

**THE CORRELATION BETWEEN STUDENTS' VOCABULARY
MASTERY AND THEIR READING COMPREHENSION AT THE
SEVENTH GRADE STUDENTS'**

THESIS

Submitted in Partial Fulfillment of the Requirement for
Degree of Bachelor of Education in English Language Education



By :

Riski Budi Saputra

1903046006

**EDUCATION AND TEACHER TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG**

2024

THESIS STATEMENT

I am the student with following indentity :

Name : Riski Budi Saputra

Student Number : 1903046006

Department : English Department

Certify that this thesis entitled :

The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension at the Seventh Grade Students'

Is my work, i am entirely responsible for the content of thesis.

Other researcher opinions or findings included in the thesis are quoted or cited under the ethical standars.

Semarang, 23 September 2024

The Researcher,



Riski Budi Saputra

NIM. 1903046006

RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://iain.walisongo.ac.id>

RATIFICATION

Thesis with following identity:

Name : Riski Dudi Saputra
Student Number : 1903046006
Department : English Education Department
Title : **The Correlation Between Students' Vocabulary Mastery
and Their Reading Comprehension at the Seventh Grade
Students'**

Had been ratified by the board of examiner of Education and Teacher Training Faculty of
Walisongo State Islamic University and can be received as one of any requirements of gaining
the Bachelor Degree in English Education

Semarang, 31 December 2024

THE BOARD OF EXAMINER

Chairperson

Nadiah Ma'mun, M.Pd
NIP. 197811032007012016

Secretary

Dr. Hl. Siti Marvam, M.Pd
NIP. 196507271992032002

Examiner I

David Rizal, M.Pd
NIP. 197710252007011015

Examiner II

Arwahita Fitriolin Izza, M.Pd
NIP. 199303012020122003

Advisor

Nadiah Ma'mun, M.Pd
NIP. 197811032007012016

ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG

FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185, Indonesia
Telp. 024 7601295 Fax. 024 7605387 Semarang 50185

ADVISOR NOTE

To:
The Dean of education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu 'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension at the Seventh Grade students' of SMP Islam Al - Azhar BSB Semarang

Name of Student : Riski Budi Saputra

Student Number : 1903046006

Department : English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munasqsyah session.

Wassalamu 'alaikum, wr. wb.

Semarang, 01 October 2024

Advisor,

Nadiyah Ma'mun, M.Pd.
NIP.197811032007012016

ABSTRACT

Title : The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension at the Seventh Grade Students'
Author : Riski Budi Saputra
NIM : 1903046006

The objective of this study was to investigate the correlation between vocabulary mastery and reading comprehension of seventh grade students of SMP Islam Al-Azhar 29 BSB Semarang. This research method is quantitative with a correlational approach. The sample of this study consisted of 29 students of class VII A. The research instruments used were vocabulary tests and reading comprehension tests, each consisting of 20 multiple-choice questions. Yielded scores were analyzed using Pearson Product Moment correlation. Results indicate Mean vocabulary proficiency score: 65.6/100 (range: 30-95) Mean reading comprehension score: 70.6/100 (range: 40-100) Significant positive correlation ($r = 0.74$, $p < 0.05$) Vocabulary contributes 54.76% to reading comprehension. The results showed that there was a significant positive relationship between vocabulary mastery and reading comprehension with a correlation coefficient of 0.74. In addition, the contribution of vocabulary to reading comprehension was 54.76%. The study confirms a strong positive correlation between vocabulary mastery and reading comprehension, emphasizing vocabulary's significant impact on reading skills.

Keywords: *Correlation, Reading Comprehension, Vocabulary Mastery.*

MOTTO

وَهُوَ مَعَكُمْ أَيْنَ مَا كُنْتُمْ وَاللَّهُ بِمَا تَعْمَلُونَ بَصِيرٌ

"Dan Dia bersama kamu di mana saja kamu berada. Dan Allah Maha Melihat apa yang kamu kerjakan." (Q.S Al-Hadid: 4)

"Der schlimmste Feind, dem du begegnen kannst, wirst du immer dir selber sein."

"Musuh terburuk yang bisa kamu hadapi selalu dirimu sendiri."

Friedrich Nietzsche

DEDICATION

Praise is given to Allah SWT, who has blessed me so that I could finish the thesis.

This thesis is dedicated to all of the English teacher and everyone who supported me in accomplishing the thesis, especially to my beloved parent, my brother and lovely partner who always give me support, motivation, and endless love. I am honor for having you.

ACKNOWLEDGMENT

Bismillahirrohmanirrohim,

Assalamu 'alaikum wr wb

Praise is always given to Allah SWT as the most beneficial and the most merciful who blessed the researcher so that this thesis is finished, *Shalawat* and *salam* also raised to prophet Muhammad SAW who brings *ummat* from the dark era into bright era.

In arranging this thesis, the researcher realizes that many people were willing to help, whether directly or indirectly. Hence, in this chance, the researcher would like to express great appreciation to:

1. Prof. Fatah Syukur M.Ag., as the Dean of Faculty of Education and Teacher Training Faculty of Universitas Islam Negri Walisongo Semarang.
2. Dra. Nuna Mustikawati Dewi, M.Pd. as the Head of English Language Education Department of Walisongo State Islamic University Semarang.
3. Lulut Widyaningrum, M.Pd. as the Secretary of English Education Department of Walisongo State Islamic University Semarang.
4. Nadiah Ma'mun, M.Pd. as the academic advisor for her patience and willingness to provide guidance, advice, as well as a suggestion and encouragement during college period.

5. All lecturers English Language Education Department who give input and advice to the researcher while conducting this study.
6. My beloved father and mother, My Dad Sukirmanto and My Mom Wartu, who has been helping me by giving attention, affection, enthusiasm, and unceasing prayer, was flowing for the smoothness and my success in completing this thesis. I can't say anything. I just say thanks for everything you gave to me.
7. My beloved Sister, Rifana Saputri who always support and pray for me.
8. All of my friends, English Class A 2019, thank you for being a part of my journey during being in Semarang. Thanks for your kindness, togetherness, and memories.
9. Last but not least, Myself, you've been strong until now, during this hard times. Thank you for being strong and never surrender.

Finally, the researcher realizes that this thesis is still far from being perfect, therefore, The researcher hopes that this thesis will be beneficial for everyone especially in developing teaching and learning process.

Semarang, 19 Agustus 2024
The Researcher,



Riski Budi Saputra
NIM. 1903046006

TABLE OF CONTENTS

THESIS STATEMENT	i
RATIFICATION	ii
ADVISOR NOTE	iii
ABSTRACT	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENTS	ix
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Questions of the Research	6
C. The Reason For Choosing this Topic	6
D. Objective The Research	8
E. Significance of The Research	8
CHAPTER II REVIEW OF RELATED LITERATURE	10
A. Previous Resarch	10
B. Literature Review	19
C. Conceptual Framework	55

D. Hypothesis.....	57
CHAPTER III RESEARCH METHOD.....	59
A. Research Design.....	59
B. Settings and Participants of the Research	60
C. Variables and Indicators.....	61
D. Research Instrument.....	62
E. Technique of Data Collection	63
F. Technique of Data Analysis	65
G. Statistic Hypothesis.....	68
CHAPTER IV RESEARCH FINDING AND DISCUSSION	69
A. Research Finding.....	69
B. The Data Analysis.....	74
C. The Test of Hypothesis	83
D. The Interpretation of Data.....	85
E. Discussion	87
CHAPTER V CONCLUSION AND SUGGESTION	89
A. Conclusion	89
B. Suggestion.....	91
BIBLIOGRAPHY	i
APPENDICES	1

CURRICULUM VITAE 17

LIST OF TABLE

Table 2. 1 Social Function of Story Genres and Factual Genres 52
Table 3. 1 The Degree of Correlation Coefficient 67
Table 4. 1 Students' Vocabulary Score 70
Table 4. 2 Students' Reading Score..... 72
Table 4. 3 The Results of Pearson Product Moment..... 75
Table 4. 4 Normality Test Results 77
Table 4. 5 The Interpretation of Coefficient Correlation of Value r 83
Table 4. 6 Product Moment Correlation Test Output 84

CHAPTER I

INTRODUCTION

In this chapter, Researcher present : the background of the research, the research question, the reason for choosing the topic, the objective of the research, and the significances of the research, which this the study by focusing on the correlation between vocabulary mastery and their reading comprehension at the seventh-grade students' of SMP Islam Al – Azhar 29 BSB Semarang.

A. Background of the Research

English was recognized as one of the most significant languages spoken all over the world, regardless of whether it was spoken as a first language, a second language, or a foreign language. From elementary school all the way up to university, students in Indonesia were required to take English as one of their subjects. The English language is a subject that is taught in Indonesian schools with the intention of developing students' capacity to communicate effectively both verbally and in writing (Kebudayaan, 2004). These findings indicate that the students made advancements in the areas of listening, speaking, reading, and writing.

Language serves as a valuable tool for gaining knowledge and simultaneously forms an integral part of culture, while also facilitating communication. Proficiency in reading, writing, and vocabulary acquisition at the elementary school level are integral components of

language skills. Reading plays a crucial role in enhancing fundamental abilities in all scientific disciplines, so serving as a significant milestone in the intellectual and potential development of children. Proficient reading is an essential aptitude that every individual must have. Hence, proficiency in vocabulary, reading, and writing are fundamental abilities of great significance for human existence. Each benefit derived from these activities will empower the individual to augment their cognitive abilities, refine their perspectives, and expand their knowledge.

Acknowledging the significance of English in the current age of globalization to enhance proficiency in the four language skills: reading, speaking, writing, and listening. However, it is undeniable that the English assessment outcome of the students has failed to meet the expectations of both the teacher and the students themselves. Researchers have attempted to ascertain the contributing factors to poor performance in student evaluations. The academic performance of students was not solely determined by external factors, such the restricted acquisition of knowledge facilities, but also by internal factors including their interest, motivation, intelligences, and vocabulary deficiencies.

The acquisition of vocabulary is a crucial aspect of foreign language learning since it highlights the significance of unfamiliar words (Alqahtani, 2015). Mastering vocabulary was the paramount factor in acquiring a foreign language. Without an extensive lexicon, individuals will likewise possess a restricted comprehension in the domains of oral

communication, reading, auditory perception, and written expression. According to (Widyaningsih, 2006). argued that employing vocabulary, if one already possesses an interest in words, can enhance reading, writing, speaking, and thinking skills. Based on the given quote, it can be inferred that the fundamental element that individuals must acquire proficiency in order to achieve success in learning English is vocabulary. Proper mastery of vocabulary often facilitates the acquisition of other language skills, including listening, speaking, reading, and writing. It is logical to conclude that proficiency in vocabulary was necessary to understand the meaning of the text. In order to comprehend the meaning of the text and read it confidently, students should possess knowledge of the structure and vocabulary elements. Vocabulary acquisition entails more than just memorizing a number of words; learners should also possess the ability to use them for communication and consistently apply them.

Researchers such as, Nation (2008:45), have acknowledged the significant part that vocabulary acquisition plays in the process of becoming proficient in a second language and in the process of developing an extensive vocabulary in both spoken and written texts. In the context of English as a second language (ESL) and English as a foreign language (EFL) proficiency, the acquisition of vocabulary items is essential in all aspects of language skills, including listening, speaking, reading, and writing capabilities. Furthermore, Rivers & Nunan (1991:

80), contend that it is essential to acquire a sufficient vocabulary in order to make effective use of a second language. It is their contention that if we do not have a large vocabulary, we will be unable to make use of the structures and functions that we have acquired in order to communicate effectively.

The concept of vocabulary is intricately linked to the cognitive processes of listening, speaking, reading, and writing. Vocabulary refers to an individual's capacity to acquire knowledge of a language and serves as the foundation for assessing their proficiency in speaking, listening, writing, and reading (Richards, Willy & Renandya, 2019:81–88). It is possible to assert that vocabulary plays a very significant role in this statement. This is because a person is able to communicate and express their thoughts, ideas, feelings, emotions, and desires through the use of vocabulary. This is the reason why this is the case.

Furthermore, Tarigan (2008:1–2), asserts that reading plays a crucial role in enhancing students' knowledge. Engaging in reading enables students to acquire a wide range of information, understanding, and expertise from diverse sources including textbooks, newspapers, magazines, storybooks, and literature. Reading is the process of assimilating and comprehending information from written materials. In reading exercises, the focus is not only on phonetically decoding readings and identifying challenging words but also on comprehending the substance of the assigned readings. This implies that reading requires

comprehension in order to grasp the content being read and its consequences.

The category of reading skills encompasses many types. One of the items is proficiency in reading comprehension. Tarigan (2008 :58), defines reading comprehension as the process of comprehending literary standards, critical evaluations, written drama, and patterns of fiction. Therefore, readers not only comprehend and grasp the information presented in the reading, but also possess the ability to analyze and evaluate the content by connecting it to their own experiences and knowledge, so fostering a more profound understanding. Proficiency in reading comprehension is crucial for students as it will remain essential for successful study of science. The reading comprehension abilities of students are strongly correlated with their respective vocabulary mastery qualifications.

According to Tarigan, the proficiency of an individual's language abilities is contingent upon both the scope and caliber of their lexicon. Greater lexical repertoire increases the likelihood of developing proficiency in oral communication. Hence, proficiency in an individual's lexicon directly influences the caliber of their language. In the absence of control and a sufficient vocabulary, individuals face significant challenges in engaging in effective interactions. The ability to comprehend and make use of vocabulary is what Nurgiyantoro (2014:338), means when talks about vocabulary mastery. Divides it into

two categories: receptive mastery and productive mastery. During reading and listening activities, it is necessary to possess comprehension skills, whereas writing and speaking activities demand the proficiency in using vocabulary.

In this study titled "The Correlation between Vocabulary Mastery and their Reading Comprehension Ability at the Seventh Grade Students of SMP Islam Al-Azhar 29 BSB Semarang," The objective of the researcher is to investigate the correlation between students' capabilities in reading comprehension and their level of vocabulary mastery.

B. Questions of the Research

The problem of this research is focused on:

1. How is the students' Vocabulary Mastery in learning English ?
2. How is the students' Reading Comprehension ability in learning English ?
3. How is Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension skills as Seventh-grade students of SMP Islam Al-Azhar 29 BSB Semarang ?

C. The Reason For Choosing this Topic

The Researcher have a number of goals in mind for the completion of this research. Vocabulary is a critical component of text comprehension, as we are aware. When learners possess a broad vocabulary, they are able to more readily comprehend the text's meaning, thereby enhancing their reading comprehension. The two complement each other: the greater the vocabulary, the more proficient the reader is in

comprehending the text. Particularly in field of English Education. Researcher particularly in the context of English learning. The potential of this research is to offer a comprehensive understanding of the impact of vocabulary on a variety of language skills, including reading, writing, listening, and speaking. This could be evidence that the enhancement of vocabulary will directly affect the improvement of overall language skills, particularly in reading if a significant correlation is discovered.

Consequently, Researcher amintregued by the research titled “The Correlation Between Students’ Vocabulary Mastery and Their Reading Comprehension Skills as Seventh-grade Students’ of SMP Islam Al-Azhar 29 BSB Semarang.

Additionally, the rationale behind Researcher selection of Islamic Junior High School Al-Azhar BSB Semarang. Islamic Junior High School Al-Azhar 29 BSB Semarang has the vision to cultivate individuals who are exceptional in Imtaq, Science and Technology, and Enviromental love, as evidence by researcher. This vision is anticipated to serve as a source of inspiration, motivation, and fortitude for all students of SMP Islam Al-Azhar 29 BSB Semarang who are interested in the institution’s Future. The objective of SMP Islam Al-Azhar 29 BSB Semarang is to facilitate meaningful learning in education.

D. Objective The Research

The objectives of this research are:

1. To Explain the level of Vocabulary Mastery in English language acquisition among students.
2. To Explain the Level of Reading Comprehension in English language.
3. To Analyze if There is a Correlation Between a Student's Vocabulary Mastery and Their Reading Comprehension Skills in Acquired English.

E. Significance of The Research

The findings of this study are anticipated to yield positive outcomes in several areas. Theoretically, the results will enrich knowledge on the correlation between vocabulary and reading comprehension. Practically, the study aims to guide readers in determining the correlation between vocabulary mastery and students' reading comprehension during learning process. Pedagogically, the research provides benefit for both researcher and students': researcher gain direct experience proving the relationship between vocabulary and reading comprehension, while students become more interested in mastering English vocabulary, ultimately developing their reading comprehension skills.

The researcher that this study has provided valuable insights into the process of vocabulary acquisition as well as the development of skills related to reading comprehension. The current research also offers a

description of the correlation between strong vocabulary skills and the ability to comprehend what is read, as well as a correlation between the two attributes.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter highlights four major points (A) The previous study (B) The review of related literature (C) The conceptual framework and (D) The hypothesis that scientifically discusses The Correlation between Vocabulary Mastery and Reading Comprehension.

A. Previous Research

Numerous researchers have conducted studies regarding the efficacy of vocabulary in reading comprehension. The researcher presents references from prior research in this section. This study is based on five prior research studies.:

The First, is a research written by Al-Mekhlafi (2022), Entitled is *“Exploring the Relationship Between Vocabulary Size and Reading Comprehension Among EFL Learners.”* This study aimed to investigate the correlation between vocabulary size and reading comprehension among English as a Foreign Language (EFL) learners. Given the pivotal role of vocabulary mastery and reading comprehension in language proficiency, this research is crucial for informing effective instructional strategies. Vocabulary size plays a vital role in facilitating reading comprehension, as it enables learners to decipher text efficiently. And extensive vocabulary enhances learners’ ability to comprehend complex texts effectively, thereby improving reading proficiency. Previous studies

have consistently demonstrated a substantial correlation between vocabulary size and reading comprehension.

The correlational study sampled 120 EFL learners from diverse countries, providing a comprehensive understanding of vocabulary size and reading comprehension data collection entailed vocabulary test comprising 100 multiple-choice question, assessing learners' knowledge of word meaning, and reading comprehension tests featuring five texts with 20 questions. The reading comprehension test evaluated learners' ability to identify main ideas, make inferences, and understand textual relationships. Pearson correlation analysis was employed to identify the relationship between vocabulary size and reading comprehension providing insight into the interdependence of these variables.

The results revealed a statistically significant positive correlation ($r = 0,85$, $p < 0,01$) between vocabulary size and reading comprehension. This finding indicates that learners with more extensive vocabularies exhibit superior reading comprehension skills. Notably, the correlation coefficient suggests a strong relationship between vocabulary size and reading comprehension. These results substantiate the notion that vocabulary size significantly influences reading proficiency, emphasizing the importance of vocabulary instruction.

The findings of this study support theoretical frameworks emphasizing vocabulary mastery as a critical factor in enhancing reading comprehension. Educators should prioritize vocabulary instruction,

integrating vocabulary acquisition into reading activities. Targeted instructional strategies focusing on vocabulary expansion, such as explicit instruction, contextual learning, and spaced repetition, can improve reading proficiency. Moreover, incorporating technology-enhanced vocabulary instruction and adaptive assessment can further enhance vocabulary acquisition.

In conclusion, this study demonstrates a significant positive correlation between vocabulary size and reading comprehension among EFL learners. These findings have implications for educators, informing the development of effective instructional strategies to enhance reading comprehension skills in students. By emphasizing vocabulary instruction and integrating vocabulary acquisition into reading activities, educators can foster improved reading proficiency and language competence among EFL learners.

The Second, is a research written by Asholahudin (2023) entitled *“The Relationship Between Vocabulary Mastery and Reading Comprehension”*. In the present study, clearly, achieving proficiency in English as a second language (EFL) necessitates mastery of the four essential abilities: listening, reading, speaking, and writing. Proficiency in reading is an essential aptitude that a student must acquire in order to thrive in life. Furthermore, it is a receptive ability that enables individuals to acquire knowledge from the global community. The rigorous reading requirements of university study are challenging. Regrettably, it is quite

typical for students to neglect their own reading strategies, namely their reading methods and measures to enhance the efficiency and speed of their reading practice.

Considering the aforementioned expectation, it is logical that students should prioritize enhancing their reading proficiency in order to meet their academic requirements. Hence, They must have strong reading comprehension abilities so they can understand what they read. Regrettably, the students consistently demonstrate inadequate reading comprehension. A review of the reading comprehension exam findings administered by the lecturers indicate a performance that falls below the anticipated level. This issue could be influenced by several aspects associated with the elements of reading proficiency, including reading habits, prior knowledge, mastery of grammar, and mastery of vocabulary. In response to the aforementioned circumstance, the Researcher, has undertaken this study by selecting vocabulary mastery as the indicators of students' reading comprehension. Finding out how much of an effect students' vocabulary has on their reading comprehension is the driving force behind this research.

The present study comprised a survey conducted at private universities located in Bekasi. This study includes a total sample size of 80 students. The data collection method for assessing vocabulary mastery, and reading comprehension involves administering three sets of multiple-choice tests, each including 30 questions. The research employs

the multiple linear regression analysis statistical method for data analysis. Normality, linearity, heteroscedasticity, and multicollinearity tests are among the prerequisites that must be met before the regression analysis can be carried out. The study findings indicate that learners' reading comprehension at private universities in Bekasi is significantly influenced by their combined mastery of vocabulary, Proficiency in vocabulary has a notable impact on the reading comprehension of students at private universities in Bekasi, The reading comprehension of students at private universities in Bekasi is significantly influenced by their mastery of English vocabulary.

The Third, is a research written by Khan (2021), Entitled "*Vocabulary Mastery and Reading Comprehension: A study of Pakistani EFL Learners.*" Extensive research has explored the relationship between vocabulary mastery and reading comprehension. Researcher investigated this correlation in Pakistani English as a Foreign Language (EFL) learners, yielding significant positive results. The study, "Vocabulary Mastery and Reading Comprehension: a Study of Pakistani EFL Learners," demonstrated a substantial link between vocabulary proficiency and reading comprehension.

Research method in this study is correlational study sample 150 EFL learners from Pakistani Universities. Data collection employed vocabulary and reading comprehension test. The finding indicated a significant influence of vocabulary mastery on reading comprehension.

The methodological approach provided valuable insights into the interdependence of size and reading proficiency.

The results discovered a statistically significant positive correlation ($r = 0.80$, $p < 0.05$) between vocabulary mastery and reading comprehension. These results substantiate the theoretical framework emphasizing vocabulary proficiency as a critical factor in enhancing reading comprehension. The study advocates for targeted instructional strategies focusing on vocabulary expansion to improve reading proficiency.

Research has significant implications for educators and researchers designing effective instructional strategies to enhance students' reading comprehension. By prioritizing vocabulary instruction and integrating vocabulary acquisition into reading activities, educators can foster improved reading proficiency and language competence among EFL learners. This study informs evidence-based practices for vocabulary instruction and reading comprehension development.

The Fourth, is a research written by Bahri (2019), entitled "*The Correlation Between Students' Vocabulary Mastery And Their Reading Comprehension At The Seventh Grade Students' Of MTs Daarul Ihsan*". This research study To enhance pupils' reading comprehension, teachers should impart vocabulary to their students, as vocabulary is closely linked to reading competency. Acquiring an extensive vocabulary facilitates the comprehension of the material by the students. While the

reading ability and prior experience of students contribute to their comprehension of a text, it is the mastery of vocabulary that holds greater significance in facilitating this comprehension. In the study conducted by Nation and Newton, vocabulary is defined as the understanding of words and their meanings. Indeed, vocabulary is very intricate. Proficiency in vocabulary entails not only understanding the words and their meanings but also comprehending the phonetics and contextual usage of the words.

This study intends to look for the correlation between reading comprehension and vocabulary mastery of students. The results and analysis of the study revealed a clear correlation between students' comprehension of written content and their vocabulary level. Despite the disparity in scores between the vocabulary and reading tests, there exists a strong correlation. Several variables contribute to students' understanding of the reading materials. The findings indicate the background knowledge and experience of the students. These aspects may facilitate students' understanding of reading materials. When encountering an unfamiliar word, they could deduce its meaning by consulting the provided text.

The findings of this study were derived from field research conducted by the researcher. After completing a research study on the correlation between vocabulary mastery and reading comprehension among eleventh-grade students at MTs Darul Ihsan, Data was collected from the researcher. available scores. It was the outcome achieved by the

cohort of students who had successfully finished the vocabulary and reading course. Using the Spearman is formulas, the researcher randomly selected scores from 32 students and analyzed them to find whether their reading comprehension and vocabulary command corresponded. The researcher, presented a report summarizing the data description and comparing the performance of the two scores.

This study is an empirical investigation of the relationship between students' proficiency in vocabulary and their performance in reading comprehension. The collection of data was conducted from a sample of 32 seventh-grade students. The students were administered a test of vocabulary mastery and reading comprehension to assess their proficiency in these areas. The results were scrutinized to determine the correlation among those variables. Illustrated a robust correlation between students' proficiency in vocabulary and their reading comprehension. The present study determined that students' firsthand experiences and reading techniques contribute to their comprehension of texts, but vocabulary plays a more significant role in facilitating this comprehension.

The Fifth, is a research written by Ramadani (2021), Entitled *“The Correlation Between Students’ Vocabulary Mastery and Reading Comprehension (A Descriptive research at eleventh Grade of MAN Selayar)”* The purpose of this study is to investigate the correlation between students' skill in vocabulary acquisition and their ability to

comprehend what they read in the eleventh grade at MAN Selayar. The purpose of this research is to determine whether or not there is a correlation between the vocabulary knowledge of students and their ability to comprehend what they read. In the course of this investigation, a descriptive research methodology was utilized.

The study population consisted of eleventh-grade students at MAN Selayar. The sample size consisted of 24 students and was selected using the random sampling technique. A descriptive quantitative approach was employed in this study, with a student ability test serving as the research instrument. Improved vocabulary directly correlates with increased proficiency in all aspects of the English language. Nevertheless, this does not invalidate the significance of other elements such as grammar and tone. The comprehension of the text by students is contingent upon their knowledge of the meaning of each word. In the absence of a wide vocabulary, students would be unable to read proficiently. A comprehensive grasp of language requires a substantial repertoire of vocabulary. Effective reading or listening skills of students are contingent upon their comprehension of words and vocabulary.

This study aimed to find a correlation between reading and vocabulary skills so as to ascertain the important relationship between these two variables, which are associated with both positive and negative impacts. This research focuses on students in class XI at MAN Selayar.

This study uses an objective test as the measuring instrument. Descriptive qualitative methods were applied in data technique analysis.

B. Literature Review

According to Nation (2001) & Schmitt (2000), a significant correlation between vocabulary mastery and reading comprehension. A extensive vocabulary repertoire enables readers to comprehend texts more effectively, thereby enhancing overall reading proficiency. This is because adequate vocabulary mastery allows readers to identify and understand important concepts in the text as well as facilitate the process of information processing and meaning formation.

Graves' (2006), substantiates this finding by positing that vocabulary mastery constitutes a pivotal factor in enhancing reading comprehension. A comprehensive vocabulary repertoire enables readers to cultivate analytical, critical, and creative thinking skills, thereby facilitating nuanced text comprehension. Consequently, vocabulary acquisition should assume primacy in reading instruction to optimize reading proficiency and yield optimal learning outcomes.

1. Concept of Vocabulary

a. Definition of Vocabulary

Language comprises a vocabulary. A linguistic lexicon is a crucial compilation of words in a language. Vocabulary refers to the assortment of words that an individual possesses or employs (Dictionary, 2008:495). Vocabulary is a fundamental component of a language (Coady & Huckin,

2003:5). A language skill cannot be separated from the mastery of vocabulary because, at its core, language is composed of words. A language's vocabulary is its collection of words and phrases used in everyday speech. Without a strong vocabulary, it becomes challenging to develop and use language skills effectively. Proficiency in vocabulary is essential for effective communication and the expression of ideas in both spoken and written forms. Vocabulary enhances the ability to express ideas concisely and vividly, reducing the need for repetitive phrasing and helping to accurately answer comprehension questions. In particular, in relation to a given topic, vocabulary is the set of words used by a language, a community, or a person. Vocabulary is one of the main components of language since without words no language could exist.

When some people hear the word “vocabulary,” they first think of individual words. The vocabulary refers to a collection of words in their different forms, including both unattached words with or without affixes, as well as word combinations. These combinations can involve the same or different words, each carrying its own distinct meaning. They might believe that vocabulary simply means a word with a specific meaning, or they may associate it with foreign words they encounter while learning a new language. A vocabulary is a compilation of words, usually arranged in alphabetical sequence, together with definitions of their significations. While less comprehensive than a dictionary, a vocabulary also refers to the specific set of words used by an individual or group, often carrying

cultural significance. These words are actively employed by a person to articulate and encode their ideas. Vocabulary comprises all the words stored in their memory, which trigger an immediate reaction when heard or read. This language reaction involves recognizing the form of the language and understanding its meaning, leading to actions aligned with the intent of the word. Some words elicit faster reactions, while others may provoke slower responses, depending on the familiarity and intimacy of the vocabulary. An analysis of the previous statement suggests that vocabulary includes a wide variety of words and linguistic elements. Vocabulary is the comprehensive annotated set of words in a given language. Although these interpretations are valid, linguistic experts have debated the precise definition of vocabulary to clarify its actual meaning (Takac, 2008: 4).

Troike asserts that vocabulary, also known as lexicon, holds paramount importance in second language acquisition. This holds true regardless of whether learners are focused on academic proficiency, interpersonal communication skills, comprehensive, communicative competence, encompassing both domains (Troike, 2012). Vocabulary refers to the collection of words that a speaker, writer, or language possesses. It encompasses the knowledge of meanings, usage, and relationships of words within a language. Vocabulary can be defined in several ways: (a) The entire set of words that make up a language; (b) The wealth of words known and used by an individual speaker or writer;

(c) Words that are specific to a particular field of study or profession; (d) A list of words, often arranged in a dictionary format, accompanied by brief explanations of their meanings and usage. Understanding and expanding vocabulary is crucial in mastering a language, as it directly influences the ability to communicate effectively and understand various texts

Hiebert & Kamil (2005), state that vocabulary is knowledge of words and words meaning in both oral and print language and in productive and receptive forms. The vocabulary of a person is defined either as the set of all words that are understood by that person or the set of all words likely to be used by that person when constructing new sentence. vocabulary means a large collection of items. He adds that learning vocabulary was important because it enriches someone's knowledge of words. In reference to the reading comprehension, the students should acquire a number of vocabularies to get better understanding in reading an English text (Tornbury, 2004). Further & Hudson (2007:227), define vocabulary as a set of words for a particular language that people might use. (Hatch & Brown, 2001), state means vocabulary is the words of a certain language which are used by language user in using language.

When people learn a foreign language, they often start by learning individual words. Knowing some words can make the language learning process easier. According to Hudson, a learner's vocabulary is crucial in

language acquisition. As they continue to learn the language, they expand their vocabulary by understanding lexical meanings, syntax, and morphology, which increases their vocabulary over time. Native speakers and non-native speakers may have different methods for acquiring vocabulary. According to Lightbown & Spada (2006:97), children whose first language is English typically learn vocabulary with minimal effort, which contrasts significantly with the experience of non-native speakers. Native English speakers find it easier to acquire vocabulary because they are familiar with the language. In contrast, non-native English speakers often struggle to expand their vocabulary. This is because their native language differs from English, requiring them to adapt to new spellings, letters, and meanings.

From the explanations above, it can be concluded that vocabulary is a word or a set of words that people know and use to communicate to express their feeling or thought. It is the basic element of language that can influence the mastery of four language skills. It means, without vocabulary people will not be able to master a language. Vocabulary is a collection of words that an individual uses in various language activities. Mastery of vocabulary is essential for effectively understanding and utilizing these words to express thoughts and feelings across different areas of life. The quality of a person's language skills is closely linked to both the quantity and quality of their vocabulary. A richer vocabulary increases the likelihood of being skilled in language, allowing for more

precise and nuanced communication. In essence, expanding one's vocabulary directly enhances the ability to articulate ideas and engage in meaningful language activities.

b. The Importance of Vocabulary

Vocabulary is the basic component of language which make the language more useful for communication and many other things related to language. Vocabulary is a fundamental element of language that must be both learned and taught. Mastering a language becomes challenging without a solid understanding of a certain number of vocabulary words. Therefore, vocabulary is the first step that should be taught before introducing other aspects of language. Virginia (1983:7), states that without vocabulary people will not be able to speak and understand the language. Essential vocabulary is needed to improve the four language skills such as listening, speaking, reading, and writing. By mastering vocabulary, people will be able to gain comprehensive using of English.

Thornbury stated that when a person spends most of their time studying grammar, there may be little significant improvement in their language skills. However, learning more words and expressions can lead to noticeable progress. Thornbury (2002:13), describes the importance of vocabulary as: “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. One can say very little with grammar, but without words, one cannot say anything at all. This highlights the importance of vocabulary in language learning,

demonstrating that vocabulary is just as crucial as grammar. A lack of vocabulary creates significant challenges for students in learning English, as insufficient vocabulary makes it difficult for them to effectively communicate their ideas. From that description, it is known that someone can speak English even though he/she has no good grammatical mastery during the keywords are easy to be understood. In the other side, someone cannot say something if he/she does not know vocabulary. It means that he/she will not be able to communicate well.

Another argument from Nunan (1991:117), he says that vocabulary acquisition is very important to use the structures and functions that the learners may have learned for comprehensible communication. It means that vocabulary should be at the center of language teaching.

From the explanation above, it can be concluded that learning vocabulary is a primary step in language learning and second language acquisition. The role of vocabulary is crucial in learning English because it serves as a foundation that supports students in mastering the various language skills necessary for effective communication. Without vocabulary, people will not be able to communicate and convey their feeling and thought. Besides that, they will also not be able to have good language mastery because vocabulary plays an important role in four language skills (listening, reading, speaking, and writing).

By realizing the importance of vocabulary development in learning a foreign language, students must devote part of their time to learn vocabulary items. To foreign language students, like Indonesian students, learning vocabulary needs special efforts because English is very much different from students' both the student's native language and their national language. For most people learning a new language, vocabulary is the most important and foundational component.

Empirical evidence has demonstrated that a deficiency in vocabulary proficiency can significantly impede the effective use and comprehension of language. Especially in the context of second language acquisition and foreign language learning. For instance, a significant number of Indonesian students struggle with understanding and responding to reading comprehension questions in the TOEFL exam. A considerable number of them contend that they lack comprehension of the intended significance of the texts. This fact illustrates the impact of extensive vocabulary on students' reading comprehension. In other instances, such as speaking and writing, individuals contend that they genuinely desire to articulate several ideas in their minds, but lack the necessary vocabulary to make such expressions.

c. Kind of Vocabulary

Jackson (2004:28), categories vocabulary into two distinct types: active vocabulary and passive vocabulary. Active vocabulary encompasses the words that students find comprehensible, correctly

articulate one's thoughts and use them persuasively in written and spoken forms (Corson, 2013:45). The students are expected to possess proficient pronunciation skills in order to effectively use productive vocabulary. Furthermore, they must possess knowledge and proficiency in the grammar of the target language. Such vocabulary is commonly employed in both oral and written communication. Conversely, passive vocabulary pertains to the words that students can identify and comprehend while reading or listening to someone speaking, but they do not employ this vocabulary in their own speech or writing.

Another argument is presented by Nation (2008:14), who categorizes vocabulary into three or four levels according to its frequency and range. These levels are:

High frequency words, These words are prevalent in all types of language use, including formal and informal contexts, speech, writing, novels, conversations, newspapers, and academic texts. There are about 2,000 high frequency words in English, constituting over 90% of the vocabulary in everyday speech and 80% in formal written documents.

Academic words, These words are typically found in academic subject areas such as Economics, Geography, Arts, Science, Commerce, and Law. Academic words are rarely used in everyday conversations, constituting less than 2% of the words in daily use. However, these words are crucial for individuals who need English for academic purposes.

Technical words: These words are specific to particular fields, such as the vocabulary used in Physics or Applied Linguistics. Most technical words are unique to their specialized area and are essential for professionals like doctors, linguists, and educators. Technical words can comprise at least 20% of the vocabulary within a specialized text.

Low frequency words: These words are seldom used in daily conversations, making up about 5% of words in casual conversations, 10% in newspapers, and 10% in academic texts. They have a narrow scope and are rarely encountered.

Different With Nattion & Hatch (2001:370), in "Vocabulary Semantics and Language Education" classifies categorize words into two groups: those whose use is passive and those whose use is active, Receptive vocabulary: In the context of reading and listening, these are words students know and understand; but, in the context of writing, they might not be able to generate precisely. Productive vocabulary: These are vocabulary such that students possess not only comprehension but also the ability to articulate and employ accurately in both oral and written communication.

Read identifies two Kinds of vocabulary, those are:

Function words : These words play grammatical role and include article, preposition, pronouns, conjunction, auxiliaries.

Content words: These words carry meaning and link sentences together. They include nouns, verbs, adjectives, and adverbs.

The following are the classifications of vocabulary as identified by different language specialists. Despite variations in vocabulary classification, the crucial aspect is in the ability of language learners to acquire and use these vocabularies in various situations to effectively convey the intended meaning of texts.

d. Teaching of Vocabulary

Many people believe that focusing on basic principles is a waste of time because comprehension is broad and infinite. Methodology specialists worry that students may make numerous mistakes in sentence construction if they learn too many words before mastering basic grammar. Consequently, teachers may think that teaching an extensive vocabulary is unnecessary. Additionally, there is a belief that students can acquire word meanings through experience; Exposed to situations with frequent usage of specific words, individuals will acquire mastery of them without the need for formal language training (Allen, 1983:12).

Traditionally, vocabulary teaching beyond the basic level has been largely incidental, focusing primarily on the presentation of new words as they emerge in reading or listening texts. This method presupposes that the augmentation of vocabulary will organically take place through the acquisition of other language abilities, but this has been shown inadequate in guaranteeing substantial development of vocabulary. At this point, there is a general consensus that vocabulary instruction should be a fundamental component of the curriculum, provided in a

systematic and consistent fashion. Scholars contend that vocabulary should be a fundamental aspect of language instruction since language is composed of programmatic vocabulary rather than lexicalized grammar (Lewis, 1993:40). Understanding how our memories function can significantly enhance the effectiveness of vocabulary teaching strategies. Learning new vocabulary involves initially storing the information in short-term memory before transferring it to long-term memory. Although we do not consciously control this process, there are important considerations to keep in mind.

Firstly, short-term memory has a limited capacity, typically retaining no more than seven pieces of information at a time. This suggests that in a single class session, the number of new vocabulary items introduced should not exceed this limit to ensure effective retention. However, long-term memory has a much larger capacity, allowing for the storage of an unlimited amount of information over time. Therefore, while short-term memory constraints necessitate a careful approach to introducing new vocabulary, long-term recall can accommodate extensive vocabulary expansion through consistent reinforcement and practice. The techniques discussed earlier can be even more effective when tailored to individual learning styles, such as visual, aural, kinesthetic, and tactile preferences. By diagnosing these preferences, teachers can better cater to each student's unique needs, and students can become more aware of various memory strategies that align with their learning styles. However,

the most impactful approach appears to be the use of meaningful tasks, which leverage students' experiences and real-world contexts to facilitate learning. These tasks not only engage students more deeply but also require them to analyze and process language more thoroughly. This deeper cognitive engagement is crucial for transferring information from short-term to long-term memory, enhancing retention and recall of vocabulary and other language elements. Meaningful tasks, therefore, serve as a powerful tool in fostering lasting language acquisition. Forgetting is an inherent component of the process of acquiring knowledge, particularly if newly acquired knowledge isn't regularly applied. This makes the practice of recycling essential to reinforce learning. Ideally, this reinforcement should occur within a day or two after the initial exposure, followed by periodic reviews through weekly or monthly assessments to ensure retention of the material. The method students use to store learned items plays a crucial role in their ability to retrieve this information later. Many learners simply create chronological lists of vocabulary items, often with a direct translation of the meaning. This approach, however, is not very effective. It decontextualizes the vocabulary, which can lead to overgeneralization and misuse. Additionally, such a system doesn't allow for the addition of new information or refinement of existing knowledge, and it typically neglects important aspects like pronunciation. To improve retention and understanding, it's more effective to store learned items in ways that reflect

their use in context. This can include categorizing words by theme, creating sentences or short stories with them, and incorporating visual aids or mnemonic devices. By organizing vocabulary in a way that highlights its practical application, students are better able to recall and correctly use the words when needed (Gairns 1986:31).

Teachers can guide students in developing more effective vocabulary storage systems by encouraging them to organize their notebooks, binders, or index cards by topics and categories. Keeping definitions in English is recommended, as this reinforces the target language and reduces reliance on translation. Pronunciation guides should also be included to help with proper word usage. Visual aids such as diagrams and word trees can be incorporated into these organized systems to create clearer connections between words and their meanings. Additionally, a class-wide vocabulary box with cards can be a valuable tool for regular revision and recycling of learned words, making the learning process more interactive and collaborative. While organizing vocabulary in this manner can be time-consuming and may not suit every learner's preferences, even small adaptations such as adding topic headings and more detailed definitions to existing chronological lists can significantly enhance the effectiveness of vocabulary learning and retention. This structured approach helps students build a more meaningful and usable vocabulary repertoire. Consistent practice and the use of effective techniques are essential to developing a large vocabulary.

Language experts have proposed various methods to facilitate vocabulary acquisition. Hatch and Brown (2001:368), categorize vocabulary learning into two main types:

Intentional Learning: This approach involves direct and focused efforts to learn vocabulary. It includes activities such as studying word lists, using flashcards, or engaging in exercises specifically designed to build vocabulary. Intentional learning is often structured and systematic, with learners consciously trying to memorize and understand new words.

Incidental Learning: Incidental learning occurs as a by product of engaging in activities not primarily aimed at vocabulary acquisition, such as reading, listening, or conversing in the target language. In this approach, learners naturally pick up new words and phrases through exposure and context. This type of learning is less structured and often occurs in more authentic language use situations, where vocabulary is acquired passively and gradually over time.

Both intentional and incidental learning play crucial roles in building a comprehensive vocabulary. While intentional learning provides the foundation and structure, incidental learning enriches vocabulary through practical usage and exposure in various contexts (Schmitt, 2000:120).

In vocabulary learning, students are expected to continually expand their vocabulary, which is essential for improving their language skills. Linguists have identified a wide range of vocabulary goals and

benchmarks for language learners, often emphasizing the importance of both breadth and depth in vocabulary knowledge.

Breadth of Vocabulary : refers to the number of words a learner knows. This includes a wide variety of words from different contexts, which enables learners to understand and use the language more effectively.

Depth of Vocabulary : involves understanding not just the meaning of words, but also their usage, connotations, collocations, and variations. Depth is crucial for more nuanced and sophisticated language use.

Linguists have proposed various numbers for the amount of vocabulary required for different levels of proficiency. For example: Basic fluency in a language might require knowing around 2.000 to 3.000 words. To read and comprehend most texts comfortably, a learner might need knowledge of about 5.000 to 10.000 words. Advanced proficiency, allowing for an understanding of academic texts and complex materials, could require 15.000 or more words.

The exact number can vary based on the language and the learner's goals, but the general principle remains that expanding vocabulary is a continuous process, supported by both intentional learning and incidental exposure to the language. According to Bauer, The Longman Dictionary of Contemporary English (LDEC) utilizes a set of approximately 2.000 words to define other words, making it a valuable resource for non-native speakers. This carefully selected vocabulary set demonstrates that non-native speakers can effectively communicate and

comprehend text using around 2.000 words. According to research, if non-native speakers have a working knowledge of around 2.000 words, they can understand about 80% of the text they read. On the other hand, with a vocabulary of about 1.000 words, comprehension drops to roughly 70% (Bauer, 1998). These figures highlight the importance of building a solid foundational vocabulary for non-native speakers to enhance their reading comprehension and overall language proficiency.

Although the English language has a vast vocabulary, students are not expected to learn every word. Instead, they should focus on acquiring a core set of essential words that will allow them to communicate effectively and understand most of the texts they encounter. Prioritizing frequently used words, particularly those that appear in everyday language and academic settings, will enable students to build a strong foundation. This approach makes the process of vocabulary acquisition more manageable and targeted, helping students to gradually expand their vocabulary over time. In their book "Cognition and Second Language Instruction," Nation and Laufer describe a receptive vocabulary of around 5.000 fundamental words as the minimum learning goal for non-native English speakers (Hulstijn, 2001:262). Other experts such as Thornbury (2002:21), state about The number of vocabulary words that second language speakers should aim to master is often cited as around 2.000 words. This benchmark is significant because if non-native students know about 2.000 words, they can achieve a functional

level of vocabulary mastery. This vocabulary range typically allows them to understand and communicate effectively in everyday situations, as well as comprehend the majority of the content in general reading materials and conversations. This foundational vocabulary serves as a stepping stone for further language development.

Read (2000), identifies three essential components of vocabulary proficiency that students should master: The background of vocabulary use is deeply rooted in various pragmatic, social, and cultural contexts, words are defined and used differently depending on these factors. Vocabulary ability is not just about knowing words but also understanding how to use them appropriately across different situations. The meaning of a word can vary depending on the social setting, cultural nuances, and the pragmatic context in which it is used. Therefore, effective vocabulary use requires an awareness of these factors, enabling individuals to communicate more precisely and appropriately within different environments. knowledge of vocabulary and basic procedures. This component includes some vocabulary-related topics that are covered in four sections: vocabulary size, word characteristic knowledge, lexicon organization, and speaking and writing as a means of expanding vocabulary. Metacognitive techniques for word usage. All language users can control how they communicate by utilizing these techniques. To overcome their lack of vocabulary knowledge, learners must be aware of and use these communication strategies to function well.

It can be said that there are several word counting methods promoted by linguists. Milton (2009:7), in their work "Measuring Second Language Vocabulary Acquisition," assert that each distinct form of a word found in the dictionary should be counted as a separate word. For instance, the words "know," "knows," and "knowing" are considered different words and are counted individually. This method highlights the importance of recognizing and accounting for the various morphological forms a word can take, as each form may have different meanings or uses in language.

However, according to Read (2000), when conducting research on word counts (in the sense of kinds), lemmatizing the token words is one of the first steps. Lemmatization involves grouping inflected forms of a word so that they are counted as instances of the same lemma, or base form. For example, the words "run," "runs," and "running" would all be counted under the lemma "run." This approach helps provide a more accurate measure of vocabulary by focusing on the core meaning of words rather than their inflected variations. In addition to increasing the number of words they know, students learning vocabulary are expected to use these words effectively in various situations. This means they should understand the meaning of words in context, recognize their relationships with other words, and connect them with their prior knowledge. Vocabulary learning, therefore, plays a crucial role in not only expanding students' vocabulary but also enabling them to apply it in

diverse contexts. Consequently, the methods and strategies employed in vocabulary learning can significantly influence students' exposure to and acquisition of vocabulary. When students consistently engage in vocabulary learning and apply the words in different contexts, both their vocabulary count and depth of understanding will naturally improve.

e. Vocabulary Mastery

According to Kustaryo (1988), one's proficiency in the target language is heavily dependent on their vocabulary knowledge. The students typically possess a specific incentive to achieve mastery of a particular vocabulary, often driven by their respective needs. Language mastery refers to the mastery of using or comprehending the complete vocabulary of a language. Effective acquisition of a foreign language's vocabulary is shaped by our practical exposure.

Therefore, it can be inferred that the acquisition of vocabulary proficiency can be organically developed through the accumulation of experience and education. The instructor can only motivate students to enhance their performance by providing ample resources and competent instruction. Achieving vocabulary mastery is demonstrated by the identification of impersonal terms. Mastery, as defined by Hornby (1995), refers to the absolute control and mastery of intelligence. Moreover, according to the Random House Dictionary of the English language, mastery refers to the expertise or understanding of a particular topic. According to Fries, language mastery involves the capacity to

apply or understand "all the vocabulary" of the language. Furthermore, she asserts that our capacity to acquire the vocabulary of a foreign language is shaped by our real-life exposure. Vocabulary mastery is the capacity of individuals to competently use and comprehend words of language that they have acquired in situations they have previously experienced in their lives.

2. Concept of Reading Comprehension

a. Definition of Reading

Reading is the act of visually perceiving a written or printed symbol and converting it into a suitable auditory representation. This verbal symbol is additionally linked to the respective object it represents. Thus reading comprises three components: symbol (written or printed), sound, and sense (Elizabeth, 2010). Johnson (2008), defines reading as the act of utilizing written material to construct understanding. The two pivotal terms in this context are "creating" and "meaning." In the absence of meaning generation, the process of reading does not occur. Reading is the cognitive skill of inferring significance from written text and accurately comprehending the material. This implies that reading encompasses translating symbols and words into letters in our minds, allowing the reader to gain information and knowledge directly from the text. Another formulation, provided by Shen, posits that reading can function as a stimulus that elicits emotional responses and generates ideas in readers as a reaction to the read texts. Conversely, William in McDonough and

Shaw contends that reading serves the purpose of acquiring both general and specific knowledge from texts, as well as providing pleasure or arousing interest (Widyaningrum, 2014:19). Reading plays a crucial role in language acquisition, as it enables learners to gain knowledge and deepen their understanding of the target language. Through reading, students can enhance their language skills by comprehending the texts, allowing them to learn and internalize the target language more effectively.

According to Alderson & Bachman (2000:13), Reading involves perceiving the written form of language, either visually or kinesthetically. Reading can be described as an activity where the reader recognizes words in various forms. Participating in reading activities is a fundamental method for students in school to improve their English language acquisition. Reading serves as a valuable medium that facilitates the learning of language components such as vocabulary, grammar, pronunciation, and the construction of sentences, paragraphs, and texts. It proves to be an effective method for learning English, provided that learners can read words correctly and comprehend the meanings of words, sentences, and the overall text. Reading is a receptive skill that focuses on interpreting written language. It can develop independently from other language skills like listening and speaking, making it a unique and complex activity. Reading involves much more than just pronouncing written words; it encompasses visual, cognitive,

psycholinguistic, and metacognitive processes. Reading translates written symbols (such as letters) into spoken words as a visual process. Cognitively, it includes recognizing words, understanding them, interpreting their meanings, and engaging in critical and creative thinking. This turns reading into an interactive activity focused on extracting and comprehending the meaning embedded in the text. Good readers combine several techniques catered to the type of text and the reading environment to create meaning. These strategies differ depending on the reader's purpose and the nature of the text. Reading is inherently interactive, as the reader's engagement with the text is influenced by the context in which the reading occurs. For those who enjoy reading useful texts, the goal is to achieve specific objectives. The text must be readable, or easy to understand, to foster this interaction between the reader and the material.

Actually, reading involves several processes and can be quite complex. As Harison and Salinger (1998:89), state, "reading is a complex activity and accomplished readers operate at a number of levels simultaneously. They are decoding and establishing meaning at the same time as they are responding to what they read, selecting particular aspects for consideration and evaluating effects. The act of reading is complex as it necessitates the reader to formulate lexical associations in order to derive the intended significance of the text. According to the NCTE

Commission on Reading's manual "Best Practice for Teaching Reading," reading is precisely defined as:

The process of reading is complex, deliberate, social, and cognitive; it involves the incorporation of the reader's knowledge of the text, the subject matter, and the reader's cultural background into the meaning-making process. The acquisition of this skill is not limited to the early stages of education but rather involves a gradual and evolving developmental process. The proficiency of a reader is enhanced by their active involvement with a wide range of texts and their deliberate reading for various objectives over the course of their lifetime (Stone, 2009:85).

These definitions denote that reading is a multifaceted task that necessitates the integration of several abilities in order to comprehend the significance of the text. Hence, readers should endeavor to achieve an active reading engagement. Although this task may present difficulties for certain individuals, it can be accomplished by consistent practice. Numerous strategies exist to enhance reading skills and engage in active reading, including conjecture, prediction, verification, and self-inquiry. Hence, readers are urged to develop proficiency as reading encompasses several cognitive processes. There is a common misconception that reading is a passive endeavor, in which the reader passively engages in reading text according to their preferences, anticipating effortless comprehension of the material. Nevertheless, the definitions of reading

demonstrate that it is indeed an engaged activity, so refuting the suggestion that reading is a passive pursuit.

Reading not only improves one's reading abilities but also exposes one to a multitude of new ideas and information. Many people dedicate their time to reading for the purpose of gaining knowledge or for enjoyment, making it a popular hobby. Mastering the skill of reading English is beneficial for those seeking to improve their language proficiency, as a vast amount of knowledge is available in English. Therefore, mastering the ability to read English text is advantageous. Additionally, many students aspire to read English literature for their careers, academic endeavors, or just for enjoyment (Harmer, 2001:68). Reading is also an interactive communication activity between the writer and the reader, even though it occurs indirectly. During the reading process, various activities take place, such as understanding and comprehending the meaning of the text. This interaction between the reader and the writer allows for the communication of meaning through implied thoughts or ideas. The primary purpose of reading is to understand the content of the text as thoroughly as possible. Readers use strategies they are familiar with to enrich their knowledge and gain deeper insight into the material. Through this process, reading becomes not only a method of information acquisition but also a way of engaging in a meaningful dialogue with the researcher, interpreting and internalizing the ideas presented.

In conclusion, reading is a fundamental English skill that learners must acquire proficiency in, and it may also serve as a pastime for certain individuals. Reading entails the cognitive process of interpreting the significance of a written text by means of a sequence of engagements with published material. Reading is a multifaceted process, as learners must decipher words, construct meaning, and comprehend the material in order to accomplish their reading objectives. Hence, it is highly recommended that readers engage actively in the process of reading.

b. Reading Comprehension

Reading comprehension can be described as a complex process that encompasses not only the reactions of readers to a literary work, as well as to the dynamics between readers and the knowledge they contribute to the text. This includes their prior knowledge, employment of strategies, and various factors regarding the text, such as interest and comprehension of its genre (Widyaningrum, 2014:19). Reading comprehension is the cognitive process by which active manipulation and involvement effectively extract and build meaning from written language. Within this framework, readers undertake the task of extracting information from printed texts in order to construct and comprehend the intended significance of the material. Reading is usually attributed to schema theory, often discussed by educational psychologists and literacy experts like David Rumelhart and others, reading can be defined as a constructive process in which the reader's understanding of the material

is greatly influenced by their prior knowledge and experience. This theory underscores the notion that the likelihood of achieving proper understanding is higher when the substance of the text corresponds with the reader's existing knowledge. For example, a physician perusing a medical article would have a relatively greater comprehension of the material in comparison to a farmer, owing to the doctor's pertinent prior knowledge. Another perspective suggests that this process is the responsibility of the reader and is influenced by various elements in the text that are situated within a broader social framework (McNamara & Magliano, 2009). Reading comprehension is indeed a multifaceted intellectual process, requiring both a deep understanding of word meanings and the ability to conceptualize ideas verbally. This process is not just about decoding written symbols but involves an active mental engagement where readers bring their prior knowledge and experiences into play. By interacting with the text, readers construct new meanings and integrate them into their existing knowledge base. The cognitive nature of reading comprehension highlights the importance of the reader's background knowledge, or schema, in interpreting and understanding the content. This means that effective reading comprehension is not just about understanding the words on the page but also about connecting those words to what the reader already knows. This interaction between the reader's prior knowledge and the text enables a more profound and personalized understanding, making the reading process dynamic and

active. In summary, reading comprehension is an advanced skill that involves cognitive engagement and the active construction of meaning. It requires readers to integrate new information with their existing knowledge, allowing them to fully grasp and interpret the material they are reading.

The cognitive process of reading comprehension involves the reader extracting meaning from a synthesis of their prior knowledge and experiences, the material provided in the text, and their own interpretations of the text. Reading comprehension is the neurological process by which individuals extract meaning from written material. The objective is to enhance understanding of the text rather than extract meaning from specific words or sentences. Reading comprehension is the cognitive process by which readers combine their prior knowledge to form a mental representation of the meaning expressed in a text (Hansen, Jane & Pearson, 1982). The teacher, as a facilitator, must effectively apply strategies to facilitate the comprehension of a text in teaching and learning English. Students' comprehension can be much improved by the strategic approaches applied in English reading comprehension instruction. Understanding written material demands the effective organization and development of many lower- and higher-level cognitive processes and skills. Therefore, it is necessary to make efforts to enhance and refine the skimming or scanning reading abilities of students (Mariam, 2016). Reading comprehension involves more than just reading

aloud, it requires being able to define and comprehend what words mean sentences, and paragraphs, as well as the relationships among the ideas presented. If a student reads aloud without grasping the content of the passages, it indicates a failure to truly comprehend the material. Therefore, there exist several sources that may lead to a breakdown in understanding, and these sources vary depending on the competencies and age groups of the readers.

Reading comprehension is a crucial ability that holds significant importance in our daily lives, regardless of the variations in strategies and techniques employed by individuals. Reading comprehension is the assessment of abilities required to comprehend and utilize information obtained from written material. Harris and Sipay support this assertion by stating that reading comprehension ability is a collection of skills that are instructed to enable individuals to acquire information, comprehend it, and effectively communicate the acquired knowledge as the result of reading activities using written language (Setiyaningsih, 2013:1–8). Reading comprehension involves understanding, evaluating, and utilizing information gained through an interactive process between the reader and the author. The text can be interpreted as a dialogue in which written language functions as the means of communication between the two parties. When a person reads and comprehends the meaning of a passage, they are engaging in reading comprehension. Therefore, someone who reads with a clear understanding of the material is practicing effective

reading comprehension. The purpose of reading comprehension is to grasp the overall meaning of a text, which involves identifying the main idea, understanding both implied and explicit meanings, extracting facts, determining the topic or title, and drawing conclusions from the content. A fundamental principle in reading comprehension is that readers should integrate the information they encounter with their existing knowledge. This integration helps readers connect what they read with their personal experiences, thereby deepening their understanding of the material.

The process of interpreting words, developing a representation of the primary ideas, and incorporating these ideas into a new understanding is what we mean when we talk about comprehension (Snow, 2002). Comprehending, as defined here, is the successful extraction of valuable information from a text and the subsequent construction of that information into a new, personal understanding by the reader. Comprehension consists of three primary components: the readers, the texts, and the interactive exercises. The readers are the ones who engage in comprehension, utilizing both micro and macro skills to understand the texts. The texts are the material that needs to be comprehended, encompassing all forms of printed content. The activities of reading represent the interaction between the readers and the texts, where comprehension takes place.

Reading comprehension encompasses a broader scope than only the reactions of readers to written material. Reading comprehension is a

multifaceted and intricate process that involves several interactions between readers and their existing knowledge, strategic use, and factors associated with the textual material, such as interest in the material and understanding of different text genres. Within this particular framework, Duke and Pearson have made significant contributions to the comprehension of the intricate dynamics involved in the process of reading cognition. In their comprehensive study, Duke and Pearson identified several fundamental behaviors exhibited by proficient readers:

Active Engagement: Good readers are actively involved in the reading process. **Goal-Oriented:** They begin with clear objectives for their reading and preview the text, paying attention to its structure and sections relevant to their goals. **Strategic Reading:** As they read, they make predictions, decide what parts to read carefully, skim, or skip, based on their understanding and goals. **Vocabulary and Concept Clarification:** They work to understand unfamiliar words and concepts, addressing inconsistencies or gaps in the text as they arise. **Integration of Prior Knowledge:** Good readers draw from their prior knowledge, compare it with the text, and integrate the two to enhance comprehension. They also monitor their understanding, adjusting their reading strategies as needed. **Complex and Satisfying Process:** Reading comprehension is a complex, ongoing activity, but for proficient readers, it is both satisfying and productive (Duke & Pearson, 2004:205).

Reading comprehension is not a fixed skill, it varies depending on the reader's purpose and the type of text being read. Based on the points discussed, we can conclude that reading is an active cognitive process where the reader engages with the text to extract and understand the information and intent provided by the author. So, Reading comprehension is a cognitive process in which readers must recognize and retain the key ideas and significant details of a text. In addition, effective reading comprehension also necessitates a deep understanding of the content, enabling readers to apply the information meaningfully.

c. Kinds of Reading

There are some kinds of reading, Broughton et al (1980:91–92), defines two type of reading Reading aloud: This type of reading primarily focuses on oral aspects, emphasizing pronunciation rather than comprehension. Silent reading: Most people engage in silent reading, which allows them to comprehend the text without vocalizing the words.

Harmer (2001:99), categorizes reading behaviors into two types: intensive reading and extensive reading. Intensive reading: This type of reading involves teachers guiding students through a text to help them understand the content and how the meaning is constructed (Nuttall, 1996):38). Under the guidance of the teacher, this reading exercise can be carried out in the classroom with the students. The intensive reading of texts can augment learners' comprehension of linguistic characteristic and facilitate the management of their reading techniques. Intensive

reading exercise demand students to meticulously read texts, often taking a significant amount of time due to the various aspects that need to be learned in different contexts. Extensive reading: This reading activity involves readers engaging with longer texts, usually for pleasure, and aims for a global understanding of the material rather than focusing on specific details (Grellet, 1981:4). In extensive reading activities, readers do not need to read the entire text or understand every sentence or paragraph in detail. Instead, they should focus on the text as a whole, using strategies such as scanning and skimming, and utilizing the table of contents and index. This approach helps develop overall comprehension and reading fluency.

d. Types of Reading Text

When students engage in reading material, they may not promptly identify the specific genre of the text they are coming across. A comprehensive introduction to the various genres of literature can be initiated during junior high school to facilitate students' comprehension of the intended meaning and role of the texts they engage with. There exist several categories of reading materials in the English language.

According to Anderson & Anderson (1997:1–3), texts are categorized into two main types: literary and factual. Literary texts encompass a wide range of works such as stories, film scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and soap operas. This

category comprises three primary forms of writing: narrative, poetic, and dramatic.

Factual texts encompass a wide range of written materials such as advertisements, announcements, internet websites, current affairs podcasts, debates, recipes, reports, and instructions. The primary textual forms that fall under this category include recount, response, explanation, discussion, information report, exposition, and procedure.

Meanwhile, Hartono (2005:5), classifies types of text into two categories: story genres and factual genres:

Table 2. 1 Social Function of Story Genres and Factual Genres

Story Genres	Social Function
Narrative	To amuse, entertain, and provide a moral lesson through imaginative storytelling.
News story/items	To inform the public about recent events, providing factual and timely reports.
Exemplum	To provide an example or model, often moral or ethical, through storytelling.
Anecdote	To share a short, amusing, or interesting story about a real incident or person, often to entertain or illustrate a point.
Recount	To retell events or experiences in the order they occurred, providing a chronological

	account.
Spoof	To entertain and amuse by parodying a genre or specific work, often using humor and satire.
Factual Genres	Social Function
Procedure	To instruct and guide the reader on how to perform a task or complete a process.
Explanation	To explain how or why something occurs, detailing the processes or reasons behind phenomena.
Report	To provide detailed and factual information about a specific subject or event.
Analytical exposition	To present an argument or point of view with supporting evidence and logical reasoning, aimed at persuading the reader.
Hortatory exposition	To persuade the reader to take a particular action or adopt a certain viewpoint, often through logical arguments and recommendations.
Review	To evaluate and give an opinion on a piece of work or event, such as a book, movie, or performance, often with a recommendation.
Commentary	To provide an analysis or interpretation of an

	event, issue, or text, often reflecting the writer's personal perspective.
--	--

Those are the types of text encountered in different situations and perform different purposes. However, not all of these literary works are included in the curriculum for students.

e. Aims of Reading

Individuals may engage in reading for various objectives, and these objectives contribute to a deeper comprehension of the material being read. Should he be reading for leisure or for the purpose of pure amusement and pleasure, his reading speed may vary depending on his personal preferences or emotions. However, when he engages in reading for academic or informational purposes such as news, science, or any other subject related to his study or assignment, he does so at a deliberate and patient pace. Typically, the objective of reading is to extract specific information from the text. According to Pelita, junior high school students must comprehend five text types: Narrative, Recount, Procedure, and Descriptive.

Reading serves the purpose of enabling the learner to comprehend written language. Stated differently, how does the learner acquire the information or message from the symbols used by the researcher, An essential responsibility of the reader is to delve into the text and ascertain the intended message of the researcher (Erniawati, 2019).

f. Levels of Reading Comprehension

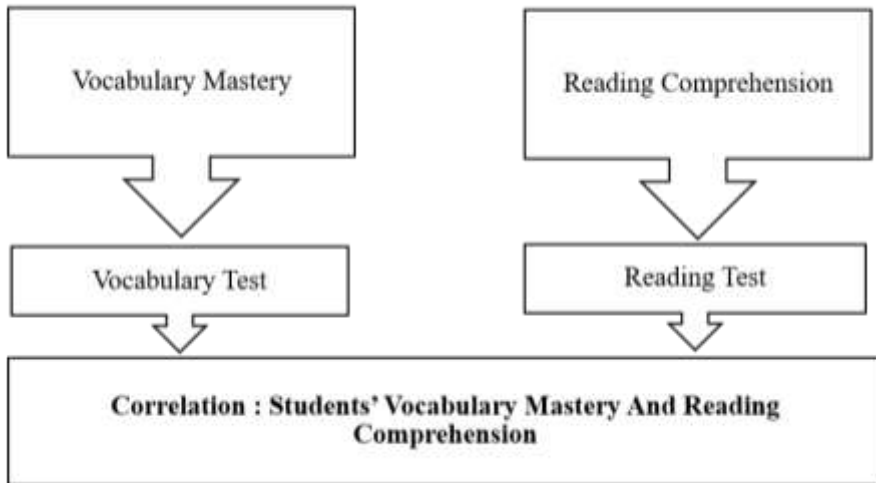
The following are the tiers of reading comprehension as classified by Day and Park, Literal comprehension refers to the ability to grasp the meaning of a text, including vocabulary and facts, that were not explicitly explained in that written work.

Inferential comprehension refers to the ability to derive general conclusions from a text and generate new information that is not directly presented in the text. Reorganization is the process of rearranging information from different sections of a text to yield new information. The process of predictive comprehension involves the integration of a reader's comprehension of a text with their own knowledge about that text, with the aim of predicting future events or outcomes. Evaluative comprehension resembled inferential processing. The distinction lies in the fact that evaluative comprehension necessitates readers to make a thorough assessment of certain elements in a text and to reconstruct their understanding by considering relevant contexts. Appreciative or personal comprehension refers to the act of reading with the intention of eliciting an emotional or other valuable response from a text. This type of reading requires the reader to also contribute their own feelings to the text.

C. Conceptual Framework

Considering several theories, the researcher attempts to provide a conceptual framework as follows:

Figure 2.1 Conceptual Framework



Within a reading comprehension classroom, regarding the concept presented above, teachers need to pay attention to their students' vocabulary. During research, there are three distinct phases. Taking into consideration the conditions that existed initially, following the preliminary observation made by the researchers, It was found that the learning activities were excessively focused on learning materials, and they hardly ever took into consideration the vocabulary of the students. Following the determination of the initial conditions, the researcher administered treatment to the students. The researcher opted for the approach of comprehending and reading vocabulary as a means to enhance students' reading comprehension. Utilising this strategy prior to learning can facilitate the acquisition of foundational knowledge and hence facilitate the process of reading. Finally, the last stage represents the ultimate condition. Under the last condition, the researcher administered a

test to assess the student's condition following the aforementioned treatment. Objective: To establish the correlation between vocabulary usage as the independent variable (X) and reading comprehension as the dependent variable (Y). Furthermore, the final result of the test is to determine whether there is a statistically significant correlation between vocabulary mastery in reading comprehension and students' reading comprehension.

The conceptual framework explained above consists of two basic foundations of English education are reading comprehension and vocabulary acquisition. The Researcher will administer two tests in this scholarly investigation. The first evaluation is the vocabulary proficiency test. Following this, the researcher will conduct a reading assessment for the students. Within the context of English language acquisition, the purpose of this activity is to determine the extent to which there is a correlation between the vocabulary skills of a student and their ability to comprehend what they read.

D. Hypothesis

A specific, understandable, and verifiable statement or forecast regarding the probable outcomes of a scientific research investigation is known as an empirical hypothesis. This statement or forecast is derived from a particular characteristic of a population, such as presumed differences between groups on a single variable or associations between variables (Lavrakas, 2012).

Applying the aforementioned definition of the hypotheses, the hypotheses of this study are:

H₀: There is no correlation between the student's vocabulary mastery and their reading comprehension ability in learning english of SMP Islam Al- Azhar Semarang

H₁: There is correlation between the student's vocabulary mastery and their reading comprehension ability in learning english of SMP Islam Al- Azhar Semarang.

CHAPTER III

RESEARCH METHOD

This chapter provides the part of the research methodology. It plays a critical role in research as it influences both the results and the discourse. Prior to executing the study, Researcher must systematically consult and implement the appropriate methodology to obtain precise data. Here, this study represents a clear description of the research design, the setting of the research and the participants of the research, the variables and indicators, the research instrument, the technique of data collection, and the technique of data analysis.

A. Research Design

The researcher of this study used correlational research techniques. In quantitative research, correlational design is the method of statistical analysis used to measure the degree of association or relationship between two or more variables. This study utilized a quantitative research design. To accomplish the aim of this study, the researcher opted for a quantitative research design. Quantitative research is a research methodology that relies on the quantification or measurement of quantity or amount. This is relevant to phenomena that can be quantified formally (Garg, Gaurav & Kothari, 2004). The researcher used two assessments: a vocabulary mastery test on daily activities and a reading comprehension test on main idea, sequence, and inference. The objective of this study is to examine the correlation

between vocabulary mastery and student reading comprehension. Quantitative research data is expressed numerically and analyzed using statistical methods.

B. Settings and Participants of the Research

1. Settings

The place of this research is the seventh grade students of SMP Islam Al- Azhar 29 BSB Semarang on Jl. Rm. Hadisoebeno Sosrowardoyo, kedungpane, Kec. Mijen, City of Semarang Prov. Central Java.

2. Participants

Participants is generally a region consisting of objects/subjects who have certain qualifications and characteristics that the researcher decides to study and then collects the summary. The participants of this research are 29 students in the 7th biligual grade of SMP Islam Al-Azhar 29 BSB Semarang in the academic year 2023/2024. Mertens (2009) defines a subject or participant as the individual upon whom data is collected. The researcher selected the bilingual class VII as the sample due to its distinctiveness from regular classes. Notably, bilingual classes employ dual language as instructional mediums, spesifically English, in the context of SMP islam Al-Azhar educational framework.

C. Variables and Indicators

According to the researcher, there are a few variables that need to be investigated in order to provide answers to the research problems. An independent variable (X) and a dependent variable (Y) are included in the variables. A "variable" is a measurable or observable characteristic or attribute of an individual or group that varies among the individuals or organizations within the study (Fraenkel & Wallen, 2017). This study utilizes both dependent variables and independent variables. Independent variables, also known as manipulated or experimental variables, contrast with dependent variables, which are variables that are influenced by independent variables. Subsequently, indicators can be derived from the variables to confirm the values.

Sugiyono (2007), defines research variables as elements that determine the parameters of the research to be investigated in order to gather information and facilitate the subsequent conclusion. So in this study there are independent variables (variables that influence) and dependent variables (variables that are influenced). This study aims to determine the relationship between vocabulary mastery and reading comprehension ability. In this study, The independent variable to be investigated in this study is vocabulary mastery (X). The examples of indicators are showing according to orders, choosing words that match the description of their meaning, choosing synonyms, and choosing antonyms, while reading comprehension ability (Y) as the dependent

variable, the examples of indicators comprehending the significance of words, recognizing the main ideas expressed in the discourse, being able to answer questions in the reading.

Variable Independent, The independent variables are factors that exert influence or induce changes or the manifestation of the dependent variable (Sugiyono, 2007). The independent variable in the study was the Seventh grade students' vocabulary mastery at SMP Islam Al- Azhar Semarang.

Variable Dependent, The dependent variable, or outcome variable, is the measurement that is influenced or determined by the independent variables (Sugiyono, 2007). The dependent variable in this study was the reading comprehension ability of seventh grade students at SMP Islam Al- Azhar Semarang.

D. Research Instrument

Research instruments refer to the tools used by researchers to collect data, simplify their work, and obtain comprehensive and systematic results for data processing. Researchers employed various types of instruments in their empirical investigations. In this study, the researcher employed tests as the primary instrument. Harris stated that students' proficiency in four language skills was assessed through two types of fundamental examinations: objective tests and essay assignments. The researcher in this study exclusively employed objective tests, as defined by Harris. In this particular instance, the objective test employed the multiple-choice format

to assess both vocabulary mastery and reading comprehension (Harris, 1969).

Vocabulary Mastery Instrument: The assessment tool used to measure vocabulary mastery in this study was an objective test (multiple choice) with strict answer criteria, An accurate response was given a score of 1, while an incorrect response received a score of 0. The utilization of this objective test is justified due to its practicality in both implementation and examination, as well as its more accurate scoring system.

Reading Comprehension Instrument: The reading comprehension ability test that was utilized in this investigation was comprised of questions with (multiple-choice) answers that were accompanied by absolute answer specifications. Specifically, a score of 1 was assigned to a correct answer, while a score of 0 was assigned to an incorrect answer.

E. Technique of Data Collection

1. Observation

The researcher conducted an observation as the initial step in the data collection process. The researcher went to the school and had meetings with the English teacher and the headmaster. The Researcher asked questions about the English classes during this visit, including the general setup of the classroom, the materials used, and the conduct and performance of the students while studying English.

This study's observational phase involves direct observation of students' learning condition, vocabulary acquisition and reading

comprehension strategies employed by instructors, and teacher student interactions during lessons. The objective is to identify effective instructional practices, collect data on students' textual comprehension abilities, and examine the impact of vocabulary mastery on reading comprehension. The gathered data will serve as the foundation for analyzing the correlation between vocabulary mastery and reading comprehension.

2. Test

To collect research data, researchers used vocabulary tests and reading tests. The tests are generally measuring in nature, Learning outcomes tests, also known as achievement tests, and psychological tests, typically referred to as psychological tests, are the two types of examinations that are utilized in the field of education (Sukmadinata, 2013). The present study employed two assessments to evaluate vocabulary mastery and reading comprehension skills. The questions employed to assess vocabulary mastery and reading comprehension skills are presented in an objective test format. The research data generated from this test were derived from the student's performance in reading comprehension and vocabulary mastery. Subsequently, in order to ascertain the correlation between proficiency in vocabulary and reading comprehension, they were tallied. Following the completion of the test, the researcher gathers quantitative data. Researchers employ the test as a tool to assess their vocabulary mastery and cognitive

understanding of the texts they have perused. The investigator administered two tests: The test is used by researchers to evaluate their cognitive knowledge of the books they have read and vocabulary control. The investigator ran two tests: Initially, the vocabulary test consisted of 20 multiple-choice questions meant to gauge their degree of vocabulary mastery. Second, the researcher asked the subjects 20 multiple-choice questions to gauge their reading comprehension.

F. Technique of Data Analysis

The researcher employed the Pearson Product Moment test to analyze the data. The Pearson Product Moment calculation, developed by Karl Pearson, is a widely employed method for determining the correlation between two variables (Sudijono, 2010:190). This is the formula of Pearson Product Moment:

The formula used as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - \{\sum x\}^2\} \{n \sum y^2 - \{\sum y\}^2\}}}$$

r_{xy} = The Correlation of the score of each item

n = The number of subject

x = The student's score in vocabulary mastery

y = The student' score in reading comprehension

x^2 = The sum of the square of the total score in each item

y^2 = The sum of the square of the total score from each subject

xy = The sum of the multiple of the score from each subject with total

The subsequent stage involved assessing the statistical significance of the variables to ascertain the interpretation of the correlation between variables X and Y (Ridwan & Sunarto, 2011:81). Hence, the outcome of Pearson Product Moment was evaluated using the

formula of to $=r \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$.

In which : t_o = t value

r = the result of correlation coefficient

n = number of sample

Next, the number of contributions of the dependent variable to the independent variable can be determined using the following formula: $KP = r^2 \times 100\%$.

In which : KP = value of determinant coefficient

r = value of correlation coefficient

Table 3. 1 The Degree of Correlation Coefficient

Coefficient interval	Degree of Correlation
0.00-0.199	There is a relationship between X and Y, but the correlation is very weak or little so it is ignored or is considered no correlation in this rating
0.20-0.399	There is a relationship between X and Y, but it is weak or little
0.40-0.599	There is a relationship between X and Y, the value is Medium
0.60-0.799	There is high relationship between X and Y
0.80-1.000	There is very high relationship between X and Y

Source: (Sugiyono, 2001)

Intervals between 0.80 and 1.000 in correlation coefficients suggest a strong level of correlation between the variables. Variables with correlation coefficients between 0.60 and 0.799 are indicative of a strong level of correlation. Variables with correlation coefficients ranging from 0.40 to 0.599 correspond to a moderate level of correlation. Variables with correlation coefficients ranging from 0.20 to 0.399 indicate a low level of correlation. Values of correlation coefficients below 0.399 indicate the absence of a linear correlation.

G. Statistic Hypothesis

In correlational research, the statistical hypothesis maybe formulated as:

$$H_a : r_o > r_t$$

$$H_o : r_o < r_t$$

r_o = the result of Pearson Product Moment

r_t = r table (Pearson Product Moment Table)

H_a : The alternative hypothesis is accepted, means that there is correlation between students' mastery in vocabulary and their reading comprehension.

H_o : The null hypothesis is accepted, means that there is no correlation between students' mastery in vocabulary and their reading comprehension.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter includes the research finding, the data analysis, the test of the hypothesis, the interpretation of data, and discussions. The results and their presentation addressed the research question outlined in the initial chapter of this study. The findings were correlated between vocabulary mastery and reading comprehension.

A. Research Finding

This study reveals a significant positive correlation between vocabulary mastery and reading comprehension among seventh-grade students at SMP islam Al-Azhar 29 BSB Semarang. The mean vocabulary mastery score was 65.6/100, categorizing it as a “Moderate” level. This indicate that students posses fundamental vocabulary skills, yet require further enhacement to achive proficiency. While the mean of reading comprehension score was 70.6/100, corresponding to a “Good “ proficiency level. This suggests that demonstrate satisfactory skills in text comprehension and information interpretation. Pearson Product Moment correlation analysis yields a coefficient of 0.74, indicating a strong relationship between the two variables.

This study elucidates a statistically signficat positive correlation ($r = 0.74$, $p < 0.05$) between vocabulary mastery and reading comprehension. The pearson Product Moment correlational analysis reveals a strong positive relationship between vocabulary mastery and

reading comprehension. Notably, vocabulary mastery contributes 54.76% to reading comprehension, underscoring its pivotal role in enhancing students' reading skills.

The results of both tests are as follows:

Table 4. 1 Students' Vocabulary Score

NO	Student	X
1	Student 1	40
2	Student 2	55
3	Student 3	60
4	Student 4	70
5	Student 5	45
6	Student 6	60
7	Student 7	75
8	Student 8	70
9	Student 9	55
10	Student 10	65
11	Student 11	70
12	Student 12	80
13	Student 13	50

14	Student 14	45
15	Student 15	65
16	Student 16	95
17	Student 17	75
18	Student 18	70
19	Student 19	55
20	Student 20	30
21	Student 21	70
22	Student 22	75
23	Student 23	70
24	Student 24	65
25	Student 25	75
26	Student 26	65
27	Student 27	70
28	Student 28	90
29	Student 29	85
	N= 29	1895

The vocabulary test results exhibited considerable variability. The minimum score achieved was 30, indicating a “Low” proficiency level, whereas the maximum score reached 95, signifying an “Excellent” mastery. The computed mean score for this test was 65.6, corresponding to a “moderate” level. This suggest that while some students demonstrated exceptional vocabulary skills, other require substansial improvement.

Table 4. 2 Students' Reading Score

NO	Student	Y
1	Student 1	45
2	Student 2	55
3	Student 3	95
4	Student 4	90
5	Student 5	50
6	Student 6	70
7	Student 7	65
8	Student 8	90
9	Student 9	50
10	Student 10	85
11	Student 11	70

12	Student 12	95
13	Student 13	55
14	Student 14	40
15	Student 15	75
16	Student 16	90
17	Student 17	85
18	Student 18	80
19	Student 19	50
20	Student 20	55
21	Student 21	75
22	Student 22	60
23	Student 23	65
24	Student 24	70
25	Student 25	75
26	Student 26	60
27	Student 27	75
28	Student 28	100
29	Student 29	80

	N= 29	2050
--	-------	------

The reading test result reveal significant variability. The minimum score achieved was 40, indicating a “Low” proficiency level, whereas the maximum score reached 100, signifying “Exceptional” mastery. The computed mean score was 70.6, corresponding to a “Good” level. This suggest that while some students excelled in reading comprehension, other require targeted improvement to bridge the proficiency gap.

B. The Data Analysis

After completing the quantitative research, the researcher used statistical calculation using the Pearson Product Moment Formula to examine the data collected from both the vocabulary and reading comprehension tests. To streamline the procedure, the researcher created a rectangular table with six columns: (No), (X), (Y), (X2), (Y2), and (XY). The vocabulary score of the sample was recorded in column X, the reading score in column Y, the quadrate of each score in column X was represented in column X2, the quadrate of each score in column Y was represented in column Y2, the cumulative score obtained by multiplying scores X and Y was represented in column XY.

These were the table of the above explanations:

Table 4. 3 The Results of Pearson Product Moment

NO	Students	X	Y	X²	Y²	XY
1	Student 1	40	45	1600	2025	1800
2	Student 2	55	55	3025	3025	3025
3	Student 3	60	95	3600	9025	5700
4	Student 4	70	90	4900	8100	6300
5	Student 5	45	50	2025	2500	2250
6	Student 6	60	70	3600	4900	4200
7	Student 7	75	65	5625	4225	4875
8	Student 8	70	90	4900	8100	6300
9	Student 9	55	50	3025	2500	2750
10	Student 10	65	85	4225	7225	5525
11	Student 11	70	70	4900	4900	4900
12	Student 12	80	95	6400	9025	7600
13	Student 13	50	55	2500	3025	2750
14	Student 14	45	40	2025	1600	1800
15	Student 15	65	75	4225	5625	4875

16	Student 16	95	90	9025	8100	8550
17	Student 17	75	85	5625	7225	6375
18	Student 18	70	80	4900	6400	5600
19	Student 19	55	50	3025	2500	2750
20	Student 20	30	55	900	3025	1650
21	Student 21	70	75	4900	5625	5250
22	Student 22	75	60	5625	3600	4500
23	Student 23	70	65	4900	4225	4550
24	Student 24	65	70	4225	4900	4550
25	Student 25	75	75	5625	5625	5625
26	Student 26	65	60	4225	3600	3900
27	Student 27	70	75	4900	5625	5250
28	Student 28	90	100	8100	10000	9000
29	Student 29	85	80	7225	6400	6800
	$\Sigma = 29$	1895	2050	129775	152650	139000

1. Normality Test

The Normality Test is employed to ascertain the normal distribution of the data being used. To conduct a normality test using SPSS (*Statistical Program For Social Science*) v.26 for Windows software, the data will be deemed normal if the significance score (sig.) is greater than the set significance level (t.s) of 0.05.

In accordance with the following criteria, normality tests can be conducted using several approaches. Data normality was tested using two methods. Firstly, the Shapiro-Wilk test was applied to a sample size of 30, showing invariance up to 50 samples. Secondly, the Kolmogorof-Smirnov test was implemented for sample sizes exceeding 50.

The normality test results are summarized in the subsequent table:

Table 4. 4 Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Vocabulary	.146	29	.118	.970	29	.563
Reading Comprehension	.103	29	.200*	.966	29	.465

*. This a lower bound of true significance

The significance value for the Vocabulary variable was found to be 0.563, and the significance value for the Reading Comprehension variable was found to be 0.465. *The Shapiro–Wilk* significance value was obtained from the results of the normality test that was presented earlier.

The *Shapiro-Wilk* statistic is greater than the significance level of 5% (0.05), which is denoted by the symbol $\alpha > 0.05$. The data for both variables appear to follow a normal distribution, according to these findings for both variables.

2. Test Linearity

Generally, the linearity test seeks to ascertain if two variables exhibit a statistically significant linear relationship. An optimal correlation between the predictor or independent variable (X) and the criterion or dependent variable (Y) should exhibit a linear association. Multiple sources indicate that using this linearity test is a prerequisite or assumption before conducting correlation analysis. Research tests or analyses conducted using SPSS (*Statistical Program for Social Science*) v.26 for Windows software should be guided by a well-defined foundation for decision-making.

The decision-making process in the linearity test can be approached in two methodologies, specifically:

Compare the significant value (sig.) with 0.05 a deviation from linearity value greater than 0.05 indicates a statistically significant linear association between the independent and dependent variables. Conversely, a value below 0.05 suggest the absence of a statistically significant linear relationship between the variables.

To compare the computed F value with the F table, if the calculated F-value less than the F-table value, it indicates no statistically

significant linear association between the independent and dependent variables. Conversely, if the calculated F-value exceeds the F-table value, it suggests a statistically significant linear association between the variables.

The significance value (Sig.) is used to assess whether there is a deviation from linearity. Based on the SPSS v.26 calculation, the obtained Sig. value is 0,173, which is greater than the threshold of 0,05. Therefore, it can be concluded that there is a significant linear relationship between variable X (vocabulary) and variable Y (reading comprehension). This conclusion is supported by the evidence that the relationship follows a linear pattern.

These outcomes are a consequence of the categorizations that were applied to each score following the acquisition of the aforementioned results, it became necessary to undertake the computation of the equations that comprise the Pearson Product Moment Formula.

$$\begin{aligned}
 r &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - \{\sum x\}^2\} \{n \sum y^2 - \{\sum y\}^2\}}} \\
 &= \frac{29 (139000) - (1895)(2050)}{\sqrt{\{29(129775) - (1895)^2\} \{29(152650) - (2050)^2\}}} \\
 &= \frac{4031000 - 3884750}{\sqrt{\{3763475 - 3591025\} \{4426850 - 4202500\}}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{146250}{\sqrt{172450 \times 224350}} \\
&= \frac{146250}{\sqrt{38689157500}} \\
&= \frac{146250}{196695.5}
\end{aligned}$$

$$r_o = 0,74$$

The result of the Pearson Product was about 0.74. In the next phase, the objective was to determine the level of significance of the correlation result. The researcher determined the significance of the correlation by referring to the (r) table with significance levels of 5% and 1%. Prior to approaching the (r) table, the researcher employed the following formula to determine the degree of freedom: $df = N - 2$

In which: df : degrees of freedom

 N : Total number of respondents

Therefore, $df = N - 2 \longrightarrow 29 - 2 = 27$. Based on the Pearson Product Moment Table, the value of 27 at a significance level of 5% is 0.381. Referring to the calculation of the (ro) and (r) table, it can be inferred that at a significance level of 5%, (ro) is greater than $r_t = 0.74 > 0.381$.

Additionally, in order to evaluate the significance of the variables, the coefficient of correlation (ro) was compared to the standard t-table. The significance of the correlation between variable X (vocabulary) and variable Y (reading comprehension) was investigated using this method

in order to determine and evaluate its significance. Utilizing the formula that is presented below, one can determine it:

$$\text{to} = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

In which: (to) = t value

r = The result of the Correlation Coefficient

n = Number of Sample

$$\text{it can be seen 'to'} = \frac{0,74 \sqrt{29-2}}{\sqrt{1-0,74^2}}$$

$$= \frac{0,74 \sqrt{27}}{\sqrt{1-0,547}}$$

$$= \frac{0,74 \times 5,19}{\sqrt{0,453}}$$

$$= \frac{3,84}{0,67}$$

$$= 5,73$$

The result of (to) is approximately 5.73 by df is 27, and the result of (to) can be compared to the (t) table at a significance level of 5%, which is 2.052. This can be seen from the calculation of the (t) value, which can be seen in the previous sentence. The correlation can also be

understood in the following manner, beginning with the significance test by comparing (to) and the t table:

In 5% : $t_o > t \text{ table} = 5,73 > 2.052$

The calculation led to the conclusion that the value of (to) is greater than the value of (t) table; consequently, the correlation is accepted.

Furthermore, to determine the impact of variable X on variable Y, one can calculate the coefficient determinant using the following formula: $KP = r^2 \times 100\%$

In which : KP : Coefficient Determinant

 r : Coefficient Correlation

therefore, $KP = 0,74^2 \times 100\%$

$= 0,5476 \times 100\%$

$= 54,76\%$

This indicates that vocabulary plays a significant role in reading, accounting for approximately 54.76% of the total. The remaining 45.24% of the total is attributed to other factors, such as students' motivation to read, students' health or concentration during the test, students' prior knowledge of text, and etc.

As demonstrated by the calculations presented above, the correlation between students' vocabulary mastery (variable X) and their reading comprehension (variable Y) is deemed to be significant due to

the strong correlation that exists between the two variables. It is displayed on the table in the following manner:

Table 4.5 The Interpretation of Coefficient Correlation of Value r

Coefficient Interval	Degrees of Correlation
0.800-1000	Very Strong
0.60-0.799	Strong
0.40-0.599	Strong Enough
0.20-0.399	Weak/Low
0.00-0.199	Very Weak/Low

(Ridwan & Sunarto, 2011:83).

C. The Test of Hypothesis

The decision making criteria in the product moment correlation test involve two conditions: firstly, comparing the calculated significance (sig) to the predetermined significance level (0.05), where H_0 is rejected if $\text{sig} < 0.05$ and secondly, comparing the calculated F- value to the F-table value, indicating significant difference if H_0 is rejected ($r\text{-calculated} > r\text{-table}$ or $r\text{-calculated} < r\text{-table}$).

The correlation between variable is determined by comparing the calculated r-value to the r-table value and evaluating the 2-tailed significance value. If the significance value is < 0.05 or the calculated r-value exceeds the r-table value, it indicates a significant correlation, otherwise, no correlation exist.

The results of testing the product moment correlation between vocabulary mastery and reading comprehension are as follows:

Table 4. 6 Product Moment Correlation Test Output

		Vocabulary	Reading Comprehension
Vocabulary	Pearson Correlation	1	.744**
	Sig. (2-tailed)		.000
	N	29	29
Reading Comprehension	Pearson Correlation	.744**	1
	Sig. (2-tailed)	.000	
	N	29	29

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

Based on the output table that was presented earlier, it is possible to interpret it by referring to the three decision-making bases that were discussed in the Pearson Correlation analysis that was presented earlier.

Based on the significance value of Sig. (2-tailed); From the output table above, the Sig value is known. (2-tailed) between vocabulary mastery (X) and Reading Comprehension (Y) is $0.000 < 0.05$, which means there is a significant correlation between the variable vocabulary mastery and reading comprehension

Based on the calculated r value (*Pearson Correlation*), it is known that the calculated r value for the relationship between vocabulary mastery (X) and Reading Comprehension (Y) is $0.744 > r \text{ table } 0.381$, so it can be concluded that there is a relationship or correlation between the variable vocabulary mastery and reading comprehension . Because the calculated r or Pearson correlation in this analysis is positive, it means

that the relationship between the two variables is positive or in other words, the relationship between students' vocabulary comprehension and reading comprehension of Seventh grade students at Al-Azhar High School BSB Semarang is increasing.

The criteria for the strength of the relationship between the variables vocabulary mastery and reading comprehension have a strong relationship, as indicated by the calculated r-value (*Pearson Correlation*), which is 0.744. This indicates that the relationship between the two variables is strong.

The purpose of this research is to investigate the connection that exists between the vocabulary skills the students possess and their ability to comprehend what they read. As a means of conducting hypothesis testing, the author developed an alternative hypothesis (H_a) and a null hypothesis (H_0) in the following manner:

$$H_a : r_o > r_t$$

$$H_0 : r_o < r_t$$

The alternative hypothesis (H_a) is accepted since the correlation coefficient (r) of 0.74 exceeds the critical value (r_t) of 0.381, thereby rejecting the null hypothesis (H_0).

D. The Interpretation of Data

Based on the calculation that was just presented, the correlation that was obtained is 0.74. There is no negative mark associated with this value. Therefore, there is a positive correlation between the variables X

(vocabulary) and Y (reading comprehension), which indicates that the correlation is positive. It is possible to imply that students who have a considerable vocabulary are able to have a high level of comprehension when reading.

In addition to that, the value of 0.74 falls somewhere in the range of 0.60 to 0.799. It can be seen from the table 1.8 that the correlation is quite strong. When students are reading text, it is possible to indicate that vocabulary plays a significant role in determining their level of comprehension.

Furthermore, the value of (ro) obtained by comparing it with (rt) is indeed greater than (rt). This case demonstrates a significance level of 5%, with a correlation coefficient (rt) of 0.381 and a ratio coefficient (ro) of 0.74. Thus, the value of (ro) exceeds that of (rt). Furthermore, the comparison between (to) and t table reveals that (to) is 5.73, while t table values at a significance level of 5% are 2.052. This indicates that (to) exceeds the critical value of t table. These examples illustrate a clear and robust correlation between students' vocabulary mastery and their reading comprehension.

The coefficient determinant that is obtained is approximately 54.76% of the total result. Based on this value, it can be deduced that vocabulary plays a significant role in reading comprehension. A student who has a high score on vocabulary is likely to have a high score on reading, and a student who has a low score on vocabulary is likely to

have a low score on reading. To put it another way, it is possible to assert that a student who has a high score on vocabulary is likely to have a high score on reading.

On the opposite, according to the coefficient determinant, which is approximately 54.76%, there should be 45.24% as the remaining amount. This fact demonstrates that other factors influence the ability to comprehend what is read, as evidenced by the fact that this continues to be the case. In addition to the factors that influence students' comprehension of reading text, these factors can include students' motivation, students' interest in reading, students' background knowledge, students' health or concentration while they are reading, and other factors that influence students' reading comprehension.

E. Discussion

The results of this study support the theory that vocabulary mastery is one of important factors in improving reading comprehension skills. This is in line with previous studies showing that vocabulary mastery has a positive relationship with reading comprehension skills. Assertion that vocabulary size and depth are crucial for effective reading comprehension. Thonrbury (2009), similarly emphasizes vocabulary's impact on reading skills.

This study expands upon existing research by highlighting vocabulary's influence on critical thinking and analytical skills. In addition, the results of this study also show that vocabulary mastery not

only affects reading comprehension skills, but also has an impact on students' critical and analytical thinking skills. Therefore, teacher should prioritize vocabulary instruction and develop effective teaching strategies to enhance students' reading comprehension.

The study outcomes underscore the necessity for educators to prioritize vocabulary instruction, employing evidence-based strategies to foster students' lexical development and reading proficiency. Effective teaching methodologies and curriculum design should emphasize vocabulary acquisition. Thus, the results of this study can be a reference for developing more effective curriculum and teaching strategies in improving students' reading comprehension skills.

Future research should investigate vocabulary instruction's long-term impact on reading comprehension and critical thinking skills, exploring varied instructional approaches. Future studies should investigate three key areas: the effectiveness of vocabulary instruction across diverse learning environments, the role of technology-enhanced instruction, and vocabulary's impact on academic outcomes, thereby examining effectiveness in varied settings, technology's role in enhancing acquisition, and vocabulary's influence on academic achievement.

This study confirms vocabulary mastery's significance in enhancing reading comprehension and critical thinking skills. The findings provide valuable insight for curriculum development, instructional design, and assessment frameworks, informing evidence-based teaching practice.

CHAPTER V

CONCLUSION AND SUGGESTION

In the previous chapters, Researcher have addressed and elucidated the study's introduction, the literature review, the research methodology, and the findings and discussion of this study. This concluding chapter delinated the findings and recommendations for the correlation between vocabulary mastry and reading comprehension.

A. Conclusion

This study is proposed with the purpose of determining whether or not there is a correlation between students' vocabulary mastery and their reading comprehension. Based on the findings of this research, it can be stated that students' vocabulary mastery in learning English is at a developing level. With a mean score of 65.6/100, catergorizing it as a "Moderate" level. This indicates that students posses fundamental vocabulary skills, yet require further enhancement to achieve proficiency.

Conversely, the mean reading comprehension score was 70.6/100, corresponding to a "Good" level. This suggest that students demonstrate satisfactory skilss in text comprehension and information interpretation. suggestion room for improvement. These findings underscore the significance of vocabulary instruction in enhancing reading skills. The data indicates that factors such as the teaching methods used, the frequency of practice, and students' motivation and interest in learning English significantly influence their vocabulary acquisition.

The coefficient of correlation (r_o) that has been obtained is 0.74, and it is based on the data that has been analyzed. It can be seen from this value of (r_o) that the correlation is quite strong. Following this, the value of (r_o) is compared with (r_t), and the result of (r_t) is 0.381, which indicates that the significance level is 5%. It follows that (r_o) is greater than (r_t) (0.74 is greater than 0.381). After that, the comparison between the t table and the t_o table reveals that the (t_o) table has a value of 5.73, while the t table has a significance level of 2.052. What this indicates is that (t_o) is higher than the t table. This demonstrates that the correlation is significant, as demonstrated by the results of (r_o) and (t_o). Therefore, the result of the coefficient determinant (KP) is 54.76%, and this value suggests that the contribution of vocabulary to reading comprehension is significant. While this is going on, the fact that the remaining percentage of KP is approximately 45.24% demonstrates that there are additional factors that influence the comprehension of reading. These factors include students' ability to concentrate, students' motivation, students' prior knowledge of the text, and etc.

This study concludes that there's a strong positive correlation between students' vocabulary mastery and reading comprehension. Statistical analysis confirms this relationship, showing students with higher English vocabulary mastery consistently scoring better on reading comprehension tests. Vocabulary proficiency significantly influences reading comprehension.

B. Suggestion

Based on the findings of the research that has been carried out, the researchers would like to offer some recommendations and have the hope that those who read them will find them helpful, particularly the students, the instructor, and the researcher who will come after them. It was recommended that English be used in English classes because it would allow students to study the material more effectively. This was due to the fact that the results indicated that students might have a gap in their vocabulary knowledge. There is a correlation between the use of English as the language of instruction and the improvement of students' vocabulary. Although the use of the Indonesian language was also required in English classes, the purpose of this was to clear up any confusion that might arise in the majority of the settings where the second language is being taught. Additionally, in order to make English classes more enjoyable and interesting for the students, the instructor might employ a different breed of method for teaching reading skills.

The study's outcomes suggest that educators prioritize vocabulary instruction, employing evidence-based strategies to foster lexical development and reading proficiency. Teachers should consider factors influencing vocabulary acquisition, including motivation, practice frequency, and instructional methods. Future research should investigate factors affecting reading comprehension and explore technology-integrated vocabulary instruction. These findings provide valuable

insights for curriculum development, instructional design, and assessment frameworks.

BIBLIOGRAPHY

- Al-Mekhlafi, A. M. (2022). Exploring the Relationship Between Vocabulary Size and Reading Comprehension Among EFL learners.
- ALqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*. <https://doi.org/10.20472/te.2015.3.3.002>.
- Allen, V. A. (1983). *Techniques in Teaching Vocabulary (Teaching Techniques in English as a Second Language) (Vol. 68)*. Oxford University Press.
- Andrew P. J. (2008). *Teaching Reading and Writing: Guidebook for Tutoring and Remediating Students*.
- Anderson, M., & Anderson, K. (1997). *Text Types in English*.
- Asholahudin. (2023). The Relationship Between Vocabulary Mastery and Reading Comprehension.
- Bachman, J. C. A. (2000). *Assessing Reading (Vol. 2)*. Cambridge University Press.
- Bahri, D. S. (2019). The Correlation Between Students' Vocabulary Mastery And Their Reading Comprehension At The Seventh Grade Students' Of MTs Daarul Ihsan. *PROJECT (Professional Journal of English Education)*.
- Broughton, G, et al. (1980). *Teaching English as a Foreign Language*. Routledge.
- Bauer, I. (1998). *Vocabulary*. Routledge.
- Coady, J., & Huckin, T. (2003). *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*. University Press.

- Corson, D. (2013). *Using English Words*. Springer.
- Duke, N. K., & Pearson, P. D. (2004). *Effective Practices for Developing Reading Comprehension*. <https://doi.org/10.1598/0872071774.10>
- Erniawati. (2019). *The Correlation Between The Students' Vocabulary Mastery And Their Reading Comprehension Ability Faculty Of Teacher Training And Education*.
- Fraenkel, J. R., & Wallen, N. E. (2017). *How to Design and Evaluate Research in Education*. McGraw-Hill Education.
- Garg, G., & Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International (P) Limited.
- Grellet, F. (1981). *Developing Reading Skills A Practical Guide to Reading Comprehension*. Cambridge University Press.
- Hansen, J., & Pearson, P. D. (1982). *An Instructional Study: Improving the Inferential Comprehension of Good and Poor Fourth-Grade Readers (Vol. 19)*. University of Illinois at Urbana-Champaign.
- Harris, D. P. (1969). *Testing English as a second language*.
- Harison, C., & Salinger, T. (1998). *Assessing Reading Theory and Practice*. In *Assessing Reading 1: Theory and Practice*. Routledge. <https://doi.org/10.4324/9780203019641-10>
- Harmer, H. (2001). *How To Teach English*. Pearson Education.
- Hatch, E., & Brown, C. (2001). *Vocabulary, Semantics and Language Education*. Cambridge University Press.
- Hiebert, E. H., & Kamil, M. L. (2005). *Teaching and Learning vocabulary: Bringing research to practice*. In *Teaching and Learning Vocabulary: Routledge*.

- Hornby, A. S. (1995). *Advanced Learners Dictionary of Current English*. Oxford: Oxford University Press.
- Hudson, T. (2007). *Teaching Second Language Reading*. In *ELT Journal* University Press. <https://doi.org/10.1093/elt/ccn061>
- Hulstijn, H. (2001). *Intentional and incidental second-language vocabulary learning*. Cambridge University Press.
- I. S . P. Nation. (2008). *Teaching Vocabulary: Strategies and Techniques* Heinle Cengage Learning. <https://doi.org/10.4324/9781003022497>.
- Jackson, H. (2004). *Grammar and Vocabulary (Issue 1)*. Routledge (Taylor & Francis).
- Kebudayaan, & Pendidikan. (2004). *Standar Kompetensi Mata Pelajaran Bahasa Inggris*.
- Khan. (2021). *Vocabulary Mastery and Reading Comprehension: A Study of Pakistani EFL Learners*. Internasional.
- Kustaryo, S. (1988). *Reading Techniques For College Students*. depdikbud.
- Lavrakas, P. (2012). *Encyclopedia of Survey Research Methods*.
- Lewis, M. (1993). *The Lexical Approach (Vol. 18)*.
- Mariam, S. (2016). *Improving Students' Skimming And Scanning In Reading Skill By Applying Metacognitive Strategy*. Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature.
- McNamara, D. S., & Magliano, J. (2009). Chapter 9 Toward a Comprehensive Model of Comprehension. In *Psychology of Learning and Motivation - Advances in Research and Theory (1st ed., Vol. 51)*. Elsevier Inc. [https://doi.org/10.1016/S0079-7421\(09\)](https://doi.org/10.1016/S0079-7421(09)).

- M.E.S. Elizabeth. (2010). *Methods of Teaching English*. Publishing House.
- Mertens, D. M. (2009). *Research and Evaluation in Education and Psychology_ Integrating Diversity With Quantitative, Qualitative, and Mixed Methods*. SAGE Publications.
- Milton, J. (2009). *Measuring Second Language Vocabulary Acquisition*. Bristol: Multilingual Matter.
- Nunan, D. (1991). *Language Teaching Methodology: A Textbook For Teachers*. Prentice Hall International.
- Nuttall, C. (1996). *Teaching Reading Skill in a Foreign Language*, new edition. Macmillan.
- Nurgiyantoro, B. (2014). *Penilaian Pembelajaran Bahasa Berbasis Kompetensi*. BPFE-Yogyakarta.
- Oxford Learner's Pocket Dictionary (Fourth Edition). (2008). (New York: Oxford University Press,).
- Pasty M. L., & Spada, N. (2006). *How Languages are Learned*. Third Edition. Oxford University Press.
- Ramadani, S. (2021). *The Correlation Between Students Vocabulary Mastery And Reading Comprehension (A Descriptive Research Design At The Eleventh Grade Of Man Selayar)*. In Thesis.
- Read, J. (2000). *Assessing Vocabulary*. Cambridge University Press.
- Richards, J. C., & Renandya, W. A. (2019). *Methodology in language teaching*. Cambridge University Press.
- Ridwan, & Sunarto, H. (2011). *Pengantar Statistika Pendidikan, Sosial, Ekonomi, Komunikasi, dan Bisnis*. Alfabeta.

- Ruth Gairns, S. R. (1986). *Working with Words A Guide to Teaching and Learning Vocabulary*. Cambridge University Press.
- Saville-Troike, M. (2012). *Introducing Second Language Acquisition*. In *Introducing Second Language Acquisition*.
- Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge University. <https://doi.org/10.2307/3588334>.
- Setiyaningsih, A. (2013). *The Use Of Three Phases Technique To Improve Students' Participation And Reading Comprehension In Narrative Text*.
- Snow, C. (2002). *Reading for Understanding*. In *The ASHA Leader*. RAND. <https://doi.org/10.1044/leader.ov.22102017>.
- Stone, R. (2009). *Best Practices for Teaching Reading: What Award Winning Classroom Teachers Do*. In *Choice Reviews Online*.
- Sudijono, A. (2010). *Pengantar Statistik Pendidikan*. Jakarta, Raja Grafindo.
- Sugiyono. (2007). *Statistik untuk Penelitian (p. 2.)*. CV. Alfa beta.
- Sukmadinata, N. S. (2013). *Metodologi Penelitian Pendidikan*. Remaja Rosdakarya.
- Tarigan, H. G. (2008). *Menulis: Sebagai Suatu Keterampilan Berbahasa.*, 1–204.
- Takac, V. P. (2008). *Vocabulary Learning Strategies and Foreign Language Acquisition*.
- Thornbury, S. (2002). *How To Teach Vocabulary 2*. Longman.
- Tornbury, S. (2004). *How To Teach Vocabulary*. Bluestone Press.

Widyaningsih. (2006). The Correlation Between Student's Activity in Watching English TV Programs and Student's Vocabulary Mastery the Case of the Fourth Semester Student of English Department Semarang State University. Universitas Semarang.

Widyaningrum, L. (2014). Mapping Readability of the Texts and Reading Abilities of the Users. LP2M.

APPENDICES

Appendix 1

Instrument Test

INSTRUMENT QUESTIONS

Subjects: English

Class : VII (Seventh)

Time : 45 minutes

VOCABULARY TEST (Instrument)

Choose One Correct Answer!

1. A school is the place where students ... with their teachers?
A. Teach
B. Work
C. Play
D. Study
2. Bunga is celebrating her birthday. Now Bunga feels?
A. Happy
B. Easy
C. Angry
D. Hungry
3. Nita : Amir, your new shoes are good and really fit in youryou look charming and cool.
Amir: Thank you Nita
A. Body
B. Feet
C. Finger
D. Hand
4. There is a clown in my friend's birthday party. He is very He makes all children laugh and happy.
A. Angry
B. Noisy
C. Funny
D. Quiet
5. My little sister and brother are very hungry, so I lunch for them.
A. Prepare
B. Wear
C. Throw
D. Kick
6. Thomas the competition in a National Olimpiade. He looks very happy.

- A. Jumped
B. Lost
- C. Celebrated
D. Won
7. My younger brother went to the dentist two days ago because his were in pain.
A. Teeth
B. Ears
C. Hands
D. Fingers
8. Fena : Can you lend me a hand?
Rissa : Yes, of course. What can I help you?
Fena: Please,these text books to my office.
Rissa : Yes sure, Sir.
A. Put
B. Give
C. Bring
D. Read
9. The exam was too for her. She got an A!
A. Easy
B. Expensive
C. Difficult
D. High
10. Tina's bicycle is broken. Tina is reallynow.
A. Charm
B. Happy
C. Sad
D. Confused

Choose the Synonym of the underline word!

11. Maria does not eat very much. She is skinny woman.
A. Fat
B. Thin
C. Small
D. Big
12. Elephant is gigantic animal.
A. Small
B. High
C. Short
D. Huge
13. Yogyakarta is well known by its clothes.
A. Unknown
B. Old
C. Famous
D. Very Good
14. All Guest came to the hotel yesterday.
A. Bed
B. Stay
C. In
D. Room
15. Javan rhinoceros is comparatively small and slender.
A. Big
B. Thin
C. Lage
D. Thick

Choose The meaning of the underline word!

16. She is an attractive girl.
- A. Someone who acts in the television
 - B. Someone who performs in a stage
 - C. Someone who does not has a good body
 - D. Someone who is good looking
17. Papua is predominantly mountainous.
- A. The area that has little of mountains
 - B. The are that is located on the corner of this island
 - C. The are that is full with the mountains
 - D. The area that is in the middle of mountain
18. Bunaken marine park is such a treasure trove of biodiversity.
- A. Group of people who live in the same area
 - B. A group valuable or interesting thing
 - C. An unattractive piece of land
 - D. An empty land
19. I heard some barks last nigt.
- A. Sounds that are created by dog
 - B. Sounds that are created by cow
 - C. Sounds that are created by cat
 - D. Sounds that are created by sheep
20. Some of wild animals have horns.
- A. The animal part that is on the bottom of their body
 - B. The animal part that is on their ear
 - C. The animal part that is on their head
 - D. The animal part that is on their body

(Source: Soal UN Kelas 9 SMP Thn. 2013)

READING TEST (Instrument)

Choose one correct answer!

FLOODS AND LANDSLIDES

At this time in big cities frequent floods and landslides. This disaster occurs almost every year. Disaster Many people become victims. Landslides and floods are difficult to avoid.

We may not be able to regulate the rainfall that falls, but we can protect the environment. Trees and forests are very important to us. Trees support the soil with their roots. Thus, there will be no landslides. In addition, trees can also absorb rainwater to be stored in the soil, so that flooding will not occur. Therefore, we should do reforestation.

1. The main idea of the first paragraph in the passage above is ?
 - A. Many people are victims of floods and landslides
 - B. Floods and landslides occur every year
 - C. Floods and landslides are common nowadays.
 - D. Floods and landslides are difficult to avoid
2. Floods and landslides are difficult to avoid. What is the meaning of the word which is underlined ?
 - A. Little water flow
 - B. A suffocating flow of air
 - C. Excessive water flow that inundates the land
 - D. Excessive water flow that inundates the trees
3. We should do reforestation (paragraph 2 Line 4) What is the meaning of Reforestation?
 - A. Replanting of deforested forest
 - B. The cutting down of trees
 - C. Tree cultivation
 - D. Tree protection
4. The conclusion of the text above paragraph is ?
 - A. We can protect the environment by cutting down trees
 - B. We can avoid floods and landslides by disposing of rubbish in the river
 - C. We should plant trees to avoid floods and landslides.
 - D. We should burn the forest to make the environment clean

Read the passage below to answer numbers 5-10

Sukamaju village is located in a hilly area. The village environment is clean, the air is cool and fresh. The atmosphere is serene and peaceful. Moreover, the scenery is beautiful.

Cleanliness is the foundation of health. The motto is an encouragement for residents to always keep the environment clean. Therefore, people rarely get sick. We need to emulate the behavior of Sukamaju villagers..

5. The main idea of the first paragraph in the text above is ?
 - A. The village environment is clean, and the air is cool and fresh.
 - B. Sukamaju village is located in a hilly area
 - C. The atmosphere is serene and peaceful
 - D. Moreover, the scenery is beautiful
6. The main idea of the second paragraph is ?
 - A. The behaviour of the villagers needs to be emulated
 - B. Cleanliness is the foundation of health
 - C. Many villagers rarely get sick
 - D. The motto is a spur to the spirit of the people
7. Cleanliness is the foundation of health. What is the meaning of the word which is underlined?
 - A. Basic
 - B. Pole
 - C. Source
 - D. Principal
8. The word environment in the sentence "the village environment is clean" What is the meaning of the word which is underlined?
 - A. Area
 - B. Village
 - C. Neighborhood
 - D. Urban
9. What is the atmosphere of Sukamaju Village?
 - A. Clean and cool air
 - B. Peaceful and serene
 - C. Peaceful and noisy
 - D. Clean and many healthy people
10. The conclusion of the text above paragraph is?
 - A. Sukamaju village has clean living behaviour
 - B. Sukamaju village is located in a hilly area
 - C. We need to emulate the behaviour of Sukamaju villagers

D. Cleanliness is the foundation of health

Read this text, for 11-12

My Grandmother

My Grandmother is a very gentle, loving, and caring person. She never raises her voice at anyone. She has lived with me for as long as I can remember. She takes care of me when mom and dad go to work.

My Grandmother is a very neat and tidy person. She has very dry grey hair which she usually pulls up into a bun. She has dark brown eyes that twinkle whenever she sees me. I hardly ever see them wet.

Grandmother likes to tell stories. She usually tells me brief stories of her childhood and expresses them with her tired, old, wrinkled hands. Sometimes, she also tells story about my Grandfather who has passed away. My dear grandmother always says good things about him. She once told me that he was the nicest person she had ever met.

I really love my mother.

11. The following statements are true based on the text, EXCEPT....
 - A. Grandmother lives with the writer family
 - B. Grandmother is a nice and cheerful person
 - C. Grandmother takes care of the writer
 - D. Grandmother has dark brown face
12. What is about grandmother hair?
 - A. She has black hair
 - B. She has white hair
 - C. She has very dry grey hair
 - D. She has brown hair

Read this text for number 13-14!

Balekambang is a small village on the southern coast of East Java, seventy kilometers past the town Malang, two hours drive from it to south. It is well-known for its long beautiful white sandy beach as well as the similarity of its temple to Tanah Lot in Bali.

In Balekambang there are three small rocky islands namely Ismoyo Island, Wisanggeni Island, and Anoman Island, which are surrounded by the seas as well. That is the Indonesian Ocean whose huge waves frighten many overseas cruisers. Those names are taken from “wayang” figures (Java traditional puppets).

13. What is the second paragraph about?
- A. The location of Balekambang
 - B. How to go to Balekambang
 - C. Balekambang and its beauty and location
 - D. Three small rocky islands in Balekambang
14. Which is the following NOT TRUE based on the text?
- A. Balekambang is a small village on the southern coast of East Java
 - B. Balekambang has huge waves that frighten many cruisers
 - C. It is about seventeen kilometers past town Malang
 - D. Wisanggeni is one of the three small rocky islands in Balekambang

Read This text for 15-17!

Hi, friends. My name is Putra. I live in a village in Central Java normal province. Living in the village makes me easily find many kinds of animals. For that reason, I can see many livestock like cows, buffaloes, goats, horses, ducks, chickens, and so on. I can also find pets like cats, birds, dogs, rabbit, fish, and so on.

However, in this occasion, I want to tell you about ducks around me. Listen to me then. You know that duck is a bird with waterproof feathers and webbed feet. They like to live in the rivers, ponds, lakes, and watery area. So, they spend a lot of time in water where their webbed feet serve as paddles for swimming or diving.

A lot of people in my village keep ducks because there are a lot of rivers and ponds there. So, the owners can herd them in the rivers or ponds nearby. They raise the ducks for their meat and eggs.

Well, that's all for now. Now, it's your turn to tell us about the other animals around us.

15. Why is it easy for Putra to find animals?
- A. Because he lives in a town
 - B. Because he lives in a village
 - C. Because he is a citizen
 - D. Because he is in an urban area
16. How does a duck move in the water?
- A. By using its webbed feet
 - B. By its wings
 - C. By using its waterproof body

D. By its peak

17. Where can the owners herd their ducks?

A. In the rice field

B. In the mountains

C. In the fields nearby

D. In the rivers or ponds nearby

Read this text for 18-20!

Nyet – Nyet The Monkey

The family next door has a monkey. It is the only monkey in my neighborhood. The owner puts a long rope at this stomach and ties it to the guava tree in front yard. All the body is gray. It is not so big. It is only around 50 cm tall. It is around 10 years old, but it is very active.

As many other monkeys, it likes bananas very much. It always peels the banana, and puts the peel in the basket. The owner puts a basket under the guava tree. It also likes many other fruits like papaya, oranges, or guava. However, it does not like peanuts. It likes biscuits, instead. It also drinks a glass of milk every morning.

It likes hanging with its long tail on the branch of the tree. It jumps here and there. It is tamed already. It is friendly to anyone. When somebody comes, it will jump on his feet, to say “welcome.”

Sometimes the owner asks him to take some coconuts from the tree. It climbs very quickly. It also selects the old coconut. After it gets down from the tree, the owner gives a banana as a prize. Then it jumps to the owner’s shoulder and eats the banana. Sometimes, it also helps collect the coconuts and put them on the cart.

18. Who does have monkey?

A. Our neighbor

C. The writer’s family

B. The writer

D. The writer’s neighbor

19. What is the story about in the paragraph four?

A. The monkey eat coconut

B. The owner of the monkey gives some bananas

C. The monkey does not like to help its owner

D. The monkey helps its owner to take the coconut from the three

20. What is color of Nyet-nyet Monkey body?

A. All body is black

- B. It has white tail and grey body
- C. It has black and white color
- D. All body is grey

(Source : Soal UN Kelas IX Thn. 2013).

Appendix 2

Research Permit:



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B -3618/Un.10.3/D1/TA.00.01/09/2023 14 September 2023
Lamp :-
Hal : Mohon Izin Riset
a.n. : Riski Budi Saputra
NIM : 1903046006

Yth.
Kepala Sekolah SMP Islam Al- Azhar BSB Semarang
di Tempat

Assalamu'alaikum Wr Wb ,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Riski Budi Saputra
NIM : 1903046006
Alamat : Bukit Delima IV Rt 8/ Rw 8, Permata Pari, Ngaliyan, Semarang
Judul Skripsi : THE CORRELATION BETWEEN STUDENT'S
VOCABULARY MASTERY AND READING
COMPREHENSION TO SEVENTH GRADE STUDENTS OF
SMP ISLAM AL-AZHAR BSB SEMARANG
Pembimbing : Nadiyah Ma'mun M Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 14 hari, mulai tanggal 15 September 2023 sampai dengan tanggal 30 September 2023.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wt Wb

a.n. Dekan,
Wakil Dekan Bidang Akademik



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 3

Letter of Completion of Research



YAYASAN AL-HIMSYA
SMP ISLAM AL AZHAR 29
Kampus KBY-16, SD SMP ALA Islam Al Azhar BSB City Semarang
Jl. HSE Hadisamboro Semarangburu Mijen Semarang Telp. 82476670595
Website: smpalazhar29.sch.id Email: smpa29@alazhar.co.id



SURAT KETERANGAN
NO : 019/S.Ket/X/SMP/IA29/SMG/1445.2023

Yang bertanda tangan di bawah ini:

Nama : **Margono, S.Pd**
Jabatan : **Kepala SMP Islam Al Azhar 29**

Menerangkan dengan sesungguhnya bahwa:

No	Nama	NIM	Peguruan Tinggi
1.	Riaki Budi Saputra	1903046006	Universitas Islam Negeri Walisongo Semarang

Telah melaksanakan Penelitian pada tanggal 15 September – 14 Oktober 2022 di lingkungan SMP Islam Al Azhar 29 Semarang, dengan judul :

"The Correlation between Student's Vocabulary Mastery and Reading Comprehension to Seventh Grade Student's of SMP Islam Al-Azhar BSB Semarang"

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya.

Semarang, 30 Oktober 2023
Kepala SMP Islam Al Azhar 29
Margono, S. Pd



Appendix 4

Table distribusi (t) dan Table product moment (r)

Tabel 2.1 : DISTRIBUSI t

dk	α untuk Uji Satu Pihak (<i>one tail test</i>)					
	0,25	0,10	0,05	0,025	0,01	0,005
	α untuk Uji Dua Pihak (<i>two tail test</i>)					
	0,50	0,20	0,10	0,05	0,02	0,01
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Tabel 2.2 : PRODUCT MOMENT (r)

n	Taraf Signifikan		n	Taraf Signifikan		n	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	10	0,195	0,256
13	0,553	0,684	37	0,325	0,418	12	0,176	0,230
14	0,532	0,661	38	0,320	0,413	15	0,159	0,210
15	0,514	0,641	39	0,316	0,408	17	0,148	0,194
16	0,497	0,623	40	0,312	0,403	20	0,138	0,181
17	0,482	0,606	41	0,308	0,398	30	0,113	0,148
18	0,468	0,590	42	0,304	0,393	40	0,098	0,128
19	0,456	0,575	43	0,301	0,389	50	0,088	0,115
20	0,444	0,561	44	0,297	0,384	60	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Appendix 5.

Pictures of Test



The Researcher Gives Instructions Before The Test Starts



Test Vocabulary Mastery And Reading Comprehension with the Students at SMP Islam Al-Azhar BSB Semarang

The Researcher Supervises Students in Working on Vocabulary And Reading Comprehension Tests



CURRICULUM VITAE

A. Personal Data

Name : Riski Budi Saputra
Place of Birth : Sawahlunto Sijunjung
Date of Birth : 23th October 2000
Address : Ds. Pulau Mainan II Kec. Koto Salak
Kab. Dharmasraya Prov. Sumatra Barat
Phone Number : 082241525396
Email : rizkiputraenjoy@gmail.com

F. Educational Background

1. 2007-2012 SDN 02 Koto Salak
2. 2013-2016 MTs Raudhatul Mujawwidin
3. 2017-2019 MA Raudhatul Mujawwidin