

A THESIS

**THE CORRELATION BETWEEN STUDENT'S VOCABULARY
MASTERY AND READING COMPREHENSION
AT SMPN 4 PAREPARE**



BY

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC RELIGION INSTITUTE
PAREPARE**

2023

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC RELIGION INSTITUTE
PAREPARE**

2023

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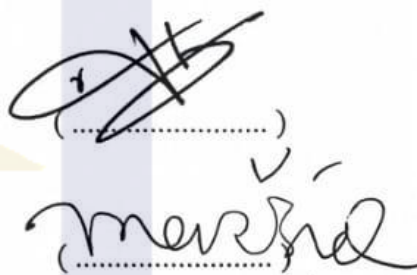
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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
 الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ
 وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

Alhamdulillah, first of all the researcher would like to say a lot of thanks to Allah SWT for guidance, who has given the writer his mercy, blessing, and a chance so that the writer could finish this thesis. Shalawat and salam to our beloved prophet Muhammad saw as the last messenger of Allah swt. who has brought us from the darkness to the brightness with Islamic religion.

The researcher realizes that in the process of completing this thesis, she has received much support and help from many people. Therefore, the researcher would like to express sincere gratitude to her beloved parents Hamsir Tabran and Salma who are always praying for his success. They make her realize to keep going, they inspire her to keep working hard and not to give up easily.

Her thanks, respect, and appreciation go to her consultants, Dr. Arqam M.Pd., as the first consultant, and her second consultant Mujahidah, M.Pd. who has given the researcher careful guidance, valuable advice and helpful correction from the beginning of the final project writing until it was accomplished. Thanks for helping and their good advice.

The researcher also would like to express her genuine gratitude to:

1. Prof. Dr. Hannani, M.Ag. The Rector of State Islamic Institute (IAIN) Parepare who had worked hard to manage education at IAIN Parepare.
2. Dr. Zulfah, M.Pd. as the Dean of Tarbiyah Faculty for his permission to write this thesis.

3. Dr. Arqam, M.Pd as the chairman of English Program who has given his some insight so the writer can accomplish this thesis.
4. Ali Rahman M.Pd., as an Academic Advisor who has provided advice and motivation to researcher.
5. The lecturers and the staff who have taught and educated the researcher during her study in this greet campus. Thanks for their knowledge, advice, and motivation they had given to the researcher during her study in this greet campus.
6. The sweetest gratitude goes to my beloved family thank you very much for all the love, support and sincere prayers that are always given to researcher.
7. For class groups “Temang Kelas” and “PBI Angkatan 17” that have provided extraordinary experiences to researcher, it makes researchers know the meaning of togetherness during the learning process. Thank you for providing support and being a good friend to researcher.
8. To all people whose name cannot be mentioned one by one for their contribution to the researcher during finishing her thesis.

Finally, the researcher admits that her research is still far from being perfect.

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Stated this thesis was his own writing and if it can be proved that it was copied, duplicate or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Shinta Safirah. *The Correlation Between Students' Vocabulary Mastery and Reading Comprehension at SMPN 4 Parepare. Skripsi, English Education Program Tarbiyah Faculty State Islamic Religion Institute Parepare. (Supervised by Mujahidah and Arqam)*

This research used a correlational research. The population of this study was the eighth grade students of SMPN 4 Parepare in the academic year of 2021/2022. The sample consists of 26 students. The basic problem the writer discussed in this final project was to find out there is correlation between the students' vocabulary mastery and their reading comprehension ability in learning English.

The techniques used for obtained data was: first, collected data from students vocabulary test and reading comprehension test; second, compute and classified the students' vocabulary mastery test and the students' reading comprehension; third, analyzed the score of the students' vocabulary and the students' reading comprehension; the last, drew the conclusion based on the data.

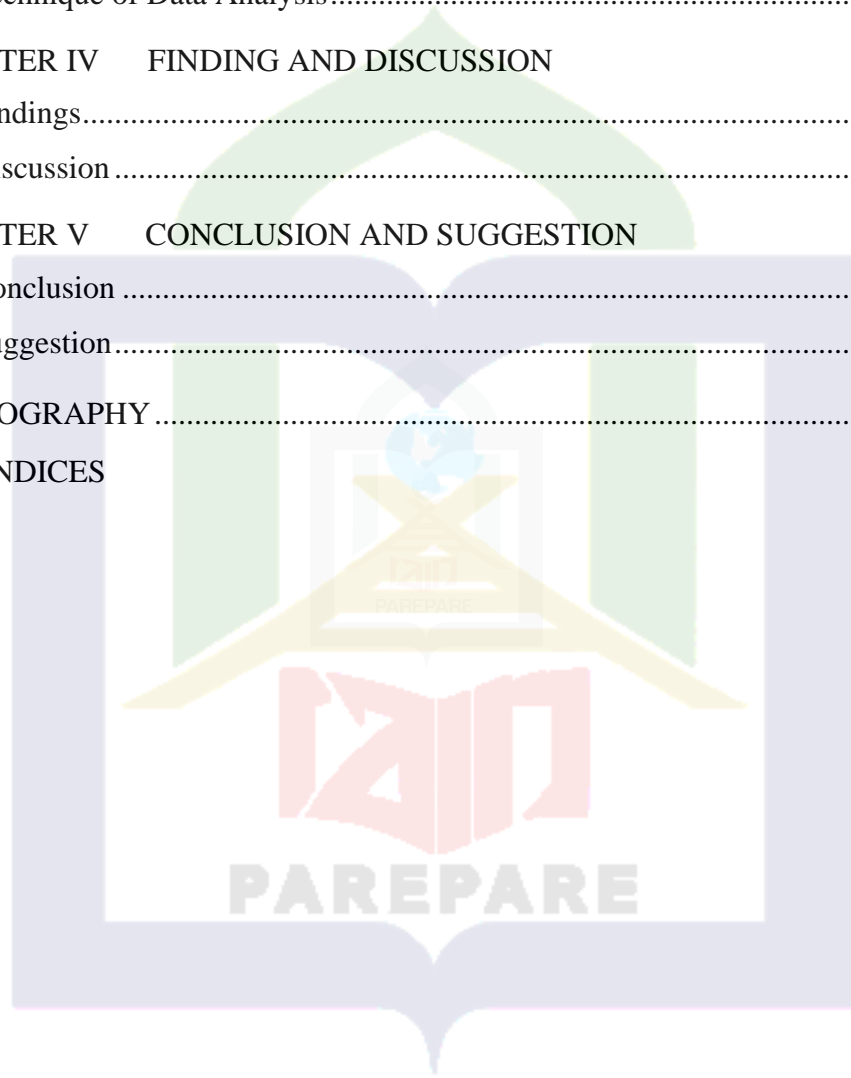
The final result of the analysis shows that there was a positive correlation between the students' vocabulary mastery and reading comprehension ability. It was reasonable since the average of the student's vocabulary mastery was 82,30, In the table of vocabulary mastery rate score vocabulary the students got very good score. Meanwhile, the student reading comprehension score was 60,38, In the table of the students reading comprehension rate score the students got good score. Having analyzed this result used the formula of the Pearson Product Moment Correlation, it was clearly conceivable the correlation score was 0,816. In the table of indexes correlation, it can be concluded that the level of this correlation is 0.70-0.90, based on the table of criteria r Product Moment was in the high Correlation. It means that when the student was very good knowledge about vocabulary, so in their reading comprehension it was also good. According to the Correlation on Index Interpretation of the $= 0.816$ belongs to the group of „high correlated“. Based on the above finding, the writer indicates a conclusion that the students' vocabulary mastery correlated to reading comprehension.

Keywords : *Correlation, Reading comprehension, Vocabulary mastery.*

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CHAPTER I

INTRODUCTION

A. Background

Since English is considered as international language, learning English has become necessity for everyone who wants to engage in international interaction, we know that English importance in particular because of the extent of the role it plays in the many areas such as economic and business, international relation, the media, education, communication, international travel and safety¹ English language used as a means of communication in the international relationship and widely used in all branches of knowledge².

In Indonesia, English is still as foreign language and it has been taught from kindergarten for delivering the lesson such as introducing vocabulary and daily communication. To mastering English well, students should be able to using the four main skill such as listening, speaking, reading, and writing. In addition, students are also encouraged to master a variety of important components in language such as phonology, grammar, vocabulary, and pronunciation to support the four skills. In the curriculum 1994, it is stated that out of the four skills, listening, speaking, reading, and writing. But reading is considered the most important foreign language skills because it is believed that acquisition of reading in a second or foreign language is priority.

¹Lauder, Allan. The Status And Function Of English In Indonesia: A Review Of Key Factors. *Makara Human Behavior Studies In Asia*, 2008, 12.1: 9-20.

² Brown, H. D, Teaching By Principles: An Interactive Approach To Language Pedagogy 2nd Ed. (New York: Addison Wesley Longman, Inc, 2001),P.118

Reading can be thought of as a way to draw information from a text and to form an interpretation of that information according to Grabe and Stoller³. In relation to the definition of reading, Moirellon (2007) said that reading is making meaning from print or from visual information⁴, this is so as supported by Willis (2008) who states that by reading someone can find the specific information he needs specific information, so reading is the most important skill to master that is to build knowledge from the information they read. When students read the text, the cognitive action should work together to create the meaning and to carry out information. People read a text to get the knowledge requires the reader to identify the printed words and sentences from beginning to end. By reading, people may get a lot of information. The more he/she reads, the more information he/she will get. Reader will be successful in reading if they can identify the meaning to get information, so the stands to know the meaning the text, it should be mastery of vocabulary.

Naturally vocabulary mastery in most cases can help students to learn other language skills, Vocabulary is one of the language aspects which should be learnt because in order to be able to speak, write, read and listen learners have to know vocabulary first. A person said to „know „a word if they can recognize its meaning when they see it according to Cameron.⁵

Lack of vocabulary might lead students to difficulty in understanding reading passages because vocabulary plays an important role in order to

³ Grabe, W. P., & Stoller, F. L. Teaching and researching: Reading. Routledge.2013

⁴ Ismail, H., Syahruza, J.K., & Basuki. (2017). Improving the Students' Reading Skill through Translation Method. *Journal of English Education*, 2(2, Dec.), 124-131.

⁵ Alqahtani, Mofareh, Et Al. The Importance Of Vocabulary In Language Learning And How To Be Taught. *International Journal Of Teaching And Education*, 2015, 3.3: 21-34.

comprehend reading texts. Moreover, vocabulary is the strongest component of proper reading comprehension and studies have shown that students who have a large working vocabulary receive better grades than students who do not according to Stahl & Fairbanks, in Harvey.⁶

Reading comprehension and vocabulary mastery have a strong relationship. It is in line with Sedita in Furqon who states that vocabulary knowledge is crucial in reading comprehension and determining how well students are in comprehending the texts⁷. In the regard to this matter, this study attempts to find out the ability of students' reading comprehension, students' vocabulary mastery and the correlation between students' reading comprehension and their vocabulary mastery.

Based on the explanation above the researcher was interested in conducting research by the title "THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND READING COMPREHENSION AT SMPN 4 PAREPARE."

B. Research Questions

Based on the statement in the background, there is research question that will be investigate through this research.

1. How are the student's vocabulary mastery in learning English at SMPN 4 Parepare?

⁶Djuarsa, Helga Mariana. The Relationship Between Vocabulary Knowledge And Reading Comprehension Ability Of Senior High School Students. *Magister Scientiae*, 2017, 41: 41-53.

⁷Furqon, Fajar. Correlation Between Students'vocabulary Mastery And Their Reading Comprehension. *Journal Of English And Education*, 2013, 1.1: 68-80.

2. How are the student's reading comprehension ability in learning English at SMPN 4 Parepare?
3. What is the correlation between the student's vocabulary mastery and their reading comprehension ability in learning English at SMPN 4 Parepare?

C. Objective of Research

Based on the problem statement above, the purpose of this research, the researcher tries to examine and explore vocabulary mastery and reading comprehension.

1. To find out the student's vocabulary mastery in learning english at SMPN 4 Parepare.
2. To find out the student's reading comprehension ability in learning English at SMPN 4 Parepare.
3. To find out wether there is correlation between the student's vocabulary mastery and their reading comprehension ability in learning English at SMPN 4 Parepare.

This research is determined to find out wheather there is significant correlation between students' vocabulary mastery and their reading comprehension or not at SMPN 4 PAREPARE.

D. Significances of the Research

The research will give some useful information about achievement in vocabulary mastery and reading comprehension. This research will also present the description and correlation between vocabulary mastery and reading comprehension for eighth grade students at SMPN 4 PAREPARE in the academic

year 2021/2022. Hopefully, the result of this study is useful for students, teachers, and readers. There are two significance of this study named theoretical and practical significance. The explanation is as following;

1. Theoretical Significance

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

2. Practical Significance

- a. For the teacher. The research can be used to improve the teaching and activities in the class.
- b. For the student. To know how far their reading comprehension, reading habits , and vocabulary mastery. By knowing this, they can measure how well the capabilities, so the researcher hope they can improve their ability.
- c. For the school. The research can be used as information to improve the teaching and learning English in the future.
- d. For the researcher. To give information for further research with certain interest.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher presents previous research findings and some pertinent idea about vocabulary mastery and reading comprehension, conceptual framework and hypothesis

A. Previous Research Findings

In this part the researcher presents some research had conclude to this study, There are some researchers which are conducted a research about vocabulary mastery and reading comprehension before this study carry out, researcher relates his study from the previous research which has similiarity that can be used to material review.

The first study was taken from Yusmawati Giawa, Nelson Balisar Panjaitan who conducted a research entitled “The Correlation between Students’ Vocabulary Mastery Reading Comprehension; Meta Analysis”. This research employed a descriptive qualitative approach. The data of this study was 23 similar studies that focused on the correlation between vocabulary mastery and reading comprehension that involved 1135 samples. In collecting the data, the researchers used five steps, namely: Collecting studies or meta-analysis materials; Calculating the effect size of each study; Estimating the summary effect or mean effect size; Moderator variable analysis; Publication bias evaluation. The software that was utilized to analyze the data was JASP. Since $K = 23$, so $5K+10 = 125$. The fail-safe N value obtained is 4727.000, with a significant target

of 0.05 and $p < 0.001$. Because of the safe value of $N > 5K+10$, the result showed there is no publication bias problem in the Meta-Analysis study.⁸

The second study was taken from Nadia Aprilia with the research entitled by The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension in Descriptive Text at State Senior High School 2 Pekanbaru, her research was aimed to find out the correlation between students' vocabulary mastery and their reading comprehension in descriptive text. Her research was correlational research. her also found that there is correlation.⁹

Last study found was from Fajar Furqon. with a journal entitled by "Correlation between Students' Vocabulary Mastery and Their Reading Comprehension". The findings also showed that there was a strong correlation between students' vocabulary mastery and their reading comprehension. The current study concluded that vocabulary mastery was contributive in helping the students to comprehend the texts.¹⁰

Based on the previous research, the researcher would like to examine and also analyze the significant correlations about students' vocabulary mastery and their reading comprehension in other school. Unlike the previous studies that mentioned above, this study are not only analyze the statistic, but also more focused on the specific test of vocabulary mastery and reading comprehension. Moreover, this study also as information that can be used for make appropriate

⁸ Giawa, Y., & Panjaitan, N. B. (2021). The Correlation Between Students' Vocabulary Mastery And Reading Comprehension: A Meta Analysis. *Jurnal Bahasa Inggris Terapan*, 7(1), 45-60.

⁹ Aprilia, N. (2019). *The Correlation Between Students' vocabulary Mastery And Their Reading Comprehension In Descriptive Text At State Senior High School 2 Pekanbaru* (Doctoral Dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau).

¹⁰ Furqon, F. (2013). Correlation Between Students' vocabulary Mastery And Their Reading Comprehension. *Journal Of English And Education*, 1(1), 68-80.

strategies in order to help their students to mastering vocabulary and comprehend the texts.

B. Some Pertinent Ideas

In this chapter the researcher presents the subs are Vocabulary that consist of Definition of Vocabulary Mastery, Kinds of Vocabulary, and Importance of Vocabulary; followed by Reading comprehension that includes Definition of Reading Comprehension, Kinds of Reading, Importance of Reading; next is Correlation between Vocabulary Mastery and Reading Comprehension

1. The Concept of Vocabulary Mastery

a. Definition of vocabulary Mastery

In some literature, we found the meaning of vocabulary. According to Lehr in Dhaki states that vocabulary is knowledge of words and words meaning in both oral and written language in productive and receptive form.¹¹ Neuman & Dwyer (2009:385) also states vocabulary can be defined as "Words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).¹² And then, Snell-Hornby also states that vocabulary is all of the words that a person knows or uses your active vocabulary (the words that you uses) and your passive vocabulary (the words that you understand but do not use) all the words that people use when they are

¹¹ DAKHI, Saniago; FITRIA, Tira Nur. The principles and the teaching of English vocabulary: A review. *Journal of English teaching*, 2019, 5.1.

¹² NEUMAN, Susan B.; DWYER, Julie. Missing in action: Vocabulary instruction in pre-K. *The reading teacher*, 2009, 62.5: 384-392.

talking about particular subject, a list of words with their meanings, especially in a book for learning a foreign language.¹³

From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. Good mastery of vocabulary is important for anyone who learns the language either in listening, speaking, writing, or reading. A foreign language learners will speak fluently and accurately, or write easlily, understand what they reads or has enough vocabulary. More importantly, they have the capability of using the four language skills well.

From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interest needs and motivation; it can be the basis of communication that is needed by the people to understand the meaning of words and hepls them to express the ideas precisely, it can be inferred that because language consist of words, to be able use the language approximately, learners should master the words of the language. Having mastered a larger number of words, they will be able to express their ideas or ask information and to participate in the conversation.

b. Kind of vocabulary

Vocabulary varies in the four skills of language, listening,

¹³ Hayati, Amal. The Correlation Between Indonesian Students' Vocabulary Mastery And Their Reading Comprehension. *Al-Ta Lim Journal*, 2016, 23.2: 95-99.

writing, reading and speaking. Generally, a student will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. But in real situation, the process may change, especially in foreign language teaching. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary. According to Nation, there are two kinds of vocabulary in relation to the language skills of reading, listening, speaking, and writing. They are receptive and productive or passive and active vocabulary. Receptive or passive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively either in speaking or writing. Learners' listening vocabulary is generally larger than speaking vocabulary while learners' reading vocabulary is relatively larger than writing vocabulary.¹⁴

According to the basis of frequency, vocabulary can be divided into two kinds; there are high frequency vocabulary and low frequency vocabulary.

- 1) High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the full range of situation of use. High frequency vocabulary consists of 2000 word families, which are about 87% of the running words in formal written text and more than 95% of the words in informal spoken texts.
- 2) The low frequency vocabulary on the other hand, covers only small

¹⁴ Nation, Paul; Chung, Teresa. Teaching And Testing Vocabulary. In: *The Handbook Of Language Teaching*. 2009.

proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely, used in common activity of English language. This group includes well over 100.000 word families.

Meanwhile, Djalnushah and Azimar Enong divided vocabulary into two, they are general vocabulary and special vocabulary. General vocabulary is of the words that are used in general. There is no limit of field and user. Special vocabulary is that the words that are used in the certain field and job, profession of special science and technology.¹⁵

Furthermore, Jo Ann Aebersold and Mary Lee Field classify into two parts, they are:

- a) Active vocabulary refers to put item which 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, its means that to use the productive vocabulary, the students must to know how to pronounce it well, they must be familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.
- b) Passive vocabulary refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary¹⁶

From the explanation above, we know that every experts in every

¹⁵ Panotonagoro R, Arhamedho Akbar. *The Correlation Between Efl Learners' Vocabulary Learning Strategies And Vocabulary Mastery*. 2018. Phd Thesis. Universitas Brawijaya

¹⁶ Gustian, Dede. *The Study On Students Vocabulary Mastery And Speaking Fluency Students*. 2022.

book is different in classifying the kind of vocabulary, because every person has different way in showing and telling their opinions and ideas. Some of them who emphasize vocabulary to the items which the learners can use appropriately in speaking or writing and to the language items which the learners can use appropriately in speaking or writing and to the language items that can be recognized and understood in the context of reading and listening and some of them classify vocabulary that they have made are different, but the point is the same, because their classification are based on the different sides and aspects.

c. Importance of Vocabulary

When someone talks about vocabulary, the first thing comes in one's mind; vocabulary is a group of words on a certain language as a part teaching-learning a foreign language. From the statements above the researcher concluded that vocabulary is a group of words that is used to comprehend the text and express the idea in communication. The more students get vocabulary, the easier to increase their English skills.

Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading besides grammar.

A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and has a capability of using it accurately. Wallace (1982) mentions two main reasons about the

importance of vocabulary. First, Language exist in two forms, spoken and written, both of them need vocabulary to develop the existence itself. Second, Vocabulary is needed for production in learning English as a foreign language rather than only needed for recognition it.¹⁷

To show how vocabulary is, Bromley states that vocabulary holds some important roles in the teaching-learning process. They are as follows:

- 1) Promoting fluency. Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies. Fluent readers read at a faster rate, process more material more quickly and have better comprehension than less fluent readers.
- 2) Boosting Comprehension. Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.
- 3) Improving Achievement. A large vocabulary means a large fund of conceptual knowledge which makes academic learning easier. Students with large vocabularies score higher an achievement test than those with smallvocabularies.
- 4) Enchancing Thinking and Communication. Words are tools for analyzing, inferring, evaluating, and reasoning. A large vocabulary

¹⁷ Dehjalali, Masoumeh Rostami; Izadpanah, Siros. The Study Of Vocabulary Awareness Effect On Intermediate Language Learners' Depth Of Vocabulary Knowledge In Genuine Persian Texts. *International Journal Of English Linguistics*, 2017, 7.1: 185-191.

allows for communicating in ways that are precise, powerful, persuasive and interesting.¹⁸

It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and varies as well. Realizing, learners have to pay attention to the vocabulary teaching. The teacher must have a good, effective and efficient method in order that the teaching vocabulary is successful. Therefore, it is highly essential for English teachers to help their students in mastering vocabulary.

2. The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

Reading is one important skill in learning a language. 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 textbooks, but they also should read fiction, free reading books, newspapers and magazines. There are several definitions about reading. Alyousef defines reading as an interactive process between a reader and a text to direct the reader to become fluent in understanding the meaning of a passage.¹⁹ It means that the reader requires the interactive process to understand the text that they read, so that the reader understands the purpose of the text.

¹⁸ Kusumaningrum, Maria Asumpta Denny; Pertiwi, Dewanti Ratna. Improving Students' vocabulary Mastery Using Plickers For Electrical Avionic Department. *Jurnal Inovasi Penelitian*, 2020, 1.6: 1095-1106.

¹⁹ Alyousef, Hesham Suleiman. Teaching Reading Comprehension To Esl/Efl Learners. *Journal Of Language And Learning*, 2006, 5.1: 63-73.

The information suggested by the text, and the context of the reading situation. It is also supported by McEntire who defines reading as a constructive process which the prior knowledge and experience affects affects the reader's comprehension of the text.²⁰ By reading, the students will have more knowledge in understanding many kinds of themes and also achieve the good impacts of vocabulary mastery towards listening skill. It seems that the prior knowledge and experience are important to get proper understanding of the information in a text.

According to Snow (2002:11) defines reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. As the discussion of the definition of reading itself, readers extract information of the printed text to construct the meaning of the text. Moreover, Alderson said that reading comprehension ability is to process text meaning through some processes of interaction with print.²¹ Not only looking at the point, the readers also deciding what they mean and how they relate to each other. Current research views reading comprehension as a dynamic process in which the reader constructs meaning based on information that a reader gathers from a text.

From the statements the researcher concluded that, reading comprehension a process to understand the text and also getting meaning

²⁰Ramadhayanty, Chicy; Nasution, Rafika Dewi. Developing English Reading Materials For The Eleventh Grade Students Of Software Engineering Program At Smkn 9 Medan. *Register: Journal Of English Language Teaching Of Fbs-Unimed*, 10.3.

²¹ YULIANTI, Dita. *Improving The English Reading Comprehension Ability Of Grade 8 Students At Smp Negeri 3 Gedangsari In The Academic Year Of 2013/2014 Through Extensive Reading Activities*. 2014. Phd Thesis. Yogyakarta State University.

from word to word or line to line to understand what we read and to get information. Reading comprehension refers to the understanding of what has been read. Comprehension is a thinking process that depends not only on the comprehension skills but also on the readers' experience and background knowledge. The readers who are good at comprehending can organize between their background knowledge and the message in the text and decide which process is needed to meet their purpose of reading.

b. Kinds of Reading

Generally, based on how to read there are two kinds of reading that students usually do in the classroom. The most common is reading aloud (oral matter). It means that the learner has to think about pronunciation, correct tone, and the rhythm (drilling) together with the meaning of reading master. The second type is silent reading, the student do not take care about pronunciation and others but they tried to understand the meaning of the text.

Depending on the purposes of reading it also can be classified into two types of activities, those are intensive and extensive reading.

1) Intensive Reading

Intensive reading means reading shorter text to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role here than skimming. Reader is trying to absorb all the information given, example:

Reading dosage instruction for medicine

2) Extensive Reading

Reading deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. Example: Reading a newspaper, article, short story or novel.²²

Some classification of reading as interned by Williams are:

a) Getting general information from the text

For information, reading is a continuous source of inspiration and pleasure. Books and other printed materials provide knowledge that may be helpful in various ways. Many person reads to learn more about their special fields or interest, such as current events, European History, painting, flowers, philosophy, physic, etc. Many people read for information just to satisfy their curiosity. The more one knows the better change he or she has to understand other people and to communicate effectively with them.

b) Getting specific information from the text

Students read for information and study for examination by reading the notes they have taken in a class.

The main ways of reading are:

(1) Skimming

²² Muchtar, Naely. Intensive And Extensive Reading In Improving Teaching Reading Comprehension. *Lingua Pedagogia Journal Of English Teaching Studies*, 2019, 1.2: 1-13.

Skimming is a useful skill to be applied in reading. One reading type, by exploring the reading text quickly; in orders the reader can take the main ideas. A skimming reader can take the main ideas quicklu by collecting words,phrases and main sentences.

There are many reasons of skimming reading:

To find a piece of special information in the paragraph, quotation or reverence

- (a) To take the main idea and the important items from the text quickly
- (b) To make the usage the time exactly, because the reader is very busy and has no time. By these techniques, a reader moves his eyes quickly over a text to get the gist of it.

(2) Scanning

Scanning is the ability to read a text quickly in order to find specific information. Scanning means a technique of flashback in careful way. It has a goal to fing the special information from the text. The technique of scanning depends on some objectives or questions, which has been determined in the beginning.²³

In other word, the researcher can take a short conclusion that scanning is used when we want to find a

²³ Pribadi, Taufik. *Improving The Students' reading Comprehension Through Context Clues Strategy At The Eighth Grade Of Smp Muhammadiyah 1 Ponorogo In Academic Year 2015/2016*. 2015. Phd Thesis. Universitas Muhammadiyah Ponorogo.

word, fact, data, name, etc. Our eyes can observe the whole pages quickly to find out something that he want, for instance, indexes, table of contents, telephone book page or dictionary.

The researcher can take scanning to find an art or a next concept, which the writer wants to read carefully. The ability in scanning is very useful, the teacher has to teach this students. The researcher concluded that scanning is a way of reading in which readers quickly go through a text to find a particular piece of information. So, if a person wants to get an address, phone number, a date in a book over paragraph in order to locate a special piece of information, those activities is called “scanning” but if he reads all the passage in order to know about what it deals about his reading, that is called “skimming”.

In skimming a reader must ask himself what the text is talked about. He must move his eyes quickly over the text, looking especially at the main title, the beginning and the end, and the first sentence of paragraph. In scanning the reader must ask himself whether or not the text contains what he is looking for and if any, he must find where is located, he moves also his eyes more or less quickly over the text for specific items.

c. The Importance of Reading Comprehension

Reading very important because reading is one of the important ways to improve general language skills in English. As we know that the purpose of reading is the learner understands the written language. In other words, how the learner gets the message from the writer's symbol. One of the most important task of the reader is to dig out and find out what the writer would like to say.

According to Beatrice S. Mikuleckly and Linda Jeffries:

- 1) Reading helps you learn to think in English.
- 2) Reading can enlarge your English vocabulary.
- 3) Reading can help you improve your writing.
- 4) Reading may be a good way to practice your English if you live in a non-English speaking country.
- 5) Reading can help you prepare for studying in English –speaking country.
- 6) Reading is a good way to find out about new ideas, facts and experiences.²⁴

Meanwhile, Lester and Crow classified two general purposes. These purposes includes; Leisure-time reading and more serious reading.

- a) Leisure-time reading. It is reading for enjoyment which may vary in to follow your favorite sport, comic, article, and movie program.
- b) More serious reading. It is reading to study for a goal such as to

²⁴ Yani, Indri. *The Effectiveness Of Numbered Heads Together Technique In Reading Comprehension Of Mts Ma'arif Klego*. 2021. Phd Thesis. Iain Ponorogo.

obtain factual information and solve problems.²⁵

d. The Correlation and Benefits of Mastering Vocabulary and Reading Comprehension

Vocabulary plays an important part in learning to read. As beginning readers, children use the words they have heard to make sense of the words they see in print. Consider, for example, what happens when a beginning reader comes to the word *dig* in a book. As she begins to figure out the sounds represented by the letters *d*, *i*, *g*, the reader recognizes that the sounds make up a very familiar word that she has heard and said many times. Beginning readers have a much more difficult time reading words that are not already part of their oral vocabulary.²⁶

Vocabulary and reading cannot be separated, because both of them relate to each other. As the writer explains before, by having and mastering vocabulary we will know the meaning of vocabulary in the context. It can also help to avoid making mistakes in understanding. Vocabulary is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. As the children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary.²⁷

It also means that students' vocabulary mastery has

²⁵ Muliati, Chitra. *The Students' Motivation In Reading And Reading Interest Of The Fifth Semester Students Of Iain Palangka Raya*. 2017. Phd Thesis. Iain Palangka Raya.

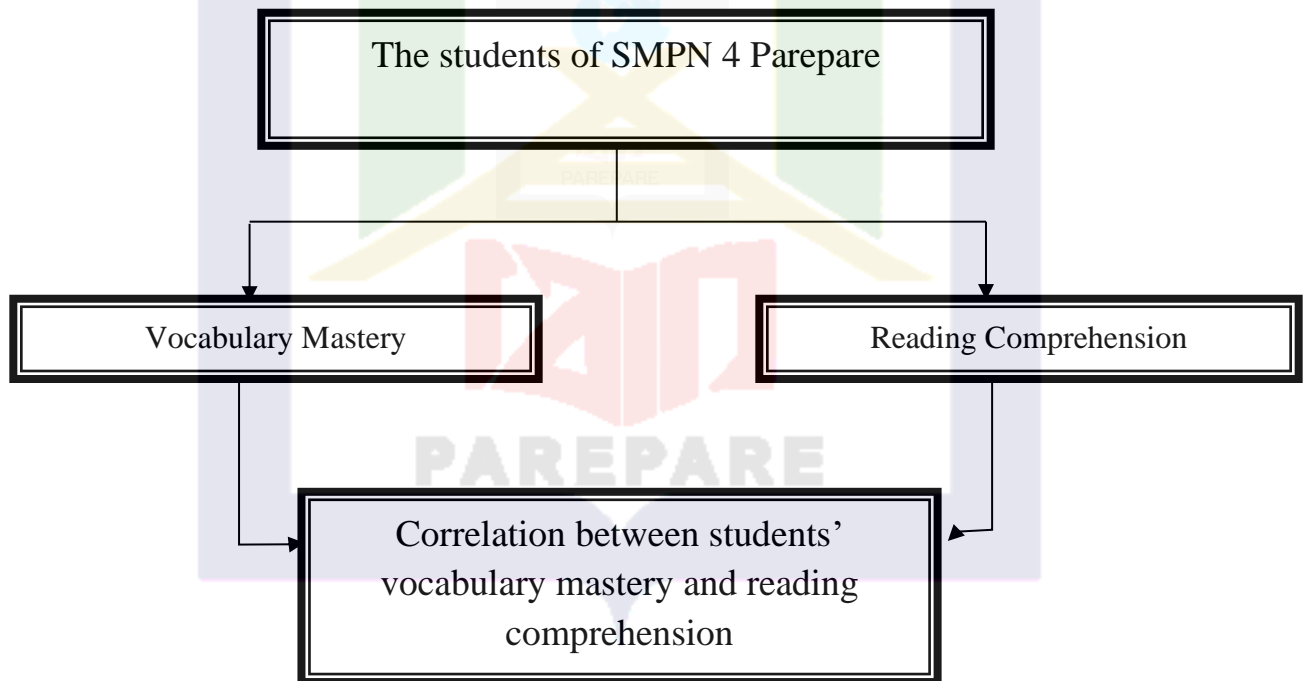
²⁶ <http://www.abc-read.com/vocabulary>

²⁷ <http://www.abc-read.com/vocabulary>

contribution to their reading comprehension. Vocabulary and reading cannot be separated because they have a close relation. When the students learn about reading, they must understand vocabulary in the text.

C. Conceptual Framework

The main focus of this research is the correlation between students' vocabulary mastery and reading comprehension at SMPN 4 Parepare. The research will design the conceptual framework of this research by showing the diagram below:



2.1 Conceptual Framework

D. Variable and Operational Definition

1. Variable

There are two variable in this research, they are:

2. Independent Variable

Independent variable is students' vocabulary mastery

3. Dependent Variable

Dependent variable is students' reading comprehension.

4. Operational Definition

There are some key terms which are discussed in this research the definition of each key term as follow:

- a. Vocabulary is a list or series of words within a person's language or part of grammatical patterns that is used to express the idea or in other meaning it is used for acquiring knowledge and also general communication.
- b. Vocabulary Mastery is the process of getting a list or a series of words that is used to express the idea or in other meaning it is used for general communication.
- c. Reading is one of the language skills that interact with the written symbol and get information from the text
- d. Reading comprehension is the process of constructing meaning from text and comprehending involves decoding the researcher's words and then using background knowledge to construct an approximate understanding of the researcher's message.
- e. Correlation is a statistical measure or relationship that indicates the extent to which two or more variables fluctuate together. There are two types of

correlation; positive correlation and negative correlation. A positive correlation indicates the extent to which those variables increase or decrease in parallel and the extent to which one variable increases as the other decrease.

E. Hypothesis of The Research

Based on the assumptions above the researcher formulates two hypotheses as follows:

H_a: There is significant correlation between students' vocabulary mastery and their reading comprehension in descriptive text at the eighth grade students at SMPN 4 PAREPARE

H₀: There is no significant correlation between students' vocabulary mastery and their reading comprehension at the eighth grade students at SMPN 4 PAREPARE

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

The researcher will use quantitative approach to conduct the research. The purpose of using quantitative is to measure the level of students' vocabulary mastery and their reading comprehension. The research method used in this research is correlational design, because it correlates two variables of the data which were the correlation between student's vocabulary mastery and their reading comprehension.

According to Creswell defines a correlation as a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently.²⁸ There are two variables investigated in this research, where the independent variable is students' vocabulary mastery (X) and the dependent variable is reading comprehension (Y).

B. Location and Duration of the Research

This research will be held at the eighth grade at SMPN 4 Parepare as the location and this research plans 1 month research including of analysis data.

C. Focus of the Research

The researcher make focus on the correlation students' vocabulary mastery between reading comprehension at SMPN 4 PAREPARE . This research concern

²⁸ Creswell, J. Educational Research: Planning, Conducting, And Evaluating Quantitative And Qualitative Research Pearson: Boston. 2012.

to measure students' vocabulary mastery, students' reading comprehension and the correlation of vocabulary mastery and reading comprehension.

D. Subject of the Study

The subject of this research was the eight grade students of SMPN 4 PAREPARE in the academic year 2021/2022

The researcher use random sampling and take 26 students as a subject of the research.

E. Instrument of the Research

The instrument will be used to collect the data which is used to find the result of the study. According to Arikunto instrument is a tool that selected and used by researcher on their way to collect such activities become systematic.²⁹ While according to Hadjar instrument is a measuring tool used to obtain quantitative information about a variable characteristic of variables objectively.³⁰

The instrument in this research will be used the form of objective test, test divided into two parts: the first, vocabulary test, that consist of 25 questions, the second test was reading comprehension test, which consist of 25 questions.

The vocabulary test was taken from the exercises, The numbers of each items of the test were 25 items of a multiple choice type test with four options: A, B, C, or D and the reading comprehension test are a standardize test take from the exercises to reading comprehension that take from many sources.

²⁹Suharmin Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik*, (Edisi revisi), (Jakarta: Rineka Cipta, 2010).

³⁰Ibnu Hajar , *Dasar-Dasar Metodologi Penelitian Kuantitatif Dalam Pendidikan*, (Jakarta PT. RajaGrafindoPersada, 1996).

F. Procedure of Collecting Data

This research collecting data by test According to Brown (2006) a test in simple terms, is a method of measuring a persons' ability, knowledge or performance in a given domain. The researcher will give students vocabulary test sheet and reading comprehension test. The are some procedures in this research process they are:

1. The researcher provided information about vocabulary tests and reading comprehension test to give and what students should do.
2. The researcher conducted discussion about reading comprehension test during two meetings.
3. The researcher distributed the vocabulary test to the students.
4. The researcher distributed the reading comprehension test. It was doing to avoid negative things happen like the occurrence of stress and fatigue on students.
5. The researcher gave one hour for students to answer question
6. In the last, the researcher analyzed the data.

G. Techniques of Data Analysis

The researcher would investigate the correlation between two kinds of test, vocabulary and reading comprehension, so the writer used test method. The test was divided into two parts; the first was vocabulary, which consists of 25 items. The second was reading comprehension, which also consists of 25 items. The steps in analyzed the data were chronologic present as follows:

1. Classified the students' vocabulary mastery

To classify the vocabulary mastery of the student, the researcher calculated the mean score of students' vocabulary mastery test by used the following pattern and formula:

Table 3.1 Classifying the students' vocabulary mastery score

No.	Score	Category
1	80-100	Very good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

(Arikunto, 2013, p. 281)

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\sum x$ = Total of students score

N = Total of students

2. Classified the students' reading comprehension

To classify the students' reading comprehension of the student, the researcher calculated the mean score of the students' reading comprehension test by used the following pattern and formula;

Table 3.2 Classifying the students' reading mastery score

No.	Score	Category
1	80-100	Very good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

(Arikunto, 2013, p. 281)

$$\bar{x} = \frac{\sum x}{N}$$

Where:

 \bar{x} = Mean $\sum x$ = Total of students score

N = Total of students

3. Calculating the correlation

To know whether there was significant correlation between the students' vocabulary mastery and their reading comprehension, the researcher will apply the formulation of pearson product moment correlation coefficient, the following formula;

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

Notation:

 r_{xy} : Coefficient variable between variable 'x' and 'y' $\sum X$: Sigma score of students' vocabulary mastery

ΣY : Sigma score of students' reading comprehension

ΣXY : the result of multiplication of the total score of each item

ΣX^2 : the sum of the square in X

ΣY^2 : The sum of the square in Y

N: the number of respondent

$H_1: r_o > r_{table}$

H_a is accepted if $r_o > r_{table}$ or there is a significant correlation between students' vocabulary mastery and their reading comprehension.

$H_o: r_o \leq r_{table}$

H_o is accepted if $r_o \leq r_{table}$ or there is no significant correlation between students' vocabulary mastery and their reading comprehension.

Then, the strength of correlation is interpreted based on coefficient correlation in the table below:

Table 3.3 The interpretation of pearson correlation analysis

"r" Score of Product Moment	Interpretation
0.00-0.20	Very poor
0.20-0.40	low
0.40-0.70	moderate
0.70-0.90	high
0.90-1.00	very high

Adopted from (Sudijono 2012 : 193)

If the r_{xy} : lies between 0.40 - 1.00 H_1 is accepted, and H_0 is rejected.

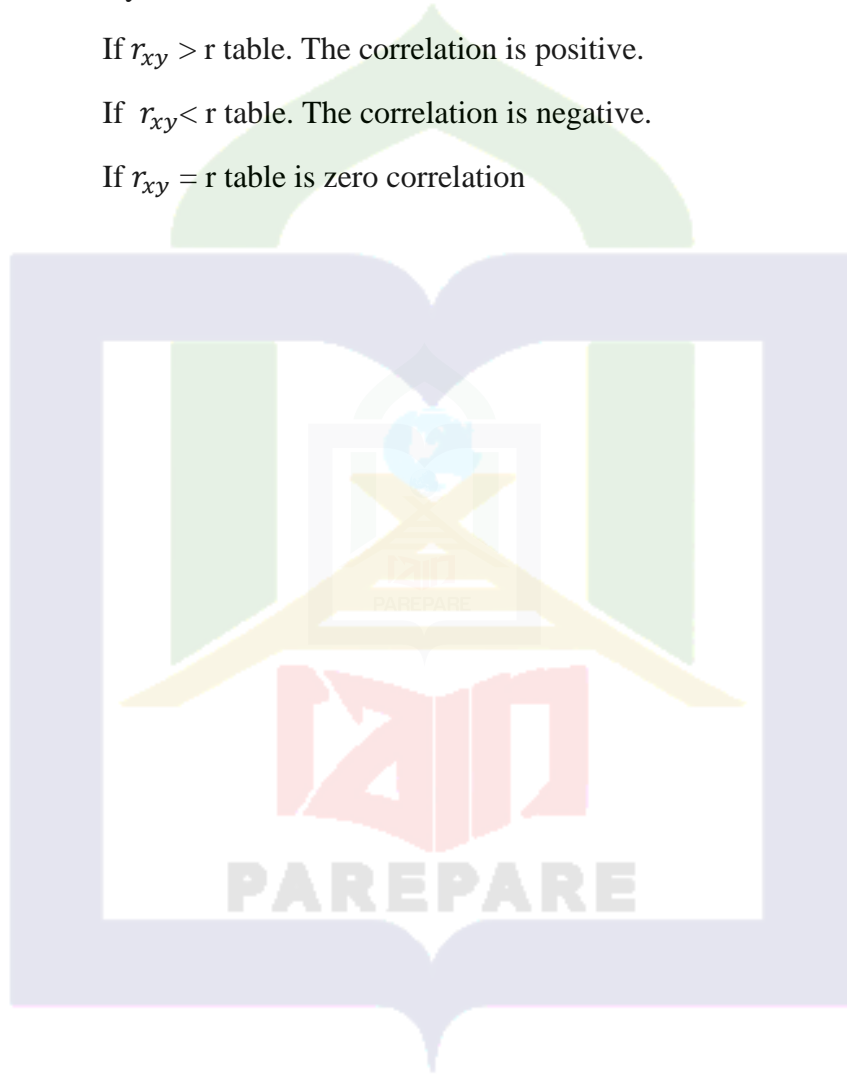
Whereas if the r_{xy} lies between 0.00 - 0.40, H_0 is accepted.

To see whether the correlation between the students' vocabulary mastery and their reading comprehension ability is significant or not, the researcher concludes the result by applying the following comparison between the r analysis and the r table.

If $r_{xy} > r$ table. The correlation is positive.

If $r_{xy} < r$ table. The correlation is negative.

If $r_{xy} = r$ table is zero correlation



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher given instrument for taking the scores of 26 students to find out whether there is any correlation between students' vocabulary mastery and their reading comprehension.

1. Students' vocabulary mastery in learning English at SMPN 4 Parepare

The first score is vocabulary that consist of 20 items vocabulary test, the mean score can be seen in the following tables

Table 4.1 students' vocabulary mastery

Aspect	Mean score
Vocabulary	82,30

This data was to determine about how the students' vocabulary mastery at the eighth grade of SMPN 4 Parepare. The result of the research found that the mean score of the students' vocabulary mastery was 82,30. In the table of vocabulary rate score, it can be concluded that the score of the students' vocabulary was very good. The researcher calculated the mean score of the students' vocabulary mastery test by used the following pattern and formula as stated in chapter three and the result can be seen in appendix 4 table 1.

2. Students' reading comprehension

The second score is vocabulary that consist of 20 items vocabulary test, the mean score can be seen in the following tables;

Table 4.2 students' reading comprehension

Aspect	Mean score
Reading	60,38

The result of the research found that the mean score of the students' vocabulary mastery was 60,38. In the table of vocabulary rate score, it can be concluded that the score of the students' vocabulary was good. The researcher calculated the mean score of the students' vocabulary mastery test by used the following pattern and formula as stated in chapter three and the result can be seen in appendix 4 table 2.

3. Correlation Between the Student's Vocabulary Mastery and Reading Comprehension

This data was to determine about there was correlation between the students' vocabulary mastery and their reading comprehension at eighth grade of SMPN 4 Parepare. After calculating by using pearson product moment formula as stated in chapter three and the result can be seen in appendix 4 table 3. To see there was correlation between the student vocabulary mastery and their reading comprehension, the researcher tried to indicate in the table below.

Table 4.3 correlation between the student vocabulary mastery and reading comprehension

Aspects	Mean score	Correlation(rxy)
Vocabulary	82,30	Correlation between the student's vocabulary mastery and their reading comprehension is (rxy = 0,816)
Reading	60,38	

After got the value of vocabulary and reading the researcher found that there was correlation between the student's vocabulary mastery and their reading comprehension ability in learning english the final result was $r_{xy} = 0,816$.

After the researcher got the result of the correlation between X variable (Vocabulary Mastery) and Y variable (reading comprehension) the researcher consulted to give interpretation as follow:

- a. Interpretation correlation by applying the indexes r product moment. The strength of correlation is interpreted based on coefficient correlation in the table below:

Table 4.4 The interpretation of pearson correlation analysis.

"r" Score of ProductMoment	Interpretation
0.00-0.20	Very poor
0.20-0.40	low
0.40-0.70	moderate
0.70-0.90	high
0.90-1.00	very high

Adopted from (Sudijono 2012 : 193)

After the researcher found that value of r (0,816) and look in the table of indexes correlation, it can be concluded that the level of this correlation was 0.70-0.90, based on the table of the interpretation of correlation coefficient was in the high. It can be said the correlation between the student vocabulary mastery and their reading comprehension

was high. it means that when the student was very good knowledge about vocabulary, so in their reading comprehension it was also good.

- b. Interpretation about correlation coefficient was connected with the table of product moment. In giving interpretation about the index number of correlation r Product Moment and to connected with the r Table.

- 1) Formulating the hypothesis. The hypothesis was formulated

Ha: there is a significant correlation between students' vocabulary mastery and their reading comprehension of SMPN 4 Parepare.

Ho: there is no a significant correlation between students' vocabulary mastery and their reading comprehension of SMPN 4 Parepare.

- 2) Testing the hypothesis the researcher compared the value score of the r correlation (r_{xy}) and the value score of " r " in the table r Table in Product Moment (t).

Ha is accepted if $r_{xy} > r_{table}$ or there is a significant correlation between students' vocabulary mastery and their reading comprehension.

Ho is accepted if $r_{xy} \leq r_{table}$ or there is no significant correlation between students' vocabulary mastery and their reading comprehension

If $r_{xy} > r_{table}$. The correlation is positive.

If $r_{xy} < r_{table}$. The correlation is negative.

If $r_{xy} = r_{table}$ is zero correlation

in the previous chapter, it was clear that one of the purposes of this research was to know whether there was significant correlation between vocabulary mastery and reading comprehension at the eighth grade students of SMPN 4 Parepare in academic year 2021/2022 so the score of r_{xy} must be compared with the score of r_{xy} -table as follows:

Table 4.5 the comparison between r_{xy} and r_{xy} -table

N	r_{xy}	r_{xy} -table significant 5%	H1	H0
26	0,816	0,3882	Accepted	Rejected

In testing the hypothesis, the computation based on pearson product moment formula was compared to r-table. If r_{xy} was higher than r-table, the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. From the result of the data analysis mentioned, we found that r_{xy} was 0,816 with degree of freedom (DF)= N-nr, where the N was number of subject (26) at the 5% degree of significance of correlation goes to 0,3882. It can be said that the value of statistical analysis 0,816 was greater than 0,3882. So, the null hypothesis (H0) was rejected and the alternative hypothesis was accepted. Here the researcher concluded that there was any significant correlation between vocabulary mastery and reading comprehension at eighth grade students of SMPN 4 Parepare in academic year 2021/2022.

B. Discussion

The description of the data collected through test as explained in the previous section shows that the students' vocabulary mastery and reading

comprehension ability at the eighth grade of SMPN 4 Parepare in academic year 2021/2022 was correlated. It is supported by the mean score rate of the students' tests. This research focuses on finding out correlation between two variables vocabulary mastery standing as variable X and reading comprehension standing as variable Y. There were three research questions formulated: (1) The students' vocabulary mastery in learning English, (2) The students' reading comprehension ability in learning English, (3) the correlation of the two variables.

1. Student's Vocabulary Mastery at SMPN 4 Parepare

Students' vocabulary mastery in learning english at the eighth grade of SMPN 4 Parepare have very good categories. Based on the findings, The result of calculation showed that the mean score of the student vocabulary mastery was 82,30. It means that, in rate score of vocabulary was very good score.

In relation to findings with previous researched from the data showed the researcher found out that Vocabulary was as the most important part in learning a language. As Wallace mentions that there are two main reasons about the importance of vocabulary, first language exist in two forms spoken and written, both of them need vocabulary to develop the existence itself, second vocabulary is needed for production in learning English as a foreign language rather than only needed for recognition it.

2. Student's Reading Comprehension in Learning English at SMPN 4 Parepare

Students' reading comprehension in learning english at the eighth grade of SMPN 4 Parepare good categories. Based on the findings, The result

of calculation showed that the mean score of the student reading comprehension was 60,38. It means that, in rate score of reading was good score. It can be said, the student reading comprehension was good. In relation to findings with previous researched from the data showed in the researcher found out that reading comprehension was also the most important part in learning a language.

Alderson states that reading comprehension is “to process text meaning through some process of interaction with print” it means refers to understanding of what has been read.

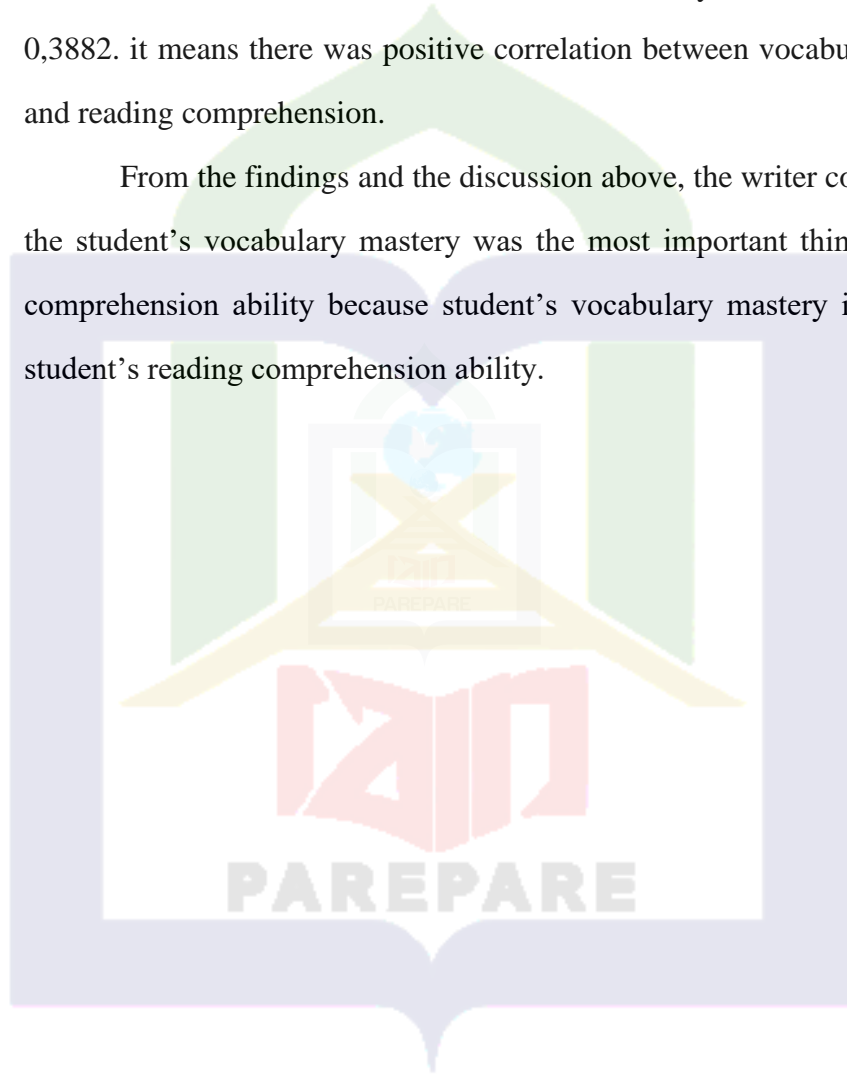
3. Correlation Between the Student’s Vocabulary Mastery and Reading Comprehension

Correlation between the student’s vocabulary mastery and their reading comprehension at the eighth grade of SMPN 4 Parepare was high correlation. Based on the findings, The result of calculation showed that the mean score of correlation between the students’ vocabulary mastery and their reading comprehension in learning english the final result was $r_{xy} = 0,816$. In the table of indexes correlation, it can be concluded that the level of this correlation is 0.70-0.90, based on the table of criteria r Product Moment was in the high Correlation. It can be said the correlation between the student vocabulary mastery and their reading comprehension was high. it means that when the student was very good knowledge about vocabulary, so in their reading comprehension it will be good.

Meanwhile, the computation based on pearson product moment formula was compared to r-table. If r_{xy} was higher than r-table, the null

hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. From the result of the data analysis mentioned, we found that r_{xy} was 0,816 with $N= 26$ at the 5% degree of significance of correlation goes to 0,3882. It can be said that the value of statistical analysis 0,816 is greater than 0,3882. it means there was positive correlation between vocabulary mastery and reading comprehension.

From the findings and the discussion above, the writer concluded that the student's vocabulary mastery was the most important thing in reading comprehension ability because student's vocabulary mastery influence the student's reading comprehension ability.



CHAPTER V

CLOSING

A. Conclusion

This researched focuses on the correlation between students' vocabulary mastery and reading comprehension. This researched also attempts to find out the students' vocabulary mastery and the students' reading comprehension.

1. Based on the findings explained in the previous chapter, while the criteria of the correlation between 0.70-0.90, are considered high, the writer concluded that $r_{xy} = 0.816$ with $N = 26$ were significant. It means that null hypothesis was rejected and H_a hypothesis is accepted.
2. Another that, based on pearson product moment formula was compared to t -table the research found that it was $> t$ (0.3882) its mean H_0 was rejected, and H_1 was accepted.
3. In conclusion, the result showed that there was positive correlation between students' vocabulary mastery and the students' reading comprehension at the eighth grade of SMPN 4 Parepare.

B. Suggestion

Based on the conclusion above, it is suggested that in reading ability and in vocabulary are:

1. For The Teacher
 - a. English teacher is a motivator and simulator. The teacher should support the students' expectation about reading and arouse their interest to increase their reading comprehension.

- b. A teacher should know and able to implement a good method in teaching reading, because it is quite complicated to learn.
- c. The teacher should encourage the students to have and use dictionary as a tool to help them with difficult words
- d. The teacher should also give a high motivation to the students to read more and more English literature to increase their reading comprehension.

2. For The Students

- a. The students should increase their reading interest. Having reading interest will make easier for students to understand the text.
- b. The students should develop their reading skill since it is important skill that very useful in many things.

3. For The Researcher

The researcher realized that the result of the research is far from perfect, but the researcher expects this research will be useful as a reference to their research. Besides that, this research can be used a references to develop similar study.

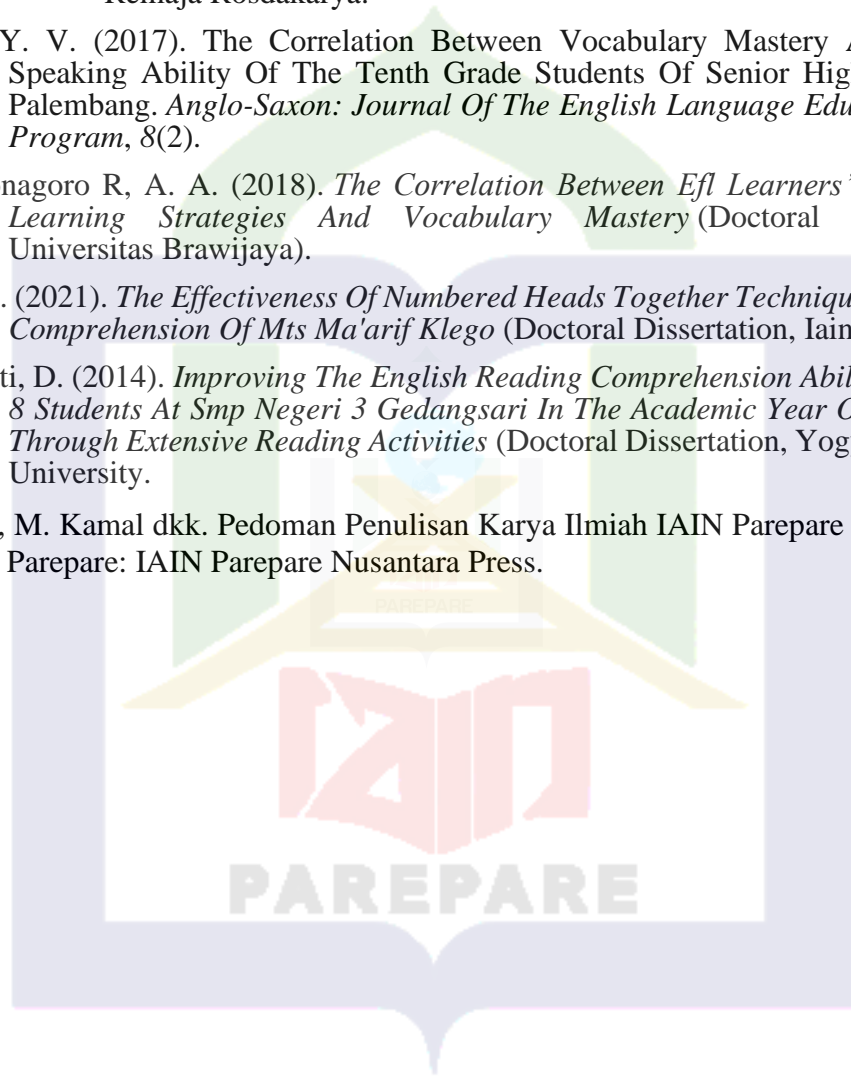
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APPENDICES

APPENDIX 1. STUDENTS' SCORE

a. Data of The Students' Vocabulary Mastery

No	Students	V. score
1	Student 1	85
2	Student 2	85
3	Student 3	60
4	Student 4	95
5	Student 5	100
6	Student 6	95
7	Student 7	45
8	Student 8	90
9	Student 9	100
10	Student 10	100
11	Student 11	55
12	Student 12	95
13	Student 13	90
14	Student 14	100
15	Student 15	100
16	Student 16	95
17	Student 17	80
18	Student 18	90
19	Student 19	80
20	Student 20	95
21	Student 21	50
22	Student 22	75
23	Student 23	75
24	Student 24	80
25	Student 25	25
26	Student 26	100
	N=26	$\sum x$ 2140

$$\bar{x} = \frac{\sum x}{N} = \frac{2140}{26} = 82,30$$

Where:

 \bar{x} = Mean $\sum x$ = Total of students score

N = Total of students

b. Data of The Students' Reading Mastery

No	Students	Reading(y)
1	Student 1	55
2	Student 2	50
3	Student 3	30
4	Student 4	85
5	Student 5	85
6	Student 6	90
7	Student 7	20
8	Student 8	85
9	Student 9	85
10	Student 10	85
11	Student 11	25
12	Student 12	85
13	Student 13	85
14	Student 14	90
15	Student 15	85
16	Student 16	85
17	Student 17	25
18	Student 18	75
19	Student 19	30
20	Student 20	85
21	Student 21	25
22	Student 22	35
23	Student 23	30
24	Student 24	25
25	Student 25	30
26	Student 26	85
	N=26	$\sum x$ 1570

$$\bar{x} = \frac{\sum x}{N} = \frac{1570}{26} = 60,38$$

Where:

\bar{x} = Mean

$\sum x$ = Total of students score

N = Total of students

c. Correlation Between Vocabulary Mastery And Reading Comprehension

No	Students	Vocabulary(x)	Reading(y)	X ²	Y ²	x.y
1	Student 1	85	55	7225	3025	4675
2	Student 2	85	50	7225	2500	4250
3	Student 3	60	30	3600	900	1800
4	Student 4	95	85	9025	7225	8075
5	Student 5	100	85	10000	7225	8500
6	Student 6	95	90	9025	8100	8550
7	Student 7	45	20	2025	400	900
8	Student 8	90	85	8100	7225	7650
9	Student 9	100	85	10000	7225	8500
10	Student 10	100	85	10000	7225	8500
11	Student 11	55	25	3025	625	1375
12	Student 12	95	85	9025	7225	8075
13	Student 13	90	85	8100	7225	7650
14	Student 14	100	90	10000	8100	9000
15	Student 15	100	85	10000	7225	8500
16	Student 16	95	85	9025	7225	8075
17	Student 17	80	25	6400	625	2000
18	Student 18	90	75	8100	5625	6750
19	Student 19	80	30	6400	900	2400
20	Student 20	95	85	9025	7225	8075
21	Student 21	50	25	2500	625	1250
22	Student 22	75	35	5625	1225	2625
23	Student 23	75	30	5625	900	2250
24	Student 24	80	25	6400	625	2000
25	Student 25	25	30	625	900	750
26	Student 26	100	85	10000	7225	8500
	N=26	2140	1570	∑x²186100	∑Y²114550	∑xy 140675

$$N=26 \quad \sum xy = 140675 \quad \sum x^2 = 186100 \quad \sum Y^2 = 114550 \quad \sum x = 2140$$

$$\sum y = 1570$$

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

$$\frac{26 \times 140675 - (2140)(1570)}{\sqrt{[26 \times 186100 - (2140)^2] [26 \times 114550 - (1570)^2]}}$$

$$\frac{3657550 - 3359800}{\sqrt{[4838600 - 4579600] [2978300 - 2464900]}}$$

$$\frac{297750}{\sqrt{[259000] [513400]}}$$

$$\frac{297750}{\sqrt{132970600000}} = \frac{297750}{364651,3} = 0,816$$

Notation:

r_{xy} : Coefficient variable between variable 'x' and 'y'

ΣX : Sigma score of students' vocabulary mastery

ΣY : Sigma score of students' reading comprehension

XY : the result of multiplication of the total score of each item.

$$df = N - 2 = 26 - 2 = 24$$


$$r_{table\ 0,05}(db) = r_{table\ 0,05}(n-2)$$

$$= r_{table\ 0,05}(26-2)$$

$$= r_{table\ 0,05}(24)$$

$$= 0,3882$$

APPENDIX 2. RESEARCH INSTRUMENT

	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH
	Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax: (0421) 24404 PO Box909 Parepare 91100,website: www.lainpare.ac.id, email: mail@lainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

THE VOACABULARY TEST

1. This month is June. Last month was

May

NAMA : Siti Aulia Humaira

KELAS : VIII.11 (0.2)

b. June

c. August

d. October

2. Today is monday. Tomorrow is.....?

a. Thursday

Tuesday

c. Monday

d. Friday

3. My father is a driver. He drivers

Carefully

b. Carelessly

c. Quickly

d. Careless

4. Marry drinkscoffee every morning.

a cup of

b. a plate of

c. a spoon of

d. a bottle of

5. Mrs. Nancy and her family enjoy their dinner in the

living room

- b. waiting room
- c. dinning room
- d. bedroom

6. My father's brother is my

- a. uncle
- b. aunt ✓
- c. grandfather
- d. nephew

7. Cynthia is Mr. Andrews's daughter. Mr. Andrew is Cynthia's

- a. brother
- b. father ✗
- c. mother
- d. sister

8. What does usually a man put on his head? He puts on a

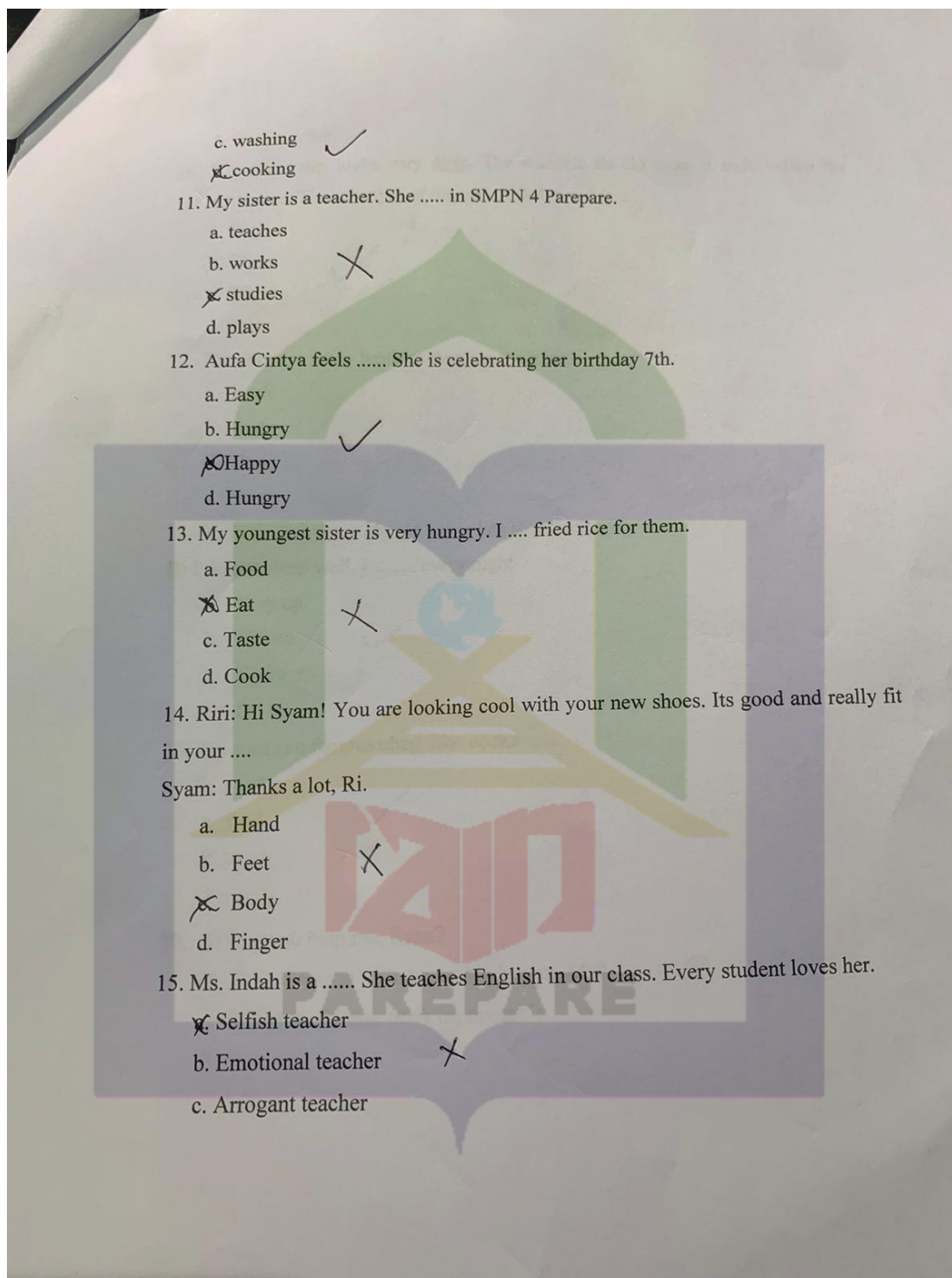
- a. belt
- b. shoe ✗
- c. gloves
- d. hat

9. The students want to go on picnic to theto see many kinds of animals.

- a. zoo
- b. mountain ✗
- c. temple
- d. beach

10. Annie often helps her mother in the kitchen because her hobby is.....

- a. shopping
- b. playing



d. Kind teacher

16. The classroom looks very dirty. The students should clean it soon before the teacher comes. The antonym of the underlined word is

a. Tidy

Clean ✓

c. White

d. Shiny

17. They always study hard, so they the exam.

a. Break

b. Study ✓

Work

d. Pass

18. A: Syam, why you always come late to office?

B: I do not sleep well. I every night

Stay up

b. Get up ✓

c. Wake up

d. Go up

19. My aunt is a famous chep. She cooks

a. Clothe

b. Table

Food ✓

d. Glass

20. A: Can you help me, Reza?

B: Yes, of course. What can I help you, Ms?

A: Please, these book on my table.

B: Yes, sure.

a. Give

b. Take

Read

d. Put

THE READING COMPREHNSION TEST

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

Text 1

We often read book to get knowledge. Books can give us pleasure. When we are tired, we read books to help us relax. Books can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we are living in the jungles, not at home in our rooms. Books can be very expensive. Therefore a lot of people go to libraries to borrow the books they want. Many famous people have got their knowledge from books. A lot of them did not go to school, but read books instead.

1. Books have many important because they

~~a~~ are very boring to read c. can give us a lot of knowledge

b. make use very sad d. can give us happiness

2. What is the best title for the text above?

a. What is knowledge? c. What are libraries for?

~~b~~ What are books for? d. What are famous people?

3. When we are tired we read books to help us. "Us" here refers to

~~our~~ ~~can give us~~ ~~is~~ ~~you~~

a. they and he ~~b~~ yours and mine c. journalist ~~d~~ you and me

4. X: Why do we often read?

Y:

a. to get books ~~b~~ in order to get knowledge

b. to borrow books d. in order to go to libraries

5. The last sentences (paragraph 2) "A lot of them did not go to school but read

books instead." The word "them" refers to

- a. books b. libraries ~~x~~ all people d. famous ~~x~~
people

6. Can book very expensive?

- a. No, they don't c. No, it can ✓
~~x~~ Yes, it can d. Yes, they do

7. is the main idea of paragraph 1.

- ~~x~~ The usefulness of books c. The jungles or Irian Jaya ✓
b. The lacks of reading ~~x~~ Prices of books we read

Text 2

Going To The Zoo

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

8. There are some beautiful tigers andold lions.

- a. 1
b. 2 ~~x~~
c. 3
~~x~~ 4

9. Where the tiger and two old lions live? ~~x~~

- ~~x~~ hospital b. strong cages c. school d. in the
restaurant

10. What do they eat everyday?

- ~~x~~ rice ~~x~~
b. bread
c. Meat
d. Cake

Text 3

Jogging Is A Cheapest Sport

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

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

11. Does sport help us to become strong and healthy?
- a. Yes, he does
 - b. Yes, he is ✓
 - c. Yes, it does
 - d. Yes, it is
12. The words "it" in the line 5 refers to
- a. Jogging
 - b. Hunting ✓
 - c. Swimming
 - d. Cycling
13. The word "they" in the line 4 refers to
- a. Sport
 - b. People ✓
 - c. Sports
 - d. Peoples
14. Jogging is the best sport and the cheapest one. "The best" means
- a. bad
 - b. Nice ✓

- c. Very good
- d. Kind

15. What is the cheapest and the simplest sport?
- a. Running
 - b. Hunting
 - c. Swimming
 - d. Jogging

Text 1

Read the announcement below and answer questions 16-20 by giving a Cross (x).

ANNOUNCEMENT

Maple English Club (MEC) is opening registration for new members.

Let's join us and Improve your English!

Every Tuesday from 16.00 – 17.00 at the school hall for registration, please contact!

Roni (VIII.1)


Indah (VIII.2)

- a. Improve your English
 - b. Maple English Club (MEC) open registration
 - c. Let's join us
 - d. Member Maple English Club (MEC)
16. When do the members have meeting?
- a. On the Tuesday afternoon
 - b. In the morning
 - c. In the afternoon at six o'clock
 - d. on the Tuesday morning
17. Where do they have the meeting?
- a. In the Classroom
 - b. In the MEC's meeting room

- c. At the cafeteria
 At the school hall
19. How long does the meeting last?
- a. One and half hours
 Four hours ✓
c. One and a quarter hours
 One hour
20. "Improve your English." The synonym of the underlined word is
- a. Prevent
b. Define
c. Agree ✓
 Increase



APPENDIX 3. RESEARCH ALLOWANCE


**KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 1046 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBİYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**

Kesatu : Menunjuk saudara; 1. Dr. Arqam, M.Pd.
2. Mujahidah, M.Pd.


Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Shinta Safira
NIM : 17.1300.119
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Correlation Between Students Vocabulary Mastery And Reading Comprehension at SMPN 4 Parepare

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 08 April 2021


Dekan
Saepudin



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Ansal Bakti No. 08 Soreang Parepare 91132 telp (0421) 21307 Fax.24404
PO Box 909 Parepare 91109, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.4638/In.39/FTAR.01/PP.00.9//11/2022

24 November 2022

Lampiran : 1 Bundel Proposal Penelitian

Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

di,-

Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Shinta Safirah

Tempat/Tgl. Lahir : Parepare, 21 Mei 1999

NIM : 17.1300.119

Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris

Semester : XI (Sebelas)

Alamat : BTN Pondok Indah Soreang B1/8, Kel. Bukit Harapan,
Kec. Soreang, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "**The Correlation Between Student's Vocabulary Mastery And Reading Comprehension At SMPN 4 Parepare**". Pelaksanaan penelitian ini direncanakan pada bulan November sampai bulan Desember Tahun 2022. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



SRN IP0000932

**PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jalan Veteran Nomor 28 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 932/IP/DPM-PTSP/12/2022

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA
NAMA

: SHINTA SAFIRAH

UNIVERSITAS/ LEMBAGA

: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE

Jurusan

: PENDIDIKAN BAHASA INGGRIS

ALAMAT

: BTN PONDOK INDAH BLOK B1 NO. 8 PAREPARE

UNTUK

: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : THE CORRELATION BETWEEN STUDENTS VOCABULARY MASTERY AND READING COMPREHENSION AT SMPN 4 PAREPARE

LOKASI PENELITIAN : DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (SMP NEGERI 4 PAREPARE)

LAMA PENELITIAN : 26 Desember 2022 s.d 26 Januari 2023

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: Parepare
Pada Tanggal : 26 Desember 2022

KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE



Hj. ST. RAHMAH AMIR, ST, MM

Pangkat : Pembina (IV/a)

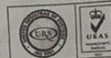
NIP : 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan BSEI
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)



Balai
Sertifikasi
Elektronik





PEMERINTAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 4 PAREPARE

Jl. Handayani No 3. TLP. (0421) 22087. Parepare. 91112
Website : smpn4parepare.sch.id Email: smp4parepare@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor: 421.6/175/UPTD SMP.04/1/2023

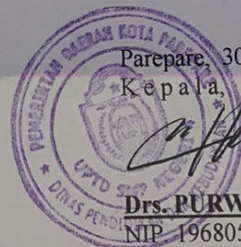
Yang bertanda tangan dibawah ini, Kepala UPTD SMP Negeri 4 Parepare menerangkan bahwa:

N a m a : SHINTA SAFIRAH
Tempat dan Tanggal Lahir : Parepare, 21 Mei 1999
NIM : 17.1300.119
Jurusan/Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah
Universitas / Lembaga : Institut Agama Islam Negeri (IAIN) Parepare.

Benar telah melaksanakan Penelitian pada UPTD SMP Negeri 4 Parepare mulai tanggal 26 Desember 2022 s/d 26 Januari 2023 dengan Judul :

“ THE CORRELATION BETWEEN STUDENTS VOCABULARY MASTERY AND READING COMPREHENSION AT SMP NEGERI 4 PAREPARE ”

Demikian surat keterangan ini dibuat dan diberikan kepadanya untuk dipergunakan sebagaimana mestinya.



Parepare, 30 Januari 2023

Kepala,

Drs. PURWAKA, M.Pd
NIP. 196805301995031004

APPENDIX 4. RESEARCH DOCUMENTATION



CURRICULUM VITAE



Shinta Safirah, the writer was born on May 21th 1999 in Parepare. She is the first child in her family. She has no siblings. Her father's name is Hamsir Tabran and her mother's name is Salma. She began her study on 2004 at SDN 34 Parepare and graduated on 2011. In the same year, she continued her study at SMPN 2 Parepare and graduated on 2014. In the same year she continued her study at SMA Negeri 4 Parepare and graduated on 2017.

After graduated, he decided to continued her study at State Islamic Collage (STAIN) Parepare, but now become State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focused on English Education Program. She completed her skripsi on 2023 with the title "The Correlation Between Students Vocabulary Mastery and Reading Comprehension at SMP N 4 Parepare".

