

**CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY  
AND READING COMPREHENSION AT JUNIOR ISLAMIC SCHOOL**

**A Thesis**

Submitted as Partial Fulfillment of the Requirements  
For Getting *Sarjana Pendidikan* Degree of English Language Education Study Program



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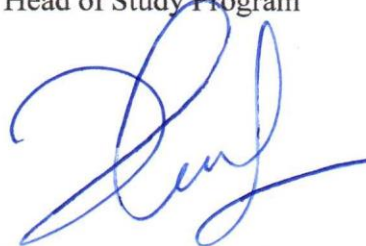
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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

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## MOTTO

"Allah does not burden a soul beyond that it can bear. It will have what it has gained, and it will bear what it has earned. Our Lord do not impose blame upon us if we forget or make a mistake. Our Lord, and do not lay upon us a burden like that which You laid upon those before us. Our Lord, and do not burden us with that which we have no ability to bear. And pardon us; and forgive us; and have mercy upon us. You are our protector, so give us victory over the disbelieving people."

**[Al-Baqarah: 286]**

"Endure hardships, for the sweetness of life will be felt after you have endured them."

**[Imam Syafi'i]**

“Man Jadda Wajada, Man Shabara Zhafira, Man Saara Ala darbi Washala”

(Those who strive with determination will succeed, those who are patient will prosper, and those who walk on His path will reach their destination.)

## **DEDICATION**

With full of gratitude, I dedicate this thesis to:

1. The most gracious, the most merciful, Allah SWT for his infinite grace and blessings.
2. My beloved parents, whom I cherish deeply, have consistently offered me invaluable support, both materially and emotionally. Their unwavering encouragement has fueled my resolve to pursue my education diligently, aiming to bring them immense pride.
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While this thesis may not be flawless, I aim for its contribution to the ongoing and future advancements in English language learning, welcoming constructive criticism and suggestions for improvement.

Rangkasbitung, 29<sup>th</sup> December 2024

**Lena Nurfadillah**

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## **ABSTRACT**

This study investigated the correlation between students' vocabulary mastery and reading comprehension, conducted among eighth-grade students at an Islamic boarding school in Indonesia. The research aims to answer whether there is a correlation between students' vocabulary mastery and reading comprehension at the junior high school level. The population of this study was the eighth-grade students at junior Islamic school. The researcher selected students from classes A and B, with a total sample of 25 students chosen through a random sampling technique. The data collected was analyzed by using Pearson Product Moment correlation. The instruments used were vocabulary and reading tests. The results of this study showed that the calculated  $r$ -count was significantly higher than the tabulated  $r$ -table. Therefore,  $r$ -count (0.895) >  $r$ -table (0.396) indicated a positive correlation between vocabulary and reading. These findings suggested that students' vocabulary mastery had a significant influence on their reading comprehension abilities in eighth grade. It is emphasized that by building a strong vocabulary foundation, students are better equipped to comprehend the meaning and the core essence from the texts they read.

*Keywords: correlation; vocabulary mastery; reading comprehension; junior high school.*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Vocabulary is one of the fundamental aspects of language learning. A strong vocabulary mastery is essential for effective communication, comprehension, and expression in any language, especially English as a foreign language in non-native countries. Building vocabulary is akin to constructing the foundation of a language, as one cannot truly learn a language without a rich vocabulary. In the school environment, especially in Islamic boarding schools (*pesantren*), vocabulary is crucial for understanding English and developing daily communication skills (Resmisari & Sitepu, 2022). Moreover, in modern boarding school settings, English language teaching policy are implemented through activities such as morning vocabulary exercises, language drills, morning conversations, vocabulary memorization, bilingual competitions, awards, and public speaking, aimed in enhancing students' communication skills competently and creatively (Febi et al., 2023). Furthermore, students with a strong mastery of vocabulary will be able to articulate their ideas or opinions during English language learning sessions (Dagnaw, 2023). Vocabulary mastery refers to a person's knowledge and understanding of words and their meanings. Mastering vocabulary is crucial in English language learning, especially for students from countries where English is not the primary language. In a classroom context, teachers employ various strategies to facilitate vocabulary mastery among students, which ultimately aids in their comprehension of English texts and enables them to express their opinions

effectively, particularly during reading comprehension activities. Through such reading activities, students develop their vocabulary skills, enhancing their ability to comprehend and analyze English texts.

Reading requires the skills of comprehending, employing, evaluating, and reflecting upon texts for specific purposes. It also encompasses a complex interaction between the reader and the text, utilizing prior experiences and knowledge to make predictions and decisions that enhance understanding (Habók et al., 2019). Reading comprehension involves more than just scanning text; it entails understanding the meanings of words, sentences, and how ideas relate across paragraphs (Sinaga, 2022). According to Rayner et al. (2016), reading comprehension is the ability to extract essential information from a page and grasp the meaning of the text. Kimsesiz & Ataç, (2023) stated that different strategies of reading comprehension activities are used to enhance students' English proficiency. These strategies include pre-reading, during-reading, and post-reading approaches, which assist readers in effective text interaction. They involve setting reading goals, activating prior knowledge, identifying main ideas, taking notes, and summarizing texts to achieve deep understanding, which is crucial in foreign language contexts for clear and precise meaning delivery. Therefore, various forms of comprehension exercises exist, with reading itself being crucial as a receptive language skill. Reading enables individuals to gather information, knowledge, and new experiences by interpreting presented texts (Habsah et al., 2022). Within this context, reading serves not only as a way to obtain data but also as a means of exploring and broadening individuals' understanding of the world around them.

Reading involves a process utilized by individuals to comprehend the message intended by the author, conveyed through the medium of written language or words (Resmisari & Sitepu, 2022). Reading comprehension goes beyond mere word recognition on a page. It requires readers to interact with the text, infer meaning, and critically evaluate the information presented.

Reading comprehension is closely correlated with vocabulary mastery. In the context of reading comprehension, having a strong vocabulary mastery is essential for understanding written text effectively. Several findings found that vocabulary knowledge plays a significant role in reading comprehension for middle school students. In China, researchers acknowledged the strong correlation between vocabulary and reading, prompting curriculum planners to focus on developing students' vocabulary and their ability to infer during reading comprehension tasks (Dong et al., 2020). On the other hand, a study in Malaysia by Wong et al. (2019) asserts that vocabulary plays a crucial role in second language acquisition and is essential for comprehending various texts. Without reaching a certain level of vocabulary proficiency English Language Learners (ELL) will struggle to understand texts, thus vocabulary is considered an important indicator for measuring proficiency in a second language. The study conducted in Indonesia by Lisana et al. (2022), also concluded that there is a correlation between vocabulary mastery and reading comprehension. If a student has an extensive vocabulary, they will comprehend the texts they read easier. These three studies, Dong et al. (2020), Wong et al. (2019) and Lisana et al. (2022), focused on the vocabulary mastery and

reading comprehension abilities of middle school students, concluded that vocabulary mastery and reading comprehension are interrelated.

This discussion pertains to the eighth-grade level in junior high school. The research is centered on the 2013 curriculum, focusing on the reading proficiencies essential for students at this level. These skills emphasize text comprehension, the utilization of tenses, and the development of high-level cognitive abilities through diverse question formats and English language activities. In English language learning, the curriculum highlights the enhancement of skills through a text-based approach, and students will learn various types of English texts such as: Narrative Texts, Descriptive Texts, Expository Texts, Procedure Texts, Recount Texts, Explanation Texts, and Review Texts. All the texts studied aim for students to begin to be able to communicate, think critically, and express themselves in English. Therefore, following the K13 curriculum, there is a significant emphasis on enhancing reading comprehension abilities. Teachers play a crucial role in facilitating and adjusting activities to enhance students' understanding, particularly in reading comprehension. Indonesian EFL students found that English is difficult to understand. Since English is only taught in schools and is not used in everyday life. This is due to the fact that English is generally taught as a foreign language in Indonesia or a language that is not used as a form of communication (Darma & Widiastuty, 2023). Likewise, it is different from the system in Islamic boarding schools which uses English and Arabic as a means of student communication.

The concept of language ability programs in Islamic boarding schools is to implement a vocabulary memorization system for their students. The purpose of

this program is that students can speak in another language besides Indonesian. Generally, students in Islamic boarding schools indeed use Arabic and English as foreign languages for daily communication, thus the vocabulary they memorize is easier to retain since it is constantly utilized for daily communication among fellow students or instructors in the boarding school. Thus, it is particularly suitable to investigate vocabulary mastery and reading comprehension in Islamic boarding schools because students learn reading through various texts at school, and outside of school, they memorize vocabulary, which will help them in reading comprehension activities. So, the context of this research focusing on Islamic junior high schools.

The issue of the relationship between students' reading ability and English vocabulary proficiency is fascinating to further study. In this case, the researcher's possessed experiences in teaching English lessons, one year at junior boarding school and three months in school as the participant of a government program called *Kampus Mengajar*. According to Yuliasuti & Pujiastuti (2023), *kampus mengajar* is an integral part of the *Merdeka Belajar-Kampus Merdeka* (MBKM) policy aimed at providing opportunities for students to learn and develop themselves through activities outside the classroom, focusing on improving literacy and numeracy skills in basic education. Besides, during the *Kampus Mengajar* program, students often struggled with reading comprehension, which negatively affected their ability to formulate responses and solve problems. Additionally, they tended to give up quickly when faced with narrative-based questions (Hasanah & Aeni, 2023). However, there were several phenomena in students' reading comprehension.

Those several phenomena occurred in students' reading comprehension. During one year of teaching at an Islamic boarding school and *kampus mengajar* program, a variety of reading comprehension strategies were employed in English instruction, tailored to the specific type of text under study. Reading comprehension was a good activity for improving students' critical thinking but a lot of students found problems while doing the activity. Students often encountered challenges due to a lack of unfamiliar vocabulary. On the other hand, during reading comprehension activities, students were unable to express their thoughts because they did not grasp the core of the text when reading. Students still struggle to comprehend the content of the text due to a lack of vocabulary, as indicated by their frequent questions to teachers and peers about the meaning of words in the text. Students sometimes found difficulties in determining the main idea of the text because they did not know which sentences were the key points. Correspondingly, students misinterpret the text in which further leading teachers to ask them to reread the text.

Based on the explanation above regarding vocabulary mastery, which plays a crucial role in reading activities, it enables students to comprehend the text accurately and express their opinions effectively in reading activities if they have a strong vocabulary competence. Therefore, the researcher aimed to investigate the correlation between students' vocabulary mastery and their performance in reading comprehension.

## **1.2 Identification of the Problem**

Based on the background above, it can be identified several problems as follows:

1. Students are unable to express what is on their minds because they do not grasp the core of the text when reading.
2. Students still struggle to comprehend the content of the text due to a lack of vocabulary.
3. Students sometimes face difficulties in determining the main idea of the text because they do not know which the key points are.

## **1.3 Limitation of the Problem**

Based on the subject matter, this study aimed to explore whether there is a significant relationship between vocabulary mastery and reading comprehension. Therefore, this research is limited to analyzing the correlation between vocabulary mastery and comprehensive reading of English texts at the junior high school level.

## **1.4 Formulation of the Problem**

Based on the limitation of the problem above, the researcher has formulated a problem statement that focuses on the correlation between students' vocabulary mastery and reading comprehension. The problem is: Is there a significant correlation between students' level of vocabulary mastery and their reading comprehension skills?

### **1.5 Objectives of the Study**

In order to solve the problem, the author conducted research on the correlation between vocabulary mastery and reading comprehension skills. The aim of this research was to investigate whether there was a correlation between students' vocabulary mastery and their reading comprehension skills at the junior high school level.

### **1.6 Significance of the Study**

This research will provide several benefits, as follows:

#### **1. For students**

The findings of this study will enhance students' understanding of the relationship between vocabulary mastery and reading comprehension. It will also boost students' motivation to improve their vocabulary proficiency and comprehensive reading skills.

#### **2. For educators**

This research will be beneficial for educators by offering insights that can be used as references to enhance and discover suitable teaching methods in vocabulary acquisition and reading comprehension instruction.

#### **3. For advanced researchers**

This study is expected to serve as foundational research in its field and contribute to future researchers aiming to conduct more intricate studies in the areas of vocabulary acquisition and reading comprehension.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 General Concept of Vocabulary**

Vocabulary is a crucial element in language learning, encompassing the words and phrases necessary for communication. It involves not just memorizing word lists but understanding the meaning and appropriate usage of words in different contexts. Mastery of vocabulary enables learners to communicate more clearly and effectively, enhancing their overall language proficiency. It is essential to prevent any misinterpretation and misunderstanding in communication. Therefore, without a sufficient vocabulary, language cannot be effectively used to convey information. Individuals are unable to communicate efficiently or express their ideas clearly in both oral and written forms (Dauletova, 2023). Emphasizing vocabulary helps students achieve their communicative goals and navigate the nuances of language use in various situations.

Vocabulary refers to the collection of words and phrases that a language employs to communicate meaning. According to Taslim (2014), vocabulary is defined as a set of words, terms, and phrases compiled and defined within a language to facilitate communication. Individuals use this vocabulary to express ideas, communicate verbally, and describe objects or people. According to Daulay (2021), vocabulary is one of the key aspects that students must be familiar with is the variety of methods and strategies available to enhance the enjoyment and engagement in the process of learning and teaching English. In conclusion, vocabulary is a fundamental component in communication. Deeply understanding

the definition and function of vocabulary, as well as studying effective learning strategies, helps individuals enhance their language skills and fully utilize the potential of language.

Vocabulary forms the foundation for conveying thoughts, expressing emotions, and understanding information. It also serves as a cornerstone of communication, enabling Vocabulary is a fundamental aspect of language that allows individuals to express their ideas clearly and understand others effectively. As highlighted by Biemiller and Wilkins in Daulay (2021), vocabulary is essential for forming sentences and enabling communication, as without it, conveying meaning becomes impossible, whereas grammar, though significant, only allows limited expression. The statements highlight the importance of vocabulary in the communication process, as evidenced by its adeptness in enhancing meaningful interactions, better understanding complex concepts, and facilitating clearer expression and comprehension across various contexts. Vocabulary mastery, on the whole, provides a crucial foundation for understanding and using language effectively in various communication contexts. It enables students to comprehend and express ideas more clearly and precisely. Therefore, vocabulary mastery is essential in supporting junior high school students in developing their reading and writing skills. A vocabulary mastery helps them not only understand texts better but also convey their ideas more accurately and meaningfully to readers.

### **2.1.1 Kinds of English Vocabulary**

A deep understanding of vocabulary is essential for developing effective language skills. According to Rumaisyah et al. (2023), identify two primary

forms of vocabulary: oral and print. The researchers also distinguish between two types of vocabulary knowledge: receptive, which involves understanding words that are heard or read, and productive, which involves using words in speaking or writing. This distinction highlights the importance of comprehensive vocabulary instruction in language education. Additionally, receptive vocabulary involves words understood when heard or read, representing passive comprehension, while productive vocabulary involves words used in speaking and writing, reflecting active application. According to Wero et al. (2021), receptive vocabulary is generally broader than productive vocabulary. This is because recognizing words in context is less complex than mastering their nuanced usage, leading to a gradual development of productive vocabulary as individuals engage with words in various contexts.

Types of vocabulary are crucial elements in learning any language, as they assist students and learners in understanding and using the target language more efficiently. Each category plays a significant role in helping learners enhance their communication skills by understanding the structure and use of the language effectively. These categories include nouns, verbs, adjectives, adverbs, pronouns, and prepositions, all of which contribute to forming accurate and meaningful sentences in both spoken and written English. According to Daulay (2021, p.18), types of vocabulary in English can be categorized according to their groups. These types are divided into six categories, each with its own function. The categories of English vocabulary are described, as follows:

**Table 2.1 Kinds of English Vocabulary**

Kinds of Vocabulary (Adapted from Daulay, 2021, p.18)	
<b>1.Nouns</b>	<p>Definition: Words used to name people, places, or things.</p> <p>Examples: Chair, table, voice, water, face, wind, smoke.</p> <p>Functions: Encompass everything that can be seen, heard, touched, or felt.</p>
<b>2.Pronouns</b>	<p>Definition: Words used to replace a noun or noun phrase in a sentence.</p> <p>Examples: I, you, he, she, it, we, they.</p> <p>Functions: Serve as the subject, object, or possessive adjective in a sentence, simplifying and avoiding repetition</p>
<b>3.Verbs</b>	<p>Definition: Words used to describe an action, occurrence, or state of being in a sentence.</p> <p>Examples: Speak, give, look.</p> <p>Functions: Indicate what the subject (a noun or pronoun) is doing, what is happening to the subject, or the state the subject is in. Essential for conveying the main action or condition.</p>
<b>4.Adverbs</b>	<p>Definition: Words used to modify a verb, adjective, another adverb, or an entire sentence.</p> <p>Examples: Quickly, very.</p> <p>Functions: Provide additional details about how, when, where, how often, or to what extent an action occurs. Do not modify nouns or pronouns.</p>
<b>5.Adjectives</b>	<p>Definition: Words that describe, identify, or quantify a noun or pronoun.</p> <p>Examples: Beautiful, good, diligent.</p> <p>Functions: Provide more specific details about the noun or pronoun, enhancing the meaning of the message and helping readers visualize or understand the specifics.</p>
<b>6.Prepositions</b>	<p>Definition: Words used to connect a noun or pronoun to a verb, adjective, or another noun within a sentence.</p> <p>Examples: On, in, under.</p> <p>Functions: Show the relationship between the noun or pronoun and other words in the sentence.</p>

Based on Table 2.1, Daulay (2021, p.18) classified vocabulary into six categories including nouns, pronouns, verbs, adverbs, adjectives, and prepositions. On the other hand, Fromkin et al. (2019) divided words into two

categories, content words and function words. Content words, such as nouns, verbs, adjectives, and adverbs, have clear lexical meanings and refer to concepts, objects, or actions. This category is known as the "open class" because it allows for the addition of new words. In contrast, function words, such as conjunctions, prepositions, articles, and pronouns, serve to indicate grammatical relationships without adding lexical meaning. Due to their specific roles, function words are referred to as a "closed class" and rarely change or expand. Together, these two types of words create clear and effective sentence structures. In conclusion, a deep understanding of vocabulary types, including content words and function words, as well as categories such as nouns, verbs, adjectives, adverbs, pronouns, and prepositions, is essential for developing effective language skills. These classifications aid in understanding sentence structure. Theoretical insights offer a comprehensive framework for both linguistic analysis and language teaching, ensuring clear and effective communication across various contexts.

### **2.1.2 Vocabulary Mastery in Junior High School Context**

Mastering vocabulary is a fundamental linguistic skill for students aiming to acquire proficiency in English. Adequate vocabulary enables effective communication and facilitates comprehension of reading materials, as well as the expression of thoughts and ideas in English. Conversely, insufficient vocabulary leads to a significant challenge in mastering the language. Therefore, teachers play a crucial role in introducing vocabulary effectively during English instruction. Building a strong foundation in vocabulary not only supports

language acquisition but also fosters confidence in students to engage in diverse communicative situations.

Expectations for English language learning at the junior high school level, particularly concerning vocabulary acquisition, encompass both the breadth and depth of vocabulary knowledge. According to Dodigovic & Agustín-Llach (2020), breadth refers to the number of words a student knows. Beginners typically start with around 2,000 words and progress to knowing 3,000 to 5,000 word families to handle more complex texts. While, depth involves a thorough understanding of each word, including its meaning in various contexts, pronunciation, spelling, common collocations, synonyms, and appropriate usage. For junior high school students, it is essential to focus on expanding both the breadth of their vocabulary and the depth of their understanding to enhance their reading and writing skills effectively. This issue is highly relevant to the 2013 Curriculum, which emphasizes the achievement of comprehensive language competencies, including reading, writing, speaking, and listening skills. A strong vocabulary foundation not only improves students' reading and writing abilities but also supports their critical thinking and communication skills across other subjects. By encouraging vocabulary expansion in various contexts, teachers help students make meaningful connections between words and ideas, which aids in comprehension and expression.

According to the 2013 curriculum, English language learning competencies at the junior high school level pertaining to vocabulary include the following aspects:

1. Understanding and employing various types of words and phrases such as nouns, verbs, adjectives, and adverbs in diverse contexts and situations.
2. Comprehending and utilizing idiomatic expressions, collocations, and phrasal verbs in both oral and written communication.
3. Grasping and employing academic and technical vocabulary relevant to various subjects such as science, mathematics, and social studies.
4. Understanding and employing figurative language such as similes, metaphors, and personification in literary texts.
5. Understanding and applying prefixes, suffixes, and roots to deduce the meanings of unfamiliar words.

The overarching objective of these competencies is to cultivate students' vocabulary knowledge and communication skills, enabling them to engage effectively in English communication across academic and real-world contexts. Educators are encouraged to align their lesson plans and assessments with these competencies, offering a diverse range of learning opportunities and strategies to facilitate students' vocabulary mastery. Ultimately, the main objective of this competency is to prepare students not only to achieve academic success but also to develop effective communication skills.

## **2.2 General Concept of Reading Comprehension**

Reading comprehension is the intricate cognitive process through which individuals understand, interpret, and derive meaning from written text. Comprehension is a text involving a dynamic interaction where students draw on

their prior knowledge, grasp the intended purpose of the material, and engage with the vocabulary and language complexity employed by authors to derive meaning (Smith et al., 2021). Reading comprehension is an active cognitive process that involves reasoning to construct meaning from a written text and understanding it effectively and thoroughly (Kasmiri et al., 2023). According to Habók et al. (2019), reading comprehension can enhance learners' English language skills and expand their knowledge by allowing them to assimilate information from the texts they read. This multifaceted process encompasses a variety of skills and strategies, including the ability to decode words, grasp vocabulary, identify main ideas, make inferences, and synthesize information. These capabilities collectively enable readers not only to extract and comprehend the explicit content of the text but also to critically engage with its implicit meanings, thereby facilitating a deeper understanding and thoughtful interpretation of the material they encounter.

### **2.2.1 Kinds of Reading Strategies**

Reading strategies are categorized into several types based on their objectives, methods used, and desired outcomes, thereby aiding students in comprehensive reading skill development. According to Sinaga (2022), the strategies of reading are as follows:

#### **a. Skimming**

Skimming is a valuable reading technique that enables readers to efficiently extract the main ideas from a text. Skimmers achieve this by quickly identifying key words, phrases, and main sentences. The primary reasons for employing skimming include: (i) Locating specific information within a

paragraph, quotation, or reference, (ii) Rapidly acquiring the central theme and crucial elements of a text, (iii) Optimizing time utilization, particularly for busy readers with limited time. Through skimming, readers swiftly scan a text to grasp its essence. This technique involves moving the eyes rapidly across the text to identify the most significant information.

#### **b. Scanning**

Scanning is the ability to read a text quickly in order to find specific information. Scanning means a technique of flashback in a careful way. It has a goal to find the special information from the text. The technique of scanning depends on some objectives or questions, which has been determined in the beginning. In other words, the writer can take a short conclusion that scanning is used when we want to find a word, fact, data, name, etc. our eyes can observe the whole pages quickly to find something that she wants, for instance, indexes, table of contents, telephone book page or dictionary. The writer can take scanning to find an art or a next concept, which the writer wants to read carefully. The ability in scanning is very useful, the teacher has to teach these students.

#### **c. Extensive Reading**

In extensive reading, readers encounter longer texts, such as novels, magazines, or lengthy articles, often for personal enjoyment and to gain a broad understanding of various topics. This type of reading aims to expand overall knowledge and perspective. It helps improve vocabulary,

comprehension of sentence structures, and familiarity with different writing styles, thereby enhancing reading speed and fluency. Readers must follow the storyline or argument, recognize main characters or concepts, and understand the author's theme or message. Thus, extensive reading not only entertains but also fosters the development of critical and analytical thinking skills.

**d. Intensive Reading**

Intensive reading is a method that focuses on detailed and deep understanding of shorter texts, such as articles, essays, or book chapters. The primary goal of intensive reading is to obtain specific information, analyze arguments, and comprehend meaning thoroughly. In practice, intensive reading involves techniques such as annotation, note-taking, and breaking down the text into smaller parts to explore every aspect of the presented information. This approach enhances the ability to understand and use information more effectively.

**e. Affection**

Interests, motivations, beliefs and feelings belong to affection. And they will influence students' comprehension greatly. When a person is reading a piece of writing, his background experience will engage with his language abilities. Through his thinking abilities, he will comprehend according to his purpose in reading. Meanwhile his interests, motivations, beliefs, and feelings will influence the result of the comprehension.

### **2.2.2 Reading Comprehension in Junior High School Context**

In junior high schools, English is a fundamental subject that all students are required to study, providing them with essential academic vocabulary and a range of language skills. This comprehensive curriculum is designed to develop students' proficiency in speaking, reading, writing, and listening. Reading, in particular, is emphasized as a critical skill, enabling students to comprehend texts with depth and nuance. Through engaging reading materials and diverse assignments, students enhance their ability to interpret and analyze information, fostering both their critical thinking and their appreciation for various literary genres. According to Smith et al. (2021), reading comprehension is crucial for academic advancement as it serves as the foundation for learning in all subjects and reading skills also help students learn more about various topics in English. Some secondary school students do not fully appreciate the importance of reading and often spend limited time on it. However, enhancing reading skills is crucial as reading influences all aspects of language learning. Reading entails a complex process of extracting meaning from written texts, which requires the integration of various sources of information, including the reader's prior knowledge, the content of the text, and the reading context (Kasmiri et al., 2023). Effective reading comprehension also depends on a reader's ability to make inferences, recognize implicit meanings, and connect ideas across the text. Furthermore, engaging in reading activities not only allows students to broaden their perspectives, but also cultivates a deeper understanding of the world around them, fostering critical

thinking skills and enhancing their ability to analyze information, form opinions, and engage in meaningful discussions.

Furthermore, there are number of competencies that should be achieved in English writing in grade 8 of junior high school according to the 2013 curriculum, as follows:

1. Ability to comprehend short functional texts, such as announcements, invitations, and simple reports.
2. Ability to identify explicit information in reading texts.
3. Ability to infer implicit information in reading texts.
4. Ability to analyze text structure, including purpose, main ideas, and development of ideas.
5. Ability to evaluate and interpret the meaning of words, phrases, and sentences in context.
6. Ability to employ reading strategies such as predicting, interpreting, and evaluating information within texts.

English is taught as a foreign language in junior high schools in Indonesia, and developing English reading skills is a crucial component of language education. According to the 2013 curriculum for eighth grade, several reading competencies must be achieved, including: the ability to comprehend short functional texts such as announcements, invitations, and simple reports; the ability to identify explicit information and infer implicit information within reading texts; the ability to analyze text structure, including purpose, main ideas, and the development of ideas; and the ability to evaluate and interpret the

meaning of words, phrases, and sentences in context. Additionally, students are expected to employ reading strategies such as predicting, interpreting, and evaluating information within texts.

### **2.3 Review of Relevant Studies**

At present, numerous studies are dedicated to examine the correlation between multiple English language learning skills that have been developed by other researchers. The completed research pertaining to the correlation studies between various English language learning skills will be further expounded upon to provide a more precise account of the ongoing research being conducted by the scholars. The research in question encompasses the following areas of investigation:

The first relevant study, conducted by Akyıldız & Çelik (2022) entitled *"Using WhatsApp to Support EFL Reading Comprehension Skills with Turkish Early Secondary Learners,"* explored the impact of reading tasks delivered via WhatsApp on seventh-grade students' English reading comprehension. The study employed a mixed-method research model involving 54 students (aged 11-12) from a state secondary school in Turkey, divided into experimental and control groups. Quantitative data were collected through pre-tests and post-tests, while qualitative data were gathered through semi-structured interviews. The quantitative data were analyzed using ANOVA, and the qualitative data were subjected to content analysis. The results indicated that the experimental group, which used WhatsApp for reading tasks, outperformed the control group in reading comprehension. This improvement was partly attributed to the ranking and reward system used within

the WhatsApp group. Additionally, students in the experimental group reported positive attitudes toward using WhatsApp for reading comprehension, suggesting that mobile technology can effectively enhance language learning. However, the study also acknowledged limitations and discussed implications for future research in this area.

The following study by Kamal et al. (2021) entitled "*A Correlation between Students' Listening and Writing Skills: A Study at an Islamic Boarding School*," explored the relationship between listening and writing skills among second-grade junior high school students in an Indonesian Islamic boarding school. The researchers noted that writing skills involve conveying ideas effectively, which requires appropriate word choice, correct grammar, and solid sentence structure. Many students struggle with writing due to insufficient language proficiency, lack of motivation, and challenges in maintaining objectivity. Some students also experience difficulty because they perceive writing as challenging and develop negative attitudes towards writing instruction. The study collected data through listening and writing tests and employed a correlational research method. Data on listening and writing tests were analyzed using Pearson product-moment correlation with Microsoft Excel 2019. The analysis revealed a statistically significant correlation between students' listening and writing performance, as indicated by an r-count of 0.8699, which was greater than the r-table value of 0.3291.

The third study is conducted by Pravitasari & Kamal (2023) entitled "*A Correlation Between Students' Mastery of Functional Grammar and Their Achievement in Writing Recount: A Study at an Islamic Boarding School*" This

study aims to identify how male and female students perform in grammar learning and writing skills and to investigate the relationship between mastery of functional grammar and students' ability to write factual recount texts. Participants in this study were 30 eighth-grade junior high school students, consisting of 14 male and 16 female students. Data were collected using tests as instruments. The techniques included a jumble of words in simple past tense for the grammar test and writing a recount text themed around students' vacation experiences. To determine whether mastery of functional grammar impacts students' performance in writing recount texts, the researchers employed a correlational research method. Data were analyzed using Pearson product-moment correlation with Microsoft Excel 2019. The results show that the r-count value of 0.9487 is significantly higher than the r-table value of 0.3550, using Pearson product-moment correlation at a 0.05 significance level. This indicates a significant positive correlation. Therefore, it can be concluded that the implementation of functional grammar has a significant impact on developing students' writing skills in factual recount texts.

The next research was conducted by Putra et al. (2023) with the title *“Correlation of Junior High School Student's Vocabulary Mastery and Reading Comprehension.”* This study aims to determine whether there is a significant correlation between vocabulary mastery and the comprehension reading ability of eighth grade junior high school students. This research was attended by 37 students who had been assigned a random proportional sampling technique. The instrument used in this research is a test and is divided into two types of tests, namely a cloze task for vocabulary and a short answer task for reading comprehension. To prove

the research hypothesis, researchers analyzed the data using the Pearson Product moment correlation formula and produced a calculated value = 0.675. Then it produces a calculated value that is greater than table, namely with a calculated value of 5.220 and table of 2.028. Based on the results of the data analysis above, it can be concluded that  $H_a$  is accepted and  $H_0$  is rejected, which shows that there is a significant relationship between vocabulary mastery and the ability to read conferences.

The next relevant research was conducted by Xie & Huang (2024), in their article titled *"Impact of Reading Anxiety on Online Reading Comprehension of Chinese Secondary School Students: The Mediator Role of Motivations for Online Reading"*. This study aimed to explore the role of online reading motivation as a mediator between reading anxiety and online reading comprehension, as well as to analyze the relationships among students' reading interest, online reading motivation, reading anxiety, and online reading comprehension. The participants were 43 students of secondary school in China. Data were collected using two instruments: a questionnaire for reading anxiety and online reading motivation, and online reading comprehension was assessed through multiple-choice questions. The data were analyzed using quantitative methods with a correlational design. SPSS version 26 was employed to calculate Cronbach's alpha for assessing the reliability of the research instruments and to conduct statistical tests, including t-tests, ANOVA, and correlation analysis. The study concluded that reading anxiety negatively affects online reading comprehension, while online reading motivation has a positive impact and functions as a mediator. The research highlights the

importance of specific contexts and notes limitations such as the small sample size, emphasizing the need for strategies that address anxiety and enhance motivation in foreign language education.

The most recent relevant study is by Qiao et al. (2024) entitled “*Effectiveness of educational video games in English vocabulary acquisition: One case in China classroom context*”. This research aims to compare the effectiveness of traditional rote memory (RM) methods with educational video games (EVGs), specifically the Snake Game (SG), in vocabulary learning. The study involved 30 junior high school students in China, comprising 19 males and 11 females, who were divided into two groups: a control group and an experimental group. Data were collected through tests and student satisfaction questionnaires. To analyze the data, the researchers employed statistical techniques, including Analysis of Variance (ANOVA) to determine the significance of differences and descriptive analysis for the questionnaire data. The study concluded that SG is more effective than RM in improving vocabulary pronunciation, while SG is equally effective as RM in vocabulary recognition. Although RM showed slightly better results in spelling, the benefits of SG in terms of enjoyment and motivation can offset this shortcoming.

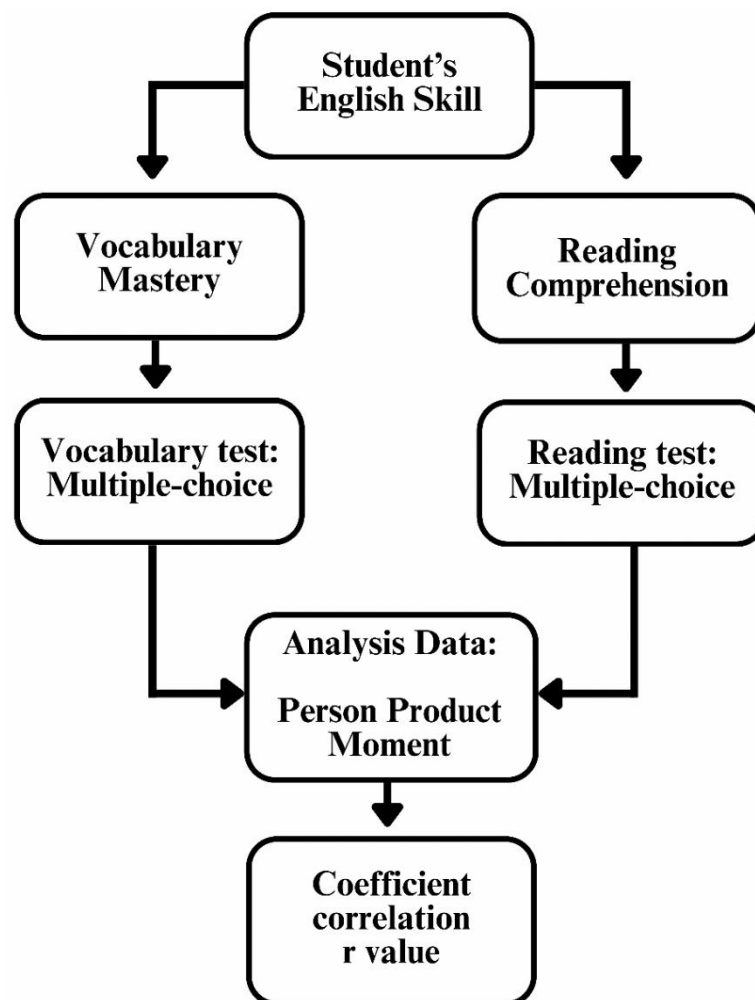
All the studies share similarities and also significant differences when compared to the research being conducted. The clear similarity is that all studies involved junior high school students as participants. Furthermore, concerning the students' abilities under investigation, there are both differences and similarities among the studies. Studies with different focuses on abilities include Kamal et al. (2021) who concentrated on listening and writing skills, and Pravitasari and Kamal (2023) who

examined the impact of functional grammar mastery on writing abilities. On the other hand, research by Akyıldız and Çelik (2021) and Xie and Huang (2024) explore similar abilities, focusing on enhancing and investigating reading comprehension, respectively. In contrast, Qiau et al. (2024) compared vocabulary learning through memorization methods, and Putra (2023) studied vocabulary mastery and reading comprehension abilities. Furthermore, in terms of research methodology, four out of the six previous studies, namely Kamal et al. (2021), Pravitasari & Kamal (2023), Putra (2023), and Qiau et al. (2024), utilized the same quantitative research using the correlation method as the current study used. On the other hand, the remaining two studies, Akyıldız & Çelik (2021) and Xie & Huang (2024) adopted a different approach by employing a mixed-method methodology. Additionally, the data collection instruments varied across studies: Akyıldız and Çelik (2021) used questionnaires and tasks; Kamal et al. (2021), Pravitasari & Kamal (2023), and Putra et al. (2023) employed various forms of tests; and Xie & Huang (2024) and Qiau et al. (2024) incorporated both tests and questionnaires.

The aforementioned previous studies have provided substantial benefits to the current research by developing correlational studies on various skills in English language learning. Furthermore, the current study aims to investigate whether there is a relationship between students' vocabulary mastery and reading comprehension at the junior boarding school level.

## **2.4 Theoretical Framework**

In correlation research, the conceptual framework outlines the relationships between variables relevant to the research issue, based on theories related to the topic. This conceptual framework is typically presented in a diagram to facilitate understanding. The conceptual framework for this research is shown below.



**Figure 2.1 Theoretical Framework of the Study**

According to Figure 2.1, this study investigated the relationship between two English skills among eighth-grade junior high school students using a correlation method. The two skills examined were vocabulary mastery and reading comprehension. Data for each skill were collected through tests determined by the

researcher. Vocabulary mastery data were gathered using fill-in-the-blank tests, and reading comprehension data were collected through multiple-choice tests. The collected data were statistically analyzed using SPSS 26 and the Pearson Product Moment. Furthermore, the reliability of the statistical results was assessed using the correlation coefficient ( $r$ ) value to draw conclusions about the correlation between the two skills examined in this study.

## **2.5 Hypothesis**

Formulating a research hypothesis constitutes the third step in the research process following the presentation of the theoretical framework and conceptual framework. According to Sugiyono (2022, p.69), a hypothesis serves as a provisional response to the research problem formulation, where the research problem has been articulated in the form of interrogative sentences. This provisional nature arises because the responses provided are grounded solely in relevant theory and have not yet been substantiated by empirical evidence obtained through data collection Sugiyono (2022, p. 63). The hypothesis is the basis for testing and collecting empirical evidence in scientific research.

This hypothesis is based on the impact of students' vocabulary mastery on their reading comprehension abilities in English language learning among eighthgrade junior high school students. It is anticipated that students with strong vocabulary mastery will also enhance their reading comprehension. To validate this hypothesis, the study will employ a correlational research method. This method is suitable for identifying the relationship between two variables without manipulating them. By

analyzing the data, the study aims to determine whether a significant positive correlation exists between vocabulary mastery and reading comprehension.

Here is the formulation of the hypothesis for this study adapted from Sugiyono (2022, p.68):

1. Alternative Hypothesis ( $H_1$ ): There is a significant correlation between students' vocabulary mastery and reading comprehension at a junior boarding school.
2. Null Hypothesis ( $H_0$ ): There is no significant correlation between students' vocabulary mastery and reading comprehension at a junior boarding school.

Based on the explanation above, the researcher establishes the following hypotheses for this study:

- a. If  $r_{\text{count}} > r_{\text{table}}$ , the alternative hypothesis ( $H_1$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected, it indicates a significant correlation between students' vocabulary mastery and reading comprehension at a junior boarding school.
- b. If  $r_{\text{count}} < r_{\text{table}}$ , the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_1$ ) is rejected, it implies that there is no significant correlation between students' vocabulary mastery and reading comprehension at a junior boarding school.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This study utilized a quantitative research approach, specifically employing a correlation method with a predictive focus. This approach systematically gathered, analyzed, interpreted, and documented the study's findings, reflecting Creswell's (2018) view of quantitative research as a method for evaluating objective theories by examining relationships between variables. Additionally, according to Sugiyono (2022, p.153), stated that prediction-type correlation research aimed to test hypotheses regarding the relationship between one dependent variable and one independent variable. These variables were measured, often using instruments, and provided numerical data that were analyzed using statistical techniques.

The method employed in this study was a correlational research method to determine whether mastery of vocabulary among junior high school students influenced their reading comprehension skills. In quantitative research, a correlational design was used to examine the relationships between two or more variables. According to Creswell (2018, p.49), a correlational design involved using correlational statistics to identify and assess the level of relationship between two or more variables or sets of scores. In quantitative research, there were two types of variables: dependent variables and independent variables. The independent variable, also known as the explanatory variable, was the factor that influenced or caused changes in the dependent variable. In other words, the independent variable

was the determining factor that drove changes in the dependent variable. Conversely, the dependent variable, also called the outcome variable, was the variable influenced by changes in the independent variable (Sugiyono, 2022, p.39). Furthermore, this study focused on examining two key variables: the independent variable and the dependent variable. The independent variable was vocabulary mastery, and the dependent variable was reading comprehension among junior high school students. Data on these variables were systematically collected and subjected to quantitative analysis. The findings derived from these analyses were then used to draw informed conclusions at the end of the study. The careful selection of a sample ensures that the findings can be generalized to the large population with confidence. A biased sample, on the other hand, can lead to inaccurate and misleading conclusions. Properly defining the population and selecting an appropriate sample are steps in ensuring the rigor and validity of any research endeavor.

### **3.2 Population and Sample**

The population is the entire set of elements that is the focus of the research, while the sample is a small subset of the population selected for observation. The sample is chosen to represent the population as a whole. The selection of a representative sample is crucial for the validity and reliability of research results. The following will explain in more detail regarding the population and sample.

#### **3.2.1 Population**

The research population refers to the entire group of individuals, objects, or entities that is the primary focus of the study and from which a

sample is drawn. Meanwhile, according to Sugiyono (2022, p.80), a population is a generalization area consisting of objects or subjects that possess certain qualities and characteristics defined by the researcher to be studied and from which conclusions are drawn. A population is not limited to people but also includes objects and other entities. Moreover, a population is defined as a collection of individuals who share common character. Besides, according to Creswell (2014, p. 212), a population is a group of individuals with the same characteristics. In this study, the target population was the eighth-grade students at one of the Islamic boarding schools in Indonesia, which consisted of 50 students who were divided into two class groups.

### **3.2.2 Sample**

The sample represents a subset of the population used to make observations about specific characteristics. According to Creswell (2018, p.212), a sample should accurately reflect the proportion of the population that has a particular trait. In this study, the simple random sampling technique was employed to select the sample from the population. According to Sugiyono (2022, p.82), simple random sampling is a probability sampling method where every member of the population has an equal chance of being selected. This technique ensures that the sample accurately represents the entire population. Therefore, from a population of 50 eighth-grade of islamic boarding school that were class a and B students. Where their aged between 13 and 14 years old, this study randomly selected 25 students as the sample of this research. Each student in the population was assigned a unique

number, and a random number generator was used to select 25 students from this list. This method of random selection helps maintain the objectivity and representativeness of the sample, providing a more accurate and reliable basis for analyzing the relationship between vocabulary mastery and reading comprehension at Junior Islamic School Students. The research was conducted with a commitment to ethical principles. Participation in the study was voluntary, and participants were not coerced into taking part. All collected data were kept confidential and were used solely for research purposes. Participants' names were anonymized to protect their identities. Additionally, participants had the right to withdraw from the study at any stage without facing any negative consequences.

### **3.3 Data Collection Techniques**

Instruments must be meticulously designed, and the application of appropriate methods ensures that the data obtained is not only accurate but also reliable, thereby reducing the potential for bias and error. Sugiyono (2022) asserted that the quality of research instruments and the methodology of data collection are pivotal factors that influence the accuracy and reliability of research data. This section underscores the application of quantitative design techniques in data collection to guarantee precise and dependable research findings that closely adhere to the content validity and reliability of the research instruments. Data collection techniques will be described through research instruments, while data validity and reliability were used for the validity of data results, which were further explained as follows:

### **3.3.1 Instrument**

In this study, the researcher used tests as data collection instruments, specifically vocabulary tests and reading comprehension tests. According to Creswell (2018, p.149), tests were commonly used as data collection instruments in research. Tests were structured tools designed to measure specific variables or attributes. They were often employed to assess participants' knowledge, skills, abilities, or other characteristics relevant to the study. As previously mentioned, two types of tests were applied: vocabulary tests and reading comprehension tests.

The vocabulary test involved multiple-choice questions. In this test, students were given ten questions. Their task was to select the correct word from the provided options to complete the blanks appropriately. This test was designed to assess students' vocabulary knowledge, particularly regarding verbs. Similarly, the reading comprehension test also consisted of multiple-choice with ten questions. It was designed to evaluate students' reading comprehension skills, focusing on the ability to identify explicit information, understand descriptive details, recognize text structure, and interpret sentences accurately. The test included 10 multiple-choice questions based on descriptive texts studied at the eighth-grade middle school level. Two descriptive texts were provided, each followed by five questions.

Both tests aimed to provide a comprehensive assessment of students' vocabulary and reading comprehension skills. The vocabulary mastery and reading comprehension tests were a compilation of tests conducted over two

semesters of learning. Thus, the scores obtained represented the overall performance of students in vocabulary and reading comprehension tests over one academic year in the eighth grade of junior high school.

According to Hassan & Alnoori (2024), multiple-choice questions involved presenting a question or statement with several options, among which only one was correct. Test-takers had to select the most appropriate answer from the choices provided. However for multipel-choice test types, the scoring system was straightforward: each correct response was awarded 1 point, while incorrect responses received 0 points. Accordingly, the scoring rubric in this study was adapted from Hassan et al. (2024) for scoring the test in this study, which were the vocabulary mastery and reading comprehension tests for eight students of junior Islamic school.

**Table 3.1 Scoring Rubric of Vocabulary Mastery and Reading Comprehension**

<b>Types of Test</b>	<b>Number of Items</b>	<b>Score</b>	<b>Criteria</b>	<b>Total score</b>
Multipel-choice	10	1	If the answerb is correct.	10
		0	If the answer is incorrect	

### **3.3.2 Validity**

Validity is a crucial measure in research that determines how accurately an instrument or tool assesses the concept it is intended to measure. It gauges the extent to which the collected data genuinely represents the construct under investigation. According to Sugiyono (2022, p.121), Validity testing is a

prerequisite for achieving valid research findings, as it ensures that the instruments used accurately measure the intended variables, thereby producing a valid measuring tool.

In this research, the validity of the test instruments, which included multiple-choice for vocabulary mastery and reading comprehension, was assessed using construct validity. The validity of each item was tested by correlating the individual item scores (1 for correct answers, 0 for incorrect answers) with the total score. To assess the internal validity of the items in this research instrument, Corrected Item-Total Correlation analysis was conducted using SPSS 26. An item is considered valid if its correlation coefficient exceeds 0.30, meaning it adequately contributes to the overall measurement of the intended construct. If the correlation coefficient is above 0.30, the item is deemed valid, while if it is below this threshold, the item is considered invalid (Sugiyono, 2022). This criterion ensures that each item in the instrument is relevant and properly reflects the construct being measured.

### **3.3.3 Reliability**

One of the key elements of a high-quality assessment is the reliability test. This pertains to the consistency and repeatability of a test taker's performance. When an instrument measures the same object multiple times, the results should be consistent. Instruments that produce unreliable or inconsistent results, such as elastic measuring tools, exemplify poor reliability (Sugiyono, 2022). Reliable instruments are essential for ensuring accurate

and trustworthy data in research. Without reliability, the validity and interpretability of research findings may be compromised.

In this study, the reliability of the research instrument was assessed using the Cronbach's Alpha method, which is one of the most widely used techniques for measuring internal consistency in research. According to Ghozali (2018), a Cronbach's Alpha value of 0.60 or above indicates that the instrument possesses a satisfactory level of reliability and is suitable for use. This method ensures that each item in the instrument contributes cohesively to measuring the same construct, thereby generating consistent and accurate data. The reliability test was conducted using SPSS version 26, where the Cronbach's Alpha coefficient was calculated based on respondents' answers to the test items, which included multiple-choice questions. The interpretation of the reliability coefficient was guided by the criteria established by Witte & Witte (2017, p.113-114) as illustrated in Table 3.3.

**Table 3.2 Coefficient reliability adapted from  
Witte & Witte (2017, p. 113-114)**

No.	Level	Score
1.	Very Low Correlation	0.00-0.19
2.	Low Correlation	0.20-0.39
3.	Average Correlation	0.40-0.59
4.	High Correlation	0.60-0.79
5.	Very High Correlation	0.80-1.00

### **3.4 Data Analysis Technique**

The data analysis technique used in this research was Pearson product-moment correlation analysis, conducted with SPSS 26 statistics. This analysis was employed to examine the magnitude of the relationship between variables X and Y. Specifically, the Pearson product-moment correlation was utilized to determine the degree of the relationship between Vocabulary Mastery (X) and Reading Comprehension (Y). According to Chee & Queen (2015), the Pearson product-moment correlation coefficient is a statistical tool that measures the strength and direction of the linear relationship between two continuous variables, providing insights into how changes in one variable correspond to changes in another. By applying this method, the study aimed to provide a clearer understanding of the relationship between the two variables under investigation.

#### **3.4.1 Normality Test**

The Normality Test in this study aimed to determine whether the residual data from the correlation analysis between students' vocabulary mastery and reading comprehension were normally distributed. According to Nuryadi et al. (2017, p.83), the normality test is a procedure used to assess whether the data originates from a population that is normally distributed or follows a normal distribution. A normal distribution is symmetric, with the mode, mean, and median all centered. This distribution is characterized by its bell-shaped curve when represented in a histogram.

In this study, normality testing was conducted using SPSS Statistics 26 software with the Kolmogorov-Smirnov technique. This test aimed to determine whether the data followed a normal distribution by comparing the empirical cumulative distribution of the data with the theoretical cumulative distribution of the normal distribution. The criteria for determining this were based on comparing the Sig. (2-tailed) value from the Kolmogorov-Smirnov table with a significance level of 0.05 (5%). Thus, the decision rule was that if the p-value from the K-S coefficient was greater than 0.05, the data were normally distributed. Conversely, if the p-value from the K-S coefficient was less than 0.05, the data were not normally distributed.

#### **3.4.2 Linearity Test**

The linearity test was conducted to determine whether the model used had the appropriate specifications. This test aimed to identify whether there was a significant linear relationship between two variables (Sujarweni & Utami 2019, p.56). If the significance value (Sig) was greater than 0.05, it was concluded that there was a linear relationship between the two variables. Conversely, if the significance value (Sig) was less than 0.05, it was concluded that there was no linear relationship and dependent variables was linear. The Linearity in this study was evaluated by examining the significance value of Deviation from Linearity in the ANOVA table. If the significance value of Deviation from Linearity is greater than 0.05 ( $p > 0.05$ ), the relationship between the variables is considered linear.

Conversely, if the significance value is less than 0.05 ( $p < 0.05$ ), the relationship is considered non-linear (Sugiyono, 2022).

Additionally, linearity can be observed through the scatterplot pattern and the R-squared value from the regression output. A scatterplot that shows a linear pattern and a high R-squared value indicates that the relationship between the variables is linear. This linearity test ensures that the data meet the linearity assumption, which is essential before proceeding with further correlation or regression analysis.

### **3.4.3 Hypothesis Test**

In this study, hypothesis testing is conducted to determine whether there is a significant relationship between the variables under investigation. The hypotheses are formulated based on relevant theoretical frameworks and will be tested using statistical methods to analyze the collected data. The data analysis technique used in this research was Pearson product-moment correlation analysis using SPSS 26. This analysis used to test the magnitude of the correlation between variables X and Y. To determine the degree of correlation between students' vocabulary mastery (X) and reading comprehension (Y) in junior islamic school, the correlation technique is used. If r count is higher than r table, the alternative hypothesis ( $H_1$ ) is accepted, indicating a significant correlation between the two variables. However, if r count is less than r table, the null hypothesis ( $H_0$ ) is accepted, implying that there is no significant correlation between vocabulary mastery and reading comprehension. This analysis helps to understand whether students' vocabulary mastery influences their reading comprehension skills. The

correlation analysis used is Pearson product-moment with the formula:

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\left( n \sum (X)^2 - (\sum X)^2 \right) \left( n \sum (Y)^2 - (\sum Y)^2 \right)}}$$

where:

r: The correlation coefficient, showing the strength and direction of the relationship between X and Y.

n: The number of data pairs (how many values you have).

$\sum XY$ : The sum of  $X \times Y$  for each data pair.

$\sum X$ : The sum of all X values.

$\sum Y$ : The sum of all Y values.

$(\sum X)^2$ : The square of the sum of all X values.

$(\sum Y)^2$ : The square of the sum of all Y values.

$\sum X^2$ : The sum of each X value squared.

$\sum Y^2$ : The sum of each Y value squared.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion of the research, including data description and analysis. The main focus of this chapter is to examine the correlation between students' vocabulary mastery and reading comprehension among eighth-grade students in junior high school. The chapter concludes with a comprehensive discussion of the obtained research results.

#### **4.1 Research Findings**

The researcher will demonstrate the validity and reliability of the vocabulary mastery and reading comprehension tests before presenting the findings of the data analysis, each test consisting of 10 multiple-choice questions. To evaluate the validity and reliability of the test items, the vocabulary and reading tests were administered to 25 students from classes 2A and 2B. Although these students were from the same classes as the research sample, they were excluded from the sample to ensure the assessment tools were appropriately tested and refined prior to their application in the study. Since the sample selected in this study was conducted using a random sampling technique, the students who were not selected automatically participated in testing the research instruments to evaluate their validity and reliability. This was done to assess the consistency of the questions utilized by the researcher. From results of validity and reliability test, it was found that the questions used were valid. The table below presents the results of the validity

calculation using SPSS 26 for Vocabulary Mastery and Reading Comprehension Questions.

**Table 4.1 The Calculation Result of The Valid Questions in Vocabulary Test**

<b>Item-Total Statistics</b>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	14,68	14,227	,480	,673
Item 2	14,52	14,927	,321	,691
Item 3	14,32	15,143	,418	,688
Item 4	14,44	15,090	,311	,693
Item 5	14,32	15,310	,352	,693
Item 6	14,36	15,240	,326	,693
Item 7	14,36	15,240	,326	,693
Item 8	14,44	14,590	,466	,679
Item 9	14,48	14,677	,412	,683
Item 10	14,48	14,343	,513	,673

Source: SPSS 26 output (Researcher's Data 2024)

Table 4.1 presents the validity results for the ten items in the vocabulary test. A corrected item-total correlation analysis was conducted using SPSS 26. Each item is considered valid if the corrected item-total correlation was more than 0.30. Since all the item-total correlation values are above 0.30, it can be concluded that each item is valid and makes a significant contribution to the overall test. According to Sugiyono (2022, p.126), a correlation coefficient of  $\geq 0.30$  indicates a valid and meaningful relationship between variables. Additionally, the Cronbach's Alpha values for each item demonstrate adequate reliability. In general, all items in the vocabulary test were valid and reliable, supporting the credibility of the instrument used in this research. Correspondingly, it confirms that the test is well-constructed and can be confidently used in future studies to assess vocabulary proficiency.

**Table 4.2 The Calculation Result of The Valid Questions in Reading Test**

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	15,56	11,840	,419	,674
Item 2	15,52	12,010	,384	,678
Item 3	15,36	12,323	,432	,680
Item 4	15,44	12,173	,386	,680
Item 5	15,36	12,323	,432	,680
Item 6	15,36	12,490	,358	,686
Item 7	15,40	12,333	,368	,683
Item 8	15,44	12,340	,325	,686
Item 9	15,52	12,010	,384	,678
Item 10	15,32	12,643	,366	,688

Source: SPSS 26 output (Researcher's Data 2024)

Table 4.2 depicted the validity results for the ten items in the reading test using corrected item-total correlation analysis was conducted using SPSS 26. Each item is considered valid if the corrected item-total correlation was more than 0.30. Since all the item-total correlation values are above 0.30, it can be concluded that each item is valid and makes a significant contribution to the overall test. According to Sugiyono (2022, p.126), a correlation coefficient of  $\geq 0.30$  indicates a valid and meaningful relationship between variables. Furthermore, after the validity tests were conducted, the reliability of the valid test was assessed. The 10 items were considered reliable if the Cronbach's Alpha value exceeded 0.60. Therefore, all items in the reading test have been validated and are deemed reliable, confirming the effectiveness of the instrument used in this research. The reliability score, calculated using SPSS 26, is presented in Table 4.3 on the following page.

**Table 4.3 Reliability Test Results Vocabulary Mastery and Reading Comprehension**

<b>Name of variabel</b>	<b>Cronbach's Alpha</b>	<b>N of Items</b>
Vocabulary Mastery	,712	10
Reading Comprehension	,700	10

Source: SPSS 26 output (Researcher's Data 2024)

The reliability analysis revealed that the vocabulary test achieved a Cronbach's Alpha of 0.712, and the reading test recorded a Cronbach's Alpha of 0.700. Both instruments exhibit an acceptable level of internal consistency, as indicated by their classification in the "High Correlation" range (0.60–0.79) in accordance with established reliability standards (Witte, 2017). These scores place the tests in the "High Correlation" range (0.60–0.79), confirming their strong internal consistency. As a result, both instruments are stable and reliable for measuring students' proficiency in vocabulary mastery and reading comprehension, ensuring accurate and consistent assessment.

#### **4.1.1 Data Description of Correlation between two variables**

The data provided is essential for the research, serving as a foundational element for understanding the correlation between vocabulary mastery and reading comprehension among eighth-grade students. Table 4.4 shows the results of the vocabulary mastery and reading comprehension tests administered to 25 eighth-grade students. This sample consisted of 25 students selected from a population of 50 students in classes 2A and 2B, using a random sampling method.

**Tabel 4.4 Students' Score Each Variable**

<b>No.</b>	<b>Students' Name</b>	<b>Vocabulary Mastery</b>	<b>Reading Comprehension</b>
1	AT	7	8
2	CS	7	8
3	DN	9	10
4	DN	9	10
5	EA	5	5
6	FM	8	10
7	HM	7	7
8	IM	6	5
9	LA	7	8
10	LA	7	9
11	PM	8	9
12	RF	7	7
13	RR	6	6
14	S	8	8
15	S	7	6
16	SA	5	5
17	SDN	7	7
18	SK	7	8
19	SM	5	5
20	SN	7	6
21	SR	6	6
22	SS	8	9
23	SS	6	7
24	SY	6	7
25	TI	9	10

Table 4.4 depicted the individual scores of students in vocabulary mastery and reading comprehension, highlighting the variation in their performance. Meanwhile, Table 4.5 summarized the descriptive statistics of both assessments, providing an overview of trends and averages within the group. This comparison helps to understand the strengths and weaknesses of the students as a whole.

**Table 4.5 Descriptive Statistics Test**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	SD
Vocabulary	25	5	9	174	6,96	1,172
Reading	25	5	10	186	7,44	1,685

Source: SPSS output (Researcher's Data 2024)

Table 4.5 presented the descriptive statistics for the vocabulary mastery and reading comprehension of the 25 students involved in the study. The minimum score for vocabulary mastery was 5, while the maximum score reached 9, resulting in a total sum of 174 and an average (mean) score of 6.96, with a standard deviation of 1.172. In contrast, reading comprehension scores ranged from a minimum of 5 to a maximum of 10, yielding a sum of 186 and an average score of 7.44, with a higher standard deviation of 1.685. These statistics indicated generally positive performance among the students in both areas, with reading comprehension showing a higher range of scores.

#### **4.1.2 Normality Test Result**

The normality test was conducted to determine whether the data sample follows a normal distribution. In this study, data were analyzed using SPSS

version 26, based on a single test designed to explore the relationship between vocabulary mastery and reading comprehension. The Kolmogorov-Smirnov test was employed to assess the normality of the data. The following criteria were applied to interpret the Asymp. Sig (2-tailed) values:

1. If the Sig. value is higher than 0.05, the data are considered to follow a normal distribution.
2. If the Sig. value is less than 0.05, the data are considered to deviate from normality.

Likewise, the results of the normality test were presented in the table below.

**Table 4.6 The Result of Kolmogorof-Smirnov Normality Test**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		25
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	,75037073
Most Extreme Differences	Absolute	,113
	Positive	,089
	Negative	-,113
Test Statistic		,113
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: SPSS 26 output (Researcher data 2024)

Referring to the output in Table 4.6, the significance value is 0.200, which indicated that the results are normal since the test score exceeds 0.05. Therefore, it can be concluded that the data follows a normal distribution.

### 4.1.3 Linearity Test Result

The linearity test aims to determine whether two or more variables have a significant linear relationship. In this study, the significance value is assessed based on the deviation from linearity. Correspondingly, data can be considered linear if the significance level of linearity is greater than 0.05 ( $p > 0.05$ ). If the p-value for deviation from linearity is greater than 0.05, it suggests that the relationship between reading comprehension and vocabulary mastery is linear. On the other hand, if the p-value is less than 0.05 ( $p < 0.05$ ), it suggests that the relationship deviates significantly from linearity and a non-linear.

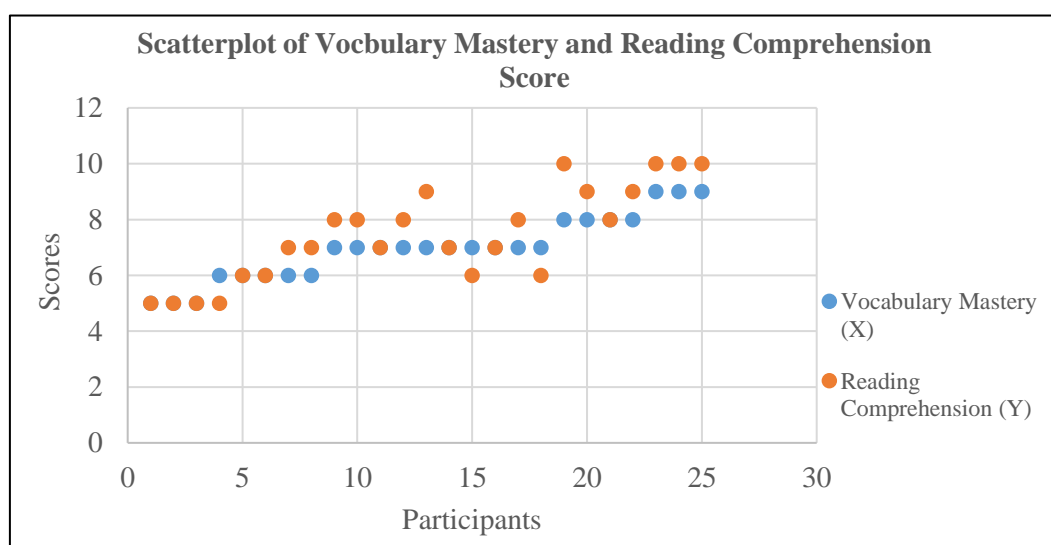
**Table 4.7 The Result of linearity SPSS26**

ANOVA Table				
			Sum of Squares	df
VOCABULARY* READING	Between Groups	(Combined)	54,960	4
		Linearity	54,647	1
		Deviation from Linearity	,313	3
	Within Groups		13,200	20
	Total		68,160	24

Source: SPSS output (Researcher data 2024)

The table 4.7 indicated that the results of the linearity test showed the value of the deviation from linearity is 0.313, which is greater than 0.05, it can be concluded that the relationship between the two variables is linear. Therefore, since the relationship between vocabulary mastery and reading comprehension is linear, the next step is to conduct a Pearson Product Moment Correlation test to examine the strength and direction of the relationship between these two variables. Besides, The scatterplot diagram

(Figure 4.1) showed that vocabulary mastery and reading comprehension were not perfectly aligned. When vocabulary mastery increases, reading comprehension also tends to increase accordingly. Although the values for these two areas did not match exactly in the scatterplot below, both demonstrated an upward trend at the same time.



**Figure 4.1 Scatter plot Between Vocabulary And Reading**

#### 4.1.4 Hypothesis Test Result

To investigate the correlation between students' vocabulary mastery and reading comprehension, the researcher calculated the data using SPSS 26, applying the Pearson Product-Moment correlation. This statistical method is commonly used to measure the strength and direction of the linear relationship between two continuous variables. It provides a correlation coefficient ( $r$ ) that ranges from -1 to 1, indicating either a negative, positive,

or no relationship. A positive value suggests that as one variable increases, the other also tends to increase.

**Table 4.8 The Result of Hypothesis Test**

Correlations			
		VOCABULARY	READING
VOCABULARY	Pearson Correlation	1	,895**
	Sig. (2-tailed)		,000
	N	25	25
READING	Pearson Correlation	,895**	1
	Sig. (2-tailed)	,000	
	N	25	25

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

Source: SPSS output (Researcher data 2024)

Based on the calculation of the r-value using Pearson Product-Moment, the obtained r-value was 0.895. The calculated r-value was then compared with the r-table value using an error level of 0.5 and degrees of freedom (df) = (N-2), 25-2. After comparing the calculated r-value with the r-table value, the r-table value obtained was 0.396. This meant that the calculated correlation coefficient (r-value) of 0.895 was greater than the r-table value of 0.396 at a significance level of 0.5 for 23 degrees of freedom. This indicated that the variables under investigation had a statistically significant positive correlation.

## 4.2 Discussion

In this discussion, the researcher will explain the findings of this study regarding the correlation between vocabulary mastery and reading comprehension

among middle school students. This discussion aims to answer the research question about the extent to which vocabulary mastery contributes to students' ability to understand English texts. The results are presented based on the statistical analysis conducted on the collected data. Additionally, this section outlines key trends observed during the analysis to provide a comprehensive understanding of the relationship between the variables. These findings are further interpreted in the context of relevant literature to emphasize the significance of the correlation between vocabulary mastery and reading comprehension.

To answer the question, "is there any correlation between Students' vocabulary mastery and reading Comprehension?" the findings show a significant correlation between these two variables. Test results indicate that students with a higher level of vocabulary mastery tend to score higher on reading comprehension tests. This finding aligns with the studies conducted by Dong et al. (2020) in china that identified a positive correlation between vocabulary knowledge and reading comprehension among middle school students. In this context, the curriculum development focus on expanding vocabulary to improve inferential skills during reading comprehension activities. Thus, improving vocabulary mastery can be seen as a strategic approach to enhancing students' overall reading abilities.

Furthermore, this current study highlights vocabulary as a key factor in reading comprehension, allowing students to identify main ideas and implied meanings more easily. In accordance, Sarena et al. (2023) concluded that there was a strong correlation between vocabulary mastery and reading comprehension, as vocabulary plays a significant role in helping students understand a text. Besides,

Lisana et al. (2022), found that students with strong vocabulary skills can understand texts better and more effectively express their ideas in class activities. This skill is particularly important in learning English as a foreign language in Indonesia, where students often face challenges in understanding texts due to limited vocabulary. Therefore, strengthening students' vocabulary should become a priority in teaching strategies to improve their comprehension abilities.

In addition, the correlation analysis of the two variables showed that the calculated r-value (0.895) was higher than the r-table value (0.396), indicating a strong correlation between these two variables. This finding aligns with research by Putra et al. (2023), which confirmed a significant correlation between vocabulary mastery and reading comprehension among eighth-grade students. The study showed a correlation coefficient of 0.675, with a t-value of 5.220, surpassing the critical t-value of 2.028. These results indicated that higher vocabulary mastery is associated with better reading comprehension skills. Moreover, vocabulary development and reading comprehension also play crucial roles in enhancing critical thinking skills among students. As Dagnaw (2023) stated, a strong vocabulary empowers students to articulate their ideas and opinions with precision and clarity. On the other hand, through the reading process, students are not only able to comprehend the information presented, but are also encouraged to analyze, evaluate, and connect the text with existing knowledge in their minds. Consequently, reading activities can enhance students' critical thinking abilities, which are essential for deep comprehension and analysis of texts (Ramadhani et al, 2023). However, both a rich vocabulary and active

engagement in reading are essential for enhancing students' critical thinking, as they significantly contribute to the effective understanding, evaluation, and integration of information.

Based on the results above, it can be concluded that vocabulary mastery has a significant impact on students' reading comprehension. In the context of middle school learning, vocabulary forms an essential foundation that enables students to better understand the meaning of texts and develop critical thinking skills for text analysis. Students with a rich vocabulary are more likely to decode unfamiliar words, identify key ideas, and make inferences, which are crucial for comprehensive understanding. Furthermore, vocabulary knowledge supports students in grasping nuances, cultural references, and context, enhancing their overall reading experience. Therefore, enhancing vocabulary mastery should be prioritized in the curriculum to ensure students' success in reading comprehension tasks.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Conclusion**

This study highlighted a significant positive relationship between students' vocabulary mastery and their reading comprehension abilities in eighth-grade students at the junior high school level. Likewise, this finding confirmed that there is a significant relationship between students' vocabulary mastery and their reading comprehension, meaning that students with a better vocabulary tend to have improved reading comprehension skills. This study has also emphasized the critical role that vocabulary plays in students' ability to comprehend English texts effectively. Furthermore, this study explored the important aspects of vocabulary mastery, particularly how a stronger vocabulary foundation enhances students' understanding of texts and improves their ability to engage with reading materials. Vocabulary mastery, which refers to the breadth of words a student knows and understands, plays a pivotal role in helping students grasp the meaning of texts. This study revealed that students with a stronger vocabulary can better understand and analyze texts, which in turn boosts their reading comprehension skills.

Moreover, it concluded that there was a strong positive correlation between students' vocabulary mastery and their reading comprehension abilities. Furthermore, this study indicates that improving vocabulary mastery can enhance students' reading comprehension, so educators may consider implementing vocabulary-focused activities in their teaching strategies to support the development of students' English reading skills. Accordingly, this study enriches

the existing literature by providing a new perspective on the relationship between vocabulary and reading comprehension. This study also adds a new dimension by exploring the role of vocabulary in the teaching and learning context within Islamic boarding schools. However, this study has limitations, particularly in the sample size, as it was only conducted with eighth-grade students at an Islamic boarding school in Indonesia and did not account for other factors such as students' prior knowledge and motivation. Therefore, future research is recommended to use a larger sample size and to consider additional variables that may influence reading comprehension.

## **5.2 Recommendation**

Based on the research findings, several suggestions are offered for teachers, students, and future researchers, as follows:

### **1. For the teachers**

- a. Teachers can incorporate vocabulary mastery into reading comprehension instruction at Islamic boarding schools as an innovative approach to deepen students' text understanding.
- b. Teachers should explore different reading resources that can be used to strengthen students' vocabulary and reading comprehension abilities, helping them engage with more challenging texts.

**2. For the students**

- a. Students need to recognize that reading comprehension goes beyond word recognition to understanding meanings for true comprehension of text content.
- b. Students are encouraged to continually expand their vocabulary to better understand diverse reading materials and improve their reading skills

**3. For future researchers:**

- a. Certain aspects of the correlation between vocabulary mastery and reading comprehension remain unexplored. Future studies could investigate this topic within a broader and more varied context and at different educational levels.
- b. Researchers are encouraged to explore the correlation between vocabulary mastery and reading comprehension in a wider and more comprehensive scope in future studies.

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## APPENDICES

### Appendix 1

#### VOCABULARY TEST (multiple-choice)

**Guideline:**

- Read each sentence carefully.
- Choose the word that best fits the blank from the options provided for each item.
- Mark the correct answer in the space provided.

1. The \_\_\_\_\_ was parked outside the house.
  - a) Book
  - b) Dog
  - c) Car
  
2. She put the letter in an \_\_\_\_\_ before mailing it.
  - a) Pen
  - b) Envelope
  - c) Bag
  
3. The \_\_\_\_\_ is where we cook our meals.
  - a) Kitchen
  - b) Bathroom
  - c) Bedroom
  
4. They went to the \_\_\_\_\_ to buy fresh vegetables.
  - a) Park
  - b) Cinema
  - c) Market

5. I need a new \_\_\_\_\_ for the party tonight.
  - a) Hat
  - b) Dress
  - c) Phone
  
6. The \_\_\_\_\_ explained the lesson clearly.
  - a) Teacher
  - b) Student
  - c) Friend
  
7. She saw a \_\_\_\_\_ in the garden this morning.
  - a) dog
  - b) butterfly
  - c) cat
  
8. The \_\_\_\_\_ has many interesting books to read.
  - a) Hospital
  - b) Restoran
  - c) Library
  
9. He wears glasses to help him \_\_\_\_\_ better.
  - a) See
  - b) Hear
  - c) Taste
  
10. They went for a walk in the \_\_\_\_\_ on a sunny day.
  - a) Mall
  - b) Library
  - c) Park

**Reference:**Lele, C. (2018). *The vocabulary builder workbook: Simple lessons and activities to teach yourself over 1,400 must-know words*. Zephyros Press.

## Appendix 2

**SCORING RUBRIC OF VOCABULARY MASTERY****Table 3.1****Scoring Rubric of Vocabulary Mastery**

<b>Types of Test</b>	<b>Number of Items</b>	<b>Score</b>	<b>Criteria</b>	<b>Total score</b>
Multiple-choice	10	1	If the answer is correct.	10
		0	If the answer is incorrect	

**Reference:**

Hassan, F. A., Bushra, P., & Alnoori, S. (2024). *Multiple Choice and Fill in the Blanks Testing*. 17(17), 40–49.

## Appendix 3

**READING COMPREHENSION TEST****(Multiple Choice)**

Guideline:

- Read each passage carefully.
- Choose the word or phrase that best answers each question based on the passage and mark your answer clearly.

**Passage 1**

Read the following text and answer questions 1 to 5.

My house has a beautiful garden. In the garden, there are many flowers and plants. There is a large pond in the middle of the garden. Around the pond, there are some benches where we can sit and enjoy the view. To the right of the pond, there is a small shed where we keep our gardening tools. The garden is surrounded by a white fence. I love spending time in the garden because it is peaceful and relaxing.

1. Where is the small shed located?
  - b. Near the pond
  - c. In the middle of the garden
  - c. To the right of the pond
  
2. How is the writer's garden?
  - a. It has many flowers and plants
  - b. It is very small
  - c. It is located inside the house
  
3. What is in the middle of the garden?
  - a. A white fence
  - b. A large pond
  - c. A small shed

4. Where can you find the benches?
  - a. Around the pond
  - b. Inside the small shed
  - c. Behind the white fence
  
5. Why does the writer love spend time in the garden?
  - a. Because it is full of flowers
  - b. Because it has a small shed
  - c. Because it is peaceful and relaxing

### **Passage 2**

Read the following text and answer questions 6 to 10.

I enjoy collecting stamps from different countries. My collection includes stamps from the United States, Japan, France, and Brazil. Each stamp is unique and tells a story about its country of origin. The stamps from Japan are especially beautiful with their intricate designs and bright colors. I also have a special album where I keep my most prized stamps. Collecting stamps is a fascinating hobby that allows me to learn about different cultures and histories.

6. What kind of text is the text above?
  - a. Recount
  - b. Descriptive
  - c. Narrative
  
7. The generic structure of the text is?
  - a. Description – identification
  - b. Identification – description
  - c. Orientation – events – Reorientation

8. Which country is mentioned as having stamps with intricate designs and bright colors?
- United States
  - France
  - Japan
9. The sentence “Each stamp is unique and tells a story about its country of origin” is one of the..... of the text.
- Events
  - Identifications
  - Descriptions
10. How does the writer feel about collecting stamps?
- It is a boring hobby
  - It is an expensive hobby
  - It is a fascinating hobby

**Reference:**

Wachidah, S. et al. (2017). *When English Rings a Bell*. Balitbang: Kemendikbud

## Appendix 4

**Table 3.1 Scoring Rubric of Reading Comprehension**

<b>Types of Test</b>	<b>Number of Items</b>	<b>Score</b>	<b>Criteria</b>	<b>Total score</b>
Multiple-choice	10	1	If the answer is correct.	10
		0	If the answer is incorrect	

**Reference:**

Hassan, F. A., Bushra, P., & Alnoori, S. (2024). *Multiple Choice and Fill in the Blanks Testing*. 17(17), 40–49.

## Appendix 5

## Sample of Student's Vocabulary Mastery Answer Sheet

## 1. Sample Answer Sheet of a Male Student

**VOCABULARY TEST**

**Name:** \_\_\_\_\_

**Class:** 2 B

B = 4  
S = 2

80/

**Guideline:**

- Read each sentence carefully.
- Choose the word that best fits the blank from the options provided for each item.
- Mark the correct answer in the space provided.

✓ 1. The \_\_\_\_\_ was parked outside the house.

- a) Book
- b) Dog
- ✓ c) Car

✓ 2. She put the letter in an \_\_\_\_\_ before mailing it.

- a) Pen
- ✓ b) Envelope
- c) Bag

✓ 3. The \_\_\_\_\_ is where we cook our meals.

- ✓ a) Kitchen
- b) Bathroom
- c) Bedroom

✓ 4. They went to the \_\_\_\_\_ to buy fresh vegetables.

- a) Park
- b) Cinema
- ✓ c) Market

✓ 5. I need a new \_\_\_\_\_ for the party tonight.  
a) Hat  
~~b~~ Dress  
c) Phone

✗ 6. The \_\_\_\_\_ explained the lesson clearly.  
a) Teacher  
~~b~~ Student  
c) Friend

✗ 7. She saw a \_\_\_\_\_ in the garden this morning.  
~~a~~ dog  
b) butterfly  
c) cat

✓ 8. The \_\_\_\_\_ has many interesting books to read.  
a) Hospital  
b) Restoran  
~~c~~ Library

✓ 9. He wears glasses to help him \_\_\_\_\_ better.  
~~a~~ See  
b) Hear  
c) Taste

✓ 10. They went for a walk in the \_\_\_\_\_ on a sunny day.  
a) Mall  
b) Library  
~~c~~ Park

## 2. Sample Answer Sheet of a Female Student

**VOCABULARY TEST**

Name: \_\_\_\_\_

Class: 2 A

B: 9  
S: 6

90%

**Guideline:**

- Read each sentence carefully.
- Choose the word that best fits the blank from the options provided for each item.
- Mark the correct answer in the space provided.

✓ 1. The \_\_\_\_\_ was parked outside the house.

- a) Book
- b) Dog
- ✓ Car

X 2. She put the letter in an \_\_\_\_\_ before mailing it.

- ✓ Pen
- b) Envelope
- c) Bag

✓ 3. The \_\_\_\_\_ is where we cook our meals.

- ✓ Kitchen
- b) Bathroom
- c) Bedroom

✓ 4. They went to the \_\_\_\_\_ to buy fresh vegetables.

- a) Park
- b) Cinema
- ✓ Market

- ✓ 5. I need a new \_\_\_\_\_ for the party tonight.
- a) Hat
  - ~~b) Dress~~
  - c) Phone
- ✓ 6. The \_\_\_\_\_ explained the lesson clearly.
- ~~a) Teacher~~
  - b) Student
  - c) Friend
- ✓ 7. She saw a \_\_\_\_\_ in the garden this morning.
- a) dog
  - ~~b) butterfly~~
  - c) cat
- ✓ 8. The \_\_\_\_\_ has many interesting books to read.
- a) Hospital
  - b) Restoran
  - ~~c) Library~~
- ✓ 9. He wears glasses to help him \_\_\_\_\_ better.
- ~~a) See~~
  - b) Hear
  - c) Taste
- ✓ 10. They went for a walk in the \_\_\_\_\_ on a sunny day.
- a) Mall
  - b) Library
  - ~~c) Park~~

## Appendix 6

## Sample of Student's Reading Comprehension Answer Sheet

## 1. Sample Answer Sheet of a Male Student

**READING COMPREHENSION TEST**

Nama: \_\_\_\_\_  
 Class: 2<sup>nd</sup> grade A

Benar: 9  
 Salah: 1

Guideline:

- Read each passage carefully.
- Choose the word or phrase that best answers each question based on the passage and mark your answer clearly.

90

**Passage 1**  
 Read the following text and answer questions 1 to 5.  
 My house has a beautiful garden. In the garden, there are many flowers and plants. There is a large pond in the middle of the garden. Around the pond, there are some benches where we can sit and enjoy the view. To the right of the pond, there is a small shed where we keep our gardening tools. The garden is surrounded by a white fence. I love spending time in the garden because it is peaceful and relaxing.

- ✓ 1. Where is the small shed located?
  - a. Near the pond
  - b. In the middle of the garden
  - ✗ To the right of the pond
- ✓ 2. How is the writer's garden?
  - ✗ It has many flowers and plants
  - b. It is very small
  - c. It is located inside the house
- ✓ 3. What is in the middle of the garden?
  - a. A white fence
  - ✗ A large pond
  - c. A small shed
- ✓ 4. Where can you find the benches?
  - ✗ Around the pond
  - b. Inside the small shed
  - c. Behind the white fence
- ✓ 5. Why does the writer love spending time in the garden?
  - a. Because it is full of flowers
  - b. Because it has a small shed
  - ✗ Because it is peaceful and relaxing

**Passage 2**

Read the following text and answer questions 6 to 10.

I enjoy collecting stamps from different countries. My collection includes stamps from the United States, Japan, France, and Brazil. Each stamp is unique and tells a story about its country of origin. The stamps from Japan are especially beautiful with their intricate designs and bright colors. I also have a special album where I keep my most prized stamps. Collecting stamps is a fascinating hobby that allows me to learn about different cultures and histories.

- ✓ 6. What kind of text is the text above?
- a. Recount
  - b. Descriptive
  - c. Narrative
- ✓ 7. The generic structure of the text is?
- a. Description – identification
  - b. Identification – description
  - c. Orientation – events – Reorientation
- ✓ 8. Which country is mentioned as having stamps with intricate designs and bright colors?
- a. United States
  - b. France
  - c. Japan
- ✓ 9. The sentence “Each stamp is unique and tells a story about its country of origin” is one of the..... of the text.
- a. Events
  - b. Identifications
  - c. Descriptions
- X 10. How does the writer feel about collecting stamps?
- a. It is a boring hobby
  - b. It is an expensive hobby
  - c. It is a fascinating hobby

## 2. Sample Answer Sheet of a Female Student

### READING COMPREHENSION TEST

Nama:

Class: 2 B

100

Guideline:

- Read each passage carefully.
- Choose the word or phrase that best answers each question based on the passage and mark your answer clearly.

#### Passage 1

Read the following text and answer questions 1 to 5.

My house has a beautiful garden. In the garden, there are many flowers and plants. There is a large pond in the middle of the garden. Around the pond, there are some benches where we can sit and enjoy the view. To the right of the pond, there is a small shed where we keep our gardening tools. The garden is surrounded by a white fence. I love spending time in the garden because it is peaceful and relaxing.

- ✓ 1. Where is the small shed located?
  - a. Near the pond
  - b. In the middle of the garden
  - ✓ c. To the right of the pond
- ✓ 2. How is the writer's garden?
  - ✓ a. It has many flowers and plants
  - b. It is very small
  - c. It is located inside the house
- ✓ 3. What is in the middle of the garden?
  - a. A white fence
  - ✓ b. A large pond
  - c. A small shed
- ✓ 4. Where can you find the benches?
  - ✓ a. Around the pond
  - b. Inside the small shed
  - c. Behind the white fence
- ✓ 5. Why does the writer love spending time in the garden?
  - a. Because it is full of flowers
  - b. Because it has a small shed
  - ✓ c. Because it is peaceful and relaxing

**Passage 2**

Read the following text and answer questions 6 to 10.

I enjoy collecting stamps from different countries. My collection includes stamps from the United States, Japan, France, and Brazil. Each stamp is unique and tells a story about its country of origin. The stamps from Japan are especially beautiful with their intricate designs and bright colors. I also have a special album where I keep my most prized stamps. Collecting stamps is a fascinating hobby that allows me to learn about different cultures and histories.

- ✓ 6. What kind of text is the text above?
- Recount
  - Descriptive
  - Narrative
- ✓ 7. The generic structure of the text is?
- Description – identification
  - Identification – description
  - Orientation – events – Reorientation
- ✓ 8. Which country is mentioned as having stamps with intricate designs and bright colors?
- United States
  - France
  - Japan
- ✓ 9. The sentence “Each stamp is unique and tells a story about its country of origin” is one of the..... of the text.
- Events
  - Identifications
  - Descriptions
- ✓ 10. How does the writer feel about collecting stamps?
- It is a boring hobby
  - It is an expensive hobby
  - It is a fascinating hobby

## Appendix 7 Students' Score Each Variables

No.	Students' Name	Vocabulary Mastery	Reading Comprehension
1	AT	7	8
2	CS	7	8
3	DN	9	10
4	DN	9	10
5	EA	5	5
6	FM	8	10
7	HM	7	7
8	IM	6	5
9	LA	7	8
10	LA	7	9
11	PM	8	9
12	RF	7	7
13	RR	6	6
14	S	8	8
15	S	7	6
16	SA	5	5
17	SDN	7	7
18	SK	7	8
19	SM	5	5
20	SN	7	6
21	SR	6	6
22	SS	8	9
23	SS	6	7
24	SY	6	7
25	TI	9	10

## Appendix 8

**Output of Researcher Data Analysis Using SPSS 26****1. The calculation Result of the Valid Question in Vocabulary Test**

<b>Item-Total Statistics</b>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	14,68	14,227	,480	,673
Item 2	14,52	14,927	,321	,691
Item 3	14,32	15,143	,418	,688
Item 4	14,44	15,090	,311	,693
Item 5	14,32	15,310	,352	,693
Item 6	14,36	15,240	,326	,693
Item 7	14,36	15,240	,326	,693
Item 8	14,44	14,590	,466	,679
Item 9	14,48	14,677	,412	,683
Item 10	14,48	14,343	,513	,673

**2. The calculation Result The Valid Question in Reading Test**

<b>Item-Total Statistics</b>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	15,56	11,840	,419	,674
Item 2	15,52	12,010	,384	,678
Item 3	15,36	12,323	,432	,680
Item 4	15,44	12,173	,386	,680
Item 5	15,36	12,323	,432	,680
Item 6	15,36	12,490	,358	,686
Item 7	15,40	12,333	,368	,683
Item 8	15,44	12,340	,325	,686
Item 9	15,52	12,010	,384	,678
Item 10	15,32	12,643	,366	,688

### 3. The Reliability Test Result Vocabulary and Reading

Name of variabel	Cronbach's Alpha	N of Items
Vocabulary Mastery	,712	10
Reading Comprehension	,700	10

### 4. The Result of Kolmogorof-Smirnov Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		21
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	75037073
Most Extreme Differences	Absolute	.113
	Positive	.089
	Negative	-.113
Test Statistic		.113
Asymp. Sig. (2-tailed)		.200 <sup>cd</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

### 5. The Result of linearity Test SPSS26

ANOVA Table				
			Sum of Squares	df
VOCABULARY* READING	Between Groups	(Combined)	54,960	4
		Linearity	54,647	1
		Deviation from Linearity	,313	3
Within Groups			13,200	20
Total			68,160	24

## 6. The Result of Hypothesis Test

<b>Correlations</b>			
		<b>VOCABULARY</b>	<b>READING</b>
<b>VOCABULARY</b>	Pearson Correlation	1	,895**
	Sig. (2-tailed)		,000
	N	25	25
<b>READING</b>	Pearson Correlation	,895**	1
	Sig. (2-tailed)	,000	
	N	25	25

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

Appendix 9

**Documentation at classroom**

