

**THE CORRELATION BETWEEN THE STUDENTS' READING  
ABILITY AND VOCABULARY MASTERY AT IAIN PALANGKA  
RAYA**

**THESIS**



**BY  
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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
2020 M / 1442 H**

# **THE CORRELATION BETWEEN THE STUDENTS' READING ABILITY AND VOCABULARY MASTERY AT IAIN PALANGKA RAYA**

## **THESIS**

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



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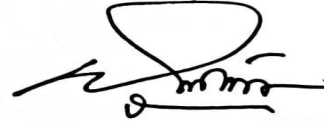
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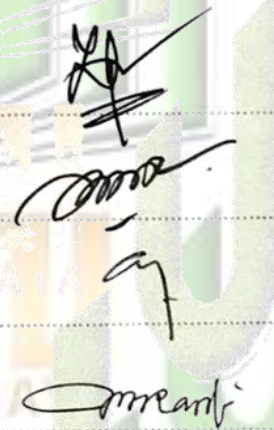
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## MOTTO AND DEDICATION

“ALL THINGS ARE DIFFICULTY BEFORE THEY ARE EASY”

(Thomas fuller)

This thesis is dedicated to:

My beloved Father Mr. Muhammad Noto and Mother (Alm.) Mrs. Awus Darajat for their valuable endless prayer, sacrifice, and support, for my beloved husband Mr. Jeki Pransisko for his valuable endless prayer, sacrifice, supports, and who always accompanies and reminds. for My beloved sisters, Wiwi Susilawati, Salmiah, Leni Marlina, Iit, my beloved brothers Manto, Gatot Subarjo, Jago Sunarso, for My beloved Advisors, for My beloved Friends and My friends in TBI 2016.

May Allah blessed you are!



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1. This thesis has never been submitted to any other territory education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, with due acknowledgment, the work of any other person.
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Palangka Raya, November 26<sup>th</sup>, 2020

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# **The Correlation between Reading Ability and Vocabulary Mastery at IAIN Palangka Raya**

## **ABSTRACT**

Rafina. 2020. *The Correlation between Reading Ability and Vocabulary Mastery at IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Sabarun, M.Pd and (II) Hj. Apni Ranti, M.Hum.

**Key Words:** *Correlation, Reading Ability and Vocabulary Mastery*

This research aimed and focused on finding out the Correlation between Reading Ability and Vocabulary Mastery at IAIN Palangka raya. It was carried out to the seventh semester students of the English Education Study Program at IAIN Palangka Raya

This research applied quantitative research and used a correlation design. The population of this research was the seventh semester students of the English Education Program at IAIN Palangka Raya and which consisted of 65 students. The researcher used clustering sampling to collect the data. And to collect the students' scores, the researcher used the vocabulary mastery test and reading ability test through Google form services. Meanwhile, the technique of data analysis used Pearson product-moment correlation.

After the calculation, the result showed that  $r_{\text{observed}}$  is higher than  $r_{\text{table}}$  (  $0.591 > 0.244$ ) so there was a positive moderate correlation between reading ability and vocabulary mastery students' of seventh semester of the English Education Program at IAIN Palangka Raya. It meant that the alternative hypothesis ( $H_a$ ) that stated there has a correlation between reading ability score and vocabulary mastery students' score of seventh semester of English Education Program at IAIN Palangka Raya was accepted and the null hypothesis ( $H_o$ ) was rejected.

This research applied to 65 participants, since the limited number of participants in this research, it cannot be generalized for the whole population. Therefore, it is recommended other researchers do with a more sample size of the subject to validate the findings.

## **The Correlation between Reading Ability and Vocabulary Mastery at IAIN Palangka Raya**

### **ABSTRAK**

Rafina. 2020. *Hubungan Antara Kemampuan Membaca dengan Penguasaan Kosakata di IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Sabarun, M.Pd dan (II) Hj. Apni Ranti, M.Hum.

**Kata Kunci:** *Korelasi, Kemampuan Membaca dan Penguasaan Kosakata*

Tujuan dari penelitian ini adalah untuk mengetahui Hubungan antara Penelitian ini bertujuan dan berfokus untuk mengetahui Hubungan Kemampuan Membaca dengan Penguasaan Kosakata di IAIN Palangkaraya. Hal itu dilakukan kepada mahasiswa semester tujuh Program Studi Pendidikan Bahasa Inggris di IAIN Palangka Raya

Penelitian ini menggunakan jenis penelitian kuantitatif dan menggunakan desain korelasi. Populasi dalam penelitian ini adalah mahasiswa semester tujuh Program Studi Pendidikan Bahasa Inggris IAIN Palangka Raya yang terdiri dari 65 mahasiswa. Peneliti menggunakan clustering sampling untuk mengumpulkan data. Dan untuk mengumpulkan nilai siswa, peneliti menggunakan tes penguasaan kosakata dan tes kemampuan membaca melalui layanan formulir Google. Sedangkan teknik analisis datanya menggunakan korelasi product-moment dari Pearson.

Setelah dilakukan perhitungan diperoleh hasil bahwa nilai  $r_{\text{observed}}$  lebih tinggi dari  $r_{\text{tabel}}$  ( $0,591 > 0,244$ ) sehingga terdapat hubungan positif sedang antara kemampuan membaca dengan penguasaan kosakata mahasiswa semester tujuh Program Pendidikan Bahasa Inggris IAIN Palangka Raya. Artinya, hipotesis alternatif ( $H_a$ ) yang menyatakan ada hubungan antara skor kemampuan membaca dan nilai penguasaan kosakata siswa semester tujuh Program Pendidikan Bahasa Inggris di IAIN Palangka Raya diterima dan hipotesis nol ( $H_o$ ) ditolak.

Penelitian ini diterapkan pada 65 partisipan karena terbatasnya jumlah partisipan dalam penelitian ini tidak dapat digeneralisasikan untuk seluruh populasi. Oleh karena itu, disarankan peneliti lain melakukan dengan lebih banyak sampel subjek untuk memvalidasi temuan.

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Thank you for supporting, praying, patience, suggestions, corrections, comments, and guidance that help the researcher to finish her thesis. Finally, the researcher realized that the thesis is far from the perfect, therefore some constructive critical and suggestions are welcomed. May Allah always bless us.

Palangka Raya, November 26<sup>th</sup> 2020

The writer,

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## LIST OF ABBREVIATION

Df : Degree of freedom

SD : Standard Deviation

H<sub>a</sub> : Alternative Hypothesis

H<sub>0</sub> : Null Hypothesis

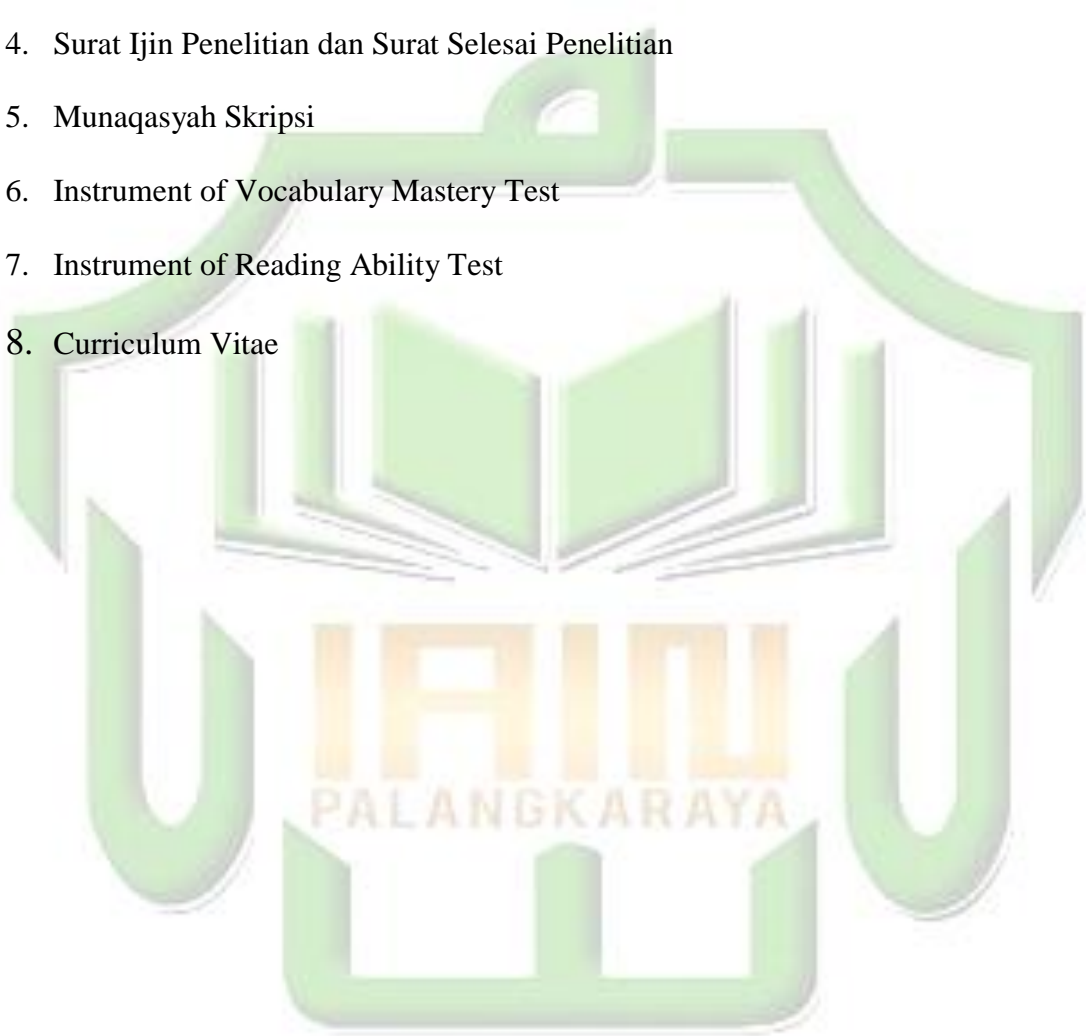
IAIN : Institute Agama Islam Negeri

SPSS : Statistical Package for The Social Sciences



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## **CHAPTER I**

### **INTRODUCTION**

This chapter will be discussed about eight sub-topics. They are background of the study, research problem, and objectives of the study, hypothesis of the study, assumption, scope and limitation, significance of the study and definition of key term.

#### **A. Background of the Study**

English is one of the important languages in the world because English is the international language used by people around the world to communicate. Indonesian students learn English from an early age and English becomes one of the subjects that Indonesian students must pass in the national examination.

One among many reasons why humans analyze English is due to the fact in life in many aspects and sciences. They enthusiastically compete to discover the maximum effective way and the shortest time that allow them to be the great and a success beginners in learning English. Surely, the fulfillment of mastering English is intently related with the mastery of four language abilities, namely listening, writing, speaking and reading. Brown states that there are 4 language skills that the students need to grasp on the give up of their studying system, they are listening, speaking, writing and reading.

Based on Halliday in kumaravadelu (2006, p. 8) language communication is the product or the result of the process of interplay between the ideational, interpersonal, and textual functions of language. Through

this interplay, the meaning potential of language is realized.

Reading is one in every of the four language ability that's tutored in English. Within the second acquisition particularly for English learners, reading is that the ability that has got to be introduced and down. Besides, reading is additionally helpful for all of individuals round the world particularly students to induce information. Therefore, in education like universities or different programs that build intensive use of educational materials written in English, reading stands jointly of the foremost necessary skills that got to be down.

Nowadays, reading is thought mutually of subjects that have correlation with learning English. Besides, reading is additionally used not just for English students however also all of individuals within the world. However the points that distinguish them are the needs why they scan. For instance, students scan a history book and therefore the youngsters read a fairytale. They are reading, however their purpose is not an equivalent. The scholars scan history book to induce info or information (education purposes) and therefore the youngsters read comics for obtaining pleasure. In short, each of them is reading however they need completely different functions.

However if they scan for learning or obtaining info such news, science or same line, that are a part of his study or assignment they're going to be intimate terribly slowly and punctiliously. It is often complete that these 2 functions are

important for readers or second language learners to accomplish their goal in reading.

According to Grellet (1986, p. 4) there are two main reasons for reading, the first one is reading for pleasure and the second is reading for information. Those reasons may affect us to read as much as possible to get a lot of information, knowledge, enjoyment, and even problem solutions from reading activity. All of those reasons can we interpret as reading motivation. Reading motivation is very important for students because reading motivation will affect their behaviors of reading. English education students at IAIN Palangka Raya learn four kinds of reading subject, in the second semester they learn about literal reading, in the third semester, they learn about inferential reading, in the fourth semester they learn critical reading and in the fifth semester they learn appreciative reading. These reading subjects make the students read as much as they can and familiar with many varieties of reading texts, in conclusion reading motivation plays a really important role in English education students of IAIN Palangka Raya.

Another important role that will affect students' reading ability is vocabulary, the vocabulary is fundamental for successful second language use and does a significant role in the creation of complete spoken and writing texts. Vocabulary is one of the additives of the language. Thornbury states that each one language has phrases. He additionally says, with the aid of having adequate vocabulary, one might be capable of speak to other people and express concept

surely and easily. Vocabulary is important a part of language. In writing, vocabulary is one of the language factors which have to be learnt. Getting to know vocabulary is vital, if the learner understands about vocabulary, they will be able to write effectively and accurately.

According to Barnhart (2008, p. 697), vocabulary is stock of words used by person, class of people, professions, etc. In a word, vocabulary is one of the language aspects which should be learned because we in order to be able to master English well.

Based at the historical past above, the researcher assumed that vocabulary has a vital element in writing and reading. As a result, the researcher became inquisitive about doing the studies entitled **“The correlation between the students’ reading ability and vocabulary mastery at IAIN Palangka raya”**.

#### **B. Research Problems**

The problem of the study is as follow:

Is there any significant correlation between the students’ reading ability and vocabulary mastery?

#### **C. Objective of The Study**

In this research, the objective of the study is to find out the significant correlation between reading ability and vocabulary mastery in the seventh semester of English Education IAIN Palangka Raya.

#### **D. Hypothesis of the Study**

The hypothesis is divided into two categories they are Alternative Hypothesis and Null Hypothesis:

##### **1. Alternative Hypothesis (Ha)**

There is a correlation between students' reading ability and vocabulary mastery in seventh semester English education at IAIN Palangka Raya.

##### **2. Null Hypothesis (Ho)**

There is no correlation between students' reading ability and vocabulary mastery in seventh semester English education at IAIN Palangka Raya.

The researcher formulates the hypothesis because it will make the researcher easy to focus on collecting the quantitative data based on variables in the hypothesis.

#### **E. Assumptions**

The assumption of this study is if the students had good vocabulary mastery, so they would be better on the students reading ability.

#### **F. Scope and Limitation**

On the way to avoid the broad trouble surrounding it, it is necessary to make the limitation of the research. The research is limited to the correlation between students reading ability and vocabulary mastery in seventh semester of English education study program of IAIN Palangka Raya, because seventh

semester students' has passed all levels, or has reached the highest level, both reading ability and vocabulary mastery are better.

#### **G. Significance of The Study**

The researcher hopes that this research would be benefit not only for the researcher but also the readers in building the knowledge and students in IAIN Palangka Raya.

The researcher hopes this research will be able to increase the knowledge especially in reading ability and vocabulary mastery. And the expected to provide students with the information about reading ability and vocabulary mastery, in which the teachers will help their students when facing some problems in mastering both of them.

#### **H. Operational Definition of key terms**

Related to the title of this study, the researcher wants to show the definition of key term that can be used to make the reader easy to know what the researcher is trying to clarify about the problem that is discussed in this study. The key terms are arranged as follow:

##### **1. Correlation**

Correlation definition means have relationship, and study is similar with research correlation considered in which the relationship between three continuous variables or more in this research, the students writing ability, reading ability and vocabulary mastery.



## 2. Vocabulary

Vocabulary refers to phrases as units that are a part of grammatical styles. In that experience, a word may be a detail that can stand on may be an detail that can stand on my own as an utterance (Lado, 1964). In the research, vocabulary refers to a frame of English vocabulary phrases that have been selected based on the stage of the scholars.

## 3. Mastery

Mastery is whole understanding, extremely good skill.

## 4. Reading

Reading implies interaction between readers and texts, a degree of information of the globe and determined topics, some data of the target language and conjointly the interpretation of the writer's message which might vary from reader to reader.

## 5. Ability

Ability is the mental of bodily capability, energy or talent required to do something. on this research, the word "capability" method the students' competence in writing recount and narrative texts.

## 6. Reading Ability

The reading ability could be a thinking method by that a pupil selects facts info, or ideas from written materials, decides however they relate to previous information he has no heritable, and judges their appropriateness and value for meeting his own wants and objectives.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous Study**

In this chapter, the researcher discussed and review some related literature that consisted of explanation about the correlation between the students' reading ability and vocabulary mastery. Some literatures related to the study are reviewed as means to clarify the present study

The first a researched conducted by Pebriawan (2015), has studied about The Correlation between Students Vocabulary Mastery and Reading Comprehension. The results show the average percentage of reading ability is 63.4% and the average percentage of vocabulary mastery is 60%, and the SPSS calculation result for the correlation is 0.989. The value coefficient is higher than the critical value of the table ( $0.989 > 0.32$ ). Statistical analysis showed an interaction between students' vocabulary mastery and significant reading ( $p < 0.01$ ;  $p = 0,000$ ). So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. It means that there is correlation between vocabulary mastery and reading comprehension. (2015, p. 9)

The second study is conducted by Latifatul and Bambang (2012) has studied about the correlation between vocabulary mastery and reading comprehension Achievement at SMA Muhammadiyah 1 Metro. Based on the research findings, the conclusion is drawn as follows: There is a positive and

significant correlation between the students' vocabulary mastery and their reading comprehension achievement. It is proven by the value of correlation coefficient (0.818) which is higher than the value of r table (0.349). It means that the increase of the students' vocabulary mastery will be followed by the increase of reading comprehension achievement. The result of this research shows that there is positive and significant correlation between vocabulary mastery and reading comprehension achievement. It is proven by the value of correlation coefficient (0.818) which is higher than the value of r -table (0.349). (2012, p. 67)

The third study conducted by Nur Hidayah (2007) she tried to measure the clausal relationship between vocabulary mastery and reading ability of the eighth-grade students at Mts Darul Amin Palangka Raya. The result of her study shows that there is a 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 the value of coefficient determinant (KP) was 16 % it meant the contribution variable is able to contribute to variable Y. Based on the calculation of value is 9,8 and table 2, 01 so it meant value > table even alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. (2007, p. 9)

The last previous study by Dzur Rif'ah Mahmudah (2014) he studied about The Correlation between Students' Writing Ability and Vocabulary Mastery of the eighth grade students SMP Handayani Sungguminasa Gowa. The analysis used a Descriptive analysis. The results of the info analysis show that the students' writing ability (in terms of revising of the story in film) expressed in sixty 60.00 of the mean score, wherever their vocabulary mastery check expressed sixty-one 61.00 of the mean score. Constant correlation between each variables shows that there is a big correlation between students writing ability and their vocabulary mastery, it's lies between zero,600 - 0,800 that is classified as substantial.

**Table 2.1 Previous Studies**

NO.	Researcher Year	The Objective	The Similar	The Different	Location
1.	Pebriawan (2015)	To find out The Correlation between Students Vocabulary Mastery and Reading Comprehensi on in second grade of MIA 3 students of SMAN 1 Sidomulyo.	The study used a correlatio n design.	The different are in the population , sample, research instrument and the result.	SMAN 1 Sidomulyo
2.	Latifatul and Bambang	To find out The Correlation	The study used a correlatio	The different are in the	SMA Muhammad iyah 1

	(2012)	between Vocabulary Mastery and Reading Comprehension Achievement and to describe the correlation between vocabulary mastery and reading comprehension achievement.	n design.	population , sample, research instrument and the result.	Metro
3.	Nur Hidayah (2007)	To measure the clausal relationship between vocabulary mastery and reading ability of the eighth-grade students at Mts Darul Amin Palangka Raya.	The study using the some variables, there is reading ability and vocabulary mastery	The different are in the population , sample, research instrument and the result.	Mts Darul Amin Palangka Raya
4.	Dzur Rif'ah Mahmudah (2014)	The Correlation between Students' Writing Ability and Vocabulary Mastery In Descriptive analysis of	The study used a correlation design.	The different are in the population , sample, other variable, research instrument and the result.	SMP Handayani Sungguminasa Gowa

		revising of the story in film			
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Those previous studies above used as references for the researcher in comparing those relevant studies with the study conducted by the researcher this time. This study is the correlation between reading ability and vocabulary mastery. And based on those previous results, it can be concluded that there is a positive significant relationship between reading ability and students' vocabulary mastery. Students with a high level of vocabulary mastery will help them to improve their reading ability achievement.

#### **B. Reading Ability**

Reading ability could be a thinking method by that a pupil selects facts info, or ideas from written materials, decides however they relate to previous information he has no heritable, and judges their appropriateness and value for meeting his own wants and objectives.

Reading is an active process that depends on both an author ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the information to the words the author has written. Simanjuntak (1988, p. 15), define reading as an active cognitive process of increasing with print and monitor comprehension to establish meaning.



Reading implies interaction between readers and texts, a degree of information of the globe and determined topics, some data of the target language and conjointly the interpretation of the writer's message which might vary from reader to reader.

#### 1. Definition Reading Comprehension

According to Simanjuntak (1988, p. 15), define reading as an active cognitive process of increasing with print and monitor comprehension to establish meaning. Reading can be defined as the ability of an individual to recognize a visual form; associate the form with a sound and or meaning acquired in the cover and on the part of experience, understands, and interprets its meaning.

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, p. 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.

Reading Comprehension is a thinking process by which a pupil selects facts information, or ideas from printed materials, decides how they relate to previous knowledge he has acquired, and judges their appropriateness and worth for meeting his own needs and objectives.

From the statements the writer concluded that, in order to comprehend a reading selection fast a person must be able to use the information to make conclusion and to read critically, to understand the figurative, to determine the author's purpose, to evaluate the ideas presented, and to apply the ideas to actual situations.

## 2. The Importance of Reading Comprehension

Why reading very important? Reading is one of the important ways to improve general language skills.. Reading is an important skill in many different settings especially in educational setting (Grabe, 2009, p. 5).

Students, nowadays, encounter the great demands of reading activity since all knowledge is in the written form. The students should have a good reading ability to discover the content of the text.

In addition, Harrison (2004, p. 3) argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability. This capability will be the basic development of emotional, moral and verbal intelligence. Moreover, these developments determine what kind of person people would be. In summary, reading is important for students both to develop their knowledge and to develop the way they think related to the development of their moral, emotional as well as verbal intelligence.

According to Beatrice S. Mikuleckly and Linda Jeffries (2007, p. 26) reading comprehension importance:

- a. Reading helps you learn to think in English.
- b. Reading can enlarge your English vocabulary.
- c. Reading can help you improve your writing.
- d. Reading may be a good way to practice your English if you live in a non- English speaking country.
- e. Reading can help you prepare for studying in English –speaking country. Reading is a good way to find out about new ideas, facts and experiences.

Wallace (1992) describes that reading has three main objectives, they are:

- a. Reading for survival which is identical to reading for factual information.
- b. Reading for learning which is similar to reading for intellectual purposes.
- c. Reading for pleasure which is the same as reading for emotional gratification.

### 3. Level of Reading Comprehension

Reid (1981, p. 457) divides comprehension into four levels of skills: literal, interpretative, critical and creative. These four levels correlate with the classes of cognitive (intellectual) behaviors identified Bloom (1966, p. 55) and others, since comprehension skills are also thinking skills. “Knowledge” relates to the literal level of comprehension; “comprehension” and “application” to the interpretive level; “analysis” and “evaluation” to the critical level; and “synthesis” to the creative level.

Thomas Barrett (Clymer, 1968) developed a simple three-level taxonomy that is useful in understanding how readers comprehend<sup>16</sup>. (1) Literal or factual comprehension. This refers to the 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, conjunctions, 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, analyzing, evaluating, and personally reacting to information presented in a passage, there are some abilities: (a) personally reacting to information in passage indicating its meaning to the reader. (b) Analyzing and evaluating the quality of written information in terms of some standards.

According to Heilman et.al (1981, p. 246) identifies the following Comprehension skill levels:

a. Literal

This level is the simplest level. It means that what the reader needs to do is to reproduce the fact as they are related by the writer. At this level, Questions are factual and detailed. The skills needed for this level are nothing factual data, sequence, chronology, and enumeration.

The abilities which refer to the literal level are:

- 1) Knowledge of word meanings.

- 2) Recalling of ideas directly stated or paraphrased in own word
- 3) Understanding of grammatical clue-subject, verb, pronoun, conjunction and so forth.
- 4) Recalling of main idea explicitly stated.
- 5) Knowledge of sequence of information presented in the text.

b. Interpretive

This level requires the reader to go beyond the information given by the writer. The reader is required to see the significance of the data; to note various relationships such as cause effect and relation of the part to the whole, to make comparison, to draw conclusion and inference and to make generalizations. The abilities which refer to the interpretive level are:

- 1) Reasoning with the information presented to understand the writer's tone, purpose and attitude
- 2) Inferring factual information, main ideas, comparison, and cause - effect relationships not explicitly stated in the text.

c. Critical

The ability which refers to the critical levels:

- 1) Reacting to information in a text indicating its meaning to the reader.
- 2) Analyzing and evaluating the quality of written information in terms of some standards.



In short, the literal level involves the acquisition of information directly is stated. This level of interpretation involves "reading between the lines" of making conclusions the critical level involves evaluating written material. From the description above, it can be stated that each level requires different abilities or skills. The level of interpretation requires skills higher than Literal and so on.

All levels 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. The literal comprehension is the most basic one. Literal comprehension, however, requires little in the way of engaged thinking and problem solving on the part of the reader.

From the explanation above, this research focuses on the level of literal, interpretive and critical comprehension because the sample of this research will be on seventh semester of English education study program students' and in seventh semester of English Education students are taking all level of reading courses.

Burns, Roe & Ross (1984, p. 177) state that a literal understanding of the reading includes basic ideas, detailed or descriptive, cause and effect, sequence or series of vocabulary and

comprehension, sentence meaning and the meaning of the paragraph. Furthermore, the ultimate goal of reading is comprehension students can understand the content of any reading that includes seven such capabilities. Literal understanding is that there are answers in the text and the students just need to select it. In other hand, interpretive understanding to build understanding and finding the main idea, determine implication, apply; task is an example of interpretive understanding. Level of literal, inferential and critical reading can be seen in Table 2.2 below based on Suwanto (2014, p. 2):

**Table 2.2 Reading Comprehension Level**

No.	Comprehension Level	Indicator
1.	Literal Comprehension	1.1 Express the main idea
		1.2 Details/explanatory
		1.3 Sequences/series
		1.4 Following instruction
		1.5 Understanding vocabulary
2.	Inferential Comprehension	2.1 Implied main idea
		2.2 Guess a causal relationship
		2.3 Guess pronoun
		2.4 Guess adverb
		2.5 Guess the missing word
		2.6 Predicting mood
		2.7 Predicting the author's purpose
3.	Critical Comprehension	3.1 Determine specific information
		3.2 Determine the tones, purpose and courses
		3.3 Determine where to insert a piece of information.

### **C. Vocabulary Mastery**

Mastery is outlined as a comprehensive information or talent in a very specific subject or activity (Hornby, 2001). Vocabulary mastery is outlined because the power to manage, command, decide, Associate in Nursing rule the vocabulary as an helpful and elementary tool for communication and getting information.

Mastering vocabulary isn't solely by basic cognitive process its spoken and written type. This could be true for beginners as Thornbury (2007) conjointly emphasizes that within the simplest level, somebody is claimed already knowing a word once he or she is aware of its type and its meanings. In fact, mastering a word means that mastering the aspects of word information. Thornbury (2007) summarize that word information embrace, the meanings, the spoken type, the written type, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency.

Vocabulary mastery refers to the number of words someone knows. The term mastery is not restricted to simply recognize the meaning of certain words. In other words, it is more precisely defined as “to know a word” because the learners are said to have good vocabulary mastery if they are able to recognize the meaning but also to know form, grammar, collocation, meaning and word formation. In relation to writing sub skills, vocabulary mastery can be defined as a number of vocabulary or words in the memory of users or learners.

## 1. The Definition of Vocabulary

Vocabulary is basic to communication an individual should be able to manufacture technical things to convey his meanings. Cameron (2001, p. 72) believes that building a helpful vocabulary is an international language at primary level. Vocabulary mastery is very important in writing. While not enlarging their vocabulary, students cannot write with success. Therefore, anyone can learned a language with success should enlarge vocabulary mastery. 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.

According to Kamil and Hiebert (2005, p. 3), vocabulary is the knowledge of the meanings of words. What complicates this definition is the fact that words come in at least from two forms: oral and print. Knowledge of words also comes inapt least from two forms. There are receptive that are able to be understood or recognized, and productive the vocabulary that is used when writing or speaking. Vocabulary is learning from context which is called incidental learning. It has traditionally been

assumed to be one cause if there is not major cause of vocabulary growth. However, there are many claims that teaching specific vocabulary by using context is not the most effective way to teaching vocabulary.

Based on definition above, vocabulary is one of components of language that must be learnt first by learners. It is going to help the learner in learning English well.

## 2. Kinds of Vocabulary

There are two kinds of vocabulary. According to Haycraft (1978), they are receptive vocabulary and productive vocabulary. The receptive vocabulary is words that the students recognize and understand when they occur. In another word, this vocabulary depends on the context. The productive vocabulary is the words which the students understand, pronounce correctly, and use constructively in speaking and writing ability.

Moreover, Kamil and Hiebert (2005, p. 3) state that the productive vocabulary is the words that are familiar or easy to recognize. These are often used by an individual, particularly in writing and speaking. In contrast, the receptive vocabulary is the words that are less familiar to students as well as are considered being less to be used. Another word, the students may not use these spontaneously for they may recognize the words 'meaning as they are reading and listening.

Kamil and Hiebert (2005, p. 3) also mention other kinds of vocabulary beside productive and receptive vocabulary, i.e. oral and print

vocabularies. In this case, Oral vocabulary is the set of words which is known the meanings when speaking or reading orally. While print vocabulary consists of those words which the meaning is known when writing or reading silently.

It means that Productive vocabulary is vocabulary that is often heard and used in everyday. While receptive vocabulary is vocabulary that is rarely used in everyday. Productive vocabulary is usually easy to understand the meaning as this is the vocabulary that is widely used. While receptive vocabulary is rarely used in the manufacture of a sentence or conversation. Therefore, it is difficult to understand.

In this case, the productive vocabulary is associated with the productive language skills comprising speaking and writing skills.

Nation (2001) also states that there are four kinds of vocabulary in the text. They are:

- a. High frequency words. These words are almost 80% of the running words in the text.
- b. Academic words. Typically, these words make up about 9% of the running words in the text.
- c. Technical words. These words make up about 5% of the running words in the text.



- d. Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

### 3. 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. (Azzar 2002, p. 45)

##### 2) Conjunctions

Conjunctions were words used to link words, phrases or clauses. Some common conjunctions were, and, but, and, or. (Sargeant, 2007, p. 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 2.3 Types of Pronoun**

Subject	Object	Possessive Adjective ( + Noun )	Possessive 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, p. 74)

1) Nouns

Nouns were 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, p.7-8)

2) Verbs

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

3) Adjectives

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

4) Adverbs

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

According to Halliday (1985) as cited in Hatch and Brown, (1995, p. 252) English vocabularies are classified into:

a. Lexical or content words.

The content words can be learned in small group around life situation. Word contents include:

1) Noun

Noun refers to a person, place, or thing. It can be divided into subclasses. They are proper nouns (Betsy, Ohio and the Mormon Tabernacle Choir), common nouns (woman, state, and choir), concrete nouns (disk, table and chair), abstract nouns (hope, understanding, and love), count noun (books, birds, and pianos), mass noun (applesauce, gravy and rice), and group nouns (bank, government, board).

2) Verbs

Verbs are words that denote action. Nouns that name states, processes and events are not as noun like as physical objects that exist in time and space. For examples: do, write and listen.

3) Adjectives

Adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example: light, dark, bright and dull are used with color names.

#### 4) Adverbs

Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses, or to entire sentences rather than to nouns.

#### b. Grammatical or Function Word

##### 1) Prepositions

Prepositions are all those words that help locate items and action in time and space. For example: above, ahead, behind.

##### 2) Conjunctions

Conjunctions are sometimes called logical connectors because they clarify the relation between the linked clauses.

For example: because, while, unless, and, or, but.

##### 3) Pronouns

Pronouns refer to nouns that have already been mentioned in the discourse or point ahead to a noun that are about to mention. For examples: me, he, and him.

##### 4) The articles

(a, an, the) and demonstratives (this, that) are important to help point out object and bring them to the attention of the listeners.

#### 4. The importance of vocabulary

Students use vocabulary to make a sentence or to express opinions, thinking or ideas in their social communication. The other importance of vocabulary is suggested as follows: “Vocabulary is important to students. It is more important than grammar for the communication purposes. Particularly, in the early stages when students are motivated to learn the basic words, they need to get it in the language. Also, as the lexical system is Open there is always something new to learn when students have done the grammar. So, more advanced of student’s are motivated to add their vocabulary mastery, to understand nuances of meaning, and to get more proficient in their own choice of words and expression” (Gower, 1995, p. 142).

When learning foreign language, basically vocabulary becomes important. It should have to develop grammar and pronunciation. All are going to be difficult if communicate without vocabulary than grammar.

#### 5. The Aspect of Vocabulary

According to Gower, there are three aspects for studying vocabulary. They are from, the meaning and the use words or vocabulary.

##### a. The Form

- 1) Speech
- 2) Spelling.
- 3) Family of words



4) Word collocation with surrounding words.

b. The Meaning

1) The words have more than one meaning. It is according to the context of focus on.

2) The connotation item.

3) The vocabulary item has different meanings for different people.

c. The use

Studying the word in context apply what you learn by writing sentence with your words.

6. Level of Vocabulary Mastery

According to Nation (2006) research on the amount of vocabulary needed for receptive use indicates that learners need 6,000 words families to read novels written for teenagers, to watch movies, and to participate in friendly conversation. Around 8,000 to 9,000 words are needed to read newspapers, novels, and some academic texts.

Second and foreign language learners do not need to achieve vocabulary size like native speakers in order to use English well. The vocabulary size of foreign learners (Thornbury, 2002: 59) can be seen in the table below:

**Table 2.4 the scale of the words level**

Easy stars	200 word
Level one beginner	300 word
Level two elementary	600 word
Level three Pre- Intermediate	1200 word
Level four Intermediate	1700 word
Level five Upper-Intermediate	2300 word
Level six Advanced	3000 word

*Source: Scoot Thornbury, How to Teach Vocabulary, England: Pearson Education Limited, 2002.*

There are several studies in which the vocabulary size of university students is measured (especially freshmen). According to Nation, for about "five hours a week for about 40 weeks a year for about five years, very close to 1,000 hours," learners from Japan or Indonesia study English ("How Many," p. 176). Based on Barnard's and Quinn's study, after these learning hours, Indian and Indonesian learners tended to have a vocabulary size of less than 2000 words. Schmitt classify the size of vocabulary for second and foreign language learners as follow:

**Table 2.5 English Vocabulary Size of Foreign Learners**

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

## 7. Evaluation of Vocabulary Mastery

In testing vocabulary mastery, it is needed to determine type of test which will be used. According to Hughes (1989, p. 147), there are two kinds of evaluation namely recognition and production. Those are described as follows:

### a. Recognition

This is a type of testing vocabulary in which the test takers are provided with several alternatives to which they only need to recognize and choose which one is suitable with the word that is being asked. This is one testing problem for which multiple choices can be recommended without too many doubt foulnesses. In this kind of evaluation, items may involve a number of different operations as follows:

#### 1) Synonyms and Antonym

The test-takers are supposed to choose the alternatives which have the closest meaning to the words being asked. It is suggested that all the options are the words that the candidates are expected to know.

#### 2) Definition

It is a type of recognition test in which the test-takers need to know the notion or description of the word that is being asked.

What the test writer needs to note is that all the options must have the same length.

3) Gap Filling

It is the test in which the test-takers are required to fill the gap in a sentence having certain context with available options. The test writer needs to notice that the context should not contain itself words that the test takers are unlikely to know.

b. Production

It is a type of vocabulary testing which different from the first one. Testing of vocabulary productively is so difficult that it is practically never attempted in proficiency test. Several types of productive vocabulary testing are described as follows:

1) Pictures

By using pictures, the test takes are expected to write down the name of given pictures, this method of testing is restricted to concrete nouns which can be unambiguously drawn.

2) Definitions

This method requires the test-takers to give a definition or a term of given clues.

3) Gap Filling

This is a bit similar to the gap filling method in recognition vocabulary test. The test takers need to find the missing word by

themselves. To avoid unexpected answer from the test-takers, it is suggested to give the first letter of the missing word or an indication of the number of letters.

#### **D. Correlation Research Design**

##### **1. Definition of Correlation**

According to Ary et.al (2010, p. 349-350), The correlation research is non-experimental research that is similar to ex post facto research in that they both employ data derived from preexisting variables. There is no manipulation of the variables in either type of research. They differ in that an ex post facto research; selected variables are used to make comparisons between two or more existing groups, whereas correlation research assesses the relationships among two or more variables in a single group. Ex post facto research investigates possible cause-and-effect relationships; Correlation research produces indexes that show both the direction and the strength of relationships among variables, taking into account the entire range of these variables. This index is called a correlation coefficient.

The correlation method is intended to investigate the correlation between the variables (Arikunto, 2007, p. 247). The degree of correlation between two variables is classified in the form of a correlation coefficient. This is also supported by Creswell (2012, p. 338) opinion that in correlation research design, investigators use the correlation statistical test

to describe and measure the degree of association (or relationship) between two or more variables or sets of scores.

## 2. Types of Correlation Research

There are two types of correlation study as stated by Creswell (2012). They are explanatory design and prediction design.

### a. The Prediction Design

Prediction design has most of the same functions as explanatory design with a few minor changes. In prediction design, we normally do not use the term explanatory and response variable. Rather we have predictor and outcome variables as terms. This is because we are trying to predict and not explain. In research, there are many terms for the independent and dependent variables and this is because different designs often use different terms. Instead of simply relating two variables, in a prediction design, researchers seek to anticipate outcomes by using certain variables as predictors.

The purpose of a prediction research design is to identify variables that will predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcome) variable.

### b. The Explanatory Design

As stated by Creswell (2012, p. 340), the explanatory design is a correlation design in which the researcher is interested in the extent to



which two variables (or more) variable, that is where changes in one variable are reflected in changes in the other.

An explanatory design seeks to determine to what extent two or more variables variation. Variation simply means the strength of the relationship of one variable to another. In general, two or more variables can have a strong, weak, or no relationship. This is determined by the product-moment correlation coefficient, which is usually referred to as  $r$ . The  $r$  is measured on a scale of -1 to 1. The higher the absolute value the stronger the relationship.

### 3. Characteristics of Correlation Research

According by Ari ed.al (2010, p. 46), the correlation research gathers data from individuals on two or more variables and then seeks to determine if the variables are related (correlated). Correlation means the extent to which the two variables vary directly (positive correlation) or inversely (negative correlation). The degree of relationship is expressed as a numeric index called the coefficient of correlation.

There are three characteristic of correlation research: positive correlation research, negative correlation research, and no correlation research. Each of these kinds is characterized by peculiar features.

#### a. Positive correlation research

Positive correlation research is a form of research involving 2 statistically equivalent variables where an increase or decrease in one

variable causes a similar change in the other. Positive correlations both variables increase and decrease at the same time. A correlation coefficient close to + 1.00 indicates a strong positive correlation.

b. Negative correlations research

Negative correlations indicate that as the amount of one variable increases, the other decrease. A correlation coefficient close to 1.00 indicates a strong negative correlation. Negative correlation research is a research method involving 2 variables that are statistically opposite where an increase in one of the variables creates an alternate effect or decrease in the other variable.

c. Zero correlation research

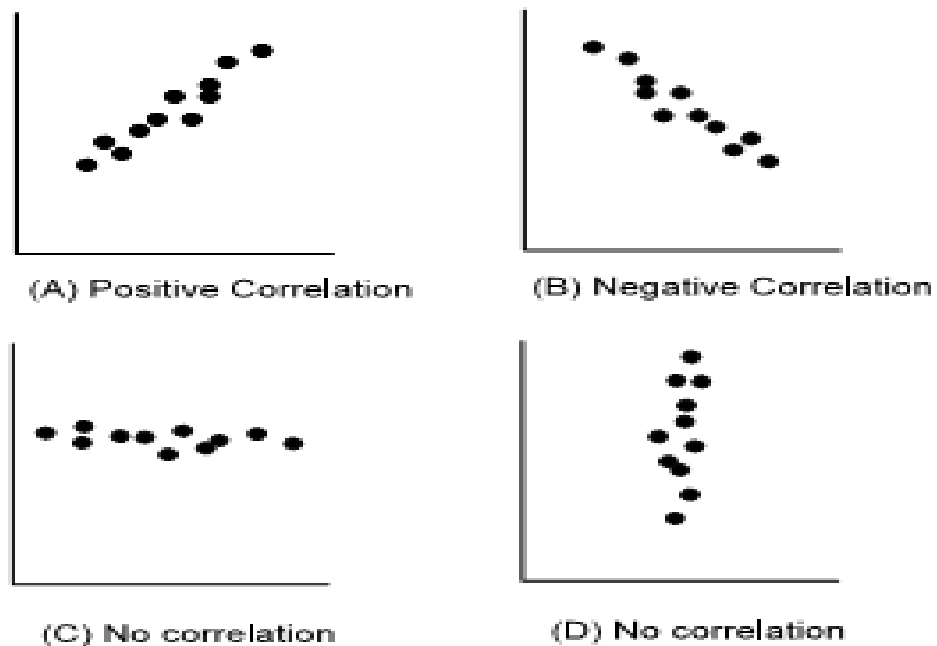
Zero correlation indicates any relationship between the two variables. A correlation coefficient indicates no correlation. Zero correlation research is a type of correlation research that involves 2 variables that are not necessarily statistically connected. In this case, a change in one of the variables may not trigger a corresponding or alternate change in the other variable.

4. Correlation Patterns in Scatter plot Graphs

A scatter plot is used to graphically represent the relationship between two variables. Explore the relationship between scatter plots and correlations, the different types of correlations, how to interpret scatter plots, and more.

Ary et.al (2010, p. 132) also stated that a scatter plot illustrates the direction of the relationship between the variables. A scatter plot with dots going from lower left to upper right indicates a positive correlation. One with dots going from upper left to lower right indicates a negative correlation.

A scatterplot illustrates the direction of the relationship between the variables. A scatterplot with dots going from lower left to upper right indicates a positive correlation (as variable x goes up, variable y also goes up). One with dots going from upper left to lower right indicates a negative correlation (as variable x goes up, variable y goes down).



**Figure 2.1**Scatter Plot

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter the researcher discussed about the research design, population and sample, variable of the study, research instrument, research instrument validity, research instrument reliability, normality test, linearity test, homogeneity test, data collection procedure and data analysis procedure.

#### **A. Research Design**

In this research, the researcher using the correlation design by applies a quantitative approach. Ary et.al (2010, p.349) stated that “Correlation research is research that attempts to determine the extent and the direction of the relationship between two or more variables. So, in this research that the researcher collect and analyze the data statistically from the students’ score of variables to find out the correlation between students’ reading ability and vocabulary mastery in the seventh semester of English education at IAIN Palangka Raya.

There are three possible results of a correlation study:

- a. Positive correlations: Both variables increase or decrease at the same time. A correlation coefficient close to + 1.00 indicates a strong positive correlation.
- b. Negative correlations: indicates that as the amount of one variables increases, the other decrease. A correlation coefficient close to 1.00 indicates a strong negative correlation.

- c. No correlation: indicate any relationship between the two variables. A correlation coefficient indicates no correlation.

The researcher tried to measure the correlation between reading ability and vocabulary mastery score in 7th semester of English Education at IAIN Palangka Raya.

Ary et.al (2010, p. 132) also stated that a scatter plot illustrates the direction of the relationship between the variables. A scatter plot with dots going from lower left to upper right indicates a positive correlation. One with dots going from upper left to lower right indicates a negative correlation.

## **B. Population and Sample**

### **1. Population**

Donald Ary et.al (2010, p.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 7th semester of English education IAIN palangka raya.

### **2. Sample**

If the total population is less than 100, it is better to take all of them as the sample but if the total population is more than 100 students, the sample can be taken between 10-15% or 20-25% or more". Based on the quotation above, in this research, the sample of the population will be taken total sampling.

### **C. 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, p. 11). In this research there were two variables, they were: vocabulary mastery (X) and reading ability (Y).

### **D. Research Instrument**

The instrument is a tool that is used by researcher to get data or scores from their research. In this study researcher used a test instrument. That are two types of tests used, the instrument are reading test and vocabulary mastery test.

#### **1. Reading Ability 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, p. 211)

There were many kinds of test reading comprehension, but the researcher used the test from TOEFL by Longman. Researchers adopted the instrument from the Deborah Phillips book and a title is LONGMAN COMPLETE COURSE FOR THE TEOFL TEST, because one of three sections is reading comprehension. There were 50 questions in reading comprehension section. The students asked to answer the correct answer from the text.



**Table 3.1 level of Reading Ability Test Items**

No.	Level of comprehension	Item	Number of items	Percentage
1.	Literal	16	1, 4, 5, 11, 12, 18, 20, 22, 25, 28, 31, 32, 36, 37, 45, 47	32%
2.	Inferential	23	3, 6, 7, 8, 9, 10, 13, 14, 15, 16, 17, 23, 24, 26, 29, 32, 34, 35, 39, 41, 42, 44, 48	46%
3.	Critical	11	2, 19, 21, 27, 30, 38, 40, 43, 46, 49, 50	22%
<b>Total</b>		<b>50</b>	<b>100%</b>	

## 2. Vocabulary Mastery Test

According to Donald Ary et.al (2010, p. 201) the test is a series of stimuli that are presented to individuals to obtain responses on the basis of where score scores can be given. This test is used to determine the student's vocabulary mastery. Researchers adopted the instrument from the Vocabulary Level Test created by Paul Nation, Victoria University of Wellington. This test is freely available and can be used by teachers and researchers for a variety of purposes.

All vocabulary on these questions is academic vocabulary. There are 50 questions to become an instrument and the test covers in level 5.000 word families. The Vocabulary Levels Test measures knowledge of particular frequency levels of words. It is the most suitable test for measuring the vocabulary size and vocabulary knowledge of elementary

and intermediate learners of English as a foreign language. Students are asked to answer questions to find meaning or synonyms, for example:

- a) Drive \_\_\_\_\_uses a car
- b) Jump \_\_\_\_\_get off the ground suddenly
- c) Shoe \_\_\_\_\_the thing you wear on your foot

**Table 3.2 the Specifications of Vocabulary Test Item**

No.	Type of Vocabulary	Item	Number of items	Percentage
1.	Lexical or Content Word	33	1, 2, 3, 5, 6, 7, 8, 9, 10, 12, 13, 15, 18, 19, 22, 24, 25, 26, 27, 29, 30, 31, 32, 34, 35, 37, 38, 40, 41, 42, 43, 44, 47	66%
2.	Function Word or Grammatical	17	4, 11, 14, 16, 17, 20, 21, 23, 28, 33, 36, 39, 45, 46, 48, 49, 50	34%
<b>Total</b>		<b>50</b>	<b>100%</b>	

### **E. Research Instrument Validity**

The validity of a test is the extent to which it measures what is supposed to measure and nothing else. The test can be said valid if it is able to measure what it is suppose to be measure.

#### **1. Face Validity**

Face validity tests items look right to other testers, teachers, indicators, and tests for face validity of the test item used. 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 mastery test instrument used to measure vocabulary mastery, and the reading ability test used to measure reading comprehension.

## 2. Content Validity

Content Validity referred to a test consisting of adequate content to measure the desired ability to the 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, the vocabulary mastery test consists of 50 test items. It is presented by multiple choices. Meanwhile, and for reading ability test consist 50 questions.

## F. Research Instrument Reliability

The good instrument in a study is not only the instrument valid but also reliable to measure what suppose to be measured. Reliability is a necessary characteristic of any good test for be valid at all, a test must first be reliable as a measuring instrument.

### d. The Reliability Test

1) of the test the researcher using formula:

$$r = \left( \frac{k}{k-1} \right) \left( 1 - \frac{x(k-x)}{k \cdot s^2} \right)$$

r = Reliability of instrument

k = the number of items

s = the standard deviation

x = Mean (rerate total score)

2) Measured the mean of the test scores.

3) Measured the total variants with the formula:

$$V_t = \frac{\sum y^2 - \frac{(\sum Y)^2}{N}}{N}$$

Where:

$V_t$  : the total variants

$\sum Y$  : the total of score

$\sum Y^2$  : the square of score total

$N$  : the number of testes

4) Calculated the instrument reliability using KR-21.

5) The last decision was compared the value of r and  $V_t$ .

To interpret the reliability of instrument, the writer used the criteria of reliability as shown below:

**Table 3.3 Criteria of Reliability**

Reliability	Interpretation
0.800- 1.000	Very High Reliability
0.600-0.799	High Reliability
0.400-0.599	Fair Reliability
0.200-0.399	Poor Reliability
0.000-0.199	Very Poor Reliability

From the measurement of instrument try out reliability it is known that the whole numbers of test items are reliable and can be used as the instrument of the study.

#### **G. Normality Test**

Kolmogorov – Smirnov test (K-s) is a test non-parametric the most basic and most widely used. The tests used by a one-sample test that possible the distribution of the difference of frequency with some popular distribution like normality test. Normality is a test normal to whether or not the distribution of research data. The writer measured the normality test used SPSS 25.00 and for normality test, the researcher used One-Sample Kolmogorov-Smirnov Test to test the normality. Significant level  $\alpha = 0,05$  Interpretation. If the result of the normality test  $> \alpha$  so, the data can be said normal distribution. If the result of the normality test  $< \alpha$  so, the data can be a not normal distribution.

#### **H. Linearity Test**

The Linearity test is aimed to know whether two variables have significant linear regression or not. This test becomes the major prerequisite for the data to entering linear regression analysis. In SPSS, the linearity can be known by using Anova (Test for Linearity) on the significance value (p) = 0.05. Two variables can be linear if  $p > 0.05$ .

#### **I. Homogeneity Test**

It is used to know whether experimental group and control group, that were decided, come from population that has relatively same variant or not. If

calculation result of was lower than by 5% degree of significance, it meat both groups had same variant.

#### **J. Data collecting Procedure**

In this research have two instrument tests, there are reading test and vocabulary mastery test. The participant is seventh semester in English education IAIN Palangka Raya.

In conducting the research, the researcher following the steps:

1. Determining the Population
2. Finding the Sample
3. The researcher gives an instrument test to the respondents.
4. The researcher collects the responses.
5. The researcher calculates the result of the study.
6. Analyzed the data.

The data was analyzed by mistreatment constant correlation product moment to analyze whether or not there's correlation of students' in vocabulary mastery and reading ability.

#### **K. Data Analysis Procedure**

After giving the test to find out the score from the reading ability test and vocabulary mastery test, the researcher needed to find out whether there was a significant correlation between reading ability and vocabulary mastery, by following this step:



1. Calculating the reading ability score the researcher used the online site from the Google form service.
2. Finding the score of the student's vocabulary mastery test, the researcher used the online site form Google form service.
3. Finding out the correlation coefficients the researcher used two tests, also to find the correlation coefficient between reading ability and vocabulary mastery. to find out the correlation coefficient the researcher using the manual calculation and used SPSS 25.0 program.
4. Finding the multiple correlation coefficient, the researcher used the formula as follows:

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

$r_{xy}$	= index number correlation “r” product moment
$N$	= Number of Participants
$X$	= Students’ Scores Vocabulary Mastery scores
$Y$	= Students’ Reading Ability Scores
$\sum X$	= The Sum Scores of Vocabulary Mastery score
$\sum Y$	= The Sum Scores of Reading Ability scores
$\sum X^2$	= The Sum of the Squared Scores of vocabulary mastery scores
$\sum Y^2$	= The Sum of the Squared Scores of reading ability scores
$\sum XY$	= The Sum of Multiplied Score between X and Y

The formula above is very important due to finding out whether or not the (Ho) Hypothesis or (Ha) Hypothesis is accepted in this research. A correlation greater than 0.5 is generally described as strong a correlation of less than 0.5 is generally described as weak. These values can vary based upon the "type" of data being examined.

The researcher uses the 5% significant level because a field of research is a language subject, not an exact subject. In the language study, it is better to use a 5% significant level. Based on the interpretation by Sudijono (2007, p. 193) the table interpretation of product-moment scales, as follows:

**Table 3.4 the Correlation Interpretation**

Correlation Value (r)	Interpretation
0.800 – 1.000	Very High Correlation
0.600 – 0.800	High Correlation
0.400 – 0.600	Fair Correlation
0.200 – 0.400	Low Correlation
0.000 – 0.200	Very Low Correlation

## **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 data presentation, result of data analysis, and discussion.

#### **A. Data Presentation**

To answer the problem of the study, the researcher used Vocabulary Mastery Reading Ability test. All tests was given to 65 students', the duration of the data collecting was approximately one month, and to easier collect the score of the test, the used the Google form service.

#### **1. Analysis of Vocabulary Mastery**

##### **a. The Result of Vocabulary Mastery Test Score**

**Table 4.1 Vocabulary Mastery Test Score**

CODE	Vocabulary Mastery (X)
S-1	48
S-2	38
S-3	72
S-4	32
S-5	60
S-6	64
S-7	46
S-8	92
S-9	64
S-10	66
S-11	70
S-12	84
S-13	50
S-14	30
S-15	72

S-16	64
S-17	54
S-18	48
S-19	24
S-20	74
S-21	78
S-22	74
S-23	32
S-24	54
S-25	64
S-26	76
S-27	64
S-28	34
S-29	50
S-30	32
S-31	78
S-32	84
S-33	80
S-34	74
S-35	42
S-36	82
S-37	38
S-38	46
S-39	16
S-40	68
S-41	62
S-42	80
S-43	80
S-44	68
S-45	72
S-46	20
S-47	78
S-48	32
S-49	78
S-50	74
S-51	34
S-52	18
S-53	16
S-54	40
S-55	50
S-56	50

S-57	78
S-58	70
S-59	46
S-60	68
S-61	66
S-62	72
S-63	70
S-64	58
S-65	32
<b>SUM</b>	<b>3730</b>
<b>Lowest Score</b>	<b>16</b>
<b>Highest Score</b>	<b>92</b>
<b>Mean</b>	<b>57.38</b>
<b>Standard Deviation</b>	<b>19.783</b>

Based on the calculation variable X was found  $\sum X = 3730$  and  $\sum X^2 = 239092$ . Based on the data above, it is known that the highest score was 92 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 Mastery Test Score**

NO.	Category	Frequency
1.	Score 80 – 100	7
2.	Score 70 - <80	17
3.	Score 60 - <70	12
4.	Score 50 - <60	7
5.	Score <50	22
Total		65

Based on the data above, can be seen the variation of scores. Based on the calculation there were 7 students who acquired score 80 - 100, 17 students who acquired score 70 - <80, 12 students who acquired score 60 - <70, 7 students who acquired score 50 - <60, and 22 students who acquired score <50.

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

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

Where :

S : Students Score

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

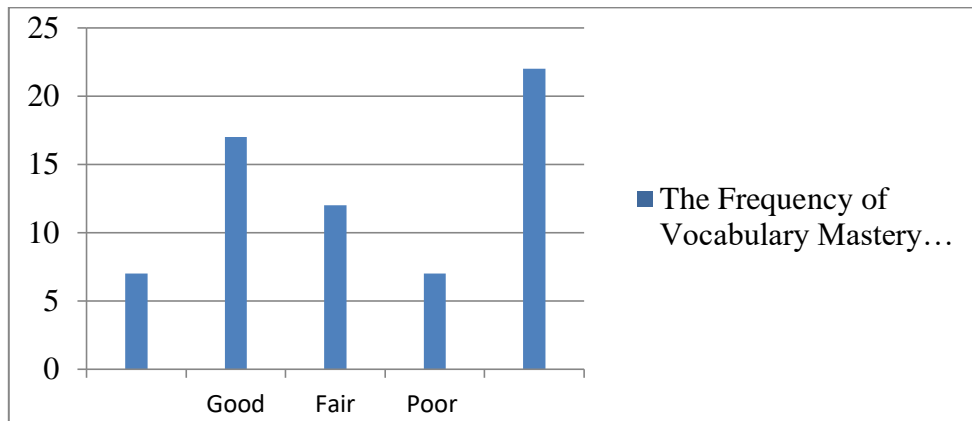
N : total of students.

**Table 4.3 Distribution Frequency and Presentation of the Vocabulary Mastery Test Score**

No.	Category	Predicate	Letter Value	Frequency	Percent
1.	Score 80 – 100	Very Good	<b>A</b>	<b>7</b>	<b>10.77%</b>
2.	Score 70 - <80	Good	<b>B</b>	<b>17</b>	<b>26.15%</b>
3.	Score 60 - <70	Fair	<b>C</b>	<b>12</b>	<b>18.46%</b>
4.	Score 50 - <60	Poor	<b>D</b>	<b>7</b>	<b>10.77%</b>
5.	Score <50	Very Poor	<b>E</b>	<b>22</b>	<b>33.85%</b>
<b>Total</b>				<b>65</b>	<b>100%</b>

Based on the data above, it can be explained that there were 10.77% of students who acquired predicate very good, 26.15% of students' who acquired predicate good, 18.46% who acquired predicate fair, 10.77% who acquired predicate poor and there were 33.85% of students who acquired predicate very poor.





**Figure 4.1 the Frequency of Vocabulary Mastery Test Scores**

## **2. Analysis of Reading Ability**

### **a. The Result of Reading Ability Test Score**

**Table 4.4 Reading Ability Test Score**

CODE	Reading Ability (Y)
S-1	32
S-2	28
S-3	42
S-4	36
S-5	36
S-6	46
S-7	24
S-8	86
S-9	46
S-10	46
S-11	50
S-12	34
S-13	22
S-14	22
S-15	54
S-16	38
S-17	34
S-18	36
S-19	28
S-20	30

S-21	36
S-22	34
S-23	38
S-24	18
S-25	30
S-26	44
S-27	34
S-28	18
S-29	46
S-30	26
S-31	68
S-32	42
S-33	42
S-34	68
S-35	24
S-36	40
S-37	24
S-38	18
S-39	26
S-40	28
S-41	38
S-42	86
S-43	64
S-44	50
S-45	62
S-46	26
S-47	90
S-48	24
S-49	28
S-50	34
S-51	22
S-52	26
S-53	24
S-54	16
S-55	30
S-56	26
S-57	30
S-58	56
S-59	22
S-60	32
S-61	40

S-62	16
S-63	42
S-64	62
S-65	26
<b>SUM</b>	<b>2446</b>
<b>Lowest Score</b>	<b>16</b>
<b>Highest Score</b>	<b>90</b>
<b>Mean</b>	<b>37.63</b>
<b>Standard Deviation</b>	<b>16.781</b>

Based on the calculation variable Y was found  $\sum Y = 2446$  and  $\sum Y^2 = 110068$ . Based on the data above, it is known that the highest score was 90 and the lowest score was 16. The classification of the students' scores can be seen in the table below.

**Table 4.5 Distribution of Students' Reading Ability Test Score**

NO.	Category	Frequency
1.	Score 80 – 100	3
2.	Score 70 - <80	0
3.	Score 60 - <70	5
4.	Score 50 - <60	4
5.	Score <50	53

Based on the data above, can be seen the variation of scores. Based on the calculation there were 3 students who acquired score 80 - 100, 0 students who acquired score 70 - <80, 5 students who acquired score 60 - <70, 4 students who acquired score 50 - <60, and 53 students who acquired score <50. After the score processed, it made several groups of the data at some level on the predicate of the score then made percentage by using the formula:

$$S = n/N \times 100$$

Where:

S : Students Score

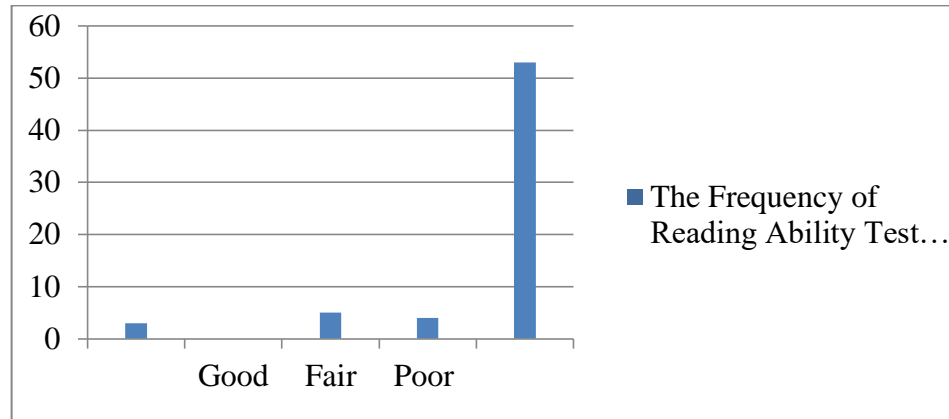
n : the number of students who got score in a level

N : total of students.

**Table 4.6 Distribution Frequency and Presentation of the Students' Reading Ability Test Score**

No.	Category	Predicat	Letter Value	Frequency	Percent
1.	Score 80 – 100	Very Good	A	3	4.62%
2.	Score 70 - <80	Good	B	0	0%
3.	Score 60 - <70	Fair	C	5	7.69%
4.	Score 50 - <60	Poor	D	4	6.15%
5.	Score <50	Very Poor	E	53	81.54%
<b>Total</b>				<b>65</b>	<b>100%</b>

Based on the data above, it can be explained that there were 4.62% of students who acquired predicate very good, 0% of students' who acquired predicate good, 7.69% who acquired predicate fair, 6.15% who acquired predicate poor and there were 81.54% of students who acquired predicate very poor.



**Figure 4.2 the Frequency of Reading Ability Test Scores**

## **B. Research Findings**

### **1. Testing Assumption**

#### **a. Normality Test**

The normality test was used to know whether the data were normal or not and the calculation of the normality test can be seen in the table below:

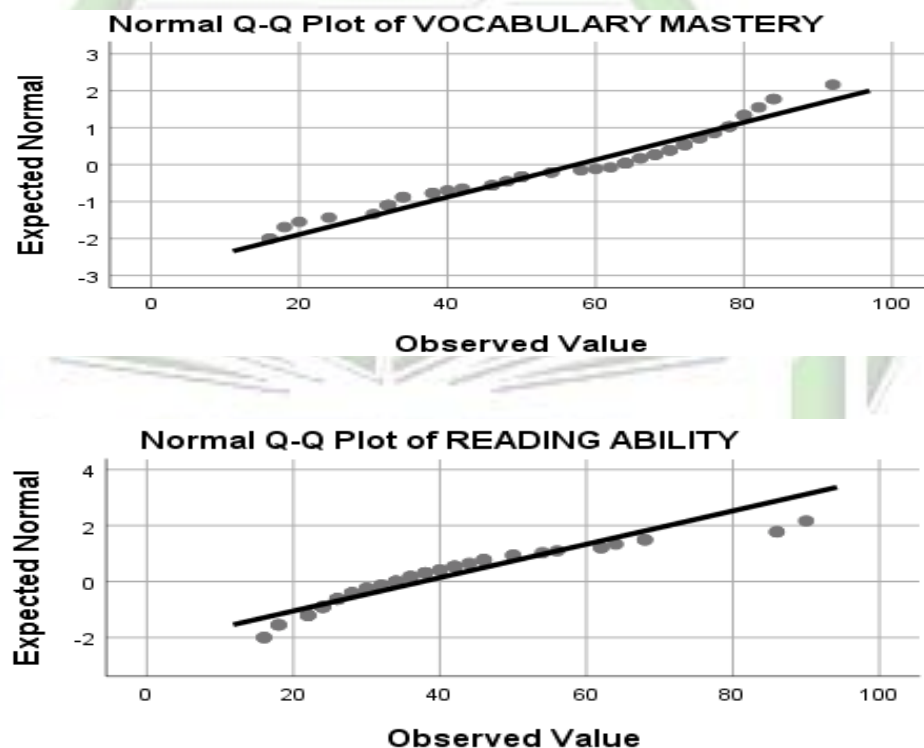
**Table 4.7 One-Sample Kolmogorov-Smirnov Test**

			Vocabulary mastery	Reading ability
N			65	65
Normal Parameters <sup>a,b</sup>	Mean		57.38	37.63
	Std. Deviation		19.783	16.781
Most Extreme Differences	Absolute		.154	.139
	Positive		.081	.139
	Negative		-.154	-.099
Test Statistic			.154	.139
Asymp. Sig. (2-tailed)			.001 <sup>c</sup>	.003 <sup>c</sup>
Monte Carlo Sig. (2-tailed)	Sig.		.092 <sup>d</sup>	.154 <sup>d</sup>
	99% Confidence Interval	Lower Bound	.000	.039
		Upper Bound	.185	.269

a. Test distribution is Normal.

b. Calculated from data.

The test of normality above was calculated using SPSS 25.0, meanwhile the data showed that the level significance of Vocabulary Mastery score was  $0.092 > 0.05$ . Reading it could be concluded that the data was normal distribution and the level significance of Ability score in table was  $0.154 > 0.05$  and it also meant that the data in normal distribution. Scatterplot chart is shown below.



**Figure 4.3 the Scatterplot of Normality Test**

The graphics above showed that the data distribution of both data students' vocabulary mastery scores and reading ability scores forms in a straight line, so it can be concluded the data from students' Reading Ability and Vocabulary Mastery scores were normal.



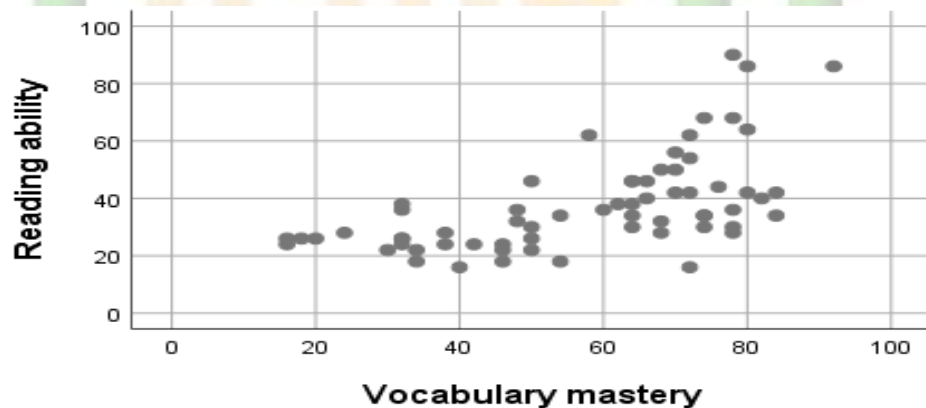
## b. Linearity Test

The linearity test was used to know whether the data were linear or not and the calculation of the linearity test can be seen in the table below.

**Table 4.8 the Result of Linearity Test**

ANOVA Table							
Reading Ability * Vocabulary Mastery			Sum of Squares	Mean Square	df	F	Sig.
	Between Groups	(Combined)	10593.138	378.326	28	1.833	.044
		Linearity	6287.411	6287.411	1	30.464	.000
		Deviation from Linearity	4305.728	159.471	27	.773	.754
	Within Groups		7430.000	206.389	36		
			18023.138	378.326	64		
	Total		10593.138		28		

Based on the calculation of the data above, the significance value showed the data value was 0.754 and it was higher than 0.05, which means there is a significant linear relationship between students' reading ability scores and students' vocabulary mastery scores.



**Figure 4.4 the Scatterplot of Linearity Test**

Based on the figure above the dots were spread in line, so it can be concluded that there is a correlation between students' reading ability score and students' vocabulary mastery scores.

### c. Homogeneity Test

To know whether the data were homogeneity or not the researcher used the homogeneity test. The calculation of the homogeneity test can be seen in the table below.

**Table 4.9 Homogeneity Test**

<b>Test of Homogeneity of Variances</b>			
<b>Reading Ability</b>			
<b>Levene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig</b>
<b>6.340</b>	<b>1</b>	<b>128</b>	<b>.013</b>

Based on the out pout of SPSS 25.0 program above, it was known that the value of variable significant of Vocabulary mastery score (X) and Reading ability score (Y) = 0.013 > 0.05 and it can be concluded that the variable data of Vocabulary mastery score (X) and Reading ability score (Y) were same variant.

## 2. Testing Hypothesis

### a. The Students' Vocabulary Mastery Level

**Table 4.10 The Result of Vocabulary Mastery Test Level**

<b>N</b>	<b>Total Score</b>	<b>Mean Score</b>	<b>Percentage of the Score</b>	<b>Standard Deviation</b>	<b>Level of the Test</b>
<b>65</b>	<b>3730</b>	<b>57.38</b>	<b>57.38%</b>	<b>19.783</b>	<b>5000 word</b>

Based on result above, the average scores of the students' vocabulary mastery test were 57.38. The Vocabulary test level in this research consists of 5.000-word families. The tests consist of 50 items and that makes up a total of 50 items for all levels. It means that if a student correctly answers 50% out of 50 items, the learners know approximately 2500 words from the level.

The vocabulary size possessed by the seventh semester of English department students, the results were summarized by means score frequency across the 5000 word families. The mean score of the students' score estimated the vocabulary size possessed by English department students. The mean scores of levels were analyzed to see whether the levels were completely mastered by the students or not. According to Nation (2008), a test taker is considered to master a particular level of VLT if she or he correctly answers at least 90% of the total items or 45 out of 50 items in that level. The vocabulary size level of foreign learners (Thornbury, 2002: 59) can be seen in the table below:

**Table 4.4 the scale of the words level**

Easy stars	200 word
Level one beginner	300 word
Level two elementary	600 word
Level three Pre- Intermediate	1200 word
Level four Intermediate	1700 word
Level five Upper-Intermediate	2300 word
Level six Advanced	3000 word

The students' mean scores on each level were analyzed to see their mastery level. And because the student's mean score of vocabulary mastery in this research is 57.38 or 57.38% of 5000. So, the result of the students' vocabulary level in the seventh semester of English education IAIN Palangka Raya is around 2,869 words. And based on the rescale of the word level above, it concluded the students' vocabulary level of the seventh semester of English Education IAIN Palangka Raya is on Level five Upper-Intermediate.

#### **b. The Correlation between Reading Ability and Vocabulary Mastery**

This aim to measure the correlation between students' Reading ability and students' Vocabulary mastery scores the researcher used Pearson product moment formula. The data are described on the following table:

**Table 4.11 the Correlation between Reading Ability and Vocabulary Mastery**

NO.	CODE	Vocabul ary Mastery (X)	Reading Ability (Y)	XY	X <sup>2</sup>	Y <sup>2</sup>
1.	S-1	48	32	1536	2304	1024
2.	S-2	38	28	1064	1444	784
3.	S-3	72	42	3024	5184	1764
4.	S-4	32	36	1152	1024	1296
5.	S-5	60	36	2160	3600	1296
6.	S-6	64	46	2944	4096	2116
7.	S-7	46	24	1104	2116	576
8.	S-8	92	86	7912	8464	7396
9.	S-9	64	46	2944	4096	2116
10.	S-10	66	46	3036	4356	2116

11.	S-11	70	50	3500	4900	2500
12.	S-12	84	34	2856	7056	1156
13.	S-13	50	22	1100	2500	484
14.	S-14	30	22	660	900	484
15.	S-15	72	54	3888	5184	2916
16.	S-16	64	38	2432	4096	1444
17.	S-17	54	34	1836	2916	1156
18.	S-18	48	36	1728	2304	1296
19.	S-19	24	28	672	576	784
20.	S-20	74	30	2220	5476	900
21.	S-21	78	36	2808	6084	1296
22.	S-22	74	34	2516	5476	1156
23.	S-23	32	38	1216	1024	1444
24.	S-24	54	18	972	2916	324
25.	S-25	64	30	1920	4096	900
26.	S-26	76	44	3344	5776	1936
27.	S-27	64	34	2176	4096	1156
28.	S-28	34	18	612	1156	324
29.	S-29	50	46	2300	2500	2116
30.	S-30	32	26	832	1024	676
31.	S-31	78	68	5304	6084	4624
32.	S-32	84	42	3528	7056	1764
33.	S-33	80	42	3360	6400	1764
34.	S-34	74	68	5032	5476	4624
35.	S-35	42	24	1008	1764	576
36.	S-36	82	40	3280	6724	1600
37.	S-37	38	24	912	1444	576
38.	S-38	46	18	828	2116	324
39.	S-39	16	26	416	256	676
40.	S-40	68	28	1904	4624	784
41.	S-41	62	38	2356	3844	1444
42.	S-42	80	86	6880	6400	7396
43.	S-43	80	64	5120	6400	4096
44.	S-44	68	50	3400	4624	2500
45.	S-45	72	62	4464	5184	3844
46.	S-46	20	26	520	400	676
47.	S-47	78	90	7020	6084	8100
48.	S-48	32	24	768	1024	576
49.	S-49	78	28	2184	6084	784
50.	S-50	74	34	2516	5476	1156
51.	S-51	34	22	748	1156	484

52.	S-52	18	26	468	324	676
53.	S-53	16	24	384	256	576
54.	S-54	40	16	640	1600	256
55.	S-55	50	30	1500	2500	900
56.	S-56	50	26	1300	2500	676
57.	S-57	78	30	2340	6084	900
58.	S-58	70	56	3920	4900	3136
59.	S-59	46	22	1012	2116	484
60.	S-60	68	32	2176	4624	1024
61.	S-61	66	40	2640	4356	1600
62.	S-62	72	16	1152	5184	256
63.	S-63	70	42	2940	4900	1764
64.	S-64	58	62	3596	3364	3844
65.	S-65	32	26	832	1024	676
<b>TOTAL <math>\Sigma</math></b>		<b>3730</b>	<b>2446</b>	<b>152912</b>	<b>239092</b>	<b>110068</b>

From the calculation of variable X and Y above, it was known that:  $\Sigma X = 3730$ ,  $\Sigma Y = 2446$ ,  $\Sigma XY = 152912$ ,  $\Sigma X^2 = 239092$  and  $\Sigma Y^2 = 110068$

Therefore, the researcher calculated the data with manual calculation and also the SPSS 25.0 program, and the measurement of rxy as follows:

### 1) Manual Calculation Correlation

To find the coefficient correlation, the researcher applied Pearson product-moment correlation for getting the result.

Pearson product moment correlation as which formula follows:

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

$r_{xy}$  = index number correlation "r" product moment

N = Number of Participants



X = Students' Vocabulary mastery Scale Scores

Y = Students' reading ability Scores

$\Sigma X$  = The Sum Scores of vocabulary mastery Scale

$\Sigma Y$  = The Sum Scores of reading ability

$\Sigma X^2$  = The Sum of the Squared Scores of Vocabulary  
Mastery

$\Sigma Y^2$  = The Sum of the Squared Scores of Reading  
Ability

$\Sigma XY$  = The Sum of Multiplied Score between XY

*It is know that:*

$$r_{xy} = \frac{65.152912 - (3730)(2446)}{\sqrt{\{65.239092 - (3730)^2\}\{65.110068 - (2446)^2\}}}$$

$$r_{xy} = \frac{9939280 - 9123580}{\sqrt{\{15540980 - 13912900\}\{7154420 - 5982916\}}}$$

$$r_{xy} = \frac{815700}{\sqrt{1628080 \times 1171504}}$$

$$r_{xy} = \frac{893700}{\sqrt{1628080 \times 1171504}}$$

$$r_{xy} = \frac{815700}{\sqrt{1.907.302.232.320}}$$

$$r_{xy} = \frac{815700}{1381051,13}$$

$$r_{xy} = 0.590637075$$

$$r_{xy} = 0.591$$

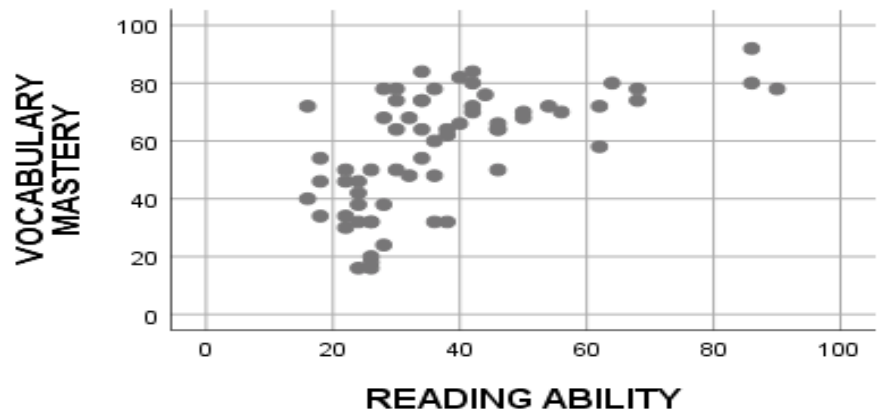
## 2) SPSS Calculation Correlation

**Table 4.12 the Correlations between Reading Ability and Vocabulary Mastery**

		Vocabulary mastery	Reading ability
Vocabulary mastery	Pearson Correlation	1	.591**
	Sig. (2-tailed)		.000
	N	65	65
Reading ability	Pearson Correlation	.591**	1
	Sig. (2-tailed)	.000	
	N	65	65

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

Based on both manual and using SPSS 25.0 calculation that has been elaborated above, it can be seen that the coefficient correlation was 0.591. However to prove the value of “r” based on the calculation degree of freedom was known that  $df = N - nr =$ ,  $N = 65$ ,  $nr = 2$ ,  $df = 65 - 2 = 63$  and the  $r_{table}$  was 0.244. The result showed that the  $r_{observe}$  0.591 is higher than  $r_{table}$  0.244 at 5%. Moreover, it can be concluded that the alternative hypothesis ( $H_a$ ) was accepted and the Null hypothesis ( $H_o$ ) was rejected because there was a positive moderate correlation between Reading Ability and Vocabulary Mastery. The chart of the correlation result shown as follows:



**Figure 4.5 the Correlation between Reading Ability and Vocabulary Mastery Scatterplot**

Based on the figure above the dots was spread in line, so it can be concluded that there is a positive correlation between students' Vocabulary Mastery score (X) and Reading Ability score (Y).

### **3) Weight of Correlation (%)**

The researcher measured the contribution variable X to Variable Y using the formula by Riduan (2004, p. 138)

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

Where:

KP = determinant coefficient score

$r^2$  = correlation coefficient score

*It is known that:*

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

$$= 0.591^2 \times 100\%$$

$$= 0.349281 \times 100\%$$

$$= 34.9281 \%$$

$$= 34.93 \%$$

The interpretation of the coefficient of determination is 34.93% variance reading ability score can be explained by vocabulary mastery. It meant that the Vocabulary Mastery scores give 34.93% contribution to Reading Ability scores.

#### d. Interpretation of the result

The result of the computation shows that the value of  $r_{\text{observe}}$  0.591 is higher than  $r_{\text{table}}$  0.244 at 5%. It is going to be categorized by using the coefficient correlation criteria:

**Table 4.13 the Correlation Interpretation**

The Amount of 'r' Product Moment	Interpretation
0.00 – 0.20	There is no correlation
0.20 – 0.40	There is a low correlation
0.40 – 0.70	There is moderate correlation
0.70 – 0.90	There is high/strong correlation
0.90 – 1.00	There is very high/strong correlation

The classified interval is at 0.40– 0.70 the indexes of the correlation coefficient is a moderate correlation. So, it belonged to a positive moderate correlation between the students' Vocabulary Mastery variable (X) and the students' Reading Ability variable (Y) it was found

that the students' vocabulary mastery gave a high effect on students' reading ability. The students should be a lot of practice to improve their English vocabulary mastery to make them better in reading ability.

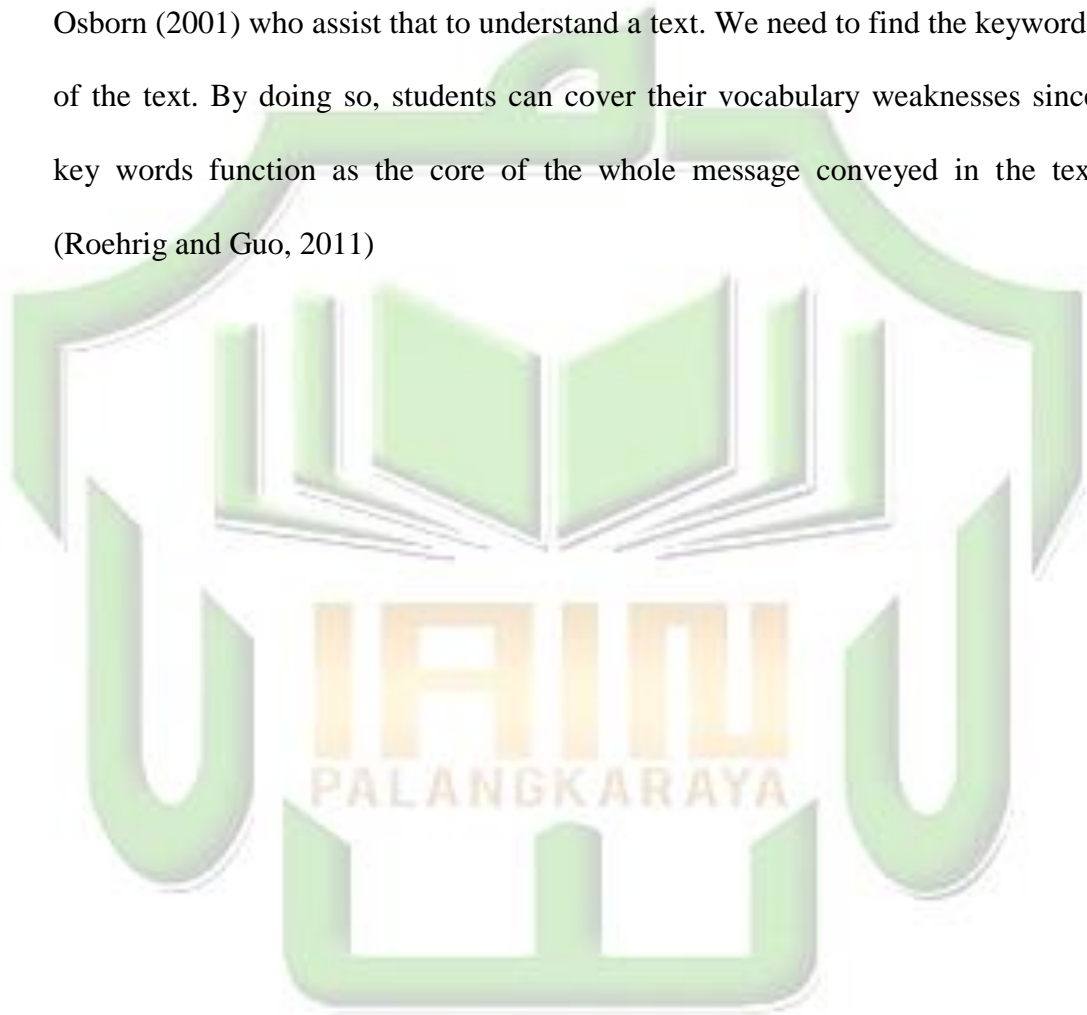
### **C. Discussion**

Form the result of this research it showed there was a positive moderate correlation between students' Reading Ability and Vocabulary Mastery. The correlation coefficient obtained was 0.591 and the interpretation is there is a moderate correlation between (X) variable and (Y) variable (0.40 – 0.70). Moreover the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. Students' Vocabulary Mastery gives a contribution 34.93% to students Reading Ability of the seventh semester students of English Education Study Program at IAIN Palangka Raya.

The students' mean scores on each level were analyzed to see their mastery level. And because the student's mean score of vocabulary mastery in this research is 57.38 or 57.38% of 5000 on around 2.869 words, it belonged to the level five Upper-Intermediate. So, based on the result it can be concluded the better students' Vocabulary Mastery is the better their Reading Ability.

The finding was in accordance with studies from Pebriawan (2015), Latifatul and Bambang (2012), and Nur Hidayah (2007). The result of all studies shows that there is a positive correlation between reading and vocabulary. Besides that, the role of vocabulary in reading is important. It proves that students cannot do

well in reading ability without a large vocabulary, for the passage and question involve a range of words much wider than that of a daily conversation. Furthermore, the learner must have an adequate vocabulary because a large vocabulary is very important in learning a language. It is in line with Lehr and Osborn (2001) who assist that to understand a text. We need to find the keywords of the text. By doing so, students can cover their vocabulary weaknesses since key words function as the core of the whole message conveyed in the text (Roehrig and Guo, 2011)



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion of the study. The researcher explains the conclusion of the study and some suggestions for future researchers better than this study.

#### A. Conclusion

Based on both manual and using SPSS 25.0 the result showed:

1. There is a positive moderate correlation between (X) variable and (Y) variable. The calculation that has been elaborated above, it can be seen that the coefficient correlation was 0.591. However to prove the value of “r” based on the calculation degree of freedom was known that  $df = N - nr$ ,  $N = 65$ ,  $nr = 2$ ,  $df = 65 - 2 = 63$  and the  $r_{table}$  was 0.244 at 5%.
2. The Students' Vocabulary Mastery gives a contribution 34.93% to students Reading Ability of the seventh semester students of English Education Study Program at IAIN Palangka Raya. It can be concluded the better students' Vocabulary Mastery is the better their Reading Ability. It proves that students cannot do well in reading ability without a large vocabulary, for the passage and question involve a range of words much wide than that of a daily conversation.
3. The  $r_{observe}$  0.591 is higher than  $r_{table}$  0.244 at 5% so, the alternative hypothesis ( $H_a$ ) was accepted and the Null hypothesis ( $H_o$ ) was rejected.



## **B. Suggestion**

### **1. For the Students'**

Based on the results of this study it can be concluded that the students should be more frequent practice to improve their English vocabulary mastery to make them better in reading ability because mastering vocabulary is very important and based on this research the better students' vocabulary mastery will increase their reading ability.

### **2. For the Teachers**

The teacher is a motivator, facilitator, and stimulator. The teachers should provide the media or students' needs in order to make them better and easy in the study especially emphasis on vocabulary and reading comprehension, because based on the results of this study showed the better students' vocabulary mastery will increase their reading ability.

### **3. For the Next Researchers.**

Since the limited number of participants in this study with only 65 students', it cannot be generalized for the whole population. Therefore, it is recommended other researchers do with a more sample size of the subject to validate the findings.

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