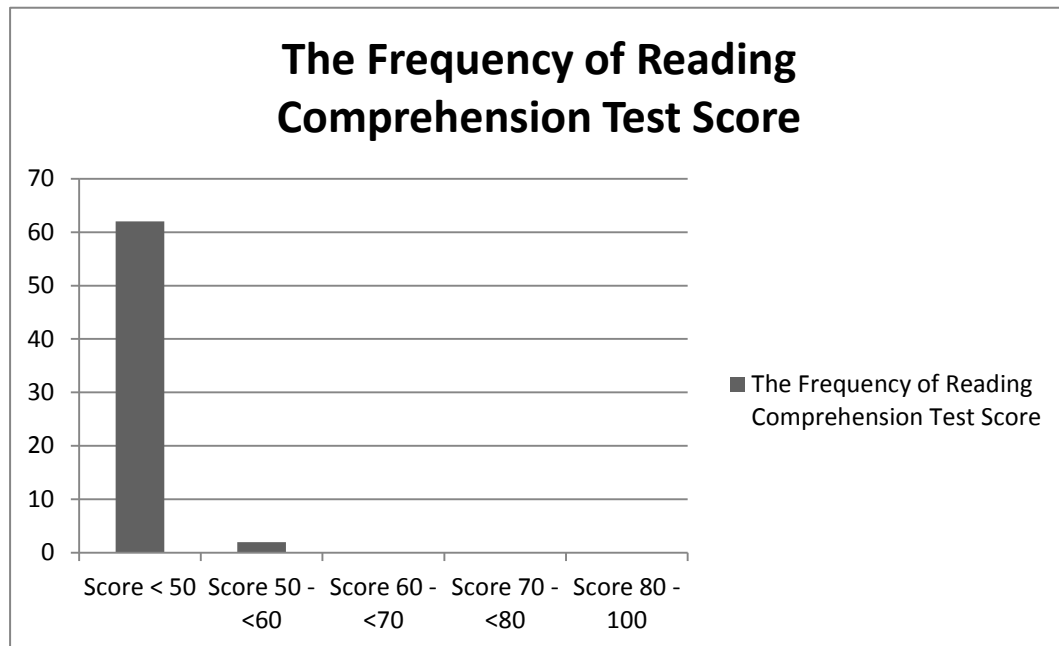
Distribution Frequency and Presentation Score of the Students' Reading Comprehension Score Test

No	Category	Predicate	Letter Value	Frequency	Percent
1	Score 80 – 100	Very good	A	0	0%
2	Score 70 - <80	Good	B	0	0%
3	Score 60 - <70	Fair	C	0	0%
4	Score 50 - <60	Poor	D	2	3,125%
5	Score <50	Bad	E	62	96,875%
	Total			64	100%

Based on the data above, it can be explained that there were 3,125% students who acquired scores 50 - <60 and there were 96,875% students who acquired scores <50.

Figure 4.3

The Following Chart is the Frequency of Reading Comprehension Test Scores



2. The Average of Students' Reading Comprehension Score

To find the average of students' reading comprehension test score, it used the formula as follow :

$$M = \frac{\sum X_2}{N}$$

Where :

M : Mean

X_2 : The Sum of the scores

N : Number of students

It is known that :

M : 28,78

X_2 : 1312

N : 64

As the calculation above, the average scores the students' structure test was 28,78. Based on the valuation scale used in IAIN Palangka Raya, the average of the students' reading comprehension test was in bad criteria .

D. Normal Distribution

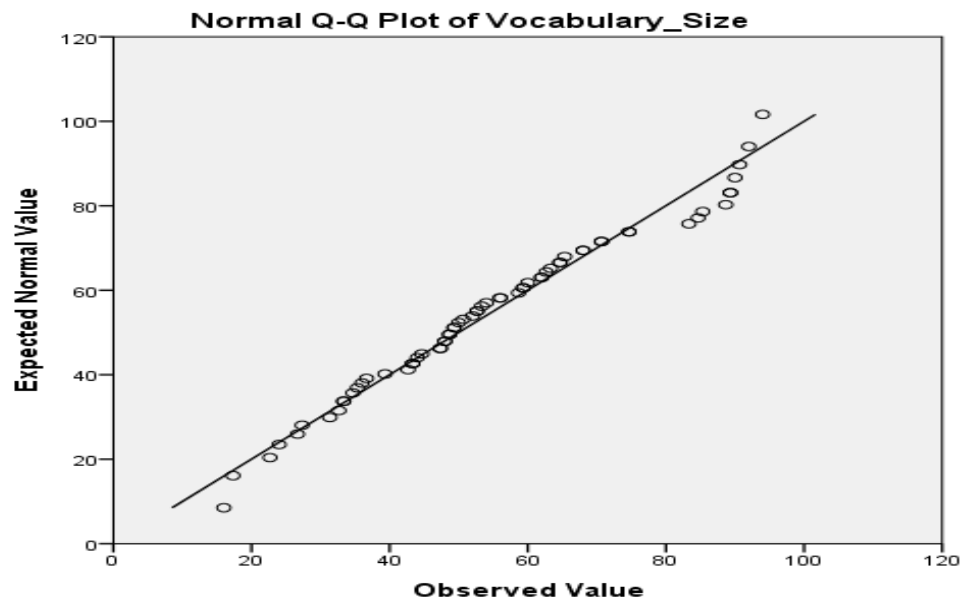
In this study, the writer used One-Sample Kolmogorov-Smirnov Test to test normality. The first variable to test is Vocabulary Size.

1. Test Normality Test of Vocabulary Size

Vocabulary Size

One-Sample Kolmogorov-Smirnov Test		
		Vocabulary_Size
N		64
Normal Parameters ^{a,b}	Mean	55,07
	Std. Deviation	19,927
Most Extreme Differences	Absolute	,078
	Positive	,068
	Negative	-,078
Kolmogorov-Smirnov Z		,626
Asymp. Sig. (2-tailed)		,829
a. Test distribution is Normal.		
b. Calculated from data.		

The Normal Q-Q Plot of Vocabulary Size



Based on the calculation using SPSS Program, the asymptotic significance normality of vocabulary size was 0,829. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% ($\alpha = 0,05$). Because asymptotic significance of vocabulary size test = 0,829 \geq $\alpha = 0,05$ it could be concluded that the data was normal distribution. From the Q-Q plot shows that almost the data points of vocabulary siz spread around the straight line. It means the data had normal distribution.

2. Test Normality Test Structure

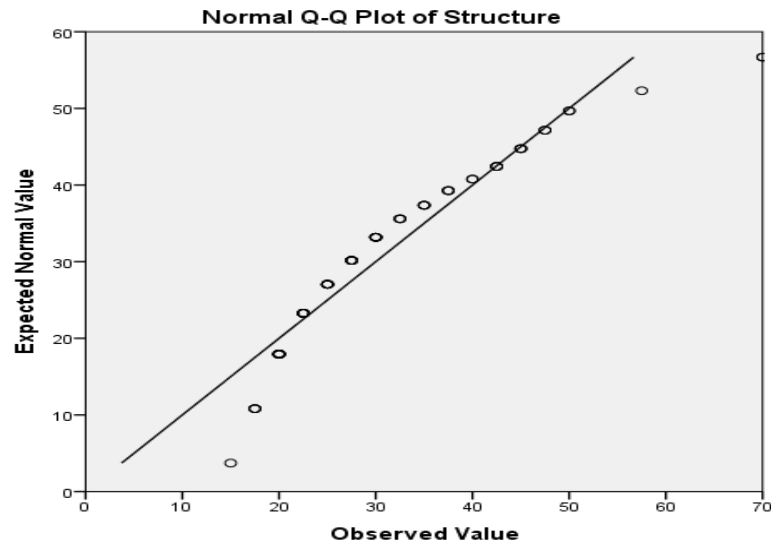
Test Normality of Structure

One-Sample Kolmogorov-Smirnov Test

		Structure
N		64
Normal Parameters ^{a,b}	Mean	31,56
	Std. Deviation	11,915
Most Extreme Differences	Absolute	,162
	Positive	,162

	Negative	-,103
Kolmogorov-Smirnov Z		1,292
Asymp. Sig. (2-tailed)		,071

- a. Test distribution is Normal.
b. Calculated from data.



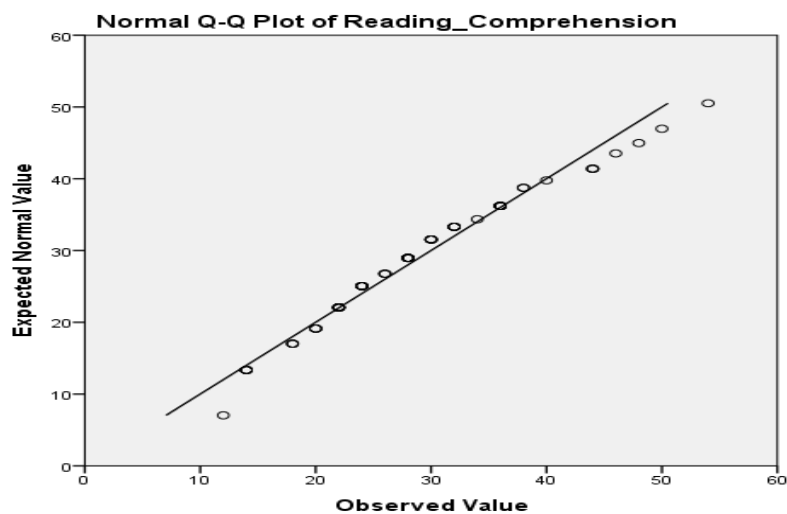
Based on the calculation using SPSS Program, the asymptotic significance normality of structure was 0,071. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% ($\alpha = 0,05$). Because asymptotic significance of structure test = $0,071 \geq \alpha = 0,05$ it could be concluded that the data was normal distribution. From the Q-Q plot shows that almost the data points of structure spread around the straight line. It means the data had normal distribution.

3. Normality Test of Reading Comprehension

		Reading_Comp rehension
N		64
Normal Parameters ^{a,b}	Mean	28,78
	Std. Deviation	9,303
	Absolute	,112
Most Extreme Differences	Positive	,112
	Negative	-,061
Kolmogorov-Smirnov Z		,893
Asymp. Sig. (2-tailed)		,403

a. Test distribution is Normal.

b. Calculated from data.



Based on the calculation using SPSS Program, the asymptotic significance normality of reading comprehension was 0,403. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% ($\alpha = 0,05$). Because asymptotic significance of reading comprehension test = $0,403 \geq \alpha = 0,05$ it could be concluded that the data was normal distribution.

From the Q-Q plot shows that almost the data points of reading comprehension spread around the straight line. It means the data had normal distribution.

E. The Correlation

1. Correlation Between Vocabulary Size and Structure

		Vocabulary Size	Structure
Vocabulary_Size	Pearson Correlation	1	,377**
	Sig. (2-tailed)		,002
	N	64	64
Structure	Pearson Correlation	,377**	1
	Sig. (2-tailed)	,002	
	N	64	64

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

From the table above can be seen that index of product moment correlaton was 0,377 for 0,01 significance level. The result of the calculaton that was counted by the product moment above showed that the index of correlation was 0,377. To prove the value of “r” based on the calculation degree of freedom was known that $df = N - nr$, $N = 64$, $nr = 2$.

Even so, it was known that the result of r observed = $0,377 > 0,242$. It can be explained that the value of r observed (0,377) showed positive correlation between structure and vocabulary size in significan level 1% . the following graph inform about the combination of

($r = 0,242$)

2. The Correlation Between Vocabulary size and Reading Comprehension

		Correlations	
		Reading_Comp rehension	Vocabulary_Siz e
Reading_Comprehension	Pearson Correlation	1	,310 [*]
	Sig. (2-tailed)		,013
	N	64	64
Vocabulary_Size	Pearson Correlation	,310 [*]	1
	Sig. (2-tailed)	,013	
	N	64	64

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

Based on SPSS 21.0 statistic program calculation, the result of r_{observed} (Correlation coefficient) between reading comprehension and vocabulary size was 0,310. After check in the table pearson product moment coefficient at significance level 0,01, the r_{table} ($r = 0,242$), so the r_{observed} is higher than r_{table} ($0,310 > 0,242$). It can be concluded that both variables was in positive correlation.

3. The Correlation Between Structure and Reading Comprehension

		Correlations	
		Reading_Comp rehension	Structure
Reading_Comprehension	Pearson Correlation	1	,278 [*]
	Sig. (2-tailed)		,026
	N	64	64
Structure	Pearson Correlation	,278 [*]	1
	Sig. (2-tailed)	,026	
	N	64	64

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

Based on SPSS 21.0 statistic program calculation, the result of r_{observed} (Correlation coefficient) between structure and reading comprehension was 0,278. After check in the table pearson product moment coefficient at significance level 0,01, the r_{table} ($r = 0,242$), so the r_{observed} is higher than r_{table} ($0,278 > 0,242$). It can be concluded that both variables was in positive correlation.

4. The Correlation Between Vocabulary Size, Structure and Reading Comprehension

The researcher used formula multiple correlation as follow :

$$R_{x_1, x_2, y} = \sqrt{\frac{r^2 x_1, y + r^2 x_2, y - 2 (r x_1, y)(r x_2, y)(r x_1, x_2)}{1 - r^2 x_1, x_2}}$$

$$R_{x_1, x_2, y} = \sqrt{\frac{0,142 + 0,096 - 2 (0,377)(0,310)(0,278)}{1 - 0,077}}$$

$$= \sqrt{\frac{0,238 - 0,064}{0,923}}$$

$$= \sqrt{\frac{0,174}{0,923}}$$

$$= \sqrt{0,188}$$

$$= 0,433$$

Next the researcher measure the MDC (Multiple Correlation Determinant) after getting multiple correlation coefficient .

$$\text{MDC} = R_{X_1 X_2 Y} \times 100\%$$

$$\text{MDC} = 0,433^2 \times 100\%$$

$$\text{MDC} = 18,7$$

After using manual calculation, the researcher also used SPSS 21.0 program to find the F_{observed} that can be seen in the table below .

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	688,417	2	344,209	4,407	,016 ^b
Residual	4764,520	61	78,107		
Total	5452,938	63			

a. Dependent Variable: Reading Comprehension

b. Predictors: (Constant), Vocabulary Size, Structure

From the table above, it can be seen that the result of F_{value} was 4,407.

Next the researcher also find the F_{table} using formula :

$$df1 = k-1 = 3 - 1 = 2$$

$$df2 = n-k = 64 - 3 = 61$$

Where :

df1 : Degree of Freedom 1

df2 : Degree of Freedom 2

k : Total Variables

n : Total of Sample

So the F table at $df_1 = 2$, and the $df_2 = 61$. After checked at the Ftable, the score of Ftable was 3,15. After that the researcher compare the $F_{observe}$ and the F_{table} . The value $F_{observe}$ was greater than F_{table} ($4,407 > 3,15$). It meant that the Null hypothesis (H_o) is rejected and the Alternative Hypothesis (H_a) was accepted. There was positive correlation among vocabulary size, structure and reading comprehension.

F. Discussion

Based on the result of one sample test Kolmogorov-Sminrov, it showed that the data points spread closely and draw a straight line from the left bottom to the right up corner. It meant the data of vocabulary size, structure and reading comprehension had a linear association. As the result, the data in the present study can be analyzed using parametric statistic especially multiple correlation because the variables were three.

1. The correlation between Structure and Vocabulary Size

Based on the result of used SPSS 21.0 program it was indicates that vocabulary size gave contribution to structure, it meant that every improvement of vocabulary size will be followed by the improvement struture. In other word, the better students' vocabulary size then they would be better in structure. In this case there was positive correlation that $r_{observe}$ greater than r_{table} . ($0,377 > 0,242$)

2. The correlation between Vocabulary size and Reading Comprehension

Based on the result of used SPSS 21.0 program it was indicates that vocabulary size gave contribution to reading comprehension, it meant that every improvement of vocabulary size will be followed by the improvement reading comprehension. In other word, the better students' vocabulary size then they would be better in reading comprehension. In this case there was positive correlation that r_{observe} greater than r_{table} . ($0,310 > 0,242$)

3. The correlation between Structure and Reading Comprehension

Based on the result of used SPSS 21.0 program it was indicates that structure gave contribution to reading comprehension, it meant that every improvement of structure will be followed by the improvement reading comprehension. In other word, the better students' structure then they would be better in reading comprehension. In this case there was positive correlation that r_{observe} greater than r_{table} . ($0,278 > 0,242$)

4. Correlation among the Vocabulary Size, Structure and Reading Comprehension

Based on the analyses, vocabulary size and structure gave contribution 18,7% to reading comprehension. It can be assumed that if a student had a good vocabulary size they would be better on reading comprehension. Also if students had good structure, it would make them easier to understand text. The value of F_{observe} was greater than F_{table}

(4,407 > 3,150). It meant that there was correlation among the vocabulary size, structure and reading comprehension. It meant that vocabulary size and structure fluent reading comprehension. Like Grabe (Chapter II, Pg. 19) mentioned that six component elements that fluent reading process :

- a. Automatic recognition skills
- b. Vocabulary and structural knowledge
- c. Formal discourse structure knowledge
- d. Content/world background knowledge
- e. Synthesis and evaluation skills/strategies
- f. Metacognitive knowledge and skills monitoring

Mikulecky & Jeffries (Chapter II, Pg.22) also mentioned that the more words we recognize, the easier to understand the text .

CHAPTER V

CLOSING

In this chapter consists of conclusion and suggestion of the study. The researcher explains about the conclusion of the study and some suggestion in order to the future researcher better than this study.

A. Conclusion

Based on the calculating using SPSS 21 program regression linear and the tes, the result showed :

1. There was positive simultaneous correlation among vocabulary size, structure and reading comprehension of EFL Students at IAIN Palangka Raya in academic year 206/2017. After gaining the significant values of correlation coefficient (r) from each correlation (vocabulary size and structure, vocabulary size and reading comprehension also structure and reading comprehension) it was known that the significant value of multiple correlation (R) from the correlation among vocabulary size, structure and reading comprehension, the score was 0,433. If it was consulted to the table of r interpretation, it meant that the value of R was included in the range value average.
2. Based on the calculation of Multiple Determination Coefficient, it was gained that the vocabulary size and structure gave contribution to reading comprehension 18,7 % and the rest is other variables.
3. After testing the F_{value} using F_{test} , it was gained that the value of F_{observe} was 4,407. Meanwhile the value F_{table} was 3,15. Based on the value of F_{observe}

and F_{table} , the value of $F_{observe}$ was greater than the value of F_{table} ($4,407 > 3,15$), it meant the null hypothesis stating that there is no significant correlation among vocabulary size, structure and reading comprehension was rejected and the alternative hypothesis stating that there is significance correlation among vocabulary size, structure and reading comprehension was accepted.

B. Suggestion

According to the conclusion in the result of study, the writer would like to propose some suggestions for the students, teachers and the future researcher as follow :

1. For the Students

The students should be a lot practice to improve their English vocabulary size and structure to make them better in reading comprehension, although other components of reading such as phonics, phonemic awareness, fluency and comprehension also important to be learnt.

2. For the Teachers

The teacher is a motivator, facilitator and stimulator. The teachers should provide the media or students' need in order to make them better in study especially emphasize on vocabulary, structure and reading comprehension like variation technique and method in teaching the three aspects above.

3. For the other or next Researchers

For the next researchers are expected that compose or investigate about other skills and components of English. The researcher also expected that the next researchers can use this study as references for their study in the future.

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