

**THE CORRELATION BETWEEN STUDENTS' ABILITY IN
VOCABULARY MASTERY AND THEIR ACHIEVEMENT IN
READING COMPREHENSION**

A RESEARCH PAPER

Submitted to the English Education Study Program Language and Arts
Department of STKIP Siliwangi Bandung in Partial Fulfillment of the
Requirements for *Sarjana Pendidikan* Degree



By

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APPROVAL SHEET

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STATEMENT

I hereby certify that this research paper entitled **“The Correlation Between Students’ Ability in Vocabulary Mastery and Their Achievement in Reading Comprehension”** is completely my own work, except where due references are made in the text and that contains no material which has been submitted for the awards of any other Degree or Diploma in any university or institution. I am finally aware that I have cited some statements and ideas from many sources, and all of the citations are properly acknowledged. If any claims related to this paper persist in the future, I will be fully responsible for clarification.

Cimahi, May 2017



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ABSTRACT

The title of this research is; “The Correlation between Students’ Ability in Vocabulary Mastery and their Achievement in Reading Comprehension” of the seventh grade students at MTs Miftahurroja Ciwidey in academic year 2016-2017. The objective of this research is to find out the significant correlation between students’ vocabulary mastery and their achievement in reading comprehension. This research used correlational research design and quantitative research method. The instrument is vocabulary and reading test using multiple choices. The population of this study is the seventh grade students at MTs Miftahurroja Ciwidey. The writer took VII-B class as the sample that consisted of 30 students. The data of this research is analyzed using Pearson Product Moment Correlation Coefficient. The result of this research showed that there is a strong correlation between students’ vocabulary mastery and their achievement in reading comprehension. It is proved by the r_{count} (0.788) is higher than r_{table} in the degree of significance 5% (0.361) and 1% (0.463). It is considered that the null hypotheses (H_0) is rejected and the alternative hypotheses (H_a) is accepted. In conclusion, there is a strong correlation between students’ vocabulary mastery and their achievement in reading comprehension. To have a good achievement in reading comprehension, the students have to master vocabulary very well.

Keywords: *Vocabulary, Reading*

PREFACE

In the name of Allah, the Most Gracious, the Most Merciful. All praises be to Allah, who has given the writer the strength and patience in completing this research paper. This research paper entitled “The Correlation Between Students’ Ability in Vocabulary Mastery and Their Achievement in Reading Comprehension” is submitted to the English Education Study Program Language and Arts Department of STKIP Siliwangi Bandung in Partial Fulfillment of the Requirement for *Sarjana Pendidikan* Degree.

In addition, this research paper would not be completed without the contribution and guidance of the supervisors who had spent their time to guide the writer. The writer was an inconsiderable debt to anybody who has helped writer in finishing this research paper. The writer truly realizes that this research paper is far from being a good research paper, therefore criticism and comments would be happily accepted. And hopefully this research paper will give benefits especially for the writer and generally for the readers.

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Motto:

*“Better to Feel How Hard Education is at This
Time Rather Than Feel the Bitterness of
Stupidity, Later”.*

Dedicated to:

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My Brother and Sister (Dian Rodiana And Tini)

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CHAPTER I

INTRODUCTION

In this research, the writer discusses Background of the Research, Research Question and Hypothesis/Hypotheses, Objectives of the Research, Limitation of the Problem, Benefits, Definition of Key Term, Organization of the Paper.

A. Background of the Research

Students are who study and learn anything at school and their environment. All people are students. They can learn everything from their life. Simanek (1997:15) said educated person is more than acquisition of information. He has ability to get new information, to investigate and assess that information well.

Ability is important one for everyone in this world; with our ability, we can do anything of course in positive thing. For example, English students have competence in English skill such speaking, reading, listening and writing. Learning process produces some abilities; it means that ability is gotten from learning process continually.

One of skill in English is reading. Many advantages that we earn from reading. Reading is the window of the world. As much you read as much you get knowledge and information. People can be smart because of much reading. We can read some books, newspaper, magazine, e-book.

Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary people will also have limited understanding in terms of speaking, reading, listening, and writing. It might be impossible to learn a language without mastering vocabulary. According to Tarigan, *kualitas ketrampilan berbahasa seseorang jelas tergantung pada kuantitas dan kualitas yang dimilikinya maka semakin besar kosakata yang kita miliki maka semakin besar pula kemungkinan kita terampil berbahasa*. (The quality of language skill depends on the quantity and quality of vocabulary. The more vocabulary we have, the bigger possibility to have a skill to use the language).

Reading is good thing in life, because it is the most important activity in school. It is needed in every level of field of study. Particularly in cases when students have to read English materials for their own special subject. Duke and Pearson (2001) said, reading is comprehension. Comprehension is what reading is all about. Effective comprehenders not only make sense of the text. They are reading and also use the information it contains. One of factors that affect reading comprehension to students is vocabulary mastery (Duke and Pearson, 2001).

In this research, the researcher will attempt to employ the correlational study about students' ability in vocabulary mastery and their achievement in reading comprehension. Students really need to master in vocabulary first before reading. It will make students easier to know what are word, phrase, utterance, and sentence.

B. Research Question and Hypotheses

1. Research Question

Research question in this study is formulated as follow; Is there any correlation between students' ability in vocabulary mastery and their achievement in reading comprehension of the seventh grade of MTs Miftahurroja Ciwidey?

2. Hypotheses

- a. Null hypotheses (H_0): there is no correlation between students' ability in vocabulary mastery and their achievement in reading comprehension of the seventh grade students at MTs Miftahurroja Ciwidey.
- b. Alternative hypotheses (H_a): there is a correlation between students' ability in vocabulary mastery and their achievement in reading comprehension of the seventh grade students at MTs Miftahurroja Ciwidey.

C. Objective of the Research

The objective of the research is to find out the correlation between students' ability in vocabulary mastery and their achievement in reading comprehension of the seventh grade students at MTs Miftahurroja Ciwidey.

D. Limitation of the Problem

This study focuses on the correlation between students' ability in vocabulary mastery and their achievement in reading comprehension. The investigation is conducted at the seventh grade students of MTs Miftahurroja Ciwidey, academic year 2016-2017.

E. Benefits

The findings of this research are hoped to be useful:

1. For the other researchers

By doing the research, the writer hopes that he can study and get more information to identify the problem in mastering both vocabulary and reading comprehension. Besides, the writer will get new experience and knowledge for the future of his life.

2. For the students

By learning reading comprehension, the students can take some information to identify their problems in mastering both vocabulary and reading comprehension. Furthermore, they can also increase their ability in vocabulary mastery and reading comprehension.

3. For the teachers

This research is expected to provide students with the information of vocabulary mastery and reading comprehension, in which the teachers will help their students when facing some problems in mastering both of them. English teachers can use the result of the study as a feedback on teaching reading activities so that the objectives of the English teaching program (especially reading goals) can be achieved.

F. Definition of Key Term

This research has clarification of the key terms as follows:

1. Correlation : technique to determine relation between pair of score is correlation technique (Furchan: 2007: 173).
2. Vocabulary: a list of words in a language with their meaning (Hornby: 2000:1331).
3. Reading : a process of constructing meaning from written texts (Brown: 2001).

G. Organization of the Research

The primary contents of the paper are as follows:

Chapter I : Introduction, consist of: Background of the Research, Research Question and Hypothesis/Hypotheses, Objectives of the Research, Limitation of the Problem, Benefits, Definition of Key Term, Organization of the Paper.

Chapter II : Literature Review, in this part Vocabulary as One of the Language Component, Reading as One of the Language Skill, The Benefits of Mastering Vocabulary and Reading Comprehension.

Chapter III: Research Methodology. This chapter presents the description of the research design, research method, population and sample, instrument and data collecting techniques and research analysis.

Chapter IV: Result and Discussion. In this chapter, the writer presents the analysis data of students score.

Chapter V : Conclusions and Suggestions. In this chapter, the writer draws the conclusions and suggestions of the research.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer tries to give the clear description of literature review. It consist of vocabulary, reading and correlation between vocabulary and reading.

A. Vocabulary

Mastering vocabulary is a basic part to learn English skills. It appears in every language. Vocabulary mastery is the key to the students understanding what they hear and read, and to communicate successfully with other people.

1. Definition of Vocabulary

Brown (2001: 377) states that words are basic building blocks of language. Besides, Hornby (2000: 1331) defines vocabulary is a list of words in a language with their meaning. Meanwhile, Richard and Renandya (2002: 255) states that vocabulary is a core component of language proficiency and provides much of the basis for how well learner speaks, listen, read, and write.

Based on definition above, the writer can conclude that vocabulary is a group of words which have been mastered and to be used in communications by the students.

2. Kind of Vocabulary

There are different kinds of vocabulary according to different experts' point of views. According to its classes, Morley (2000: 3) elaborates that words are traditionally allocated to one of the following classes: noun, pronoun, article, verb, adjective, adverb, preposition, conjunction and interjection; and genitive phrase.

Based on how often vocabulary occurs in a language, Nation (2008: 7) divides vocabulary into high frequency words, academic words, technical words and low frequency words.

a. High frequency words

The high frequency words of English have some characteristics. First, each high frequency word occurs very often so the effort of learning it will be repaid by plenty of opportunities to meet and use it. Second, the high frequency words are useful no matter what use is made of English. Third, because of their frequency and wide range they make up a very large proportion of running words in all kinds of texts and language use. Fourth, they are relatively small group of words (2,000) that could be covered in a school teaching program over three to five years.

b. Academic words

For learners with academic purpose, the academic words are like high frequency words and they deserve similar attention.

c. Technical words

For learners with academic purposes, technical vocabulary is also important but this is probably best learned while studying the content matter of the particular specialist area

d. Low frequency words

Low frequency words have the following characteristics. First, each word does not occur very often. Second, most low frequency words have a very narrow range. They are not needed in every use of the language. Third, the low frequency make up a very small proportion of the running words in a text, once proper nouns are excluded usually less than 10% of the running words. Fourth, there are a very large group of words, numbering well over 100,000.

From the point of the knowledge of words, Kamil and Hiebert (2005:3) explain that there are at least two forms, receptive and productive. Receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

From the explanation above, the writer can conclude that English has various kinds of vocabulary that needed to be learnt in order to use English effectively. Hence, teachers must know them in purpose giving consideration of which suitable to be taught to the students to help them in learning English.

ning English.

3. The Importance of Vocabulary

Thornburry (2002:14) states that learning vocabulary is important because it enriches someone's knowledge of words. This implies that the success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.

Furthermore, Cameron (2001:72) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building.

Bromley (2004:3-4) states that vocabulary holds some important roles in teaching learning process. They are as follows:

a. Promoting fluency

Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.

b. Boosting comprehension

Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

c. Improving achievement

A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test than those with small vocabularies.

d. Enhancing thinking and communication

Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting. In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. Teachers can emphasize the importance of vocabulary early in school and continue to provide students with opportunities to build word skills. One way to do this is to pre-teach key words in all subjects. This strategy helps students grasp concepts that contain terms with which they may be unfamiliar. Putting emphasis on root words, prefixes, and suffixes assist students in morphemic analysis, which combines this knowledge with the context to figure out a new word's meaning. Multimedia tools are good ways to expose students to new concepts and enhance their desire to build vocabulary skills. If someone can master vocabulary well, He or she will be able to promote fluency, boost comprehension, improve achievement and enhance thinking and communication.

4. Vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to 'know' a word if they can recognize its meaning when they see it (Cameron, 2001:75). It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context.

According to John (2000:16), vocabulary mastery is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

Furthermore, Harmer (2007:16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

From the explanation above, it can conclude that vocabulary mastery can be defined as a number of words in a language which contains information about its meaning, form, and usage in context of communication.

5. The Learning of Vocabulary

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in Thornbury (2002:13), “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Moreover, learning vocabulary of foreign language presents the learner with several challenges.

As stated in Harmer (2007:2) the challenges are making the correct connections, understanding the foreign language between the form and the meaning of words, and discriminating the meanings of closely related words.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery.

Further, Thornbury (2002:2) states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

6. The Teaching of Vocabulary

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

Vocabulary is a central of English language acquisition, as according to Celce-Murcia (2001:285) vocabulary learning is a central to language acquisition whether the language is first, second, or foreign. According to Hornby (2000:125) “teaching” is defined as giving instruction to somebody’s knowledge, skill, etc.

Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life.

Harmer (2007:155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

a. Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

b. Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

c. Discovery

The students can be encouraged to understand new language form by discovering them in a text or by looking for at grammatical evidence in order to work out grammar rule.

d. Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

e. Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

7. The Principle of Vocabulary Teaching and Learning

When teaching or learning vocabulary, several principles should be kept in mind. Cameron (2001:93) writes down the general principles to help children for learning vocabulary as follows:

- a. Teachers can model how to use strategies and draw children's attention explicitly to aspect of strategy use. Example: teacher can show how to find clues to the meaning of a new word in a picture.
- b. Teacher can teach the sub skill needed to make use of strategies. Example: to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.
- c. Classroom task can include structured opportunities for using strategies. Example: when teacher reads a story, teachers explicitly encourage prediction of the meaning of new word.
- d. Independent strategy used can be rehearsed in classrooms. Example: students can be helped to prepare list of words that they want to learn from a lesson, can show ways of learning from lists and a letter can be put in pairs to test each other.
- e. Young learners can be helped to reflect on the learning process through evaluating their achievement. Example: at the end of a lesson, students can be asked how many new words they have learned and which words they needs to learn more about.

Meanwhile, Brown (2001:377) proposed some guidelines of communicative instructions in teaching and learning vocabulary as follows:

- a. Allocate specific class time to vocabulary learning.
- b. Help students to learn vocabulary in context.
- c. Play down the role of bilingual dictionaries.
- d. Encourage students to develop strategies for determining the meaning of words.

e. Engaged in “unplanned” vocabulary teaching.

B. Reading

Reading is one of the Basic Skills of English. It is categorized as input skill. It means when people read something they will get information from it.

1. Definition of Reading

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages. It means that people receive the information from their eyes then understand the meaning by their brain. According to Jack Richards et al (1990:127) reading perceives a written text in order to understand its context.

However reading is a way in which something interpreted or understood. Reading, it does not mean that reading only understands the words or the grammar. It is not just translating. Reading is thinking, in order to read well in English, you must think in English. Nunan (2004:68) states that reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning.

Based on the definitions above, we can conclude if reading is the important skill in teaching learning. By reading it can be a key to achieve the goal of teaching learning especially in English language learning.

2. Type of Reading

Generally reading divide into two types, there was intensive and extensive. Every type has different definition and characteristic. Both of them make reading as activities that are different with other skills.

According to Harmer (2007:273) “Intensive reading or listening tends to be more concentrated, less relaxed, and often dedicated not so much to pleasure as to the achievement of a study goal”. Based on that statement, we can say that intensive reading is a kind of reading that does not come as readers’ “internal motivation”; we read because somebody asks us to read, but in reading we get guidance from expert (language teacher) to develop our reading skills later which are very useful in reading, too.

Furthermore, Harmer (2007: 273) also states that extensive reading and listening frequently take place when students are on their own, whereas intensive reading or listening is often done with help and/or intervention of the teacher. We can conclude extensive reading as reading that is coming as readers’ “internal motivation”; readers read because they want to and teachers also take part in encouraging them to read extensively.

3. The Objectives of Reading

Every action has purpose in doing it. Reading has several purposes or aims when it is done. Grabe (2002) defines the objectives of reading into several points, they are 1). Reading to search information. 2). Reading to skim quickly. 3). Reading to learn (from text). 4). Reading to write (or search information needed for writing). 5). Reading to analyze the text. 6). Reading for general information.

Based on the objectives above we can understand that reading needs special attention. It is not surprising if reading is one of the important skills in learning foreign language.

4. Reading Comprehension

The main purpose of reading is to get comprehension. When the students read a passage, they decode written information and it is combined with the students' background of knowledge in their brains to produce comprehension.

Anderson in McKay (2006: 224) stated that reading is both process and product. The product of reading is called reading comprehension, or an internal construction of meaning; that is, there has been understanding of what has been read. Smith and Robinson (1980:5) defined reading comprehension as the understanding, evaluating, and utilizing of information and ideas gained through an interaction between the reader and the author.

Furthermore, Snow (2002:11) said that reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies

From the definition above, reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writer's message.

5. Reading Technique

To achieve the purpose of reading, someone can apply some reading techniques as proposed by Brown (2001:306) as follows:

- a. Identifying the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading a text. By identifying the purpose in reading before reading a text, the readers know what they are looking for and can weed out potential distracting information.

b. Using efficient silent reading technique

Silent reading is appropriate for intermediate and advanced students. This strategy leads the students to try inferring meaning from context. It is also the best practices to make the students become efficient readers.

c. Skimming and scanning the text

Skimming is a reading strategy in which the readers quickly run their eyes across a whole text. By skimming the text, the reader will be able to predict the purpose of the passage, the main topic, or message, and the supporting ideas.

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text. The reader can use this strategy to look for the detail information in the text such as looking for the names or dates, finding the definition of a key concept, and listing a certain number of supporting details.

d. Guessing

In this strategy, the students try to guess the meaning of the words when they are not certain or they do not know the meanings of the words, a grammatical relationship, a discourse relationship, a cultural reference, content messages, and infer implied meanings.

6. The Advantages of Reading

When people read a news paper, story, or take part in a conversation directly they improve their knowledge. According to Harmer (2007:200) a large amount of reading takes places because it will help us to achieve some clear aims, then another kind of reading takes places for pleasure. Learning reading has effect on language ability. So many advantages we will get by reading. It is why reading is one of the important skills in Learning English.

Based on the advantages above, it is quite clear that reading is very important in learning a foreign language. Reading helps students improve their competence, ability, knowledge and information in teaching learning process. For students who live in a non-English spoken country, it can help them to understand about English more. It is very important for them.

7. Teaching Reading

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading's goals. According to Richard (2001:207) teaching reading can be main as facilitate students performance this in comprehending texts, and provide students with many opportunities for practice are encourage in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery.

During teaching reading process we must pay attention about the principles of teaching reading. The principles can be standard to limit teachers when they teach reading. According to Harmer (2007:122) the principles of teaching reading are 1). Reading is not passive skill. 2). Students need to be engaged with what they are reading. 3). Student should to be encouraged to respond to the content of a reading text, not just to the language. 4). Prediction is major factor in reading. 5). Match the task to the topic. 6). Good teacher exploit reading texts to the full.

Teaching reading is not vacuum activity. Students must enjoy during reading process. As we know the advantages of reading, so we must pay attention how to increase reading comprehension in classroom.

C. Correlation Between Vocabulary and Reading

According to Herdiana (2014:24) vocabulary and reading cannot be separated, because both of them relate to each other. Vocabulary is very important in reading comprehension. Students cannot understand what they are reading without knowing the word meaning. Building vocabulary skill can improves reading comprehension.

One of the reasons that students get difficulties in reading comprehension is they lack of vocabulary. Generally, when we find the difficult word, we just continue our reading because we think that the word is not really important. In fact, the word that we are passed is the key word of our reading. So, looking up the difficult word in dictionary it will be better.

D. Previous Studies

There are many similar studies that were conducted in the same area with correlation between English vocabulary mastery and English reading comprehension.

First, Irwan Ro'iyah Ali (2010) has conducted the research entitled "The Correlation Between Students' Vocabulary Mastery and Reading Comprehension." At college students of English Department of academic year 2003/2004 Tarbiyah and Teachers' Training Faculty UIN Syarif Hidayatullah Jakarta. The result showed that the analysis and statistical calculation that r_{xy} is 0.641 and r_t is 0.361 and 0.463 with the degree of freedom it can be got that r_{xy} is bigger than r_t . Which means that the alternative hypothesis is accepted. Based on this result above it can conclude that having more vocabulary mastery significantly affect that reading comprehension student activity.

Second, the research was conducted by Fajar Furqon (2013) his research entitled "A Correlational Between Student Vocabulary Mastery and Reading Comprehension" at the student of STAI Tarbiyah showed that there was a strong correlation between students' vocabulary mastery and their reading comprehension. The result showed that the significant correlation vocabulary mastery is 0.000 is the smaller than the 0.01. while with reading comprehension is 0.2888 which is bigger than 0.01 level of significance. It means that the vocabulary mastery and reading comprehension has strong relationship.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer describes research design, research method, population and sample, instrument, data collection technique and analysis.

A. Research Design

Research methodology has certain research design. This research shows procedures or steps such time of research, collecting data for data source and condition, and how collected and analysed data. (Sukmadinata, 2009: 53).

This research focuses on getting correlation between students' ability in vocabulary mastery and their achievement in reading comprehension, with the maximal result as appropriate expectation.

There are two variables in this research. Firstly, students' ability in vocabulary mastery; Second, their achievement in reading comprehension. This research aims to determine correlations two of variables that variable for students' ability in vocabulary mastery and their achievement in reading comprehension.

B. Research Method

Based on research question above, this research use *correlation quantitative research*. Technique to determine relation between pair of score is correlation technique (Furchan: 2007: 173). There are two kind of correlation; they are equivalent correlation and cause-effect correlation. This research is equivalent correlation because it has two variables.

C. Population and Sample

1. Population

The writer decides research participants or population to get data, as Arikunto (2010:115) argued that research participants is all of subject research. The population will be taken from Students of the Seventh Grade of MTs Miftahurroja Ciwidey, Academic Year 2016/2017. They are about 60 students. The data research participants can see in the table:

Table 3.1
Students of the Seventh Grade at MTs Miftahurroja Ciwidey Academic Year 2016-2017

NO	CLASS	PARTICIPANT	NOTE
1.	A	30	
2.	B	30	
TOTAL		60	

2. Sample

According to Tavakoli (2012:471 in Kaswan et al 2015:15). “sample refers to the smaller group which is a portion of population”. In this research, the writer use random sampling technique. There were 30 students of VII-B class at MTs Miftahurroja Ciwidey.

D. Instrument

The research instrument plays an important role to collect data. The instrument used in this research is an objective test, and the writer used one type of objective test, which is *multiple-choice type*. Multiple-choice type can be scored objectively and can measure learning outcome directly.

In this research, the test of vocabulary mastery consisted of 40 items with four alternatives. The alternatives include one correct answer and three wrong answers. There are five passages in reading comprehension test and from each passage the writer makes questions.

E. Data Collection Technique

In this research, the writer applied an objective test as an instrument for collecting the data. The test was used to obtain the score of the vocabulary mastery and reading comprehension. The construction of the tests is described below:

1. Vocabulary Test

The vocabulary test is taken from the exercises, which is made by the teachers. The numbers of items of the test are 40 items of a multiple choice type test with four options: A, B, C, or D.

2. Reading comprehension Test

The reading comprehension test is a standardized test taken from the exercises to reading comprehension that compiled from many sources. The number items of test was 20 items.

3. Scoring technique

Scoring technique is needed in collecting result of vocabulary mastery and reading comprehension test. The writer use scoring technique proposed by Arikunto (2010) as follow:

Table 3.2
Classification of students' scores

Scores	Classification
81-100	Excellent
61-80	Good
41-60	Fair
21-40	Poor
1-20	Failed

From the table above, the scores of vocabulary mastery and reading comprehension test with scale 81-100 is included in excellent category, score 61-80 is included in good category, score 41-60 is included in fair category, score under 21-40 is include in poor category, score 1-20 is include in failed category.

F. Data Analysis

In this research, there are two instruments were utilized to obtain the data. There were vocabulary test and reading comprehension test. The seventh grade students of MTs Miftahurroja Ciwidey academic year 2016/2017 were asked to do the test by answering questions in multiple choices. The data analysis has been arranged as the following steps:

1. Inserting the students' score into the table of data
2. Finding r score of correlation

The technique of data analysis used by the writer is the formula of Pearson's product moment correlation:

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

Where:

r : correlation coefficient of variable X and Y

$\sum XY$: the sum of the products of X and Y scores for each students

$\sum X$: the sum of X scores

$\sum Y$: the sum of Y scores

$\sum X^2$: the sum of square of students' mastery in vocabulary score

$\sum Y^2$: the sum of square of student's ability in reading comprehension score

$(\sum X)^2$: the squares of the sum of vocabulary scores

$(\sum Y)^2$: the squares of the sum of reading scores

N : the total of respondents

Arikunto (20010:146)

The above formula is very important due to finding out whether or not the (H_0) Hypothesis or (H_a) Hypothesis is accepted in this research. The result computation indicates whether there is any correlation between two variables or not.

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter, the writer would like to analyze the data that has taken from the seventh grade students at MTs Miftahurroja Ciwidey.

A. RESULTS

The writer took the score of 30 students. The following is the students' score of vocabulary mastery as variable (X) and reading comprehension as variable (Y).

Table 4.1
The result of vocabulary and reading test

Respondent	The Score of Vocabulary (X)	The Score of Reading (Y)
Student 1	85	80
Student 2	75	70
Student 3	85	80
Student 4	75	75
Student 5	65	50
Student 6	95	90
Student 7	70	80
Student 8	65	70
Student 9	80	80
Student 10	65	75
Student 11	70	85
Student 12	65	75
Student 13	65	60
Student 14	85	70
Student 15	75	70
Student 16	45	50
Student 17	75	70
Student 18	65	60
Student 19	85	70
Student 20	75	80
Student 21	85	90
Student 22	75	70
Student 23	85	70
Student 24	45	50
Student 25	55	60
Student 26	75	80
Student 27	85	80

Student 28	75	85
Student 29	80	80
Student 30	80	80
Σ	2225	2185

To see the mean score of vocabulary mastery and reading comprehension, the writer tried to calculate using formula proposed by Sugiyono (2009:54) as follow:

$$Me = \frac{\Sigma X}{N}$$

Where:

Me = mean

ΣX = the sum of all scores

N = the number of respondent

1. The mean of vocabulary test, as follow:

$$Me = \frac{2225}{30} = 74.16$$

2. The mean of reading comprehension test, as follow:

$$Me = \frac{2185}{30} = 72.83$$

From the calculation above we can obtain the information that the mean of vocabulary test is 74.16 and the mean of reading comprehension is 72.83. It can be said that the vocabulary mastery and reading comprehension of the seventh grade students at MTs Miftahurroja Ciwidey in the academic year 2016/2017 is good.

In order to know the value of coefficient correlation (r), the writer need to calculate the scores first. The calculation is as follow:

Table 4.2
Statistical value of variable (X) and (Y)

No.	X	Y	X²	Y²	XY
1	85	80	7225	6400	6800
2	75	70	5625	4900	5250
3	85	80	7225	6400	6800
4	75	75	5625	5625	5625
5	65	50	4225	2500	3250
6	95	90	9025	8100	8550
7	70	80	4900	6400	5600
8	65	70	4225	4900	4550
9	80	80	6400	6400	6400
10	65	75	4225	5625	4875
11	85	85	7225	7225	7225
12	70	75	4900	5625	5250
13	65	60	4225	3600	3900
14	85	70	7225	4900	5950
15	75	70	5625	4900	5250
16	45	50	2025	2500	2250
17	75	70	5625	4900	5250
18	65	60	4225	3600	3900
19	85	70	7225	4900	5950
20	75	80	5625	6400	6000
21	85	90	7225	8100	7650
22	75	70	5625	4900	5250
23	85	70	7225	4900	5950
24	45	50	2025	2500	2250
25	55	60	3025	3600	3300
26	75	80	5625	6400	6000
27	85	80	7225	6400	6800
28	75	85	5625	7225	6375
29	80	80	6400	6400	6400
30	80	80	6400	6400	6400
	$\Sigma X = 2225$	$\Sigma Y = 2185$	$\Sigma X^2 = 169025$	$\Sigma Y^2 = 162625$	$\Sigma XY = 165000$
	$(\Sigma X)^2 = 4950625$	$(\Sigma Y)^2 = 4774225$			

From the data above, the writer can create a simple conclusion that almost the students of the seventh grade at MTs miftahurroja Ciwidey academic year 2016-2017 who gain the better score in vocabulary test, they get the better score in reading test too.

It means the vocabulary mastery is important for reading comprehension. And it also shows that vocabulary score can support the reading score and at last no student get good score in reading unless their vocabulary score is good as well.

For these reason, the writer sees that there is a correlation between vocabulary mastery and reading comprehension even though it is not valid yet. To get the valid answer, the writer uses the analysis and interpretation of the data bellows.

It has been mention before, the data gain from the students' scores of the seventh grade at MTs Miftahurroja Ciwidey. Then the writer analyze those scores by using pearson product moment correlation formula, and the result is as follows:

N : 30

$\sum X$: 2225

$\sum Y^2$: 2185

$\sum X^2$: 169025

$\sum Y^2$: 162625

$(\sum X)^2$: 4950625

$(\sum Y)^2$: 4774225

$\sum XY$: 165000

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

$$r_{xy} = \frac{30.165000 - (2225)(2185)}{\sqrt{[30.169025 - (2225)^2] [30.162625 - (2185)^2]}}$$

$$r_{xy} = \frac{4950000 - 4861625}{\sqrt{[5070750 - 4950625] [4878750 - 4774225]}}$$

$$r_{xy} = \frac{88375}{\sqrt{12556065625}}$$

$$r_{xy} = 0.788$$

The correlation coefficient of the two variables is 0. 788. In order to know whether this correlation coefficient (0.788) is significant or not, it is necessary to find out its significance.

The significance level used in this study is 5 % (0. 05) and 1% (0.01). The critical value which is found out in the table r product moment with the Degree of Freedom 28 ($Df=N-nr$) are 0,361 and 0,463.

The statistical hypotheses state:

1. H_0 accepted if $r_{count} < r_{table}$: it means that there is no significant correlation of students' ability in vocabulary mastery and their achievement in reading comprehension.
2. H_a accepted if $r_{count} > r_{table}$: it means that there is significant positive correlation of students' ability in vocabulary mastery and their achievement in reading comprehension.

Based on the score of $r_{xy} = 0.788$, it indicates the score $r_{count} > r_{table}$, in which $0.788 > 0.361$ and $0.788 > 0.463$, it means that H_a is accepted; or in other word there is significant positive correlation of students' ability in vocabulary mastery and their achievement in reading comprehension of the seventh grade students at MTs Miftahurroja Ciwidey in the academic year 2016/2017.

B. DISCUSSION

The result of data analysis shows that the correlation coefficient between the two variables is 0.788, while the critical value with the Degree of Freedom 28 ($Df=N-nr$) are 0,361 and 0,463. It means that there is a significant positive correlation between two variables.

Sugiyono (2003:216) has the criteria that can be used to grade the relationship of the coefficient above.

Table 4.3
Escort for Value of Correlation

0.80 until 1.000	Very strong
0.60 until 0.799	Strong
0.40 until 0.599	Moderate
0.20 until 0.399	Low
0.00 until 0.199	Very low

The value of correlation coefficient obtained is 0.788, while the criteria of the correlation between 0.60 until 0.799 are considered strong. It means that the level of relationship of the correlation coefficient of the two variables is strong. In this research the variable Y is influenced too high by the variable X.

From the computation above, the writer claims that $r_{xy} = 0.788$ with $N = 30$ are strong. It means that null hypotheses (H_0) is rejected and alternative hypotheses (H_a) is accepted, there is a strong correlation between student's vocabulary mastery and their achievement in reading comprehension of the seventh grade students at MTs Miftahurroja Ciwidey in the academic year 2016/2017.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer presents conclusions and suggestions to the reader, especially for teachers and students

A. Conclusion

Based on chapter IV, the conclusions is as follow:

There is a strong correlation between students' vocabulary mastery and their achievement in reading comprehension of the seventh grade students at MTs Miftahurroja Ciwidey in academic year 2016/2017. It is proved by the r_{count} (0.788) is higher than r_{table} in the degree of significance 5% (0.361) and 1% (0.463). It is considered that the null hypotheses (H_0) is rejected and the alternative hypotheses (H_a) is accepted. The writer concludes that there is a strong correlation between students' vocabulary mastery and their achievement in reading comprehension of the seventh grade students at MTs Miftahurroja Ciwidey in academic year 2016/2017.

B. Suggestions

From the conclusions above, some suggestions are offered to improve the students' vocabulary mastery and reading comprehension. They are:

1. The students should enrich their vocabulary mastery in order to improve their reading comprehension.
2. The teacher should help students in enriching vocabulary mastery in order to improve their reading comprehension.
3. This research can be a contribution to the research in education which is intended to find out the correlation of two variables, in this case vocabulary and reading. This research may also be a relevant previous study that can be used by other researcher to conduct a further research relating to the correlation between language skill and language component.

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AUTOBIOGRAPHY



The writer's name is Umar. He was born on October 23rd, 1985 in small city namely Kuningan. His beloved mother's name is Jumsih and his lovely father's name is Said. He has one sister and one brother who are really love him. Their name are Dian Rodiana and Tini.

At a small but unforgettable elementary school, namely SDN Sagarahiang II, he started his study from 1993 until 1999. Then, he continued his study at MTsN Kadugede from 1999 until 2002. After he graduated from MTsN he chose to work and continued his study at LPK MDC graduated in 2013. Then, he continued his study at STKIP Siliwangi Bandung and took English Education Study Program because he wants to be a teacher. As he has a great interest in learning English, so he tries to graduate clearly and he hopes that his knowledge can be beneficial for him and others.



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PBS. Inggris: No. 377/SK/BAN-PT/Akred/S1/VII/2015
PBSS Indonesia: No. 387/SK/BAN-PT/Akred/S/X/2014
Pend. Matematika: No. 377/SK/BAN-PT/Akred/S1X/2014
PG-PAUD : 518/E/O/2014

JENJANG S2

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SURAT KEPUTUSAN

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Tentang

**PENGESAHAN DOSEN PEMBIMBING SKRIPSI
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KETUA SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN (STKIP) SILIWANGI BANDUNG

Menimbang :

1. Bahwa rencana penelitian yang diajukan oleh :
N a m a : Umar
N I M : 13220514
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Telah memenuhi persyaratan akademik untuk diajukan judul Skripsi Program Strata Satu.
2. Bahwa untuk kelancaran penyusunan skripsi tersebut perlu mendapat bimbingan dari dosen sesuai dengan disiplin ilmunya.

Memperhatikan :

Hasil musyawarah Ketua STKIP dengan pimpinan jurusan di lingkungan STKIP Siliwangi Bandung.

MEMUTUSKAN

Menetapkan

Pertama

: Mengesahkan Judul Skripsi

N a m a : Umar
N I M : 13220514
Judul : The Correlation Between Students ' Ability in Vocabulary
Mastery and Their Achievement in Reading Comprehension

Kedua

: Mengangkat Dosen Pembimbing Skripsi

Pembimbing I : Hj. Mundriyah Y P, S.IP., M.Ed.
Pembimbing II : Acep Haryudin, M.Pd.

Ketiga

: Pembimbing bertugas melakukan bimbingan dalam penyusunan skripsi mulai dari penelitian dan penulisan sampai saat disidangkan.

Keempat

: Kepada Pembimbing diberikan honorarium sesuai dengan ketentuan yang berlaku.

Kelima

: Surat Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan mahasiswa yang bersangkutan lulus dalam ujian sidang.

Keenam

: Apabila ada kekeliruan dalam penetapan, surat keputusan ini akan ditinjau kembali.

KUTIPAN Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dipergunakan sebagaimana mestinya.

Ditetapkan di : Cimahi
Pada Tanggal : 19 September 2016
Wakil Ketua I STKIP Siliwangi,

Dr. H. Enis Eti Roheti, M.Pd.
NIP. 196812091993032002

Tembusan :

1. Yth. Koordinator Kopertis Wilayah IV Jawa Barat
2. Yth. Ketua Jurusan/PS di lingkungan STKIP Siliwangi



SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN (STKIP) SILIWANGI BANDUNG

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Nomor : 096/S1/Februari/P-Bahasa Inggris/STKIP-Siliwangi/2017
Perihal : **Permohonan izin Riset.**
Kepada Yth : Kepala Kantor Kesatuan Bangsa dan Politik Kab./~~Kota~~ Bandung

: di
: **Tempat**
: (Jl. Raya Soreang KM. 17 Kab. Bandung)

Ketua Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Siliwangi Bandung, dengan ini mengajukan izin Pelaksanaan Riset untuk :

Nama : Umar
Nomor Pokok : 13220514
Program Studi Pendidikan : Bahasa Inggris

Bermaksud mengadakan Riset/penelitian di: MTs. Miftahurroja ~~Kel./Desa~~
Lebakmuncang ~~Kec.~~ Ciwidey ~~Kota./Kab.~~ Bandung.
Tmt. Maret s/d. April 2017
Untuk bahan penulisan Skripsi Strata Satu (S.1) STKIP Siliwangi Bandung.

JUDUL SKRIPSI: *The Correlation between Students' Ability in Vocabulary mastery and Their Achievement in Reading Comprehension.*

Atas perhatian dan izin Bapak/Ibu kami ucapkan terima kasih.

Cimahi, 4 Maret 2017

A.n. Ketua,
Kecua Prodi Pendidikan Bahasa Inggris



Dasep Suprijadi, S.Pd., M.Pd
NIDN: 0816107169

Tembusan :

1. Kadisdikpora Kota/Kab.
2. Camat Kecamatan
3. Kepala Kel./Desa
4. Kepala Sekolah



**MADRASAH TSANAWIYAH
NURUL HIDAYAH MIFTAHURROJA**

izin operasional: SK KANWIL KEMENTERIAN AGAMA PROP. JAWA BARAT
NO. 10.4/4/PP/00.3/0042/2011 Tanggal 06 Januari 2011 - NDM. 121232040305
Alamat: Jln. Raya Cidarey Lebakmuncang KM. 06 RT. 02 - RW. 05 Desa Lebakmuncang
Kecamatan Cidarey Kabupaten Bandung. 40973. Tlp. 085 314 861 800



**SURAT KETERANGAN
NOMOR : 329/ MTs/ TP/ 2016/ 2017**

Hal : Balasan

Kepada Yth :

Ka Prodi Bahasa Inggris

Kampus STKIP Siliwangi Bandung

Bapak Dasep Suprijadi, M.Pd.

Dengan Hormat

Yang bertanda tangan di bawah ini :

Nama : **H. Yayat Wilayat, S.Pd.I**

Jabatan : **Kepala MTs NH Miftahurroja**

Menerangkan bahwa :

Nama : Umar

Nim : 13220514

Jurusan : Pendidikan Bahasa Inggris

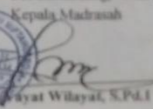
Universitas : STKIP Siliwangi Bandung

Telah kami terima dan setuju untuk melaksanakan penelitian di sekolah kami dengan permasalahan dan judul : *"The Correlation Between Students' Ability in Vocabulary Mastery and Their Achievement in Reading Comprehension"*.

Demikian surat ini kami sampaikan, dan untuk kerja samanya kami ucapkan terima kasih

Lebakmuncang, Maret 2017

Kepala Madrasah


Yayat Wilayat, S.Pd.I

THE VOCABULARY TEST

RESPONDEN :

KELAS :

WAKTU : 60 menit

Choose the correct answer by crossing a, b, c, or d

1. When the traffic lights are red, we must
a. walk b. run c. turn d. stop
2. A Headmaster leads a.....
a. school b. factory c. government d. regency
3. This month is July. Last month was
a. May b. June c. August d. October
4. In the mountain we can see
a. waterfall b. ships c. fishes d. sand
5. Cindy : What do the students do in the library?
Margaret : They usuallybooks.
a. land b. borrow c. send d. buy
6. We aren't going to go to school on
a. Monday b. Tuesday c. Sunday d. Wednesday
7. Give me ato make my body warm.
a. handkerchief b. blanket c. soap d. table clothes
8. Where can we get vegetables?
a. beach b. market c. waterfall d. factory
9. I have a headache. I am going to
a. watch television b. see my friend c. take a walk d. see a doctor
10. Today is Wednesday. Tomorrow is.....?
a. Thursday b. Tuesday c. Monday d. Friday
11. Giveof sugar in my coffee. It is bitter.
a. a handful b. a spoonful c. a cup d. a bowl
12. These are modern game, except
a. play station b. Monopoly c. Chess d. hide and seek

13. These are kinds of sports, except
- a. running b. cooking c. swimming d. foot ball
14. My father is a driver. He drives
- a. carefully b. carelessly c. quickly d. careless
15. She is very tired. She is going to
- a. eat b. take a rest c. play tennis d. work
16. These are good hobbies, except
- a. gambling b. cycling c. camping d. swimming
17. The soil is dry. She isplants.
- a. transplanting b. cutting c. flowering d. watering
18. Joe looks pale because he is
- a. fine b. sick c. happy d. angry
19. Marry drinkscoffee every morning.
- a. a cup of b. a plate of c. a spoon of d. a bottle of
20. Marry is going to the butcher to buy some
- a. carrots b. sugar c. meat d. pencil
21. Sandy celebrated her birthday yesterday. She felt
- a. happy b. sad c. angry d. confuse
22. Mr. Michael teaches us English. He is our English
- a. headmaster b. student c. Gardener d. teacher
23. A: Where does Bonita work?
B: In a restaurant.
A: Is she a cashier?
B: No, she is a She serves the customers with the menu.
- a. seller b. waiter c. waitress d. buyer
24. X: Is Mrs. Vivian the?
Y: Yes, you can borrow and return books to her. She worked in your library since last week.
- a. librarian b. worker c. typist d. teacher
25. Mrs. Nancy and her family enjoy their dinner in the
- a. living room b. waiting room c. dinning room d. bedroom
26. My father's brother is my
- a. uncle b. aunt c. grandfather d. nephew

THE READING COMPREHENSION TEST

RESPONDEN :

KELAS :

WAKTU : 60 menit

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

TEXT 1

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**.

1. Does sport help us to become strong and healthy?
a. Yes, he does b. Yes, he is c. Yes, it does d. Yes, it is
2. The words "it" in the line 5 refers to
a. jogging b. hunting c. swimming d. cycling
3. The word "they" in the line 3 refers to
a. sport b. people c. sports d. peoples
4. Jogging is the best sport and the cheapest one. "The best" means
a. bad b. nice c. very good d. kind
5. What is the cheapest and the simplest sport?
a. running b. hunting c. swimming d. jogging

TEXT 2

SUSI SUSANTI

Susi Susanti was born in Tasik Malaya in 1972. When she was a child, her father often took her to the badminton court, which he owned. At first, she only played around the court running and collecting shuttlecocks. Later on her father asked Susi if she wanted to play badminton properly.

6. When did susi Susanti born? She was born in.....
a. 1974 b. 1984 c. 1982 d. 1972
7. Where was susi Susanti born? She was born in
a. Bandung c. Tasik Malaya
b. Sumedang d. Indramayu
8. Who took Susi Susanti to Badminton court?
a. her mother b. her father c. her brother d. her sister
9. Susi Susanti is aof the Badminton championship.
a. winner b. supporter c. presenter d. referee
10. Situation : Sandy's father is bringing his racket.
Sandy : Excuse me! Could I bring your racket?
Father :
a. fine thanks b. you are welcome c. yes, please d. just fine

TEXT 3

GOING TO THE ZOO

Sinta's class is going to visit the zoo next Saturday. In the town there is a big zoo with lots of animals. There are some beautiful tigers and two old lions. Lions and tigers are fierce animals. They live in strong cages. They eat a lot of meat every day.

11. There are some beautiful tigers andold lions.
a. 1 b. 2 c. 3 d. 4
12. Where the tiger and two old lions live?
a. hospital b. strong cages c. school d. in the restaurant
13. What do they eat everyday?
a. rice b. bread c. meat d. cake

TEXT 4

- Mirzam : Hello, my name is Mirzam.
Rahman : Hi, I'm Rahman. I'm in class 3A
Mirzam : I'm in 3B. I live in Cirahayu. It's near our school. Where do you live?
Rahman : I live at jl. Olesed no. 17
Mirzam : Rahman, this is Fitri. She is my *classmate*.
Fitri : Hello, Rahman. I'm from Lebakwangi
Rahman : Nice to meet you.
Fitri : Nice to meet you, too.

14. How many persons are there in the dialogue?

- a. two b. three c. one d. four

15. Who introduces Fitri?

- a. Rahman does b. Fitri herself does c. Mirzam does d. Fitri and Rahman

16. Who come from Lebakwangi?

- a. Dina b. Rahman c. Fitri d. Mirzam

17. Who is Fitri? She is

- a. Mirzam's roommate c. Rahman's classmate
b. Mirzam's classmate d. Rahman's roommate

TEXT 5

Erni is a grade the student of SLTP. Her school is large. It has many classrooms, a school yard, a school garden, a library, and a big mosque. She is in class 3C. Her classroom is pretty and lovely. There are twenty-two boy and eighteen girls in it. Erni is a very friendly girl. She makes a lot of friends. Her classmates like her very much. Her neighbor is Ida. She sits beside her. She also likes Erni. Now, they are studying English.

18. How many boys are there in Erni's class? There are ... boys.

- a. twenty-two b. many c. eighteen d. twenty

19. Erni is a very friendly girl. Her classmate like her very much. Her neighbor is Ida. She sits beside her.

The underlined word refers to

- a. Ida b. Erni c. friend d. classmate

20. Who is Erni's neighbor?

- a. Jacky b. Erni c. Ida d. Ardi

KEY OF THE TEST

❖ VOCABULARY TEST

1. D	11. B	21. A	31. C
2. A	12. D	22. D	32. C
3. B	13. B	23. C	33. B
4. A	14. A	24. A	34. B
5. B	15. B	25. C	35. A
6. C	16. A	26. A	36. C
7. B	17. D	27. B	37. C
8. B	18. B	28. D	38. D
9. D	19. A	29. B	39. C
10. A	20. C	30. D	40. C

❖ READING COMPREHENSION TEST

1. C	11. B
2. A	12. B
3. B	13. C
4. C	14. B
5. D	15. C
6. D	16. C
7. C	17. B
8. B	18. A
9. A	19. A
10. C	20. C