

**THE STUDY OF CORRELATION BETWEEN STUDENTS'
VOCABULARY MASTERY AND THEIR READING
COMPREHENSION AT EIGHTH GRADE
OF SMP NEGERI 34 MAKASSAR**

SKRIPSI

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul “*The Study of Correlation Between Students’ Vocabulary Mastery and Their Reading Comprehension At the Eighth Grade of SMP Negeri 34 Makassar*” beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko atau sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, September 2017

Yang membuat pernyataan

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ABSTRACT

SRI DAMAWIA. 2017. *“The Study of Correlation Between Students’ Vocabulary Mastery and Their Reading Comprehension At The Eighth Grade of SMP Negeri 34 Makassar”*. Skripsi English Education Departmet Faculty Of Teacher Training And Education, University Of Bosowa Makassar. Guided By, Dahlia D. Moelier And Rampeng.

The goal of this research is to find the objective condition from the correlation between students’ vocabulary mastery and their reading comprehension which was observed and analyzed from the eight students of SMP Negeri 34 Makassar. The population of the research are 225 students and 25 students were being objects of the research. All are from the eighth grade students of SMP Negeri 34 Makassar. This research was using descriptive method in the quantitative form by collecting the data from the documentations and observation.

All the data gained in this research was analyzed by using the formulation of Pearson Product Moment Correlation Coefficient. According to the result of the analysis and statical calculation, it is found that r_{xy} is 0.893 and r_t is 0.404 and 0.515 with the degree of freedom ($df=N-nr$) is 24. By comparing the values of r_{xy} and r_t , it can be got that r_{xy} is bigger that the statistic hypothesis states: If $r_o > r_t$ significance: there is correlation and H_1 accepted. If $r_o < r_t$ non signification: there is no correlation and H_1 id rejected and H_o is accepted. The result of hypothesis is r_{xy} bigger than r_t which means the alternative hypothesis is accepted. Based on this finding from this study, it can conclude that having more vocabulary or vocabulary mastery significantly affects the comprehension of the students reading activity.

Keywords: Correlation, Vocabulary Mastery, and Reading Comprehension.

ABSTRAK

SRI DAMAWIA. 2017. *“The Study of Correlation Between Students’ Vocabulary Mastery and Their Reading Comprehension At The Eighth Grade of SMP Negeri 34 Makassar”*. Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bosowa Makassar. Dibimbing oleh, Dahlia D.Moelier dan Rampeng.

Tujuan penelitian ini adalah untuk menemukan keadaan yang nyata dari hubungan kemampuan siswa dalam menguasai sejumlah kosa kata terhadap kemampuan mereka dalam memahami teks bacaan. Dalam penelitian ini ada 225 siswa sebagai populasi dan penulis mengambil 25 siswa sebagai sampel. Semuanya berasal dari siswa kelas delapan SMP Negeri 34 Makassar. Penelitian ini menggunakan metode descriptive dalam bentuk kuantitatif dengan mengumpulkan data dari berbagai dokumen dan dengan melakukan tes pada siswa.

Data yang didapatkan dari penelitian ini di analisis dengan menggunakan Pearson Product Moment Correlation Coefficient. Menurut hasil dari analisis dan perhitungan statistic di temukan r_{xy} adalah 0.893 dan r_t adalah 0.404 dan 0.515 dengan df adalah 24. Dengan membandingkan nilai r_{xy} dan nilai r_t diketahui bahwa r_{xy} ternyata lebih besar dengan r_t dan hipotesis mengatakan, jika r_o lebih besar dari r_t maka ada korelasi dan H_1 diterima. Jika r_o lebih kecil dari r_t maka artinya tidak ada hubungan dan H_1 ditolak dan H_o diterima. Dari hasil hipotesis r_{xy} ternyata lebih besar dari r_t , ini berarti hipotesis alternatif diterima. Berdasarkan penemuan dari penelitian ini, dapat disimpulkan bahwa memiliki sejumlah kosa kata akan sangat mempengaruhi kemampuan siswa dalam kegiatan membaca.

Kata Kunci: Correlation, Vocabulary Mastery, and Reading Comprehension

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CHAPTER I INTRODUCTION

This chapter was dealing with the background of study, explanation about the statement of problem, the objective of the research, the significant of the research, and the scope of the research.

A. Background

Reading is one of the important language skills. By reading, people may get a lot of information. The more he/she reads, the more information he/she will get. Reading makes someone smarter and creative. As stated by Laddo in Fajar Furqon (2013:68) reading forces the reader's brain cells to work on a regular basis as this will keep the reader shaper and smarter. Even though some information can be obtained without reading, for example by listening to teacher, radio, television etc, but by reading someone may get wider information than listening. For examples, someone who reads a newspaper will get more information than someone ho watches news on television. A reader can read the text again when he/she forgets or tries to get detailed information, while a listener cannot. This is supported by Willis in Furqon (2013:68) who states that by reading, someone can find the information he/she needs specific information.

In order to gain specific information, students at school should be taught how to read effectively and efficiently, such as making prediction about what will happen Klingner, Vaughn and Boardman in Furqon (2013:68).

Another way to help the students to understand the text without knowing all the vocabulary in the text is by finding key words. It is in line with Lehr and Osborn in Furqon (2013:69) who explain that to understand a text, we need to find the key words of the text. By doing this strategy, students can cover their vocabulary weaknesses since vocabulary knowledge is one of the major factors that influence reading comprehension Roehrig and Guo in Furqon (2013:69).

It is real that reading is not only getting information in life and a good habitual activity or individually in life but also reading can make the readers involve when they read the writer's idea. Moreover, reading can be useful for communication with other people. For example, if students have letter or email they can read by themselves to understand what the writer's write. That's why, reading is also called the window of world and knowledge.

Reading comprehension and vocabulary mastery have a strong relationship. It is in line with Sedita in Furqon (2013:69) who state that vocabulary knowledge is crucial in reading comprehension and determining how well students in comprehend the texts. In the regard to this matter, this study attempts to find out the ability of students' reading comprehension, students' vocabulary mastery and the correlation between students' reading comprehension and their vocabulary mastery.

After knowing the correlation, teachers are expected to be able to choose appropriate strategies to teach their students. This study is also

expected to give significant contribution to others, especially English teachers and future researchers. When the teacher knows the correlation between vocabulary mastery and reading comprehension, it may help them to figure out some appropriate strategies in order to help their students to comprehend the texts.

Based on the reality above, the researcher is motivated and interested to carry out a research under the title "The study of Correlation between Students' Vocabulary Mastery and Their Reading Comprehension at the Second Grade of SMP Negeri 34 Makassar.

B. The Research Question

Based on the background, the writer formulated the research questions as follows: "Is there any significant correlation between the students' vocabulary mastery and their reading comprehension"?

C. The Objective of the Research

Based on the Research question, the objective of this research is to know: whether or not there is a significant correlation between the students' vocabulary mastery and their reading comprehension.

D. The Significance of the Research

The research gave some useful information about vocabulary achievement and reading comprehension achievement. This research also presented the description and correlation between the mastery of

vocabulary and the ability of reading comprehension among the second grade students of SMP Negeri 34 Makassar.

Hopefully, the result of this study was useful for students, teachers, and all the readers. The result will be used for the following:

1. For the students

By learning reading comprehension, the students can take some information to identify their problem in mastering both vocabulary and reading comprehension. Furthermore, they can also increase their ability in vocabulary and reading comprehension.

2. For the teachers

This research is expected to provide students with the information about vocabulary and reading comprehension, in which the teachers will help their students when facing some problems in mastering both of them. English teachers can use the result of the study as a feedback on teaching reading activities so that the objectives of the English teaching program (especially reading goals) can be achieved.

3. For the readers

It is expected by reading the reader will have no find any difficulties in understanding the vocabulary mastery and reading comprehension.

E. The Scope of the Research

This research was restricted in the study of correlation between students' ability of vocabulary mastery and reading comprehension at the second grade students of SMP Negeri 34 Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer tried to explain about some previous finding, vocabulary as one of the language components, the mastery of vocabulary, reading as one of the language skill, the correlation between vocabulary and reading comprehension and the last hypothesis.

A. Some Previous Related Research Finding

Some previous research findings about correlation between students' vocabulary mastery and reading comprehension as follow:

Hirsch in Furqon (2013:72) stated the correlation between reading comprehension and vocabulary mastery has been discussed by many experts. He found that knowing at least 90 percent of the words of a text enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar words mean, which will help them learn new words.

Dewi Ratnawati (2006:30) defines the benefits of mastering vocabulary and reading comprehension. It is beneficial for English learners to master vocabulary and reading comprehension. With their mastery of vocabulary and reading comprehension, learners will be able to catch the message of the text they read. They also can understand scientific books written in English to get information and advancement because reading comprehension is a bridge to understanding scientific books written in

English either obtain information and advancement or to enjoy them or just for relaxation.

Lilik Wahyuningsih (2015:8) concluded that vocabulary mastery are important in learning foreign language. Vocabulary mastery helps the students to comprehend the text. To solve the problem in comprehending the text the students should master vocabulary. The researcher also found that most students were still weak not only in vocabulary mastery but also in reading comprehension. For example in using synonym, antonym and meaning based on the context, it is provided that the students cannot find the topic sentences and main idea based on the text.

Roehrig and Guo in Forqon (2013:72) explain that vocabulary knowledge is one the major factors that influence reading comprehension. It is also supported by Sedia (2005) who states that vocabulary knowledge is crucial in reading comprehension and determining how good the students are in comprehending the texts.

Based on the statement above, the researcher concluded that the research findings indicated that vocabulary mastery is very support the students in reading and there was a significant of correlation between students vocabulary mastery and their reading comprehension.

B. Vocabulary as One of the Language Component

1. The Definition of Vocabulary

Vocabulary refers to the words we know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading

vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

Vocabulary is one of the important things in language learning besides sound, and grammar. Teachers and text book writers have interpreted the meaning of vocabulary in different points of view. The definitions have similarities and differences to each other. It is good to look at some definitions that have been described as vocabulary.

David Grambs said that “vocabulary is a list of words usually defined and alphabetized as a dictionary or specialized glossary complete word stock of a language. Meanwhile Harnes said that ‘ vocabulary is more than merely a list of words. The words which express meaning but meanings are a slippery concept. Some words may appear to be simple to refer to one thing and therefore easy to teach, but some words may also difficult to teach because their meaning may change depends on the words they are attached with.

Preece in Dewi (2006:9) claims that “vocabulary ” means a list of words with their meanings, glossary, some of words used in language or particular books or a branch of science.

Charles in Dewi Ratnawati (2006:9) has different definition about vocabulary, he said “vocabulary as a stock or supply of words that a person uses or understands even if he does not use them in oral or written communication or in reading”.

Harimurti Kridalaksana defines " vocabulary is a component of a language maintaining all of information about meaning and using words in a language.

According to Nation & Newton in Furqon (2013:71) vocabulary is knowledge of words and word meanings. Actually vocabulary is more complex, vocabulary mastery is not only knowing the words and its meanings, but also knowing about how the words sound and how the words are used in the context. It is according to Miller & Gildea in Furqon (2013:71) that knowing a word by sight and sound and knowing its dictionary definition are not the same as knowing how to use the word correctly and understanding it when it is heard or seen in various context.

Building up a useful vocabulary is central to the learning of a foreign language at primary level Camero in Furqon (2013:71). Someone who has a lot of vocabulary of foreign language, she/he could learn language easily. Since vocabulary is all about words, and good mastery of vocabulary helps someone understand language. It is supported by Wallace in Furqon (2013:71) who says that vocabulary is one of the most important parts of languages, because when speaking a language, the speakers need several words to convey ideas. Therefore, people can understand what the speakers mean. When a learner intends to learn foreign language, she/he has to learn the vocabulary of the foreign language first.

Wallace in Furqon (2013:71) mentions two main reasons about the importance of vocabulary.

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

Furthermore, Lehr & Osborn in Furqon (2013:72) explain two kinds of vocabulary description as follow.

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

- a. Oral vocabulary includes the words that are recognized and used in listening and speaking.
- b. Print vocabulary includes the words that are recognized and used in reading and writing.

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

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

Furthermore, knowing and understanding words mean knowing their "form" (how they sounds, how they spelt, grammatical change that could

be made to them), their “meaning” (their conceptual contact, and how they relate to other words and in particular types of language use Cameron in Furqon (2013:72).

From the statements above the writer concluded that vocabulary is a list or a series of words that is used to express the idea or in other meaning it is used for general communication.

2. The Types of Vocabulary

Here are listed in order of most limited:

a. Reading Vocabulary

A person’s reading vocabulary is all the words he/she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three.

b. Listening Vocabulary

A person’s listening vocabulary is all the words he/she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

c. Writing Vocabulary

A person’s writing vocabulary is all the words he/she can employ in writing contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

d. Speaking Vocabulary

A person’s speaking vocabulary is all the words he/she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words

are often misused. This misuse-though slight and unintentional-may be compensated by facial expressions, tone of voice, or hand gestures.

e. **Focal Vocabulary**

“focal vocabulary” is a specialized set of terms and distinctions that is particularly important to a certain group: those with particular focuses of experience or activity. A lexicon, or vocabulary, is a language’s dictionary, its set of names for things, events, and ideas. Some linguists believe that lexicon influence people’s perception on things the Sapir-Whorf hypothesis. For example, the Nuer of Sudan have an elaborate vocabulary to describe cattle. The Nuer has dozens of names for cattle because of the cattle’s particular histories, economies, and environments.

f. **Vocabulary Growth**

Initially, in the infancy phase, vocabulary growth requires no effort. Infants hear words and mimic them, eventually associating them with objects and actions. This is the listening vocabulary. The speaking vocabulary follows, as a child’s thoughts become more reliant on its ability to express itself without gestures and more sounds. Once the reading and writing vocabularies are attained through questions and education- the anomalies and irregularities of language can be discovered.

3. The Teaching of Vocabulary

Teaching vocabulary to adolescents is different from teaching vocabulary to children because adolescents have wider knowledge than

children. In teaching vocabulary at junior high a teacher must choose some techniques which are related to the topic and curriculum.

There are many techniques that can be used by the teacher to teach vocabulary. As it is said by Nation that some techniques in teaching vocabulary are by demonstration, by explanation, by description and playing games.

When students come across a new word, they are likely to be interested in learning other related words and what they do presents a natural opportunity for vocabulary development Dulay in Dewi (2006:15). Of course, it happens only for adolescent because they have more experience in learning vocabulary before. They must have heard or seen something which makes easier for them to encode or decode the words or the terms in the language, but it does not mean that adolescent cannot learn a foreign language by studying the grammar, pronunciation and accent, as the fact shows that some do the best. But, while some adults have very high levels of proficiency rather than the rule Dulay in Furqon (2006:15).

Since the teacher is teach a group of adolescent students who are mostly learning English and can speak to native speaker when they visit Britain, the teacher has to teach them common greeting which need specific vocabulary Wallace in Dewi (2006:15). The teacher does not tell the students what they are going to learn. The students have to guess the meaning.

Teaching English, especially teaching vocabulary, needs a relevant technique, so a teacher can use one of the technique which has to be applied basically in classroom repetition, individual repetition and group to group competitive playing which are enjoyable for students Wallace in Dewi (2006:15).

4. The aspect of vocabulary teaching

Colier-Macmillan in Dewi (2006:13) says that many of the words have more than one meaning. Since this kind of ambiguity is one of the great difficulties in English vocabulary, she can see the reason to disguise the feature of the language by specifying one on the other usage of the word in the list.

In the teaching vocabulary, the teacher has to explain clearly to the students on how to know the meaning of words in content words: it is based on many aspects.

The principles of modifications are :

- a. Function words were eliminated.
- b. Sets of common items have been filed out, where or not all words satisfied statistical requirements.
- c. New items have been added and old fashioned or inappropriate one delayed.
- d. It was assumed that students would recognize and understand words regularly formed from base words on the list. A so many words in earlier list could be eliminated being automatically covered.

- e. Numerals, days of the week, and month of the year have to eliminate from the word list.

Students' memory is very important. They can write down words whenever they hear or see the new vocabulary by dividing them according to letters of the alphabet on their own dictionary. The easiest way to learn vocabulary is by dividing into families, groups and sets.

According to Collier Macmillan in Dewi (2006:13), there are many steps that can be given to students in improving their vocabulary:

- a. Write the word and its definition often just for practice.
- b. Say the word and learn to pronounce it correctly by using the pronunciation clues in the dictionary.
- c. Try to learn the word and its meaning the first time you see it.
- d. Use the index card to study vocabulary. Write the word on one side and its definition in other side.
- e. Make up a sentence you understand using the word.
- f. To change the ending of the word, try to make it plural, try to change the tense, and try to improve.
- g. Use the word when you talk in the class, on the job or at home. Make sure you can pronounce the word correctly.
- h. Use the word whenever you can in your writing assignments.
- i. Say the word and its meaning over and over again in your mind.
- j. Do not learn long lists of new words each day for several days so that you can learn repeating.

C. The Vocabulary Mastery

Webster says that mastery is in act, found when something impersonal is involved Webster in Dewi (2006:16). According to Hornby in Dewi (2006;16) that mastery is complete control of knowledge. In addition, Flexner in the random house dictionary of the English language says that mastery deals with command or grapes, as of a subject Flexner in Dewi (2006:16).

The mastery of language according to Fries as quoted by Jannah in Dewi (2006:17) is meant as the ability to use or understand "all the words" of the language. She also says that the mastery of vocabulary of a foreign language is also bound by our actual experience.

She concluded from the previous information and interpretation about the vocabulary mastery can be developed naturally following his growth of experience and progress in education. The teacher can only stimulate the learners, progress by giving the suitable material and guidance.

As the writer said, her investigation deals with mastery of vocabulary, thus it deals with the ability to know the meanings of certain vocabulary items and their usage in certain context to express ideas, opinion, and feelings in communication. Vocabulary mastery is people's ability to use or to understand words of language that they have learned in certain situations which they really have experienced in their lives.

D. Reading as one of the Language Skills

Reading is one important skill in learning a language. It is also a means of recreation and enjoyment. At the same time it enlarges knowledge and improves the technological achievement.

In order to develop reading skill it is necessary to read many kinds of reading materials. Students should not only develop their reading skill through formal education and assignment in various school textbook, but they also should read fiction, free reading books, newspapers and magazines.

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

The goal of reading for Indonesian students is to understand or comprehend the material of the test because reading comprehension is a bridge to understanding scientific books they read. The ability of students in reading is very important because by having the ability to read, they will be able to improving their knowledge. Rauch and Weinstein consider that reading is a key to success for anyone who wants to be an educated person in Dewi Ratnawati (2006:18).

1. The Definition of Reading

There are a lot of definitions of reading. Scientists give definitions about reading. According to Bond In Suci (2015:16) Reading is the ability to draw meaning from the printed page and interpret this information appropriately.

According to Patel and Jain In Suci (2015:16) Reading is an active process which consists of recognition and comprehension skill, an important skill activity in life with which one can update his/her knowledge, and important tool for academic success.

According to Bond, Pinker and Wasson in Dewi Ratnawati, (2006:18) that in our world, reading more will provide more information and it makes our knowledge become increasingly in great numbers. Many experts have differently defined the word reading. According to Grellet in Fajar Furqon (2006:69) reading is meaning and extracting information from written texts. It means reading requires some abilities to extract information from a text and to construct new understanding. Gay in Fuqon (2006:69) states that reading is the recognition of printed or written symbol that serve as stimuli to recall meanings. It shows that reading requires the ability to recognize symbol or printed words and to construct a meaning from a text.

However, according to Klingner, Vaughn and Boardman in Furqon (2013:69) reading is a process of constructing meaning that can be achieved through dynamic instruction among the following aspects : the reader's prior knowledge, the information suggested by the text, and the

context of the reading situation. It is also supported by McEntire in Furqon (2013:70) who defines reading as a constructive process which the prior knowledge and experience affects the reader's comprehension of the text. It seems that the prior knowledge and experience are important to get proper understanding of the information in a text. Appropriate comprehension is possible to obtain as the content of the text is close to the reader's prior knowledge. For example, a doctor who reads a medical article find it better in comprehending the text than the farmer.

Furthermore, Grabe & Stoller in Furqon (2013:70) state that the idea of reading is also to do with purpose, experiences, strategies, skills, and even attitude towards reading. It means that reading facilitates a writer to share knowledge, ideas and feelings with reader, where both of them have their own language patterns and experiences. It indicates that reading is not only getting messages from a text, but also utilizing the reading purpose and strategies to do with.

2. The Aims of Reading

A person may read for many purpose, and that purpose helps understand more what is read by people. If he is reading for pleasure or reading for pure refraction and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if he is reading for study or information such news, science or some line, which are part of his study or assignment it does very slowly and carefully. And generally the aim of reading is to find some information from the text.

As we know that the purpose of reading is the learner understands to written language. In other words, how the learner get the message from the writer's symbols. One of the most important tasks of the reader is to dig out and find out what the writer would like to say.

According to Anderson in Irwan (2010:7) there are seven aims of reading, reading for details and facts, reading for main ideas, reading for sequence of organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of context.

- a. Reading for details and facts: reading to know what is done by the subject of the story.
- b. Reading for main ideas: reading to get the problem statement.
- c. Reading for sequence of organization: reading to know each part of the story.
- d. Reading for inference: reading to know what is the writer mean by its story.
- e. Reading for classifying: reading to find unusual things.
- f. Reading for evaluating: reading to know the value of the story.
- g. Reading for comparing or context: reading to compare the way of the story from the way life of the reader.

Another author said that the aim of reading is:

- a. Reading to search for simple information.
- b. Reading to skim quickly.
- c. Reading to learn from texts.

- d. Reading to integrate information.
- e. Reading to writer (of search for information needed for writing).
- f. Reading to critique texts.
- g. Reading for general comprehension.

Different authorities suggest purpose of reading here are the categories:

Finding main ideas, finding supporting detail, grasping the author's plan of organization, following the sequence of even or thoughts and critically appraising the author's work.

Meanwhile Lester and Alice Crow classified two general purpose. There purpose include: leisure time reading and more serious reading.

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

The above statements give us a clear explanation that the purpose or aim of reading is not only to understand word by word, sentence by sentence or by paragraph but also to understand and find the ideas written by the author.

3. Types of Reading

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

a. Intensive Reading:

Intensive reading means reading shorter texts to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. It is use to gaining a deep understanding of a text, which is important for the reader. The process of scanning takes a more prominent role here than skimming; Reader is trying to absorb all the information given, example: Reading dosage instruction for medicine.

b. Extensive Reading:

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

So if a person wants to write an address, phone number, a date or a book over paragraph in other to locate a special piece of information is called scanning but if he reads all the passage in other to know about what it deals about his reading is called skimming. In skimming a reader ask him what the text is talked about. He moves his eyes quickly over the text, looking especially at the main title, the beginning and the end, and the first sentence of paragraph. In scanning the reader must ask himself. Whether or not the text contains what he is looking for and if any, he must find

where is located, He moves also his eyes more or less quickly over the text for specific items.

4. Reading comprehension

Grabe & Stoller in Furqon (2013:70) define comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. It suggests that comprehension is achieved when a reader successfully extracts the useful knowledge from a text and constructs it into a new understanding of their own. Furthermore Day and Park in Fajar Furqon (2013:70) also propose several types of comprehension, as follows.

- a. Literal comprehension is to have a straightforward understanding meaning of a text, such as vocabularies and facts, which is not explicated in that text.
- b. Inferential comprehension is to conclude information from a text and build new information which is not explicitly stated in text.
- c. Reorganization is rearranging information from various parts of text in order to get new information.
- d. Predictive comprehension is integrating reader's understanding of a text and their own knowledge about that text in order to determine what might happen next or after it is finished.
- e. Evaluative comprehension is like inferential comprehension, the difference is that evaluative comprehension requires reader's

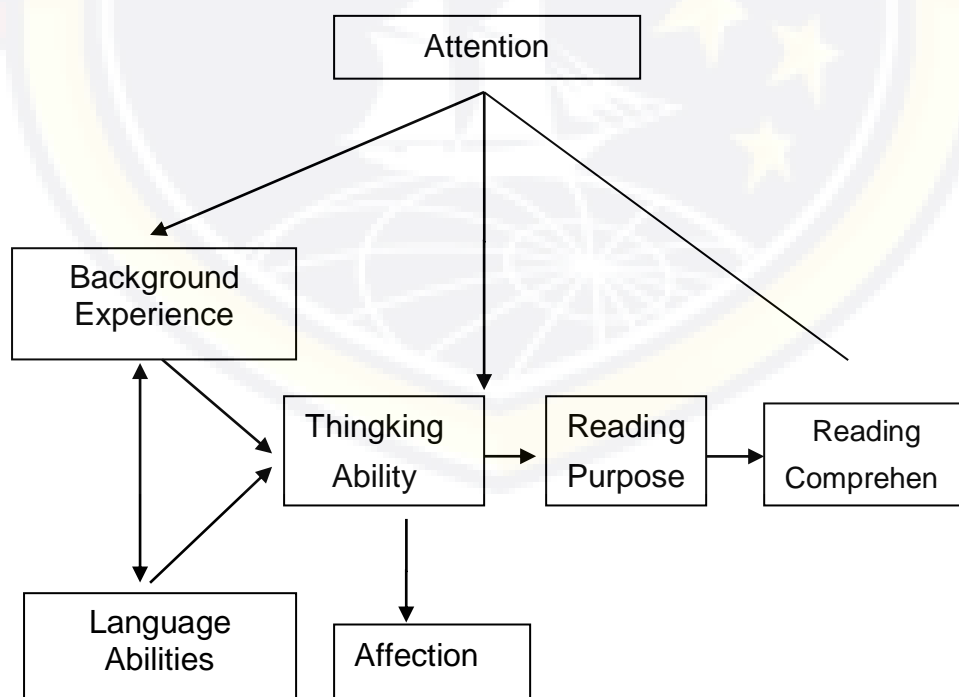
comprehension judgment about some aspects in a text and ability to redevelop an understanding by using related issues.

- f. Appreciative or personal comprehension is reading in order to gain an emotional or other value response from a text, and it demands reader to respond a text also with their feelings.

From the definition above, reading comprehension refers to the understanding of what has been read. Comprehension is a thinking process that depends not only on the comprehension skills but also on the readers' experience and background knowledge.

5. Reading process

In the process of reading, there are some factors which influence reading comprehension. A diagram drawn below is used how these factors influence reading comprehension. A diagram drawn below is used to show how these factors influence reading comprehension.



Harris in Dewi (2006:22)

From the afore – going diagram, we notice that the factors which influence reading comprehension are:

a. Attention

Attention is an activity whereas the reader tries to pay attention on what the reader is reading.

b. Background experience

Dewi said that reading is actually the activity of relating something we do not know to something we have already known. Therefore, the previous experience of the reader is very important in anticipating the author's message. Helman says that previous language experience is probably most important as it relates to the specific task called reading Helman in Dewi (2006:23).

This idea is confirmed by Harris who says that the ability to reconstruct meaning from printed page, including various kind of skills and style the writer has, is based on the reader's previous experience with a topic, his familiarity with key concepts and his knowledge of how language works Harris in Dewi (2006:23). So, good readers must have the ability to relate the text to their own background knowledge efficiently.

Take for example, a child who often experience to go to the zoo and observes the animals there will have better comprehension when they come to reading a passage about zoo compared to those who have never done such a thing. Comprehension, than is personal. The achievement will

not be the same for all the students although they are taught in the same class, by the same teacher, using the same material and technique.

c. Language Abilities

Reading and language are two things that cannot be separated because reading is one of the skills in learning a language. When child learns to read, at the same time he learns a language. If his knowledge about the language is good, it is assumed that his in reading will be good too. The language abilities of a student in using a language. It includes the ability to understand the structure underlying the passage and vocabulary of the language he learns.

d. Thinking Abilities

Thinking ability refers to the students' ability to link their new experience. Burn says, reading is a thinking process Burn in Dewi (2006:24).

Readers should think in the act of recognizing world. Teachers in class can develop the students' ability in thinking by giving them appropriate questions to comprehend. The question should be good enough so that the students are not asked to quote parts of the passage only but they must be concerned with the main ideas and understand the purpose of the author.

e. Reading purpose

Grellet in Dewi (2006:24) mentions two main purpose for reading comprehension are:

- 1) Reading for pleasure
- 2) Reading for information (in order to find out something or in order to do something with the information obtained).

It is important to judge the purpose of reading because it will influence us in choosing the technique. Kustaryo, in his book, reading Technique for college students, says reading technique play an important role in understanding reading materials' Kustaryo in Dewi, (2006:25).

a. Skimming

Skimming is a useful skill to be applied in reading Nuttal & Christine in Dewi (2006:25). William says that skimming is the ability to read a text quickly in order to find the general idea or the gist of the text, William in Dewi (2006:25). One reading type, by exploring the reading text quickly, in orders the reader can take the main ideas. A skimming reader can take the main ideas quickly by collecting words, phrase and main sentences.

There are many reasons of skimming readings:

- 1) To find a piece of special information in the paragraph, quotation or reverence.
- 2) To take the main ideas and the important items from the text quickly.
- 3) To make the usage the time exactly, because the reader is very busy and has no time.

By these techniques, a reader moves his eyes quickly over a text to get the gist of it.

b. Scanning

Scanning is the ability to read a text quickly in order to find specific information, William in Dewi (2006:25). Scanning means a technique of flashback in 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 word, the researcher 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 out something that the she want, for instance, indexes, table of contents, telephone book page or dictionary.

The researcher can take scanning to find an art or a next concept, which the researcher wants to read carefully. The ability in scanning is very useful, the teacher has to teach this students. Burneister in Dewi (2006:26).

The researcher concludes that scanning is a way of reading in which readers quickly go through a text to find a particular piece of information.

c. Extensive reading

In extensive reading, readers usually face a languor text. The purpose of using different types of reading is for one's own pleasure. In reading, one needs a total understanding of the writing.

d. Intensive reading

Intensive reading is reading for detail. It usually has a shorter text. A reader usually wants to get some specific information. These different ways of reading are not mutually exclusive. For example, one often skim through a passage to see what it is about before deciding whether a particular paragraph is worth scanning for the information he is looking for.

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 feeling will influence the result of the comprehension.

In the process of reading, Haris state that reading involves both visual and non visual information. Visual refers to the use of eyes to pick up the written words that are transmitted to the knowledge of how language works to the reading act, Haris in Dewi (2006:27).

6. The principles of teaching Reading.

According the principles for teaching of reading, William in Dewi (2013: 27-29) makes a very good list called " Top Ten Principles For Teaching Reading".

- a. In the absence of interesting texts, very little is possible.

It is true that interest is important but it always happens that finding our interesting text for all students and preferably also for the teacher is very difficult. It is the teacher's task to use any aspect of the text to arouse the students' interest.

- b. The primary activity of a reading lesson should be learners reading texts.

This principle is very important to remind the teacher who often interrupts the students' reading activity and mixes it with others.

- c. Growth in language ability as an essential part of the development of reading ability.

This means that knowledge of language is necessary for learning reading. Otherwise, the students will not develop. In fact, the development of reading abilities and that of language knowledge are interdependent.

- d. Classroom procedure should reflect the purposeful, task-based, interactive nature of real reading.

Teaching reading should encourage the students to have a purpose when reading a text and make a dialogue with the writer through the text in order to achieve their purpose. The students should become active and passive readers.

- e. Teachers must learn to be quiet: all too often, teachers interfere with and so impede their learners' reading development by being dominant and by talking too much.

This principle reminds the teachers who dominate the reading lesson by talking about the text to the students instead of asking them to read it.

f. Exercise types should, as far as possible, approximate to cognitive reality.

The main point here is the teacher should identify how an efficient reader uses different skills for different purpose of reading, and then she/he makes the students aware of and develop their reading skills.

g. A learner will not become a proficient reader simply by attending a reading course or working through a reading textbook.

The time available for reading in the classroom is very limited and not enough for developing the students' reading skills. Therefore, extensive must be encouraged.

h. A reader contributes meaning to a text.

The students have to be trained to use relevant background knowledge efficiently when reading a text so that they do not only rely on the printed stimuli.

i. Progress in reading requires learners to use their ears, as their eyes.

This principles encourages the teacher to ask the students to manipulate the "Silent Super-Segmental" in the text in order to understand the text better. Therefore while the students are reading silently, it might be useful for them to listen to their teacher reading aloud or to the tape.

j. Using a text does not necessarily equal teaching reading.

This principles reminds the teacher that a text can be used for many purpose, e.g. for teaching grammar or vocabulary. Hence the text is not used for teaching reading. The teacher must be aware of this and know the difference between using a text for teaching reading and using a text for other purpose.

The researcher said that to know the principle of teaching language is very important, so the teachers must be to remind and to use it in process learning English.

E. The correlation between vocabulary mastery and reading comprehension

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

Vocabulary and reading cannot separate, because both of them relate to each other. As the writer explains before, by having and mastering vocabulary we will know the meaning of vocabulary in the context. It can also help to avoid making mistake in understanding. Vocabulary is very important to reading comprehension. Readers cannot

understand what they are reading without knowing what most of the word mean. As the children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary.

Reading involves much more than word recognition, the ability to recognize the sound and meaning of the printed symbol is basic to the reading process.

One reason why many children find reading in some subject fields difficult because of their lack of vocabulary. Whereas in fact vocabulary in the most important thing in reading skill. Most of us if we find the difficult word, we still just continue our reading in the hope that the word we read is not really important or that it's meaning will become clear later on. But sometimes the word that we passed usually as the key of our reading and understanding. We cannot catch and grasp the idea from our reading as well as possible. So looking up the difficult of words in dictionary is better for us. But the skilful readers understand as he read.

The correlation between vocabulary mastery ad reading comprehensions has been discussed by many experts. Hirsch in Furqon (2013:72) found that knowing at least 90 percent of the words of a text enables the reader to get the main idea from the reading and guess correctly what many of the unfamiliar word mean, which will help them learn new words. Yildirim, Yildiz and Ates in Furqon (2013:72) found that there was a significant correlation between vocabulary mastery and comprehending expository texts as well as vocabulary and comprehending

narrative text. The findings also show that vocabulary is a predictor of comprehending narrative and expository texts.

Roehrig and Guo in Furqon (2013:72) explain that vocabulary knowledge is one of the major factors that influence reading comprehension. It is also supported by Sedita in Furqon (2013;73) who state that vocabulary knowledge is crucial in reading comprehension and determining how good the students are in comprehending the texts.

F. Conceptual Framework

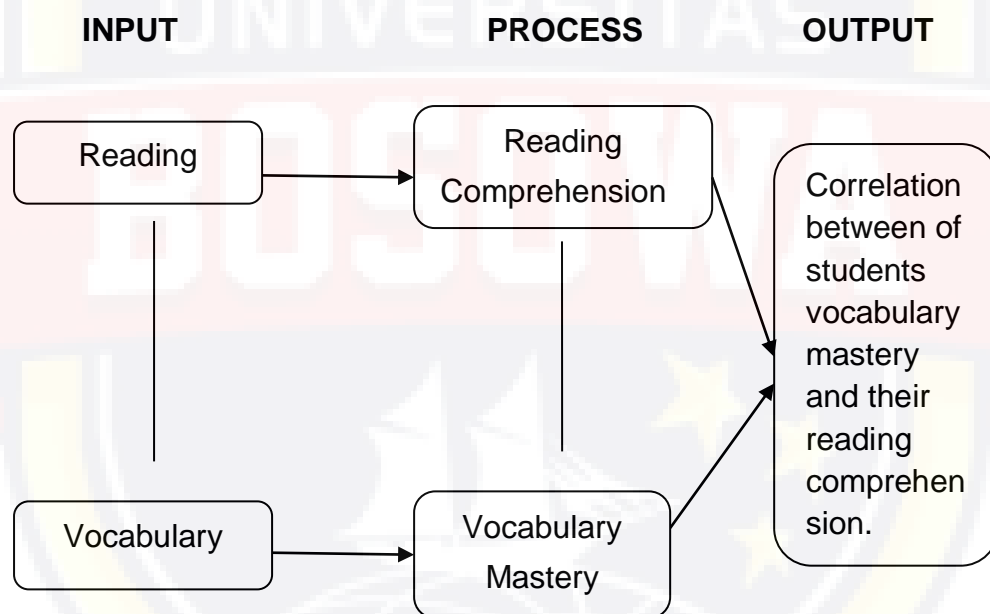


Figure 2.1 conceptual framework

In the diagram above it is classified that input includes reading and vocabulary, then process by giving test of reading comprehension and vocabulary mastery, after that output is the correlation between of vocabulary mastery and their reading comprehension.

G. Hypothesis

This research presents the hypothesis: The study of correlation between students' vocabulary mastery and their reading comprehension at the eighth grade of SMPN 34 MAKASSAR.

H_0 : there is no significance of correlation between students' vocabulary mastery and their reading comprehension.

H_1 : there is significance of correlation between students' vocabulary mastery and their reading comprehension.



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CHAPTER III

RESEARCH METHOD

This chapter would present with location of the research, research design, variables and operational definitions, population and sample, research instrument, procedure of collecting data, and technique of data analysis.

A. Location of the Research

The location of this research would be conducted at the eighth grade students of SMPN 34 Makassar at Jln. Terpedo 3 Mannuruki Daya.

B. Research Design

The method employed in this research is descriptive method, it aimed at giving descriptive about correlation study on students vocabulary mastery and students reading comprehension.

Descriptive research, also referred to as survey research, determines and describes the way things are. It involves collecting data to test hypothesis or to answer questions about people's opinion on some topic or issue Gay (2006:159).

C. Variables and Indicators

1. Variables

Operational definition is a demonstration of a process such as a variables, term, or object in terms of the specific process or set of

validation tests used to determine its presence and quantity. Meanwhile, Hatch and Farhady explains that variable can be defined as an attribute of a person or of an object which 'varies' from person to person or from object to object.

Based on the quotation above, the operational definition of variables as follows:

a. Independent variables

Independent variable is the major variable which is hoped to investigate. It is the variables which is selected, manipulated, and measured by the research. Independent variable of this research is the vocabulary mastery. The researcher will test them to use total number of words mastered of know by students.

b. Dependent variables

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this is the reading comprehension. The researcher takes reading comprehension test by giving a passage followed by reading comprehension question.

2. Indicators

a. The indicators of the students vocabulary mastery are the students knowledge of noun, adjective, and verb.

b. The indicators of the student's vocabulary mastery are the student's knowledge of noun, adjective, and verb.

D. Population and sample

1. Population

The population of the research was the second year students of SMPN 34 MAKASSAR 2017/2018 academic year. There are nine classes, consisting of 25-27 students of each class, so the total amounts of students are 225 students.

2. Sample

In this research, the writer was taken sample of Class VIII-1 of SMPN 34 Makassar which consists of 25 students. The sample was chosen by using a Random sampling technique.

According to Gay (2006:101), Random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample.

E. Instrument of the Research

There are two kind instruments in this research, vocabulary test and reading comprehension test. Vocabulary test covers the test of knowing the students knowledge of noun, adjective, and verb. Reading comprehension test deals with test to find the main idea and recognizing the sequences after reading a text that will be given by the researcher.

Vocabulary test and reading comprehension test are also to finding out the correlation between the students' vocabulary mastery and their reading comprehension.

F. Procedure of Collecting data

The test was conducted in SMPN 34 MAKASSAR. The totals of respondents are 25 students. The data is collected through the following procedures, namely:

1. The writer would present/explain about vocabulary, types, especially noun, adjective, and verb.
2. The writer was given the vocabulary test by multiple choice then the meaning.
3. The witer was given the reading test to know the students reading comprehension by giving a text and ask the students what is the main idea and the sequences.

G. Technique of Data Analysis

This study deals with the purpose of knowing the correlation between the students vocabulary mastery and their reading comprehension at the Eighth grade students of SMPN 34 Makassar.

1. The classification of the students score:
 - a. Score 9. 6-10 is classified as excellent
 - b. Score 8. 6-9.5 is classified as very good
 - c. Score 7. 6-8.5 is classified as good

- d. Score 6. 6-7.5 is classified as fairly good
- e. Score 5. 6-6.5 is classified as fair
- f. Score 3. 6-5.5 is classified as poor
- g. Score 0. 0-3.5 is classified as very poor.

(Sudjana in Yusriani, 2015:28)

- 2. To find out the mean score of the students test, the researcher used the formula:

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

Where :

\bar{x} = Mean score

$\sum x$ = Total Score

N = The Number of students

(Gay, 2006:320)

- 3. The result of the data between students vocabulary score and reading comprehension are analyzed by using Person's Product Moment for correlation coefficient.

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

Where:

N : The number of respondent

X : The student's score in vocabulary

Y : The student's score in reading

ΣX : The sum of vocabulary scores

ΣY : The sum of reading scores

ΣX^2 : The sum of squares of vocabulary scores

ΣY^2 : The sum of squares of reading scores

$(\Sigma X)^2$: The squares of the sum of vocabulary scores

$(\Sigma Y)^2$: The squares of the sum of reading scores

ΣXY : The sum multiplication of vocabulary scores and reading scores

CHAPTER IV FINDINGS AND DISCUSSION

This chapter consists of two sections: the finding of the research and the discussion of the research.

A. Findings

This section presented the answer of research questions. Those were students vocabulary mastery in (noun, adjective, verb) and, students reading comprehension in main idea and recognizing the sequences and the correlation both of them.

1. The Students Vocabulary Mastery

In accordance with the categorization, the students' scores of vocabulary mastery can be seen in the following table.

Table 4.1: The frequency and score of students vocabulary mastery of the Eighth Grade of SMP Negeri 34 Makassar.

| Classification | Frequency | Score |
|----------------|-----------|---------|
| Excellent | 3 | 9.6-10 |
| Very good | 8 | 8.6-9.5 |
| Good | 9 | 7.6-8.5 |
| Fairly good | 4 | 6.6-7.5 |
| Fair | 1 | 5.6-6.5 |
| Poor | - | 3.6-5.5 |
| Very poor | - | 0,0-3.5 |
| Total | 25 | - |

Based on data analysis, it was found that the students vocabulary mastery was good. It is indicated that mean score 7.32. The writer found the students still difficult to remember the meaning of the words.

Table 4.2: Mean Score of the Students Vocabulary Mastery

| Variable | Mean score |
|--|------------|
| The students' vocabulary mastery (verb, noun, adjective) | 7.32 |

Vocabulary test consisted of 10 numbers of multiple choice for analyzing the students vocabulary mastery in (verb, noun, adjective). After analyzing the data, the students vocabulary mastery on vocabulary test at the Eighth Grade Students of SMP Negeri 34 Makassar. The writer found that main scores of the Eighth Grade Students of SMP Negeri 34 Makassar was (X) is 7.32. It indicated that students' vocabulary mastery of the Eighth Grade Students of SMP Negeri 34 Makassar is good.

2. The Student's Reading Comprehension

In accordance with the categorization, the students' scores of reading comprehension can be seen in the following table.

Table 4.3: The frequency and score of students reading comprehension of the Eighth Grade Students of SMP Negeri 34 Makassar.

| Classification | Frequency | Score |
|----------------|-----------|---------|
| Excellent | - | 9.6-10 |
| Very good | - | 8.9-9.5 |
| Good | 4 | 7.6-8.5 |
| Fairly good | 9 | 6.6-7.5 |
| Fair | 8 | 5.6-6.5 |
| Poor | 3 | 3.6-5.5 |
| Very poor | 2 | 0.0-3.5 |

| | | |
|-------|----|---|
| Total | 25 | - |
|-------|----|---|

Based on the data analysis, it was found that the students reading comprehension is fair. It was indicated that mean score 5.44. The writer found the students.

Table 4.4: Mean Score of the Students Reading Comprehension

| Variable | Mean Score |
|--|------------|
| The students reading comprehension (main idea and recognizing the sequences) | 5.44 |

Reading test consisted of 10 number of multiple choice and after analyzing the students reading comprehension (main idea and recognizing the sequences). The writer found that the mean score of the Eighth Grade Students of SMP Negeri 34 Makassar was (Y) is 5.44. It indicated the students reading comprehension of the Eighth Grade Students of SMP Negeri 34 Makassar is fair.

3. The Correlation of Students Vocabulary Mastery and Their Reading Comprehension

The writer used statistical analysis to find out the correlation between the students' vocabulary mastery and reading comprehension. The writer analyzed namely vocabulary mastery 7.32 and reading comprehension 5.44 variables, these two variables were analyzed by using product moment correlation.

The statistical analysis data of students vocabulary mastery and reading comprehension show that value of $X^2 = 1.365$, $Y^2 = 767$ and $XY = 1.019$ from the application of the Pearson r formula in analyzing the correlation between students' vocabulary mastery and reading comprehension it was found that $r = 0.893$

Table 4.5: Correlation Between Students Vocabulary Mastery and Reading Comprehension

| r-Test | Correlation |
|---------------|--------------------|
| 0.893 | Positive |

B. Discussion

Having finished the field research used vocabulary mastery test and reading comprehension test and the correlation between the students' vocabulary mastery and reading comprehension. This section was presented the result of the data analysis. It aims as describing the students' vocabulary mastery (noun, adjective, verb), reading comprehension in literal comprehension (main idea and recognizing the sequences) and the correlation between students vocabulary mastery and their reading comprehension to read academic texts in their English books.

1. The Student's Vocabulary Mastery

The data analysis of the students showed that they have good to vocabulary. It was indicated that mean score 7.32. The result pointed that

there were some students of SMP Negeri 34 Makassar were good in mastering vocabulary.

As expert stated that vocabulary as the total numbers which make up language. It means the language consists of a number of words formed. If it was related with the students mastery on vocabulary test at the Eighth Grade Students of SMP Negeri 34 Makassar. It could be concluded that the students are fairly good in mastering vocabulary. The students were still confused to answer the test and some of them did not understand about the meaning of the words. As the reasult, the students' answer sometimes were not relevant with the question from this research there was asumption that there were some factors which influenced their vocabulary mastery at the Eighth Grade students of SMP Negeri 34 Makassar when doing the test.

The students' vocabulary could be influenced from the students interest to read something, how often the students read and find out the difficulty words for improving their vocabulary knowledge. In that research, when the students vocabulary test, some students were still have difficultied for doing the test because they did not understand well about the questions. They did the vocabulary test based on how many they knew about vocabularies and sometimes when the students did the test and they did not know the answer. So, they cheated their friend's answer. As the result there were some students answer were same. Therefore

vocabulary mastery has close relationship with reading comprehension in the other words, if they read more so they know more about vocabularies.

2. The Students' Reading Comprehension

From the data analysis of students that they have fair to reading comprehension. It was indicated that mean score 5.44. some research findings stated that one of the factors influenced the low of achievement of the students' in reading comprehension was the lack of vocabulary of the students. Lack of vocabulary made the students seldom speak English in the classroom and of course it influenced the students motivation in reading material were low more over, if they have no adequate vocabularies.

If it seen from the students' mean score of reading comprehension test, where their scores were fair in reading test and their reading comprehension were still standard in doing reading test. As a teacher, we have to make sure that reading is not bored something but is good something for knowing everything. We have give high motivation by giving easy reading material for them and ask them to find out the difficult words and find out the meaning of those words. From the activities they enjoyed the material which can influence their comprehension and automatically they enjoyed like reading.

3. The Correlation of Students Vocabulary Mastery and Their Reading Comprehension

Based on the result of this research where the mean score of the students' vocabulary mastery was 7.32 and the mean score of the students' reading comprehension in literal comprehension and interpretative comprehension was 5.44. Between vocabulary and reading comprehension have close relationship, it would be seen from the result of the test where the students which have score in vocabulary mastery. So, they got high score in reading test. It means that, if students have many vocabularies. So, they could be easy to answer the vocabulary and reading test. In addition, vocabulary mastery improved if the students often red and read. It has correlate how many vocabularies they know and having many vocabularies have correlation in reading comprehending material in reading.

Having finished the field research by using vocabulary mastery and reading comprehension test and from the calculating the data by using pearson product moment correlation, it was found $r = 0.893$.

Furthermore, the hypothesis of the research was tested by using the Product Moment Analysis. Based on the result, it was obtained r test = 0.893.

The result of the research showed that $r =$ test was higher $r =$ table. The writer stated that there is correlation between the students vocabulary mastery (noun, verb, and adjective) and their reading comprehension (main idea and recognizing the sequences).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two part. The first part present some conclusions based on the data analysis and result in the previous chapter. The second part present some suggestions based on the conclusion given.

A. Conclusion

Based on the previous discussion and the result of research, the writer concludes that:

1. The ability of vocabulary can influence the ability of reading of students of SMP Negeri 34 Makassar.
2. The competency of vocabulary in target language may help a reader in comprehending a reading text.
3. Based on the data described previously, it shows that there is significant correlation between the score in vocabulary and the score in reading because the result of this research shows a moderate positive correlation. It means the higher score in vocabulary the better score in reading of students of SMP Negeri 34 Makassar will be.

B. Suggestions

From the conclusion above, there are some suggestions that can be given:

1. For the students of SMP Negeri 34 Makassar are advised to improve score of vocabulary to support the process of reading subject.
2. Vocabulary subject is better to give before the students take reading subject.

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APPENDIX 1: Table Score of Vocabulary and Reading Comprehension

| No. | Name | Vocabulary score | Reading comprehension score |
|------------|------------------------|-------------------------|------------------------------------|
| 1. | Melisa Lapu | 8 | 6 |
| 2. | Amwar Bilal | 8 | 6 |
| 3. | Edi Rahman Hadi | 8 | 6 |
| 4. | Nazma A.R. Utima | 7 | 5 |
| 5. | Aini Dwi Ananda | 9 | 7 |
| 6. | Muh. Farhan Irfan | 8 | 6 |
| 7. | Putu Krisna Dana | 7 | 7 |
| 8. | Hilyatul Aulia | 7 | 5 |
| 9. | Imam Achmad Maulana | 9 | 7 |
| 10. | Nurfaisyah | 7 | 6 |
| 11. | Muh. Salman Alfarisi | 7 | 6 |
| 12. | Nabila Putri Khumaira | 7 | 5 |
| 13. | Resli Akbar | 8 | 6 |
| 14. | Rachmat Budiana | 9 | 7 |
| 15. | Felari Saputra . T | 7 | 5 |
| 16. | Alya Nurul Mutmainal | 8 | 5 |
| 17. | I Gede Semarabawa | 7 | 5 |
| 18. | Muh. Raihan Bahrin | 5 | 3 |
| 19. | Maria Yasintha Piu | 6 | 4 |
| 20. | Muh. Kautsar P | 8 | 6 |
| 21. | Rahmawati | 6 | 3 |
| 22. | Idries Syah Waliyullah | 6 | 4 |
| 23. | Razkya Awalya | 8 | 6 |
| 24. | Fauziah | 7 | 5 |
| 25. | Anahra Marsya Syukur | 6 | 5 |

APPENDIX 2: VOCABULARY TEST

Read the following text about "The Ant and The Dove" to answer questions 1-5.

1. What is Dove?
 - a. Ant
 - b. Elephant
 - c. Crow
 - d. pigeon
2. What is the meaning of Nearby?
 - a. Far
 - b. Near
 - c. Close by
 - d. Distance
3. "the Dove quickly plucked a leaf and dropped it into the water near the struggling ant".

The underlined word has similar meaning to.....

 - a. Take
 - b. Pick
 - c. Cut
 - d. Put
4. The hunter dropped his net. The Antonym of dropped is.....
 - a. Drip
 - b. Lift
 - c. Lose
 - d. Take
5. "the ant was in big trouble because she could not swim". What the ant felt when she could not swim?
 - a. Afraid
 - b. Good
 - c. Bad
 - d. Panick

Read the following text about “ The Fox and The Crow” to answer questions 6-10.

6. “an ugly black crow perched on the branch of a tree.

The word “ugly” means?

- a. Beautiful
- b. Bad
- c. Clever
- d. Pretty

7. “I have always admired your beauty, with your soft.

The underlined word has similar meaning to.....

- a. Mushy
- b. Hard
- c. Rough
- d. Weak

8. “... so he thought of a clever plan to get the cheese for himself...”

The synonym of the underlined word is....

- a. Apathetic
- b. Opinion
- c. Think
- d. Imagination

9. “...you shouldn’t believe everything you hear...”

The antonym of the underlined words is, **EXCEPT**...

- a. Unbelieving
- b. Untrue
- c. Trust
- d. Untrustworthy

10. What the contra meaning of admired ?

- a. Praise
- b. Hate
- c. Like
- d. Amazed

APPENDIX 3: READING TEST

Read the following text to answer questions 1-6

The Ant and The Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

The ant was in big trouble because she could not swim. Luckily, there was a dove nearby. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to a dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. The ant knew what he was about to do. She quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove quickly flew away to save her life.

Adapted from practise your English competence for SMP/MTs Class VIII

Choose the correct answer.

1. What did the dove do to save the ant?
 - a. It was in the nearby tree
 - b. It saw the ant struggling
 - c. It dropped a leaf near the ant
 - d. It carried the ant to the dry ground
2. What did the hunter do to the dove?
 - a. He was biting it
 - b. He was trying to trap it
 - c. He was trying to shoot it
 - d. He was throwing a stone at it

3. At the end of the story,.....
 - a. The dove bit the hunter on the heel
 - b. Both animals were finally safe
 - c. The hunter killed the dove
 - d. The ant bit the dove
4. What is the purpose of the text?
 - a. To inform the reader about an ant
 - b. To describe the job of a hunter
 - c. To entertain the reader
 - d. To describe a dove
5. What can we learn from the story?
 - a. We should help each other
 - b. Don't be greedy, or you may lose
 - c. When there is a will there is a way
 - d. It is wise to plan ahead for hard time
6. "....., she came to a spring." (paragraph 1)
The underlined word means
 - a. Water in a pail
 - b. River in the middle of the city
 - c. Flood in the middle of the jungle
 - d. Water emerging from underground

Read the following text answer questions 7-10.

The Fox and The Crow

An ugly black crow perched on the branch of a tree. She had stolen a tasty piece of cheese and was about to enjoy her meal.

Just then a hungry fox passed by and saw the food in the crow's beak. His mouth watered at the sight, so he thought of a clever plan to get the cheese for himself.

Looking up at the crow, he said, "I have always admired your beauty, with your soft, shiny feathers and well-curved beak. If your voice is as fine as your looks, you could be the queen of the birds!"

Now the crow wanted to be the queen. So, to prove that she could sing, she opened her beak and made a loud, "caw!". The piece of cheese fell from her beak to the ground before she realized her mistake.

As the fox snatched up the cheese, he laughed, "My dear crow, your voice is fine, but your judgment is not! You shouldn't believe everything you hear!"

Adapted from practise your English competence for SMP/MTs Class

VIII

Choose the correct answer.

7. What did the crow have on her beak?
 - a. A piece of cheese
 - b. Some tasty meat
 - c. A branch of tree
 - d. Some water
8. Why did the crow open her beak?
 - a. To sing
 - b. To bite the fox
 - c. To eat the food
 - d. To snatch the food
9. " snatched up the cheese," (last paragraph)
The underlined word means.....
 - a. Put
 - b. Cut
 - c. Left
 - d. Grabbed

10. What can we learn from the story?

- a. You may cheat your friend to get something
- b. People may use flattery to get something from you
- c. People may give you some food when you are hungry
- d. You must give away your food when somebody wants it

APPENDIX 4: ANSWER KEY

A. VOCABULARY

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

B. READING COMPREHENSION

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

APPENDIX 5: The Result of Vocabulary and Reading Test

Nama : Nurfaizyeh

Kelas : VIIA

Reading Test

1. c. It dropped a leaf near the ant. ✓
2. B. He was trying to trap it. ✓
3. B. Both animals were finally safe. ✓
4. a. To inform the reader about an ant. ✗
5. a. We should help each other ✓
6. d. Water emerging from underground ✗
7. a. A piece of cheese ✓
8. d. To snatch the food ✗
9. d. Grabbed ✓
10. B. People may use flattery to get something from you ✓

Vocabulary Test

1. d. Pigeon ✓
2. c. Close by ✓
3. b. Pick ✗
4. d. Take ✓
5. a. Afraid ✗
6. b. Bad ✓
7. d. Weak ✓
8. c. Think ✗
9. c. Trust ✓
10. b. Hat ✓

CRK7

No.:

Date:

Nama = Putri Krisna Dena

kelas = VIIA.

* Reading Test.

1. C. It dropped a leaf ✓

2. D. He was ~~trying~~ throwing a stone at it. ✓

3. B Both animals were finally safe ✓

4. D. To inform the reader about an ant. X

5. D. We should help each other. ✓

6. D. Water emerging from underground. X

7. A. A piece of cheese ✓

8. a. To sing ✓

9. c. Put. X

10. D. You must give away your food when ^{needs it} somebody ~~is~~ _{is} away

* Vocabulary Test.

1. P. Pickon ✓

2. R. Near X

3. C. close by X

4. a. Drip ✓

5. d. Pick. ✓

6. R. Red. ✓

7. d. Weak. ✓

8. c. Think. X

9. C. Trust. ✓

10. B. Hope. ✓

KIKY

APPENDIX 6: The Raw and Mean Score of Students' Vocabulary Mastery and Reading Comprehension.

| No. | X | Y | X ² | Y ² | XY |
|-------|-----|-----|----------------|----------------|-------|
| 1. | 8 | 6 | 64 | 36 | 48 |
| 2. | 7 | 7 | 49 | 49 | 49 |
| 3. | 8 | 6 | 64 | 36 | 48 |
| 4. | 7 | 5 | 49 | 25 | 35 |
| 5. | 9 | 7 | 81 | 49 | 63 |
| 6. | 8 | 6 | 64 | 36 | 48 |
| 7. | 7 | 5 | 49 | 25 | 35 |
| 8. | 9 | 7 | 81 | 49 | 63 |
| 9. | 7 | 6 | 49 | 36 | 42 |
| 10. | 7 | 5 | 49 | 25 | 35 |
| 11. | 8 | 6 | 64 | 36 | 48 |
| 12. | 9 | 7 | 81 | 49 | 63 |
| 13. | 7 | 5 | 49 | 25 | 35 |
| 14. | 8 | 5 | 64 | 25 | 40 |
| 15. | 7 | 5 | 49 | 25 | 35 |
| 16. | 5 | 3 | 25 | 9 | 15 |
| 17. | 6 | 4 | 36 | 16 | 24 |
| 18. | 8 | 6 | 64 | 36 | 48 |
| 19. | 8 | 6 | 64 | 36 | 48 |
| 20. | 6 | 3 | 36 | 9 | 18 |
| 21. | 6 | 4 | 36 | 16 | 24 |
| 22. | 7 | 5 | 49 | 25 | 35 |
| 23. | 7 | 6 | 49 | 36 | 42 |
| 24. | 6 | 5 | 36 | 25 | 30 |
| 25. | 8 | 6 | 64 | 36 | 48 |
| Total | 183 | 136 | 1.365 | 767 | 1.019 |

A. Vocabulary

$$\bar{X} = \frac{\sum X}{N} = \frac{183}{25} = 7,32$$

B. Reading comprehension

$$\bar{X} = \frac{\sum X}{N} = \frac{136}{25} = 5,44$$

APPENDIX 7: The Analysis Correlation Pearson

$$N = 25$$

$$\Sigma x = 183$$

$$\Sigma Y = 136$$

$$\Sigma xy = 1.019$$

$$\Sigma x^2 = 1.365$$

$$\Sigma y^2 = 767$$

$$r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \Sigma X^2 - (\Sigma X)^2\} \{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$
$$= \frac{25 \times 1.019 - (183)(136)}{\sqrt{(25 \times 1365 - (183)^2)(25 \times 767 - (136)^2)}}$$

$$= \frac{25.475 - 24.888}{\sqrt{(34.125 - 33.489)(19.175 - 18.496)}}$$

$$= \frac{0,587}{\sqrt{(0,636)(0,679)}}$$

$$= \frac{0,587}{\sqrt{0,43184}}$$

$$= \frac{0,587}{0,657}$$

$$= 0,893$$

APPENDIX 8: NILAI-NILAI r PRODUCT MOMENT

| N | Tarf Signif | | N | Tarf Signif | | N | Tarf Signif | |
|-----------|--------------|-------|----|-------------|-------|------|-------------|-------|
| | 5% | 1% | | 5% | 1% | | 5% | 1% |
| 3 | 0.997 | 0.999 | 27 | 0.381 | 0.487 | 55 | 0.266 | 0.345 |
| 4 | 0.950 | 0.990 | 28 | 0.374 | 0.478 | 60 | 0.254 | 0.330 |
| 5 | 0.878 | 0.959 | 29 | 0.367 | 0.470 | 65 | 0.244 | 0.317 |
| 6 | 0.811 | 0.917 | 30 | 0.361 | 0.463 | 70 | 0.235 | 0.306 |
| 7 | 0.754 | 0.874 | 31 | 0.355 | 0.456 | 75 | 0.227 | 0.296 |
| 8 | 0.707 | 0.834 | 32 | 0.349 | 0.449 | 80 | 0.220 | 0.286 |
| 9 | 0.666 | 0.798 | 33 | 0.344 | 0.442 | 85 | 0.213 | 0.278 |
| 10 | 0.632 | 0.765 | 34 | 0.339 | 0.436 | 90 | 0.207 | 0.270 |
| 11 | 0.602 | 0.735 | 35 | 0.334 | 0.430 | 95 | 0.202 | 0.263 |
| 12 | 0.576 | 0.708 | 36 | 0.329 | 0.424 | 100 | 0.195 | 0.256 |
| 13 | 0.553 | 0.684 | 37 | 0.325 | 0.418 | 125 | 0.176 | 0.230 |
| 14 | 0.532 | 0.661 | 38 | 0.320 | 0.413 | 150 | 0.159 | 0.210 |
| 15 | 0.514 | 0.641 | 39 | 0.316 | 0.408 | 175 | 0.148 | 0.194 |
| 16 | 0.497 | 0.623 | 40 | 0.312 | 0.403 | 200 | 0.138 | 0.181 |
| 17 | 0.482 | 0.606 | 41 | 0.308 | 0.398 | 300 | 0.113 | 0.148 |
| 18 | 0.468 | 0.590 | 42 | 0.304 | 0.393 | 400 | 0.098 | 0.128 |
| 19 | 0.456 | 0.575 | 43 | 0.301 | 0.389 | 500 | 0.088 | 0.115 |
| 20 | 0.444 | 0.561 | 44 | 0.297 | 0.384 | 600 | 0.080 | 0.105 |
| 21 | 0.433 | 0.549 | 45 | 0.294 | 0.380 | 700 | 0.074 | 0.097 |
| 22 | 0.423 | 0.537 | 46 | 0.291 | 0.376 | 800 | 0.070 | 0.091 |
| 23 | 0.413 | 0.526 | 47 | 0.288 | 0.372 | 900 | 0.065 | 0.086 |
| 24 | 0.404 | 0.515 | 48 | 0.284 | 0.368 | 1000 | 0.062 | 0.081 |
| 25 | 0.396 | 0.505 | 49 | 0.281 | 0.364 | | | |
| 26 | 0.388 | 0.496 | 50 | 0.279 | 0.361 | | | |

<http://shantycr7.blogspot.co.id/2013/07/tabel-daftar-nilai-nilai-r-product.html>

APPENDIX 9: DOCUMENTATION



Picture 1. The reseracher was explaining about vocabulary and reading comprehension



Picture 2. The researcher was given the vocabulary test and reading test



Picture 3. The students were answering the vocabulary test.



Picture 4. The students were answering the reading test.



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 12966/S.01P/P2T/08/2017
Lampiran :
Perihal : **Izin Penelitian**

KepadaYth.
Walikota Makassar

di-
Tempat

Berdasarkan surat Dekan FKIP Univ. Bosowa Makassar Nomor : A.440/FKIP/Unibos/VIII/2017 tanggal 21 Agustus 2017 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **SRI DAMAWIA**
Nomor Pokok : 4513101006
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Urip Sumoharjo Km. 04, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" THE STUDY OF CORRELATION BETWEEN STUDENTS" VOCABULARY MASTERY AND THEIR READING COMPREHENSION AT THE EIGHTH GRADE OF SMP NEGERI 34 MAKASSAR "

Yang akan dilaksanakan dari : Tgl. **28 Agustus s/d 28 September 2017**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 25 Agustus 2017

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu



A. M. YAMIN, SE., MS.
Pangkat : Pembina Utama Madya
Nip : 19610513 199002 1 002

Tembusan Yth
1. Dekan FKIP Univ. Bosowa Makassar di Makassar;
2. *Pertinggal.*



**PEMERINTAH KOTA MAKASSAR
BADAN KESATUAN BANGSA DAN POLITIK**

Jalan Ahmad Yani No 2 Makassar 90111
Telp +62411 – 3615867 Fax +62411 – 3615867
Email : Kesbang@makassar.go.id Home page : <http://www.makassar.go.id>



Makassar, 28 Agustus 2017

Kepada

Nomor : 070/4236-III/BKBP/VIII/2017
Sifat :
Perihal : **Izin Penelitian**

**Yth. KEPALA DINAS PENDIDIKAN
KOTA MAKASSAR**

Di -
MAKASSAR

Dengan Hormat,

Merujuk Surat dari Kepala Dinas Koordinasi Penanaman Modal Daerah Provinsi Sulawesi Selatan Nomor : 12966 / S.01P/P2T/08/2017, Tanggal 25 Agustus 2017, Perihal tersebut di atas, maka bersama ini disampaikan kepada Bapak bahwa:

Nama : **SRI DAMAWIA**
NIM/ Jurusan : 4513101006 / Pend. Bahasa Inggris
Pekerjaan : Mahasiswa (S1) / univ. Bosowa
Alamat : Jl. Urip Sumoharjo Km.04, Makassar
Judul : **"THE STUDY OF CORRELATION BETWEEN STUDENTS
"VOCABULARY MASTERY AND THEIR READING
COMPREHENSION AT THE EIGHTH GRADE OF SMP
NEGERI 34 MAKASSAR"**

Bermaksud mengadakan **Penelitian** pada Instansi / Wilayah Bapak, dalam rangka **Penyusunan Skripsi** sesuai dengan judul di atas, yang akan dilaksanakan mulai tanggal **28 Agustus s/d 28 September 2017**.

Sehubungan dengan hal tersebut, pada prinsipnya kami dapat **menyetujui dengan memberikan surat rekomendasi izin penelitian ini** dan harap diberikan bantuan dan fasilitas seperlunya.

Demikian disampaikan kepada Bapak untuk dimaklumi dan selanjutnya yang bersangkutan melaporkan hasilnya kepada Walikota Makassar Cq. Kepala Badan Kesatuan Bangsa dan Politik.

A.n. WALIKOTA MAKASSAR
KEPALA BADAN KESBANG DAN POLITIK
Ub. SEKERTARIS



Drs. AKHMAD NAMSUM, MM.

Pangkat : Penata Tk.I

NIP : 196705242006041004

Tembusan :

1. Kepala Badan Kesatuan Bangsa dan Politik Prop. Sul – Sel. di Makassar;
2. Kepala Unit Pelaksana Teknis P2T Badan Koordinasi Penanaman Modal Daerah Prop. Sul Sel di Makassar;
3. Dekan FKIP Univ. Bosowa Makassar di Makassar
4. Mahasiswa yang bersangkutan;



**PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN**

Jl. Letjen Hertasning No. 8 Telp. (0411) 868073 Faks. 869256 Makassar 90222
Website: http://www.dikbud_makassar.info ; e-mail: dikbud.makassar@yahoo.com



**IZIN PENELITIAN
NOMOR : 070/0359/DP/VIII/2017**

Dasar : Surat Kepala Kantor Badan Kesatuan Bangsa Kota Makassar
Nomor : 070/2542-II/BKBP/III/2017 Tanggal 29 Agustus 2017
Maka Kepala Dinas Pendidikan Kota Makassar

Kepada : **MENGIZINKAN**

Nama : **SRI DAMAWIA**
Nim / Jurusan : 4513101006 / Pend. Bahasa Inggris
Pekerjaan : Mahasiswa (S1) Univ. Bosowa
Alamat : Jl. Urip Sumoharjo Km.04, Makassar

Untuk : Mengadakan *Penelitian* di *SMP Negeri 34 Makassar* dalam rangka
Penyusunan Skripsi di *Univ. Bosowa Makassar* dengan judul
penelitian:

**"THE STUDY OF CORRELATION BETWEEN STUDENTS'
VOCABULARY MASTERY AND THEIR READING COMPREHENSION
AT THE EIGHT GRADE OF SMP NEGERI 34 MAKASSAR "**

Dengan ketentuan sebagai berikut :

1. Harus melapor kepada Kepala Sekolah yang bersangkutan
2. Tidak mengganggu Proses kegiatan belajar mengajar di Sekolah
3. Harus mematuhi tata tertib dan peraturan di Sekolah yang Berlaku
4. Hasil Penelitian 1 (satu) eksampul di laporkan kepada Kepala Dinas Pendidikan Kota Makassar.

Demikian izin penelitian ini di berikan untuk di gunakan sebagaimana mestinya

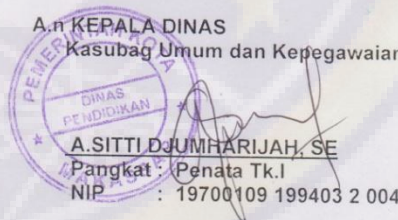
Dikeluarkan di : Makassar
Pada Tanggal : 29 Agustus 2017

A.n KEPALA DINAS
Kasubag Umum dan Kepegawaian

A.SITTI DJUMHARIJAH, SE

Pangkat : Penata Tk.I

NIP : 19700109 199403 2 004





PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SMP NEGERI 34 MAKASSAR



Alamat : Jl. Torpedo 3 Manurukki Kec. Biringkanaya Makassar, Tlp (0411).4721041
NSS.201196011209 NPSN.40311919

SURAT KETERANGAN PENELITIAN

Nomor. 421.3/276/SMPN.34/VIII/2017

Yang bertanda tangan dibawah ini Kepala SMP Negeri 34 Makassar menerangkan bahwa :

Nama : **SRI DAMAWIA**
Nim : 4513101006
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa (S1) Univ.Bosowa
Alamat : Jl. Urip Sumoharjo Km. 04 Makassar

Telah melaksanakan Penelitian di SMP Negeri 34 Makassar pada tanggal 30 Agustus 2017 yang berjudul "*The Study Of Correlation Between Student's Vocabulary Mastery And Their Reading Comprehension At The Eight Grade Of SMP Negeri 34 Makassar*". Dalam rangka penyelesaian Studi Program S1 di Universitas Bosowa Makassar.

Demikian surat keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Makassar, 30 Agustus 2017
Kepala Sekolah



Drs. Rusdin, MM
Pangkat : Pembina Tk.1
NIP. 19670717 199412 1 001

BIOGRAPHY



Sri Damawia was born on September 07, 1995 in Kendari, South East Sulawesi. She is the second child from the marriage of her parents La Dibo and Ny. Muria. She started her study an Elementary school at SD Negeri 13 Sawerigadi located in subdistrict Sawerigadi and graduated in 2007. Then, she continued her study to SMP Negeri 4 Lawa located in subdistrict Sawerigadi until graduated in 2010. After that she continued her study to SMA Negeri 1 Sawerigadi located in subdistrict Sawerigadi and graduated in 2013. In the same year she continued her study to Universitas Bosowa Makassar by taking English Education Department, Faculty of Teacher Training and Education. She was a member of Himpunan Mahasiswa Pendidikan Bahasa Inggris (HIMAPBING) in 2014-2016, and Unit Kegiatan Mahasiswa English Meeting (UKM-EM) Universitas Bosowa Makassar in 2014-2016. She was a member and leader of Korps Hml Wati of Himpunan mahasiswa Islam (Hml) in 2014-2016. She is a member of OKP PERISAI Kota Makassar, Persatuan Pemuda Etnis Kota Makassar (PENAKM) in she graduated in 2017.