Correlation Between Reading Strategy Use and Vocabulary Mastery on Students' Reading Comprehension at The Second, Fourth and Six Semesters of The English Department of State Islamic Institute Kerinci



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Kepada Yth,
Bapak Dekan Fakultas Tarbiyah dan
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Sungai Penuh

NOTA DINAS

Assalamulaikum Wr. Wb.

Dengan hormat, setelah membaca dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi mahasiswa **Rahmad Rosidin, NIM 2010203033** yang berjudul **A CORRELATION STUDY BETWEEN EFL STUDENT' VOCABULARY MASTERY AND THEIR ABILITY IN COMPREHENDING READING TEXT AT THE SECOND SEMESTER OF THE ENGLISH DEPARTEMENT OF STATE ISLAMIC INSTITUE OF KERINCI** dapat diajukan untuk dimunaqasahkan guna memperoleh Sarjana
Pendidikan (S.Pd.) Jurusan Tadris Bahasa Inggris fakultas Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Kerinci. Maka dengan ini kami ajukan skripsi tersebut, kiranya diterima dengan baik.

Demikian disampaikan, semoga bermanfaat bagi agama, bangsa dan negara.

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APPROVAL AND ACCEPTANCE

This thesis, entitled " **A Correlation Study Between Efl Students' Vocabulary Mastery And Their Ability In Comprehending Reading Text At The Second Semester Of The English Department Of State Islamic Institute Of Kerinci**" by Rahmad Rosidin (Student Number: 2010203033) has been examined in the viva voce held by the Faculty of Education and Teacher Training at the State Islamic Institute of Kerinci. This thesis is submitted as a partial fulfilment of the requirements for the undergraduate degree in the English Education Program, the Faculty of Education and Teacher Training at the State Islamic Institute of Kerinci.

Sungai Penuh, June 2026

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CERTIFICATE OF ORIGINALITY

The researcher hereby declare that the thesis "**A Correlation Study Between EFL Students' Vocabulary Mastery And Their Ability In Comprehending Reading Text At The Second Semester of The English Department of State Islamic Institute Of Kerinci**", is my own work and that, the best my knowledge and belief, it contains no material previously published or written by another person, nor material which to substantial extent has been accepted for the award of any another educational institution, except where due acknowledgment is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at IAIN Kerinci or elsewhere, is fully acknowledged.

The researcher also declare that the intellectual content of this thesis is the product of my own work, expect to the extent that assistance from others in the project design and conception or in style, presentation and linguistic expression is acknowledged.

The Researcher

RAHMAD ROSIDIN

DEDICATION AND MOTTO

Dedication

I dedicated this thesis for,

My beloved mother and father

For their motivation, effort and support for me

And praying for my success in the future

My brother and Sister

Who always motivated, give me inspiration

And spirit to finish this thesis

My best friends

Who always give their helping and suggestion for me

MOTTO:

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝

Artinya : Sesungguhnya dibalik kesulitan ada kemudahan.

(QS. Asy-Syarh 5)

Meaning : Lo ! with hardship goeth ease.

v

ABSTRACT

Rahmad Rosidin : "A Correlation Study Between EFL Students' Vocabulary Mastery And Their Ability In Comprehending Reading Text At The Second Semester of The English Department of State Islamic Institute Of Kerinci"

Advisor : MUSDIZAL, M.Pd

The objective of the study is to see the correlation between students' Vocabulary Mastery and Their Ability in Reading Comprehension at the second semester of the English Department of IAIN Kerinci, whether there is any correlation between students' vocabulary mastery and their reading ability. The design of this research was descriptive correlational. Then, the population of this research was the second semester students of the English Department of IAIN Kerinci. Besides, this research used total sampling with 54 students as the sample. Meanwhile, the data was collected by the test. Next, the data was analysed by using Pearson product moment formula. From the hypothesis testing, it can be seen that: the correlation between vocabulary mastery and reading comprehension was at enough (medium) level. It was indicated by the correlation score of 0.428 with correlation table of 0.394 (r-computed 0.428 > r-table 0.394). This can be said that there was a enough (medium) correlation between students' vocabulary mastery and their ability in reading comprehension.

K E R I N C I

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وَعَلَى اٰلِهٖ وَصَحْبِهٖ اَجْمَعِيْنَ

The researcher would like to express the greatest thank to Allah, who has given blessings, strength and healthy so the researcher could finish could finish this thesis. The blessings and greetings are always sent to our beloved Prophet Muhammad SAW, the greatest hero in the world, and the best example for humans to get the happiness ever and ever.

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Kerinci, 06 Mai 2026

The researcher

Rahmad Rosisdin

TABLE OF CONTENTS

TITLE PAGE i
SERTIFICATE OF ORIGINALITY ii
OFFICIAL NOTE iii
APPROVAL AND ACCEPTANCE iv
DEDICATION AND MOTTO v
ABSTRACT vi
ACKNOWLEDGMENTS vii
TABLE OF CONTENTS ix
LIST OF TABLE xi
LIST OF APPENDICES xii

CHAPTER I: INTRODUCTION

A. Background of the problems 1
B. Identification of problem 3
C. Limitation of problem 3
D. Research question 3
E. Purposes of the research 4
F. Significances of the research 4
G. Defenition of the key term 5
H. Hypothesis 5

CHAPTER II: REVIEW OF RELATED LITERATURE 6
A. Review of related teories 22
B. Review of related findings 23
C. Conceptual framework

CHAPTER III: RESEARCH METHODOLOGY 25
A. Research design 25
B. Population and sample 27
C. Research instrument 29
D. Technique of data collection 29
E. Technique of data analysis

CHAPTER IV: FINDINGS AND DISCUSSION 33
A. Findings 39
B. Discussion

CHAPTER V: CONCLUSION AND SUGGESTIONS 42
A. Conclusion 43
B. Suggestion

BIBLIOGRAPHY

APPENDIX

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is a skill that involves students' prior knowledge of the target language and their understanding of written forms. It is a conscious and unconscious cognitive process (Horison, 2004). According to N. Nelson (2012), reading is the process of constructing meaning through a dynamic interaction between the reader's existing knowledge, information conveyed by the written text, and the reading context. In other words, readers build the meaning of a text by relating it to what they already know. Patel and Jain (2008) emphasize that reading is essential for expanding knowledge and understanding foreign cultures. Reading is a crucial activity for enhancing language proficiency.

Despite its importance, reading presents challenges for foreign language learners. Pang Elizabeth (2013) ranked reading as the primary skill that English as a Foreign Language (EFL) students aim to master. Through reading, students can comprehend written materials that are difficult to express orally with the same accuracy or completeness.

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However, many students experience difficulties in understanding texts. Some struggle with reading and comprehending English texts, which slows their task performance (Hodgson). According to Anderson, some students fail to achieve the minimum standard score in reading assessments due to difficulties in understanding the text. Okti Liliani (2016) supports this

by showing that some students cannot answer reading questions correctly because they do not fully understand the instructions or content. These difficulties are often linked to limited vocabulary and comprehension skills.

Vocabulary is a fundamental component of language learning, especially in English. Without sufficient vocabulary, students face challenges in communication. Hasan Basri (2014) notes that even if grammar is not fully mastered, one can still communicate effectively with adequate vocabulary. Jackson (2006) adds that an interest in vocabulary enhances reading, writing, speaking, and thinking skills. Therefore, mastering vocabulary is a core requirement for successful language learning.

Vocabulary knowledge also facilitates learning other language skills, including listening, speaking, reading, and writing. Understanding the meaning of a text and reading efficiently requires mastery of vocabulary and language structures. Learning vocabulary involves not only memorizing words but also using them effectively in communication. Thornbury (2008) states that reading helps individuals locate specific information, while Jackson (2006) describes reading as an interactive process between the reader and the text that develops reading fluency.

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K E R I N C I

Based on interviews with second-semester students of the English Department at IAIN Kerinci, it was found that many students still face challenges in understanding reading materials. Limited vocabulary makes it difficult for them to answer questions related to main ideas, specific information, textual references, and word meanings. This is supported by

interviews with Lecturer, who reported that students often listen passively to explanations without asking questions about unclear material. This indicates that reading instruction is still not fully effective, as students' average scores remain below the minimum competency criteria.

B. Identification of the problem

Based on the background of the problem, several issues are related to this research. First, some students have difficulty identifying the main idea in reading. Second, some students have limited vocabulary. Third, some students struggle to determine the meaning of unfamiliar words while reading. Fourth, some students are unable to fully understand the reading topic. Finally, some students face challenges in extracting information from the reading material.

C. Limitation of the problem

Considering the many problems that arises above, the researcher is limited the problem that will focuse on "The Correlation between Students' Vocabulary Mastery and Their Ability in Reading Comprehension at the second semester of the Englsih Department of IAIN Kerinci.

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D. Research Question

Based on limitation of the problem above, the formulation of the problem in this research as follow :

1. How is students' ability in reading comprehension at the second semester of the Englsih Department of IAIN Kerinci?

2. How is students' Vocabulary Mastery at the second semester of the Englsih Department of IAIN Kerinci?
3. Is there any correlation between students' Vocabulary Mastery and their ability in reading comprehension at the second semester of the Englsih Department of IAIN Kerinci?

E. Purposes of the research

Based on the research questions above the purposes of the research are, to find out :

1. How is students' ability in reading comprehension at the second semester of the Englsih Department of IAIN Kerinci.
2. How is students' Vocabulary Mastery at the second semester of the Englsih Department of IAIN Kerinci.
3. Is there any correlation between students' Vocabulary Mastery and their ability in reading comprehension at the second semester of the Englsih Department of IAIN Kerinci.

F. Significance of the research

The results of this study were expected to be useful both theoretically and practically, they are:

1. Theoretical benefits

   Practically, this research is expected to be able to increase knowledge and insights about reading comprehension skills, and can be used as a reference in knowing and evaluating the level of success of learning.

2. Practical benefits

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Practically, this research is expected to increase knowledge and insight into reading comprehension skills, and can be a reference in measuring students' interest and vocabulary mastery abilities in understanding reading.

G. Definition of Key Terms

In order to make the same interpretation about the terms use in this research, it defined as follows :

1. **Reading** is a fluent process of readers combining information from a text and background knowledge to build meaning.
2. **Reading comprehension** is the process of constructing meaning from text.
3. **Vocabulary** is as the words we teach in the foreign language.
4. **Vocabulary mastery** is the ability to properly use words that are owned, both verbally and in writing.

H. Hypotesis

The hypothesis of this research can be formulated as follows :

H_1 : There is any correlation between students' Vocabulary Mastery and their ability in reading comprehension at the second semester of the Englsih Department of IAIN Kerinci.

H_0 : There is no correlation correlation between students' Vocabulary Mastery and their ability in reading comprehension at the second semester of the Englsih Department of IAIN Kerinci.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. The Nature of Reading

a. Definition of Reading

Reading is a very important activity in human life. This is due to the facts that mostly get information through reading. There are many experts who give the definition of reading. According to Nunan (1989:33), reading is a process of decoding written symbols, working from the smaller unit (individual letters) to large ones (words, clauses, and sentences). Pang (2003:21) also states Reading is a skill that will empower everyone who learns it. They will be able to get benefit from the store of knowledge in printed materials an ultimately, to contribute to that knowledge. finally, from two experts' state above, it can be concluded that reading is a skill to a process of decoding all units in the text to get the knowledge.

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K E R I N C I

Besides, reading is thinking, understanding and getting at the meaning behind the text. Geoffrey, et al (2003:94) states that "reading skill was pointed out that reading involves correlating elements of language with meaning." In addition, by reading students can involves and get more knowledge from the text that they read. And by correlating the elements of language with meaning, they can understand the text well and comprehend it.

b. Definition of Reading Comprehension

Reading comprehension is an important skill. As we know, reading comprehension is more than a single skill. It involves the coordination of the range of abilities and strategy. According to Harmer (2010: 28) reading comprehension is useful for language acquisition. Reading definitely will improve student's knowledge because the more they read, the more they get knowledge. Reading also has a positive effect on students' vocabulary knowledge, on their spelling or their writing. To comprehend a text, students have to focus on what they read, because reading not only reading but also comprehending the text systematically. Harmer (2003: 34) also states that reading is a process of interpreting the message. These statements show that without understanding the word, students cannot know what the meaning of the text is.

Furthermore, reading comprehension is about understanding written texts. It is a complex activity that involves both perception and though. Reading comprehension consist of two related processes, there are word recognition and comprehension (Elizabeth, S.P 2003:6). The first is word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. In addition, comprehension is the process of making sense of word, sentences and connected text. Here, the readers typically make use of background knowledge, vocabulary, grammatical knowledge,

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K E R I N C I

experience with text and other strategies in order to help them understand written text. In conclusion, when the students read a text, they have to do two actions at the same time, there are perceptions and though. They use their perception while recognizing the words, and use their though when comprehending the text

Moreover, Harmer (2010: 39) states that "reading is not an inherently natural process in the same way that speaking and listening are in the first language. Learning read requires considerable cognitive effort and along the learning process, whether one is learning to read in the first or in the second language. Harmer states many readers want to be able to read texts in English either for their careers, for study purposes or simply for pleasure". To understand written text, the readers engage in a constructive process to make text meaningful. Without reading and comprehending the text, the reader will not understand what the text is talking about and both of those things are very important. Thus, if a person is not taught to read, in one way that person will not learn to read.

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K E R I N C I

In reading comprehension, there are some elements that cannot be separated. Sentence structure or grammar and vocabulary are two main components which have a significant impact to improve reading comprehension ability. Vocabulary deals with the ability to find words meaning. When students are able to recognize the meaning of the words, they are able to comprehend what they read. Meanwhile, when

students do not know the meaning of the words in the text, they definitely cannot understand what they read.

c. Level of Comprehension

Leveled reading is a way to comprehend, interpret and apply difficult texts by working at the literal, interpretive and applied levels. It helps readers to go beyond the surface of a text in a step-by-step way. There are three levels of comprehension:

1) Level 1 (literal – reading what is right there)

   Here the reader finds the answer in the text. The reader might be asked to do any of the following; Identify the main ideas of the paragraph or short story, recall details that support the main ideas, and organize the sequence in which the main events occurred.

2) Level 2 (interpretive – reading between the lines)

   Here, the reader interprets the information to find answers. The reader might be asked to any of the following; Predict endings and anticipate consequences, state reasons for events and make generalizations.

3) Level 3 (applied – reading beyond the lines)

   Here the reader makes links between the text and his or her own experience and knowledge to develop an answer. The reader asks open-ended questions to promote deeper understanding and do the following; make generalizations,

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make comparisons, make judgments, make recommendations and suggestions, make decisions and create alternative endings.

d. The Process of Reading Comprehension

Reading process is a process of a reader to consider with the text. According to Pang (2003:14) reading comprehension is the activity of interaction between the mind and the text can be considered as an active process since it involves background knowledge of the readers. The readers bring their knowledge of the words to comprehend the text. Their mind will dynamically move to follow the flow of ideas presented in the text. In making sense of the ideas, there are some processes undergoing in readers' mind. Brown (2004: 298) states that there are three types of the reading process. Those are bottom-up, top-down, and interactive reading.

The process of reading can describe as follow: The readers must first recognize a multiplicity of linguistics signals (letters, morphemes, syllables, words, phrases, grammatical clues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of order on these signals. Those are called the bottom-up processing. And then, the top-down process is the readers draw in their mind intelligence and experience to understand a text. The last one is interactive reading. It is a combination of top-down and bottom-up processing. In addition, there are some processes of

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K E R I N C I

reading that can be used by the teacher to teach reading. But the complex process is interactive reading. Where the readers use their linguistic data-processing to impose the linguistics signal and draw their mind interagency. It can make the students more understand and easy to comprehend a text.

e. Principles in teaching reading comprehension

Pointing at the previous discussion, the teacher cannot directly just teach reading to the students by giving texts and asks them to understand it.There are some principles which have to be considered by the teacher. As it is proposed by Harmer (2010:121) there are six principle in teaching reading. Those are described as follows:

1) The teacher needs to understand that reading is not a passive skill.
2) The teacher has to make the students enjoy reading the passage.
3) The teacher needs to encourage the students in responding the content of a reading text, not just to the language being used in the text.
4) The teacher should emphasize that prediction is a major factor in reading.
5) The teacher has to match the tasks to the topic.
6) The teacher should exploit reading texts to the full.

f. Indicators of Reading Comprehension

Mehta P.D (2005:85) mentions there are some indicators to achieve a comprehensive reading:

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a. Identifying topic

The topic is the one thing a text about. In identifying the topic helps the reader to focus on the general subject of reading. Then, the reader can identify the topic of that the first step toward understanding the texts.

b. Identifying main idea

An efficient reader understands not only the ideas but also the relative significance as expressed by the authors. In other words, some of ideas are super-ordinate while others are subordinate.

c. Identifying factual information/detail

Details are used to support clarify, and explain the main idea. Details may be words, phrases, or statement that explain or describe. Identifies the main idea the student may want to look to a paragraph for more details. The students should read the detailed to understand some paragraphs, whereas in other paragraphs the main idea may be sufficient.

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d. Identifying reference and inference

K E R I N C I

Recognizing reference words and to identify the words or phrase to which they refer to will help to reader understand the reading passage. English students might learn many roles for the use of reference words and yet be confuse about what a particular word refers to in sentence.

e. Figuring out the meaning of vocabulary in context

Vocabulary is an important part of reading. Before reading the texts the students must be to master the vocabulary to easy comprehend the reading text.

f. Identifying inference

Making inference is an aspect shown with questions related to things outside the text but still in one context. Furthermore, the answer is not in the text, you were required to make a guess based on your own thoughts

g) Identifying explicit and implicit meaning

Explicit meaning is a meaning that is explicitly stated in a reading text. Meanwhile, implicit meaning is a meaning that is not explicitly stated in a reading text. Therefore, to understanding the implied meaning in a text the reader might be looking for the word "connotation".

g. Micro Skill for Reading Comprehension

There are some micro skills of reading that must know to be an effective reader that is mentioned by Brown (2004:187-188).

1) Discriminate among distinctive graphemes and orthographic patterns of English
2) Retain chunks of the language of different lengths in short-term memory
3) Process witting at an efficient rate of speed to suit the purpose

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K E R I N C I

4) Recognize a core of words, and interpret words order patterns and their significance
5) Recognize grammatical word classes (noun, verb, etc), the system (e.g. tenses, agreement, pluralization), patterns, rules, and elliptical form
6) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

The micro reading skill as proposed by experts demonstrates the wide coverage of reading skills. Some skills essentially overlap, some others show similar conceptions, some include text structure, and some demonstrate levels. According to Astani (2011:1), there are some major types of questioned based on comprehension skill, which can be useful in guiding reading; main idea, detail information, vocabulary, sequence, inference. Therefore, in this research the researcher will use all of those reading comprehension aspects above to make questions for assess students' reading comprehension achevement.

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Assessment is a measurement done by the teacher to know how far the students have already understood about the materials that have been discussed. In teaching reading comprehension, assessment is aimed to know how far the students comprehend texts. The teacher usually gives a test to assess the students‟ ability. In assessing the students‟ reading comprehension, the teacher may refer to some

techniques for tests. There are some techniques that can be used by teachers. Some of them as follow:

1) Integrative tests

These tests are designed to obtain a much more general idea of how well students read a text.

2) The cloze test and gap-filling tests

Cloze tests are constructed from a collected text arranged by applying the random deletion procedure for words. The words deleted are between five and twelve. Meanwhile, gap-filling test does not use random deletion, but it uses rational deletion. The words which are deleted represent the idea to what the whole sentence.

3) Multiple-choice techniques

It is a common technique usually done by teachers in assessing reading comprehension. This technique allows the students to choose the right answer from some possible answers given.

4) Matching techniques

This technique allows the students to match two sets of components. For example, the testers match the title with paragraphs. Dichotomous techniques and this technique allows the testers to choose the two possible answers given i.e. true and false. The students have two choose one of those two choices.

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5) Short-answer techniques

Short-answers technique is constructed by giving questions requiring a brief response in a few words. It is possibly used to interpret and to see whether the students have really understood the specific information of the text.

6) The summary test

This technique allows the students to summarize the main idea of each paragraph of the whole text.

2. The Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary has an important rule in building the sentences, it is used as the basic of building of the sentence, because without words we can't build sentences which is used to convey message from speaker or writer to listener or reader. In other words, we can say that the words must be mastered by the learner of language first before studying another aspect of language.

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Victoria Bull (2008:43) states that: there are many definition of vocabulary. The first, vocabulary is all the words in a language or list of the words with their meanisngs. It mean the vocabulary is the words used for communication. Second, vocabulary can be devined, roughly, as the words we teach in a foreign language (Penny. Ur, 1991: 41). However, a new item of vocabulary may be more than a single word; for example, post office and mother-in-law, which are made up of two

or three words but express a single idea. The last, vocabulary is the knowledge of meanings of words. It means when students learn vocabulary, they used or learn words and meaning of words (Elfriede and Michael, 2005:62).

According the definitions above, the researcher concludes that vocabulary is a word or more words and their meaning of a language that use to write something, communication with each other and understand what other people say. Or in other word, it is a list of words that convey the meaning.

b. Indicator of Vocabulary

There are some indicators that have to be discussed in vocabulary. Penny Ur (1991:12) states that there are six items of vocabulary that need to be taught. They are:

1) Form: Pronunciation and Spelling

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.

2) Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item

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may have an unpredictable change of form in certain in grammatical context or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information same time as we teach the base form.

3) Collocation

The collocations typical of particular items are another factors that makes a particular combination sound 'right' or 'wrong' in a given context. So this is another piece of information about a new item which it may be worth teaching. Collocations are also often noted in dictionaries, either by providing the whole collocation under one of the head-words, or by a note in parenthesis.

4) Aspect of Meaning : Denotation, Connotation, Appropriateness

The meaning of word is primarily what it refers to in the real word, its:

a) Denotation: this is often the sort of definition that is given in a dictionary.

b) Connotation: the associations, or positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition.

c) Approprite: one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very

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common, or relatively rare, or ‘taboo’ in polite conversation, etc.

5) Aspect of Meaning : Meaning Relationship

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationship: here are some of the main ones.

a) Synonyms: items that mean the same, or nearly the same. For example; clever, smart may serve as synonyms of intelligent.

b) Antonyms: items that mean the opposite; rich is an atonym of poor.

c) Hyphonyms: items that serve as specific examples of a general concept; dog, lion, cat are hyphonyms of animal. So, hyphonym is a word the meaning of which may be said to be included in that of another word.

d) Co-hyphonyms or co-ordinates: other items that are the ‘same kind of things’; red, blue, green, and brown are co-ordinates.

e) Superordinates: general concepts that ‘cover’ specific items; animal is the superordinate of dog, lion, mouse.

f) Translation: words or expressions in the learners’ mother tongue that are (more or less) equivalent in meaning to the item being taught.

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6) Word Formation

Vocabulary items, wheter one-word or multi-word, can often be broken down into their component ‘bits’. Exactly how these bits are put together is another piece of useful information – perhaps mainly for more advanced learners.

You may wish to teach the common prefixes and suffixes: for example if learners know the meaning of sub-, un- and -able, this will help them guess the meanings of words like substandard, ungrateful, and untranslatable. They should, however, be warned that in many common words the affixes no longer have any obvious connection with their root meaning (for example, subject, comfortable). New combinations using prefixes are not unusual, and the reader or hearer would be expected to gather their meaning from an understanding of their components (ultra-modern, super-hero).

Another way vocabulary items are built is by combining two words (two nouns, or a gerund and a noun, or a noun and a verb). To make one item: a single compound word, or two separate sometimes hyphonated words (bookcase, follow-up, swimming pool).

In this research the researcher only chose the indicator of meaning relationship for the research instrument which focuses on antonym, synonym and translation. The researcher will use

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these indicators because based on syllabus of eighth grade of Junior High Scholl in learning English process which focus on vocabulary the students are should mastery those three indicators.

c. Understanding and Using Vocabulary

David. H and Petter. S (1996:4) says that it is particulary important to make a distinction between the vocabulary which you only need to understand and the vocabulary which you need to use. If you just need to recognise and understand a word or expression when you see it or hear it, then you only need to know its meaning (or meanings) and its form (spelling and/or pronunciation). But if you want to use a word, then you need to know much more. You should know:

1) The meaning (e.g. a sponsor is a person or organisation that helps pay for ant event such as an exhibition or sports competition).
2) How a word is pronounced (/biznis/) and spelt (b-u-s-i-n-e-s-s)
3) Its grammar (e.g. to depent on or to depend of)? to succeed in or to succeed to? Can we say a travel or informations?)
4) Its collocations, i.e. the words it is often found with (e.g. we say a closing date but not a shutting date; we clinch a deal, settle an account, draw a conclusion, etc.)
5) Its connotations, i.e. positive or negative association (e.g. a cheap product may be good for the consumer because it is inexpensive. But the word cheap may also be used to indicate that the product isof poor quality.)

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6) The differences meaning and use between one word and another related one (e.g. what is the difference between a firm, a company, an enterprise and a venture?)
7) The translation, if there is one that is appropriate.

So, according the statement above , the researcher can take understanding that if we want understand a word or expression when we see it or hear it, then we only need to know its meaning (or meanings) and its form (spelling and/or pronunciation). We should know the meaning, how a word is pronounced, its grammar, its collocations, its connotations, the difference of meaning and use between on a word and another related one, and the translation.

B. Review the related findings

An empirical study is outline some relevant research, which support this research. This relevant research is a material for developing researchers in carrying out research.

The first the research from Anggoro Aris (2006) entitled: "Contribution of vocabulary mastery to the Reading Ability of Students in Grade VII SMPN 28 Kasihan Bantul", Academic year 2006/2007. The sample of this research was students seventh grade of SMPN 28 Kasihan Bantul. The result of the research showed there was no significant difference or correlation in students' vocabulary mastery in reading comprehension.

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The second, The research from Siti Samsiyah, Andayani, and Muhammad Rohmadi (2013) entitled "The Relationship between Mastery of Vocabulary and Motivation to Learn with the Ability to Read Stories (Survey of Class V Students of Public Elementary Schools in Jatiroto District). The results of the study show that mastery of vocabulary and motivation to learn individually or together there is a significant positive relationship with the ability to read stories, together with mastery of vocabulary and motivation to learn contributed 43.5% to the ability to read stories. These results indicate that these two variables can be good predictors of the ability to read stories.

The third, The study was conducted by Fajar Furqon (2013) entitled "Correlation Between Students' Vocabulary Matery and Their Reading Comprehension". The results showed that there was a strong correlation between students' vocabulary mastery and comprehension reading skills. This is obtained based on correlation calculations using the Pearson Product Moment. In this calculation the calculated correlation coefficient (r) is 0.7205.

From the previous studies above, it can be seen that the others researcher just focused on the correlation between vocabulary mastery and reading comprehension generally. Thus, the differences between those previous findings with this research are in reading text used.

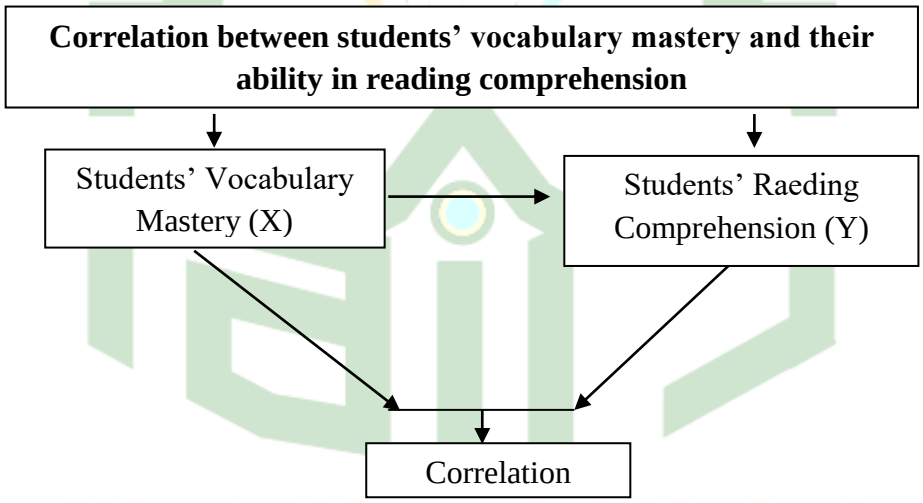
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C. Conceptual Framework

In this research, the researcher conducted the research about correlation between students' vocabulary mastery (X) and their ability in reading comprehension (Y) at the second semester of the Englsih Department

of IAIN Kerinci. This research used correlational research design. Besides, the population of this research is the second semester. Then, the kind of the sample of this research is random sampling. The data collected by using vocabulary test and reading comprehension test. In analyze the data, the researcher used Person Product moment formula in order to correlate both of the variable Vocabulary Mastery (X) and Reading (Y). After correlate, the researcher found the correlation between variable (X) and (Y). Then, the researcher concluded the result of the correlation.

The researcher draws the framework for this research as follow:



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CHAPTER III

METHOD OF THE RESEARCH

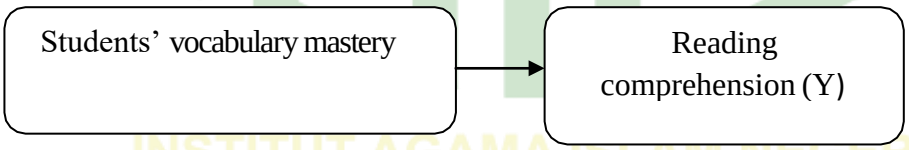
A. Research Design

In this research, the researcher used correlational research. According to Creswell (2018) "A correlation is a statistical test to determine the tendency or pattern for two or more variables or to sets of data to vary consistently". Correlational design provides an opportunity for us to predict scores and explain the relationship among variables. In correlational research design, investigators use the correlation statistical test to describe and measure the degree of association or relationship between two or more variables or sets of scores.

In this research, there are two variables as follows:

1. The independent variables are students' vocabulary mastery (X)
2. The dependent variables are students' reading comprehension (Y).

The correlation between the two variables as follows:



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B. Population and Sample

1. Population

Population is all cases, situations or individuals who share one or more characteristic (David Nunan, (1992). Furthermore, in the field of education groups that become populations can be individual groups of individuals such as students, teachers, and other individuals or it could be

groups that are not individuals such as classes, schools, or various facilities.

The population of this research was the students at the second semester of the Englsih Department of IAIN Kerinci. The total of the population in this research comprise 54 students.

The students distribution can be seen by the following table :

Table 1 : The population of The English Department of State Islamic Institute Kerinci

No	Semester/Class	Number of students
1	IIA	17
2	IIB	18
3	II C	19
Total		**54**

2. Sample

The sample is the group elements or a single element from which samples (group of subjects from data are obtained). According to John W.Craswell (2018) “Sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalizations about the target population”. Based on the definition above, ideally, the sample has to be representative. It means that the sample in the research must be able to generalize all of the population.

Referring to the number of population, it can be seen that number of population. The researcher needs to take a sample. The researcher used total sampling technique to collect the data. In this research, the

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researcher took all of the classes as the participants or sample of this research. The total of sample were 54 students.

C. Research Instrument

Reading comprehension test was administrated based on the indicators of reading comprehension of news item texts. Brown (2004) says that test is any series of questions or exercises or other means of measuring the skills, knowledge, intelligence, capacities or aptitudes of an individual or group. In other words, the test is a tool for collecting data to recognize individual's ability in looking the learning result and mental ability to overcome the problem.

Hughes (2003) says that: there are some possible techniques for testing reading comprehension, they are multiple choice, short answer, gap filling, cloze procedures, and information transfer. In this research the researcher will use multiple choice tests. The test consists of 20 multiple choice. From 20 items of test, the researcher gave expert judgments to get the validity of items test and did the try out to see the reliability, index discrimination and difficult index of test items. In this research, the students gave 60 minutes to answer the items of test. Where the researcher was presented the specification and indicator of test in the Table

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Table 2: Indicator of reading comprehension

No	Indicators of Test	Number of Item Test
1.	Identifying of main idea	1,6,11,16
2.	Identifying generic structure	2,7,12,17
3.	Identifying lexico grammatical features	3,10,14,20
4.	Identifying reference	4,8,13,18
5.	Identifying vocabulary	5,9,15,19

Besides, in this research was administered the vocabulary test. This test is aimed to find out the students' ability in vocabulary mastery. The type of vocabulary test was multiple choice questions. The questions consist of 30. The following table shows the indicators of vocabulary test.

Table 3: Indicator of Vocabulary

INDICATORS OF VOCABULARY		
Meaning Relationship	**Subject**	**Number of Item**
	1.Translation (Words or expressions in the learners 'mother tongue that are (more or less) equivalentin meaningto the item being taught.)	10 item (1-10)
	2. Synonym (items that mean the same, or nearly the same, for example, bright, clever smart may serve as synonyms of intelligent.)	10 item (11-20)
	3. Antonym (items that mean the opposite, rich is an antonym of poor.)	10 item (21-30)

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D. Technique of Data Collection

Test is any series of questions or exercises or other means of measuring the skills, knowledge, intelligence, capacities or aptitudes of an individual or group. In other words, the test is a tool for collecting data to recognize individual's ability in looking the learning result and mental ability to overcome the problem.

The test consists of a vocabulary test and a reading comprehension test. These tests used multiple choice tests. The vocabulary test consists of 30 questions and the reading comprehension test consists of 20 questions. All of students were given 60 minutes to do the test. After students did the test, the test was analysed and score of each student was calculated.

E. Technique of Data Analysis

1. Descriptive Analysis

The test was used to get the data about students' ability in reading comprehension and vocabulary mastery. To know the real score of the students, the following formula was used.

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$$X = \frac{R}{S} \quad X\ 100\%$$

Where:

X : Real score of each student

R : The correct answer (total score the indicator of reading)

S : Number of test items

(Sudijono. A. 2006:329)

2. Prediction Test

a. The Normality testing

To see whether or not the data collected from both variables are normally distributed. In this research, Kolmogorov Smirnov formula used and then this formula is used and calculate by using SPSS Version 25.

The interpretations of normality are: if the significance value > 0.05 it can be said that the data is normal distributed. Then, if the significance value < 0.05 the data is not normal distributed.

b. Homogenity Test

To determine whether the data group has a homogenous varience, To test the homogenity of both samples group, the hyphotesis were :

$H_0 : \sigma_1^2 = \sigma_2^2$

$H_1 : \sigma_1^2 \neq \sigma_2^2$

Where:

H_0 : the variance of two groups is homogeneous

H_1 : the variace of two groups is not homogeneous

With σ_1^2 and σ_2^2 are the population variance of each sample group.

The criteria of test are :

Accept H_0 if $F<F_{1/2a\ (V1,V2)}$

Reject H_0 if $F \geq F_{1/2a\ (V1,V2)}$

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Acquired F distribution list with a chance of ½α, while dk numerator = V_1 and dk denominator = V_2. Calculates by the formula:

$$F = \frac{\text{the biggest variance}}{\text{the smallest variance}}$$

If the price of F is found, the it subsequently compare to T_{table}

Hypothesis testing criteria is H_o if :

F < F : variance value than homogeneous

F < F : variance value compared are not homogeneous.

c. The Linearity Testing

Linearity is describes the relationship between two or more variables when they tend to change at the same rate. Besides, the linearity is to know the relationship between dependent variable and independent variable.

If the significance value of linearity > 0.05, it is can be said that there is linearity between dependent variable and independent variable. Then if the significance value of linearity < 0.05, it is can be said there is no linearity between dependent variable and independent variable.

Besides, in this research the researcher will be used SPSS Version 25 to calculated the linearity of dependent variable and independent variable.

3. The Hypothesis Testing

After scoring the data, the tabulated data to get the finding of the research is used. To see the hypotheses of testing or whether there is any correlation between students' reading strategy and their ability in reading comprehension of news item texts by using product moment formula. Then, the researcher will use SPSS Version 25 to calculate it correlation.

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

Where:

r = correlation coefficient

X = students' vocabulary mastery

Y = students' reading comprehension

∑X = the sum of x scores

∑Y = the sum of y scores

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$\sum X^2$ = the sum of squared x scores
$\sum Y^2$ = the sum of squared y scores
N = total number of pairs of scores
$\sum XY$ = the sum of the products of paired scores

(Sugiyono, 2014:68)

If r-calculates is greater than r-table, it means that the correlation of the test significant or valid. The calculation is interpreted to the correlation coefficient as the following table:

Table 7: Correlation Coefficient

Correlation Coefficient	
0.800 – 1.000	Excellent
0.600 – 0.799	Good
0.400 – 0.599	Enough
0.200 – 0.399	Poor
0.000 – 0.199	Very Poor

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CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. Data Description

a). Result of students reading comprehension

The reading test was administered to the subject as sample. This research utilized *Multiple Choice* test items. So the result of try out becomes the guideline in arranging the test, whether one item needs to be revised or not. Then, the highest score of the test was 95 gained by 1 student. On the other hand, the lowest score in the first test was 30 gained by 2 students.

The table below is the distribution of the scores obtained by 43 students in reading test.

Table 8 : The Distribution of the Reading Comprehension Scores Obtained by the students

NO	Interval	Scores	Freq	%		Categories	Levels
1.	80 – 100	80 (7) 85 (1) 95 (1)	9	16.6	16.6	Excellent	High Ability
2.	66 – 79	70 (8) 75 (3)	11	20.5	39	Good	Average Ability
3.	56 – 65	60 (3) 65(7)	10	18.5		Fair	
4.	46 – 55	50 (9) 55 (8)	17	31.4	44	Poor	Low Ability
5.	0 – 45	30 (2) 40 (2) 45 (3)	7	13		Very poor	
Total			**54**	**100 %**	**100%**		

Based on the description above, it can be concluded that: First, nine students got excellent score (16.6%) and their level was included to *High Ability* (16.6%). Second, there were eleven students gained good

score (20.5%), and also ten students got fair scores (18.5%) and their level was included to *Average Ability* (39%). The last one, seventeen students gained poor scores (31.4%), seven students got very poor score (13%) and their level was included to *Low Ability* (44%). Thus, the average (mean) scores from the test was 61.48; It means that the students' ability in reading comprehension belongs to *Fair Categories* (Average Levels)

b). Result of Students Vocabulary Mastery

The vocabulary test was administered to the subject as sample. this research utilized *Multiple Choice* test items. Then, the highest score of the test was 93 gained by 2 students. On the other hand, the lowest score in the first test was 16 gained by 2 students.

The table below is the distribution of the scores obtained by 43 students in vocabulary Test.

Table 9 : The Distribution of the Vocabulary Scores Obtained by the students

NO	Interval	Scores	Freq	%		Categories	Levels
1.	80 – 100	80 (6) 86 (6) 93 (4)	16	29.6	29.6	Excellent	High Ability
2.	66 – 79	76 (7)	7	12.9	46.2	Good	Average Ability
3.	56 – 65	60 (7) 63 (11)	18	33.3		Fair	
4.	46 – 55	50 (3)	3	5.6	24.1	Poor	Low Ability
5.	0 – 45	33 (2) 36 (4) (40 (3) 43 (1)	10	18.5		Very poor	
Total			**54**	**100 %**	**100%**		

Based on the description above, it can be concluded that: First sixteen students got excellent score (29.6%) and their level was included to

High Ability (29.6%). Second, there were seven students gained good score (12.9%), and also eighteen students got fair scores (33.3%) and their level was included to *Average Ability* (46.2%). The last one, three students gained poor scores (45.6%), ten students got very poor score (18.5%) and their level was included to *Low Ability* (24.1%). Thus, the average (mean) scores from the test was 64.5 ; It means that the students' vocabulary mastery belongs to *Fair Categories* (Average Ability)

2. Classical Assumptiom

1. Linearity Testing

The linearity is to know the relationship between dependent variable and independent variable. In this research the researcher was used SPSS Version 25 to calculated the linearity of dependent variable and independent variable. The presentation of linearity could be seen as bellow:

Table 10 : Linearity of the Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension * Vocabulary Mastery	Between Groups	(Combined)	4345,486	13	334,268	1,857	,055
		Linearity	147,868	1	147,868	,822	,368
		Deviation from Linearity	4197,618	12	349,801	1,944	,039
	Within Groups		10437,500	58	179,957		
	Total		14782,986	54			

From the table above it can be seen that, the value significance of linearity or derivation of linearity is 0.39, based on interpretation of

linearity if the significance value of linearity > 0.05, it is can be said that there is a linearity between dependent variable and independent variable. Then if the significance value of linearity < 0.05, it is can be said there is no linearity between dependent variable and independent variable. Thus, from the interpretation the value significance of linearity is 0.39 The value of 0.39 > 0.05, It is can be concluded that the data is linearity disturbed.

2. Normality Testing

To see whether or not the data collected from both variables (Reading Comprehension and Vocabulary Mastery) were normally distributed. In this research, Kolmogorov Smirnov formula was used and then this formula was used by using SPSS Version 25.

Table 11: Normality of the Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		54
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	14,35717304
Most Extreme Differences	Absolute	,095
	Positive	,063
	Negative	-,095
Test Statistic		,095
Asymp. Sig. (2-tailed)		,176[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The interpretations of normality are: if the significance value > 0.05 it can be said that the data is normal distributed. Then, if the significance value < 0.05 the data is not normal distributed. Based on the table above it can be seen that the significance value is 0.176. The value of 0.176 > 0.05, it can be concluded that the data is normal distributed.

3. Test of Hypotheses

The purpose of this research was to find out the Correlation between students' vocabulary mastery and their ability in reading comprehension. To know those two variables the researcher was used test.

The Pearson Product Moment formula was used to find out the coefficient of correlation. The total score of all vocabulary mastery and reading ability (ΣX, ΣY, ΣX^2, ΣY^2 and ΣXY) was calculated for use in the Pearson product moment formula.

The hypothesis proposed was that there is a positive correlation between students' reading strategies and their ability in reading comptrehension.

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The table below shows the result of correlation between students' reading strategies and their ability in reading comprehension:

Table 12: Correlation Between Students' vocabulary mastrey and their ability in reading comprehension

Correlations

		Vocabulary Mastery	Reading Comprehension
Vocabulary Mastery	Pearson Correlation	1	,100
	Sig. (2-tailed)		,428
	N	54	54
Reading Comprehension	Pearson Correlation	,100	1
	Sig. (2-tailed)	,428	
	N	54	54

From the data analysis it was found that the correlation between students' vocabulary mastery and their ability in reading comprehension was (0.428) which was enough (medium) relationship. The correlation *(r)* score shows the level of the correlation between the two scores of the group.

The table above shows that the r-computed (0.428) is bigger than the r-table (0.394) for the degree of alpha = 0.05 (ά 0.05). It can be concluded that *Ho* is rejected and H_1 accepted. Therefore, it can be said that there is a enough (medium) correlation between students' vocabulary mastery and their ability in reading comprehension.

To make an interpretation of correlation strength between the two variables the correlation coefficient index must be inferred to the following criteria:

1. If the correlation coefficient is 0, then two variables are not correlated
2. if the correlation coefficient is near 1, then the two variables are strongly correlated

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3. if the correlation coefficient is near 0, then the two variables are weakly correlated
4. if the correlation coefficient is 1, then the two variables have a perfect positive correlation.
5. if the correlation coefficient is -1, then the two variables have a perfect negative correlation

(Sarwono: 2010: 23)

From the hypothesis testing above, it can be seen that: the correlation between students'vocabulary mastery and reading comprehension ability at the enough (medium) level. It was indicated by the correlation score of 0.428 with correlation table of 0.394 (r-computed 0.428 > r-table 0.394). This can be said that there was enough (medium) correlation between students' vocabulary mastery and their reading comprehension ability.

B. Discussion

This research investigated the correlation between students' vocabulary mastery as variable (X) and reading ability as variable (Y). Based on the result of the hypothesis testing, the correlation coefficient was 0.428, while the r-table was 0.394. Since the r-computed was higher than the r-table (0.428 > 0.394), it can be concluded that there was a significant correlation between vocabulary mastery and reading ability. The correlation was categorized as a medium or sufficient correlation level.

The findings indicate that vocabulary mastery contributes to students' reading ability. Students who have better vocabulary knowledge tend to understand reading texts more easily than those who have limited vocabulary. Vocabulary plays an important role in helping learners identify the meaning

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of words, sentences, and the whole content of a text. Without sufficient vocabulary, students may experience difficulties in comprehending the message conveyed in reading materials.

This result supports the theory that vocabulary and reading comprehension are closely related. Vocabulary is one of the fundamental components in language learning because it helps learners communicate ideas and understand written texts effectively. Reading comprehension cannot be achieved optimally if students do not know the meanings of important words in the text. Therefore, students with higher vocabulary mastery usually demonstrate better reading comprehension ability.

In addition, mastering vocabulary and reading comprehension is highly beneficial for English learners. Through vocabulary mastery, learners are able to catch the meaning and information contained in the texts they read. They can also understand scientific books, articles, and other English materials that provide knowledge and information. Reading comprehension becomes a bridge for learners to gain information, knowledge, and advancement from written sources, as well as for entertainment and relaxation.

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However, many learners still face difficulties in reading comprehension because of their limited vocabulary. They often cannot understand unfamiliar words, which leads to confusion in interpreting the meaning of sentences and the text as a whole. As a result, they may fail to understand the main idea of the reading passage. Furthermore, limited

vocabulary mastery also affects learners' ability to express their ideas freely and accurately in English.

Based on the explanation above, it can be concluded that vocabulary mastery has an important contribution to students' reading ability. Therefore, English teachers should encourage students to improve their vocabulary through various learning activities such as reading practice, vocabulary exercises, and interactive learning methods. By improving vocabulary mastery, students are expected to achieve better reading comprehension and overall English proficiency.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data that has been described in the previous chapter, there were some conclusions of this reserch:

1. The researcher find out that the level of ability vocabulary mastery at the second semester of the English Department of IAIN Kerici or in 64.5. It means that the level of students' vocabulary mastery is at enough level.
2. Based on the data of reading comprehension test, the mean score from the reading test was 61.48. It means that the students reading comprehension ability belong too fair (Medium) levels.
3. From the hypothesis testing, it can be seen that: the correlation between vocabulary mastery and reading comprehension was at enough (medium) level. It was indicated by the correlation score of 0.428 with correlation table of 0.394 (r-computed 0.428 > r-table 0.394). This can be said that there was a poor correlation between students' vocabulary mastery and their ability in reading comprehension.

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B. Suggestion

Based on the finding and discussion, the researcher gave some suggestion were as follows:

1. Based on the research result, the researcher suggested for the students for adding their vocabulary or memorizing more word in English, it might theirs will be more practice in the English.
2. To students, the reseacher suggested to continue practice in reding skill, because reading is one of very important skill to increase English ability.
3. For other researcher who would conducted as the same topic, the researcher suggested to do well more than this research, because the researcher considered that this research still need more validation from the next research.

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APPENDIX: 1 :

Reading comprehension test

Instruction
Read each text carefully. Choose the best answer by selecting A, B, C, or D.

Text 1

Digital Literacy in Higher Education

Digital literacy has become an essential skill for university students. It does not only refer to the ability to use computers or mobile devices. It also includes the ability to find, evaluate, use, and communicate information through digital platforms. In higher education, students need digital literacy to complete academic tasks, join online discussions, and access reliable learning materials.

Many students use the internet every day, but not all of them can judge the quality of online information. Some websites provide inaccurate or biased content. For this reason, students must learn how to check the author, publication date, source credibility, and evidence used in an article. These skills help them avoid misinformation and produce stronger academic work.

Digital literacy also supports independent learning. Students can access journals, e-books, online courses, and academic videos. However, they must use these resources responsibly. They need to cite sources correctly and avoid plagiarism. Therefore, digital literacy should become part of university learning because it improves students' academic performance and prepares them for professional life.

Questions

1. What is the main idea of the text?
A. Digital literacy is only about using computers.
B. Digital literacy is important for university students' academic and professional development.
C. University students should stop using online sources.
D. Online learning materials are always reliable.

2. What is the generic structure of the last paragraph?
A. Thesis
B. Argument
C. Reorientation
D. Recommendation

3. The sentence "Digital literacy has become an essential skill" uses ...
A. simple present tense
B. present perfect tense
C. simple past tense
D. present continuous tense

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4. In the sentence “These skills help them avoid misinformation,” the word “them” refers to ...

A. websites
B. academic tasks
C. university students
D. online discussions

5. The word “credible” in “source credibility” is closest in meaning to ...
A. trustworthy
B. popular
C. complicated
D. recent

Text 2

A Student Research Presentation

Last month, my academic writing class held a research presentation session. Each student had to present a small-scale research project related to education, technology, or social issues. I chose to discuss students’ reading habits in the digital era. Before the presentation day, I collected data through an online questionnaire and interviewed five classmates.

During the session, I presented my research background, method, findings, and conclusion. At first, I felt nervous because I had never presented research in English before. However, I became more confident after explaining the data. My classmates asked several questions about my questionnaire design and the validity of my findings. Their questions helped me evaluate the weaknesses of my project.

After the presentation, my lecturer gave feedback on my organization, language use, and data interpretation. She said that my topic was relevant, but I needed to explain my research limitation more clearly. The activity gave me valuable experience. I learned that research presentation requires preparation, clear communication, and critical thinking.

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Questions

6. What is the main idea of the text?
A. The writer failed to present the research project.
B. The writer described an experience of presenting a small-scale research project.
C. The lecturer rejected the writer’s research topic.
D. The students only discussed technology in class.

7. What is the generic structure of the first paragraph?
A. Orientation
B. Complication
C. Resolution
D. Evaluation

8. In the sentence “Their questions helped me evaluate the weaknesses of my project,” the word “Their” refers to ...
A. the lecturer’s
B. the classmates’
C. the students’ reading habits’
D. the findings’

9. The word “validity” in the second paragraph is closest in meaning to ...
A. beauty
B. accuracy
C. popularity
D. Difficulty

10. The words “collected,” “interviewed,” and “presented” indicate that the text mainly uses ...

A. simple present tense
B. simple past tense
C. future tense
D. present perfect tense

Text 3

How to Conduct a Small-Scale Survey

Conducting a small-scale survey can help students collect data for academic assignments. A survey allows researchers to gather information from several respondents in a systematic way. To conduct a survey, students need a clear topic, research questions, respondents, and a questionnaire.

First, choose a specific topic that can be studied in a limited time. Then, formulate one or two research questions. After that, design a questionnaire that contains clear and relevant questions. Avoid questions that may confuse respondents. Students can use closed-ended questions to collect numerical data and open-ended questions to collect detailed opinions.

Next, distribute the questionnaire to selected respondents. Make sure that the respondents understand the purpose of the survey. After collecting the responses, organize the data and identify important patterns. Finally, write a short report that includes the background, method, findings, and conclusion. By following these steps, students can produce simple but useful research data.

Questions

11. What is the main idea of the text?
A. The importance of avoiding all questionnaires.
B. The steps for conducting a small-scale survey.
C. The problems of writing academic assignments.
D. The process of choosing university courses.

12. Which part of the text introduces the goal and required elements of the procedure?
A. Paragraph 1
B. Paragraph 2
C. Paragraph 3
D. The last sentence only

13. In the sentence “Make sure that the respondents understand the purpose of the survey,” the word “respondents” refers to ...
A. people who answer the survey questions
B. students who write the final report
C. lecturers who assess the assignment
D. researchers who design the topic

14. The word “choose” in “First, choose a specific topic” functions as ...
A. an imperative verb
B. a linking verb
C. a modal verb
D. an adjective

15. The word “formulate” in the second paragraph is closest in meaning to ...
A. reject
B. develop
C. remove
D. repeat

Text 4

The Challenge of Time Management

Many university students struggle with time management during their first year of study. They often face different academic demands, such as attending lectures, completing assignments, reading journal articles, and joining group discussions. At the same time, some students also participate in organizations or part-time jobs.

Poor time management can affect academic performance. Students who delay their assignments often work under pressure. As a result, they may submit incomplete work or make unnecessary mistakes. Lack of planning can also reduce their study time before examinations. This situation may increase stress and lower their confidence.

Students can manage their time better by setting priorities. They should list their tasks, identify deadlines, and divide large assignments into smaller parts. They also need to limit distractions, especially excessive social media use. Effective time management helps students complete academic tasks on time and maintain a healthier study routine.

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Questions

16. What is the main idea of the text?
A. University students should avoid all organizations.
B. Time management is important for university students' academic success.
C. Social media always improves students' study habits.
D. Assignments are not important in higher education.

17. What is the generic structure of the second paragraph?
A. Thesis
B. Argument
C. Recommendation
D. Identification

18. In the sentence "This situation may increase stress and lower their confidence," the phrase "This situation" refers to ...
A. students' success in examinations
B. lack of planning and poor preparation
C. joining academic discussions
D. setting priorities before studying

19. The word "distractions" in the last paragraph is closest in meaning to ...
A. activities that disturb attention
B. tasks that improve focus
C. plans that support learning
D. deadlines that organize work

20. The sentence "Students should list their tasks" contains the modal verb "should," which expresses ...
A. obligation or advice
B. past activity
C. completed action
D. repeated habit

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Vocabulary Test

Instruction
Choose the best answer by selecting A, B, C, or D.

A. Translation
Items 1 to 10
1. What is the Indonesian meaning of "reliable"?
A. dapat dipercaya
B. berbahaya
C. membingungkan
D. Sementara

2. What is the Indonesian meaning of "evidence"?
A. pendapat
B. bukti
C. alasan pribadi
D. Kesimpulan

3. What is the Indonesian meaning of "conduct"?
A. menolak
B. melakukan
C. menghapus
D. Menghindari

4. What is the Indonesian meaning of "respondent"?
A. peneliti
B. pembaca
C. responden
D. Penulis

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K E R I N C I

5. What is the Indonesian meaning of "accurate"?
A. tepat
B. lambat
C. mahal
D. Rumit

6. What is the Indonesian meaning of "assignment"?
A. ujian
B. tugas
C. jadwal
D. Nilai

7. What is the Indonesian meaning of "source"?
A. sumber

B. tujuan
C. aturan
D. Masalah

8. What is the Indonesian meaning of "objective"?
A. subjektif
B. objektif
C. pribadi
D. Sementara

9. What is the Indonesian meaning of "requirement"?
A. kebutuhan atau persyaratan
B. larangan
C. pilihan bebas
D. Kesalahan

10. What is the Indonesian meaning of "improve"?
A. merusak
B. meningkatkan
C. mengurangi
D. mengganti

B. Synonym
Items 11 to 20
11. Which word has the closest meaning to "important"?
A. essential
B. simple
C. ordinary
D. Narrow

12. Which word has the closest meaning to "analyze"?
A. examine
B. ignore
C. copy
D. Guess

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13. Which word has the closest meaning to "benefit"?
A. advantage
B. problem
C. weakness
D. Barrier

14. Which word has the closest meaning to "method"?
A. result
B. procedure

C. opinion
D. Topic

15. Which word has the closest meaning to “relevant”?
A. suitable
B. useless
C. unclear
D. Unrelated

16. Which word has the closest meaning to “evaluate”?
A. assess
B. avoid
C. reduce
D. Repeat

17. Which word has the closest meaning to “significant”?
A. meaningful
B. careless
C. basic
D. Weak

18. Which word has the closest meaning to “obtain”?
A. get
B. lose
C. hide
D. Reject

19. Which word has the closest meaning to “challenge”?
A. difficulty
B. solution
C. success
D. Comfort

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K E R I N C I

20. Which word has the closest meaning to “valid”?
A. acceptable
B. incorrect
C. informal
D. doubtful

C. Antonym
Items 21 to 30
21. Which word has the opposite meaning of “increase”?
A. reduce
B. expand
C. improve
D. develop

22. Which word has the opposite meaning of “accurate”?
A. incorrect
B. exact
C. precise
D. Clear

23. Which word has the opposite meaning of “formal”?
A. informal
B. official
C. academic
D. Structured

24. Which word has the opposite meaning of “strong”?
A. weak
B. powerful
C. stable
D. Effective

25. Which word has the opposite meaning of “accept”?
A. reject
B. receive
C. approve
D. Allow

26. Which word has the opposite meaning of “clear”?
A. vague
B. simple
C. direct
D. Obvious

27. Which word has the opposite meaning of “major”?
A. minor
B. central
C. main
D. Important

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K E R I N C I

28. Which word has the opposite meaning of “positive”?
A. negative
B. useful
C. helpful
D. Successful

29. Which word has the opposite meaning of “public”?
A. private
B. social

C. general
D. Common

30. Which word has the opposite meaning of “active”?
A. passive
B. busy
C. energetic
D. productive

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Appendix: 9
Result of students Reading Comprehension Test

Students	Items number																				X	Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	0	0	1	1	0	1	1	1	0	1	1	0	1	0	0	0	0	0	0	1	9	45
2	1	0	1	0	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	14	70
3	1	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	0	0	13	65
4	1	0	0	1	0	0	1	1	0	1	1	1	0	1	0	1	1	1	1	0	12	60
5	1	0	1	0	0	1	1	0	0	1	1	1	1	0	1	1	0	0	1	1	12	60
6	1	1	0	1	1	1	0	1	1	0	0	0	0	1	1	0	1	1	0	0	12	60
7	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	16	80
8	1	0	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	16	80
9	0	1	0	1	0	1	0	0	1	1	1	0	1	1	0	1	1	1	0	0	11	55
10	0	0	0	1	0	1	0	1	1	0	1	1	1	1	0	1	0	1	1	0	11	55
11	0	0	0	0	1	0	0	1	0	1	0	1	1	0	1	0	1	1	1	1	10	50
12	0	1	1	1	1	0	0	1	1	0	1	0	1	1	0	0	0	1	0	0	10	50
13	1	0	0	0	1	0	0	0	0	0	0	1	0	1	0	1	1	0	0	0	6	30
14	1	0	0	0	0	1	0	1	0	0	0	0	1	1	0	0	0	0	1	0	6	30
15	0	1	1	0	1	0	0	1	0	1	1	0	0	0	1	1	1	1	1	0	11	55
16	1	1	1	1	0	0	1	0	1	1	0	1	0	0	0	0	1	1	0	1	11	55
17	0	0	1	1	1	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	14	70
18	1	1	1	1	1	0	1	0	1	1	0	1	0	0	1	1	1	1	1	0	14	70
19	0	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	14	70
20	1	0	1	0	1	1	0	1	0	0	1	0	0	0	1	1	0	0	1	1	10	50
21	1	0	0	1	0	1	0	1	1	1	1	1	0	1	0	1	0	0	0	0	10	50
22	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	15	75
23	0	0	0	1	0	1	0	0	1	0	1	1	1	0	1	1	0	1	1	0	10	50
24	1	1	0	1	0	0	0	1	1	0	0	0	1	1	0	1	0	0	1	1	10	50

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25	1	0	1	1	0	0	0	0	1	0	1	0	0	1	0	0	0	1	1	0	8	40
26	1	1	1	0	1	0	1	0	0	0	0	0	0	1	1	1	0	0	0	0	8	40
27	1	0	1	0	1	1	0	1	0	1	0	0	1	0	0	1	0	1	1	0	10	50
28	1	0	1	0	1	0	1	0	0	0	1	0	1	0	1	0	1	1	0	1	10	50
29	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	16	80
30	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	15	75
31	1	1	0	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	16	80
32	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1	1	14	70
33	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	0	14	70
34	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	19	95
35	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	17	85
36	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	14	70
37	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	14	70
38	1	0	1	1	0	0	1	1	0	1	1	1	1	0	1	0	1	1	1	0	13	65
39	1	1	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	1	0	0	10	50
40	1	1	1	1	1	0	0	0	0	0	0	1	0	1	0	1	1	0	0	0	9	45
41	1	1	1	1	0	1	0	1	0	1	0	0	1	1	0	1	0	0	1	0	11	55
42	0	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	15	75
43	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	16	80
44	1	1	0	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	80
45	1	0	1	1	0	0	1	1	0	1	1	1	1	0	1	0	1	1	1	0	13	65
46	0	1	1	0	1	0	0	1	0	1	1	0	0	0	1	1	1	1	1	0	11	55
47	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	16	80
48	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	16	80
49	1	0	1	0	1	0	1	1	0	1	0	1	0	0	1	1	1	0	1	0	11	55
50	1	0	1	0	1	1	0	1	1	1	0	1	1	0	1	0	0	1	0	1	11	55
51	1	0	1	0	1	0	1	1	0	1	0	1	1	0	1	1	0	0	0	1	11	55
52	1	1	1	0	1	0	0	1	0	1	0	1	0	0	1	0	1	0	1	1	11	55
53	1	0	1	0	1	0	0	1	0	0	1	1	0	1	1	0	1	0	1	1	11	55
54	0	1	1	0	1	0	0	1	0	1	0	1	1	0	1	0	1	0	1	1	11	55
	Total																					3320
																						61.48

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Appendix: 11 Students' Vocabulary Score

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	x	score
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	28	93
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	28	93
3	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	93
4	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	26	86
5	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	26	86
6	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	26	86
7	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	24	80
89	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	24	80
10	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	24	80
11	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	23	76
12	1	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	23	76
13	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	23	76
14	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	23	76
15	1	1	1	0	1	0	1	1	0	1	0	0	1	1	0	1	1	0	1	1	1	0	1	0	0	1	1	1	0	0	19	63
16	1	0	1	0	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	0	19	63
17	1	0	1	1	1	1	1	0	1	0	1	0	0	0	1	0	1	1	0	0	1	0	1	1	1	0	0	1	1	1	18	60
18	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	1	0	0	0	1	1	1	1	0	1	1	1	0	18	60
19	1	0	1	1	1	0	0	0	1	0	1	0	1	1	1	0	1	0	0	1	0	1	0	1	1	1	1	1	1	1	18	60
20	1	0	1	0	1	0	0	0	1	1	0	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	18	60
21	1	0	0	0	1	0	1	0	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	0	1	18	60
22	1	0	1	0	1	0	0	0	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	18	60
23	1	0	0	1	0	1	0	1	0	1	1	1	1	0	0	0	1	1	0	0	1	0	1	1	0	0	1	0	0	1	15	50
24	0	1	1	0	1	0	0	0	0	1	0	1	1	0	0	1	0	0	0	1	0	1	1	0	0	1	0	1	1	0	13	43
25	1	1	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	1	0	1	0	0	0	1	0	0	0	1	0	11	36
26	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	1	1	0	0	0	1	1	0	1	1	1	0	0	1	0	12	40
27	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	0	0	1	1	1	0	0	19	63
28	1	0	1	0	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	0	19	63
29	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	0	0	1	1	1	0	0	19	63
30	1	0	0	0	0	1	1	0	0	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	1	0	1	0	10	33
31	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	23	76
32	1	1	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	11	36
33	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	1	1	1	0	0	19	63
34	1	0	1	0	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	0	19	63
35	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	0	0	1	1	1	0	0	19	63
36	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	1	1	0	0	0	1	1	0	1	1	1	0	0	1	0	12	40
37	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	1	1	0	0	0	1	1	0	1	1	1	0	0	1	0	12	40
38	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	1	1	0	0	0	1	1	0	0	1	1	0	0	1	0	11	36
39	1	1	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	1	0	1	0	0	0	1	0	0	0	1	0	11	36
40	1	0	0	0	0	1	1	0	0	1	1	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	1	0	1	0	10	33
41	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	23	76
42	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	0	0	1	1	1	0	0	19	63

43	1	0	1	0	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	0	19	63
44	1	0	1	1	1	1	1	0	1	0	1	0	0	0	1	0	1	1	0	0	1	0	1	1	1	0	0	1	1	1	18	60
45	1	0	0	1	0	1	0	1	0	1	1	1	1	0	0	0	1	1	0	0	1	0	1	1	0	0	1	0	0	1	15	50
46	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	28	93
47	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	26	86
48	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	26	86
49	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	26	86
50	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	24	80
51	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	24	80
52	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	24	80
53	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	23	76
54	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	0	0	1	1	1	0	0	19	63
	Total																															**3.486.**	
	AVAREGE																															**65.77**	

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