THE CORRELATION BETWEEN
STUDENTS' VOCABULARY MASTERY
AND READING COMPREHENSION ACHIEVEMENT
AT THE EIGHT GRADE
OF JUNIOR HIGH SCHOOL 1 TLOGOSARI
IN ACADEMIC YEAR 2018/2019

THESIS

Submitted to State Institute of Islamic Studies of Jember
in partial fulfilment of the requirements to obtain a bachelor's degree in education
or *Sarjana Pendidikan* (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

By:

Riskiyadi
NIM: T20156064

STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
NOVEMBER 2019

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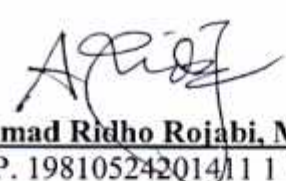# OF JUNIOR HIGH SCHOOL 1 TLOGOSARI
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THESIS

has been examined and approved as the requiment to obtain
a bachelor's degree in education or sarjana pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Deparment

Day : Wednesday
Date : 20 November 2019

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MOTTO

<p dir="rtl" align="center">سَنُقْرِئُكَ فَلَا تَنسَىٰٓ ۞</p>

"By Degrees shall we teach thee (the Message), so thou shalt not forget"

"The reading of all good books is like conversation with the finest (people) of the past centuries"[†]

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[*] Abdullah Yusuf ali. The Holy Qur'an (Saba Islamic Media 2004),531`
[†] Rene Descartes, the father of modern philosophy

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DEDICATION

This thesis is dedicated to:

My Family

Especially

My beloved parents

My beloved brother and sister

Gani lodestar and Siti Aisyah

Thank you for everything you have done for me

I know you love me and care proud of me

And for you Riski,

You did an excellent and discipline job.

ACKNOWLEDGEMENTS

بِسْمِ اللّهِ الرَّحْمَنِ الرَّحِيْمِ

In the name of Allah, the most gracious and the most merciful, all praises and thanks to Allah SWT, who has given His blessing and help so that the writer can finish this thesis with the title **the correlation between students' vocabulary mastery and reading comprehension achievement at the eighth grade of junior high school 1 tlogosari in academic years 2018/2019.** Peace and blessing be upon the prophet Muhammad SAW, his family, his relatives and all his followers.

The writer would like to express his gratitude and appreciation to the honorable people who give their help, encouragement, and countless contribution to the writer in the process of the study:

1. Prof. Dr. H. Babun Suharto SE. MM, as the Rector of IAIN Jember.

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8. People who get involved in writer's life, his beloved, his best Friends (Gani Lodestar, Mr. Dan and Malik Moge), the Changer of World (Raudho and Widad), Gokil Families, and his lovely "Sun-Shine Class" for uncountable love, support, help, prayer, understanding and everything that they give to the writer. May Allah bless them.

The writer realizes that this thesis is still far from being perfect. Hence, he accepts every suggestion, criticism, and comment from the readers. He hopes that this thesis gives contribution and can be useful for the improvement of the English teaching and learning process.

Jember, 20 November 2019

The writer

ABSTRACT

Riskiyadi, 2019: *The Correlation between Students' Vocabulary Mastery and Reading Comprehension at the eighth grade of junior high school 1 Tlogosari in academic year 2018/2019.*

Vocabulary is one of factors that support students for mastering language skills, namely listening, speaking, reading, and writing. Without vocabulary, students may not understand the conversation from listening section. In the same case, the students cannot communicate well without vocabulary. Vocabulary is also important for the students to comprehend reading text and write their ideas in writing, the problem is caused by student do not master the vocabulary. Vocabulary and reading cannot be separated, because both of them related to each other. So, vocabulary is very important in a language because vocabulary is one of the language components in English.

There was one research question in this research, it was: Is there any significant correlation between students' vocabulary mastery and students' reading comprehension? The objective of this research was: To know whether or not there is any significant correlation between students' vocabulary mastery and students' reading comprehension?

To answer the research question, the researcher used correlation method as the approach in analyzing the correlation between students' vocabulary and reading test. Document analysis was used IBM SPSS 22 in collecting the data. The data of this research include vocabulary and reading texts.

The population of this research was the eighth grade students of Junior high school 1 Tlogosari. Cluster random sampling technique was used on the research. As the result, Class VIII A and VIII B were selected as the sample of this study. Class VIII A of 28 students and class VIII B of 28 students. The test items of reading comprehension and vocabulary mastery were given to the students to measure their level of reading comprehension and vocabulary mastery.

The results showed that there was correlation between those variables. The findings showed that there was a moderate correlation between students' vocabulary mastery and their reading comprehension. The current study concluded that vocabulary mastery was contributive in helping the students to comprehend the texts.

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CHAPTER I

INTRODUCTION

A. Background of Study

Human beings start to learn language since they were born. The use of language to share thoughts, ideas, and feelings is a uniquely human characteristic. Learning a language means learning to use the language to communicate both in oral form (listening and speaking) and written form (reading and writing). Both of them can be found in our daily life such as in television or magazines.

There are many languages used in international communication. English is one of them and it is the world's most important language used by people. This language is used world-widely in sciences, knowledge and technology as well as education, business, transaction, and other activities in the world. Without knowing English, people will find difficulties to access information. In Indonesia, English is the first foreign language to be taught as a compulsory subject in secondary school.

Vocabulary is one of factors that support student for mastering language skills, namely listening, speaking, reading, and writing. Without vocabulary, students may not understand the conversation from listening section. In the same case, the student cannot communicate well without vocabulary. Vocabulary is also important for the students to comprehend reading text and write their ideas in writing acting, that the problems is caused

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student do not master the vocabulary. So vocabulary is very important in a language because vocabulary is one of the language components in English.

Vocabulary as one of the language components is an important component in language for student to build up communication. People cannot send their message or express ideas to others if they do not master vocabulary. Vocabulary is the basic element of language that will make language meaningful. It implies that more vocabulary people learn, the easier they express their ideas. Therefore, vocabulary is a must in learning a language.

Vocabulary and reading cannot be separated, because both of them related to each other. Vocabulary is very important to reading comprehension. Readers cannot understand what the word mean. Having a large vocabulary gives positive contribution in reading. Student with larger vocabularies understand text better. As they read more, they learn additional words, which make their vocabularies larger.

A typical problem is that learners often use basic vocabulary where a good native-speaking writer would use more precise lower-frequency words. Improving learners' vocabulary size is the best answer to this problem, as well as recycling and elaborating receptive vocabulary until it becomes productive. At more immediate answer is to encourage use of productive learner dictionaries, such as the Longman Language Activator or the Oxford Learner's Word finder Dictionary. These allow students to look up basic words that they are likely to know or listen in order to be directed to more precise lexical choices. To achieve that purpose, student needs a lot of words of English to

master. According Norbert Schimitt that vocabulary is one of the part skills in a language[1].

Although we know that the vocabulary is an important language component that should be mastered by students, but there are still many students who are still lack of vocabulary. There were still many students who could not answer the teachers question and keep asking the teacher to translate the question into their mother tongue (Indonesian). When the students read some textbooks, they do not know the content of the text and could not answer the reading comprehension without acquiring the meaning English written of the text. When the teacher asked them some questions in English, some of the students could understand the meaning of what the teacher said but they could not answer it by using English.

Reading is the window of the world. By reading, people can get more knowledge and information from books, magazines, newspapers, and others. According the holy Qur'an Al-Baqarah: 44

۞ أَتَأْمُرُونَ ٱلنَّاسَ بِٱلْبِرِّ وَتَنسَوْنَ أَنفُسَكُمْ وَأَنتُمْ تَتْلُونَ ٱلْكِتَٰبَ ۚ أَفَلَا تَعْقِلُونَ ﴿٤٤﴾

The meaning is : Why do you enjoin right conduct on the people, and forget
(to practice it) yourselves, while you read the scripture ?
well you not understand.

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[1] Norbert Schmitt And Michael Mc Carthey, Vocabulary In Language Teaching (USA: Cambridge University Press, 1997) .40
[2] Abdullah Yusuf ali. The Holy Qur'an (Saba Islamic Media 2004),7

God has given a human being a gift of the largest in the form of sense, which pumps must be use utilize as well as possible to take advantage of the way to find science as much as possible, one the way to read. Reading is the key to obtain knowledge and God asked to think of going out of that book. Reading is the most important component in learning process and social interaction. According act of the republic of Indonesia number 20, years 2003 in chapter III (principles of education provision) said that education is conducted by developing culture for reading and writing and, arithmetic, for all member of the community.[3] Through the reading activity, the students can enlarge their knowledge and make them wise and respectful. Students' reading ability must be developed. Teachers have duties to develop the student skill and ability. Everything that teachers do in reading class should be designed to build students' ability to understand increasingly complex content of the texts.

Based on the description of vocabulary and reading above, it shows that they have close relation and also as uniqueness from the research is the writer connects the other skill includes to this. To get empirical data it the writer will organize the test result to prove the influence of students' achievement and vocabulary in reading. By getting the grades, the writer tries to find and answer that students' achievement in vocabulary influences their reading comprehension.

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[3] http://sipuu.setkab.go.id/PUUdoc./7308/UU0202003.htm

B. Research Question

Based on the background mentioned the writers conducts a study concerning the correlation between students' vocabulary mastery and reading ability. The question of this research is:

Is there any significant correlation between students' vocabulary mastery and students' reading comprehension?

C. Research Objective

Based on the problems, this study focused to students at SMPN 1 Tlogosari in academic years 2018/2019. More specifically, this study is aimed at investigating the correlation between students' vocabulary mastery and students' reading comprehension:

To know whether or not there is any significant correlation between students' vocabulary mastery and students' reading comprehension?

D. Scope And Limitation Of The Study

This study focuses on the correlation between students' vocabulary mastery and their reading skill. This study describe: is there any significant correlation between students' vocabulary ability and students' reading comprehension? This is investigation conducted at eight grade of SMPN 1 Tlogosari in academic years 2018/2019. The researcher focuses on cluster random sampling technique which used on the research because the population has same ability. As the result, Class VIII A and VIII B were selected as the sample of this study.

This study contributes toward theoretical and practical significance. Theoretically, this study can support the significance of extensive reading activities in English teaching and learning, especially on learning vocabulary. This study can enrich knowledge on applying extensive reading activities or teaching strategies which are suitable for students' levels and need.

Practically, this study is expected to give contributions to the students of the English Education Department, English teachers, and other researchers. For the students of English Education Department, it will give a contribution for them as a sample in language teaching. Therefore, they can choose the appropriate technique which is suitable for students' needs and capacities. Teachers, it will give information to them about various techniques and a new experience to improve the quality of teaching vocabulary to the students. The last is for other researchers, it will give inspiration and reference in conducting a similar research that deals with the same strategy, and with the same or different research design to improve the quality of teaching vocabulary through extensive reading activities

E. Definition Of Key Term

As for the sake of clarification and to avoid ambiguity, some term in this study need to be defined. The term is shown as below:

Vocabulary mastery is told about how to understanding the reader of many word when they got some sentences.

Reading comprehension is simply recognized as competency of comprehending certain texts. The reading skill will be easily mastered if the

student have already had some stock of words, thus, it clears enough to be knows that the correlation between students' vocabulary mastery and reading skill is significant.

F. Hypothesis.

The statistic hypothesis states:

Ha: there is correlation between students' vocabulary mastery and reading comprehension

Ho: there is no correlation between students' vocabulary mastery and reading comprehension

G. Research Methodology

1. Research Design

   In this present research, quantitative approach with correlation method is employed. It was designed by using correlation research. There were two variables measured in this research. The independent variable (X) was vocabulary mastery and the dependent variable (Y) was reading comprehension. Quantitative research is used since this research focuses on analyzing the data through systematic process by using certain computation. The research design used of this research, the writer used correlational method, because the objective is to study and find the relationship between two variables that are correlation between students' vocabulary mastery and reading comprehension.

2. Population And Sample

1. Population

Population has the meaning of that varies, at the principle of population is all members of the man, the animals, the events or objects that live together in one place and in a planned manner became a target the conclusion of the results of the end of a research, Stating that population is the overall the subject of research.[4]

In this case, the subjects of the research were the eight grade students of SMPN 1 Tlogosari in the academic year 2018/2019. The researcher got the data from the registration office that showed there were 117 students.

Table 1.1
The population of the research

No	Class	Number
1	VIII A	28
2	VIII B	28
3	VIII C	30
4	VIII D	31
	Total	= 117

Based on the table above, the population in this study was all of the eight grade students of SMPN 1 Tlogosari which consists of 117 students.

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[4] Suharsimi Arikunto, *dasar dasar evaluasi pendidikan.* (Jakarta : bumi aksara2010),173

2. Sample

Sample is the part of population who want to be scrutinized, are seen as one of the alleged against the population itself. And sample is part of the number of and characteristics owned by the population[5].

The writer concludes that sample is a limited number of elements from a proportion to represent population. In this research, the writer uses a sampling technique called cluster random sampling. The writer used sampling to determine the sample for this research. The writer chooses two classes for this research that is 8A as to take this research and 8B as material test (tryout).

3. Techniques Of Collecting Data

Testing is a method of measuring a person's ability or knowledge in a given domain. It is of techniques, procedures and items that constitute an instrument of some sort that requires performance or activity on part of the test taker (and some sometimes on the part of the tester as well).[6] Achievement test are widely used in educational research as well as in school system. They are used to measure what individual have learned.[7] It means that test is tool to get the student's score of vocabulary and reading comprehension test.

The writer used two kinds of test to investigate the correlation between vocabulary mastery and reading comprehension, so the writer

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[5] Sugiyono, *metodologi penelitian pendidikan*. (Bandung Alfabeta. 2010),118
[6] Douglas brown, *Teaching By Princples An Interractive Approach To Language Pedagogy*,(pearson education 2000),384-385
[7] Donald ary, *Introduction To Research in research* (United stated press. 2010),201

used test method. The test consisted of 50 items and divided into two parts: the first was vocabulary mastery test which consist 25 items test and the second was reading comprehension test which also consisted 25 items test.

4. The validity and reliability of the test

An instrument can be said to be a good one if it is valid and reliable. Before the instruments are used, they have to be tried out. It is intended to find out the validity and reliability of the instruments.

a. Validity

Validity is a problem that is very important because it involves the exactness of progression used. It can be in interpreting that instrument that are not appropriate or not as it will be implications on the validity result of research itself.

Validity is an index showing a measure of the right true measure what in the measure, validity it concerns an accuracy of instruments.[8] Validity is the most important consideration in developing and evaluating measuring instruments. A scale or measuring instrument can be said to have a high validity if the instrument execute the function of the measuring, or provide measurement results in accordance with the intent of doing the measurements. While the test has the validity of the low will produce data that is not relevant to the purpose of measurement.

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[8] Juliansyah Noor, *metodologi penelitian*.(kencana Press 2011),132

Validity is the extent to which the measuring instrument (test) actually describes what us to be measured. Establish the validity of a test or instrument test is very difficult, because of variable psychological variables are usually abstract concepts, such as intelligence, anxiety, and personality. These concepts have no concrete reality. So their existence must be concluding through means that do not directly. There are many kinds of validities and the writer focus on content validity as to take establishing valid or not a test.

Content validity is validity was taken into account through testing against the content of the measure with analysis rational. Content validity of an instrument associated with the appropriateness of between the characteristics of variable defined by definition conceptually and operations, if all the characteristics can be show through the items an instrument, then the instrument that claimed to have validity the content of the well.

b. Reliability

A reliable is consistent and dependable. Sources of unreliability may lie in the test itself or in the scoring of the test, known respectively as test reliability and rather (or scorer) reliability. If you give the same test to the same subject or matched subject on two different occasions, the test itself should yield similar result, it should have test reliability. Sometimes a test yields unreliable result because of factors beyond the

control of the test writers, such as illness, a "bad day" or no sleep the night before.

Reliability is primary importance in the use of both public achievement and proficiency tests and classroom tests, an appreciation of the various factors affecting reliability is important for the teacher at the very outset, since many teachers tend to regard tests as infallible measuring instruments and fail to realize that even the best test is indeed a somewhat imprecise instrument with which to measure language skills.

Reliability is an index that indicates the extent to which a measuring instrument can be real and trusted.[9] A concept of reliabilities in the sense of reliabilities of measure related closely with a fallacy measurement. Fallacy measures of his own show the extent of inconsistency the result of a measurement happen if done measurement rematch against a group of the subject. To determine whether the response to the test or instrument was secure, consistent or not, can be done by the give tests that the same in repeatedly (twice) to the object progression or respondent or it is take the test instrument once, then data obtained analyzed with divisive two of the Sperman Brown (split half).

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[9] Ibid, 130

c. Discriminating Power.

Discriminating power (DP) is the ability of a matter to be able to discriminating between students of high ability with the students' low ability.[10] The discriminating power is needed in order the researcher knows what questions can discriminate between students who are able or not. The writer divided the respondents into two groups (upper group and lower group), each group consists of 10 students and then the score is put into the formula of difficulty level as follow:

$$IF = \frac{FH+FL}{N}$$

IF : Item Facility

FH : Frequency high (the total number of upper group giving correct answer)

FL : Frequency low (the total number of lower group giving correct answer)

N : Total of both of highest criterion score and lowest criterion score.

d. Difficulty Level.

Difficulty level (DL) is the existence of a point about which is categorized as the point of hard, medium and easy. Item of difficulty level is obvious with index between 0,0 to 1,0. If the index of item difficulty level is 0.0, it means that the item is very difficult so no students can answer the item test.

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[10] Sundayana, *statistika penelitian pendidikan* (bandung,2016),76

The difficulty level or the index of difficult of an item simply show how easy or difficult the particular item proved in the test. The difficult level is generally expressed as the fraction of percentage of the students who answered the item correctly. Although it is possible to directly take the whole correct answer of an item, we may compare those students who performed well on the whole test and those students who performed poorly on the whole test.

5. Data Analysis

As stated above, this research tends to know the contribution of the independent variable to the dependent variable. In order to achieve that purpose, it must be known from the relationship of the variables.

The purpose of this research was to measure the correlation between student's vocabulary mastery and their reading comprehension. The data of the study were analyzed by using statistical analysis. To measure the correlation both the two variables, the writer use Spearman formula. The writer tends to use computerized calculation by utilizing SPSS 22

a. Normality Test

Normality test is one of the prerequisite tests before entering linear regression analysis, that is used to know whether the dependent variables are normally distributed or not. To check the normality test of the dependent variable, it can be done by using IBM SPSS 22.

b. Person Correlation

Person correlation is the most widely used correlation statistic to measure the degree of the relationship between linearly related variables. Two variable said correlated if change one variable accompanied by other variable change, either in the same direction or the opposite direction. For the Pearson r correlation, both variable should be normally distributed (normally distributed variables have a bell-shaped curve). Other assumptions include linearity and homoscedasticity. Linearity assumes a straight line relationship between each of the two variables and homoscedasticity assumes that the data is equally distributed about the regression line.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

This part of reviews is about several previous researches conducted by other researcherS that have similar focus with review some previous studies related to my research the correlation between students' vocabulary mastery and reading comprehension at SMPN 1 Tlogosari academic years 2018-2019.

First previous study is from thesis by Irwan Ro'ival Ali, made on august 2010[11], the title is "The Correlation between Students' Vocabulary Mastery and Reading Comprehension". The result of this study found that there is significant correlation between the score of vocabulary II and the score of reading. The design of that study was correlative-research. He took the sampling 30 students of second semester at English department UIN Syarif Hidayatullah Jakarta

Second previous research is from journal research by Hasanul Bishry, made December 2018[12], the title is "The Correlation between Vocabulary Mastery and Reading Comprehension at Accounting and Finance and Banking Major in Economic College of Riau In Year 2017-2018". The result of this study found that this research shows there is no correlation between vocabulary and reading comprehension. The finding in this research clearly

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[11] Repository.uinjkt.ac.id
[12] http://ejournal.iainkerici.ac.id/index.php/tarbawi/article/view/292

stated that vocabularies do not give positive correlation to reading comprehension. The design of that study was quantitative research method.

The at last previous is from journal research by Dasep Samsul Bahri, made 2018[13], the title is "The Correlation between Students' Vocabulary Mastery and Their Reading Comprehension at the Seventh Grade Students' of MTs Daarul Ihsan". The result of this study it was found out that there is a strong correlation between students' vocabulary mastery and their reading comprehension. Although the scores of vocabulary and reading test are different but the correlation is strong.

No	Name/Title of research	Similarities	Differences
1	Irwan Ro'ival Ali/Correlation between students' vocabulary mastery and reading comprehension	• The design of the study used Correlative-research	• The previous researcher took the research in university second semester. Differences : • This current researcher took the sample in junior high school
2	Hasanul Bishry/The correlation between vocabulary mastery and reading comprehension	• The design of the study used Correlative-research. • He has 50 item questions as a subject of the research.	• The previous researcher took the research in university 4 semesters. • As the sampling he takes 26 students. Differences: • This current researcher took the sampling in junior high school and 25 student

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[13] http://journal.ikipsiliwangi.ac.id

No	Name/Title of research	Similarities	Differences
3	Dasep Samsul Bahri /The correlation between students' vocabulary mastery and their reading comprehension at the seventh grade students' of MTs Daarul Ihsan	• The design use study correlation research • The instrument also used the test method • the data anylisis used spearman • The writer toak the sample >30 student.	• The previous researcher took the research the sampling 20 students and used four method Differences: • This current researcher took focus only one method, which is correlation. And the sampling 25 students.

Based on the classification above, generally the differences of this research is interpretation sampling between junior high school and university so automatically the test item which used level difficulties is different.

B. Theoretical Framework

In this chapter, the writer tries to give clear description of theoretical framework. there are vocabulary consists of definition of vocabulary, and kinds of vocabulary, Followed by definition of reading, element of reading. The next is correlation between vocabulary and reading comprehension, and at last is Hypothesis.

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is one the important thing for a person who is learning language. We must know vocabulary when we want to communicate and express our ideas to each other. Without knowing

vocabulary, we cannot use the language either or writer and we will not understand what other people are meant.

The mechanics of vocabulary learning are still something of a mystery, but one thing we can be sure of is that words are not instantaneously acquired, at least not for adult second language learners.[14] Rather, they are gradually learned over a period of time from numerous exposures. This incremental nature of vocabulary acquisition manifests itself in a number of ways. We have all had the experience of being able to recognize and understand a word when we see it in a text or hear it in a conversation, but not being able to use it ourselves. This common situation shows that there are different degrees of knowing a word. Being able to understand a word is known as receptive knowledge and is normally connected with listening and reading. If we are able to produce a word of our own accord when speaking or writing, then that is considered productive knowledge (passive/active are alternative terms).

Vocabulary is total number of words in a language.[15] In addition, vocabulary refers to a list of words that individual speakers of a language might use.[16] It means that vocabulary takes the part of language and it is spoken by speakers of language.

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[14] Norbert Smchitt, Vocabulary in language teaching (USA Cambridge University press, 2000),4
[15] Martin H Manser. *Oxford Learner's Poket Dictionary*. (Oxford: Oxford University press,1995),465
[16] Hatch and Brown. *Vocabulary, Semantic, and Language Education*.(New York: Cambridge University Press,1995),1.

Vocabulary may be defined as the stock of words used by person class or profession.[17] In other words the vocabulary is a component in a language maintaining all of information about meaning and using word in a language.[18] The more students have stock of words used in language, the better it will make their performance

Vocabulary is all about word, the word in a language or a special set of words that should be learn. Vocabulary is one of the problems faced by English language learners. Because of the limited vocabulary, the learners cannot communicate to other clearly. Sometimes it is difficult to group the idea transmitted to them. The acquisition of a large number of vocabularies can help the students read, speak, listen, and write. A good vocabulary and ability to use words correctly and effectively can help the students make school work easier and more rewarding, and also many tests that they take in school include vocabulary questions. The more vocabularies they know the better their chance to do well on an English test.

Mastering vocabulary is the ability to get or to receive a lot of words. By mastering vocabulary, people will know the meaning of vocabulary in the context. In addition, the student learns English reading text is still lack of vocabulary, whereas in fact vocabulary is the most important thing in reading skill.

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[17] Paul C,B., et al, *The Language Art In Childhood Education* (Chicago: Rand Mc. Wally & Company,1996)P,248

[18] Harimurti, Kridalaksana, kamus linguistic, edisi ketiga, (Jakarta: PT. Gramedia Pustaka Utama,1993)p.127

b. Kinds of Vocabulary

There are many kinds of vocabulary in English. Vocabulary can be classified into two groups based on their functional categories, vocabulary is classified into: the first are major classes, including noun, adjective, verb, and adverb; and second are minor classes, including preposition, pronoun, conjunction, article, and interjection.[19]

1) The major classes are :

a) Verb

Verb is the action words is a sentence that describe what the subject is doing. When learning the rules of grammar, schoolchildren are often though that verbs are doing words, meaning signify the part of the sentence which explains the action taking place.

For example : he **ran** away, she **eats** chocolate cake on Sundays, the horses **gallop** across the field.

Ran, eats and **gallop** are the action parts of those sentences, thus they are the verbs.

b) Noun

Noun is a word used to name a person, animal, place, thing, and abstract idea.

Example: I love watching my **cat** play with the pink **yarn.**

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[19] Evelyn Hatch and Cheryl Brown, *vocabulary, semantics ,and language education.* (Cambrigde University Press 1995), 218

c) Adjective

Adjective are used to highlight qualities or attribute in which certain is typically used to describe particular nouns.

Example: the grassy field was wet with dew.

d) Adverb

Adverb is a word that is used to change, modify or qualify several types or words including an adjective, a verb, a clause, another adverb, or any other type of word or phrase, with the exception of determiners and adjectives that directly modify nouns.

Example: Tom longboat did not run **badly.**

2) The minor classes are :

a) Pronoun

Pronoun is a word that takes the places of noun.

Example: Eric is a blind mountain climber (noun)

He is blind mountain climber (pronoun)

b) Conjunction

Conjunction is the glue that holds phrases and clauses together.

Example: I go to the park every Sunday, **for** I love to watch the ducks on the lake

c) Preposition

Preposition is a word such as after, in, to, on, and with. Preposition is usually used in front of nouns or pronouns and they show the relationship between the noun or pronoun and other word in a sentence.

Example: her bag was **under** the chair.

d) Interjection

Interjection is an exclamatory word or phrase which is often added to a statement to make it stronger in the emotion or feeling it has to convey.

Example: oh no! I forgot my password.

e) Article or determiner

Article is words that define a noun as specific or unspecific.

Example: please give me **the** hammer.

2. Reading

a. Definition of reading

English is becoming more and more important for people as it is considered as an international language. Most information in newspaper, books, internet, television and letter also use this language. People use English to communicate with others from different countries. Therefore, having competence in science and technology supported by mastery of English is absolutely needed by everyone to

compete in this global world. For those reasons, the Indonesian government via the Ministry of National Education decided to take English subject as the educational programs. It is taken as the first foreign language in Indonesia and is established as an obligatory subject to learn at school, from elementary school, junior and senior high school until university.

Special needed students at special schools are included. Special needed students, in this case, the visual impaired are those who require special treatment in obtaining education. One of the aspects of the language skills of English is reading. We find something to read every time at books, newspaper, television broadcast, internet, advertising, dictionary etc.

Reading is receptive language process, where meaning decodes from the author's thinking. It is psycholinguistics process that stats with a linguistic surface representation encoded by writer and ends with meaning, which the reader construct. Thus, there is an essential interaction between language and though while someone is reading a text. The writer encodes thought as a language and the reader decodes language into though.[20]

b. Element Of Reading comprehension

There are many definitions of reading comprehension given by language teaching expert. Reading is the action of someone who looks

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[20] Patricia L. Carell, Joanne Devine , and David E. Eskey. *Interactive Approches to Second language reading*. (New York: Cambridge University Press,1995), 12.

at an understanding of meaning in written or printed symbols.[21] Reading is the process of understanding reading text.[22] Further reading is the complex activity in which we need both of our eyes to see the printed words and our comprehension to grasp the meaning.

Reading comprehension means interacting and constructing meaning from the text.[23] Reading comprehension also means gaining meaning from the text.[24] Understanding a written the text means extracting required information from reading text as efficiently as possible.[25] Moreover, reading is viewed as a kind of dialogue between the reader and the text.[26]

In measuring student's reading comprehension skill, teachers firstly to define the specific component of reading comprehension they wish to be assessed. There are four levels comprehension based on the unit of comprehension, they are: comprehending word meaning, comprehending sentence, comprehending paragraph, and comprehending text.[27] The basic comprehension units in reading are: comprehending word, sentence, paragraph, and text.[28].

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[21] Horby, *Oxford Advanced Learner* (Oxford University Press 2005),928

[22] Fraincoise Grellet, *Developing Reading Skill: A Practical Guided To Reading Comprehension Exercise*. (Cambridge University press,1996),3.

[23] D.G. Heaning, Communication In Action ……………,245

[24] J.G Fairbairn and C. Winch. Reading, Writing, and Reasoning a Guide For Student. Second Edition. (Cambridge: Cambridge University press,1996), 8

[25] Fraincoise Grellet, *Developing Reading Skill*……..,3

[26] Patricia L. Carell, Joanne Devine , and David E. Eskey. *Interactive Approches to second language reading.* (Cambridge University Press1998),56

[27] D.G. Heaning, *Communication In Action*…..,269

[28] Paul C. Burns; Betty D Ross. *Teaching Reading Today's Elementary Scholls*.(Boston Houghton Mifflin Company,1996),151

1) Word Comprehension

In order to read confidently, the students must know the meaning of word that they discover as they read. Without knowing the meaning of word, they will get difficulties in comprehending the reading text. It is basically important in reading comprehension to understand word meaning, because it is impossible for the student to comprehend the text or the material without understanding the meaning of word.[29] In line with this idea, students should be thought to use what they know to understand unknown element, whether these are ideas or simple words.[30] From decoding process, it will take them to comprehend the word. If the students know the meaning of word, they will be able to figure-out all they read. Not all of the word should be understood, they may skip some words without losing their meaning.

One of the common problem faced the students is after reading a text, a student does not know the topic of the text. In other word, they are unable to understand paragraph of the text that they had read. Because of that, the student has to understand the meaning of all words and the relationship of them within the paragraph.

Indeed, understanding word meaning is basically important in reading comprehension, since understanding the written depends

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[29] *Ibid*,161

[30] Francoise Grellet, *Developing reding skil: A Practical Guided To Reading Comprehension Exercise*. (Cambridge University press,1996),7

on the understanding of the word meaning. They are three kinds of word: namely concrete, relative and abstract word.[31] Concrete words are words in which there are established by more or less regular reference to actual object. For example: the word "chair" has defined core of meaning because it is used to apply to a kind of seat, even though people might disagree over a particular untypical chair-one called stool or another called sofa. Relative words are words which do not have many defined meaning as a direction of meaning. It will depend on the experience and the intention of the user. for example: the word "red" runs from orange to violet and for reasonably the definite meaning needs to be qualified by another word like, dark, orange. Abstract words are words which do not have specific observable reference against which their meaning can be checked. For example: the word commonly deals with acts (trading, murder) or relationship (citizenship, membership) therefore, it is impossible for the reader to comprehend text without understanding the meaning of the words. However, the readers should not know the meaning of all words, as the meaning of the words can be recognize through the word parts provided by the author.

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[31] J.F. Gray. Words, words and words about dictionary.(sun Francisco: chandler publishing.1963),12

2) Sentence Comprehension

Besides knowing the meaning of words as the basic unit in comprehending the reading text, knowing the meaning of sentence is also the basic unit in comprehending the reading text. A sentence is group of words that expresses a complete though or idea.[32] A sentence also defines as a set of words expressing a statement, a question or a command.[33] It contents a subject and a verb and it begins with capital letter and ends with full stop or an equivalent mark.

Sentence comprehension means understanding what the sentence tells about, not only the meaning of the words but also the whole of the sentence completely. In order to recognize the meaning of sentences, the reader need to find the important information stated.[34] They also should know how the ideas are connected further; there are three steps in recognizing or understanding a sentence.[35] They are identifying key ideas, locating details and knowing how the ideas are combined in a sentence.

a) Identifying Key Ideas

Every sentence expresses key at least one key ideas, or basic message.

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[32] K.T. Mc. Whorter *Guide To College Reading (Second Edition).* (New York: Harper Collin Publisher,1989),85

[33] Hornby Oxford *Advanced Learner.* (Oxford University Press 2005),1071

[34] K.T. Mc. Whorter *Guide to college reading* (*second edition*) (New York: Harper Collin Publisher,1989),89-91

[35] Ibid, 62

1) Who or what is the sentence about? (asking the subject)

2) What is happening in the sentence? (asking the predicate)

For example:

Ana lives in Jember near the bus station

The key idea of the sentence above is:

Ana as a subject → asking who the sentence is about

Live as predicate → asking what is happening in the sentence

In Jember near the bus station → as adverb of place

b) Locating Details

After knowing how to identify key ideas, the next step in understanding a sentence is to see how the details affect its meaning most detail adds to or change the meaning of key ideas.

For example:

Ratih drove her car to Surabaya yesterday

What did she drive? (Her car)

Where did she drive? (To Surabaya)

When did she drive? (Yesterday)

c) Combining the idea in a sentence.

Many sentences express more than one key idea. Often a writer will combine two or more closely related ideas into one sentence. This is done for some of this reason.[36]

1) To clarify idea.

2) To emphasize their connection, or

3) To show that they are id equal important.

For example:

a) *Some students decide to take the final exam*.

b) *Other students chose to write a paper*.

These two sentence can be combined into one sentence by using a coordinate conjunction,"but".

Some students decide to take the final exam. But *other students chose to write a paper*.

It is important to notice both key ideas while we read combined sentence.

3) Paragraph Comprehension

A paragraph is a group of related sentences about on topic, which means that comprehending paragraph needs to comprehend of its sentences. There are three parts in a paragraph. Those are a topic sentence, supporting sentence, and a concluding paragraph. The topic expresses one central idea limits the area of opinion into

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[36] Ibid, 65

one specific idea. The supporting details are the elaboration of topic sentences but there are still controlled by the topic sentence. Finally a paragraph is closed a concluding sentence, which is sometimes necessary to remind a reader an important point.

a) Identifying Sentence

The main idea of a paragraph is what the whole paragraph is about and it is usually introduced in a sentence. The sentence is called as topic sentence.[37]

The topic sentence names the topic of paragraph and states the main idea of it.[38] It is always a complete sentence that contains a subject, verb, and usually a complement. A topic sentence must have a subject and an attitude.[39] The subject tells us what to write while the attitude shows and gives reasons to writing: the subject claims what we write about and the attitude why we write. A topic sentence is the most important sentence in a paragraph. Briefly indicates what the paragraph is going to discuss. For this reason, the topic sentence is a helpful guide for the reader.

b) Identifying the Supporting Details

The supporting details in a paragraph are those facts and ideas that prove, explain, support or give example of the main

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[37] Carol Kanar. *The Confident Writer*. (Cambridge: Cambridge University Press, 1998),63.
[38] Oshima and Ann Hogue, *Writing Academic English*. (Addisen: Wesley Publishing Company,1989),3
[39] Barli Bram,1995. Write well. (Jakarta: Kanius, 1995),16

idea of the paragraph. While all the details in paragraph do support the main idea, not all details are equally important. Supporting details develop the topic sentence.

c) Identifying the Concluding Sentences

A concluding sentence is sentence that repeats the main idea of the topic sentence in different words to the end of the paragraph. A concluding sentence is not absolutely necessary, in the fact; a concluding sentence is not customary for every paragraph is multi paragraph essay. However, for signal paragraph, especially long ones, a concluding sentence is helpful to the reader because it signals the end of paragraph and because it is a reminder of the important points.

Furthermore, a concluding sentence serves three purposes.[40]

1) It is a signal of the end of the paragraph

2) It summarizes the main points of the paragraph

3) It gives a final comment on your topic and leaves the reader with the most important ideas to think about.

4) Text Comprehension

Epistemologically text is the written words "sometimes are more than thousand words, several sentences or several paragraphs and a text", which is handed in a printed passage of the major speech or the writer. In other word, text is abroad term for

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[40] Ibid,25

something that contain words, sentences or several paragraphs to express something.

Based on the explanation above, it can be concluded that text is entire words, sentences, paragraph which are arrange in one passage the expresses something of the writer's idea entirely.

In order to comprehend a text, readers have to involve the entire of their knowledge, full concentration and try to know the meaning of each sentence (even though not always needed). In order to extract meaning from text, reader must become active participant, applying their previous knowledge to the text they are reading.

3. Correlation between Vocabulary Mastery and Reading Comprehension.

According theoretically, Vocabulary plays an important part in learning to read. Vocabulary and reading cannot be separated, because both of them relate to each other. As the writer explains before, by having and mastering vocabulary we will know the meaning of vocabulary in the context. It can also help to avoid making mistake in understanding. Vocabulary is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the word mean.

Reading involves much more than word recognition, the ability to recognize the sound and meaning of the printed symbol is basic to reading process.[41]

One reason why many children find reading in some subject fields difficult because of their lack of vocabulary[42]. The fact vocabulary is the most important thing in reading comprehension. Most of us if we find the difficulties word, we still just continue our reading in the hope that the word we read is not really important or that it's meaning will become clear later on. But sometimes the words that we passed usually are the key of our reading and understanding. We cannot catch and grasp the idea from our reading as well as possible. So looking up the difficult of words in dictionary is better for us. But the skillful readers understand as he read.

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[41] De Boer and Dallmann, *The Teaching Of Reading, Revised Edition* (USA: Holt Rinehart and Winston Inc,1964),p. 83

[42] Nila B. Smith and H. Alan Robinson, *Reading Instruction For Today's Children*. Second Edition (USA: prentice-Hall, 1980)p, 297

CHAPTER III

DATA ANALYSIS AND RESEARCH FINDINGS

A. **Description of The Object Research**[43]

   1. Description of the object

      a. Identity of the School

         1) Name of school   : SMPN 1 Tlogosari

         2) NPSN/NSS   : 20521775 / 201052211025

         3) Level of school   : Junior High School

         4) Status of school   : Negeri

         5) Date of SK establishment : 1 October 1984

      b. location of the school

         1) Address   : jl. Pakisan Tlogosari Bondowoso

         2) Rt/Rw   : 09/02

         3) Region   : Sukojawa

         4) village   : Tlogosari

         5) Code Post   : 68272

         6) District   : Tlogosari

         7) Regency   : Bondowoso

   2. Vision, mission, and objective of school

      a. Vision

         Superior in achievement based on IMTAQ and IMTEK as well as has a conception of society.

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[43] Document From SMP 1 Tlogosari

Indicators**:**

1) Superior in terms of academic achievement

2) Superior in terms of not academic achievement

3) Superior in terms of noble

4) Superior in terms of personality

5) Superior in terms of social life

6) Superior in terms of quality of graduates.

7) Superior in terms of culture school

b. Mission of junior high school 1 Tlogosari

1) Provide quality education for students

2) Develop personality and noble character in all students

3) Develop the talents and interests of students through the activities of extracurricular

4) Create an environment and school culture and conducive.

c. Objectives of school

Creates learners who have the excellences, personality and noble, So that they can competing and achieve a better future.

B. The research of Test

1. Validity of the test

A test is valid if it measures what it purpose to measure[44]. The researcher established content validity which was arranged based on the material stated in the institutional based Curriculum (K-13) used by

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[44] M. Djunaidi Ghony *metodologi penelitian pendidikan pendekatan kuantitatif* (UIN-Malang Press 2009),190

Junior High School 1 Tlogosari. The material based on the consideration stated in the English Curriculum (K-13). The researcher used vocabulary and reading test as the material to take the sample in the first semester.

Content validity was used in this research since the test materials are constructed by considering the indicators to be measured. It means that the items are constructed to measure the students' vocabulary mastery and reading comprehension. Therefore, this test is valid because the materials about vocabulary and reading have been taught and the test item of the test based on the curriculum.

Table. 3.1 Content Validity

Standard Competence	Question
1	2
3.4 Applying the social function, text structure, and the linguistic elements of the text interpersonal interaction oral and written that which involves the act of telling, invite, ask permission, as well as respond to do it, in accordance with the of their use.	1. Noun = 1,2,17,19,21,24, 2. Verb = 3,4,10,16,20,23, 3. Adjective = 5, 6,9,12,13,22,25, 4. Adverb = 7,8, 11,14,15,18,
4.4 Drawing up the text of interpersonal interactions oral and written very short and simple which involves the act of telling, invite, asking permission, and respond with pay attention to functional, the structure of the text and the linguistic elements true and appropriate context	

1	2
Material Asking permission	
Indicator (3.4) Listen, imitation and practice some example conversation with the right pronouncing. (4.4) Identifying phrase was learned	
Standart competence	Question
4.11.1 To capture the meaning of contextually related functional, the structure of the text and the linguistic elements of the text recounts the oral and written, very short and simple, related to the personal experience of time past (personal recount). 4.11.2 Composing text recounts the oral and written, is very	1. Sentence comprehension = 33,34,35,38,44,45 2. Paragraph comprehension = 32,39,43,46,47,49 3. Text comprehension = 28,29,30,31,36,37,50

short and simple, related a personal experience in the past (personal recount), with attention to the social function, text structure, and the linguistic elements, in a correct and appropriate context.	
Material	
Recount Text	
Indicator (4.11.1) Complete the abridgement of experience with the sentence taken from the texts, with spelling and right punctuation. (4.11.2) Collecting information about the personal experience in the past to make the text short and simple.	

The allotted time to do the test was 90 minutes.

2. Reliability of the test

A reliable test is consistent and dependable.[45] If you give the same test to the same subject or matched subjects on two different occasions, the test itself should yield similar results, is should have test reliability. To determine whether this test is reliable or not, the writer analyzes it by split half method. A questionnaire said reliable if the answer someone against the statement is consistent or stable from time to time. Reliabilities of a test refer to degrees stability, consistency, prediction, and accuracy. Measurement that has reliabilities high is measures of that can generate data reliable.

Reliabilities are the extent of measurement of a test remains consistent after conducted over and over to the subject and in the same condition. The research is considered reliable when deliver result consistent to measurement and cannot reliable when measures of that recurring it gives the result are different. The procedures are as follow. Reliability Split Half (Spearman Brown).

a) Vocabulary

Case Processing Summary

		N	%
Cases	Valid	25	100,0
	Excluded[a]	0	,0

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[45] H Douglas brown, *teaching by principle an interactive approach to language pedagogy second edition* (California 2000), 386

Total	25		100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics for Vocabulary Test

Cronbach's Alpha	Part 1	Value	,677
		N of Items	13[a]
	Part 2	Value	,384
		N of Items	12[b]
		Total N of Items	25
Correlation Between Forms			,580
Spearman-Brown	Equal Length		,734
Coefficient	Unequal Length		,734
Guttman Split-Half Coefficient			,728

a. The items are: x1, x3, x5, x7, x9, x11, x13, x15, x17,

x19, x21, x23, x25.

b. The items are: y2, y4, y6, y8, y10, y12, y14, y16, y18,

y20, y22, y24.

The criteria of coefficient reliability as follows:

0,00 – 0,69   : not reliable

0,70– 1,00   : reliable

(Sekaran in Prayitno, 2008:26)

Based on the table output reliability statistic to know the value of correlation Guttman Split-Half Coefficient is ,728 > 0,70. Thus can be conclude that the items questioner about variable (X) vocabulary mastery overall (Combined) was reliable, or we can also saw itself of the items

Item-Total Statistics for Vocabulary Test

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	2	3	4	5
x1	9,15	11,974	,410	,696
x3	9,85	13,641	-,150	,730
x5	9,85	13,974	-,309	,737
x7	9,92	13,410	,000	,718
x9	9,85	12,474	,438	,700
x11	9,08	12,244	,390	,699
x13	9,31	12,564	,164	,718
x15	9,54	11,103	,608	,675
x17	9,00	12,333	,513	,696
x19	9,15	11,308	,648	,676
x21	9,00	12,667	,338	,706
x23	9,23	12,026	,346	,701
x25	9,69	11,731	,495	,689

1	2	3	4	5
x27	9,85	12,474	,438	,700
x29	9,54	12,936	,060	,727
x31	9,54	12,936	,060	,727
x33	9,54	13,603	-,120	,743
x35	9,38	10,923	,647	,670
x37	9,69	12,397	,266	,708
x39	9,69	13,397	-,056	,733
x41	9,77	11,859	,545	,688
x43	9,46	10,936	,643	,670
x45	9,85	13,474	-,069	,726
x47	9,38	12,756	,104	,724
x49	9,85	13,474	-,069	,726

b) Reading

Case Processing Summary

		N	%
Cases	Valid	25	100,0
	Excluded[a]	0	,0
	Total	25	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics for Reading Comprehension Test

Cronbach's Alpha	Part 1	Value	,809
		N of Items	13[a]
	Part 2	Value	,360
		N of Items	12[b]
		Total N of Items	25
Correlation Between Forms			,713
Spearman-Brown	Equal Length		,832
Coefficient	Unequal Length		,832
Guttman Split-Half Coefficient			,790

a. The items are:x27, x29, x31, x33, x35, x37, x39, x41, x43, x45, x47, x49.

b. The items are: y26, y28, y30, y32, y34, y36, y38, y40, y42, y44, y46, y48, y50.

Based on the table output reliability statistic to know the value of correlation Guttman Split-Half Coefficient is ,790 > 0,70. Thus can be conclude that the items questioner about variable (X) reading comprehension overall (Combined) was reliable, or we also see itself of the items.

Item-Total Statistics for Reading Comprehension Test

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	2	3	4	5
y2	8,00	17,273	,532	,786
y4	8,50	17,909	,356	,795
y6	8,75	19,477	,000	,804
y8	8,58	17,356	,607	,784
y10	8,67	18,970	,169	,803
y12	8,17	16,152	,739	,772
y14	8,08	16,629	,649	,779
y16	8,08	16,629	,649	,779
y18	8,00	18,545	,187	,804
y20	7,83	18,515	,354	,797
y22	8,50	17,182	,558	,785
y24	8,50	17,000	,609	,782
y26	8,75	19,477	,000	,804
y28	8,42	19,174	,014	,814
y30	8,67	18,242	,467	,793
y32	8,50	20,091	-,202	,822
y34	8,25	16,568	,620	,780
y36	8,67	19,515	-,048	,809

1	2	3	4	5
y38	8,25	17,659	,352	,796
y40	8,33	21,152	-,409	,836
y42	8,33	16,606	,621	,780
y44	8,58	18,992	,098	,807
y46	8,42	16,992	,552	,784
y48	8,67	18,970	,169	,803
y50	8,50	17,364	,507	,788

3. Item analysis of the test.

The purpose of analyzing the score of the test is to know whether the test items are good or bad. Analyzing means counting difficulty level and discriminating power of each item of the test.

a) Difficulty Level

Difficulty level (DL) is the existence of a point about which is categorized as the point of hard, medium and easy.[46] Item of difficulty level is obvious with index between 0,0 to 1,0. If the index of item difficulty level is 0.0, it means that the item is very difficult so no students can answer the item test.

From the result of computation, it was known that the test range of difficulty index was from 0.15 to 0.85. Based on the analysis of index difficulty, the test items were categorized into

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[46] Sundayana, *statistika penelitian pendidikan* (bandung,2016),76

sufficient/fair. It means that the test items were not too difficult or too easy.

The formula of difficulty level as follow:

IF = $\frac{FH+FL}{N}$

IF : Item Facility

FH : Frequency high (the total number of upper group giving correct answer)

FL : Frequency low (the total number of lower group giving correct answer)

N : Total of both of highest criterion score and lowest criterion score.

From the calculation result of the index analysis difficulty level of 50 questions, there were 13 questions that were too difficult and 3 questions were too easy, there are number 3,5,6,7,9,10,17,20,21,26,27,30,36,45,48,49 and the researcher took 36 questions from 50 questions, to be divided into 20 tests as post test questions. It can be seen on appendix 6

b) Discriminating Power

Discriminating power (DP) is the ability of a matter to be able to discriminating between students of high ability with the students' low ability.[47] The discriminating power is needed by the researcher to know what what questions can discriminate between

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[47] Ibid, 76

students who are able or not. The writer divided the respondents into two groups (upper group and lower group), each group consists of 10 students and then the score is put into the formula of difficulty level as follow:

$$ID = \frac{FH - FL}{N}$$

ID : Discriminating power

FH : The total number of upper group giving correct answer

FL : The total number of lower group giving correct answer

N : The total of subjects

Item test is good with the index of discriminating power must be more than 0.25 or 0.35. The item of test that has the index discriminating power less than 0.25 is considered improper and it must be omitted[48].

Based on the calculation of discriminating power of the test, there are 18 items that are improper and must be omitted, they are number 4,5,6,7,8,9,10,26,28,37,38,39,40,41,42,45,46,49, and the researcher took 32 questions from 50 questions, to be divided into 20 tests as test questions it can be seen on appendix 5.

After the computation from validity and reliability was correct, the researcher took the vocabulary test 10 items and reading 10 items.

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[48] Burhan Nurgiyantoro, *statistic terapan untuk penelitian ilmu social*, (Yogyakarta, Gadjah Mada university 2004),141

Table 3.2 Test Item Classification after Tryout

No	Material	Number of Item	Total Number of Items
1	Vocabulary		10
	a. Noun	1,8	
	b. Verb	2,6,10	
	c. Adjective	4,9	
	d. Adverb	3,5,7	
2	Reading		10
	e. Sentence comprehension	15,16,17,19	
		14,18,20	
	f. Paragraph comprehension	11,12,13	
	g. Text comprehension		

Vocabulary consists of noun, verb, adjective, and adverb which 10 test item. The number of items means that number of the test item.

C. Data Analysis

Data analysis converts data into information and knowledge, and explore the relationship between variable. Data analysis is the process of systematically applying statistical or logical techniques to describe and

illustrate, condense and recap, and evaluate data.[49] According to Shammoo and Resnik various analytic procedures "provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data"

Understanding of the data analysis the researcher used IBM SPSS statistic 22 in establishing the result of the research.

D. Finding and Hypothesis Testing

Once of the research data have been collected, the researcher first analyzes the result, then carefully interprets the findings, and finally writes the report of study.[50]

1. Finding

    a. Normality test

        Normality test Kolmogorov Smirnov is the part of the classical assumption test. Normality test aims determine whether the value of the residual normal distribution or nor. A good regression model is to have the residuals are normally distributed. Often happened mistakes, the test normality in doing on each variable, it is actually not forbid but a model of regressing require normality in the value of residual not on each variable.

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[49] Shammoo, AE, Resnik DB, *responsible conduct of research.* Third edition(oxford university prees 2015),360

[50] M. Djunaidi Ghony, *metodologi penelitian pendidikan pendekatan kuantitatif* (UIN Malang Press 2009) 212

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Vocabulary^b	.	Enter

a. Dependent Variable: Reading

b. All requested variables entered.

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		25
Normal Parameters^{a,b}	Mean	,0000000
	Std. Deviation	1,85824392
Most Extreme Differences	Absolute	,124
	Positive	,108
	Negative	-,124
Test Statistic		,124
Asymp. Sig. (2-tailed)		,200^{c,d}
Monte Carlo Sig. (2-tailed)	Sig.	,787^e
	99% Confidence Interval	Lower Bound	,776

	Upper Bound		,797

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Then the basic how to take decision are, if the significance value is more than 0,5 then the value of residual of normal distribution, and if the significance value is less than 0,5 the value of the residual it's not normal distribution. Based on the column Kolmogorov-Smirnov test found that the values is ,797 > 0,05 so test is normal.

b. Person Correlation

A lot of researchers try to test was not the relationship between variable with one another but at least she knowing all sorts of the relationship between the two variable.

Test correlation objective is to get the level of closeness of relationship between the variables revealed a correlation coefficient (r), at the same time knowing the level of closeness it medium, difficult, or perfect then the type of relationship between the variables X and Y can be both positive and negative, it means that if the positive is the higher the variable X then it will increase the

variable Y, on the contrary there is a negative, is that the higher the
variable X then it will lose the variable Y.

Vocabulary	Pearson Correlation	1	,412[*]
	Sig. (2-tailed)		,041
	N	25	25
Reading	Pearson Correlation	,412[*]	1
	Sig. (2-tailed)	,041	
	N	25	25

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

Based on the calculation used SPSS above if the value of
correlation more than the value of significant then there is correlation
between vocabulary and reading. The value of correlation $0,41 > 0.39$
thus can be concluding that there is correlation between vocabulary
and reading.

Correlation Coefficient (r)	Relationship
0. 00 to 0. 20	Very Low
0. 21 to 0. 40	Low
0. 41 to 0. 60	Moderate
0. 61 to 0. 80	Substantial
0. 81 to 1. 00	High to very high

The value of correlation coefficient obtained is, 007 while the criteria of the correlation between 0. 41 to 0. 60 are considered moderate. It means that the level of relationship of the correlation coefficient of the two variables is moderate.

2. Hypothesis Testing

The statistic hypothesis states:

Ha: there is correlation between students' vocabulary mastery and reading comprehension

Ho: there is no correlation between students' vocabulary mastery and reading comprehension

Based on the result of statistic calculation IBM SPSS 22, it found that 0,41 more than r Table of 0,39 of significant 0,5%. From the computation above that found 0. 41 with N 25 are significant. It means that null hypothesis is rejected and Ha hypothesis is accepted, there is a significant correlation study between vocabulary mastery and reading comprehension of the eight grade students of SMP N 1 Tlogosari in academic year 2018/2019

E. **Discussion**

As described in previous chapter, the aims of this research is to analyze the students' achievement of vocabulary mastery and reading comprehension, and correlation between students' vocabulary mastery and their reading comprehension. Vocabulary mastery helps the students to comprehend the text. To solve the problem in comprehending the text the

students should master vocabulary. The researcher also found that most students were still weak not only in vocabulary mastery but also in reading comprehension. For example in using synonym, antonym and meaning based on the context, it is provided that students cannot find the topic sentences and main idea based on the text.

"Vocabulary knowledge is one of the best predictors of reading comprehension.[51] Among first and second grade students, reading comprehension can be predicted to a large extent by vocabulary." It shows that vocabulary mastery plays an important role in reading comprehension. By having large extent of vocabulary, a learner will be easier to grasp the meaning from the text being read. It means that one needs more vocabularies so that he or she can understand the meaning of the sentence.

In addition According to Nation, there are two kinds of vocabulary in relation to the language skills of reading, listening, speaking, and writing.[52] They are receptive and productive or passive and active vocabulary. Receptive or passive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive or active vocabulary is utilized actively either in speaking or writing. Learners listening vocabulary is generally larger than speaking vocabulary while learners reading vocabulary is relatively larger than writing vocabulary.

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[51] Scott, R. McQuirter. 2007. *WordStudy and Reading Comprehension: Implications for Instruction.*Research Article of Brock University, Ontario. Got in January 2012

[52] Nation, P. *Learning Vocabulary in Another Language.*(UK: Cambridge University 2001)

From the data that have been analyzed the researcher, This research study was conducted the research study in junior high school 1 Tlogosari, then the researcher analyzed the data by using test to find there is correlation between student vocabulary mastery and reading comprehension. After conducting the research, the researcher found that there were several evidences which proved theories that support the hypothesis that the researcher has formulated.

Reading is an activity which helps people to understand the meaning and information. In this case, vocabulary is one of the factors influence people to get their comprehension in reading. Statistically, in facts, this research shows there is correlation between vocabulary and reading comprehension. The finding in this research clearly stated that vocabularies give positive correlation to reading comprehension and it was moderate related of vocabulary subject into reading.

With the finding above, the writer can prove the Sedita's theory who states that vocabulary knowledge is crucial in reading comprehension and determining how well students in comprehend the texts.[53] So, it can be concluded that there is correlation between students' vocabulary mastery and reading comprehension of the eight grade of SMPN 1 Tlogosari in academic year 2018 / 2019.

Based on the results above, the researcher concluded that this research focuses on the correlation between students' vocabulary mastery

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[53] Sedita, J. 2005. Effective Vocabulary Instruction. (Online), Available : http://www.keystoliteracy.com/r eading-comprehension/effective -vocabulary-instruction.pdf (30 November 2015)

and their reading comprehension. This research also attempts to find out the students' ability in vocabulary mastery and reading comprehension. Referring to the findings and discussions that have been elaborated above, it is found that there is correlation between students' vocabulary mastery and their reading comprehension. Although the scores of vocabulary and reading test are different but the result shows that there is correlation.
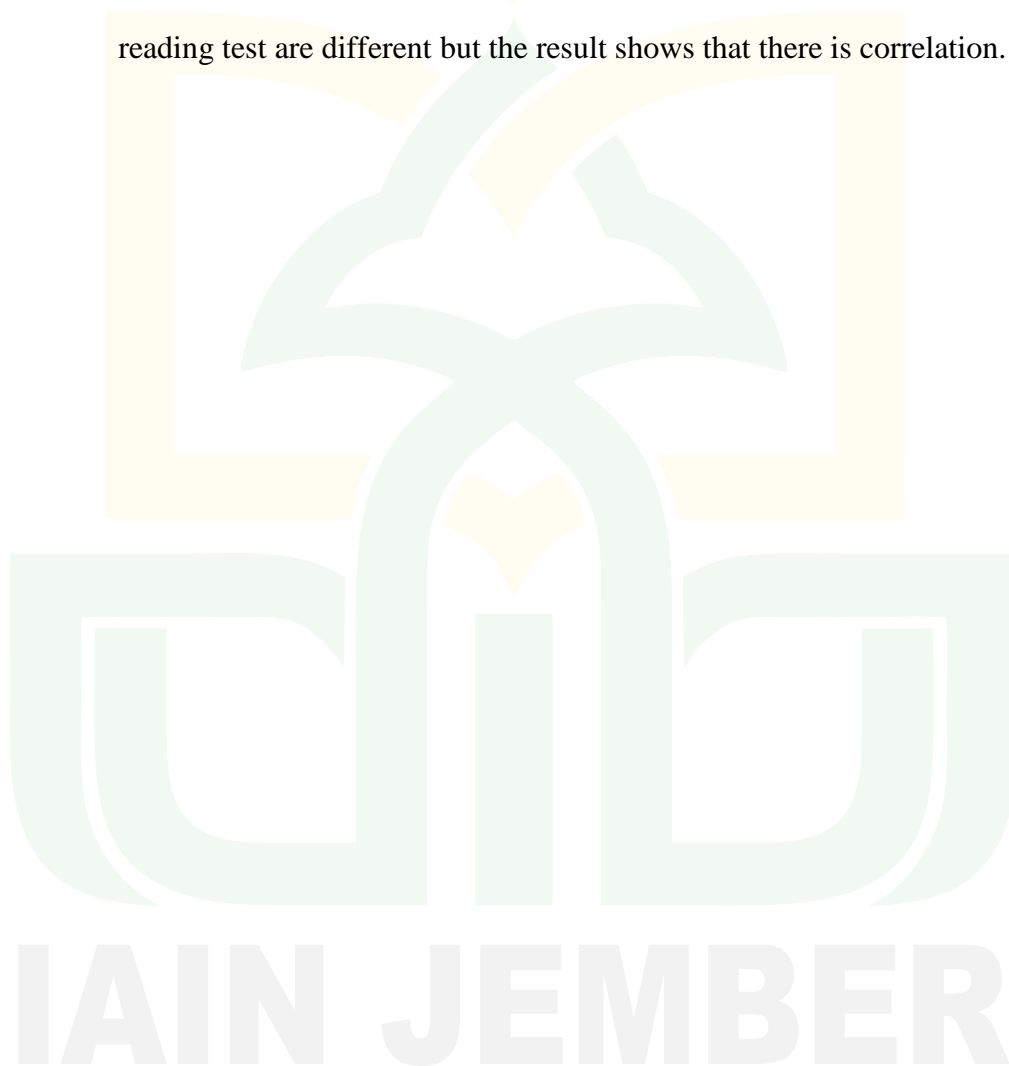
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

This study focuses on the correlation between students' reading comprehension and their vocabulary mastery. This study also attempts to find out the students' ability in reading comprehension and vocabulary mastery.

Referring to the findings and discussions that have been elaborated in the previous chapter, it is found that there is a moderate correlation between students' vocabulary mastery and their reading comprehension, although the scores of vocabulary and reading test are different. Students who have high scores in vocabulary also have high score in reading.

B. Suggestion

After drawing the inferences, there are several suggestions that hopefully can give the constructive ideas for the readers, especially for English teachers and future researchers.

1. Most of students not to consider that using Indonesian in English class can hamper their students' ability in using English. Considering to the result that many students lack of vocabulary knowledge, it is recommended to use English in English classes, since it facilitates the students to learn materials efficiently.

2. There are many factors that help students to comprehend the reading materials. The factors are background knowledge and experience.

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Those factors may help students comprehend reading materials. When they found unknown word they could guess the meaning of unknown word by referring them to the text.

3. To get a good achievement in reading comprehension, the students have to master vocabulary very well. Because vocabulary lesson is not explicitly specified in the curriculum, the teachers have a duty to help their students in improving their vocabulary.
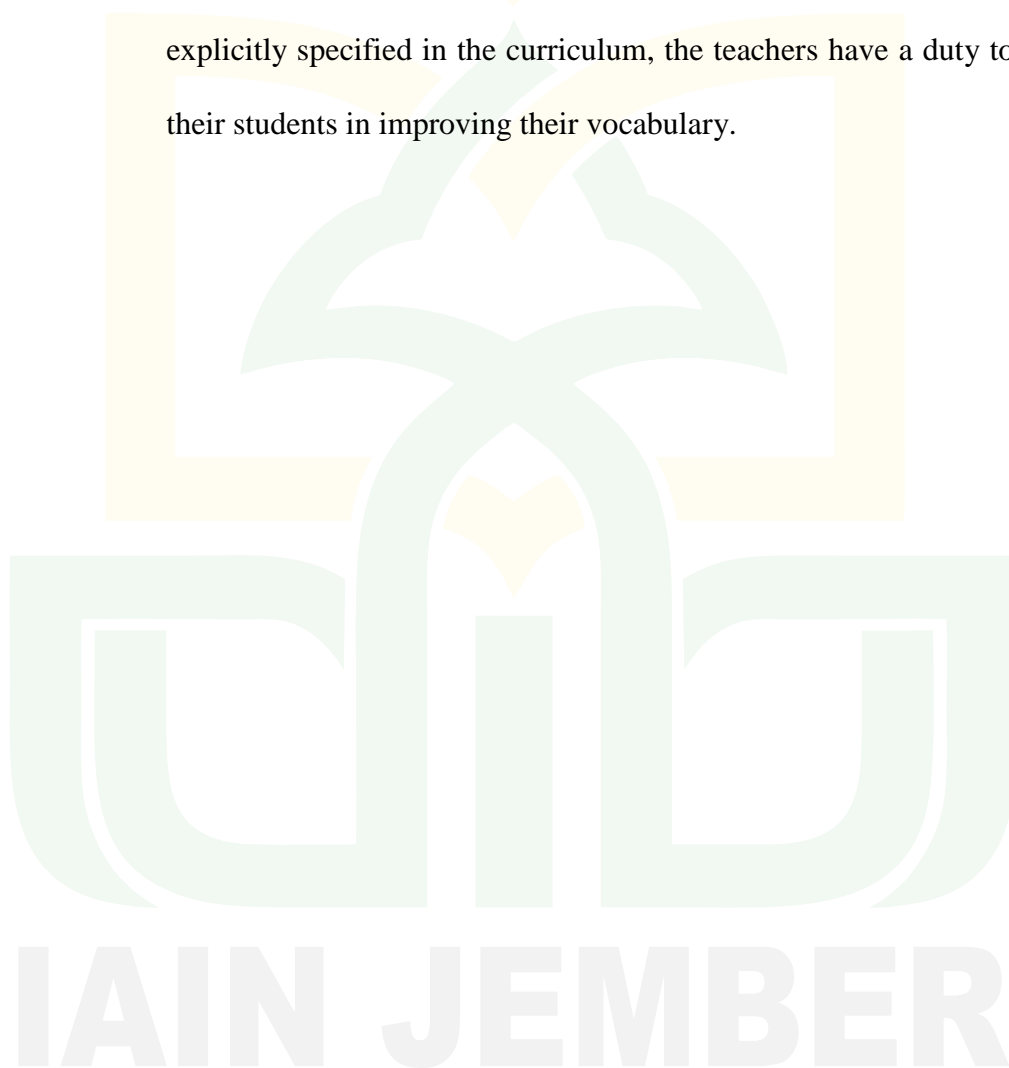
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Appendix 1: Matrix

Title	Variable	Sub Variabel	Indicator	Data Resources	Research Design	Research Problem
The correlation between students' vocabulary mastery and students' reading comprehension at SMPN 1 Tlogosari academic 2018/2019	1. Vocabulary Mastery .	- Major of Vocabulary	- Verb - Noun - Adjective - Adverb	1. Primary : Vocabulary scores Reading comprehension. 2. Secondary : Related literature Related decument	1. Kind of research : Correlation research 2. Data Collection Method: test 3. formula is spearman pearson : **rxy**	1. Is there any significant correlation between students' vocabulary mastery and reading comprehension achievement ?
	2. Reading comprehension	- Word Comprehension - Sentence Comprehension - Paragraph Comprehension - Text Comprehension				

PEMERINTAH KABUPATEN BONDOWOSO
DINAS PENDIDIKAN DAN KEBUDAYAAN
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KECAMATAN TLOGOSARI
BONDOWOSO

SURAT KETERANGAN

Nomor : 800/141/430.9.9.27.037/2019

Yang Bertanda tangan dibawah ini :

Nama	:	Purwadi, S.Pd.
NIP	:	19640301 198901 1 005
Jabatan	:	Kepala Sekolah SMPN 1 Tlogosari

Mnerangkan dengan sebenarnya bahwa:

Nama	:	Riskiyadi
Nim	:	T20156064
Prodi	:	Tadris Basa Ingris

Telah Malakukan Penelitian dengan judul "The Correlation between Students' Vocabulary Mastery and Reading Comprehension at SMPN 1 Tlogosari in Academic Year 2019-2020" di lingkungan lembagaSMPN 1 Tlogosari

Demikian, surat keterangan ini dibuat untuk diperlukan sebagaimana mestinya
Wassalamualaikum Wr. Wb.

Bondowoso, 29 Oktober 2018
Kepala SMP Negeri 1 Tlogosari

Purwadi, S.Pd.
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IAIN JEMBER

Nomor	:	B.3030 /In.20/3.a/PP.009/08/2019	29 Agustus 2019
Sifat	:	Biasa	
Lampiran	:	-	
Hal	:	**Permohonan Izin Penelitian**	

Yth. Kepala SMPN 1 Tlogosari
Desa Tlogosari Kec. Tlogosari, Bondowoso

Assalamualaikum Wr. Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama	:	Riskiyadi
NIM	:	T20156064
Semester	:	VIII (Delapan)
Jurusan	:	Pendidikan Bahasa
Prodi	:	Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset tentang "The Correlation between Students' Vocabulary Mastery and Reading Comprehension at SMPN 1 Tlogosari in Academic Year 2019-2020" Selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala sekolah SMPN 1 Tlogosari
2. Waka kurikulum SMPN 1 Tlogosari
3. Staff tata usaha SMPN 1 Tlogosari
4. Guru bahasa inggris kelas 8 A SMPN Tlogosari
5. Siswa kelas 8 A SMPN 1 Tlogosari

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr. Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

Appendix 3: Blue Print of Try Out

No	Indicator	Number the item	Answer	Total item
A	Vocabulary Mastery			
	Noun	1,2,**17**,19,**21**,24,		6
	Verb	**3**,**4**,**10**,16,**20**,23,		6
	Adjective	**5**, **6**,**9**,12,13,22,25,		7
	Adverb	**7**,**8**, 11,14,15,18,		6
	Total			25
B	Reading Comprehension			
	Word comprehension	**26,27,40,41,42,48**	**(26)a**,(27)c(40)c,(41)d, (42)b,(48)a	6
	Sentence comprehension	33,34,35,**38**,44,**45**	(33)a,(34)b,(35)a,**(38)a,** (44)b,**(45)a**	6
	Paragraph comprehension	32,**39**,43,46,47,49,	(32)a,**(39)c**,(43)b,**(46)c,** (47)a**,(49)d**	6
	Text comprehension	**28**,29,**30**,31,**36**,**37**,50	**(28)c**,(29)b,**(30)d**,(31)b, **(36)c,(37)b**,(50)a	7
	Total			25

VOCABULARY MASTERY

A. Please Move The Words Into Column Conversation According Part Of Speech (Noun, Verb, Adjective, Adverb) in the text below !

SPORT

Bagas : Good morning, Miss Rahel. I'm Bagas from Class 8E. I'm doing a survey about favorite sports. May I ask you some questions about your favorite sport?

Miss Rahel : Sure.

Bagas : Thanks! What sport do you enjoy?

Miss Rahel : I enjoy swimming.

Bagas : How do you spell 'swimming'?

Miss Rahel : S-W-I-M-M-I-N-G.

Bagas : Oh, I see. Why do you like swimming?

Miss Rahel : Well, I like swimming because it's very healthy. I want to be fit and strong.

Bagas : Alright. Where do you usually swim?

Miss Rahel : I usually swim in the swimming pool.

Bagas : I see. That's the end of the interview. Thank you! Goodbye!

Miss Rahel : You're welcome. Goodbye!

Noun	1.
	2.
Verb	3.
	4.
Adjective	5.
	6.
Adverb	7.
	8.

B. Write The Correct Answer The Word Wizard And Then Match The Word Wizard Into Beside Column !

No	WORD WIZARD Can you write the correct words ?	
Ex.	Eyttrp	Pretty
9	Cpeah	
10	Lpese	
11	Won	
12	Godo	
13	ysa	

14	Alwysa	
15	Oftne	
16	Reda	
17	Koob	
18	Usuyll	
19	Telesivoni	
20	Wathc	

C. **Fill in the blank the correct answer based on the column.**

21. Please, open the ….. !
22. The movie is ……., I don't want to see anymore.
23. They are ………to market buy snack.
24. If you don't know this word this word, you should look it up…..
25. She looks ….. using the white dress.

a. Bad
b. Door
c. Going
d. Cute
e. Outline

THE READING COMPREHENSION TEST

Read the texts carefully, and then choose the correct answer by crossing a, b, c, or d!

TEXT 1

The text below is for question number 26 - 35

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home but he usually does what he is asked to do. Although he is rather naughty but he is active in every such activity.

Peter is interested in sport. He is the best badminton player in our family. He plays football and tennis since the young and His talent to sport increase at the school, oftentimes he gets tennis championship in the school. His favorite idol is taufik hidayat, as we know that taufik

hidayat is the best player in his era. He said that he will be badminton athletes famous in the future and will show to the world that Indonesian also has great athletes of international class.

26. "He is rather <u>naughty</u> at home".

    The synonym of underlined word means….

    a. rebellious   b. lazy   c. improper   d. smart

27. "He has long, straight hair, bright eyes and a <u>friendly</u> smile".

    What is the antonym of underlined word….

    a. bad   b. good   c. rude   d. affectionate

28. Which of the following statement is not true about Peter?

    a. He has long and straight hair.

    b. He has bright eyes.

    c. He is not interested in sports.

    d. He plays football and tennis.

29. According to the passage, we know that Peter is ….

    a. The writer's youngest brother   c. A naughty boy

    b. The writer's elder brother   d. A friendly boy

30. Peter is implied in the passage that ….

    a. He is naughty.   c. He is unfriendly.

    b. He is lazy.   d. He is diligent.

31. From the text, we may conclude that….

    a. Many people do not like Peter.

    b. Peter is younger that the writer

    c. Peter is a welcoming person.

    d. Peter is not diligent at all.

32. What is the main idea of the last paragraph?

    a. He is interested to sport

    b. He is not really interested to sport

    c. He has long, straight hair.

    d. He is the youngest in the family

33. "<u>He</u> is fourteen years old . . . Than me."

    The underlined word refers to ….

    a. Peter   c. The writer's brother

    b. The writer   d. the writer's family

34. "Peter is <u>interested</u> in sport."

    The underlined phrase can be replaced by

    a. Dislike sport   b. Really likes sport

    c. Hates sport very much   d. Finds sport not really entertaining

35. "But <u>he usually does what he is asked to do</u>"

    The underlined phrase means …

    a. He does anything he wants.   c. He is lazy.

b. He always asks.   d. He is diligent.

TEXT 2

The text below is for question number 36-37

To : Nurul

      Hello Nurul, do still remember our friend in junior high school that she was very hobby once invites us to swim in the pool every day of the week? Is very funny if we reminding at all, moreover I still afraid of a depth but today, I was change my mindset that to not afraid anymore against the depth and also today is her special day to twenty age so I'm invite you as surprise in swimming pool later.

      Mutia and I are going to swim after school this afternoon. If you are free, you can join us, meet us at atlas swimming pool at 3 pm. Don't bring any snacks, Mutia will treat us so we can funny in swimming pool and I will very happy if you can came here. Do the best for her birthday.

Nina

---

36. Who will go swimming?
    a. Nina and Nurul   c. Nina and Mutia
    b. Nurul and Nina   d. Mutia and I
37. What is the writer's purpose of writing the message?
    a. to treat someone on a birthday
    b. to ask someone to join an activity
    c. to remind someone about activity
    d. to show someone's attention to a friend

TEXT 3

The text below is for question number 38-41

JOGGING IS A CHEAPEST SPORT

      Sport helps us to become strong and healthy. There are many kinds of sports: jogging, running, hunting, cycling, swimming, and so on. It is not important what kinds of sports we are going to do as long as we are strong enough to do it. Healthy people should take exercise regularly, no matter how old they are.

      The simplest and the best sport are jogging. It is also the cheapest one, because we do not need money to do it. Jogging in the evening may help us to sleep deeper than taking any medicine. But people today do not like jogging. They prefer driving a car; although they are not in hurry or travel a long distance. This kind of 'disease" comes from our laziness.

38. The words "it" (line 5)….
    The underlined word has similar meaning to….
    a. jogging   b. hunting   c. swimming   d. cycling

39. What is the main idea of the first paragraph?
    a. Sport not help us strong
    b. They prefer driving a car
    c. Sport help us became strong
    d. Jogging is cheapest one

40. ''We are going to do as long as we are strong enough to do it''
    Antonym of the underlined word means that….
    a. healthy   b. strong   c. weak   d. sick

41. "although they are not in hurry or travel a long distance"
    What is the synonym the underlined word means that…….
    a. small   b. tall   c. wide   d. lengthy

TEXT 4

The text below is for question number 41-45

Charles needs some books for his biology class. The school library has those books. The students have to read the books in the library. Charles loves to read and study, but hates to go to the library. He likes to study at home. Charles wants to buy the books, but he does not have any money. He asks his mother for some money, but she does not have any money.

"Well, son," his mother says, "The library has the books. You can go to the library and study there." Charles does not want to go to the library, but now he has to go there. Charles leaves his house and goes to the library on his bicycle.

42. "Charles wants to buy the books".
    The underlined word has antonym…..
    a. get   b. sell   c. purchase   d. obtain

43. From paragraph 1, we know that Charles …………………….
    a. likes to study at school   c. has to buy the biology book
    b. need some biology books   d. prefer to study in the library

44. "Charles needs some books for his biology class"
    The underline word refers to….
    a. the writer   b. Charles   c. mother   d. teacher

45. 'his mother did not give him some money at all".
    The underlined phrase means…..
    a. does not have any money   c. is not a humble mother
    b. wants to buy some jewelries   d. wants to go shopping

TEXT 5

The following text is for questions number 46 to 48.

I live in a village called Amed in Bali, about a two hour drive from Kuta. It is a beach village and one of the best places for scuba diving in Bali. To reach my village, you will need a lot of energy because it is an exhausting trip. The road is curved and there are many ups and downs too. But as soon as you arrive in Amed, your efforts will be paid by the beauty of my village.

Unlike other places in Bali, Amed is a calm and peaceful place. The bay, some sandy, others rocky appears to be lined with traditional fishing boats called jukung. From the top of the hill, people can enjoy the beautiful scenery. There are no factories or industries in Amed, so the water and the soil in my village are still clean and unpolluted. This is needed to produce salt by the people in the village.

46. What makes Amed different from other places in Bali?
    The last paragraph means that…
       a. Amed is a place for scuba diving.
       b. It needs a lot of energy to get there.
       c. Amed is a calm and peaceful place.
       d. Amed has many star rated hotels.

47. What is the topic of the first paragraph?
       a. Amed village in Bali
       b. Scuba diving in Bali
       c. Amed is a calm and peaceful scenery
       d. Beach village in kuta

48. "…. Because it is an <u>exhausting</u> trip."
    The underlined word has synonym ….
       a. Tiring
       b. Exciting
       c. Confusing
       d. Challenging

Read the text and answer questions 49-50.

When I just hang out in a mall one day, I saw a very beautiful bag. I loved this bag at the first sight.

This was the first time I've spent much money on a bag and I didn't regret it. The bag was wonderful. It was made of thin but strong leather. The weight was light and the size kept it from getting stuffed with junk. It had a long shoulder strap that I liked because it kept the bag hands-free. Its neutral color was fun and sporty. The design was simple and well-made.

The bag was very functional. It was the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fitted well into my laptop backpack for bike commuting to school. This bag also had more pockets inside so my small items didn't all fall to the bottom. In overall I really satisfy with bag.

49. What is the main idea of the last paragraph?
   a. The writer had a new bag.
   b. The bag was very functional.
   c. The bag had many pockets.
   d. The writer was satisfied with the bag
50. What is the purpose of the text?
   a. To retell the past event
   b. To entertain the readers
   c. To describe the writer''s new bag.
   d. To give instruction how to buy a bag

no. responden

	x1	x3	x5	x7	x9	x11	x13
siswa 1	1	0	0	0	0	1	0
siswa 2	1	0	0	0	0	1	0
siswa 3	0	0	0	0	0	1	1
siswa 4	1	0	0	0	1	1	1
siswa 5	1	0	0	0	0	1	1
siswa 6	0	0	1	0	0	1	1
siswa 7	1	0	0	0	0	1	1
siswa 8	1	0	0	0	0	1	1
siswa 9	1	0	0	0	0	1	0
siswa 10	1	1	0	0	0	0	1
siswa 11	0	0	0	0	0	0	0
siswa 12	1	0	0	0	0	1	1
siswa 13	1	0	0	0	0	1	0

	y2	y4	y6	y8	y10	y12	y14
siswa 14	0	0	0	0	0	0	0
siswa 15	1	0	0	0	1	1	1
siswa 16	1	0	0	0	0	1	1
siswa 17	1	0	0	0	0	1	1
siswa 18	1	0	0	0	0	0	1
siswa 19	1	0	0	0	0	0	1
siswa 20	0	1	0	0	0	1	0
siswa 21	1	0	0	1	0	1	1
siswa 22	1	1	0	1	0	1	1
siswa 23	1	0	0	0	0	0	0
siswa 24	1	1	0	0	0	1	1
siswa 25	0	0	0	0	0	0	0

vocabulary

x15	x17	x19	x21	x23	x25	x27	x29	x31
1	1	1	1	1	0	0	0	1
1	1	1	1	1	0	0	0	1
0	1	1	1	0	0	0	0	0
1	1	1	1	1	1	1	1	0
0	1	0	1	0	0	0	1	1
0	1	1	1	0	0	0	0	0
0	1	1	1	1	0	0	1	1
1	1	1	1	1	1	0	1	0
0	1	0	0	0	0	0	1	0
0	1	1	1	1	0	0	0	1
0	0	0	1	1	0	0	0	0
0	1	1	1	1	1	0	0	0
1	1	1	1	1	0	0	0	0

y16	y18	y20	y22	y24	y26	y28	y30	y32
0	0	0	0	0	0	1	0	0
1	0	1	1	0	0	1	0	0
1	1	1	0	0	0	0	0	0
1	1	1	0	1	0	0	0	0
1	1	1	0	0	0	1	0	0
0	1	1	0	0	0	0	0	1
0	1	1	0	0	0	0	0	0
1	1	1	0	1	0	1	0	1
1	1	1	1	1	0	0	1	0
1	0	1	0	0	0	0	0	1
1	1	1	1	0	0	0	0	0
0	1	1	0	0	0	0	0	0

x33	x35	x37	x39	x41	x43	x45	x47	x49
1	1	0	1	0	1	0	1	0
1	1	0	1	0	1	0	1	0
0	1	1	0	0	0	1	1	1
0	1	1	0	1	1	0	0	0
1	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
0	0	1	0	0	0	0	1	0
0	1	0	0	1	1	0	1	0
0	1	0	0	0	0	0	0	0
0	0	0	0	0	0	0	1	0
0	1	0	0	0	1	0	1	0
1	0	0	0	0	1	0	0	0

y34	y36	y38	y40	y42	y44	y46	y48	y50
0	0	1	1	0	0	0	0	0
0	0	0	1	0	1	0	1	1
0	0	0	1	0	0	1	0	0
1	0	1	0	1	0	0	0	1
1	1	0	0	0	1	0	0	0
0	0	0	0	0	0	0	0	0
1	0	1	1	1	0	0	0	0
1	0	1	0	1	0	1	0	0
1	0	1	0	1	0	1	0	1
0	0	0	1	0	0	0	0	0
1	0	1	0	1	0	1	0	0
0	0	0	0	0	0	0	0	0

reading

Appendix 5: Result of Discriminating Power

No. Responden — vocabulary

	x1	x3	x5	x7	x9	x11	x13	x15	x17	x19	x21	x23	x25	x27	x29	x31	x33	x35	x37	x39	x41	x43	x45	x47	x49	Total score	ket
siswa 4	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	0	0	16	
siswa 8	1	0	0	0	0	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	0	1	0	14	
siswa 1	1	0	0	0	0	1	0	1	1	1	1	1	0	0	0	1	1	1	0	1	0	1	0	1	0	13	
siswa 2	1	0	0	0	0	1	0	1	1	1	1	1	0	0	0	1	1	1	0	1	0	1	0	1	0	13	
siswa 7	1	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	0	0	1	0	0	0	0	1	0	11	A
siswa 12	1	0	0	0	0	1	1	0	1	1	1	1	1	0	0	0	0	1	0	0	0	1	0	1	0	11	T
siswa 3	0	0	0	0	0	1	1	0	1	1	1	0	0	0	0	0	0	1	1	0	0	0	1	1	1	10	A
siswa 13	1	0	0	0	0	1	0	1	1	1	1	1	0	0	0	0	1	0	0	0	0	1	0	0	0	9	S
siswa 10	1	1	0	0	0	0	1	0	1	1	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	9	
siswa 5	1	0	0	0	0	1	1	0	1	0	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	8	
siswa 6	0	0	1	0	0	1	1	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	7	
siswa 9	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	5	
siswa 11	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	3	
P1	0,77	0,08	0,08	0,00	0,08	0,85	0,62	0,38	0,92	0,77	0,92	0,69	0,23	0,08	0,38	0,38	0,38	0,54	0,23	0,23	0,15	0,46	0,08	0,54	0,08	9,92	
Daya Beda	0,74	0,07	0,08	-0,01	0,07	0,82	0,59	0,36	0,89	0,73	0,91	0,68	0,23	0,06	0,38	0,37	0,36	0,54	0,21	0,21	0,14	0,45	0,06	0,54	0,07	9,57	
Status Item	Good	Good	Bad	Bad	Bad	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Bad	Bad	Bad	Good	Bad	Good	Bad		

	y2	y4	y6	y8	y10	y12	y14	y16	y18	y20	y22	y24	y26	y28	y30	y32	y34	y36	y38	y40	y42	y44	y46	y48	y50	Total score	Ket
siswa 22	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	0	1	0	1	16	
siswa 21	1	0	0	1	0	1	1	1	1	1	0	1	0	1	0	1	1	0	1	0	1	0	1	0	0	14	
siswa 15	1	0	0	0	1	1	1	1	0	1	1	0	0	1	0	0	0	0	0	1	0	1	0	1	1	12	B
siswa 24	1	1	0	0	0	1	1	1	1	1	1	0	0	0	0	0	1	0	1	0	1	0	1	0	0	12	A
siswa 17	1	0	0	0	0	1	1	1	1	1	0	1	0	0	0	0	1	0	1	0	1	0	0	0	1	11	W
siswa 18	1	0	0	0	0	0	1	1	1	1	0	0	0	1	0	0	1	1	0	0	0	1	0	0	0	9	A
siswa 16	1	0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	8	H
siswa 20	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	0	0	8	
siswa 19	1	0	0	0	0	0	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	5	
siswa 23	1	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	5	
siswa 14	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	3	
siswa 25	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	
P1	0,75	0,25	0	0,17	0,08	0,58	0,67	0,67	0,75	0,92	0,25	0,25	0	0,33	0,08	0,25	0,5	0,08	0,5	0,42	0,42	0,17	0,33	0,08	0,25	8,75	
DP	0,74	0,07	0,08	-0,01	0,07	0,82	0,59	0,36	0,89	0,73	0,91	0,68	0,23	0,06	0,38	0,37	0,36	0,54	0,21	0,21	0,14	0,45	0,06	0,54	0,07	9,57	
Status Item	Good	Bad	Bad	Bad	Bad	Good	Good	Good	Good	Good	Good	Good	Bad	Bad	Good	Good	Good	Good	Good	Bad	Bad	Good	Bad	Good	Good		

Keterangan

Appendix 6: Result of Difficulty Level

No. Responden | vocabulary

No. Responden	x1	x3	x5	x7	x9	x11	x13	x15	x17	x19	x21	x23	x25	x27	x29	x31	x33	x35	x37	x39	x41	x43	x45	x47	x49	Total score	ket
siswa 1	1	0	0	0	0	1	0	1	1	1	1	1	0	0	0	1	1	1	0	1	0	1	0	1	0	13	A
siswa 2	1	0	0	0	0	1	0	1	1	1	1	1	0	0	0	1	1	1	0	1	0	1	0	1	0	13	T
siswa 3	0	0	0	0	0	1	1	0	1	1	1	0	0	0	0	0	0	1	1	0	0	0	1	1	1	10	A
siswa 4	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	0	0	16	S
siswa 5	1	0	0	0	0	1	1	0	1	0	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	8	
siswa 6	0	0	1	0	0	1	1	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	7	
siswa 7	1	0	0	0	0	1	1	0	1	1	1	1	0	0	1	1	0	0	1	0	0	0	0	1	0	11	
siswa 8	1	0	0	0	0	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	0	1	0	14	
siswa 9	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	5	
siswa 10	1	1	0	0	0	0	1	0	1	1	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	9	
siswa 11	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	3	
siswa 12	1	0	0	0	0	1	1	0	1	1	1	1	0	1	0	0	0	1	0	0	0	1	0	1	0	11	
siswa 13	1	0	0	0	0	1	0	1	1	1	1	1	0	0	0	0	1	0	0	0	0	1	0	0	0	9	
Total	10	1	1	0	1	11	8	5	12	10	12	9	3	1	5	5	5	7	3	3	2	6	1	7	1	129	
DL	0,77	0,08	0,08	0,00	0,08	0,85	0,62	0,38	0,92	0,77	0,92	0,69	0,23	0,08	0,38	0,38	0,38	0,54	0,23	0,23	0,15	0,46	0,08	0,54	0,08	9,92	
Status Item	Medium	Diffucult	Diffucult	Diffucult	Diffucult	Medium	Medium	Medium	Easy	Medium	Easy	Medium	Medium	Difficult	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Difficult	Medium	Difficult		

No. Responden	y2	y4	y6	y8	y10	y12	y14	y16	y18	y20	y22	y24	y26	y28	y30	y32	y34	y36	y38	y40	y42	y44	y46	y48	y50	Total score	Ket
siswa 14	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	3	B
siswa 15	1	0	0	0	1	1	1	1	0	1	1	0	0	1	0	0	0	0	0	1	0	1	0	1	1	12	A
siswa 16	1	0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	8	W
siswa 17	1	0	0	0	0	1	1	1	1	1	0	1	0	0	0	1	0	1	0	1	0	0	0	1	0	11	A
siswa 18	1	0	0	0	0	0	1	1	1	1	0	0	0	1	0	0	1	1	0	0	0	1	0	0	0	9	H
siswa 19	1	0	0	0	0	0	1	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	5	
siswa 20	0	1	0	0	0	0	1	0	1	1	0	0	0	0	0	1	0	1	1	1	0	0	0	0	0	8	
siswa 21	1	0	0	1	0	1	1	1	1	1	0	1	0	1	0	1	1	0	1	0	1	0	1	0	0	14	
siswa 22	1	1	0	1	0	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	16	
siswa 23	1	0	0	0	0	0	1	1	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	5	
siswa 24	1	1	0	0	0	1	1	1	1	1	1	0	0	0	0	1	0	1	0	1	0	1	0	0	0	12	
siswa 25	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	
Total	9	3	0	2	1	7	8	8	9	11	3	3	0	4	1	3	6	1	6	5	5	2	4	1	3	105	
DL	0,75	0,25	0,00	0,17	0,08	0,58	0,67	0,67	0,75	0,92	0,25	0,25	0,00	0,33	0,08	0,25	0,50	0,08	0,50	0,42	0,42	0,17	0,33	0,08	0,25	8,75	
Status Item	Medium	Medium	Difficult	Medium	Difficult	Medium	Medium	Medium	Medium	Easy	Medium	Medium	Difficult	Medium	Difficult	Medium	Medium	Difficult	Medium	Medium	Medium	Medium	Medium	Difficult	Medium		

keterangan: states that item test is good

Appendix 7: Blue Print Test

No	Indicator	Number the item	Answer	Total item
A	Vocabulary Mastery			
	Noun	1,2		2
	Verb	5,8,9		3
	Adjective	4,9		2
	Adverb	3,6,10		3
	Total			10
B	Reading Comprehension			
	Sentence comprehension	15,16,17,19	(25)a,(16)a,(17)a,(19)b	4
	Paragraph comprehension	14,18,20	(14)a,(18)c ,(20)c	5
	Text comprehension	11,12,13	(11)c,(12)b,(13)b	4
	Total			15

Appendix 8: Item Test

A. Please Move The Words Into Column Conversation According Part Of Speech (Noun, Verb, Adjective, Adverb) in the text below !

SPORT

Bagas   : Good morning, Miss Rahel. I'm Bagas from Class 8E. I'm doing a survey about favorite sports. May I ask you some questions about your favorite sport?
Miss Rahel   : Sure.
Bagas   : Thanks! What sport do you enjoy?
Miss Rahel   : I enjoy swimming.
Bagas   : How do you spell 'swimming'?
Miss Rahel   : S-W-I-M-M-I-N-G.
Bagas   : Oh, I see. Why do you like swimming?
Miss Rahel   : Well, I like swimming because it's very healthy. I want to be fit and strong.
Bagas   : Alright. Where do you usually swim?
Miss Rahel   : I usually swim in the swimming pool.
Bagas   : I see. That's the end of the interview. Thank you! Goodbye!
Miss Rahel   : You're welcome. Goodbye!

Noun	1.
	2.

B. Write The Correct Answer The Word Wizard And Then Match The Word Wizard Into Beside Column !

No	WORD WIZARD Can you write the correct words?	
Ex.	**Eyttrp**	**Pretty**
3	Won	
4	Godo	
5	Ysa	
6	Alwysa	
7	Often	
8	Reda	

C. Fill in the blank the correct answer based on the column.

9. The movie is ………, I don't want to see anymore.
10. They are ………to market buy snack.

a. Bad
b. Going

Read the texts carefully, and then choose the correct answer by crossing a, b, c, or d!

TEXT 1
The text below is for question number 11-15

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home but he usually does what he is asked to do. Although he is rather naughty but he is active in every such activity.

Peter is interested in sport. He is the best badminton player in our family. He plays football and tennis since the young and His talent to sport increase at the school, oftentimes he gets tennis championship in the school. His favorite idol is Taufik Hidayat, as we know that Taufik Hidayat is the best player in his era. He said that he will be badminton athletes famous in the future and will show to the world that Indonesian also has great athletes of international class. .

11. According to the passage, we know that Peter is ….
   a. The writer's youngest brother   c. A naughty boy
   b. The writer's elder brother   d. A friendly boy

12. From the text, we may conclude that….
   a. Many people do not like Peter.   c. Peter is a welcoming person.
   b. Peter is younger that the writer   d. Peter is not diligent at all.

13. What is the main idea of the last paragraph?
   a. He is interested to sport   c. He has long, straight hair.
   b. He is not really interested to sport   d. He is the youngest in the family

14. "He is fourteen years old . . . Than me."
The underlined word refers to ….
   a. Peter   c. The writer's brother
   b. The writer   d. the writer's family

15. "But he usually does what he is asked to do"
The underlined phrase means …
   a. He does anything he wants.   c. He is lazy.
   b. He always asks.   d. He is diligent.

TEXT 2

> To : Nurul
>
> Hello Nurul, do still remember our friend in junior high school that she was very hobby once invites us to swim in the pool every day of the week? Is very funny if we reminding at all, moreover I still afraid of a depth but today, I was change my mindset that to not afraid anymore against the depth and also today is her special day to twenty age so I'm invite you as surprise in swimming pool later.
>
> Mutia and I are going to swim after school this afternoon. If you are free, you can join us, meet us at atlas swimming pool at 3 pm. Don't bring any snacks, Mutia will treat us so we can funny in swimming pool and I will very happy if you can came here. Do the best for her birthday.
>
> Nina

16. What is the writer's purpose of writing the message?
    a. to treat someone on a birthday
    b. to ask someone to join an activity
    c. to remind someone about activity
    d. to show someone's attention to a friend

TEXT 3

JOGGING IS A CHEAPEST SPORT

Sport helps us to become strong and healthy. There are many kinds of sports: jogging, running, hunting, cycling, swimming, and so on. It is not important what kinds of sports we are going to do as long as we are strong enough to do it. Healthy people should take exercise regularly, no matter how old they are.

The simplest and the best sport are jogging. It is also the cheapest one, because we do not need money to do it. Jogging in the evening may help us to sleep deeper than taking any medicine. But people today do not like jogging. They prefer driving a car; although they are not in hurry or travel a long distance. This kind of 'disease" comes from our laziness.

17. What is the main idea of the first paragraph?
    a. Sport not help us strong
    b. They prefer driving a car
    c. Sport help us became strong
    d. Jogging is cheapest one

TEXT 4
The text below is for question number 18-19

Charles needs some books for his biology class. The school library has those books. The students have to read the books in the library. Charles loves to read and study, but hates to go to the library. He likes to study at home. Charles wants to buy the books, but he does not have any money. He asks his mother for some money, but she does not have any money.

"Well, son," his mother says, "The library has the books. You can go to the library and study there." Charles does not want to go to the library, but now he has to go there. Charles leaves his house and goes to the library on his bicycle.

18. From paragraph 1, we know that Charles ………………….
    a. likes to study at school   c. has to buy the biology book
    b. need some biology books   d. prefer to study in the library

19. "Charles needs some books for his biology class"
    The underline word refers to….
    a. the writer   b. Charles   c. mother   d. teacher

TEXT 5.

    I live in a village called Amed in Bali, about a two hour drive from Kuta. It is a beach village and one of the best places for scuba diving in Bali. To reach my village, you will need a lot of energy because it is an exhausting trip. The road is curved and there are many ups and downs too. But as soon as you arrive in Amed, your efforts will be paid by the beauty of my village.

    Unlike other places in Bali, Amed is a calm and peaceful place. The bay, some sandy, others rocky appears to be lined with traditional fishing boats called jukung. From the top of the hill, people can enjoy the beautiful scenery. There are no factories or industries in Amed, so the water and the soil in my village are still clean and unpolluted. This is needed to produce salt by the people in the village.

20. What is the topic of the first paragraph?
    a. Amed village in Bali   c. Amed is a calm and peaceful scenery
    b. Scuba diving in Bali   d. Beach village in kuta

Appendix 9: Result of the Test

Name	Vocabulary	Reading
Muhammad Adity Firmanzah	2	4
Abdul Walit	2	3
Adity Wardana	3	6
Alfiya	5	2
Atmal Airil Diansyah	2	5
Devi Angraeni	6	2
Dewi Devita Sari	6	5
Faril	2	4
Intan Lailatus Sifanah	6	4
Kholiseh	6	2
Masrifan	7	7
Muhammad Ardi	0	3
Muhammad Asy Abdur R.	2	2
Muhammd Azizi	3	5
Muhammad Darmawan	7	4
Muhibbudin	1	3
Nafahatil Maulana	6	4
Nufa Aulisa	6	3
Nur Hofifah	6	6
Rahmat Hidayatullah	7	4
Septia Putri Emilia A.	4	2
Subhan Amin	5	4
Suci Vriyanti	6	4
Vivi Auliya Robiatul A.	6	3
Wahyudi Budi Santoso	1	6

AUTHENTICITY STATEMENT OF WRITTING

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Faculty : English Education Department

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Hereby declares that the content of this thesis entitled "the correlation between students' vocabulary mastery and reading comprehension at the eighth grade of junior high school 1 Tlogosari in academic year 2018/2019" is the result of my research / work, except in the part referred by the source.

Jember, 30 October 2019
Stated by

RISKIYADI
NIM. T20156064

Appendix 12: Curriculum Vitae of the Researcher

Riskiyadi was the oldest child of one child born in March 12rd 1996 in Jember. He was a lovely brother. Her first school was SDN 2 Tlogosari graduated in 2008. Then, he continued her education at SMPN 1 Tlogosari graduated in 2008, SMPN 1 Tlogosari graduated in 2011 and the last was SMK Mahfilud Duror graduated in 2014. After finishing her study in the school, she wanted to be an English teacher. Hence, she took the English Education Department of Faculty of Tarbiyah and Teacher Training at State Institute of Islamic Studies of Jember to achieve his dream.