

**THE CORRELATION BETWEEN VOCABULARY MASTERY AND  
READING COMPREHENSION OF ELEVENTH GRADE STUDENTS OF  
MAN 2 KEDIRI**

**THESIS**

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

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Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam jangka waktu yang telah ditentukan dapat diajukan dalam sidang Munaqasah.

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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntutan yang diberikan dalam sidang munaqasah yang dilaksanakan pada tanggal 24 Juni 2019, kami dapat menerima dan menyetujui hasil perbaikannya.

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**MOTTO**

دائماً اشكر الله على ما تـاكه.

“Always be thankful for everything you have.”

## **DEDICATION**

*With all of my love, I dedicate this thesis to:*

*Allah SWT the lord of the world and universe, the Greatest of the greats who has given blessing, mercy and patience in finishing this thesis.*

*My dearest and beloved father Putut Sugiharto and mother Izzati Muchlishah who have given me full of love, attention, encouragement, support and motivation, and pray.*

*With all of my kind and love, I just want to say "THANK YOU"*



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The scientific paper “*Skripsi*” is presented to the Department of English Language Education Faculty of Education and Teacher Training as a partial fulfilment of the requirements for the degree of Strata I (S. Pd.) in English Language Teaching.

In finishing this thesis, the writer realizes that there are many relatives who give their help, guidance, and motivation. May Allah SWT give reward for their kindness. First, the writer would like to express her special gratitude to her advisors, Erna Nurkholida, M.Pd., as the first advisor and Ima Fitriyah, M.Pd., as the second advisor, for their great contribution, guidance, and support in finishing the *Skripsi*. She is also very grateful for the Head of English Education Study Program, Dr. Ary Setya Budhi Ningrum, M. Pd., and the dean of Tarbiyah Faculty of IAIN Kediri, Dr. Ali Anwar for their assistance in administration matters.

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May Allah SWT blesses them all

In addition, the writer realizes very much that this thesis still far from the perfectness. Therefore comments, critics and suggestion will be very much appreciated.

Kediri  
The writer

## ABSTRACT

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**Keywords:** vocabulary mastery, and reading comprehension, correlation

Vocabulary is a word or list with meaning and which is known by speakers and which is used to communicate among those speakers and used by a group or individual. Reading comprehension is defined the ability to read text, process it, and understand the meaning. Vocabulary and reading cannot be separated, since both of them relate to each other. Readers cannot understand what they are reading without knowing what most of the word mean. The aim of the research is to find out whether there is any correlation between vocabulary mastery and reading comprehension of eleventh grade students of MAN 2 Kediri.

This research uses correlational quantitative research as the research design. The population of this research was the eleventh grade students of MAN 2 Kediri. While the sample in this study is 120 eleventh grade students of MAN 2 Kediri. The data of this research is collected using TOEFL and TOEIC test. The TOEFL test is adopted from TOEFL junior by ETS, is used to collected the data of students' reading comprehension. Then, the TOEIC test was taken from the TOEIC book entitled *Toeic Preparation* is used to collect the data of vocabulary mastery.

The findings of this research are the vocabulary mastery score level, reading comprehension score level, and the correlation between vocabulary mastery and reading comprehension. The first is there are 0 (0%) students got excellent score of vocabulary mastery, 45 (37.5%) got good score, 36 (30%) got fairly good category, 6 (5%) got fair category and 35 (29.16%) got poor category, with means score 13, median 15 and mode 15. Then, the second is there are 2 (1.67%) students got excellent score of reading comprehension, 17 (14.16%) got good category, 41 (34.16%) got fairly good category, 31 (25.83%) got fair category and 29 (24.16%) got poor category with means score 66.03, median 67.50 and mode 78. The correlation coefficient of students' vocabulary mastery and students reading comprehension is .157. It means, the correlation is weak and the attribute of the correlation coefficient shows positive correlation. The significant value (sig.) .020 and  $H_0$  is rejected, which indicates that there is a significant correlation between vocabulary mastery and reading comprehension.

## TABLE OF CONTENTS

<b>COVER</b> .....	i
<b>DECLARATION OF AUTHENTICITY</b> .....	ii
<b>APPROVAL PAGE</b> .....	iii
<b>RATIFICATION SHEET</b> .....	iv
<b>NOTA KONSULTAN</b> .....	v
<b>NOTA PEMBIMBING</b> .....	vi
<b>MOTTO</b> .....	vii
<b>DEDICATION</b> .....	viii
<b>ACKNOWLEDGEMENTS</b> .....	ix
<b>ABSTRACT</b> .....	xi
<b>TABLE OF CONTENTS</b> .....	xii
<b>LIST OF TABLES</b> .....	xiv
<b>LIST OF APPENDICES</b> .....	xv
<b>I. INTRODUCTION</b>	
A. Background of The Study .....	1
B. Statement of Problem .....	5
C. Objectives of The Study .....	5
D. Significances of The Study .....	5
E. Scope and Limitation .....	6
F. Hypothesis .....	6
G. Definition of Key Terms .....	7
<b>II. LITERATURE REVIEW</b>	
A. Vocabulary .....	8
B. Reading Comprehension .....	14
<b>III. RESEARCH METHOD</b>	
A. Research Design .....	20
B. Population and Sample .....	21

C. Location of the Research .....	23
D. Research Instrument .....	23
E. Data Collection .....	26
F. Data Analysis .....	27
<b>IV. FINDINGS AND DISCUSSION</b>	
A. Findings .....	29
B. Discussion .....	36
<b>V. CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	40
B. Suggestion .....	42
<b>REFERENCES</b>	
<b>APPENDICES</b>	

## LIST OF TABLES

<b>Table 3.1: Population of The Research .....</b>	<b>21</b>
<b>Table 3.2: Validity of Vocabulary .....</b>	<b>25</b>
<b>Table 3.3: Reliability Statistics of Vocabulary Test .....</b>	<b>26</b>
<b>Table 4.1: The Descriptive Statistic of Students' Vocabulary Mastery .....</b>	<b>30</b>
<b>Table 4.2: The Score Level of Vocabulary Mastery .....</b>	<b>30</b>
<b>Table 4.3: Normality Test of Students' Vocabulary Mastery .....</b>	<b>31</b>
<b>Table 4.4: The Descriptive Statistics of Students' Reading Comprehension Score .....</b>	<b>32</b>
<b>Table 4.5: The Score Level of Reading Comprehension .....</b>	<b>33</b>
<b>Table 4.6: Normality Test of Students' Reading Comprehension Score ....</b>	<b>34</b>
<b>Table 4.7: Correlation between Students' Vocabulary Mastery and Students' Reading Comprehension .....</b>	<b>35</b>

## **LIST OF APPENDICES**

- 1. Appendix A** Vocabulary Mastery Test Sheet
- 2. Appendix B** Reading Comprehension Test Sheet
- 3. Appendix C** Distribution of Frequency of Vocabulary Mastery
- 4. Appendix D** Distribution of Frequency of Reading Comprehension

## CHAPTER I

### INTRODUCTION

This part consists of background of study, statement of the problem and objective of the study, significance of the study, statement of the hypothesis, scope and limitation and definition of key terms.

#### **A. The Background of the Study**

English is very important to our lives because it has been used world-widely in sciences, knowledge and technology as well as education, business, transaction, and other activities in the world. In the past, the Indonesian students start learning English at junior high school (*SMP*) as a compulsory subject. The process continues to senior high school (*SMA*). In fact, English is also taught in some elementary schools as the local content lesson and even in some kindergartens, the pupils are introduced to some English vocabulary.

English in Indonesia becomes a foreign language. So, the Indonesian feels difficult to accept it. Indonesian people learn English to communicate in two forms, in spoken and written forms. Indonesian assumes that the If someone wants to master English very well, they should have competence in four skills. They are listening, speaking, reading, and writing. Besides, they have to master the language components, such as: phonology, grammar, vocabulary, and pronunciation to support the four skills because the skills are very important.



One of the purpose of teaching English as a foreign language to Indonesian is that they can read, get the information and understand the written and spoken in English. To achieve those purposes, students need a lot of words of English to master. So, to achieve the success in language teaching learning process especially English, vocabulary is one of important factors in all language teaching. Vocabulary is a very important language aspect to master. Vocabulary as one of the language aspects is to learn when people are learning a language. It is impossible to learn a language without vocabulary. So in any language learning vocabulary is necessary.

Vocabulary is one of the problems faced by English language learners. Because of the limited vocabulary, the learners cannot communicate to other clearly. Vocabulary also has an important role in achieving the reading skill and other skill in English. Students who have lots of vocabularies are easier in their learning English process. Without good vocabulary mastery, they will face some difficulties even in learning English or in daily communication. However, when they failed in vocabulary mastery, students sometimes lost their interest in learning English.

Vocabulary makes people become a better writer, speaker, listener, and reader. Vocabulary can help student do task. The more vocabulary they know the more chance to do well. English vocabulary knowledge can be used to be an important indicator to predict learner overall reading ability, the result of which may reveal that the increasing of lexical familiarity could improve

one's reading performance such a statement revealed that weak of vocabulary may handicap one's reading comprehension.

Students' vocabulary achievement becomes a major factor in studying English. In the curriculum, vocabulary achievement is very important. Based on the English subject, curriculum in Indonesia described the purpose of teaching the English is that students are able to communicate in the English (Mega Vatentina, 2017). Roskos et.al (2013) advocate for a substantially greater effort to promote vocabulary development especially in the early years of primary school, in order to enable students to attain high academic achievements. Therefore, there is a need for greater involvement of teachers in this task, because express vocabulary teaching would enhance those linguistic skills related to the reading and writing processes.

Mastering vocabulary helps students in communication whether as the listener or speaker. In reading, who have rich vocabulary will have less difficulty in catching new word or phrase. In addition, the students who learn English reading text are still lack of vocabulary, whereas in fact vocabulary is the most important thing in reading skill. Mastering vocabulary is the ability to get to receive lots of words. By having and mastering vocabulary we will know the meaning of vocabulary in the context. It can also help to avoid making mistakes in understanding a written or spoken text. Vocabulary is one of internal factors that influences in students' reading comprehension. Vocabulary should be learned by the students. Vocabulary has important role for all aspects language skill. Mastering vocabulary does not only mean

knowing the meaning of the vocabulary but knowing vocabulary also means knowing how to use it, knowing combination of word, formation of word and grammar of word.

English reported as the most dreadful subject because students find some difficulties in English. One of English subject is reading. The Basic reason is English is not their native. They have to increase their vocabulary to help them learn reading. So, in comprehending the words, sentences and texts, they have to learn reading well in order to get all detail information or the meaning of written text completely because some aspects in reading will affect to students English achievement. On other hand, foreign students who learn English face a classical problem dealing with English reading text, lack of vocabulary is the major one, whereas in fact vocabulary is the most important things in reading skill.

According to Sepulveda (2018), reading is therefore a matter of real concern and its importance in the school context is obvious. In this sense, on reviewing the bibliography, a proliferation of specific studies on reading has been found. Such interest in analysing the potential factors that condition the reading process is not new. More specifically, different studies have sufficiently documented the role played by vocabulary in reading and comprehension skills. Good vocabulary knowledge promotes learning and also enhances reading comprehension.

Fitriana (2012) on her thesis state that students' vocabulary mastery should be increased. This can be realized by encouraging students to read

more and more texts. Reading will add students' vocabulary mastery. Students should therefore be provided with opportunities to read interesting texts. The teacher should also give opportunities for students to practice their new learned vocabularies in writing and reading. This will make students' vocabulary mastery increased. Valentia (2017) suggests that her research is also expected to motivate the prospective teachers to find new innovations in teaching English especially in developing students' vocabulary, so that the students' can enrich their ability in reading comprehension. Such as conduct the effective teaching method, for example with games, use comics or song so that it can make the students' enjoy the learning in which the students will actively involved in using words to enrich students' vocabulary and in reading activity to develop students' reading comprehension. That's why I conduct the correlation between vocabulary mastery and reading comprehension.

Based on the previous elaboration, the researcher wants to know whether there is a correlation between vocabulary mastery and reading comprehension. From this idea above, the researcher determines the topic entitled. The Correlation Study between Vocabulary Mastery and Reading Comprehension of Eleventh Grade Students of MAN 2 Kediri.

## **B. The Statement of the Problems**

The problems that the writer wants to solve in this study are:

1. How are students' result of their vocabulary mastery and students' reading comprehension of eleventh grade students of MAN 2 Kediri?
2. Is there any correlation between the students' vocabulary mastery and the students' reading comprehension of the eleventh grade students of MAN 2 Kediri?

## **C. The Objectives of the Study**

The objective of this research is to find out the students' vocabulary mastery, students' reading comprehension of eleventh grade students of MAN 2 Kediri, and the correlation between the students' vocabulary mastery and the students' reading comprehension of eleventh grade students of MAN 2 Kediri in academic year of 2018/2019.

## **D. The Significance of the Study**

1. The teacher

This study will help the English teachers in teaching vocabulary and reading comprehension. Therefore, they can set up a plan for the next learning process and find the best method to improve the students' knowledge and abilities.

2. The students

This study will help the students to improve their ability in vocabulary and reading comprehension. The students can also identify their own weaknesses in learning and applying the best method to improve it.

### 3. Further researchers

The other researchers can make this research as reference in order to make better and more qualified research.

## **E. The Statement of the Hypothesis**

Based on the problem above, the working hypothesis of this study can be stated as follows; there is null hypothesis (Ho) and alternative hypothesis (Ha) a correlation between students' vocabulary mastery and their reading comprehension of eleventh grade students of MAN 2 Kediri.

## **F. The Scope and limitation of the study**

This study is attempted to describe the correlation between vocabulary mastery and the reading comprehension of eleventh grade students of MAN 2 Kediri. The data was obtained from the instrument test. The vocabulary topic includes synonyms, and antonyms, definitions and appropriate word for the context. The reading comprehension test was adopted from TOIEC test. The time of the research date is on

## **G. The Definition of Key Terms**

The definition of key terms is needed to avoid misunderstanding. The key terms of this research are:

### 1. Correlation

Correlation means mutual relation of two or more parts. It gives and understanding to the readers that, at least, two things or more are linked by a cause.

## 2. Vocabulary

Vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. (Alqahtani, 2015)

## 3. Vocabulary Mastery

Vocabulary mastery is the competence or complete knowledge of a list or a set of words that make up a language which might be used by a particular person, class, or profession.

## 4. Reading Comprehension

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. (Miller, Cathy, 2005)

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writer explains the description of theoretical framework. The subs are vocabulary that consist of definition of vocabulary, types of vocabulary, vocabulary mastery, the importance of vocabulary, assessment of vocabulary; followed by reading that include definition of reading, purpose of reading, type of reading, reading comprehension, and assessment of reading.

#### **A. Vocabulary**

##### **1. Definition of Vocabulary Mastery**

Vocabulary is words used in a particular language. Vocabulary is a word or list with meaning and which is known by the speakers and which is used to communicate among those speakers and used by a group or individual. Vocabulary is the total number of words that are needed to communicated ideas and express the speakers' meaning. (Alqahtani, 2015). According to Setyo (2017) Vocabulary is a core correspondent of language as well source or base when students speak English language. Vocabulary also a core component of proficiency and provides much of the basic for how well learners speak, listen, read and write.

Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language, building up a useful vocabulary becomes a central to the learning of a foreign language at



primary level. Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Therefore, people can understand what the other speakers mean to. When a learner intends to learn foreign language, he/she has to learn the vocabulary of the foreign language first.

Vocabulary is more than merely a list of words. Vocabulary is a list of words usually defined and alphabetized as a dictionary or specialized glossary complete word stock of a language. The words which express meanings but the meanings are a slippery concept. Some words may appear to be simple in referring to one thing and therefore easy to understand, but some words may also difficult to understand because their meaning may change depends on the words they are attached with.

## **2. Types of vocabulary**

Lehr & Osborn (2001) explain two kinds of vocabulary description as follow.

First, words come in two forms, oral and printed.

1. Oral vocabulary includes the words that are recognized and used in listening and speaking.
2. Printed vocabulary includes the words that are recognized and used in reading and writing.

Second, word knowledge is composed of two forms, receptive and productive

1. Receptive vocabulary includes words that are recognized when we hear or see them. It is the ability to comprehend passive vocabulary which is used in reading and listening context.
2. Productive vocabulary includes words that are recognized when we speak or write. It is an active ability which is used in speaking or writing.

Furthermore, knowing and understanding words mean knowing their “form” (how they are sounded, how they are spelt, grammatical change that could be made to them), their “meaning” (their conceptual content, and how they relate to other words and in particular types of language use (Cameron, 2001).

### 3. **Vocabulary Mastery**

Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because people are able to speak, write, and listening nicely by knowing the vocabulary first. A person said to know a word if they can recognize the meaning when they see it. It means that in learning vocabulary we have to know the meaning of the word used and also understand apply it in a good sentence meaning and context.

In learning vocabulary automatically we have to know the meaning of words itself and can use it in sentences. There are two factors which influence the students' vocabulary. They are intrinsic and extrinsic factors. Intrinsic factors mean that factors which come from inside of the students such as: motivation, interest, patience, etc. And extrinsic factors mean factors which come from students that effect their learning process such as: economic background, learning material, teachers' performance including their teaching method.

#### **4. The importance of Vocabulary**

In every language, vocabulary is very important which is used to convey the idea, express desire and feelings and to communicate with others. Vocabulary is one of the components, which supports the speakers in communication, whenever we want to communicate with other people using a language. Therefore, without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that vocabulary is the main element in communication.

Students learn vocabulary indirectly and directly. They can express their ideas and comprehend other people idea if they have good vocabulary mastery. The number of words that students will encounter means that priority is given to developing strategies that students can use when they are reading independently and to occasions where they can apply these strategies in their reading and writing, as well as discuss the ways in which the authors use words.

Based on the explanation above, it can be concluded that vocabulary is very important in language learning. Vocabulary become one of the language components which supports the speakers in communication, when we are mastering vocabulary we can understand the information from the text or oral and we can express our idea.

## **5. Assessment of Vocabulary Mastery**

Brown (2003: 230) states that assessment of vocabulary is divided into :

### **1. Ordering tasks**

One task at the sentence level may appeal to those who are fond of word games and puzzle; ordering (or reordering) a scrambled set of words into a correct sentence.

### **2. Short-Answer and Sentence Completion Tasks**

Such items range from very simple and predictable to somewhat more elaborate responses.

### **3. Multiple choice**

Multiple choice tests are a popular way of testing in that they are easy to score (a computer can do it), and they are easy to design (or seem to be). Moreover, the multiple choice format can be used with isolated words, words in a sentence context, or words in whole texts.

### **4. Gap-Fill**

Gap-fill tests require learners to recall the word from memory in order to complete a sentence or text. Thus, they test the ability to produce a word rather than simply recognize it. The best-known

example of this test type is the cloze test. In a cloze test, the gaps are regularly spaced –e.g. every seventh, eight, or ninth word. In this way, knowledge of a wide range of word types including grammar words as well as content words is tested.

In this research, the researcher used multiple choices to test the students' vocabulary mastery. Assessment of vocabulary included all knowledge of words. Those are (1) word classes and (2) word meaning, can be measure from four aspects, namely (1) noun, (2) verb, (3) adjective, (4) adverb. Word meaning can be measured from three aspects, namely (1) synonym, (2) antonym, (3) homonym.

## **B. Reading Comprehension**

### **1. Definition of Reading**

Reading is one important skill in learning a language. It is also a means of recreation and enjoyment. At the same time it enlarges knowledge and improves the technological achievement. In order to develop reading skill it is necessary to read many kinds of reading materials. Students should not only develop their reading skill through formal education and assignment in various school textbook, but they also should read fiction, free reading books, newspapers and magazines.

The goal of reading for Indonesian students is to understand or comprehend the material of the test because reading comprehension is a bridge to understanding scientific books they read. The ability of the students in reading is very important because by having the ability to read,

they will be able to improving their knowledge. Although people read many kinds of reading materials and have interest in reading, actually they do similar things. They try to catch the meaning or the idea of the text. It means that they do not only interact with the written symbol, but they also use the knowledge to catch the meaning.

Many experts defined reading differently. Reading requires the ability to recognize symbol or printed words and to construct a meaning from a text. Furthermore, the idea of reading is also to do with purposes, experiences, strategies, skills, and even attitude towards reading. It means that reading facilitates a writer to share knowledge, ideas and feelings with reader, where both of them have their own language patterns and experiences. It indicates that reading is not only getting messages from a text, but also utilizing the reading purposes and strategies to do with. .

Based on explanation above, it can be concluded that reading is a system that combines information from text with knowledge of readers to gain an understanding of the information in the text. Reading is not only decoding symbols, but also trying to get a message and giving responses to the text.

## 2. Type of Reading

However, Brown (2003), mentions four type of reading. Those are :

### 1. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other grapheme symbols. Bottom-up processing is implied.

### 2. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used; picture-cued tasks, matching, true/false, multiple choice, etc. A combination of bottom-up and top-down processing may be used.

### 3. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it and in take is the product of that interaction. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

#### 4. Extensive

Extensive reading applies to texts of more than a page up to and including professional article, essays, technical reports, short stories, and books. Top-down processing is assumed for most extensive tasks.

### 3. Reading Comprehension

Reading is an activity with purpose. A person may read for enjoyment, or to enhance knowledge of the language being read. Hasibuan, Muhammad Fauzan (2007) state that the purpose for reading determines the appropriate approach to reading comprehension. It suggests that comprehension is achieved when a reader successfully extracts the useful knowledge from a text and constructs it into a new understanding of their own.

Reading comprehension is defined the ability to read text, process it, and understand its meaning. Comprehension means understanding the meaning or the point of a topic, F. Dubin, D.E Eskey and W. Grabe show a more specific explanation, comprehension means relating what we do not know or new information, which is not random collection of facts but a “theory of a world” in each of our heads. In other words, reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills and strategies to determine what the meaning is. So, reading comprehension is



the process of build meanings from the text or reading material and the interaction between the reader and writer.

#### **4. Previous Study**

In conducting the research, the researcher stands with some previous study. There are some previous researchers who conducted the similar type of this study, about the correlation between reading comprehension and vocabulary mastery. Sedita (2005) found 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 mean, which will help them learn new words. Yildirim, Yildiz and Ates (2011) found that there was a significant correlation between vocabulary and comprehending expository texts as well as vocabulary and comprehending narrative texts. The findings also show that vocabulary is a predictor of comprehending narrative and expository texts.

Another study, Ratnawati (2006) who states that vocabulary knowledge is crucial in reading comprehension and determining how good the students are in comprehending the texts.