



**THE CORRELATION BETWEEN
VOCABULARY MASTERY AND READING COMPREHENSION
AT FIFTH SEMESTER STUDENTS' OF TBI-2
IAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for the Graduate Degree of
Education (S.Pd) in English*

By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2017



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Assalamu 'alaikum wr.wb.

After reading studying and giving advice for necessary revise on the thesis belong to **Sabroh Laila Siagian**, entitled "*The Correlation Between Vocabulary Mastery and Reading Comprehension at Fifth Semester Students' of TBI-2 IAIN Padangsidimpun*", we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S. Pd) in English Department of Tarbiyah and Teacher Training Faculty of IAIN Padangsidimpun.

Therefore, in a short time, we hope that the thesis will soon be examined in front of the Thesis examiner team of English Department Tarbiyah and Teacher Training Faculty IAIN Padangsidimpun. Thank you.

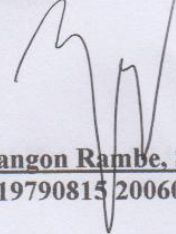
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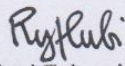
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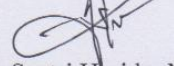
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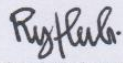
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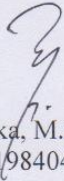
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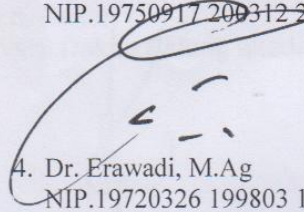
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Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

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ABSTRACT

This research explored the correlation between Students' Vocabulary Mastery and Reading Comprehension. The problems of this research many students were not interested in reading English because they did not know how to pronounce the words, they did not know the meaning of vocabulary, students also have difficulty in understanding the texts or to get information from the texts when they read, most of students get low achievement in vocabulary mastery, and students had lack of motivation in learning vocabulary, and also students did not have good method in vocabulary or they did not know the method. Finally, the researcher focused about the correlation between vocabulary mastery and reading comprehension at fifth semester students' of TBI-2 IAIN Padangsidimpuan.

The research was conducted by quantitative method. In this research, the researcher wanted to find out about how significant correlation between students' vocabulary mastery and reading comprehension. The population is fifth semester of TBI in IAIN Padangsidimpuan, the total of population was 112 students in 3 classes. The sample of this research was 30 students taken by using random sampling. Next, the instrument for the collecting data the researcher used multiple-choice test. To analysis the data the researcher used formulation of product moment.

From the result of the data analysis, it was found that r_{xy} was 0.950 while r_{table} 0.374. It means that $r_{count} > r_{table}$ ($0.950 > 0.374$). So, alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. It meant that hypothesis was accepted. However, it means that there is correlation between vocabulary mastery and reading comprehension at fifth semester students' of TBI-2 IAIN Padangsidimpuan.

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, Oktober
2017

Researcher

SABROH LAILA SIAGIAN

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CHAPTER I

INTRODUCTION

A. Background of the Problems

Vocabulary is an important component of language in learning a language, especially as basic of language. Vocabulary an essential role in creating understanding of language through what a student hears and reads in school. Vocabulary becomes all the more important than grammar, as it is this vocabulary that helps the student to communicate successfully. Besides, vocabulary is one element that links the four skills they are: listening, speaking, reading and writing. On the other hand, if the students have a good ability in vocabulary, they will be successful in their study. Without proportional amount of vocabulary anyone will get trouble in speaking, writing, listening, and reading.

First, vocabulary is important in speaking comprehension, because vocabulary facilitates the learners to explain their ideas orally. students use spoken and written words everyday to communicate ideas, thoughts, and emotions to those around us. Sometimes students communicate successfully, and sometimes students are not quite so successful. However, a good vocabulary can help us say what students mean. Vocabulary can make us understand what people say.

Second, vocabulary is important in writing comprehension because it helps them to expand their ideas based on the topic sentence that they want.

Writing is the process of giving information by texts that involved in generating the letters, words and sentences.

Third, vocabulary is important in listening comprehension because they comprehend and understand what other person speaks. Without proportional amount of vocabulary anyone will get trouble in her listening.

Fourth, vocabulary is important in reading comprehension because vocabulary helps learners in comprehending the text. Vocabulary not only aids us in understanding other people but also essential in comprehending the books and articles we read. By having a good skill in vocabulary, the students will be easy to get information from many sources from books, magazine, newspaper, brochure, and computer. On the other hand, if the students have a good ability in vocabulary, they will be successful in their study because they understand what the text about.

Last, vocabulary is a crucial component in acquiring and understanding language. When we read something it will sound good if we understand the words or vocabularies in our reading, because it will help and guide us in pronunciation, reading, and grasping the idea from our reading, so we will understand. Vocabulary is the stock of words used in a language, the better it will make their performance.

Based on the illustration above, it is undeniably that vocabulary is important for everybody. However, vocabularies still a problem in school,

especially at Fifth Semester students' of TBI-2 IAIN Padangsidempuan. It can be seen based on illustration below.

First, based on observation on 30 June 2016 at 09.30 by researcher at Fifth Semester students' of TBI-2 IAIN Padangsidempuan. Some students are lack motivation and attention about the vocabulary, students seldom to practice because students cannot memorize vocabulary well.

Second, most of students do not have the strategies in vocabulary mastery. They do not have the tricks or technique to make easy remember. Teacher teaches vocabulary open the dictionary method in finding out new vocabulary.

Last, slow readers tend not to like to read because the nominally reading takes a lot of time. Therefore, they are a bit of reading and consequently never enough practice to improve reading. Furthermore, we will add to the problem because it also failed to add to their vocabulary.¹

The correlation between vocabulary mastery and reading comprehension, vocabulary and reading cannot be separated, because both of them relate to each other. As the researcher explains before, by having and mastering vocabulary will know the meaning of vocabulary in the context. It can also help to avoid making mistake in understanding.

¹Fetty Poerwita Sary, Keterampilan Membaca Sebagai Alat Komunikasi, *Jurnal Creative Communication*, Volume 1, No. 1, April 2011, p. 9, Retrieved from: <https://www.google.com/search?q=fetty+poerwita+sary&ie=utf8&oe=utf8#q=fetty+poerwira+sary+jurnal+komunikasi>, (access: 4 January 2017)

Vocabulary is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the word mean. As the students learn to read more advanced texts, students must learn the meaning of new words that are not part of their oral vocabulary.²

Based on the explanation above, the researcher interested to do a research about; **“The Correlation between Vocabulary Mastery and Reading Comprehension at Fifth Semester Students’ of TBI-2 IAIN Padangsidimpuan.”**

B. Identification of the Problem

Based on the background of the problems above, the researcher identifies there are many problems in field of reading comprehension. The first, many students are not interested in reading English because they do not know how to pronounce the words, they do not know the meaning of vocabulary. The second, students also have difficulty in understanding the texts or to get information from the texts when they read.

Vocabulary mastery is one of the main skills have to be mastered by students. Without mastering vocabulary, students are not able to get the best of English languages skills, such as reading, writing, speaking, and listening. In addition, teaching vocabulary is significant to learned; in teaching vocabulary of

²Jitendra, A. K., Edwards, L. L., Sacks, G., & Jacobson, L. A, What research says about vocabulary instruction for students with learning disabilities, Retrieved from <http://te408-special-educationmodules.wikispaces.com/file/view/What+research+says+about+vocabulary+instruction+for+students+with+learning+disabilities.pdf>, (Access: 4 January2017)

English language is different ways with foreign languages, because the lettering differs with the pronunciation.

To teach vocabulary especially for IAIN Padangsidimpuan, teacher should find an appropriate strategies, media, and method; because students need an interesting way to learn so they can cover the entire of learning message. Especially at fifth semester students' TBI-2 IAIN Padangsidimpuan, researcher found that there are some problems in vocabulary mastery at fifth semester students' TBI-2 IAIN Padangsidimpuan as following are: 1) students get low achievement in vocabulary mastery, 2) students have lack motivation in learning vocabulary, 3) students did not have good method in vocabulary or they did not know the method.

C. Limitation of the Problem

In order to get clear goal in doing this research, it is necessary to limit the problems that occur in this research. There are many problems includes in English. It is impossible to search all. So that the researcher focused on vocabulary mastery such as synonym, antonym, meaning, and reading comprehension such as ability to state topic, to find main idea, to find supporting ideas, to find out the organization of idea/conclusion at fifth semester students' of TBI-2 IAIN Padangsidimpuan Academic Year 2016/2017.

D. Formulation of the Problems

Based on the background of the problem above, the researcher formulates the problem of the research:

1. How is vocabulary mastery at fifth semester students' of TBI-2 of IAIN Padangsidempuan?
2. How is reading comprehension at fifth semester students' of TBI-2 of IAIN Padangsidempuan?
3. Is there any significant correlation between vocabulary mastery and reading comprehension at fifth semester students' of TBI-2 of IAIN Padangsidempuan?

E. Purposes of the Research

The purposes of this research can be stated as follows:

1. To describe vocabulary mastery at fifth semester students' of TBI-2 IAIN Padangsidempuan.
2. To describe reading comprehension at fifth semester students' of TBI-2 IAIN Padangsidempuan.
3. To examine a significant correlation between vocabulary mastery and reading comprehension.

F. Significances of the Resesarch

The result of this problem are expected to contribute to the English Department students and other researchers. For English Department students, the real condition of reading and vocabulary is very useful for them to improve their

quality inform of score and the finding of this problem can be use by other researcher as the basic consideration to conduct the further problem.

G. Definition of the Key Terms

1. Vocabulary mastery

Vocabulary mastery is students' ability to use or to understand words of language that they have learned in certain situations which they really have experienced in their lives.

2. Reading comprehension

Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head.

H. Outline of Thesis

The systematic of this research is divided into five chapters. Each chapter consists of some sub chapters with detail as follow:

Chapter I discussed of Introduction; consisted of background of the problems, identification of the problem, limitation of the problem, formulation of the problems, purposes of the research, significances of the research, and definition of key term.

Chapter II contained about theoretical description which some sub theory about vocabulary, defenition of vocabulary, kinds of vocabulary, vocabulary evaluation, defenition of vocabulary mastery, reading, defenition of reading, defenition of comprehension, defenition of reading comprehension, aims of

reading, types of reading, reading evaluation, correlation between vocabulary mastery and reading comprehension, review of related findings, conceptual framework, and hypothesis.

Chapter III was about research methodology that consisted of time and place of the research, research design, population and sample, instrument of the data collecting, validity of instrument, and the technique of data analysis.

Chapter IV was the result of the research that consisted of data description, testing of hypothesis, discussion, and threats of the research.

Chapter V was about the conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

In arranging a research, theories are very important to explain some concept or terms applied in research concerned. The terms are as follows:

1. Vocabulary

a. Definition of Vocabulary

Vocabulary is one aspect should be owned by every student to make them understand and master English language. It is a part of language that so important to all aspect in life. Howard Jackson said “Vocabulary is a representative collection of the words that exist in English language”.¹ Then, Hornby says “Vocabulary is all the words that a person knows or use, the words that people use when they are telling about particular subject”.²And then, Penny Ur also definite vocabulary as the words we teach in foreign language”.³ Next, Caroline says “vocabulary is the collection of words that an individual known”.⁴ According to the definitions above it can be concluded that vocabulary

¹Howard Jackson, *Words, Meaning and Vocabulary*, (London: Casell, 2000), p. 118.

²A. S. Hornby, *Oxford Advanced Learner's Dictionary*, (Oxford University Press, 1995), p. 1506.

³Penny Ur, *A Course in Language Teaching*, (United Kingdom: University Press, 2000), p. 60.

⁴Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: Mc Graw-Hill, 2005), p.121.

is a stock of words in a language, written or spoken, with meaning that considered as cultural meaning use by group or individual community.

According to Jack C. Richard and Willy A Renandya says “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write”.⁵ It means words can be noun, verbs, adjectives, adverbs, preposition, and conjunction to use language. Then language has some words or vocabulary for speaking, writing, reading and listening.

So, it can be concluded that vocabulary as all words that people know or use and also as the core component of words that is list in the alphabetical order.

b. Kinds of Vocabulary

According to Thornbury in Harmer, there are two kinds of vocabulary, as follows: Receptive vocabulary or Passive vocabulary and Productive vocabulary or Active vocabulary.⁶ The further explanation is:

1) Receptive Vocabulary or Passive Vocabulary

Receptive vocabulary can be understood only through listening and reading. Someone doesn't need to know much about the receptive vocabulary because someone rarely uses the receptive vocabulary and it is impossible for someone to memorize all the

⁵Jack C. Richard & Williy A. Renandya, *Methodology in Language Teaching and Anthology of Current Practice*, (USA: Cambridge University Press, 2000), p. 255.

⁶Jeremy Harmer, *The Practical of English Language Teaching*, (New York: Longman, 2000), p. 158.

vocabularies of a certain language but someone can understand the ideas of the utterance contextually not word by word.

2) Productive Vocabulary or Active Vocabulary

Productive vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with.⁷

Based on the quotation above, the researcher took a concluded about receptive or passive vocabulary will be easy understand by using listening and reading to remember words or vocabularies, while productive or active vocabulary will be easy understand by using concentration patterns and grammatical word to get vocabulary.

According to Jo Ann Aeborsold and Mary Lee Field here are two types of vocabulary, they are:

- 1) Active vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.
- 2) Passive vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and also called as receptive vocabulary. Passive vocabulary or comprehension consists of the words comprehended by the people, when they are read and listen.⁸

⁷Walter, Elizabeth, *Cambridge Advance Learner's Dictionary*, (England: Cambridge University Press, 3rd Ed, 2008), p. 159.

⁸Joo Ann Aeborsold and Mary Lee Field, *From Reader to Reading Teacher*, (New York: Cambridge University Press, 1977), p. 139.

Based on the quotation above, the researcher took a concluded about kinds of vocabulary. Active vocabulary refers to the words the students should use in speaking and writing, while passive vocabulary means words they needs only to comprehend especially in reading and listening. Vocabulary is very useful for anyone who is studying a foreign language. So, vocabulary must be introduced in many methods, because if the students have many words, they can make the sparkling communication with others.

c. Vocabulary Evaluation

After researcher gave the lesson to the students reading comprehension, it is important to know how far their ability about the lesson, especially in vocabulary mastery. Teacher needs to know their ability; therefore, the vocabulary test will be designed in order to measure the students' vocabulary mastery at TBI-2 IAIN Padangsidempuan. Researcher uses completion question to know their ability in vocabulary mastery. The topics evaluations are:

- a) Identify the synonym
- b) Identify the antonym
- c) Identify the meaning

From the explanation above the researcher take a conclusion the meaning of vocabulary that vocabulary is very important. Vocabulary as all words that people know or use and also as the core component of

words that are list in the alphabetical order and core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. This research, the researcher wants to focuses about the identify synonym, and antonym.

2. Definition of Vocabulary Mastery

According to Hornby, “vocabulary is the total number of words in a language and vocabulary is a list of words with their meaning”.⁹ One can construct some words to make sentences and for communication with other people and for reading text. Then, vocabulary is word or words that should be mastered by someone, which are used by group of people in an environment.

Mastery is complete knowledge or control, great skill and supremacy.¹⁰ In the other way, Wright says that “Mastery is most new curriculum are bases on modules of various sort and no one expects every teacher and supervisor attempt some specialized skills needed toughly to access these”.¹¹ When in Indonesian dictionary state that mastery is comprehension or capability to use knowledge or skill.¹²

From the definition above, it can be take the conclusion that mastery is complete knowledge or great skill in comprehending and using the

⁹A.S. Hornby, *Oxford Advanced Learner's Dictionary*, (Oxford University Press, 1995), p. 131.

¹⁰*Ibid.*, p. 2.

¹¹Wright, *Learning to Learn in Higher Education*, (London: Great Britain, 1981), p. 35.

¹²Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p. 1077.

knowledge or skill. So, vocabulary mastery is the complete knowledge and understands the total number of word present.

3. Reading

a. Definition of Reading

Reading is an activity that does by someone to get information about something. The linguistics state about reading in many ways, such as Albert J. Harris says that reading is the meaningful interpretation of written or printed verbal symbols. It can apply also to the interpretation of mathematical, musical notation, codes, and other symbolic systems.¹³ That is to say, it is also explaining or understanding about the sign, mark, and object that present something either that is correct or abstract thing. It helps us to develop the other knowledge or the third other skills which can be separated each other.

Also in the second definition, that reading is a process involving meaning is self-evident, but it can hardly be overemphasized that meaningful response is the very heart of the reading process.¹⁴ It can and should embrace all types of thinking, evaluating, judging, imagining, reasoning, and problem-solving. It is not only are intellectual meanings which involve, but also feelings may be aroused and emotional attitudes may be profoundly altered through reading.

¹³Albert J. Harris, *How to Increase Reading Ability; A Guide to Developmental and Remedial Methods, Fifth Edition*, (New York: David McKay Company, Inc, 1969), p. 3.

¹⁴*Ibid.*, p. 3-4.

Next, David Nunan argues that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.¹⁵ Readers construct new knowledge from their interaction between texts and their own background knowledge. In other word, they integrate it with the text to create the meaning. The strategy and fluency are need as the abilities to read at an appropriate rate with adequate comprehension. In conclusion, the text, the reader, fluency and strategies combined together define the act of reading.

In addition, reading can be seen as a kind of dialogue between the reader and the text or even between the reader and the author.¹⁶ The elements to do dialogue are the idea or topic, the people who do dialogue (two or more people); the connection between the ideas is talking about and so on. As an illustration, the authors give their ideas or statements about something neither it is the result of research nor read many sources. Thus, they present it through written form or printed material in order can be read by the reader. In short, the reading is as the kind of dialogue between the reader and the author because they have completed or followed the rule to do it.

¹⁵David Nunan, *Practical English Language Teaching*, (New York: Mc. Grow Hill, 2003), p. 68.

¹⁶Patricia Hedge, *Teaching and Learning in the Classroom*, (Hongkong: Oxford Univercity Press, 2000), p. 8.

Last, Wyne Otto et.al, illustrates that reading is must always be a meaning getting process.¹⁷ Generally, the meaning getting process has three phases are, *before reading* as the first phase before the reader starts to read the text, it is as a phase to know or introduce the topic or the idea of a text; *during reading* as the second phase when the reader starts to read the text, it can be the activities during reading the text; and *after reading* as the last phase to get the conclusion what we have read based on our goal to read.

To sum up, reading is a fluent process of readers combining information from a text and their own background knowledge that involve the meaning is self-evident or must always be a meaning process by written or printed verbal symbols. It helps the reader to get the information either to get the new or increasing the information.

b. Definition of Comprehension

According to Richard comprehension is the process by which a person understanding the meaning of written or spoken language clearly.¹⁸ Comprehension is the ability to understand the meaning from written or spoken language.

¹⁷Wyne Otto, et. al., *How to Teach Reading*, (U.S.A: Addison-Wesley Publishing Company, 1979), p. 147.

¹⁸Richard A. Renandya. *Language Teaching Methodology*, (Cambridge: Cambridge University, 2006), p. 54.

Comprehension is activities require students to demonstrate an understanding of the material through some type of manipulation or alternation of the material before answering a question. The comprehension or understanding may be evidenced by oral, written, pictorial, or concrete presentations.¹⁹

Based on explanation above, the researcher concludes that comprehension is a process in which the reader may construct meaning by interacting with the text.

c. Definition of Reading Comprehension

Reading comprehension is a complex skill includes understanding the text and the component inside. According to Goodman in Otto states “reading comprehension is an interaction between thought and language and bases evaluation of success in comprehension on the extent to which the readers’ reconstructed message agrees with the writers’ intended message”.²⁰

It means that reading comprehension not only understands the text, but the reader must reconstruct message what the writer grafts in a text.

¹⁹Donald C. Orlich. *Teaching Strategies A Guide to Better Instruction*, (D.C. Heath and Company Texington Massachusetts Toronto), p. 87.

²⁰Wayne Otto, et. al., *How to Teaching Reading* (Philippines: Addison-Wesley Publishing Company, 1979), p. 151.

Next, Reading comprehension is the understanding, evaluating, and utilizing an ideas gained through and interaction between reader and author.²¹ Here, the reading comprehension involves mental operations applied by the reader.

Last, Roehl states that reading comprehension is an ability to understand what the readers read where words have context and texts have meaning.²² The words or text that relate to the context, the reader interprets it firstly to get the factual interpretation or in reading. The readers' background knowledge also helps the reader to get the comprehension in reading.

Based on the explanation above the researcher can be concluded that reading comprehension is a constructive process the visual information and corrects it with information in the text. Reading comprehension text must have interacting between the reader and the writer by having the same interpretation upon the text.

d. Aims of Reading

According to Harmer,²³ there are some aims of reading for students, such as:

²¹Nil B. Smith and H. Alan Robinson, *Reading Instruction for Today's Children* (Englewood Cliffs: 1980), p. 205.

²²K. M. Roehl, *Developing Reading Comprehension Skills in EFL University Level Students* (St. John's University: Taiwane, 2003), p. 177.

²³Jeremy Harmer, *How to Teach English*, (England: Longman, 1998), p. 68.

- 1) Reading is useful for other purposes too; any exposure to English (provided students understand it more or less is good thing for language students).
- 2) Reading texts prepare good models for English writing.
- 3) Reading texts also prepare opportunities to study language, such vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and also texts.
- 4) Reading can introduce interesting topics, stimulate discussion, and excite imaginative responses and also fascinating lessons.

Therefore, reading is very important for all of people not only for students' life. In reading, all of people can know everything that happening in the world and also can make to be a critical reader in social life.

e. Types of Reading

According to Albert J. Harris there are three types of reading related to its purpose; those are Developmental, functional, and recreational.²⁴

- 1) Developmental Reading
 - a) Skill in the mechanics of reading
 - (1) Development of a large sight vocabulary.

²⁴Albert J. Harris, *How to Increase Reading Ability*, p. 9-10.

- (2) Development of skill in identifying unfamiliar words.
- (3) Development of good eye-movement habits.
- (4) Development of proper habits of posture, holding books, and so on.
- (5) Development of speed and fluency in silent reading.
- (6) Development of oral reading skills; phrasing, expression, pitch, volume, enunciation.

b) Skill in reading comprehension

- (1) Acquisition of a rich, extensive, and accurate vocabulary.
- (2) Ability to grasp the meaning of units of increasing size; phrase, sentence, paragraph, whole selection.
- (3) Ability to find answers to specific questions.
- (4) Ability to select and understand main ideas.
- (5) Ability to understand a sequence of events.
- (6) Ability to note and recall details.
- (7) Ability to grasp the organization of the author's plan.
- (8) Ability to follow directions accurately.
- (9) Ability to evaluate what one reads.
- (10) Ability to remember what one has read.

2) Functional Reading

a) Ability to locate needed reading material

- (1) Use of index.

- (2) Use of table of contents.
 - (3) Use of dictionary.
 - (4) Use of encyclopedia.
 - (5) Use of library card files.
 - (6) Use of other bibliographic aids.
 - (7) Use of skimming in search for information.
- b) Ability to comprehend informational material
- (1) Application of general comprehension skill listed under A, 2 above.
 - (2) Development of specific skill needed b special subject matter, e.g., reading of arithmetic problems, reading of maps, charts, and graphs.
- c) Ability to select the material needed
- d) Ability to organize what is read
- (1) Ability to summarize.
 - (2) Ability to outline.
- 3) Recreational Reading
- a) Development of interest in reading
 - (1) Enjoyment of reading as a voluntary leisure-time activity.
 - (2) Skill in selecting appropriate reading matter for oneself.
 - (3) Satisfaction of present interest and tastes through reading.
 - b) Improvement and refinement of reading interest

- (1) Development of more varied reading interests.
 - (2) Development of more mature reading interests.
 - (3) Achievement of personal development through reading.
- c) Refinement of literary judgment and taste
- (1) Establishment of differential criteria for fiction and nonfiction, prose and poetry, and drama.
 - (2) Development of appreciation for style and beauty of language.
 - (3) Learning to seek for deeper symbolic messages.

Based on the explanation above, there are three types of reading, they are developmental reading, functional and recreational reading.

f. Reading Evaluation

The skills and strategies for accomplishing reading emerge as a crucial consideration in the assessment of reading ability. There are micro and macro skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension, as;

Below are micro and macro skills in reading comprehension:

Micro skills are;

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English
- 2) Retain chunks of language of different lengths in short-term memory
- 3) Process writing at an efficient rate of speed to suit the purpose
- 4) Recognize a core of words and interpret word order patterns and their significance

- 5) Recognize grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, plural), patterns, rules and elliptical forms
- 6) Recognize that a particular meaning may be expressed in different grammatical forms
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.²⁵

Macro skills are;

- 1) Recognize the theoretical forms of written discourse and their significance for interpretation
- 2) Recognize the communicative functions of written texts, according to form and purpose
- 3) Infer context that is not explicit by using background knowledge
- 4) From described events, ideas, etc, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification
- 5) Distinguish between literal and implied meanings
- 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata
- 7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.²⁶

Based on the description above, the researcher decided the indicators of reading comprehension as: ability to state topic, ability to find main idea, ability to find out supporting ideas, ability to organize what is read, ability to find out the organization of idea/conclusion, ability to grasp the meaning of units of increasing size; phrase,

²⁵H. Douglas Brown, *Language Assessment; Principles and Classroom Practices*, (USA: Longman, 2004), p. 187-188.

²⁶*Ibid.* p. 187-188.

sentences, paragraph, ability to select and understand a sequence of events.

It is clearly stated that in reading comprehension as recommended by Jeremy Harmer “reading comprehension is not stopping for every word, not analyzing everything that the writer or speaker includes in the text”²⁷. Further, Albert J Harris stated “developmental reading such as skill in the mechanics of reading and skill in reading comprehension”²⁸.

They stated that reading comprehension is not stopping for every word; words can be used by the readers to analyze text. It’s also stated that in the aspect of reading word recognize is one importance thing, it is the ability to recognize and to pronounce words.

It can be concluded that vocabulary is needed for the people who want to understand text. The indicator of vocabulary mastery as: synonym, antonym, and meaning.

4. Correlation Between Vocabulary Mastery and Reading Comprehension

The correlation between reading comprehension and vocabulary mastery has been discussed by many experts. Hirsch stated that knowing at least 90 percent of the words of a text enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar words

²⁷Jeremy Harmer, *The Practical of English Language Teaching*, (London: Longman, 2001), p. 158.

²⁸Albert J Haris, *How to Increase Reading Ability.*, p.3.

mean, which will help them learn new words²⁹. Yildirim stated that there is a significant correlation between vocabulary and comprehending expository texts as well as vocabulary and comprehending narrative texts³⁰. The findings also show that vocabulary is a predictor of comprehending narrative and expository texts.

Next, Roehrig explain that vocabulary knowledge is one of the major factors that influence reading comprehension³¹. It is also supported by Sedita who states that vocabulary knowledge is crucial in reading comprehension and determining how good the students are in comprehending the texts³².

Based on the explanation above, those are significant correlation between vocabulary mastery and reading comprehension.

B. Review of Related Findings

There are some related findings that discuss about vocabulary mastery and reading comprehension: the first, research do by Darwis Jauhari Bandu which title: a correlation study between vocabulary mastery and reading

²⁹E. D. Hirsch, Retrieved from: http://www.aft.org/sites/default/files/periodicals/AE_SPRNG.pdf, (Access: 24 January 2016)

³⁰K. Yildiz M. and Ates S. Yildirim, Retrieved from: <https://www.academia.edu/1393974> *Is Vocabulary a Strong Variable Predicting Reading Comprehension and Doe the Prediction Degree of Vocabulary Vary according to Text Type.*, (Access: 24 January 2016)

³¹Alysia D. & Guo Ying Roehrig, Retrieved from: <http://nflrc.hawaii.edu/rfl/April2011/articles/guo.pdf>, (Access: 24 January 2016)

³²J. Sedita, *Effective Vocabulary Instruction*, Retrieved from: <http://www.azed.gov/english-language-learners/files/2014/02/effective-vocabulary-instruction-article.pdf>, (Access: 17 January 2016)

comprehension of PAI students of Tarbiyah STAIN DATOKARAMA PALU”³³. There is a correlation positive between vocabulary mastery and reading comprehension, because word is important to students understand in text reading.

Second, research do by Nur Misbah in 2009/2010 academic year which title “The correlation between the Eight Grade Students’ Sentences Mastery and Reading Comprehension at MTs Subulussalam Kotanopan in 2009/2010 Academic Year”³⁴

Next, researches do by Misbahudin. “The Correlation between Students’ Mastery of Vocabulary and Their Reading Ability at SMP YMJ Ciputat In 2011 academic”³⁵. The result that there is a positive influence between reading interests to vocabulary mastery.

Based on related findings above, the researcher wanted to do a research on the correlation between vocabulary mastery and reading comprehension at fifth semester students’ of TBI-2 IAIN Padangsidimpuan.

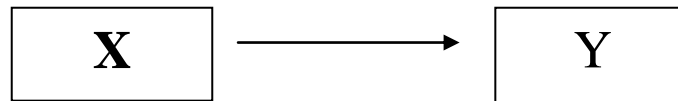
³³Darwis Jauhari Bandu, A Correlational Study Between Vocabulary Mastery and Reading Comprehension of PAI Students of Tarbiyah STAIN DATOKARAMA PALU, Jurnal Penelitian Ilmiah, Vol. 2, No. 1 Januari-Juni 2014, Retrieved from: <https://www.google.com/search?q=darwis%2Bjauhari%2Bbandu%2Bjurnal&ie=utf-8&oe=utf-8>

³⁴Nur Misbah, The correlation between the Eight Grade Students’ Sentences Mastery and Reading Comprehension at MTs Subulussalam Kotanopan in 2009/2010 Academic Year (unpublished script), (Padangsidimpuan: UMTS, 2010), Retrieved from: <https://www.google.com/search?q=nurmisbah+correlation+between+sentences+mastery+and+reading+comprehension&ie=utf-8&oe=utf-8>

³⁵Misbahudin. The Correlation Between Students Mastery of Vocabulary and Their Reading Ability at SMP YMJ Ciputat in 2011, (Jakarta: UIN, 2011), Retrieved from: <https://www.google.com/search?q=misbahudin%2Bcorrelation%2Bbetween%2Bvocabulary%2Bmastery%2Band%2Breading%2Bcomprehension&ie=utf-8&oe=utf-8>

C. Conceptual Framework

According to L.R. Gay correlation is sometimes treated as type of descriptive research, primarily because it does describe an existing condition. Correlation research involves collecting data in order to determine whether, and to what degree, a relationship exists between two or variables.³⁶ The purpose of a correlation study is to determine relationship between variables or to use these relationships to make predictions.



Vocabulary mastery is an element of language which plays very important role. Study something is one of important thing in learning something, especially in learning foreign language, to increased the knowledge, because without knowing it is impossible to speak well, it's can suggest that vocabulary mastery can correlation through reading comprehension.

Reading comprehension is an important position, because reading comprehension as one factor of supported in somebody self to make and increasing the resulted of reading activity, because with reading the knowledge will more increased, the perception will widest and getting information about many things.

³⁶L. R. Gay and Peter Airasian. *Educational Research*, (USA: Prentice Hall, Inc., 2000), p. 122.

The more high vocabulary mastery so the more high the reading comprehension can reach. Because, vocabulary mastery is one part of aspect in reading comprehension. By mastering vocabulary the student is hope be able to communicate English. Good English having a big vocabulary.

Based on explanation above the researcher concludes the correlation is the research as statistic to relationship between two variables or more.

D. Hypothesis

Hypothesis is in essential element in research, it is a tentative answer, therefore it needs testing, it will be accepted if the data prove the otherwise, in which its truth can be gotten through the collected data and the analysis of data. Its mean it needs testing. It said by Suharsimi Arikunto³⁷ who stated that if a research has collect and analyzes the collect data as the materials in testing therefore hypothesis, of course will come to the calculations accept or reject the hypothesis.

Based on that explanation the researcher can formulate hypothesis as follows: “there is a significant Correlation between Vocabulary Mastery and Reading Comprehension at Fifth Semester Students’ of TBI-2 IAIN Padangsidempuan.”

³⁷Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1997), p. 52.

CHAPTER III

RESEARCH METHODOLOGY

Methodology is guide important in the research. It discussed about time and the place of the research, research design, population and sample, instruments, data collection technique, and data analysis. All of those elements are discusses as follows:

A. Time and Place of the research

The researcher conducted in IAIN Padangsidimpuan that located on Jl. Imam Bonjol Km 4.5 Sihitang, Northeast Padangsidimpuan, North Sumatera. The schedule of this research was done from September 2015 up to Desember 2016.

B. Research Design

The method used in this research was quantitative research. It was correlation research here the researcher observes two variables. According to Iqbal Hasan that correlation research meant the research would be done combine between two or more variables, and from the research would be build a theory.¹ Next, according to Sumardi Suryabrata that correlation research is the research to detect, how far the variation at relate with the variation at one or more another factory base on correlation coefficient.²

¹Iqbal Hasan, *Analisis Data Penelitian Dengan Statistik*, (Jakarta: Bumi Aksara, 2004), p. 8.

²Sumardi Suryabrata, *Metologi Penelitian*, (Jakarta: PT. Raja Grafindo Persada, 1994), p. 24.

Based on the explanation above, quantitative research were observation two variables here the researcher correlated vocabulary mastery and reading comprehension.

C. Population and Sample

1. Population

The population of this research is the fifth semester students of English Study Program (TBI) IAIN Padangsidempuan in 2016 academic years. The reason of choosing the fifth years as the population of this research because the students have already learnt about vocabulary mastery and reading comprehension.

According to Gay, population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable.³ Meanwile, Suharsimi Arikunto said, “Populasi adalah seperangkat (kumpulan) dari semua unsur-unsur yang memproses satu atau lebih tanda dari minat”.⁴ (A population is a set (collection) of all elements processing one or more attributes of interest). So, the population was the whole of the students fifth semester students of English Study Program (TBI) IAIN Padangsidempuan.

Based on the quotation above, the research would be done for the fifth semester students of English Study Program. The population of research

³L. R. Gay and Peter Airasian. *Educational Research* (USA: Prentice Hall, Inc., 2000), p. 122.

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 1997), p. 108.

consists of 3 classes with 112 students. It could be seen from the table follow:

Table: 1
The population of the fifth semester of TBI in IAIN Padangsidimpuan:

NO	Class	Total Students
1.	TBI-1	42
2.	TBI-2	30
3.	TBI-3	40
Total of Students		112

2. Sample

Sample is a part or representatives of the population. Suharsimi Arikunto says that sample is a part or a substitution of the population that want to be researched. Sample is small number of person or things which are representative to the character of entire population and if the population is smaller than 100 students, we take them all as the sample, but if the student higher we can take them between 10-15% and 20-15% or more.⁵ Since the population is more than 100, it is taken 25% from the population by using cluster sampling. Cluster sampling “It’s used a large population, so that must be divided into classes, or groups. In the other word the analysis of unit is not individual but classes or groups which is consist of some individuals”.⁶

⁵Gay and Peter Airasian, *Educational*, p.120.

⁶Nana Sudjana, *Penelitian dan Penilaian Pendidikan*, (Bandung: Sinar Batu Algesindo, 2001), p. 92

Cluster sampling is used by lottery. Its means that in this research the sample is taken TBI-2 = 30 persons. So, the total of sample is 30 persons.

D. Instru ment of the Data Collecting

A researcher must have a good instrument in this research because a good instrument can give the valid data. Suharsimi Arikunto stated that the instrument of the research is a tool of facility is used by the researcher in collecting the data.⁷ So, that the process is easier and better with the more careful, complete and systematic.

To get the data from the students, the researcher collected by giving multiple-choice test. Test is some of question or view and other tool used for measure skill, knowledge, and intelligence ability. The test consisted of 50 items. It was done to know the students' vocabulary mastery and reading comprehension. The indicator of vocabulary mastery could be seen as table below:

Table: 2
Indicator of the Vocabulary Mastery

No.	Indicator	The Number of the Items	The Number of The Test	Score	Total Score
1.	Synonym	8	1,4,7,14,18,21,23,25	4	32
2.	Antonym	9	2,5,8,11,12,15,19,20,24	4	36
3.	Meaning	8	3,6,9,10,13,16,17,22	4	32
Total			25	4	100

From this variable, the score is given 4 for each correctly answers and 100 for all items correctly answer.

⁷Suharsimi Arikunto, *Prosedur Penelitian*, p. 112.

Then, the indicator for reading comprehension could be seen as the table

below:

Table: 3
Indicator of the Reading Comprehension

No.	Indicator	The Number of the Items	The Number of the Test	Score	Total Score
1.	Ability to state topic	3	1,10,23	4	12
2.	Ability to find main idea	3	3,13,18	4	12
3.	Ability to find out supporting ideas	5	2,5,14,15,22	4	20
4.	Ability to organize what is read	2	7,16	4	8
5.	Ability to find out the organization of idea/conclusion	7	4,6,8,17,19,24,25	4	28
7.	Ability to grasp the meaning of unit of increasing size: phrase, sentence, paragraph	2	9,11	4	8
9.	Ability to select and understand a sequence of events	3	12,20,21	4	12
Total			25	4	100

For this variable, the score is given 4 for each correctly answers and 100 for all items correctly answer.

The conclude indicator above, if the indicator more difficult then amount of the number of the test all the more and the contrary if the indicator more easy then amount of the number of the test few.

Next, the data is collected by giving the test of both variables to respondents, and the data procedure is conducted as follows:

- a. The question and answer sheets were firstly distributed.

- b. The researcher read the instruction and explains how to do test, and then the students are asked to put their identity on the answer sheet.
- c. The researcher gave time or chance to ask something left or not in doing the test.
- d. The researcher gave time for doing the test.
- e. Then, the researcher collect the answer sheet after the students is doing the test.

E. Validity of Instrument

Suharsimi Arikunto stated that validity is the chances which show the level of instrument about measurement something.⁸ There are two validity of instrument:

1. Logical validity is the instrument which done by analysis logically; it comfort to the content.
2. Empirical validity is the instrument has comported to aspect empirically.

In this research, the researcher uses the logical validity and empirical validity. The logical validity is done by divided variable to be sub-variable and indicator of variable. The empirical validity is done by external validity and internal validity. The external validity is the data resulted from instrument; it suitable with information of variable. Then the data is correlated with external information. And the internal validity is done by testing of variable.

⁸*Ibid.*,p. 167.

To know what the items of instrument are valid, the researcher guided to Suharsimis' opinion who said the instruments must be analyzed by Product Moment formula. Then, the result of Product Moment is compared with t_{count} and t_{table} to know the items of instrument too. If $t_{\text{count}} > t_{\text{table}}$, so the items are valid. But if $t_{\text{count}} < t_{\text{table}}$, so the items are not valid.

F. The Techniques of Data Analysis

After the data have collected, the researcher analyzed the data by using the techniques as follows:

- a. Editing the data, it means that arrange the redaction of the data become a systematic sentence unity.
- b. Reduction of the data, its mean that recheck of the completed data to look for the less data and take down un-relevant data.
- c. Tabulation of the data, its mean that formulating the data and scoring on the respondents' answer through test.

Table: 4
Criteria Score Interpretation⁹

Product Moment	Interpretation
0.00 – 0.20	Very low
0.20 – 0.40	Low
0.40 – 0.70	Enough
0.70 – 0.90	High
0.90 – 100	Very High

⁹Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2000), p.180.

To know of the variable X and Y, it can be define with the formula:

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

Where:

KP = Define Correlation

r = Coefficient Variable

Then, the researcher analyzed the data. The technique of data analysis will be used by using quantitative data; it will be presented in statistic formula.

The statistic formula which used by researcher is correlation of product moment.

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

The explanation:

r_{xy} = The point of index correlation between variable X and Y

N = Number of sample

X = The scores of variable X

Y = The scores of Variable Y

XY = Product X and Y

Furthermore, for the test significant, with the formula $t_{hitung} = \frac{r \sqrt{n-2}}{1-r^2}$

Description:

t = value of t_{test}

r = coefficient of product

n = number of sample¹⁰

¹⁰Iqbal Hasan, *Analisis Data Penelitian Dengan Statistik*, (Jakarta: Bumi Aksara, 2004), p. 44.

CHAPTER IV

THE RESULT OF THE RESEARCH

A. Description of the Data

In this part, the researcher wanted to know whether there is correlation between vocabulary mastery and reading comprehension at fifth semester of Tbi-2 IAIN Padangsidempuan. So, the researcher wanted to describe the data, the score of vocabulary mastery are calculated by applying statistical analysis can be illustrated into description data. By seeing to the research, it's fine clearly.

That this research to find out the mean score of the students to both variables namely vocabulary mastery as X variable and reading comprehension as Y variable.

1. Vocabulary Mastery

Based on the result of analyzing the respondents answer by using test, the computation of result of vocabulary mastery variable, is described in the table below:

Table: 6
The Resume of Variable Scores of Vocabulary Mastery

Highest score	100
Lowest score	68
Range	32
Total of Classes	6
Interval (i)	6
Mean	82.7
Median	88.5
Modus	90.48

Based on the table above the result of test of 30 sample students, the calculation of how to get it can be seen in the appendix 5. The highest score was the students' vocabulary mastery variable was the highest score 100 and lowest score 68, range was 32, total of classes was 6, the interval was 6, mean 82.7, median 88.5, and modus was 90.48. Then, the computed of the frequency distribution as follows:

Table: 7
Frequency Distribution of Vocabulary Mastery

No	Interval	X	Frequency
1.	65-70	67.5	2
2.	71-76	73.5	7
3.	77-82	79.5	4
4.	83-88	85.5	11
5.	89-94	91.5	2
6.	95-100	97.5	4
Total			30

Based on the table above, it can be drawn at histogram as below:

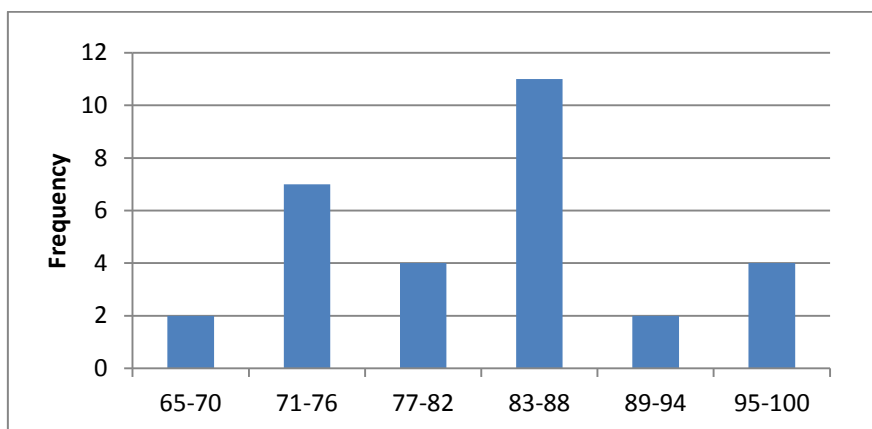


Figure 1
The Diagram of Vocabulary Mastery

From the above table and histogram, it had been to known that the variable revelation of vocabulary mastery that the respondent there were interval 65-70 for 2 students, interval 71-76 for 7 students, interval 77-82 for 4 students, interval 83-88 for 11 students, interval 89-94 for 2 students, interval 95-100 for 4 students. From each of interval score, the most students score was 83-88 and only few students got 65-70 and 89-94. So, researcher concluded that the vocabulary mastery is high for this level.

2. Reading Comprehension

The resume score variable for reading comprehension has been gotten as table below:

Table: 8
The Resume of the Variable Scores of Reading Comprehension

Highest score	100
Lowest score	64
Range	36
Total of Classes	6
Interval (i)	6
Mean	83.97
Median	82.94
Modus	83.78

Based on the table above, the result of test of 30 samples students, the calculation of how to get it can be seen in the appendix 8. The highest score was 100 and lowest score was 64, range was 36, total of classes was

6, interval was 6, mean was 83.97 median was 82.94 and modus was 83.78

Then, the computed of the frequency distribution as follows:

Table: 9
Frequency Distribution of Reading Comprehension

No	Interval	X	Frequency
1.	64-69	66.5	2
2.	70-75	72.5	2
3.	76-81	78.5	9
4.	82-87	84.5	5
5.	88-93	90.5	8
6.	94-100	97	4
Total			30

Based on the table above, the score in reading comprehension had been drawn at histogram below:

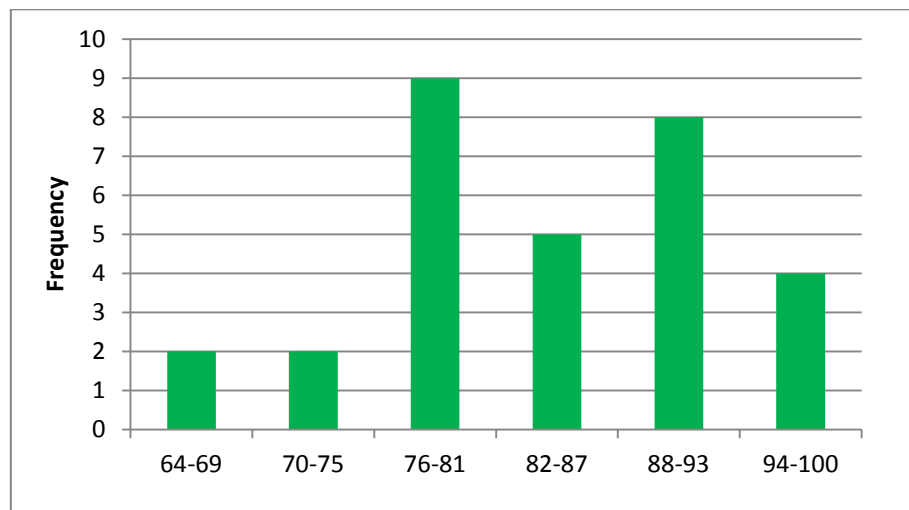


Figure 2
The Diagram of Reading Comprehension

From the above table and histogram, it had been to known that the variable revelation of reading comprehension indicate that respondent there were interval 64-69 were 2 students, interval 70-75 were 2 students, interval 76-81 were 9 students, interval 82-87 were 5 students, interval 88-93 were 8 students, and interval 94-100 were 4 students. From each of interval score, the most reading comprehension score was 76-81 and only few students got 64-69 and 70-75. So, researcher concluded that the reading comprehension is high for this level.

B. Testing Hypothesis

The hypothesis of this research is there is of vocabulary mastery and reading comprehension at fifth semester of Tbi-2 in IAIN Padangsidempuan. It was tested by Product Moment correlation.

Analysis of data could be seen in appendix 6. Based on the data, it was gotten the each of variable score which was used to do calculation of product moment and the each of the variable score as follows:

$$X : 2484$$

$$Y : 2500$$

$$X^2 : 375600$$

$$Y^2 : 386725$$

$$XY : 372531$$

By using the values above, calculated the value of correlation between variable X and Y.

$$\begin{aligned}
 r_{xy} &= \frac{N \sum xy - \sum x \sum y}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum y^2 - (\sum y)^2}} \\
 &= \frac{30.372531 - 2484 (2500)}{\sqrt{30.375600 - (2484)^2} \sqrt{30.386725 - (2500)^2}} \\
 &= \frac{11175930 - 6210000}{\sqrt{11268000 - 6170256} \sqrt{11601750 - 6250000}} \\
 &= \frac{4965930}{\sqrt{5097744} \sqrt{5351750}} \\
 &= \frac{4965930}{27281851452000} \\
 &= \frac{4965930}{5223203,1792761} \\
 &= 0,950
 \end{aligned}$$

The hypothesis which said the vocabulary mastery has significant correlation to reading comprehension at the fifth semester students' of TBI-2 IAIN Padangsidempuan could be received. It could be seen from the calculating of product moment by getting correlation coefficients $r_{xy} = 0.950$ was more than

$r_{\text{table}} = 0.374$ on level 5%, and on level 1% $r_{\text{table}} = 0.478$. So, there were strong correlation between vocabulary mastery and reading comprehension at the fifth semester students' of TBI-2 IAIN Padangsidimpuan. It had been written the table of coefficient correlation interpretation value r .

To look for the contribution of variable X to variable Y as follows:

KP = the score of determine coefficient

r = the score of the coefficients correlation

$$\begin{aligned} \text{KP} &= r^2 \times 100\% \\ &= 0.950^2 \times 100\% \\ &= 90.25\% \end{aligned}$$

Based on the calculated above it meant that is the contribution vocabulary mastery and the Reading Comprehension is 90.25%.

Testing the significant, the researcher used the formulate t_{count} :

$$\begin{aligned} t_{\text{count}} &= \frac{r \sqrt{n-2}}{1-r^2} \\ &= \frac{0.950 \sqrt{30-2}}{1-0.950^2} \\ &= \frac{0.950 \sqrt{28}}{1-0.9025} \\ &= \frac{0.950 \sqrt{30-2}}{1-0.950^2} \end{aligned}$$

Based on the calculation of product moment formula, it has been known that value of r_{xy} was 0.950. Researcher used calculating the score of r_{xy} to into r_{table} . Researcher used the 5% significant level with 30 samples. In $df = 30-2= 28$. The researcher found that the score of 5% significant level is 0.374. So, r_{xy} more higher than r_{table} ($r_{xy} > r_{table}$). Further, the hypothesis was accepted. It means that the researcher has to test the hypothesis “there is a correlation between students’ vocabulary mastery and reading comprehension at fifth semester of Tbi-2 in IAIN Padangsidempuan is categorized into very high correlation.

Table: 10
The Criteria Score of Correlation of Interpretation

Product Moment	Interpretation
0.00 – 0.20	Very low
0.20 – 0.40	Low
0.40 – 0.70	Enough
0.70 – 0.90	High
0.90 – 100	Very High

To know the contribution of students’ vocabulary mastery variable X to reading comprehension variable Y in identifying were $KP = r^2 \times 100\%$. Based on the calculating of contribution the result was 90.25% it can be seen appendix 10. It was meant that the contribution of students’ vocabulary mastery toward reading comprehension was 90.25%. So, the reminder it was 9.75% determined by other variables.

C. Discussion

In this research, the researcher searched students' vocabulary mastery and reading comprehension. The researcher wanted to know students' vocabulary mastery and reading comprehension at fifth semester of TBI-2 in IAIN Padangsidempuan.

Based on the related findings, the researcher discussed the result of this research and compared with the related findings. The first is Darwis Jauhari Bandu "A Correlational study between vocabulary mastery and reading comprehension of PAI students of Tarbiyah STAIN Datokarama Palu". He concluded that correlation between vocabulary mastery and reading comprehension, were $r_{\text{count}} > r_{\text{table}}$ ($0.727 > 0.279$)¹. So, hypothesis was accepted and there are correlation vocabulary mastery and reading comprehension.

The second, the research did by Misbahudin "The Correlation between students' mastery of vocabulary and their reading ability at SMP YMJ Ciputat in 2011 academic". He concluded that correlation between students' mastery of vocabulary and their reading ability, were $r_{\text{count}} > r_{\text{table}}$ ($0.68 > 0.304$)². So, hypothesis was accepted and there are correlation students' mastery of vocabulary and their reading ability.

The third, Sariatun about "The Correlation between English vocabulary mastery and students' writing ability of the eight grade students of SMP

¹Darwis Jauhari Bandu, A Correlational Study Between Vocabulary Mastery and Reading Comprehension of PAI Students of Tarbiyah STAIN DATOKARAMA PALU, Jurnal Penelitian Ilmiah, Vol. 2, No. 1 Januari-Juni 2014

²Misbahudin. The Correlation Between Students Mastery of Vocabulary and Their Reading Ability at SMP YMJ Ciputat in 2011, (unpublished thesis), (Jakarta: UIN, 2011)

Rahmatan Lil'alamin Ponorogo in academic year 2009/2010". She concluded that correlation between English vocabulary mastery and students' writing ability, were $r_{\text{count}} > r_{\text{table}}$ ($0.980 > 0.232$)³. So, hypothesis was accepted and there are correlation English vocabulary mastery and students' writing ability.

Based on the explanation above, that the variable of Sariatun were English vocabulary mastery (X) and students' writing ability (Y) were $r_{\text{count}} > r_{\text{table}}$ ($0.980 > 0.232$) higher than the variable of Darwis Jauhari Bandu were vocabulary mastery (X) and reading comprehension (Y) were $r_{\text{count}} > r_{\text{table}}$ ($0.727 > 0.279$), then the variable of Darwis Jauhari Bandu were vocabulary mastery (X) and reading comprehension (Y) were $r_{\text{count}} > r_{\text{table}}$ ($0.727 > 0.279$) higher than the variable of Misbahudin were students' mastery of vocabulary (X) and their reading ability (Y), were $r_{\text{count}} > r_{\text{table}}$ ($0.68 > 0.304$) and among all of them the variable of Sariatun were English vocabulary mastery (X) and students' writing ability (Y) were $r_{\text{count}} > r_{\text{table}}$ ($0.980 > 0.232$) higher.

Then, the research is the correlation between students' vocabulary mastery and reading comprehension, the result was $r_{\text{count}} > r_{\text{table}}$ ($0.950 > 0.374$). It meant there are correlation students' vocabulary mastery and reading comprehension, and alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected.

³Sariatun, The Correlation between English vocabulary mastery and students' writing ability of the eight grade students of SMP Rahmatan Lil'alamin 2010, (unpublished thesis), (Ponorogo: STAIN, 2010)

Based on explanation above, the researcher concluded that alternative hypothesis was accepted and there is correlation between students' vocabulary mastery and reading comprehension.

D. Threat of the Research

In applying the research, the researcher has many limitations. The steps of the research had been done appropriate with the steps which were on the methodology of research. The steps were done to get the result of the research objectively and systematically, but to get the excellence result from this research were more difficult because there were the weakness of this research.

On doing the test there were so many problems, for example the weakness of time, because the students had activities such as doing mid examination, when they answered the test; they have less concentrate on the best. But the researcher attempted to do the best, some weakness and decreases the meaning of this research were finished by consultation with the advisors.

CHAPTER V

THE CONCLUSSION AND SUGGESTIONS

A. Conclusions

Based on the result of the researcher made calculation that “there is correlation between students’ vocabulary mastery and reading comprehension at fifth semester of TBI-2 in IAIN Padangsidimpuan. It is proved by the value of “r” calculated are 0.950, while the value of the r_{table} in Pearson Product Moment formulated on the degree of freedom 5% significant is 0.374. It shows “r” calculation is higher than r_{table} or $0.950 > 0.374$ it was meant that there was a significant correlation. It has high correlation and it means that the hypothesis was accepted.

B. Suggestion

Having narrated the conclusion, the researcher made suggestions follows:

1. The researcher on this occasion hopes that other researchers will conduct a research related to the topic of this study, further especially to find out other correlation on vocabulary mastery and reading comprehension.
2. To the leader of IAIN Padangsidimpuan to support the lecturers to teach well and provide facilities involves with learning process such as language laboratory.

3. To the leader of Tarbiyah and the leader of English Department to support the lecturers and students in learning process.
4. It is better for the lecturers to guide and give exercise very often in order to make the students easy to understand vocabulary mastery.

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APPENDIX 1

Question for Vocabulary Mastery Test

Name :

Class : TBI-2

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

Text 1

Good evening. Our speaker tonight is Dr. Jamie Raditya, professor of chemistry at International University. Dr. Raditya is a naturalist by hobby, and will speak to us about his recent hiking trip in Kalimantan rain forest where he went in search of wild orchids and other exotic flowers. Following the talk, Dr. Raditya will answer your questions. If you haven't got any question yet, please enjoy his wonderful photographs of his trip on display in the lobby.

1. Dr. Raditya is a "naturalist" by hobby, It is similar to... (the second line)
 - a. Biologist
 - b. Scientist
 - c. Expert
 - d. Socialist

2. ..., and will speak to us about his "recent" hiking trip in Kalimantan rain forest... The recent is the meaning to... (in the third line)
 - a. New
 - b. Future
 - c. Old
 - d. Past

3. ..., please enjoy his wonderful "photographs" of his trip on display in the lobby. It is similar to... (the last line)
 - a. Picture
 - b. Pose
 - c. Display

- d. Record
- 4. Following the talk, Dr. Raditya will answer your “questions”. It is contrast to... (the fifth line)
 - a. Give
 - b. Receive
 - c. Get
 - d. Answer
- 5. ..., where he went in search of wild orchids and other “exotic” flowers. “exotic” is the meaning to... (in the fourth line)
 - a. Familiar
 - b. Unusual
 - c. Ordinary
 - d. Strange

Text 2

Hotel Receptionist

When guests arrive at hotel or call to make bookings, the hotel receptionist is usually the first person they speak to. It is up to the receptionist to make guests feel welcome and to deal efficiently with enquiries. Their tasks are likely to include: allocating rooms to guests, taking and passing messages, putting together bills and taking payment, handling foreign exchange, helping guests with requests, e.g. asking housekeeping for extra bedding or storing valuables in the hotel safe.

In a large hotel, receptionists use a computer to handle reservations, and may also use a telephone switchboard. They may employ sales skills to encourage guests to upgrade to a better room or eat in the restaurant, for example.

In large hotels, there might be a small team of receptionists, each with specific duties. In a small hotel, they might do non-reception task too-like serving drinks.

Receptionist desk in large hotels often stay open all night, but in smaller hotels night-time duties might be taken over by the porter. Working hours can include days, night, weekends and public holiday. Receptionist might work shifts. There are opportunities for working part time or only in the holiday seasons.

- 6. The word “guest” is similar to... (paragraph 2)

- a. Host
 - b. Merchant
 - c. Visitor
 - d. Enemy
7. In large hotels, there might be “small”. It is contrast to... (in the paragraph 3)
- a. Big
 - b. Tiny
 - c. Share
 - d. Little
8. The word “large” is the meaning to... (paragraph 2)
- a. Small
 - b. Tyne
 - c. Huge
 - d. Wide
9. What is the meaning of “encourage” word... (paragraph 2 in the second line)
- a. Deject
 - b. Discourage
 - c. Support
 - d. Depress
10. The word “often” is contrast to... (the last paragraph in the first line)
- a. Chances
 - b. Circumstances
 - c. Scope
 - d. Seldom

Task 3

Dakota Funning: A Brilliant Young Talent

Dakota Funning was born on February 23, 1994 in Georgia, United States. Her father was baseball players, and her mother was a tennis player. Unlike her parent, Dakota never dreamed of being an athlete. Instead, she decided to be an actress at very young age.

In 2001, she starred in a movie called *I am Sam*. She portrayed Lucy Diamond Dawson, whose father was mentally retarded. At the age of eight, she won a Screen Actor Guild Award and was the youngest person to ever win that award. After that, Dakota starred in other movies such as *Uptown Girl*, *the Cat in the Hat*, *war of the World*, and *hide and seek*. Her movies have varied from drama, comedy, action, to horror. Almost all of them have received good responses from the audience.

Now, Dakota has grown into a 16 year old teenager. Her upcoming movie is *The Runaway*. In the movie, she plays a singer of an all-right band. She's also now a high school student. She loves to hang out with her friends and her younger sister, Elle. She lives her life as normal as adolescents do.

11. The word “young” is contrast to... (paragraph 1 in the last line)

- a. Old
- b. Child
- c. Teenager
- d. Baby

12. What is the meaning of “actress”? (paragraph 1 in the last line)

- a. Performer
- b. Actor
- c. Stranger
- d. Man

13. The word “adolescent” is similar to... (in the last paragraph)

- a. Teenager
- b. Adult
- c. Children
- d. Girl

14. The word “mentally” is contrast to... (paragraph 2 in the second line)
- a. Acted
 - b. Performed
 - c. Showed
 - d. Physically
15. What is the meaning of “horror”? (paragraph 2 in the sixth line)
- a. Fear
 - b. Pleasure
 - c. Comedy
 - d. Funny
16. What is the meaning of “good”? (paragraph 2 in the last line)
- a. Bad
 - b. Unpleasant
 - c. Pleasant
 - d. Unfine
17. The word “play” is similar to... (last paragraph in the second line)
- a. Hides
 - b. Compete
 - c. Watches
 - d. Listens
18. The word “unlike” is contrast to... (paragraph 1 in the second line)
- a. Like
 - b. Fans
 - c. Visitor
 - d. Watcher

Text 4

Hateful horror

Watching a movie is one of my hobbies. I like to watch any kind of movie, such as action, thriller, comedy, drama, even romance. The important thing is the movie has to be good, entertaining, and make sense to me. I also prefer movies with a deep meaning or movies that can help me learn something from them. However, there is one genre of movies that I don't like at all. It is horror movie. I really hate horror movies, and I can't myself watch them no matter what.

I don't like horror movies because I think it is ridiculous to pay money just to be scared. Besides, I can't stand being afraid and anxious all the time, wondering when the ghost will appear. I also can't bear to watch the appearance of the ghostly figures. Moreover, when we watch horror movies, most people will cover their eyes and will be scared to see what's happening for almost half the time of the movie's duration. So, why bother to watch it? I think I'd rather watch other movies that I will surely enjoy than watch horror movies which I won't fully watch and obviously won't enjoy.

19. The word "comedy" is contrast to... (paragraph 1 in the second line)

- a. Funny
- b. Laughing
- c. Tragedy
- d. Joking

20. The word "important" is similar to... (the second line in paragraph 1)

- a. Insignificant
- b. Unimportant
- c. Significant
- d. Unsubstantial

21. What is the meaning of "help"? (paragraph 1 in fourth line)

- a. Dislike
- b. Hate

- c. Reject
 - d. Assist
22. The word “stand” is contrast to... (the fourth line in paragraph 1)
- a. Study
 - b. Attain
 - c. Gain
 - d. Sit
23. I really “hate” horror movies”. It is similar to... (the last line in paragraph 1)
- a. Dislike
 - b. Love
 - c. Keen on
 - d. Agree
24. The word “appear” is contrast to... (paragraph 2 in the third line)
- a. Disappear
 - b. Evil
 - c. Angel
 - d. Prophet
25. The word “anxious” is similar to... (the second line in paragraph 2)
- a. Fearful
 - b. Nervous
 - c. Annoyed
 - d. Glad

Padangsidempuan, Oktober 2016

Validator,

Sojuangon Rambe, S.S., M.Pd
NIP. 19790815 200604 1 003

Question for Reading Comprehension Test

Name :

Class : TBI-2

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

Text 1

Good evening. Our speaker tonight is Dr. Jamie Raditya, professor of chemistry at International University. Dr. Raditya is a naturalist by hobby, and will speak to us about his recent hiking trip in Kalimantan rain forest where he went in search of wild orchids and other exotic flowers. Following the talk, Dr. Raditya will answer your questions. If you haven't got any question yet, please enjoy his wonderful photographs of his trip on display in the lobby.

26. The topic of passage is...

- a. Dr. Jamie Raditya recent hiking in Kalimantan rain forest.
- b. Dr. Raditya answer our questions.
- c. Wonderful photographs.
- d. A naturalist by hobby.

27. What is the minor supporting sentence detail from the text above?

- a. Doing some research.
- b. Exploring the life of the Kalimantan people.
- c. Searching wild orchids and other exotic flower.
- d. Dr. Raditya will answer your question.

28. Why did Dr. Raditya go to Kalimantan rain forest?

- a. Visiting his family.
- b. Doing some research.
- c. Exploring the life of the Kalimantan people.
- d. Searching wild orchids and other exotic flower.

Text 2

Hotel Receptionist

When guests arrive at hotel or call to make bookings, the hotel receptionist is usually the first person they speak to. It is up to the receptionist to make guests feel welcome and to deal efficiently with enquiries. Their tasks are likely to include: allocating rooms to guests, taking and passing messages, putting together bills and taking payment, handling foreign exchange, helping guests with requests, e.g. asking housekeeping for extra bedding or storing valuables in the hotel safe.

In a large hotel, receptionists use a computer to handle reservations, and may also use a telephone switchboard. They may employ sales skills to encourage guests to upgrade to a better room or eat in the restaurant, for example.

In large hotels, there might be a small team of receptionists, each with specific duties. In a small hotel, they might do non-reception task too-like serving drinks.

Receptionist desk in large hotels often stay open all night, but in smaller hotels night-time duties might be taken over by the porter. Working hours can include days, night, weekends and public holiday. Receptionist might work shifts. There are opportunities for working part time or only in the holiday seasons.

29. What is the main job of the text described?
- Hotel manager.
 - Hotel porter.
 - Hotel receptionist.
 - Hotel room boy.
30. What is the major supporting sentence from the text above?
- The tasks of hotel receptionist.
 - Receptionists usually use a computer to handle reservations.
 - Receptionist might work shifts.
 - Receptionist is usually the first person they speak to.
31. What are ideas from the text above?
- Receptionists usually use a computer to handle reservations.
 - The tasks of hotel receptionist.
 - Receptionist might work shifts.
 - Receptionist is usually the first person they speak to..
32. The following statement is not correct based on the text.
- Receptionist might work shifts.

- b. There are opportunities for hotel receptionist working part time.
 - c. In smaller hotels, there might be a small team of receptionist.
 - d. Reception desk in larger hotels often stay open all right.
33. What is the conclusion from the text above?
- a. Allocating rooms to guests.
 - b. Employ sales skill to encourage guests.
 - c. Receptionist is the important person in the hotel.
 - d. They might do non-reception tasks too-like serving drinks.

Task 3

Dakota Funning: A Brilliant Young Talent

Dakota Funning was born on February 23, 1994 in Georgia, United States. Her father was baseball players, and her mother was a tennis player. Unlike her parent, Dakota never dreamed of being an athlete. Instead, she decided to be an actress at very young age.

In 2001, she starred in a movie called *I am Sam*. She portrayed Lucy Diamond Dawson, whose father was mentally retarded. At the age of eight, she won a Screen Actor Guild Award and was the youngest person to ever win that award. After that, Dakota starred in other movies such as *Uptown Girl*, *the Cat in the Hat*, *war of the World*, and *hide and seek*. Her movies have varied from drama, comedy, action, to horror. Almost all of them have received good responses from the audience.

Now, Dakota has grown into a 16 year old teenager. Her upcoming movie is *The Runaway*. In the movie, she plays a singer of an all-right band. She's also now a high school student. She loves to hang out with her friends and her younger sister, Elle. She lives her life as normal as adolescents do.

34. Dakota Fanning is...
- a. A young actress
 - b. A famous athlete
 - c. A singer of a band
 - d. A movie producer
35. What is the topic sentence in paragraph 1?
- a. Dakota Funning was born on February 23.

- b. Her father was baseball players.
 - c. Her mother was a tennis player.
 - d. Dakota never dream of being an athlete.
36. Which of these fact shows that Dakota lives normally just like other girls at her age?
- a. She was the youngest winner of Screen Actor guild Award.
 - b. She still goes to school and spends her time with family and friends.
 - c. Many people like her movies and they love to hang out with her.
 - d. Her parents are athletes who support her dream of being and actress.
37. Which one on the text are categories of sequence of event...
- a. So
 - b. At different time
 - c. Because
 - d. At the same time
38. What is the main idea of paragraph 1 of the text above?
- a. Dakota never dreamed of being an athlete
 - b. Dakota's father was a baseball player
 - c. Dakota's mother was a tennis player
 - d. Decided to be an actress
39. What is the major supporting sentence from the text above?
- a. Decided, to be an actress.
 - b. Dakota's father was a baseball player.
 - c. Dakota's mother was a tennis player.
 - d. Now, Dakota has grown in to a 16 year old teenager.
40. What is the supporting sentence of paragraph 2?
- a. Star in a movie
 - b. Good responses from the audiences
 - c. The cat in the hat
 - d. Dakota's movies have varied from drama, comedy, action, to horror.

41. Which one is Dakota's newest movie?
- a. I am sam
 - b. Uptown girls
 - c. The runaways
 - d. War of the worlds
42. What are ideas from the text above?
- a. A brilliant young talent
 - b. Screen actor guide award
 - c. Dakota live her life as normal as other people do
 - d. Upcoming movie
43. What is the main idea of paragraph 3?
- a. Her upcoming movie
 - b. She lives her live
 - c. Dakota has grown into a 16 year old teenager
 - d. She loves to hang out
44. What is the conclusion from the text above?
- a. She loves to hang out
 - b. She's also now a high school
 - c. She lives her life as normal as adolescents do.
 - d. Her upcoming movie id *The Runaway*

Text 4

Hateful horror

Watching a movie is one of my hobbies. I like to watch any kind of movie, such as action, thriller, comedy, drama, even romance. The important thing is the movie has to be good, entertaining, and make sense to me. I also prefer movies with a deep meaning or movies that can help me learn something from them. However, there is one genre of movies that I don't like at all. It is horror movie. I really hate horror movies, and I can't myself watch them no matter what.

I don't like horror movies because I think it is ridiculous to pay money just to be scared. Besides, I can't stand being afraid and anxious all the time, wondering when the ghost will appear. I also can't bear to watch the appearance of the ghostly figures. Moreover, when we watch horror movies, most people will cover their eyes and will be scared to see what's happening for almost half the time of the movie's duration. So, why bother to watch it? I think I'd rather watch other movies that I will surely enjoy than watch horror movies which I won't fully watch and obviously won't enjoy.

45. What kind of movies does the writer enjoy?
- a. All kinds of movies
 - b. Action, thriller, comedy, and even romance
 - c. Romantic comedies
 - d. Any kind of movies except horror
46. According to the writer, what do most of us do when we watch horror movies?
- e. Enjoy it.
 - f. Cover our eyes and get too scared to watch the movie.
 - g. Choose another movie that we enjoy.
 - h. Become too afraid and leave the cinema.
47. Why doesn't she like horror movies?
- a. They don't make sense.
 - b. They are expensive.
 - c. They are already been watched.
 - d. They are scary.
48. What is the topic sentence in paragraph 1?
- a. I really hate horror movies
 - b. The important thing is the movie has to be good
 - c. I like to watch any kind movie comedy, drama and even romance
 - d. Watching a movie is one of my hobbies

49. What are ideas from the text above?
- a. Movies can help me learn something.
 - b. Horror movie is scary.
 - c. The movies has to be good, entertaining, and make sense.
 - d. The kind of movie.
50. What can be inferred from the passage?
- a. Horror movies
 - b. I don't like horror movie
 - c. Horror movie is scary
 - d. Really hate horror

Padangsidempuan, Oktober 2016
Validator,

Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

APPENDIX 2

Answer key of multiple choice on vocabulary test

1. A	6. C	11. A	16. C	21. D
2. A	7. A	12. A	17. B	22. D
3. A	8. C	13. A	18. A	23. A
4. D	9. C	14. D	19. C	24. A
5. B	10. D	15. A	20. C	25. B

Answer key of multiple choice on reading comprehension

1. A	6. B	11. D	16. A	21. B
2. D	7. C	12. B	17. C	22. D
3. D	8. C	13. A	18. C	23. D
4. C	9. A	14. A	19. C	24. C
5. D	10. A	15. D	20. B	25. C

VALIDITY OF VOCABULARY MASTERY TEST

Valid test for item 2

$$\sum x = 17$$

$$\sum y = 265$$

$$\sum x^2 = 17$$

$$\sum y^2 = 3661$$

$$(\sum x)^2 = 289$$

$$(\sum y)^2 = 70225$$

$$\sum xy = 104$$

By using the formula of Person r, so:

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

$$r_{xy} = \frac{25 \cdot 104 - 17 \cdot 265}{\sqrt{25 \cdot 17 - (289)} \sqrt{25 \cdot 3661 - (70225)}}$$

$$r_{xy} = \frac{2080 - 4505}{\sqrt{425 - (289)} \sqrt{91525 - (70225)}}$$

$$r_{xy} = \frac{225}{\sqrt{136} \sqrt{21300}}$$

$$r_{xy} = \frac{225}{289680}$$

$$r_{xy} = \frac{225}{538,21}$$

$$r_{xy} = 0,418$$

So that, $r_{\text{count}} = 0,418$ $n = 25$ $\alpha = 0,05$ $r_{\text{table}} = 0,374$.

The test is valid if $r_{\text{count}} > r_{\text{table}}$. Based on calculation above, the item two is valid.

Invalid test for item 11

$$\sum x = 9$$

$$\sum x^2 = 9$$

$$(\sum x)^2 = 81$$

$$\sum y = 265$$

$$\sum y^2 = 3661$$

$$(\sum y)^2 = 70225$$

$$\sum xy = 227$$

By using the formula of Person r, so:

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

$$r_{xy} = \frac{25.227 - 9.265}{\sqrt{25.9 - (81)} \sqrt{25.3661 - (70225)}}$$

$$r_{xy} = \frac{5675 - 2385}{\sqrt{225 - (81)} \sqrt{91525 - (70225)}}$$

$$r_{xy} = \frac{3290}{144 (21300)}$$

$$r_{xy} = \frac{3290}{3067200}$$

$$r_{xy} = \frac{3290}{19718,81}$$

$$r_{xy} = 0,166$$

So that, $r_{\text{count}} = 0,166$ $n = 25$ $\alpha = 0,05$ $r_{\text{table}} = 0,374$.

The test is valid if $r_{\text{count}} > r_{\text{table}}$. Based on calculation above, the item eleven is invalid.

Appendix 4

The Score of Vocabulary Mastery

No	Initial Name	Score
1	AH	72
2	AS	96
3	DA	84
4	DH	80
5	DM	100
6	EK	68
7	EP	76
8	EZ	94
9	FI	80
10	FM	94
11	LR	88
12	LS	76
13	MA	84
14	MD	72
15	MH	84
16	MR	80
17	MS	96
18	MU	76
19	NI	88
20	NL	68
21	NS	88
22	NY	76
23	SA	84
24	SL	76
25	SM	84
26	SN	84
27	SR	96
28	UH	84
29	WF	89
30	WH	80
Total Score		2484

Appendix 5

The Calculation of Statistic Mean, Median, Modus, Range, Total of Classes, and Interval, (Vocabulary Mastery)

1. Score

68	76	80	84	88	94
68	76	80	84	88	96
72	76	80	84	88	96
72	76	84	84	88	96
76	80	84	84	94	100

2. From data above, higher score = 100, and lower score = 68

3. Range

$$\begin{aligned} R &= \text{higher score} - \text{lower score} \\ &= 100 - 68 \\ &= 32 \end{aligned}$$

4. Total of Classes

$$\begin{aligned} K &= 1 + (3.3) \log n \\ &= 1 + (3.3) \log 30 \\ &= 1 + (3.3) 1,477 \\ &= 1 + 4.8741 \\ &= 5.8741 \\ &= 6 \end{aligned}$$

$$5. \text{ Interval (i)} = \frac{\text{Range}}{\text{Many Class}} = \frac{32}{6} = 5.3 = 6$$

6. Mean Score

Interval	<i>Fi</i>	<i>Xi</i>	<i>Fixi</i>
65-70	2	67.5	135
71-76	7	73.5	514.5
77-82	4	79.5	318
83-88	11	85.5	940.5
89-94	2	91.5	183
95-100	4	97.5	390
<i>i</i> = 6	30	495	2481

$$X = \frac{fixi}{fi} = \frac{2481}{30} = 82.7$$

7. Median

$$\begin{aligned} \text{Me} &= Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right) \\ &= 82.5 + 6 \frac{15-4}{11} \\ &= 82.5 + 6 \\ &= 88.5 \end{aligned}$$

8. Modus

$$\begin{aligned} \text{Mo} &= tb + \frac{d_1}{d_1+d_2} i \\ &= 88.5 + \frac{2}{2+4} 6 \\ &= 88.5 + (0.33) 6 \\ &= 88.5 + 1.98 \\ &= 90.48 \end{aligned}$$

Appendix 6

The Validity of Reading Comprehension

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	ΣY	ΣY ²	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625
2	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	17	289
3	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	22	484
4	0	1	1	1	1	0	1	1	0	1	1	1	0	0	1	1	0	1	0	1	1	1	1	0	1	1	20	400
5	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	25	625
6	0	1	0	1	1	0	0	1	1	1	0	1	0	0	1	0	1	1	0	0	1	0	1	0	1	1	17	289
7	0	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	0	0	1	1	1	1	1	0	1	1	19	361
8	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	22	484
9	0	1	1	1	1	0	1	0	1	0	1	0	0	0	1	1	0	1	1	0	1	1	0	1	0	1	20	400
10	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	22	484
11	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	22	484
12	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	19	361
13	0	1	1	1	0	0	1	1	0	1	1	1	0	0	1	1	0	0	0	1	1	1	1	0	1	1	21	441
14	0	1	1	0	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	18	324
15	0	1	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	1	1	1	0	1	21	441
16	0	1	1	0	1	0	1	1	1	1	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	0	20	400
17	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	24	576
18	1	0	1	0	1	1	1	0	0	1	0	1	1	1	0	1	0	1	1	1	0	1	0	0	1	1	19	361
19	1	1	0	1	0	0	1	0	0	1	1	0	1	1	1	0	0	1	0	1	0	1	0	1	0	1	22	484
20	1	0	1	1	0	1	1	0	0	0	1	0	1	1	0	1	0	0	1	1	0	1	0	1	0	1	17	289
21	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	22	484
22	1	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	19	361
23	1	0	1	1	0	1	0	0	0	1	1	1	1	1	0	1	0	0	1	0	0	1	0	1	0	1	21	441
24	1	1	0	0	1	1	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0	0	1	19	361
25	0	1	1	1	0	1	1	1	0	1	0	1	0	0	1	1	0	1	1	1	1	1	1	0	0	1	21	441
ΣX	19	21	19	20	9	18	20	20	8	24	20	22	19	19	21	19	8	19	18	20	20	22	8	20	22	514	10690	
ΣX ²	19	21	19	20	9	18	20	20	8	24	20	22	19	19	21	19	8	19	18	20	20	22	8	20	22	455		
(ΣX) ²	361	441	361	400	81	324	400	400	64	576	400	484	361	361	441	361	64	361	324	400	400	484	64	400	484	8797		
rc	0,76	0,84	0,76	0,80	0,36	0,72	0,80	0,80	0,32	0,96	0,80	0,88	0,76	0,76	0,84	0,76	0,32	0,76	0,72	0,80	0,80	0,88	0,32	0,80	0,88			
rt	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374		
c	v	v	v	v	tv	v	v	v	tv	v	v	v	v	v	v	v	tv	v	v	v	v	v	tv	v	v	v		

VALIDITY OF READING COMPREHENSION TEST

Valid test for item 6

$$\sum x = 18$$

$$\sum x^2 = 18$$

$$(\sum x)^2 = 324$$

$$\sum y = 255$$

$$\sum y^2 = 3369$$

$$(\sum y)^2 = 65025$$

$$\sum xy = 158$$

By using the formula of Person r, so:

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

$$r_{xy} = \frac{25 \cdot 158 - 18 \cdot 255}{\sqrt{25 \cdot 18 - (18)^2} \sqrt{25 \cdot 3369 - (255)^2}}$$

$$r_{xy} = \frac{4590 - 3950}{\sqrt{450 - (324)} \sqrt{84255 - (65025)}}$$

$$r_{xy} = \frac{640}{\sqrt{126} \sqrt{19200}}$$

$$r_{xy} = \frac{640}{2419200}$$

$$r_{xy} = \frac{640}{1555,37}$$

$$r_{xy} = 0,411$$

So that, $r_{\text{count}} = 0,411$ $n = 25$ $\alpha = 0,05$ $r_{\text{table}} = 0,374$.

The test is valid if $r_{\text{count}} > r_{\text{table}}$. Based on calculation above, the item six is valid.

Invalid test for item 5

$$\sum x = 9$$

$$\sum x^2 = 9$$

$$(\sum x)^2 = 81$$

$$\sum y = 255$$

$$\sum y^2 = 3369$$

$$(\sum y)^2 = 65025$$

$$\sum xy = 217$$

By using the formula of Person r, so:

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

$$r_{xy} = \frac{25 \cdot 217 - 9 \cdot 255}{\sqrt{25 \cdot 9 - (9)^2} \sqrt{25 \cdot 3369 - (65025)}}$$

$$r_{xy} = \frac{5425 - 2295}{\sqrt{225 - (81)} \sqrt{84225 - (65025)}}$$

$$r_{xy} = \frac{3130}{\sqrt{144} \sqrt{19200}}$$

$$r_{xy} = \frac{3130}{349920000}$$

$$r_{xy} = \frac{3130}{18706,14}$$

$$r_{xy} = 0,178$$

So that, $r_{\text{count}} = 0,178$ $n = 25$ $\alpha = 0,05$ $r_{\text{table}} = 0,374$.

The test is valid if $r_{\text{count}} > r_{\text{table}}$. Based on calculation above, the item five is invalid.

Appendix 7

The Score to Test of Reading Comprehension

No	Initial Name	Score
1	AH	76
2	AS	96
3	DA	96
4	DH	76
5	DM	96
6	EK	72
7	EP	80
8	EZ	84
9	FI	68
10	FM	84
11	LR	84
12	LS	80
13	MA	88
14	MD	80
15	MH	88
16	MR	80
17	MS	100
18	MU	88
19	NI	80
20	NL	84
21	NS	76
22	NY	88
23	SA	72
24	SL	88
25	SM	64
26	SN	88
27	SR	92
28	UH	84
29	WF	92
30	WH	76
Total Score		2500

Appendix 8

The Calculation of Statistic Mean, Median, Modus, Range, Total of Classes, and Interval, (Reading Comprehension)

1. Score

64	76	80	84	88	92
68	76	80	84	88	96
72	76	80	84	88	96
72	80	84	88	88	96
76	80	84	88	92	100

2. From data above, higher score = 100, and lower score = 64

3. Range

$$\begin{aligned} R &= \text{higher score} - \text{lower score} \\ &= 100 - 64 \\ &= 36 \end{aligned}$$

4. Many Class (K)

$$\begin{aligned} K &= 1 + (3.3) \log n \\ &= 1 + (3.3) \log 30 \\ &= 1 + (3.3) 1.477 \\ &= 1 + 4.8741 \\ &= 5.8741 \\ &= 6 \end{aligned}$$

$$5. \text{ Interval (i)} = \frac{\text{Range}}{\text{Many Class}} = \frac{36}{6} = 6$$

6. Mean

Interval	<i>Fi</i>	<i>Xi</i>	<i>Fixi</i>
64-69	2	66.5	133
70-75	2	72.5	145
76-81	9	78.5	706.5
82-87	5	84.5	422.5
88-93	8	90.5	724
94-100	4	97	388
<i>i=6</i>	30	489.5	2519

$$X = \frac{\text{fixi}}{fi} = \frac{2519}{30} = 83.97$$

7. Median

$$\begin{aligned} \text{Me} &= \text{Bb} + i \left(\frac{\frac{n}{2} - F}{fm} \right) \\ &= 75.5 + 6 \frac{15-2}{9} \\ &= 75.5 + 6 (1.44) \\ &= 75.5 + 7.44 \\ &= 82.94 \end{aligned}$$

8. Modus

$$\begin{aligned} \text{Mo} &= \text{tb} + \frac{d_1}{d_1+d_2} i \\ &= 81.5 + \frac{5}{5+8} 6 \\ &= 81.5 + (0.38) 6 \\ &= 81.5 + 2.28 \\ &= 83.78 \end{aligned}$$

Appendix 9

The Correlation between Vocabulary Mastery and Reading Comprehension

No	Initial Names	X	Y	X ²	Y ²	XY
1	AH	72	76	5184	5776	5472
2	AS	96	96	9216	9216	9216
3	DA	84	96	7056	9216	8064
4	DH	80	76	6400	5776	6080
5	DM	100	96	10000	9216	9600
6	EK	68	72	4624	5184	4896
7	EP	76	80	5776	6400	6080
8	EZ	88	84	7744	7056	7392
9	FI	80	68	6400	4624	5440
10	FM	88	84	7744	7056	7392
11	LR	88	84	7744	7056	7392
12	LS	76	80	5776	6400	6080
13	MA	84	88	7056	7744	7392
14	MD	72	80	5184	6400	5760
15	MH	84	88	7056	7744	7392
16	MR	80	80	6400	6400	6400
17	MS	96	100	9216	10000	9600
18	MU	76	88	5776	7744	6688
19	NI	88	80	7744	6400	7040
20	NL	68	84	4624	7056	5712
21	NS	88	76	7744	5776	6688
22	NY	76	88	5776	7744	6688
23	SA	84	72	7056	5184	6048
24	SL	76	88	5776	7744	6688
25	SM	84	64	7056	4096	5376
26	SN	84	88	7056	7744	7392
27	SR	96	92	9216	8464	8832
28	UH	84	84	7056	7056	7056
29	WF	88	92	7744	8464	8096
30	WH	80	76	6400	5776	6080
Total		2484	2500	375600	386725	372531

This is the calculation of r_{xy} :

N : 30
 X : 2484
 Y : 2500
 X^2 : 375600
 Y^2 : 386725
 XY : 372531

$$\begin{aligned}
 r_{xy} &= \frac{N \sum xy - \sum x \sum y}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum y^2 - (\sum y)^2}} \\
 &= \frac{30 \cdot 372531 - 2484 \cdot (2500)}{\sqrt{30 \cdot 375600 - (2484)^2} \sqrt{30 \cdot 386725 - (2500)^2}} \\
 &= \frac{11175930 - 6210000}{\sqrt{11268000 - 6170256} \sqrt{11601750 - 6250000}} \\
 &= \frac{4965930}{\sqrt{5097744} \sqrt{5351750}} \\
 &= \frac{4965930}{27281851452000} \\
 &= \frac{4965930}{5223203,1792761} \\
 &= 0,950
 \end{aligned}$$

There the contribution of variable X to variable Y as drawn bellow:

KP = the score of determine coefficient

r = the score of the coefficients correlation

$$\begin{aligned} \text{KP} &= r^2 \times 100\% \\ &= 0.950^2 \times 100\% \\ &= 90.25\% \end{aligned}$$

Based on the calculated above it meant that is the contribution students' vocabulary mastery and the Reading Comprehension is 90.25%.

Appendix 10

R-TABLE OF PRODUCT MOMENT

N	Taraf 5 %	Signif 1 %	N	Taraf 5 %	Signif 1 %	N	Taraf 5 %	Signif 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	0,612	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	0,261
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380			
22	0,423	0,517	46	0,291	0,376			
23	0,413	0,526	47	0,288	0,372	700	0,074	0,097
24	0,404	0,515	48	0,284	0,368	800	0,070	0,091
25	0,396	0,505	49	0,281	0,364	900	0,065	0,086
26	0,388	0,496	50	0,279	0,361	1000	0,062	0,081



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN PENELITIAN

Nomor : 79 /In.14/E.6c/TL.00/10/2016

Ketua Jurusan Tadris/Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa:

Nama : **SABROH LAILA SIAGIAN**
NIM : 11 340 0078
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan / TBI-2
Alamat : Sihitang

benar telah melakukan penelitian di Jurusan Tadris/Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan mulai tanggal 17 Oktober 2016 sampai dengan 18 Oktober 2016 dengan judul:

"The Correlation between Students' Vocabulary Mastery and Reading Comprehension at Fifth Semester of TBI-2 in IAIN Padangsidimpuan".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 19 Oktober 2016
Ka. Jurusan TBI

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001



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Nomor : B - 1804 /In.14/E.4c/TL.00/10/2016
Hal : **Izin Penelitian**
Penyelesaian Skripsi.

14 Oktober 2016

Yth. Rektor IAIN Padangsidempuan
Kota Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Sabroh Laila Siagian
NIM : 113400078
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Sihitang

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Correlation between Students' Vocabulary Mastery and Reading Comprehension at Fifth Semester of TBI-2 in IAIN Padangsidempuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan
Wakil Dekan Bid. Akademik

Dr. Lelya Hilda, M.Si
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mor : In.19/E1.5/PP.00.9/Skripsi/2250 /2014

Padangsidimpuan, 04 Agustus 2015

mp :

ihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth: Bapak/Ibu

1. Eka Sustris Harida, M.Pd
2. Sojuangon Rambe, S.S., M.Pd

Di-

Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil Sidang Tim Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:

Nama : **Sabroh Laila Siagian**
Nim : 11 340 0078
Semester : VII (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : **The Correlation between Vocabulary Mastery and Reading Comprehension at Fifth Semester Students* of Tbi-2 IAIN Padangsidimpuan**

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi yang dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

Ketua Jurusan Tadris Bahasa Inggris

Sekretaris Jurusan Tadris Bahasa Inggris

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