

**THE CORRELATION BETWEEN STUDENTS' READING
COMPREHENSION AND VOCABULARY MASTERY OF THE
SECOND SEMESTER STUDENTS OF THE ENGLISH
EDUCATION STUDY PROGRAM FKIP SRIWIJAYA
UNIVERSITY**

A Thesis by

Dicky Destariansyah

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English Education Study Program

Language and Arts Education

Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

2020

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Certify that thesis entitled “The Correlation Between Students’ Reading Comprehension and Vocabulary Mastery Of The Second Semester Students Of The English Education Study Program FkipSriwijaya University” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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DEDICATION

This thesis is dedicated to:

- My beloved parents, Sulaiman and Leni, who have encouraged, guided, and prayed for me through the writing process of my thesis which has many twists and turns. Thank you for the love and support you have given me. I really love you both.
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**THE CORRELATION BETWEEN STUDENTS' READING
COMPREHENSION AND VOCABULARY MASTERY OF THE SECOND
SEMESTER STUDENTS OF THE ENGLISH EDUCATION STUDY
PROGRAM FKIP SRIWIJAYA UNIVERSITY**

ABSTRACT

The objective of this research is to investigate the relationship between reading comprehension and second-semester students of English Education Study Program FKIP vocabulary mastery at Sriwijaya University. This research uses correlation research design to find out the correlation between reading comprehension and student's vocabulary mastery. The variables are student's vocabulary mastery as the predictor variable (X) and reading comprehension as a criterion variable (Y). The population of this research are all second-semester students at Sriwijaya University in two campus Palembang and Inderalaya which totaled 74 students. The sampling technique used for this research is total sampling technique. The research shows that Students' Reading Comprehension is 91% (very good), while Students' Reading Comprehension is 90.8% (very good). Correlation Test Result show that the correlation coefficient is 0.984 between variables which indicate a very strong relationship between variables on the model.

Keyword: *Reading Comprehension, Vocabulary Mastery*

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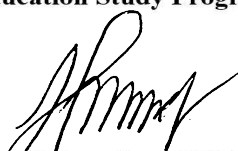

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TABLE OF CONTENTS

	Page
TITLE PAGE	I
APPROVAL.....	II
DECLARATION	III
ACKNOWLEDGEMENTS	IV
DEDICATION	V
ABSTRACT	VI
TABLE OF CONTENTS	VII
LIST OF TABLES	XI
LIST OF APPENDICES	X
I. INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Questions	4
1.3 The Objective of the Research	4
1.4 Significance of the Research	4
II. LITERATURE REVIEW	6
2.1 The Definition of Reading Comprehension.....	6
2.1.1 Kinds of Reading	7
2.1.2 The Principles of Teaching Reading.....	8
2.1.3 Reading Purpose	9
2.2 The Definition of Vocabulary	10
2.2.1 Kinds of Vocabulary	12
2.2.2 The Importance of Vocabulary	14
2.2.3 Vocabulary in Foreign Language Learning	14
2.2.4 Teaching English Vocabulary.....	15

III.	METHODOLOGY	16
3.1	Research Design	16
3.2	Population and Sample	16
3.2.1	Populations.....	16
3.2.2	Sample.....	16
3.3	Research Variable.....	17
3.4	Instrument of the Research	17
3.5	The Scoring Technique.....	18
3.6	Technique of Data Collection.....	18
3.6.1	Reading Comprehension Test	18
3.6.2	Vocabulary Mastery Test	19
3.6.3	Validity of the Test.....	20
3.6.4	Reliability of Test.....	23
3.7	Technique of Data Analysis	24
IV.	FINDINGS AND INTERPRETATIONS	26
4.1	Findings.....	26
4.1.1	Descriptive Statistics.....	26
4.1.2	Correlation.....	34
4.1.3	Regression.....	34
4.2	Interpretation.....	35
V.	CONCLUSIONS AND SUGGESTIONS	39
5.1	Conclusions	39
5.2	Suggestions.....	39
	REFERENCES	40
	APPENDICES	40

LIST OF TABLES

Tables	Name of the Tables	Page
Table 1	Research Population.....	18
Table 2	Score Interpretation.....	20
Table 3	Reading Comprehension Test Specification	21
Table 4	Validity Testing Result on Reading Comprehension Variable (X)	22
Table 5	Validity Testing Result on Vocabulary Mastery Variable (Y)	24
Table 6	Reliability for Reading Comprehension	26
Table 7	Reliability for Vocabulary Mastery	27
Table 8	Interpretation of Correlation Coefficients	28
Table 9	Questionnaires Distributed According to Campus.....	29
Table 10	Descriptive Statistics of Students' Reading Comprehension.....	29
Table 11	Percentage of correct and wrong answers on Students' Reading Comprehension Questionnaire	31
Table 12	Descriptive Statistics of Vocabulary Mastery.....	33
Table 13	Percentage of correct and wrong answers on Students' Vocabulary Mastery.....	35
Table 14	Correlation Test Result	37
Table 15	Regression Test Result	37

LIST OF APPENDICES

APPENDIX A	: Usul Judul Skripsi
APPENDIX B	: Surat Keputusan Pembimbing Skripsi
APPENDIX C	: Approval to Take Part in Research Design Seminar
APPENDIX D	: Approval has Conducted Research Design Seminar
APPENDIX E	: Approval to Take Part in Preliminary Research Report
APPENDIX F	: Approval has Conducted in Preliminary Research Report
APPENDIX G	: Approval to Take Part in Final Exam
APPENDIX H	: Research Design Seminar Suggestion List
APPENDIX I	: Surat Izin Melakukan Penelitian di Universitas Sriwijaya
APPENDIX J	: The Heinemann ELT TOEFL Preparation Course Test
APPENDIX K	: Vocabulary Size Test
APPENDIX L	: Key Answer
APPENDIX M	: Reading Comprehension Test Score Distribution
APPENDIX N	: Vocabulary Size Test Score Distribution
APPENDIX O	: Test Answer Sheet

CHAPTER 1

INTRODUCTION

This chapter describes: (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, (4) the limitation of the study, and (5) the significance of the study.

1. INTRODUCTION

1.1 Background of the study

English is a worldwide language; numerous nations utilize English as their communication device. English has imperative parts in our life. English is utilized in nearly all angles of this life. Such as economy, trade, industry, instruction, and etc. House (2002) states that one can sense the presence of English in all current media. In Indonesia, English is a foreign language taught as a local elementary school content, and as stated in the Indonesian 2013 Curriculum (K13), a compulsory subject at junior and senior high school levels.

English teaching covers four skill, namely reading, listening, speaking, and writing. The four skills are supported by learning of language elements. The language components involve vocabulary, grammar, and pronunciation. In fact of all language components. Vocabulary holds the main core in language teaching. Richards (2002) says that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that to improve their language skills, learners must master vocabulary.

In reading, for instance, the students will get difficulties in comprehending a text if they do not know the meaning of words in the text. In relation to the objective of teaching reading which provides the students the abilities to get the information from books which are written in English. Teacher need to pay attention to the student's vocabulary mastery.

The English skills should be mastered simultaneously by the students. Reading is one of them, students who have good reading ability can extract a lot of information and knowledge from various textbooks and other references to support their learning process. Spar (2009) states that it is believed to be a foundation for a

good education and is a skill that offers lifelong benefits and pleasure. Reading also can help students to increase their language knowledge, such as the new vocabularies, phrases, and many more when they read various kinds of books.

Alyousef (2005) says that reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. It implies that in reading process, the reader does not merely focus on the level of recognizing the words, but the most important thing is to comprehend the meaning and the message on the text. Furthermore, Snow (2002) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It is clear that, when reading, a reader not only understand the strings of written letters, but also to extracts the meaning to understand the message being given by the writer.

Scott (2007) says that one of the most fundamental aspects of comprehension is the ability to deal with unfamiliar words encountered in text. This statement deals with the importance of vocabulary in reading activity. Bromley (2007) concludes that vocabulary knowledge promotes reading fluency, boost reading comprehension, improves academic achievement, and enhances thinking and communication. Those statements indicate vocabulary plays an important role in reading. Then, Aebersold (2000) add that vocabulary is important for getting meaning from a text. It means that one need more vocabularies so that they can understand the meaning of the sentence.

Vocabulary enables someone to communicate better because the person can vary the use of words by applying synonym strategy. Schmitt (2000) emphasizes that the central to communicative competence and the acquisition of a second language is lexical knowledge. Therefore, vocabulary is an important language component that should be mastered by students. Aside from that, learning vocabulary is important for the learner, as Wilkins (1972) states that mastering grammar is hard because without grammar very little can be conveyed and without vocabulary, nothing can be conveyed. Students know that vocabulary development

is essential for them to learn English, but they often do not have a clear understanding of how to go about really learning vocabulary.

Vocabulary consists of knowledge meaning. In that context alone it should be taught together with reading structure and conversation. Thus, we may say that vocabulary should be part of the reading course because they are related and necessary for the other. One needs the mastery of vocabulary to comprehend the reading passage. In English, it is required to learn all the skills however as viewed as a tool of communication in the written language through the form of textbooks, newspapers, articles and other media.

According to English Proficiency Index (EPI), which conducted a test to see each countries English skills covering such as reading, vocabulary, speaking and listening skills, Indonesia ranked in the 51 positions among other 88 countries, with the score of 51, 58, which can be said to below. As for the regional data from the English Proficiency Index or (EPI), the province of South Sumatera scores the test with a number of 49.06, which is also low. From the result of the test, it can be concluded that English skills in Indonesia still need improvement. English skills in that context especially to understand the story in narrative text.

Other problems, some of them also have not reached the standard score in Sriwijaya University Language Institute English Test (SULIET), consisting of listening, structure, and reading comprehension test, with the score 500 on average to be able to take the comprehensive examination and graduate. Hamra & Syatriana, (2010) states that since English in Indonesia is a foreign language, most of the students at any level of education get difficulty in comprehending English text. Most university students are not able to completely comprehend the English text and need improvement in reading comprehension and vocabulary mastery.

The survey on the fifth-semester students of the English Education Study Program of Sriwijaya University in the academic year 2017-2018 that had been done by Prajulita (2017) shows that the number of students who had passed the SULIET were only 9 out of 92. Ironically, among those 9 who had reached 500

points or more, none of them got 50 points or more for the reading comprehension section. It means that the reading comprehension achievement of the fifth-semester students of the English Education Study Program of Sriwijaya University was still low.

Based on the explanation above, the researcher conducted a study entitled “The Correlation between Students’ Reading Comprehension and Vocabulary Mastery of the Second Semester Students’ English Education Study Program Students of Sriwijaya University” to find out whether or not there was a significant correlation between reading comprehension and vocabulary achievement of English education study program students of Sriwijaya University.

This study will focus on the correlation between students’ vocabulary mastery and their reading comprehension. In addition, according to Nugryantoro (2010), the influence of globalization is one of the causes of moral degradation for the children of the next generation. It is believed that reading can help develop the students to be morally good students and better human beings.

1.2 Research Questions

To fill the purpose of this study, the researcher formulates a research question, as follows:

1. Is there any significant correlation between students reading comprehension and student's vocabulary mastery of the second-semester students of English Education Study Program FKIP Sriwijaya University?

1.3 The objective of the research

The objective of this research is:

1. to explain how the relationship between reading comprehension and second-semester students of English Education Study Program FKIP vocabulary mastery at Sriwijaya University.

1.4 Significance of the Research

The result of this research hopefully can give:

1. For the teacher:

This research will give the solution of an alternative way of teaching vocabulary subjects in the classroom so that the students will be more interested to study vocabulary.

2. For Students

To motivate the students so they will practice more often than they did before and encourage them to learn vocabulary seriously so that they can work with various story types without so much difficulty, and help them to get higher English scores.

3. For Reader

The reader can get valuable information about the correlation between local folklore through narrative text and student's vocabulary mastery. They will understand that the student's vocabulary mastery can be influenced by local folklore text.

4. For the Researcher

The result of this study is also expected to give information for the other researcher to conduct a similar study in a different place, different skill and with another respondent.

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