CORRELATION BETWEEN VOCABULARY SIZE AND READING COMPREHENSION OF ENGLISH DEPARTMENT STUDENTS AT IAIN PALANGKA RAYA

THESIS

**BY
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FACULTY OF TEACHING TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAMS OF ENGLISH EDUCATION
2019 M / 1441 H**

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THESIS

Presented to State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

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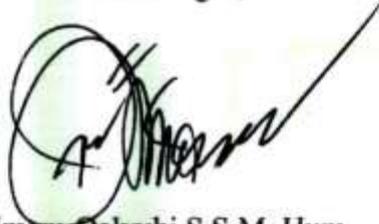
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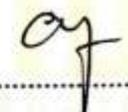
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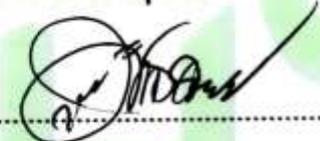
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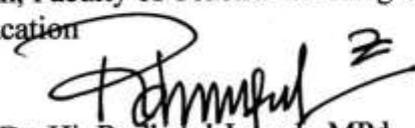
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Dapat diujikan sebagai syarat untuk memenuhi kewajiban dan mencapai gelar Sarjana Pendidikan pada program studi Tadris (Pendidikan) Bahasa Inggris Jurusan Pendidikan Fakultas Tarbiyah dan Ilmu Keguruan di Institut Agama Islam Negeri Palangka Raya.

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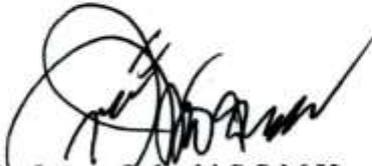
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MOTTO AND DEDICATION

YOU NEVER KNOW HOW STRONG YOU ARE, UNTIL BEING STRONG IS YOUR ONLY CHOICE.

(Bob Marley)

This Thesis is dedicated to:
My Beloved Parents, my father H.M. Ihsan
and my mother Hj.St Qomariah for their
valuable endless prayer, sacrifice, and
support.

DECLARATION OF AUTHORSHIP

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

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Yours Faithfully

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ABSTRACT

Ulfa,Laila. Correlation between Vocabulary Size and Reading comprehension of English Department Students at IAIN Palangka Raya. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Dr. Imam Qalyubi, M. Hum; (II) HJ. Apni Ranti, M. Hum.

Key Words: *vocabulary size, Reading comprehension*

The study was aimed at measuring the correlation between vocabulary size and reading comprehension of English department students at IAIN Palangka Raya.

The research design was correlation study in quantitative research method. The instrument that used is; Vocabulary Size test adopted from Nation, and Reading comprehension test adopted from TOEFL LONGMAN. The data was analyzed by using SPSS 0.21 software. The sample was 64 students of sixth semester of English Department students at IAIN Palangka Raya on Academic Year 2016/2017.

The result of the study showed that students Vocabulary size and Reading comprehension was fair correlation The significane value of correlation coefficient (r) the was 0.421. Based on the categorization interval of correlation power which is reinforced by Teguh that 0.40 – 0.599 indicates there is fair correlation between variable Vocabulary size (X) and variable Reading comprehension (Y) The significant values of correlation coefficient (r) was 0.421 it meant there was significance correlation between Vocabulary size and Reading comprehension of Engish Departmentn students at IAIN Palangka Raya.

ABSTRAK

Ulfa,Laila.Hubungan antara, Jumlah Kosakata, dan Reading comprehension Mahasiswa TBI di IAIN Palangka Raya..Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Dr. Imam Qalyubi M.Hum; (II) HJ. Apni Ranti, M.Hum.

Kata Kunci: *jumlah kosakata pemahaman membaca.*

Penelitian ini bertujuan untuk menilai hubungan antara jumlah kosakata, dan pemahaman membaca oleh mahasiswa program studi Tadris Bahasa Inggris di IAIN Palangka Raya.

Jenis penelitian yang digunakan adalah korelasi dalam penelitian kuantitatif. Pengumpulan data menggunakan tes jumlah kosakata yang diadopsi dari Paul Nation, dan tes pemahaman membaca semester 6 program studi Tadris Bahasa Inggris IAIN Palangka Raya. Analisis data menggunakan perangkat lunak SPSS. Subjek penelitian merupakan 64 mahasiswa program studi Tadris Bahasa Inggris semester 4 di IAIN Palangka Raya angkatan 2016/2017.

Hasil penelitian menunjukan bahwa mahasiswa dalam ukuran kosa kata and pemahman membaca berada dalam level adil. Nilai signifikan koefisien (r) adalah 0.421 berdasarkan interval katagorisasi kekuatan korelasi yang di dukung oleh Teguh bahwa, 0.40 – 0.599 mengidenfikasikan ada korelasi adil antara variabel X dan variable Y. Sehingga, (r = 0.421) menunjukan bahwa terdapat korelasi variable ukuran kosa kata(X) and variable pemahaman membaca (Y). Nilai signifikan koefisien korelasi (r) adalah 0.421 artinya ada hubungan yang signifikan antara nilai ukuran kosa kata dan pemahman membaca Mahasiswa progam studi Bahasa inggris IAIN Palangka Raya.

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The researcher hopes that may Allah always keeps us on the straight path, reward, and blesses us for what we do and this writing can be useful for all of us.

Palangka Raya, Sept 2019
The Researcher

Laila Ulfa
NIM 15011021047

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CHAPTER I

INTRODUCTION

This chapter provided the background of study that described the writer's reason of choosing this study.it is consisted background of the study, problem of the study, objective of the study, assumption of the study hyphotheses of the study, scope and limitation of the study, significance of the study and definition of key terms.

A. Background of the study

Reading is one of the most important components of our language and it is an essential tool for lifelong lerning for all learners. In order to face the 21st century, education has to prepare these lerners to adapt to social and tech-nological changes that are taking place at an unprecedentedrate. Education under these circumstances depends largely on language competency. In this context, Noor (2011:2) states reading especially is a resource for continued education, for the acquistion.

Reading becomes the main aim of language teaching which is a skill and a part of the teaching program. Its purpose are to enable students to read and understand the text material correctly. Then it is essential to read in the right way in order to understand the target language. Students who read the text in their own language it is not really difficult for them to read it. However, when they read it in a foreign language they have difficulties in reading. According to badawi (1992; 18), there are several factors effect

student' ability to learn reading: conceptual development based on external and internal stimuli can be defined as the motivation. Then, experimental background which influences the prior knowledge of the reader and the language competency which will enable the reader to understand and comprehend what they read.

The one of important aspect of learning English as foreign language is vocabulary. Vocabulary as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Alqahtani, 2015, p.22). Thus, one of the challenges that learners will encounter during the process of language learning is mastering vocabulary. According to Richard (2010), Vocabulary is a set of lexemes that can be in the form of single words, compound words, and idioms. Campillo (2015) stated that vocabulary is the total number of words. From two definitions above a conclusion can be made that vocabulary is total number of words that someone has. These words can be single words, compound words or idioms. Limited vocabulary size can make students suffer in communicate skill, vocabulary size is fundamental fo successful second language use and does a significant role in the creation of complete spoken and writing texts.

Based on the researcher observation the researcher found out ; Student who have good Reading comprehension tend to have good vocabulary size in the class, but a few students who have good vocabulary but their reading is low. Low reading in this case means the students often think in

ways that are unclear, imprecise, and inaccurate (Bassham, 2011, p.25). people have difficulty who understand what they read became so many word that they don't know the meaning its because they are lazy to open dictionary, even they bring it, on find the word and get the meaning. It makes them less in vocabulary. They were not "in love" in books so they felt diffucult to read.

Based on the explanation above, the researcher interersting to investigate the relationship between the variables. Thus, the researcher would like to con-duct a study entitled: " THE CORRELATION BETWEEN VOCABULARY SIZE AND READING COMPREHENSION OF ENGLISH DEPARTMENT STUDENTS AT IAIN PALANGKA RAYA".

B. Problem of the study

Based on the background of the study, the main problem of the study is "Is there any correlation between vocabulary size and reading comprehension on student of IAIN Palangka Raya?

C. Objective of the study

To find out if there is the relationship between Vocabulary size and Reading comprehension on student of IAIN Palangka Raya academic year 2018/2019

D. Assumption

The assumption of this study is when students have large number of Vocabulary size so they would be better on Reading comprehension

E. Hypotheses of the study

Alternative hypotheses (Ha). There is correlation between Vocabulary size and reading comprehension in English Education of IAIN Palangka Raya.

Null hypotheses (Ho). There is no correlation between Vocabulary size and reading comprehension in English Education of IAIN Palangka Raya.

F. Scope and limitation

The scope of the research is to find correlation between vocabulary size and reading comprehension place at IAIN Palangka Raya, focus on sixth semester subject of English Education Study. The researcher limits focus on studens who have studied literal reading, interpretive reading, dan critical reading.

G. Significance of the study

The writer expected this study can solve the students problem in reading, The study has theoretical and parctical significance. The result of this study can give contribution to support the theories about vocabulary

size, and reading comprehension. Reearcher who might study the similiar topic. Practically, espesialy for EFL teacher who might use this research result as an input for english teaching learning , after knowing the factors that affect students understanding of reading with to help vocabulary size. And for the students, hopefully they will have a better improvement in reading by finding the reading materials which provide textual, realistic, readable, and convincig text will interest and fulfill vocabulary in reading.

H. Definition of key terms

1. Correlation study is the extent to which the two variables vary directly (positive correlation) or inversely (negative correlation). The relationships to investigate in the stdy are between vocabulary size and reading comprehension.

2. Vocabulary size is the number of words in a language. It means that who has much vocabulary, it easier to understand the meaning of passage or text that they read.

3. Reading comprehension is the action of a person who reads and understands something fully, Rubin states that reading comprehension is a complex intellectual process involving a number of abilities. In this case, how students comprehend the reading text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the previous study, Vocabulary size and Reading comprehension. The previous studies discuss six related literatures. Next, Vocabulary discusses about the definition of vocabulary, kinds of vocabulary, Level of Vocabulary, the impotant of learning Vocabulary, Problem in Mastering vocabulary how to assess Vocabulary and reading comprehension, discusses about the definition of Reading, level of reading comprehension, Assessing reading,The important vocabulary to reading.

A. Previous studies

In order to provide strong foundation of the present study, in this section the researcher presents some studies those closely related to the study. The first previous study by Ditha agustin (2009) entitled "The correlation between vocabulary size and reading comprehension " This research show that the correlation between vocabulary size and reading comprehension is strong enough, so we can conclude that null hypothesis is rejected and alternative hypothesis is accepted. Student or learner who has large vocabulary automatically they can understand reading text, and who have high of read motivation can improve their vocabulary. Someone who have high motivation and aptitude but he\she do not have an opportunity to learn, it impossible to master a foreign language.

Second, study from Irwan Ro'yal Ali (2010) entitled "The correlation between students vocabulary mastery and reading comprehension" this study shows that there is significant correlation between the score in vocabulary and the score in reading the result of this research shows a moderate positive correlation its means the score in vocabulary the better score in reading.

this study by Ima hartati, Erni, Syafri k (2015) entitled "The correlation between reading motivation and reading comprehension" this study concludes that the students reading extrinsic motivation influence the students' comprehension more than the intrinsic motivation. In other word the contribution of reading motivation towards reading comprehension significant enough for the first-year students of SMK Taruna Satria Pekan baru. Another result from the student perception about the teacher's teaching method as extrinsic motivation factor found out that they are more motivated if the teacher teaches them by speech as one of the stages of inquiry-based learning than teacher teaching by group discussion and questioning.

study by Seli marsela (2017) entitled "The correlation between reading motivation and reading comprehension" this study concludes the result of pearson product moment correlations between reading compreh-ension achievement is 587 it classified in medium correlation. The research's result can be interpreted that students' motivation has moderate effect in read-ing comprehension achievement. It means that there are

other factors, which influence students who have motivation such as intelligence, attitude, interest, language-learning strategies etc. The students who have motivation toward english effect their reading wilingness to read as well as their participation and commitment to study well because motivation is one of factors which determines the succes of failure in second language learning which can influences frequency of using learning strategies, willpower of learning, and the persistence in learning.

study by Nurul Hidayah 9 (2014) entitled " The correlation between reading habit in english and reading comprehension " This research show that good enought inwhich in highest score 84 and the lowest score is 57 and the mean score is 69.4 it means that English Education program at IAIN Tulungagung have quite habit in reading English.

And Last study Hastuti & Widyantoro (2015) in title "The Influence of Vocabulary and Grammar Mastery on The Students' Writing Skill at Yogyakarta State University" focus on investigate the influence of (l) the students" vocabulary mastery on their writing skill, (2) the students" grammar mastery on their writing skill and(3) the students" vocabulary and grammar mastery on their writing skill at Yogyakarta State University. This research was an ex post facto. The population comprised the third-semester students of Pendidikan Bahasa Inggris (PBI) study program at the Languages and Arts Faculty, Yogyakarta State University

in the academic year 2013/2014. Therefore, this study showed that (1) vocabulary mastery positively influenced the students" writing skill, (2) grammar mastery positively influenced the students" writing.

B. Vocabulary

1. Definition of Vocabulary

Vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning (Alqahtani, 2015, p.25). Vocabulary can be defined as words we must know to communicate effectively, words in speaking and words in listening. That is the reason why it is important to learn vocabulary. vocabulary is all about words, and good mastery of vocabulary helps someone understand language. It is supported by Wallace (1982) in Alqahtani 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. In order to understand the language, vocabulary is crucial to be mastered by the learner. (Alqahtani, 2015, p.26).

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

2. Kinds of Vocabulary

Vocabulary means a list of word usually arranged in alphabetical order and defined. It means that Vocabulary is contained of many words which is needed to be know and mastered. Vocabulary is all the word that can be combined into one sentence and had certain meaning. It means that no one can communicate with other if there is no word that they know. It can be said that vocabulary is the most important thing that we need to communicate a specific vocabulary is the most important thing that we need to communicate a specific purpose.

Surely, there are some words in a sentence and those collections of words include to the vocabulary because vocabulary is a list collections of words arranged in alphabetical order and explained. Those words could be Noun which is usually used as subject or object, Verb or it is usually used as predicate in sentence, adverbs etc.

a) Content word

A word that conveys information in a text or speech act, also known as a *lexical word.* Content words which include noun, lexical verbs, adjective, and adverbs belong to open classes of word; that is, new members are readily added. Contrast with function word.

Table 2.1

Category and Description of content word

Category	Description	Examples
Nouns	People, places, things, and ideas	Patty, Seattle, cars, happiness
Main verbs	Verbs without auxiliaries	Ran, Swim, thinks
Adjectives	Words that describe nouns	Red, Soft, careful
Adverbs (EXCEPT ADVERBS OF FREQUENCY)	Words that describe nouns	Calmy, quickly, carefully

b) Function word

A word that grammatical relationships. Also known as a grammatical word, function words include determiners, conjunctions, and prepositions.

Table 2.2

Category and Description of function word

Category	Description	Examples
Prepositions	Word that tell relation to other words	At, on, to, near
Conjunctions	Words that tie Clauses together	And, so, but, however
Determiners	Words that give detail to nouns	A, an, the, some, any

3. **Levels of Vocabulary**

Thornbury classify that scale of te words level as follow:

Table 2.3
The scale of the words level

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

(Scoot Thornbury)

4. **The important of learning vocabulary**

The important of vocabulary is demonstrated daily in and out the school, vocabulary must be mastered and enriched to gain a higher level of proficiency. (Nunan,1999: 117) states that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will unable to use the structions we way have learned for comprehensible communication.

Thornbury also show the importance of vocabulary in language learning. '' if you spend most of your time studying grammar, your English will not improve much. You will see most improvement if you learn more words and expression. You can see little with grammar, but you can say almost anything with words.

Those are shown that the more words are known, the more information is able to be transferred in the language.

5. **Problem in mastering Vocabulary**

According to David Riddell, there are some problems when learning new Vocabularies, such as:

a. **Meaning**

1. A word may have than one meaning (e.g. odd, cut, patient)

2. First language (L1) interference such as ''false friend'', word with a similar appearance or sound to words in their L1 but with different meaning.

3. Word may have different connotations, i.e. the meaning can be interpreted in different ways (e.g.slim/thin/skiny

4. A students may understand the meaning of a word, but not the appropriate context in which to use it. This particularly true of the language which is especially formal and informal.

b. **Form**

The spelling may be very different from the sound (e.g. cough).

Students may be competent speaker of the language but poor writers.

1. A word may be more than one part of speech (e.g. cough)

2. Some words are irregular (e.g. the plural of *person* is *people*; the plural of *sheep* is *sheep*

3. Different varieties of English have different spelling (e.g.color/colour)

4. Spelling patterns are not obvious(e.g. happy/happier,hit/hitting)

c. **Pronunciation**

1. The sounds may not correspond to the spelling

2. It is hard to know which syllable is stressed

3. Some word with different spelling and meanings are pronounced the same (e.g. bear/bare)

6. **Assessing Vocabulary**

Assessment is the gathering of information to answer specific questions. What type of information you gather and how you analyze it depend on the nature of the questions you are asking. Vocabulary assessment is seen from the point of view breadth and depth. Breadth

refers to the number of words a learner knows and depth refers to what the learner knows about these words Common formats for assessing vocabulary recognition is multiple choice questions (MCQs)

a. Multiple-Choice Question Formats in professionally developed language test. They are widely used to asses learning at the recall and comprehension levels. MCQs take many forms but their basic structure is stem and response options, which include the key or correct answer and the distracters or incorrect responses. The students must then identify the correct or best response choice. The MCQ format can be use to asses vocabulary knowledge in a variety of ways. These include; synonym recognition, definition, meaning in context.

a). Synonym recognition (word in isolation or with context)

The teacher was *furious* when she heard the students talking during the test.

A. Angry

B. Calm

C. Happy

D. Delighted

b). Definition recognition (word level, minimal sentence context).

She is someone I absolutely *adore.*

A. give a round of applause to

B. Feel affection for

C. Am revolted by

D. Disapprove of

If something is **vague** it means it is……………….

A. Unclear

B. Abnormal

C. Precise

D. Specific

c). Meaning in context (sentence and paragraph level)

The townspeople were ………….by the typhoon that hit their coastline. Everyone had to move to a new area.

A. Minimized

B. Violated

C. Displaced

D. Rewarded

New year is a time for making ……………Everyone thinks carefully about the lifestyle changes they want to make in the coming year.

A. Indications

B. Resolutions

C. Summaries

D. Obligations

Normally most kids love summer vacations. However, for me, the end of the school year is not a time to celebrate. I dread the dull, *humdrum* existence of siting at home and doing the same things day after day. There is only so much television one can watch. I am counting the days till school begins in September.

The word *humdrum* in line two probably means……………………..

A.Interesting

B. Exciting

C.Boring

D.Motivating

C. Reading

1. Definition of Reading comprehension

Thinker (1975:5) states that reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly, but can't understand the contents in the passages, it means he/she fails in comprehending the passage. Ophelia (1989:205) assumes that reading comprehension is understanding evaluating and utilizing of information between author and reader. It sounds like the author and the reader can communicate one other. It means that a reader in this case, tries to understand what he is saying.

Smith and Dale (1980:7) state that reading comprehension means understanding, evaluating, utilizing of information and gaining through an

interaction between reader and author. Reading comprehension is such a kind of dialogue between reader and author in which the written language becomes the medium that cause the dialogue happen when the two person communicate through the medium of print reading comprehension refers to reading with comprehension. Thus reading comprehension is reading by comprehension the meaning of a passage or what is or has been read. One who reads something by understanding it can be said that he does a reading comprehension.

According to tarigan (2008), reading comprehension is a process in which done by eader to get message or information from the writer through printed med-ia. It is very complex process in which recognize and comprehend written sym-bols are influenced by perceptual written symbols are influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader.

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

Comprehension has same meaning with understanding. It is capability to grasp meaning in a text and also the writer's idea. It is readers' ability to understand the author's message which is influenced by their background knowledge in the topic given by the text. According to Hornby (1995, p.235), comprehension is means and has excessive aimed improving or testing one's understands of a language whether written or spoken. Comprehension is not only need in student's reading activities, but also to measure the ability of each student in class room

Klingner, Vaughn and Broadman (2007,8) define reading comp-rehension as a complex process involving interaction of many components. Those compo-nents are readers, their background knowledge, their reading strategy, the text, their interest in the topic, and their knowledge of text types. Those components interact with one another in comprehending a printed text. When interference appears in those interaction the readers find difficulties in their reading comp-rehension.

In addition, snow (2002,11) defines reading comprehension is slightly different ways. Snow categorizes the component which is interacting and involving in reading comprehension into three components, those components are the reader, the text and the activity. Snow includes the purpose, processes, and result of any attitude in reading.

In conclusion, reading comprehension is a brain process involving several components in which those components interact with one another to draw the meaning of the text. Those components are mainly from the reader, the text and the activity. Those asfect should interact well with each other. If there is an interference growing between them, there will be difficulties in reading.

2. Level of reading comprehension

Thomas barrett (Clymer,1968) developed a simple three level taxonomy that is useful in understanding how readers comprehend (charles E. Meril :2005)

1. Literal or factual comprehension. This refers to simple understanding of the information that is explicitly stated in the text, there are some abilities

a. Knowledge of word meanings.

b. Recall of details directly stated or paraphrased in own word.

c. Understanding of grammatical clause-subject, verb, pronouns, conj-unctions, and so forth.

d. Recall of main idea explicitly stated.

e. Knowledge of sequence of information presented in passage.

2. Inferential comprehension understanding of idea and information not explicitly stated in the passage, there are some abilities:

a. Reason with information presented to understand the author's tone, purpose, and attitude.

b. Infer factual information, main idea, comparisons, cause-effect relationship not explicitly stated in the passage.

c. Summarization of story content.

3. Critical comprehension, analysing, evaluating, and personally reacting to info-rmation presented in a passage, there are some abilities:

a. Personally reacting to information in passage indicting its meaning to the reader.

b. Analysing and evaluating the quality of written information in terms of some students

All there level of comprehension are important and need to be fostered. In the past, however, literal comprehension was the primary focus of instruction. Perhaps that is because literal comprehension is easier for a teacher to deal with the facts are indisputable. And questions that focus on Literal comprehension are simple to develop and evaluate. Literal comprehension, however, requires little in the way of engaged thinking and problem solving in the part of the reader. comprehension is not something that happens automatically in the mind of the reader as he or she engages with print, even though it may seem that way to adult pro-ficient readers.

So, the conclusion from the explanations above, reading comprehension is very important to be mastered by students. Teacher need

to develop and upgrade their knowledge and ability in teaching reading. In order to achieve the objective depends on the method applied by the teacher. Teacher can use different kind of media and method make the teaching more interesting.

3. Assessing Reading comprehension

The assessment of reading comprehension has been controversial. At the center of this controversy rests incongruence between the insights provided by theory and empirical evidence concerning the nature of this construct and the manner in which it commonly is assessed. Theory and empirical evidence have demonstrated that reading comprehension is variable and multi-dimensional. Yet, the traditional reliance has been on tests with little variation in the material read and relatively little variation in the response formats used within tests

a. Kind of Questions in Reading Comprehension

1) According Loughed and TOEFL Information Bulletin in Djiwandono, usually the questions in reading comprehension tests are about: Main idea, supporting details, Inferring meaning, Passage structure, Author"s aim, Knowledge about certain vocabulary, Defining vocabulary based on the context.

Furthermore, the followings are the descriptions for some of kinds question above:

1). Main Ideas

The question about main idea asks the reader to determine the main idea or topic from a reading text, and commonly it is signed by word such as: main point; mainly discussed; main idea; best title; main purpose; mainly concerned; main topic.

Here are some examples of questions about main idea:

a) What is the main idea of the passage?

b) With which of the following is the passage mainly concerned?

c) What is the main part of the passage?

d) Which of the following does the author mainly discuss?

e) Which of the following would be the best title?

2). Supporting Details

The question about supporting details asks the reader to find detail information that is printed explicitly in the text. It is commonly signed by words such as: according to author…; according to the passage…; who, what, when, where, why, how, which. Some questions in supporting details also can be called as Factual Negative Questions. It is commonly signed by words such as: NOT; EXCEPT; LEAST; MOST.

Here are some examples of question about supporting details:

a) Which of the following question does passage answer?

b) According to the passage, which statement is true?

c) When did „something" happen?

d) Who did „something"?

e) The author discusses all of the following in the passage

EXCEPT. . .

f) Which of the following is NOT mentioned in the passage?

3) Inferring Meaning

The question about inferring meaning asks the reader to find the implicit meaning of the written words. Implicit meaning is not printed explicitly in text, but its meaning can be got from the explicit word. It is commonly signed by words such as: it can be inferred that…; the author implied that…; likely agree with…; most likely to.Here are some examples of questions about inferring meaning:

a) Which of the following does the author imply?

b) Which of the following can be inferred from the passage?

c) Which the following statements would be author most likely to

agree with?

d) Which of the following is most likely to be true?

4) Passage Structure

Every kind of text is arranged based on certain rhetoric pattern, such as problem-solving problem, general-specific, and other. The

question about passage structure asks the reader to determine how author arranges his/her idea writtenly. It is commonly signed by word such as: which details; present this discussion; in which ways.

Here are some examples of questions about passage structure:

a) Which of the following details does the author use support this opinion?

b) How does the author present his discussion?

5). Defining Vocabulary Based on the Context

The question about defining vocabulary based on the context asks the reader to determine the meaning of a word in the text. Commonly, this word is used in the context of the sentence, when the reader is asked to determine the meaning of the word. It is commonly signed by words such as: refers to; means in this context.Here are some examples of questions about defining vocabulary based on the context:

a) The word "this" in this last sentence refers to…

b) What does the word "indelible" mean in this context?

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 awwereness, 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.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research design, population and sample, research instrument, data collection procedures, and data analysis procedures.

A. Research design

This researcher uses a quantitative a correlation design. It is because the study analyzed the correlation between Vocabulary size and Reading comprehension of university students. Thus, it is quantitative studies can be defined by testing them from the number of contacts with the study population, the reference period of the study and the nature of the investigation. A theory in quantitative research is an interrelated set of cons-tructs (or variables) formed into propositions, or hypotheses, that specify the relationship among variables (typically in terms of magnitude or dire-ction). A theory might appear in a research study as an argument, a discussion, a figure, or a rationale, and it helps to explain (or predict) phenomena that occur in the world (Creswell, 2014, p, 236). There are 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 between students Vocabulary size score and Reading comprehension students of English EducationnStudy Program Academic Year 2019 in 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

(A) Positive Correlation   (B) Negative Correlation

(C) No correlation   (D) No correlation
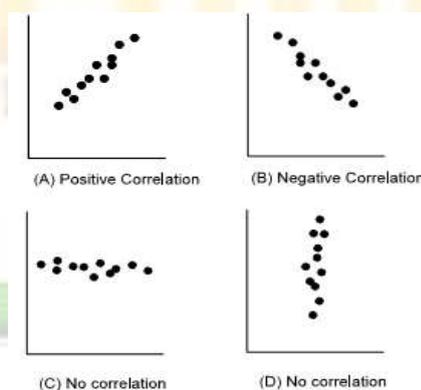
B. Population and sample

1. Population

Population is the total number of the subjects of an investigation (Arikunto, 2002, p.108). The researcher concluded that population is a number of groups interest to the researcher, a number of groups which would like to make the results of the study to be reported. In this case, the population of the research was the sixth students of English Education Program at IAIN Palangka Raya consist of 64 students in class A, B, and C.

2. Sample

A sample is a small group that is observed and a population is defined as all members of any well-defined class of people, events or subjects. Sample is a part of population that is observed (Arikunto 2002, p.109). In this research, the researcher used random sampling technique to choose the samples. According to Arikunto, in random sampling, if subject is more than 100, sample can be taken between 10%-15% or 20%-25% or more (Arikunto, 2002, p.112). the population and there were 64 students. The Researcher used simple random clustering sampling because the researcher choose the class randomly. According to Latief, when population is large and widely dispersed, gathering a simple random sample poses administrative problem, cluster random sampling technique involves the random selection of groups that already exists (Latief, 2014, p.185).

C. Type research instrument

There are two kinds of research instrument namely vocabulary size test and reading comprehension test. Each instrument will be discussed below

5. Vocabulary size test

This researh to obtain the information the students' Vocabulary size. According to Donald Ary et.al (2010 : 201) test was a set of stimuli pre sented to an individual to elicit responses on the basis of which a numeral score can be assigned. The test used to know the students' vocabulary size. The researcher adopted the instrument from Vocabulary Level Test Version 2 which is devised by Paul Nation at Victora 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 assess the sixth semester students' vocabulary levels because these test have been widely used to measure sixth semester students' vocabulary size. In the previous research 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. This instrument valid have There were 50 questions to became the instr-uments. 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

6. Reading comprehension test

In this research, to obtain the information about students' reading comprehension The researcher will use 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 question. (Alderson, 2000:211) there were many kinds of test from TOEFL Longman Because one of three section in reading comprehension section. For the TOEFL test The students asked to answer the correct answer from the text 50 Questions.

1. Instrument Validity

Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what is claimed to measure (Ary, 2010, p.225). A test said to be valid when it can measure what is intended to be measured. In this research, instrument validity includes face validity, content validity and construct validity.

a) Face validity

According to Ary face validity is a term sometimes used in connection with a test's content (Ary, 2010, p.228). Face validity refers

to the extent to which examinees believe the instrument is measuring what it is supposed to measure. Vocabulary size was used to vocabulary size and the reading comprehension test was used to measure the reading comprehension test

b) Content validity

It is especially important for achievements tests. It is also a concern for other types of measuring instruments, such as personality and aptitude measures (Ary, 2010, p.228). 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, for vocabulary size test consists of 150 test items. The students asked to find the definition or the closest meaning to the question. Meanwhile for the reading comprehension consisted 50 test items, it is presented by multiple choice.

2. Instrument Reliability

Reliability as referring to consistency of the score resulted from the assessment (Latief, 2014, p.213). Reliability of measuring instrument is the degree of consistency with which it easures whatever it is measuring. In other words, reliablity 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. Here the researcher adopted the test, where Vocabulary size test taken from

Vocabulary Level Test Version 2 which is devised by Paul Nation at Victora University of Wellington in New Zealand and Reading comprehension taken from TOEFL Longman.

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

Vt = the standard deviation of all the testers' score

D. Data Collection Procedure

Collecting data is the most important step in conducting the research. The procedures of collecting the data of this research involved several steps.

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.

E. Data analysis

The aim of analyzing the data is to find the correlation between the students' critical thinking and their vocabulary mastery. The steps of data analysis procedure, there were:

1. The data was obtained from the Vocabulary size and Reading comprehension test.

2. After the data for this research were obtained, it is necessary to analyze by using statistical analysis technique in order to identify the contribution score of Vocabulary size and Reading comprehension test.

3. To find out the correlation between Vocabulary size and Reading comprehension, the researcher used the formula of Product Moment by Pearson as follow :

$$R_{XY} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:

R_{XY} : Total coefficient of correlation

$\sum x$: Total value of score X

$\sum Y$: Total value of score Y

$\sum XY$: Multiplication result between score X and Y

N : Number of students

4. To know the contribution of the variable X to variable Y the formula below was used :

$$KP = r^2 \times 100\%$$

Where :

KP : determinant coefficient score

r   : correlation coefficient score.

5. To know the value of t_{hitung} the formula below was used :

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{n-r^2}}$$

Where :

t_{value} : value t

r : the score of coefficient correlation

n : the number of sample.

In this research, the researcher used SPSS 21.0, because SPSS is probably the most common statistical data analysis software package used in educational research and it is available at most institutions of higher education.
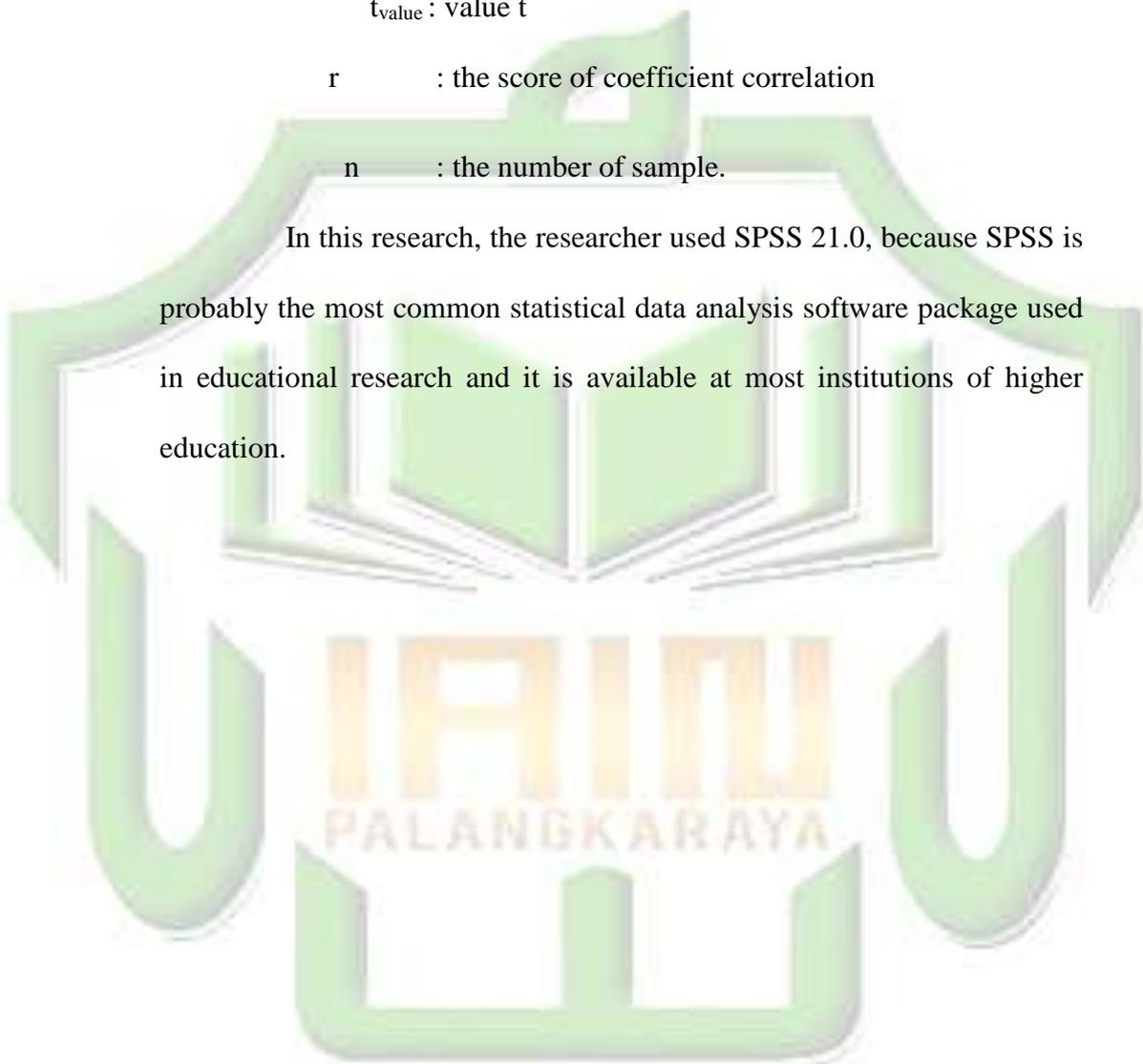
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter, he writer presented the data which had been collected from te research in the field of study which consists of description of the data, result of data analysis, and discussion

A. Data presentation

1. The result of vocabulary size test score

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

Table 4.1
The Result of Vocabulary Size Test Score

CODE	Vocabulary Size (X)	X_1^2
A1	60	3600
A2	55	3025
A3	40	1600
A4	35	1225
A5	72	5184
A6	62	3844
A7	49.33	2433.44
A8	42	1764
A9	37.3	1391.29
A10	14.7	216.09
A11	72	5184
A12	10.7	114.49

A13	72	5184
A14	37.7	1421.29
A15	17.3	299.29
A16	70.66	4992.836
A17	16.7	278.89
A18	84	7056
A19	72	5184
A20	42	1764
A21	70.7	4998.49
A22	50.66	2566.436
A23	75.3	5670.09
A24	84	7056
A25	16	256
A26	55	3025
A27	81.3	6609.69
A28	70.66	4992.836
A29	22	484
A30	75.3	5670.09
A31	36	1296
A32	63.3	4006.89
A33	52	2704
A34	73.3	5372.89
A35	34.7	1204.09
A36	80	6400
A37	72.7	5285.29
A38	58.7	3445.69
A39	82	6724
A40	82	6724
A41	62.7	3931.29

A42	31.33	981.56
A43	19.3	372.49
A44	89.3	7974.49
A45	12.7	161.29
A46	81.3	6609.69
A47	68.7	4719.69
A48	76	5776
A49	13.3	176.89
A50	57.3	3283.29
A51	87.3	7621.29
A52	96	9216
A53	50.66	2566.43
A54	42.66	1819.87
A55	56	3136
A56	58.66	3440.99
A57	63.33	4010.68
A58	31.33	981.56
A59	86.66	7509.95
A60	27.33	746.92
A61	68	4624
A62	62	3844
A63	70.66	4992.83
A64	48	2304
Sum	3558.53	231054.4
Lowest Score	10.7	
Highest Score	96	
Mean	54.50	
Standard Deviation	23,36	

Based on the calculation Variable X_1 was found $\sum X_1 = 3558.53$ and $\sum X^2 = 231054.4$. Based on the data above, it is known that the highest score was 96 and the lowest score was 10,7. 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	13
3	Score 60 - <70	6
4	Score 50 - <60	8
5	Score <50	27
	Total	64

(Teguh,2013)

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, thirteen students who acquired score 70 - <80, six students who acquired score 60 - <70, eight students who acquired score 50 - < 60 and twenty seven students who acquired score < 50.

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	13	20,3125%
3	Score 60 - <70	Fair	C	6	9,375%
4	Score 50 - <60	Poor	D	8	12.5%
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, 20,3125% students who acquired score 70 - <80, 9,375% students who acquired score 60 - <12,5% 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.

2. 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 score.

Table 4.4
The Result of Reading Comprehension Test Score

CODE	Reading Comprehension(X)	X_2^2
A1	62	3844
A2	56	3136
A3	50	2500
A4	52	2704
A5	80	6400
A6	68	4624
A7	50	2500
A8	40	1600
A9	40	1600
A10	20	400
A11	78	6084
A12	14	196
A13	76	5776
A14	42	1764
A15	18	324
A16	80	6400
A17	18	324
A18	90	8100

A19	76	5776
A20	52	2704
A21	72	5184
A22	60	3600
A23	78	6084
A24	92	8464
A25	18	324
A26	60	3600
A27	90	8100
A28	72	5184
A29	26	676
A30	78	6084
A31	40	1600
A32	70	4900
A33	60	3600
A34	78	6084
A35	32	1024
A36	86	7396
A37	68	4624
A38	50	2500
A39	86	7396
A40	78	6084
A41	68	4624
A42	35	1225
A43	20	400
A44	94	8836
A45	20	400
A46	86	7396

A47	70	4900
A48	68	4624
A49	20	400
A50	48	2304
A51	92	8464
A52	98	9604
A53	56	3136
A54	50	2500
A55	58	3364
A56	52	2704
A57	56	3136
A58	40	1600
A59	82	6724
A60	35	1225
A61	72	5184
A62	70	4900
A63	60	3600
A64	45	2025
Sum	**3751**	**252539**
Highest Score	**98**	
Lowest Score	**14**	
Mean	**58.60**	
Standard Deviation	**22.78**	

Based on the calcuation Variable X was found $\sum X = 3751$ and $\sum X_1^2$

= 252539. Based on the data above, it is known that the highest score was

98 and the lowest score was 14. The classification of the students' scores can be seen in the table below.

Table 4.5
Distribution of Students' Reading Comprehension Test Score

No .	Category	Frequency
1	Score 80 – 100	12
2	Score 70 - <80	13
3	Score 60 - <70	9
4	Score 50 - <60	11
5	Score <50	19
	Total	64

Based on the data above, can be seen the variation of scores. Based on the calculation there were 12 students who acquired score 80 – 100, 13 students acquired Score 70 - <80, 9 studen who acquired Score 60 - <70,11 students acquired score 50 - < 60, and 19 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 :

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

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' Reading Comprehension Score Test

No	Category	Predicate	Letter Value	Frequency	Percent
1	Score 80 – 100	Very good	A	12	18.75%
2	Score 70 - <80	Good	B	13	20.31%
3	Score 60 - <70	Fair	C	9	14.06%
4	Score 50 - <60	Poor	D	11	17.19%
5	Score <50	Bad	E	19	29.69%
	Total			64	100%

Based on the data above, it can be explained that there were 18.75% students who acquired score 80-100, 20.31% students who acquired scores 70 -<80, 9 student acquired scores 60 - <70 and there were 14.06%, 17.19% students who acquired 50 -<60 and 19 students who acquired scores <50 there were 29.69%

B. Reseach finding

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

1. Normality Test of Vocabulary size

One-Sample Kolmogorov-Smirnov Test

		Vocabulary
N		64
Normal Parameters[a,b]	Mean	55.6020
	Std. Deviation	22.95367
Most Extreme Differences	Absolute	.119

	Positive	.069
	Negative	-.119
Kolmogorov-Smirnov Z		.953
Asymp. Sig. (2-tailed)		.324

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

Figure 4.3

The Normal Q-Q Plot of Vocabulary size

The Normal Q-Q Plot of Vocabulary Size
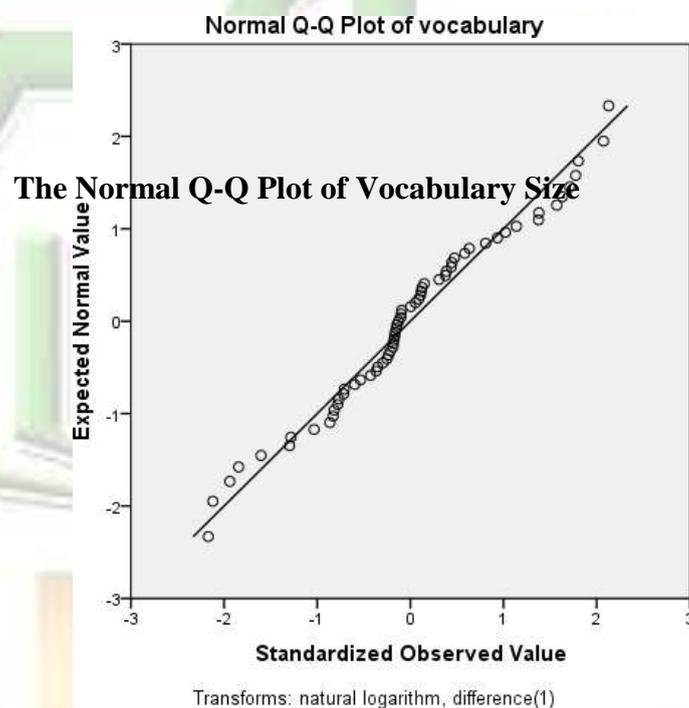
Based on the calculation using SPSS Program, the asymptotic significance normality of vocabulary size was 0.324. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% ($α = 0.05$). Because asymptotic significance of vocabulary size test $= 0.324 \geq α = 0.05$ it could be concluded that the data was normal distribution. From the Q-Q plot shows that almost the data points of Vocabulary size spread around the straight line. It means the data had normal distribution.

2. Test Normality Reading comprehension

One-Sample Kolmogorov-Smirnov Test

		Reading
N		64
Normal Parameters[a,b]	Mean	58.6094
	Std. Deviation	22.78096
Most Extreme Differences	Absolute	.113
	Positive	.080
	Negative	-.113
Kolmogorov-Smirnov Z		.904
Asymp. Sig. (2-tailed)		.387

a. Test distribution is Normal.

b. Calculated from data.

Figure 4.4

The Normal Q-Q Plot of Reading comprehension
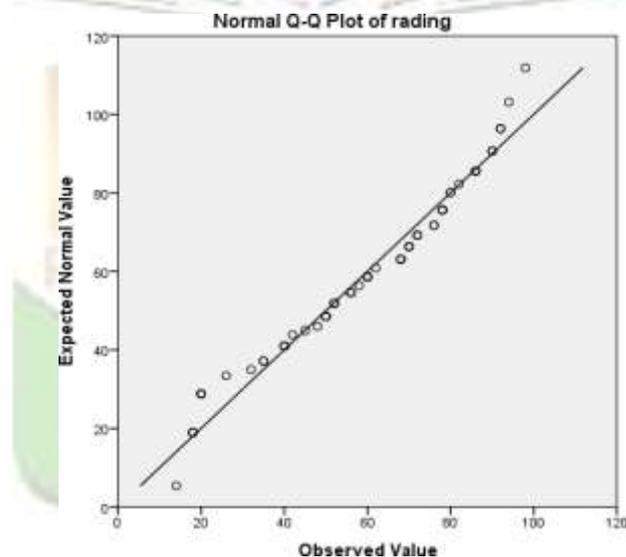
Based on the calculation using SPSS Program, the asymptotic

significance normality of Reading comprehension was 0.387. Then, the

normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% (α = 0.05). Because asymptotic significance of vocabulary size test = $0.387 \geq \alpha = 0.05$ it could be concluded that the data was normal distribution. From the Q-Q plot shows that almost the data points of Vocabulary size spread around the straight line. It means the data had normal distribution.

3. Interpretation of The Result

In this case, both the students' critical thinking and vocabulary mastery are related by using Pearson Product moment formula. The data are described on the following table:

1. The Correlation between Vocabulary Size and Reading

Table 4.7

The Correlation between Vocabulary size and Reading

comprehension

NO	X	Y	XY	X2	Y2
1	60	62	3720	3600	3844
2	55	56	3080	3025	3136
3	40	50	2000	1600	2500
4	35	52	1820	1225	2704
5	72	80	5760	5184	6400
6	62	68	4216	3844	4624
7	49.33	50	103,2292	2433.44	2500
8	42	40	1680	1764	1600

9	37.3	40	61,75	1391.29	1600
10	14.7	20	11,76389	216.09	400
11	72	78	5616	5184	6084
12	10.7	14	5,901389	114.49	196
13	72	76	5472	5184	5776
14	37.7	42	64,95417	1421.29	1764
15	17.3	18	12,7875	299.29	324
16	70.66	80	565.280	4992.836	6400
17	16.7	18	12,0875	278.89	324
18	84	90	7560	7056	8100
19	72	76	5472	5184	5776
20	42	52	2184	1764	2704
21	70.7	72	210,35	4998.49	5184
22	50.66	60	303.96	2566.436	3600
23	75.3	78	243,91	5670.09	6084
24	84	92	7728	7056	8464
25	16	18	288	256	324
26	55	60	3300	3025	3600
27	81.3	90	303,93	6609.69	8100
28	70.66	72	508.75	4992.836	5184
29	22	26	572	484	676
30	75.3	78	243,91	5670.09	6084
31	36	40	1440	1296	1600
32	63.3	70	183,89	4006.89	4900
33	52	60	3120	2704	3600
34	73.3	78	237,41	5372.89	6084
35	34.7	32	45,48	1204.09	1024

36	80	86	6880	6400	7396
37	72.7	68	204,33	5285.29	4624
38	58.7	50	121,07	3445.69	2500
39	82	86	7052	6724	7396
40	82	78	6396	6724	6084
41	62.7	68	175,99	3931.29	4624
42	31.33	35	46,01	981.56	1225
43	19.3	20	15,87	372.49	400
44	89.3	94	348,77	7974.49	8836
45	12.7	20	10,09	161.29	400
46	81.3	86	290,42	6609.69	7396
47	68.7	70	198,67	4719.69	4900
48	76	68	5168	5776	4624
49	13.3	20	10,875	176.89	400
50	57.3	48	114,1	3283.29	2304
51	87.3	92	333,6917	7621.29	8464
52	96	98	9408	9216	9604
53	50.66	56	283.696	2566.43	3136
54	42.66	50	213.300	1819.87	2500
55	56	58	3248	3136	3364
56	58.66	52	305.032	3440.99	2704
57	63.33	56	148,2833	4010.68	3136
58	31.33	40	52,58333	981.56	1600
59	86.66	82	710.612	7509.95	6724
60	27.33	35	40,17708	746.92	1225
61	68	72	4896	4624	5184
62	62	70	4340	3844	4900

63	70.66	60	423.960	4992.83	3600
64	48	45	2160	2304	2025
Total	**3558.53**	**3751**	**3433021**	**231054.4**	**252539**

Based on the calculation of correlation between variable X and variable Y above, it can be known of each variable. Based on the product moment will be

found the product of r_{xy}, as follow:

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

From the calcution of Variable X and Variable Y, it was known that:

N $\quad$ = 64

$\sum X \quad$ = 3558.53

$\sum Y \quad$ = 3751

$\sum XY \quad$ = 3433021

$\sum X^2 \quad$ = 231054.4

$\sum Y^2 \quad$ = 252439

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

$$r_{xy} = \frac{64 \times 3433021 - (3558.53)(3751)}{\sqrt{\{64 \times 2310054.4 - (3558.53)^2\}\{64 \times 252539 - (3751)^2\}}}$$

$$r_{xy} = \frac{219713344 - 1334804603}{\sqrt{(1478434816 - 126631357609)(16162496 - 14070001)}}$$

$$r_{xy} = \frac{1115091259}{\sqrt{(126483)(2092495)}}$$

$$r_{xy} = \frac{1115091259}{\sqrt{264665045085}}$$

$$r_{xy} = \frac{1115091259}{200347.4234}$$

$$r_{xy} = 0.421$$

TABLE 4.8

Coefficient Correlation Interpretation

Interval	Category
0.00 – 0.199	Very poor
0.20 – 0.399	Poor
0.40 – 0.599	Fair
0.60 – 0.799	High
0.80 – 1.00	Very high

(Teguh, 2013, p.22)

From the table of the interpretation coefficient correlation above, it can be seen that the r_{value} (0.421) was at the level "fair" correlation. So it meant that the correlation between Vocabulary size and Reading of the sample class was in fair correlation.

The result of the calculation that was counted by product moment above showed that the index of correlation was 0.421. Then, the degree of freedom with formula, as follow :

$$df = N - nr$$

it was known : N = 64, nr = 2

$$df = 64 - 2$$

$$= 62$$

And then to know the contribution of the variable X to the variable Y is used the formula as below:

$$KP = r^2 \text{ x } 100 \text{ \%}$$

Where:

KP   : determinant coefficient score

r   : correlation coefficient score

$$KP = r^2 \text{ x } 100 \text{ \%}$$

$$KP = 0.421^2 \text{x } 100 \text{ \%}$$

$$KP = 0.177241 \text{ x } 100 \text{ \%}$$

$$KP = 17.7241 \text{ \%}$$

So, it means that the variable X (Vocabulary size) gives the contribution to the Reading comprehension for the Students at sixth semester of English department on Academic years 2018/2019 was 17.7241%

The reject or accepted hyphothesis, this study calculated t_{value} as follow:

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{n-r^2}}$$

Where:

t_{value} : nilai t (value t)

r   : the score of coefficient correlation

n   : the number of sample.

So that by the formula above it was known that:

☐= 0.421

n= 64

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{value} = \frac{0.421\sqrt{64-2}}{\sqrt{1-0.421^2}}$$

$$t_{value} = \frac{3.31327}{0.822759}$$

$$t_{value} = 4.027$$

Based on the calculation above, α = 0.05 and n = 64 so, df = n - 2 = 64– 2 = 62 and t_{table} was 1.772. So, it can be seen than $t_{value} \geq t_{table}$ (4.027 ≥ 1772), so that the result was the H_a is accepted and H_o is refused. In this case that variable X students' Vocabulary size have fair relationship or gave influence to students' Reading comprehension.

C. Discussion

From the description of the data, this indicates that there was significant correlation between vocabulary size and reading comprehension. The score of correlation coefficient obtained is 0.421 which is in the interval of 0.40 – 0.599. Thus, the relationship is categorized into fair. Hypothesis alternative is accepted and hypothesis null is rejected. Students'vocabulary size gives the contribution to the reading comprehension for the Students sixth semester at IAIN Palangka Raya on Academic years 2018/2019 was 17.7 %.

The findings of the study indicated that alternative hypothesis stating that there is a positive correlation between Vocabulary size and Reading comprehension of the sixth semester at IAIN Palangka Raya was accepted and the null hypothesis stating that there is no a significant positive correlation between students' Vocabulary size and Reading comprehension of sixth semester students' at IAIN Palangka Raya was rejected. It meant that do the higher Vocabulary size the student have, the better they Reading comprehension. The r_{value} was 0.421, it was interpreted as fair correlation, so there was a fair correlation between Vocabulary size and Reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

According to the description of the data that mentioned in the previous chapter, it showed that the students' score in vocabulary size and reading test score are vary. Based on the total calculation of variable X (vocabulary size) and variable Y (reading comprehension) was fair positive correlation. It means that between vocabulary size and reading comprehension has the mediocre correlation. The result of r_{xy} was 0.421. It showed that Alternative Hypothesis (H_a) was received and null hypothesis (H_o) was refused. So, between two variable has a positive significant correlation.

The calculation above, $\alpha = 0.05$, df = 62 and t_{table} was 1773. So, it can be seen than $t_{value} \geq t_{table}$ (4,027 $\geq$ 1773), so that the result was H_a is accepted and H_o is refused. In this case that students' Vocabulary size have fair relationship or gave influence to students' Reading comprehension.

In this study, the researcher made the categorization interval of correlation power. So it can be concluded that this research (r = 0.421) there was fair correlation between Vocabulary size (X) and Reading comprehension (Y).

B. Suggestion

At the end of this paper, the researcher would like to offer some suggestions, for the teacher and the learner, also recommendation for further research :

1. The English teachers are expected to motivate their students to increase their vocabulary size and give motivate to increase their reading comprehension.

2. Make the atmosphere of the class more conducive in order to make the teaching-learning process more a full of fun for all of students.

3. For students, they are expected to realize that vocabulary is the most important element in learning a language including English. So, they can motivate themselves to enrich their vocabulary by applying their reading skill to look for the right ways in learning vocabulary size. So, they will be faster and easier to learning English.

4. For the next researcher, deeper analysis is needed about reading comprehension. Looking for things that can giving good affect to students' reading skill and find the influence of each to the vocabulary size

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