

**THE CORRELATION BETWEEN STUDENTS' VOCABULARY  
MASTERY AND THEIR DESCRIPTIVE READING COMPREHENSION**

*(The case of the Twelfth Year Students of MA Ibrohimiyyah Demak in the  
Academic Year 2020/2021)*

**A FINAL PROJECT**

Submitted as a partial fulfillment of the requirement for the Bachelor  
Degree

*(Sarjana Pendidikan)* in English Education



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**2021**

**PAGE OF APPROVAL**

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has been approved by the advisor and to be examined by the Board of Examiners.



Semarang, 25 Maret 2021

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**THE CORRELATION BETWEEN STUDENTS' VOCABULARY  
MASTERY AND THEIR DESCRIPTIVE READING COMOREHENSION**  
*(The case of the Twelfih Year Students of MA Ibrohimiyah Demak in  
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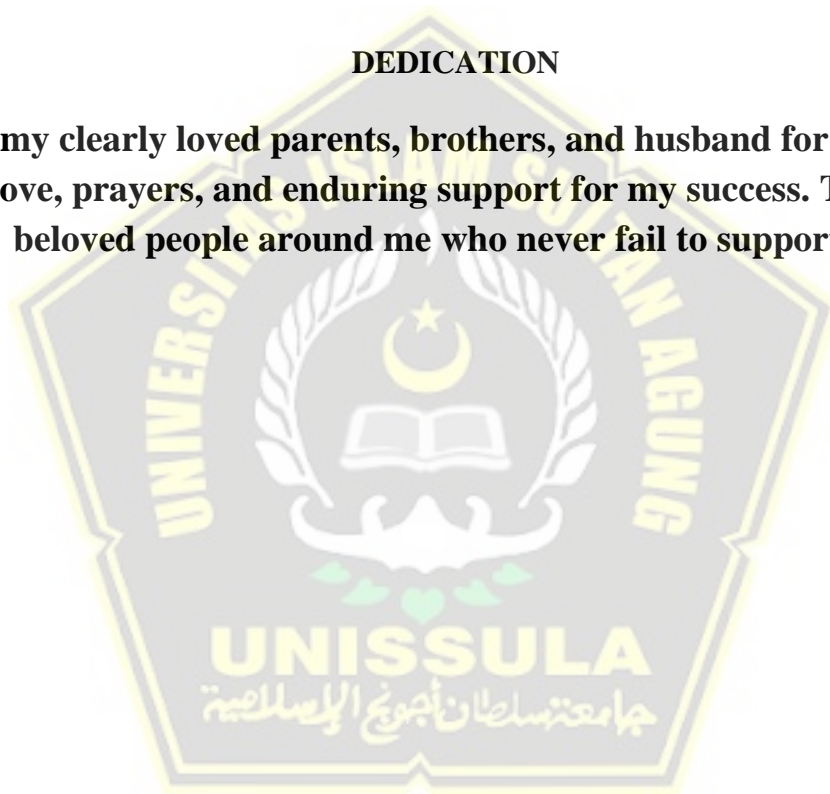
  
Ana Furoida

## **MOTTO**

**“ The Best Way To Get Started Is To Quit Talking And Begin Doing”**

## **DEDICATION**

**To my clearly loved parents, brothers, and husband for all their love, prayers, and enduring support for my success. To my beloved people around me who never fail to support me**





## ABSTRACT

**Furoida, Ana. (2021).** “The Correlation between Students’ Vocabulary Mastery and Descriptive Reading Comprehension (*The case of the Twelfth Year Students of MA Ibrohimiyyah Demak in the Academic Year 2020/2021*)”. A final project. *English Language Education Program*. Faculty of Language and Communication Science. Sultan Agung Islamic University. Nur Ekaningsih, S.Pd., M.Pd as the advisor.

This study was to know the correlation between students’ vocabulary competence and the descriptive reading at the twelfth grades of Madrasah Aliyah around Demak. The respondents in this study were 23 classmates from X1 class. This was a quantitative study that used a correlational research methodology. Two methods were utilized to gather data for this study, one to test students' vocabulary knowledge and the other to assess descriptive reading skills. The researcher analyzed the data and the association between students' vocabulary knowledge and descriptive reading skills after collecting data from the Reading Comprehension and Vocabulary test. The study used the coefficient of pearson product moment computation in SPSS to assess the relation between students' vocabulary knowledge and descriptive reading skills. The significant value was  $0.000 \leq 0.005$ , indicating that there was a relation among vocabulary competency and descriptive reading ability among the students. according to the data. 0.700 is the value of the correlation coefficient. It ranges from 0.60-0.799. It is clear that there is a strong degree of relevance relationship. The correlation test gave a score of 0.700, indicating a high level of correlation. The researcher discovered a positive relationship between students' vocabulary competence and descriptive reading ability in the twelfth grade at the madrasah Aliyah in Demak.

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

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## INTISARI

**Furoida, Ana. (2021).** “The Correlation between Students’ Vocabulary Mastery and Descriptive Reading Comprehension (*The case of the Twelfth Year Students of MA Ibrohimiyyah Demak in the Academic Year 2020/2021*)”. A final project. *English Language Education Program*. Faculty of Language and Communication Science. Sultan Agung Islamic University. Nur Ekaningsih, S.Pd., M.Pd as the advisor.

Penelitian ini bertujuan untuk mengetahui hubungan antara keterampilan perbendaharaan kata murid dengan pengetahuan membaca deskriptif murid di kelas dua belas MA Ibrohimiyyah Demak. Subyek penelitian ini berjumlah 23 murid yang berasal dari kelas XI. Penelitian ini menggunakan desain penelitian korelasional yang merupakan penelitian kuantitatif. Data untuk penelitian ini dikumpulkan dengan menggunakan dua instrumen yang digunakan untuk mengukur keterampilan perbendaharaan kata murid dan pengetahuan bacaan deskriptif mereka. Setelah mengumpulkan data dari tes Pengetahuan Membaca dan Kosakata, peneliti menganalisis data dan hubungan antara keterampilan kosakata siswa dan pengetahuan bacaan deskriptif mereka. Untuk mendapatkan hubungan antara keterampilan kosakata siswa dengan pengetahuan membaca deskriptif, peneliti menggunakan formula koefisien product moment pearson dalam program SPSS. Berdasarkan pada hasil penelitian ditemukan hasil bahwa nilai signifikansinya adalah  $0.000 \leq 0.005$  yang berarti ada hubungan antara keterampilan perbendaharaan kata murid dengan pengetahuan bacaan deskriptif mereka. Nilai koefisien korelasi adalah 0.700. Itu antara 0.60-0.799. Dapat disimpulkan bahwa derajat hubungan signifikan adalah kuat. Hasil analisis korelasi skor 0.700 yang dikategorikan korelasi tinggi. Peneliti menyimpulkan bahwa ada hubungan yang positif antara keterampilan kosakata siswa dengan pengetahuan bacaan deskriptif mereka di kelas dua belas madrasah Aliyah di sekitar Demak.

**Keywords:** *Korelasi, Perbendaharaan kata, Pengetahuan Membaca*

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## **CHAPTER I**

### **INTRODUCTION**

The background of the study, the reason for choosing the topic, the statement of the problems, the study's objective, the study's limitation, the study's significance, the definition of key terminology, and the study's organization are all included in this first chapter.

#### **1.1. Background of the Study**

Now days, many students around the world are learning English. When we learn language, words are one of the most important things. It becomes a main topic for learning the language. Sentences or clauses are formed from a collection of word. Words are very difficult to separate when speaking the language because words are part of the language itself.

English is a global language that is spoken by practically everyone in the world, especially students. At their school, English become a foreign language taught in there.

A vocabulary contains a list of words in a language that can be understood and learned (Bishry, 2018). The greater vocabulary we have, the larger opportunity to have an ability to apply the language. When students have a low vocabulary, they may struggle to understand terminology such as speaking, reading, listening, and writing. We cannot possibly learn language without many words. Because, it will help students to communicate with others clearly.

Using the researcher's PPL experience as a guide, it was identified that there were still many students who had difficulty understanding the text without knowing



all the vocabulary. Based on the description, It indicates that vocabulary is a crucial part of language education and learning for students to be great readers. Furthermore, according to research, finding keywords is an effective way to help students understand the information even if they don't know all of the vocabulary in the text. Because vocabulary is one of the aspects that affects reading comprehension, students might utilize this method to mask their vocabulary weaknesses (Roehrig and Guo, 2011).

According to (Falianti, 2015) Reading Comprehension is a grading system for how well you grasp a text. The way we can understand the text is to know all the vocabulary but, we can also understand the text by finding keywords (Furqon, 2013). This is the reason why vocabulary is closely related to reading. The mastery of vocabulary and reading comprehension have a high relationship.

According to the aforementioned description, the researcher wishes to know if students' vocabulary competence has a significant impact on their reading ability, especially in descriptive texts. Accordingly, the researcher takes the title “The correlation between students’ vocabulary proficiency and their descriptive reading comprehension” (*The case of the Twelfth Year Students of MA Ibrohimiyyah Demak in the Academic Year 2020/2021*)

## **1.2. Reason for Choosing the Topic**

The topic is chosen for the following reason :

Based on the researcher's PPL experience, It is fact that many students have difficulty understanding the text because they don't know a lot of vocabulary, It can be seen from their low reading scores. However, there are some students who can understand the text by knowing some vocabulary that is called keywords. So, from this fact it can be said that vocabulary is very influential in understanding a text. As a reason, The intensity of the association between vocabulary knowledge and reading ability concerns the author, especially in descriptive texts.

### **1.3. Statement of the Problems**

The research's problem statement aims to find out the solution to the question : Is there a relationship between vocabulary competence and their descriptive reading ability at the third grade in MA around Demak.

### **1.4. Objective of the Study**

According to the preceding statement, the goal of this study is to determine the relationship between vocabulary competence and descriptive reading ability.

### **1.5. Hypothesis**

The null hypothesis (H0) and alternative hypothesis (H1) describe the study's hypothesis . The Ha (Alternative Hypothesis) states that the two variables are related in a positive way. In the meantime, H0 (Null Hypothesis) states that the two variables have no positive relation. (Sari, 2015). The following is a list of the study's hypotheses::

1. H0: There is no positive relation between students' vocabulary competence and their descriptive reading skills.
2. Ha: There is positive relation between students' vocabulary competence and their descriptive reading skills.

### **1.6. Limitation of the Study**

The writer would like to point up the study's limitations. Only two variables connected to the title are explained by the writer. Students' vocabulary competence and descriptive reading ability are the two factors. As a result, this study concentrates exclusively on the relation among students' vocabulary competence and descriptive reading ability. Because the writer is interested in the relationship between the two variables, he or she focuses exclusively on them.

### **1.7. Significance of the Study**

Hopefully, The study's findings are beneficial to the writer, students, and all readers. The results will be used for the following:

a. For the writer

The writer hopes that by conducting research, she would be able to learn more around the relation between students' vocabulary competence and their reading skills.

b. For the students

For this research, students can know that vocabulary mastery has an effect or not on reading comprehension. So they can decide and understand what to do to get a good reading comprehension score.

c. For the readers

After reading this suggestion, the author believes that readers will be able to see the relation between vocabulary competence and reading ability. Furthermore, the author thinks that this study may

assist other researchers in researching a certain topic at a subconscious way.

### **1.8. Definition of Key Terms**

The operational definitions are as follows: To offer explicit terms in order to grasp the substance of this study and to avoid misunderstanding, the operational definitions are as follows:

#### **1. Correlation**

The correlation can be said as a statistical method for detecting whether one variable is significantly related to another (Zaid, 2015). Correlation is statistic that measures the degree to which two variable move in relation to each other.

#### **2. Vocabulary**

A group of words in a language that are comprehended and remembered is referred to as vocabulary (Bishry, 2018). Vocabulary refers to the ability to comprehend the meaning of words and phrases.

#### **3. Reading Comprehension**

The Reading comprehension can be said as a measure of how well a reader comprehends a text (Falianti, 2015). Reading is one of the most essential abilities for students in middle school, high school, and university students.

#### **4. Descriptive text**

Descriptive text is used to represent people, objects, and animals (Falianti, 2015). Descriptive text is highly crucial when we want to describe



something. (Reskiawan & Syam, 2019). Because, descriptive text serves to describe or represent an object.

## **1.9. Organization of the Study**

The five chapters that make up this study are listed below.:

The study's background, the reason for choosing the topic, the statement of the problems, the objective of the study, the limitation of the study, the significance of the study, the definition of key terms, and the organization of the study will all be covered in Chapter I.

The second chapter is a review of the related literature. It goes over a few points that contain theories that explain the research. This chapter essentially summarizes the findings of past similar investigations.

The research method which include of the study design, the study's subject, the data for the study, instrument, validity and reliability, data collecting procedure, data analysis, and time schedule is covered in Chapter III

The outcome, the description of respondents' comments, and the discussion are all discussed in Chapter IV. The validity and reliability assessments of the instruments, the collected data information, and the results of the respondents' responses are all part of the study's findings.

Chapter V consists of two sub chapters. Namely conclusion and suggestion.

## **CHAPTER II**

### **REVIEWS OF RELATED LITERATURE**

Chapter II is a study of related literature that finishes a number of things to be discussed. This chapter explains (1) the concept of correlation research, (2) the concept of vocabulary mastery, (3) the concept of reading comprehension, and (4) the concept of previous related study.

#### **2.1 The Concept of Correlation Research**

Frugally, the correlation can be interpreted as a relationship. However, when developed further, it cannot be applied only to that understanding. Correlation is a statistical technique for determining whether or not two variables are related. (Zaid, 2015).

A statistical method for determining the quantifiable relation between two variables is correlation. The correlation between these two variables can be coincidental or result from a causal relationship. Dependent variable are usually followed by improvements in the second variable in the opposite (negative reverse) or same (positive reverse) direction (negative).

#### **2.2 The Concept of Vocabulary Mastery**

Knowing the words and their explanations isn't enough; you must also be aware of how the words are pronounced and how they are used in context. There is a difference between just knowing the word by voice or knowing the dictionary definition and knowing how the word is used correctly or understanding it heard in

various context (Siliwangi, 2018). When teaching vocabulary, the teacher make sure that the learners grasp the words and demonstrate how to apply them in context.

As we already know, mastering a student's vocabulary is critical to developing their language skills. Hence, there needs to be an intention to handle some vocabulary proficiency. Vocabulary is the key to language and a fundamental characteristic of language skills, such as reading. As we already aware that students don't have a lot of vocab so it will make it difficult for them to understand the context.

### **2.3 The Concept of Reading Comprehension**

According to Dallman (1982) as cited in Armykirana (2017) confirm that Reading needs more than simply understanding the meaning of each character r of the alphabetic. Reading needs more than just recognizing words. The importance of comprehension in reading cannot be overstated, because reading is impossible without understanding.

According to Pakhare (2007) as cited in (Faliyanti, 2015) reading comprehension is a measure of understanding text. When a person understands, remembers, retells, and discusses what he or she has read, this is known as comprehension.

## 2.4 Previous Related Studies

To help fund this research, the writer reviews some previous studies related to the topic of the present of study. The first study was conducted by Endah Dwi Lestari (2018) entitled “The Correlation between Students’ Vocabulary Mastery and Reading Comprehension of The Eleventh Grade Students of SMAN 5 Palu”. This study was conducted in Palu with the goal of determining the objective condition based on the relation among students' vocabulary competence and reading ability as examined and analyzed by SMAN 5 Palu's eleventh-grade classmates. According to the findings, students' vocabulary proficiency and reading skills have a positive relationship.

The second study was conducted by Dasep Samsul Bahri (2018) in IKIP Siliwangi University entitled “ The Correlation between Students’ Vocabulary Mastery and Thei r Reading Comprehension at The Seventh Grade Students’ of MTs Daarul Ihsan”. The goal of this research is to see if there is a relationship among students' vocabulary competence and reading ability. The findings revealed that students' vocabulary mastery and reading comprehension were highly correlated. The current research found that While students' knowledge and reading skills improve in text comprehension, vocabulary has a significant impact in helping learners understand the material.

The third study was conducted by Hasanul Bishry (2018) in Riau Economics Collage with the title “ The Correlation between Vocabulary Mastery and Their Reading Comprehension”. The goal of this study is to examine if there is a relation between vocabulary proficiency and reading ability among students in the Riau

Economics College Banking and Accounting Financial Department. The following are the findings of this study: The students' vocabulary competence is excellent, and their reading skills is excellent. The outcomes of the analysis, however, show that there is no relation between vocabulary competence and reading ability. Based on these findings, further factor that influence students' reading ability could be identified.

That past study is used as a reference for the writer in performing this research, as well as a comparison between that relevant study and the writer's current study. The research focuses on the relationship between students' vocabulary competence and descriptive reading skills at Madrasah Aliyah surrounding Demak in the Academic Year 2020/2021. The purpose of this study and the study's instrument are the two main distinctions from the previous study. The strategy employed in this study to discover if and to what extent two or more variables have a relation was correlational research. In this research, vocabulary and reading skills assessments were used.

The research titled The Correlation between Students' Vocabulary Mastery and Their Descriptive Reading Comprehension at Twelfth Year Students of Madrasah Aliyah surrounding Demak in the Academic Year 2020/2021 was inspired by the relevant studies mentioned above.

## **CHAPTER III**

### **METHOD OF STUDY**

This method of study include of the Design of the Study, the Subject of the Study, the Data for the Study, Instrument, Validity and Reliability, Data Collecting Procedure, Data Analysis, and Time Schedule.

#### **3.1 Design of the Study**

Study design is the application of evidence-based methods, protocols, and directions to provide the tools and structure for performing a research study.. (Majid, 2018). It presents the framework determining the type of information to be collected. The information that has been collected will become data. Then, the data will be used to answer the research question. According to Lestari (2018) stated that The study design was a correlational design, which was a technique in quantitative research in which the researcher used the statistical procedure of correlational analysis to decide the degree of relation between two or more variables.

The researcher uses correlational research because the researcher wants to measure variable and then analyze the data to see whether are related or not. It focuses on the relation between vocabulary competence and their descriptive reading ability in students.

#### **3.2 Subject of the Study**

The study is conducted in Madrasah Aliyah around Demak comprised of 23 students belonging to the twelfth grades in the academic year 2020/2021. In order

to give accurate data about the study's participants, the researcher divides the study's subject into population and sample.

### **3.2.1 Population of the Study**

The term "population" refers to a group of elements that contain a number of common characteristics and are divided into fields to be investigated (Amirullah, 2015). This study was conducted in Madrasah Aliyah around Demak. The participants in this study were Madrasah Aliyah twelfth-grade students in the school year 2020/2021. The total of the students are 23 students consisting of 10 male students and 13 female students. We can see at the table below:

Students' Code	Sex
Z1	M
Z2	M
Z3	M
Z4	M
Z5	F
Z6	M
Z7	F
Z8	F
Z9	M
Z10	F
Z11	F
Z12	M
Z13	M
Z14	F
Z15	M
Z16	M
Z17	F
Z18	F
Z19	F
Z20	F

Z21	F
Z22	F
Z23	F

### **3.2.2 Sample of the Study**

Sampling is a statistical procedure for selecting an appropriate sample of people from a target group. (Majid, 2018). For research investigations, sampling is a crucial tool. The reason for this is that the target group frequently contains so many people for the research project to recruit them. A great sample is one that is both measurable and large enough to achieve the study objectives.

Simple random sampling was used to choose the research sample, which consisted of 23 students in the 3rd year of Madrasah Aliyah in Demak..

## **3.3 Data for the study**

### **3.3.1 Variable of the Study**

A variable can be defined as the variation of something that becomes cause of research, "cause of research" is something that becomes the target of research (Nasution, 2017). This research concentrates on two variables. It was the learners' descriptive reading skills and vocabulary proficiency that were the deciding factors.

## **3.4 Instrument of the study**

The instrument can be said as a tool that researcher use to gather and measure quantitative data about the variable being studied (*Nasution*, 2017). Two methods



were utilized to gather data for this study, one to assess students' vocabulary competence and the other to assess descriptive reading ability. The students' vocabulary proficiency was measured by using vocabulary test and their descriptive reading competence were measured by using reading comprehension test.

### **3.4.1 Vocabulary Test**

The vocabulary quiz is test to find out the meaning or usage of a list of words used as part of an ingenuity test (Merriam, 2010). Students' vocabulary skills were analyzed quantitatively by asking them to memorize vocabulary.

### **3.4.2 Reading Comprehension Test**

The author used a multiple choice questions as a test. That is because, it is believed to be more efficient than the essay test. The reading materials for this test used descriptive text.

## **3.5 Validity and Reliability**

### **3.5.1 Validity**

According to Dian Ayunita Dewi (2018) , Validity is the accuracy of a tool in measurement. Validity is an important thing in any test of the study. A test can be considered valid if it provides accurate results for the goal of using the quiz The writer utilized SPSS to observe the items for the vocabulary assessment in this study. The writer also selected the actual English teacher to be the expert judgment and asks them to observed the test items in reading comprehension test and this is a process to clearly identify what suitability will be measured.

### **3.5.2 Reliability**

The reliability test determines the consistency of the measurement device. The reliability test examines the consistency of the measuring equipment by determining if it is used consistently and stays consistent when measurements are repeated (Dewi, 2018). There are many methods to determine reliability. They are; stability, equivalence, equivalence and stability, rater reliability, and internal reliability.

The reliability of this study was assessed using SPSS software and the Cronbach's Alpha formula.

### **3.6 Technique for Collecting Data**

The researcher employed an achievement exam as a data collection approach in this study. An achievement test is a test whose material is limited and is discussed in the curriculum for a certain period of time and is offered after the course has focused on the intended goal (Aisyah, 2015). It is intended that information about students' vocabulary competence and descriptive reading ability will be gathered using this technique.

The test has 10 questions and 20 vocabularies, with the 20 vocabularies being used to evaluate students' vocabulary mastery and the 10 questions being used to evaluate students' descriptive reading ability. Multiple choice questions and ten vocabularies to memorize were utilized in the test.

### 3.7 Data Analysis

The goal of this research was to see how well students' vocabulary skills correlated with their descriptive reading comprehension. The writer used quantitative research in this study. In this analysis, the researcher applied quantitative research. Quantitative research is defined as a method for solving problems through data collection in numerical form (Apuke, 2017).

To solve the research topic, the researcher utilized the following technique:

1. To calculate the data for vocabulary mastery and reading comprehension, the data was calculated using SPSS.

**Table 3.1 Classification of Student grades**

Classification of student grades based on Arikunto (Arikunto,2013). Below:

No	Result	Categorization
1.	80 – 100	Very good
2.	66 – 79	Good
3.	56 – 65	Enough
4.	40 – 55	Less
5.	30 – 39	Fail

(Arikunto,2016)

2. To analyze the correlation between students' vocabulary proficiency and their descriptive reading comprehension, the researcher used Pearson

product moment correlation coefficient (r) by **SPSS 21.0** program for windows. The product moment correlation coefficient was obtained by considering the degree of freedom (df) = N-nr, ( N= number of sample, nr = number of variable) Statistically, the hypotheses are:

Ha:  $r_o > r_{table}$

Ho:  $r_o \leq r_{table}$

If  $r_o > r_{table}$  or if there is a positive relationship between students' vocabulary proficiency and descriptive reading comprehension, ha is acceptable.

If  $r_o \leq r_{table}$  or there is no positive relationship between students' vocabulary proficiency and their descriptive reading comprehension, ho is accepted.

Then, using this table below, the strength of the correlation is determined:

**Table 3.2 The Correlation Coefficient Interpretation**

Interval of Coefficient	Interpretation
0.80-1.000	Very strong
0.60-0.799	Strong
0.40-0.599	Less strong
0.20-0.399	Weak
0.00-0.199	Very weak

( Riduwan, 2010)

### **3.8 Time Schedule**

#### **3.8.1 Time**

This research has been carried out after the completion of this proposal is completed and has received approval from the faculty.

#### **3.8.2 Place**

This research has been conducted at the Twelfth year students of MA Ibrohimiyyah in the Academic Year 2020/2021.

## **CHAPTER IV**

### **ANALYSIS RESULTS AND DISCUSSION**

This chapter contains of analysis of results and discussion. It includes the following sections: The Description of School's Profile, the Description of Respondents, the Validity and Reliability of the Instrument , Instrument Analysis, Testing Requirement, Comparing Analysis Result, and the Discussion.

#### **4.1The School's Profile Description**

This study was conducted at a private Madrasah Aliyah around Demak which has accredited B. The school is located in Brumbung, Mranggen, Demak, Central Java. There are 5 classes in this school. Class X (ten) consisted of 2 classes, class XI (eleven) consisted of two classes, and XII (twelve) also consisted of one class. The total of the teachers who teach in the school is one teacher, and there are 2 English teachers. In conducting teaching learning proses, this school is using curriculum of K13.

To conclude, the teaching and learning process in this school is good enough, because each school activities have been supported by variety a dequate facilities such as library, laboratory, sport field, WIFI hotspot, AC, LCD projector, and also lots of comfortable classes.

#### **4.2 The Respondents' Descriptions**

The respondents of the study were the twelfth graders in Madrasah Aliyah around Demak in the Academic year of 2021/2022. In its school, there were one class

for twelfth graders with totally number of students were 30 students, consists of 10 males and 20 females.

### **4.3 The Result of Validity and Reliability of the Instrument**

This sub- chapter discusses the Validity and Reliability of the Instrument.

#### **4.3.1 Validity**

Content validity was used in this investigation. It means that there were no statistic computation to count the content of validity. Therefore, the test were given to the students clearly identified in appropriateness what would be measured according to the English teacher judgment who teach in the school. The instrument of this study used multiple choice questions and some vocabularies for students to memorize. The instrument of this study has been validated by the validator as well. (see on appendix 7 page: 47 )

#### **4.3.2 Reliability**

The consistency of the measuring instrument is determined by the reliability test, which determines if the measuring device is used consistently and stays consistent when measurements are repeated (Dewi, 2018). The test called reliable where is is shows the consistency of the score result. The researcher used SPSS software to calculate the reliability using Cronbach's Alpha formula in this research.

At first, the writer calculate the reliability test of the questions from Vocabulary test. The test was conducted on twelve graders with totally number of students were 30 students, consisting of 10 males and 20 females, but only 23 attended in this test. The result of the questions from Vocabulary test shows that the

Cronbach's Alpha was 0.924. It indicate that the questions from vocabulary quiz was also reliable and ready to be applied. The result is shown in at the table below:

**Table 4.1 Reliability statistic of Vocablary Test**

**Reliability Statistics**

Cronbach's	
Alpha	N of Items
0.924	20

While the result of the questions from reading comprehensive test shows that the Cronbach's Alpha was 0.161, it means that the questions from reading Comprehension was reliable and ready to be applied. The result can be seen at the table below:

**Table 4.2 Reliability Statistic of Reading Comprehension Test**

**Reliability Statistics**

Cronbach's	
Alpha	N of Items
0.161	10

Conbarch's Alpha of Reading Comprehension and Vocabulary Mastery were 0.161 and 0.924, respectively, according to the data. An instrument is reliable if the measurement is higher that 0.05. Hence, it can be argued the reliability which was stated at the level 0.161 and 0.924 can be categorized as significantly reliable.



#### **4.4 The Result of Students' Test in Vocabulary Mastery**

The Vocabulary Mastery test also held on 7<sup>th</sup> October 2021. This data was to determine about the Students' Vocabulary Mastery score at twelfth grade of Madrasah Aliyah around Demak. The average Vocabulary Mastery score of the students was 46.30, according to the findings of the study. According to the table of rate scores, the Students' Vocabulary Mastery score was a fail. To see mean score of Students' Vocabulary competence, the researcher tried to indicated in the table below:

**Table 4.3 Students' Mean Score on Vocabulary Mastery**

Aspect	Mean Score
Vocabulary Mastery	40.21

In conclusion, the Mean Score on Vocabulary Mastery test was “Less” criteria. This data indicated that students' Vocabulary was considered in low rate.

#### **4.5 The Result of Students' Reading Comprehension Test**

The Descriptive Reading Comprehension quiz procedure on sample was administrated October 7<sup>th</sup> , 2021. The Descriptive Reading Comprehension Test is used to determine the reading comprehension score of students. The test was multiple choices with consist of 10 questions. Actually, the number of students that involved in this test was 30 students, but only 23 students attended in test. according to the table of rate scores, The average score on the Descriptive Reading Comprehension test was 34.78, according to the findings of the study. The learners' Descriptive

Comprehension Skills score was The researcher attempted to indicate the mean score of Students' Descriptive Reading Comprehension in the table below:

**Table4.4 Students' Mean Score on Descriptive Reading Comprehension**

Aspect	Mean Score
Descriptive Reading Comprehension	34,78

#### 4.6 The Result of Normality Test

The data normality was determined by the researcher. This corresponds to the statistical correctness of the selection test. If the sig (significance) value is more than 0.05, the variables are considered normal. If the sig (significance) value is less than 0.05, the data is abnormal.

The data normality was analyzed by Kolmogorov-Smirnov test from SPSS program. The result was shoen as follows:

**Table 4.5 Result of Normality Test**

##### One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		23
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	16.96050894
Most Extreme Differences	Absolute	.151
	Positive	.127
	Negative	-.151
Test Statistic		.151

Asymp. Sig. (2-tailed)	.189 <sup>c</sup>
------------------------	-------------------

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

The analysis of normality data used Kolmogorov-Smirnov was 0.151 with sig.(2 tailed) 0.189 > 0.05. It signifies that the data was normal.

#### **4.7 The Discussion of the Correlation Between Students' Vocabulary Mastery and Their Descriptive Reading Comprehension**

During the academic year 2020/2021, the primary goal of this research is to determine the relationship among students' vocabulary competency and descriptive reading ability in twelfth graders at Madrasah Aliyah in Demak. The goal of this study was to see if there was a relation among vocabulary competency and descriptive reading ability among students. After collecting data from the Reading and Vocabulary test, the researcher investigated the data and the relationship among students' vocabulary competency and descriptive reading ability. The researcher employed the coefficient of pearson product moment calculation in the SPSS program to determine the relationship among students' vocabulary competence and descriptive reading comprehension. The table below shows the results of the correlation analysis :

**Table 4.6 Result of Correlation Analysis**

		Reading	Vocabulary
Reading	Pearson Correlation	1	.700**
	Sig. (2-tailed)		.000
	N	23	23
Vocabulary	Pearson Correlation	.700**	1
	Sig. (2-tailed)	.000	
	N	23	23

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

From the tables above, the result showed that the significance value is  $0.000 \leq 0.005$ , There was a relation between students' vocabulary competence and descriptive reading comprehension, according to the findings..

**Table 4.7 The interpretation of Correlation Coefficient**

The Interval OF Coefficient	Interpretation
0.80-1.000	Very strong
0.60-0.799	Strong
0.40-0.599	Less strong
0.20-0.399	Weak
0.00-0.199	Very weak

( Riduwan, 2010)

With a score of 0.700, the correlation coefficient is strong. It is in the range of 0.60-0.799. According to the data, there is a considerable degree of meaningful relationship. There was a considerable relationship between students' vocabulary and descriptive reading skills, according to the findings.

In view of the objectives of the statistical SPSS software-assisted data analysis, It is possible to see the result of the significant value "p" value (0,000 0,005). The findings revealed a relation between students' vocabulary knowledge and their descriptive reading comprehension. In the range of 0.60-0.799, the correlation index (0.700) is found. It indicates that there is a strong relation between learners' vocabulary proficiency and descriptive reading comprehension. To put it another way, students that have a rich vocabulary also have a rich vocabulary.

The result of this study supported by by Endah Dwi Lestari (2018) entitled “The Correlation between Students’ Vocabulary Mastery and Reading Comprehension of The Eleventh Grade Students of SMAN 5 Palu” There is a substantial relationship between students' vocabulary competence and reading comprehension at the eleventh grade students of SMAN 5 Palu, according to the findings. It was also supported by Dasep Samsul Bahri (2018) in IKIP Siliwangi University entitled “ The Correlation between Students’ Vocabulary Mastery and Their Reading Comprehension at The Seventh Grade Students’ of MTs Daarul Ihsan”. The goal of this research is to see if there is a relation between vocabulary competence and reading comprehension in learners. The findings revealed that students' vocabulary competence and reading ability were highly correlated. Further, a same result proposed by by Hasanul Bishry (2018) in Riau Economics Collage

with the title “ The Correlation between Vocabulary Mastery and Their Reading Comprehension” The findings of this study show that students' vocabulary competence is extremely strong, and the reading ability is good. However, the findings of the analysis demonstrate that there is no relation between vocabulary competence and reading ability. Other factors that influence students' reading ability can be determined based on these findings.

From the correlation result and supporting study as proposed above, the null hypothesis which stated that “ there is no positive correlation between students' vocabulary mastery and their descriptive reading comprehension of the twelfth grades in private madrasah Aliyah around Demak” is *rejected*, and the alternative hypothesis which stated that “there is positive correlation between students' vocabulary mastery and their descriptive reading comprehension of the twelfth grades in private madrasah Aliyah around in Demak” is *accepted*.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter gives conclusions and recommendations based on the findings of the research and the data discussed in the previous chapter.

#### **5.1 Conclusion**

During the academic year 2020/2021, the goal of this research was to see if there was a relation between learners' vocabulary and descriptive reading ability in third grade learners at a private madrasah Aliyah in Demak.

The researcher discovered a good relationship between students' vocabulary competence and descriptive reading skills in twelfth grades in madrasah Aliyah near Demak based on the findings of this study. The correlation analysis obtained a score of 0.700, indicating a high level of correlation. There was a positive relation between students' vocabulary mastery and descriptive reading comprehension in twelfth grades in madrasah Aliyah around Demak in the academic year 2020/2021. As an outcome, the alternative hypothesis ( $H_a$ ) of the study is accepted, whereas the null hypothesis ( $H_o$ ) is rejected.

#### **5.2 Suggestion**

The researchers recommended the following based on the research findings, discussion, and conclusion as given above:

1. For the Teacher

The teacher should give the students motivation to read a lot of English book and translate it. The teacher also use more teaching media in learning process.

2. For the Students

Students who still low in vocabulary mastery and reading comprehension are suggested to be more concentrated in learning english. The students also need to more practice the knowledge then before. In addition, using dictionary is also suggested to help the s tudents to enrich their vocabulary mastery.

3. For the future Researcher

The researcher wishes the result of the study can be used as a reference for further research on similar topic about vocabulary mastery and reading comprehension at different level student.





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## APPENDICES

### Appendix 1. Vocabulary Test

#### **VOCABULARY TEST**

Respondent :

The twelfth grade of MA Ibrohimiiyah

Directions :

1. These vocabularies are used to know students' vocabulary mastery.
2. These vocabularies consists of 10 vocabularies and their meaning.
3. You are given 15 minutes to memorize these vocabularies.
4. Write down your name and class above the sheet.
5. Give the cross (X) for the correct answer.
6. Please memorize these vocabularies well.

Text 1

1. Spans : rentang
2. Known as: terkenal
3. Dedicated: berdedikasi
4. Lane: jalur
5. Estimated: diperkirakan
6. Consortium: konsorsium
7. Fares : tariff
8. Portion: bagian
9. Carries: membawa
10. Cable-stayed: terhubung

Text 2

11. Capital: besar
12. Headquarters: kepala pusat
13. Century: abad
14. Divides : membagi
15. Scenic: indah
16. Church : gereja
17. As well : demikian juga
18. Must be : pasti
19. Worn : dipakai
20. Landmark : tengara

## Appendix 2. Reading Comprehension Test

### READING COMPREHENSION TEST

Respondent :

The twelfth grade of MA Ibrohimiiyah

Directions :

1. These questions are used to know students' reading comprehension
2. These questions are multiple choice.
3. These questions consists of 5 questions.
4. You are given 15 minutes to answer these questions.
5. Write down your name and class above the sheet.
6. Give the cross (X) for the correct answer.
7. Please answer these questions based on the correct answer

#### Text 1

The following text is for questions 1-3

## **The Suramadu Bridge**

The Suramadu Bridge is also known as the Surabaya-Madura bridge with three cable-stayed sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia.

The width of the bridge is 30 meters, while its height is 146 meters. It carries motor vehicles. Opened on June 10, 2009, and the 5.4 km bridge is the longest in Indonesia.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp.30.000 for four-wheeled vehicles and Rp.3,000 for two-wheelers.

The bridge was built by a consortium of Indonesian Companies, PT. Adhi Karya and PT. Waskita Karya, working China Road and Bridge Corp. and China Harbor Engineering Co.Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US\$445 million).

1. First paragraph tells about...
  - a. Main idea of The Suramadu Bridge.
  - b. Factual information of The Suramadu Bridge
  - c. Meaning of The Suramadu Bridge
  - d. Width and height of The Suramadu Bridge
2. Word "it" in sentence "It carries motor vehicles." Refers to ...
  - a. The Suramadu Bridge.
  - b. Width of Suramadu
  - c. Height of Suramadu

- d. The cable-stayed of Suramadu
3. Which statement is TRUE ...
- a. The bridge was built by a consortium of China Companies
  - b. The longest bridge in Indonesia is 5.4 km.
  - c. Opened on July 10, 2009
  - d. The width of the bridge is 30 meters, while its height is 145 meters
4. The cable-stayed has three section constructed between ...
- a. Surabaya and on the island of Java and the town of Bangkalan on the island of Madura.
  - b. Jakarta and The island of Java and Suramadu of Bangkalan
  - c. Java and on the island of Java and the town of Bangkalan on the island of Madura.
  - d. Jakarta and on the island of Java and the town of Bangkalan on the island of Madura
5. The width of the bridge is...
- a. 10 meters
  - b. 20 meters
  - c. 30 meters
  - d. 40 meters

## **Text 2**

The following text is for questions 4-5

### **PARIS**

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pont Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called as Ile de la Cite. It is where Notre Dame located. Today around eight million people live in Paris area.

6. The fifth paragraph tells ...

- a. The origin of the word Paris
- b. About the Paris
- c. The location of Notre Dame
- d. A village built a thousand years ago
- e. An island in the middle of the Seine River

7. From the text we know that Notre Dame is located ...

- a. Near left Louvre



- b. On the left bank
  - c. On the right bank
  - d. Outside the city of Paris
  - e. In the middle of the Seine River
8. Which statement is NOT TRUE?
- a. Paris is named after a group of people called the Parisii
  - b. Today around five million people live in Paris area.
  - c. Paris is called the city of Light
  - d. The Seine River divides the city into two parts
9. What is the oldest and most well known part of the city?
- a. The Seine River
  - b. The Pont Neuf
  - c. The left Bank
  - d. The Sorbonne.
10. When is the island called as called lie de la Cite?
- a. Two thousand years ago
  - b. One thousand year ago
  - c. Two thousand year ago
  - d. One thousand years ago

### Appendix 3 : The answer keys of Reading Comprehension Test

- 1. A
- 2. A
- 3. B
- 4. A
- 5. C
- 6. A
- 7. E
- 8. B
- 9. D
- 10. A

Appendix 4: Students' name of X class as the sample of this study

Students' Code	Sex
A1	Male
A2	Female
A3	Male
A4	Male
A5	Female
A6	Male
A7	Female
A8	female
A9	Male
A10	female
A11	female
A12	Male
A13	Male
A14	female
A15	Male
A16	Male
A17	female
A18	Male
A19	female
A20	female
A21	female
A22	female
A23	female


Appendix 5 : The Result of Students' Vocabulary Test

Students' Code	Students' Vocabulary Score
A1	20
A2	25
A3	50
A4	50
A5	55
A6	65
A7	50
A8	80
A9	65
A10	75
A11	25
A12	50
A13	15
A14	25
A15	25
A16	50
A17	20
A18	60
A19	25
A20	40
A21	100
A22	80
A23	80

Appendix 6 : The Result of Students' Reading Copenhension

Students' Code	Students' Reading Score
A1	40
A2	40
A3	50
A4	50
A5	50
A6	50
A7	50
A8	60
A9	50
A10	60
A11	40
A12	60
A13	70
A14	40
A15	50
A16	50
A17	40
A18	50
A19	30
A20	40
A21	80
A22	80
A23	70

## Appendix 7 : Validity Rubric of Reading Comprehension

MULTIPLE CHOICE QUESTION VALIDATION SHEET																					
Participants		: 23 students																			
Subject matter		: Reading Comprehension Test																			
School Level		: twelfth grades																			
Class/Semester		: X																			
Writer		: Ana Furoida																			
Validator Name		: <u>Nur Ekaningsih, S.Pd., M.Pd</u>																			
<b>A. Instructions:</b>																					
Write in the assessment column according to your opinion!																					
Information:																					
1: means "not good"      2: means "not good"      3: means "good enough"      4: means "good"      5: means "very good"																					
<b>B. Assessment is reviewed from several aspects</b>																					
NO	Aspects assessed	Questions Number																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	<b>Material</b>																				
	1. Questions according to indicators.	4	4	4	4	4	4	4	4	4	4										
	2. The material asked is in accordance with the measured competence.	4	4	4	4	4	4	4	4	4	4										
	3. There is only one answer key.	4	4	4	4	4	4	4	4	4	4										
	4. The answer choices are homogeneous and logical in terms of material.	4	4	4	4	4	4	4	4	4	4										
2	<b>Construction</b>																				
	1. The subject matter is formulated briefly, clearly, and firmly.	4	4	4	4	4	4	4	4	4	4										
	2. The subject matter does not provide an answer key clue.	4	4	4	4	4	4	4	4	4	4										
	3. The subject matter is free from statements that are double negative.	4	4	4	4	4	4	4	4	4	4										
	4. Pictures, graphs, tables, diagrams, or the like are clear and functional.	4	4	4	4	4	4	4	4	4	4										
3																					
	5. The answer choices do not use the statement "all the answers above are wrong/true" and the like.	4	4	4	4	4	4	4	4	4	4										
	6. The answer choices in the form of numbers/times are arranged in order of the size of the numbers or chronologically.	4	4	4	4	4	4	4	4	4	4										
	7. The options provided are accompanied by reasons	4	4	4	4	4	4	4	4	4	4										
	<b>Language/Culture</b>																				
3	1. Using language that is in accordance with the rules of the English.	4	4	4	4	4	4	4	4	4	4										
	2. Using communicative language.	4	4	4	4	4	4	4	4	4	4										
	3. Do not use local language/taboo	4	4	4	4	4	4	4	4	4	4										
	4. Answer choices do not repeat words/word groups the same thing, except that it is a unified meaning.	4	4	4	4	4	4	4	4	4	4										
<b>C. General assessment</b>																					
Recommendations/conclusions of general assessment regarding questions*):																					
1: Not yet usable and still requires consultation																					
2: Can be used with many revisions																					
3: Can be used with minor revisions																					
4: Can be used without revisions ✓																					
*) circle the number according to your assessment																					
<b>D. Comments and suggestions for improvement</b>																					
Good instrument, you can use it for your research																					
Semarang, 13 Agustus 2021																					
Validator																					
																					
(Nur Ekaningsih, S.Pd., M.Pd)																					

# MULTIPLE CHOICE QUESTION VALIDATION SHEET

Participants : 23 students  
 Subject matter : Vocabulary and Reading Comprehension Test  
 School Level : twelfth grades  
 Class/Semester : X  
 Writer : Ana Furoida  
 Validator Name : *Ismatun Chitoni S.Ag*

## A. Instructions:

Write in the assessment column according to your opinion!

Information:

1: means "not good"      2: means "not good"      3: means "good enough"      4: means "good"      5: means "very good"

## B. Assessment is reviewed from several aspects

Aspects assessed		Questions Number																			
NO		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	<b>Material</b>																				
	1. Questions according to indicators.	4	4	4	4	4	4	4	4	4	4										
	2. The material asked is in accordance with the measured competence.	4	4	4	4	4	4	4	4	4	4										
	3. There is only one answer key.	4	4	4	4	4	4	4	4	4	4										
	4. The answer choices are homogeneous and logical in terms of material.	4	4	4	4	4	4	4	4	4	4										
2	<b>Construction</b>																				
	1. The subject matter is formulated briefly, clearly, and firmly.	4	4	4	4	4	4	4	4	4	4										
	2. The subject matter does not provide an answer key clue.	4	4	4	4	4	4	4	4	4	4										
	3. The subject matter is free from statements that are double negative	4	4	4	4	4	4	4	4	4	4										
	4. Pictures, graphs, tables, diagrams, or the like are clear and functional.	4	4	4	4	4	4	4	4	4	4										

## C. General assessment

Recommendations/conclusions of general assessment regarding questions\*):

- 1: Not yet usable and still requires consultation
- 2: Can be used with many revisions
- 3: Can be used with minor revisions
- 4: Can be used without revisions ✓

\*) circle the number according to your assessment

## D. Comments and suggestions for improvement

Good instrument, you can use it for your research

Semarang, 12 Desember 2021

Validator

*[Signature]*  
 ISMATUN CHITONI, S.Ag

## Appendix 8: Validity Rubric of Vocabulary

		X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	TOTALX
X1	Pearson Correlation	1	.253	.179	.444*	.444*	.339	.179	.394	.394	.339	.123	.008	.143	.086	.027	.120	.204	.141	.141	.141	.449*
	Std. (2-tailed)		.245	.415	.034	.034	.114	.415	.071	.071	.114	.575	.970	.515	.696	.903	.587	.390	.521	.521	.521	.032
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X2	Pearson Correlation	.253	1	.468*	.250	.511*	.167	.468*	.253	.253	.407	.026	-.078	.071	.018	.178	.073	.163	.127	.127	.127	.431*
	Std. (2-tailed)	.245		.024	.250	.013	.446	.024	.245	.245	.054	.907	.723	.749	.935	.417	.740	.402	.565	.565	.565	.040
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X3	Pearson Correlation	.179	.468*	1	.444*	.444*	.339	.589*	.394	.394	.339	.110	.313	.199	.143	.086	-.179	.110	.141	.141	.141	.469*
	Std. (2-tailed)	.415	.024		.034	.034	.114	.003	.071	.071	.114	.819	.147	.363	.116	.188	.903	.587	.390	.521	.521	.521
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X4	Pearson Correlation	.444*	.250	.444*	1	.395	.592*	.444*	.444*	.444*	.036	.250	.171	.133	.094	-.195	-.036	.142	.098	.098	.098	.481*
	Std. (2-tailed)	.034	.250	.034		.062	.003	.034	.034	.034	.869	.251	.435	.546	.669	.372	.869	.519	.657	.657	.657	.020
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X5	Pearson Correlation	.444*	.511*	.444*	.395	1	.592*	.694*	.444*	.195	.314	.020	-.060	.133	.094	-.195	-.036	.142	.098	.098	.098	.481*
	Std. (2-tailed)	.034	.013	.034	.062		.003	.000	.034	.372	.144	.928	.784	.546	.669	.372	.869	.519	.657	.657	.657	.020
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X6	Pearson Correlation	.339	.589*	.339	.592*	.592*	1	.797*	.797*	.569*	.022	.128	.027	.307	.164	-.110	.002	.163	.112	.112	.112	.552*
	Std. (2-tailed)	.114	.446	.114	.003	.003		.000	.000	.008	.920	.589	.867	.344	.456	.619	.920	.458	.610	.610	.610	.006
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X7	Pearson Correlation	.179	.468*	.589*	.444*	.694*	.797*	1	.795*	.589*	.110	.313	.199	.337	.285	.027	.120	.204	.141	.141	.141	.653*
	Std. (2-tailed)	.415	.024	.003	.034	.000	.000		.000	.003	.619	.147	.363	.116	.188	.903	.587	.390	.521	.521	.521	.000
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X8	Pearson Correlation	.394	.253	.394	.444*	.444*	.797*	.795*	1	.795*	.110	.313	.199	.337	.285	.027	.120	.204	.141	.141	.141	.673*
	Std. (2-tailed)	.071	.245	.071	.034	.034	.000	.000		.000	.619	.147	.363	.116	.188	.903	.587	.390	.521	.521	.521	.000
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X9	Pearson Correlation	.394	.283	.394	.444*	.195	.569*	.589*	.795*	1	.339	.602*	.390	.530*	.483*	.232	.349	.304	.141	.141	.141	.754*
	Std. (2-tailed)	.071	.245	.071	.034	.372	.005	.003	.000		.114	.015	.066	.009	.020	.286	.103	.390	.521	.521	.521	.000
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X10	Pearson Correlation	.339	.407	.110	.036	.314	-.022	.110	.110	.339	1	.128	.250	.423*	.385	.349	.276	.163	.112	.112	.112	.462*
	Std. (2-tailed)	.114	.054	.619	.869	.144	.920	.619	.619	.114		.589	.251	.045	.070	.103	.199	.458	.610	.610	.610	.027
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X11	Pearson Correlation	.123	.008	.313	.250	.000	.128	.313	.313	.502*	.128	1	.664*	.569*	.515*	.444*	.505*	.266	.204	.204	.204	.637*
	Std. (2-tailed)	.575	.907	.147	.251	.928	.589	.147	.147	.015	.589		.001	.003	.012	.034	.014	.171	.350	.350	.350	.001
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X12	Pearson Correlation	.008	-.078	.199	.171	-.060	.037	.199	.199	.390	.250	.664*	1	.914*	.833*	.564*	.601*	.352	.243	.243	.243	.647*
	Std. (2-tailed)	.970	.723	.363	.435	.794	.867	.363	.363	.066	.251	.001		.000	.000	.005	.002	.100	.264	.264	.264	.001
X13	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
	Pearson Correlation	.143	.071	.143	.133	.133	.207	.337	.337	.530*	.423	.589*	.914*	1	.911*	.601*	.697*	.388	.266	.266	.266	.770*
	Std. (2-tailed)	.515	.749	.515	.546	.546	.344	.116	.116	.009	.045	.000	.000		.000	.001	.001	.070	.220	.220	.220	.000
X14	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
	Pearson Correlation	.096	.019	.096	.094	.094	.164	.285	.285	.483*	.385	.515*	.833*	.911*	1	.707*	.722*	.423	.292	.292	.292	.728*
	Std. (2-tailed)	.696	.935	.696	.669	.669	.456	.188	.188	.020	.070	.012	.000	.000		.000	.000	.045	.176	.176	.176	.000
X15	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
	Pearson Correlation	.027	.178	-.179	-.195	-.195	-.110	.027	.027	.232	.349	.444*	.564*	.631*	.707*	1	.797*	.467	.322	.322	.322	.507*
	Std. (2-tailed)	.903	.417	.415	.372	.372	.619	.903	.903	.286	.103	.034	.005	.001	.000		.000	.029	.134	.134	.134	.014
X16	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
	Pearson Correlation	.120	.073	-.110	-.036	-.036	.022	.120	.120	.349	.276	.505*	.601*	.657*	.722*	.797*	1	.586*	.405	.405	.405	.606*
	Std. (2-tailed)	.587	.740	.619	.869	.869	.920	.587	.587	.103	.199	.014	.002	.001	.000	.000		.003	.066	.066	.066	.002
X17	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
	Pearson Correlation	.204	.183	-.131	.142	.142	.163	.204	.204	.204	.163	.295	.352	.385	.423*	.467	.586*	1	.691*	.691*	.691*	.540*
	Std. (2-tailed)	.350	.402	.551	.519	.519	.458	.350	.350	.350	.458	.171	.100	.070	.045	.025	.003		.000	.000	.000	.006
X18	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
	Pearson Correlation	.141	.127	.141	.098	.098	.112	.141	.141	.141	.112	.204	.243	.266	.292	.322	.405	.691*	1.000*	1.000*	1.000*	.465*
	Std. (2-tailed)	.521	.565	.521	.657	.657	.610	.521	.521	.521	.610	.350	.264	.220	.176	.134	.096	.000	.000	.000	.000	.025
X19	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
	Pearson Correlation	.141	.127	.141	.098	.098	.112	.141	.141	.141	.112	.204	.243	.266	.292	.322	.405	.691*	1.000*	1.000*	1.000*	.465*
	Std. (2-tailed)	.521	.565	.521	.657	.657	.610	.521	.521	.521	.610	.350	.264	.220	.176	.134	.096	.000	.000	.000	.000	.025
X20	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
	Pearson Correlation	.440*	.431*	.469	.481*	.481*	.552*	.693*	.673*	.754*	.462	.626*	.647*	.776*	.738*	.507	.605*	.540*	.465*	.465*	.465*	.465*
	Std. (2-tailed)	.032	.040	.024	.020	.020	.006	.000	.000	.000	.027	.001	.001	.000	.014	.002	.008	.025	.025	.025	.025	.025
TOTALX	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23

\*. Correlation is significant at the 0.05 level (2-tailed).

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

Tabel Hasil Validasi

Item	R hitung	R tabel	Keterangan
X1	0.449	0.4132	<i>Valid</i>
X2	0.431	0.4132	<i>Valid</i>
X3	0.469	0.4132	<i>Valid</i>
X4	0.481	0.4132	<i>Valid</i>
X5	0.481	0.4132	<i>Valid</i>
X6	0.552	0.4132	<i>Valid</i>
X7	0.693	0.4132	<i>Valid</i>
X8	0.673	0.4132	<i>Valid</i>
X9	0.754	0.4132	<i>Valid</i>
X10	0.462	0.4132	<i>Valid</i>
X11	0.629	0.4132	<i>Valid</i>
X12	0.647	0.4132	<i>Valid</i>
X13	0.770	0.4132	<i>Valid</i>
X14	0.728	0.4132	<i>Valid</i>
X15	0.507	0.4132	<i>Valid</i>
X16	0.605	0.4132	<i>Valid</i>
X17	0.540	0.4132	<i>Valid</i>
X18	0.465	0.4132	<i>Valid</i>
X19	0.465	0.4132	<i>Valid</i>
X20	0.465	0.4132	<i>Valid</i>



## Appendix 9 : Documentation



