THE CORRELATION BETWEEN STUDENTS’ ACHIEVEMENT IN VOCABULARY AND READING COMPREHENSION

Case Study with the 2nd Semester Students of English Department

Academic Year 2004/2005

A SKRIPSI
Presented to the Faculty of Tarbiyah and Teachers’ Training
Partial Fulfillment of the Requirements for the Sarjana Degree (SI)

By:
Titin Suhartini
Reg. No. 101014020817

ENGLISH DEPARTMENT
THE FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH JAKARTA
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By:
Titin Suhartini
Reg. No.101014020817

Approved by
Advisor:
Drs. A.M. Zeanuri M.Pd
NIP: 150 188 518

ENGLISH DEPARTMENT
THE FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH JAKARTA
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GLOBALIZATION OF EXAMINATION COMMITTEE

A skripsi title "The Correlation Between Students' Achievement in Vocabular and Reading Comprehension (A Case Study with the 2nd Semester Student of English Department Academic Year 2004/2005)" was examined at examination session of the Faculty of Tarbiyah and Teachers’ Training of State Islamic University Syarif Hidayatullah Jakarta on July 7, 2005. This skripsi has fulfilled the requirements for the sarjana degree (SI) at the English Department

Jakarta July 7, 2005

EXAMINATION COMMITTEE

The Head of Committee

Prof. DR. Dede Rosyada, M.A
NIP. 150 231 556

The Secretary of Committee

Prof. DR. Dede Rosyada, M.A
NIP. 150 231 556

Examiner I

Drs. Nasrun Ahmad, M.Pd
NIP. 150 04 570

Examiner II

Drs. A.M Zaenuri, M.Pd
NIP. 150 188 518
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In the name of Allah the Beneficent, the Merciful. Praise be to Allah the Lord of the world, with His blessing, guidance, help and love the writer could finish this skripsi. Peace and blessing be upon to our prophet Muhammad saw, his family and his followers.

On this occasion the writer would like to express her great honor and deepest gratitude to her beloved family, the most special person in her life, her mother, who has educated and taken care of the writer since her childhood and for her biggest love until the last day of her life, and her beloved father, for his love, understanding, motivation and moral encouragement to finish her study. Her sisters, and her brothers who always give their support, either material or spiritual.

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CHAPTER I

INTRODUCTION

A. Background of Study

Listening, speaking, reading, and writing are the basic language skills especially in teaching English as a foreign language at schools, courses or other educational places which are formal or informal. But reading is considered the most important foreign language skill. As Harry Madox said that “reading is the most important single skill in study”. And the curriculum stated that out of the four skills, listening, speaking, reading and writing, the main emphasis is on reading skill because it is believed that the acquisition of reading in a second or a foreign language is prior.

Reading is a good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is needed in every level of field of study. Particularly in cases where students have to read English material for their own special subject.

Being able to read in English is very important. We know that success in reading is the most necessary because it is a basic tool of education. All the subjects of elementary school such as mathematics, science, language, and others depend on reading skills.
the ability to read. In high school and college, reading ability becomes even more important.

Nowadays, the ability to comprehend English is necessary for millions of people. By understanding English, people are able to communicate in English and also able to read many kinds of English texts. The ability to read is crucial in contemporary society. People find many texts written in English, from holiday brochures to academic books, newspapers, pamphlets, magazines, traffic directions, advertisements, etc. Therefore, the ability to read English text in any form will give a great deal of advantages in our lives.

Reading is the act of interpreting printed and written word. Reading requires understanding or comprehending the means of print. Through reading we acquire new ideas, obtain needed information, seek support for our ideas and broaden our interest. We can also get the message that the writer had expressed. The ability to read helps distinguish human being from other animal.

And one of the purposes of teaching English as a foreign language to Indonesians is that they can read, grasp the idea and understand the book written in English. To achieve those purposes, students need a lot of words of English to master. As Norbert said "...vocabulary is one of the most important skills in a language." So to achieve the success in language teaching learning process especially English, vocabulary is one of important factors in all language teaching.

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Vocabulary is a very important language aspect to master. Vocabulary as one of the language aspects is to learn when people are learning a language. It is impossible to learn a language without vocabulary. So in any language learning vocabulary is necessary.

Vocabulary is as a crucial component in acquiring and understanding language. When we read something it will sound good if we understand the words or vocabulary in our reading. Because it will help and guide us in pronouncing, reading, and grasping the idea from our reading, so we will understand. Vocabulary is the stock of words used in a language. The more students have stock of words used in a language the better it will make their performance.

Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing and reading. A learner of a foreign language will speak fluently and accurately, write easily, or understand what he or she reads and hears if he or she has enough vocabularies and has the capability of using it accurately.

Mastering vocabulary is the ability to get or to receive lots of words. By having mastered vocabulary we will know the meaning of vocabulary in the context. It can also help to avoid making mistake in understanding.

On the other hand, foreign students who learn English facing a classical problem dealing with English reading text, lack of vocabulary is the major one, whereas fact vocabulary is the most important thing in reading skill.
The English vocabulary often becomes a problem for most high school and university students although they have studied English since elementary school. Sometimes the students always get difficulties to understand some words in context. 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 its meaning will become clear later on. But sometimes the word that we passed usually as the key of our reading understanding, we cannot catch and grasp the idea from our reading as well as possible. So looking up the difficult words in dictionary is better for us, but the skill reader understands as he reads.

From explanations mentioned above, we have known how important the vocabulary in reading activity. The problem of vocabulary is being studied in subject of vocabulary. In English Department of Tarbiyah and Teachers' Training of UIN Jakarta, the subject of vocabulary shared into vocabulary I and II. This subject is offered to two semesters, and it is taught starting from the 1st semester to the 2nd semester. That is why vocabulary is being chosen as one of variable in this research. For taking vocabulary II, a student has to pass vocabulary I, and the students who passed vocabulary II should first take vocabulary I.

Based on the description of vocabulary and reading above, it shows that they have close relation. To get empirical data about it the writer will organize the test to prove the influence of student’s achievement in vocabulary and reading. By getting the grades, the writer tries to find an answer that student’s achievement in vocabulary influencing reading.
B. Statement of the Problem

Based on the background above, there are some problems arise:

1. Why is vocabulary very important in reading?

2. How far does vocabulary support the students in reading?

3. Are students who are good at vocabulary good at reading?

C. Limitation of the Study

In this “skripsi” the writer will limit the discussion on “whether students who are good at vocabulary are good at reading?”

D. The Objective of the Study

The objective of this study is to know whether vocabulary has correlation with Reading in student’s achievement.

E. Methodology of Research

In this study the writer takes two ways, Library Research and Field Research. In the Library Research, the writer tries to observe some theories and to conduct the Library Research through reading books and internet as references, also as the results to support this paper.

In the Field Research, the writer uses grade of vocabulary II taken from the result of final test, in 2nd semester academic year 2003/2004, and grade of reading II taken from the result of final test too, in 2nd semester academic year 2003/2004. The
writer chooses vocabulary II and reading II because both of them are taught in the same semester. After getting the grades the writer will use Coefficient of Correlation. Then the writer will hypotheses them that student’s grade of vocabulary II can influence the grade of reading II. In this research, the writer tries to determine that the correlation between student’s achievement in Vocabulary and Reading. Then the grades correlated by using formula of Pearson Product Moment Correlation Coefficient. 

F. Organization of the Study

This "skripsi" consists of four chapters. Chapter one is introduction, consisting of background of the study, statement of the problem, limitation of the study, objective of the study, methodology of research and organization of study.

Chapter two theoretical framework. Explaining vocabulary, kind of vocabulary subject in English department. And also explains reading, aim of reading types of reading, reading subject in English department, and the relation between vocabulary and reading.

Chapter three the Research Methodology Finding. It involves the purpose of study, place and time of research, technique of sample taking, and technique of data collection. In Research Finding involves interpretation of data and narrative descriptive data analysis.

Chapter four conclusion and suggestion.

pras Sudijono, Pengantar Statistik Pendidikan (Jakarta: PT Raja Grafindo Persada, 2004)
CHAPTER II
THEORETICAL FRAMEWORK

A. Vocabulary

1. Definition of Vocabulary

Vocabulary refers to the words we must 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 recognized 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, grammar. Teachers and textbook writers have interpreted the meaning of vocabulary in different points of view. The definition have similarities and differences to each other. It is good to look at some definitions that have been describe vocabulary.

Vocabulary may be defined as the stock of words used by a person, class or profession. 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.”

http://reading.writeexpress.com/research/vocabulary.html


A sum or stock of word employed by a language group, individual or work or in a field knowledge.\(^\text{12}\)

can be seen that vocabulary is a list of words or stock of words used by person language containing meaning, some easily taking and reaching meaning, especial those refer to concrete objects and activities other are difficult to understand of variety diverse meaning and because of their abstractness.

2. Kinds of Vocabulary

According to Raja T. Nasr, there are two kinds of vocabulary:

a. Productive vocabulary (sometimes called active vocabulary): the words that speaker actually uses.

b. Receptive vocabulary (sometimes called passive vocabulary): word that a person understands when he hears or reads them but does not use in his own speech.\(^\text{13}\)

John Haycraft also classified vocabulary into productive vocabulary and receptive vocabulary.

a. Productive vocabulary: words which the student understands, can pronounce correctly and use constructively in speaking and writing.

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b. receptive vocabulary: words that the student recognizes and understands when they occur in a context but which he cannot produce correctly.\(^{14}\)

\(^{14}\) Ann Aebersold and Mary Lee Field classify into active and passive.

a. active vocabulary refers to put item which the learner can use appropriately speaking or writing, and it is also called as *productive vocabulary*, though in fact it is more difficult to put into practice, it means that to use productive vocabulary, the students must know how to pronounce it well, they must be familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.

b. passive vocabulary refers to language items that can be recognized and understood in the context of reading of listening and also called as *receptive vocabulary*.\(^{15}\)

\(^{15}\) Meanwhile Djalinushah and Azimar Enong divided vocabulary into two, namely general vocabulary and special vocabulary. General vocabulary is of the words that are used in general. There is no limit of field and user. Whereas special vocabulary is that the words that are used in the certain field and job, profession of special science and technology.\(^{16}\)


\(^{15}\) to Ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher* (New York: Cambridge University Press 1997) p139

\(^{16}\) Djalinushah and Azimar Enong, *Tata Bahasa Inggris Modern dalam Tanya Jawab* (Jakarta: C Iswar, 1980) p.81
From the explanation above, we know that every expert in every book is
different in classifying the kind of vocabulary, because every person has different
way in knowing and telling their opinions and ideas. Some of them who emphasize
vocabulary to the items which the learners can use appropriately in speaking or
writing and to the language items that can be recognized and understood in the
context of reading and listening and some of them classify vocabulary into general
and specific. Even the classifications of the kinds of vocabulary that they have made
are different, but the point is the same, because their classification are based on the
differences and aspects.

3. Vocabulary Subject in English Department

Vocabulary subject in English department is not only given as a study about
definition of concept of vocabulary and idiom, such as rule and function but also
study about vocabulary building in order to enrich their stock of words. Subject of
vocabulary has 2 SKS and has once meeting in a week. Subject of vocabulary also
taught in two semesters, at first and second semester.

Generally the writer will give principal discussion of vocabulary I and II,
based on Basic Course Outline-Curriculum of English Department UIN Jakarta
2000:17

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Hidayatul

Basic Course Outline-Curriculum of English Department (Jakarta: UIN Syarif
2000) p.6
The Main topic of vocabulary in basic course contains:

1. Introduction: concept of vocabulary and idioms; role and function.

2. Vocabulary building: importance of possessing and using dictionary; studying words related to meaning and forms; function words and contain words.

3. Words: meaning, spelling, pronunciation and levels of usage.

4. Word building: compound words; affixes (derivational and inflectional); prefixes and suffixes.

5. Idiom: two-word verbs (separable and inseparable); idioms selected from the essential idioms.


7. Lexical and structural meanings.

8. Figurative expressions.

9. etc.

B. Reading

1. Definition of Reading

There are a lot of definitions of reading. Scientists give definitions about reading. Their opinions about readings vary. Some of them say, reading is the process to get, to understand, to catch the content of the reading by the reader. And some others say that reading is a process to establish a representation of meaning, which involved more than merely identifying
the word on the page but what must be achieved is an understanding of the whole sequence of sentence. And also Reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

According to Walter R Hill written in his book “reading is what the reader does to the meaning he needs from textual sources”. Guy L. Bond and Eva Bond Wagner explained the meaning of reading as “the process of requiring an author’s meaning of interpreting, evaluating and effecting upon those meaning”. While Lado stated that “reading in a foreign language consist of grasping meaning of that language though its written representation”. Furthermore Mary Finocchiaro and Michael Bonomo explain the meaning of reading as “bringing meaning and getting meaning from printed or written material”. Can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.


2. Aims of Reading

A person may read for many purposes, and that purpose helps understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or dislikes. But if he is reading for study or information such as 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 understand the written language in other words, how the learner gets 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 Paul S Anderson, there are seven aims of reading: reading for details and fact, reading for main ideas, reading for sequence of organization, reading for inference, reading for classifying, reading for evaluating and reading for comparison of contest. Reading for details and fact: reading to know what is done by the subject of the story.

Reading for main ideas: reading to get the problem statement.

Company

Widyamartaya, Seni Membaca Untuk Studi (Yogyakarta: Kanisius, 1992) p.90

Reading for sequence of organization: reading to know each part of the story

Reading for inference: reading to know what is the writer meant by it’s story

Reading for classifying: reading to find unusual things

Reading for evaluating: reading to know the value of the story

Reading for comparing or contest: reading to compare the way of the story from the way life of the reader

Another author said that the aim of reading is:

Reading to search for simple information

Reading to skim quickly

Reading to learn from texts

Reading to integrate information

Reading to write (of search for information needed for writing)

Reading to critique texts

Reading for general comprehension

Teaching and Researching Reading, p.13
Different authorities suggest purpose of reading; here are five categories:

Find main ideas, finding supporting detail, grasping the author’s plan of organization, following the sequence of event or thoughts and critically appraising the author’s work.25

Meanwhile, Lester and Alice Crow classified two general purposes. These purposes include: leisure time reading and more serious reading.26

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 statement gives 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 understand and find the ideas written by the author.

3. Type of Reading

Depending on the purposes of reading it also can be classified into two types of activities, intensive and extensive reading.27

---

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 trying to absorb all the information given, example: Reading dosage instruct for medicine.

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.

If a person wants to write an address, phone number, a date or a book over paragraph in order to locate a special piece of information is called scanning but if he read all the passage in order to know about what it deals about his reading is called skimming.

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

Reading is one of the skill subjects in English Department divided into four stages, reading I, II, III, and IV, carried out in four semesters. Every stage is related to each other. Therefore to take reading II, the students have to take reading I, and to take reading IV the students should have taken reading III.

The subject of reading in English department is focused on the method of reading. The purposes of this subject are in order that student have to master both of speed and comprehension.

Generally the writer will give principal discussion of reading I and II, base on Basic course Outline—Curriculum of English Department UIN Jakarta 2000. 

the Main topic of reading in the basic course contains:

1. Introduction to reading: meaning, methods, using dictionary
2. Diagnosing reading ability: diagnostic vocabulary and reading tests
3. Increasing: word- recognition speed, word-comprehension speed, and sentence-comprehension speed
4. Reading: sentences for general meaning, paragraphs for central ideas and for full understanding, the whole composition and for scanning and skimming
5. Recognition, anticipation, inferences and paragraph patterns
6. Finding the thesis, author ‘s intend, attitude and bias

Basic Course Outline-Curriculum, op. cit., p. 6
7. Improving understanding: key word in a sentence, main ideas in a paragraph / in article, sequence by making lists / putting steps in order / string procedures, etc

8. Improving efficiency: reading with a purpose, using the title surveying a book, surveying chapter using first lines of / and last lines of paragraphs, finding a particular book in library

9. Reading for enjoyment: newspaper survey or jargon, section of newspaper, analyzing newspaper, exploring the front page, exploring the editorial pages, scavenger hunt in the classified, sports line, sports scoreboard, forecasting the weather, understanding stock quotations, stock quotation worksheet, magazine (references, survey, summary) selecting an enjoyable book; reading for pleasure, creative/ traditional book project.

C. Relation between Vocabulary and Reading

Vocabulary plays an important part in learning to read. As beginning readers, children use the words they have heard to make sense of the words they see in print. Consider, for example, what happens when a beginning reader comes to the word *diet* in a book. As she begins to figure out the sounds represented by the letters *d, i, g,* the reader recognizes that the sounds make up a very familiar word that she
Beginning readers have a much more difficult time reading words that are not already part of their oral vocabulary.\(^{29}\)

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

Reader cannot understand what they are reading without knowing what most of the words mean. As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary.\(^{30}\)

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.\(^{32}\) Whereas in fact vocabulary is the most important thing in reading skill. Most of us if we find the difficult word, we still just continue reading in the hope that the word we read is not really important or that its meaning will become clear later on. But sometimes the word that we passed

http://www.abc-read.com/vocabulary

Ibid


usually the key of our reading and understanding, we can not catch and grasp the idea from our reading as well as possible. So looking up the difficult of words in diction is better for us. But the skillful reader understand as he reads.
CHAPTER III

RESEARCH METHODOLOGY AND FINDING

A. Research Methodology

1. Purpose of Study

The first purpose of the study is to know whether there is any correlation in the achievement of students of English department between vocabulary and reading, and the second is to get empirical data about the formulated problem.

2. Place and Time of Research

This study was focused on the scores of vocabulary II and the scores of reading. The samples of this research were taken from the students of English department at second semester of Tarbiyah Faculty and Teachers' Training of State Islamic University Syarif Hidayatullah Jakarta academic year 2003/2004, who had completed vocabulary II and reading II. The time of this research was April 2005.

3. Technique of Sample Taking

There are 45 students taken for the population in this study, who had completed vocabulary II and reading II. And the writer chooses 30 students from the total population by random sampling system.
4. Technique of Data Collecting

Observation

The writer observes the location and population where the study is carried out.

Collection

To obtain data for this research, the writer did not test any students but apply the scores of vocabulary II and reading II for observation. In order to get information needed, the writer took data from the documentation of English department of UIN Syarif Hidayatullah Jakarta.

5. Technique of Data Analysis

To find out the correlation between student's achievement in vocabulary and reading, the writer uses the correlation formula by Pearson Product Moment Correlate Formula to test signification between them.

The formula used as follows:

\[
\rho_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\sum X^2 - (\sum X)^2} \sqrt{\sum Y^2 - (\sum Y)^2}}
\]

\(N\) = the number of respondent

\(X\) = the student's score in vocabulary II

\(Y\) = the student's score in reading II

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\[ \sum X = \text{the sum of vocabulary II scores} \]
\[ \sum Y = \text{the sum of reading II scores} \]
\[ \sum X^2 = \text{the sum of squares of reading II scores} \]
\[ \sum Y^2 = \text{the sum of squares of reading II scores} \]
\[ (\sum X)^2 = \text{the squares of the sum of vocabulary II scores} \]
\[ (\sum Y)^2 = \text{the squares of the sum of reading II scores} \]
\[ \sum XY = \text{the sum of the multiplication of vocabulary II scores and reading II scores} \]

B. Research Finding

1. Description of Data

As it has been mentioned in the previous chapter, the writer conducted both, library and field research. Having finished doing research on correlation study between vocabulary II and reading II done by the students of English department, UIN Syarif Hidayatullah Jakarta, the writer collected the data of this research from the scores available in English department. This is the test result obtained by the group of students who had completed subject of vocabulary and reading, especially vocabulary II and reading II scores.

The writer took the scores of 30 students randomly and analyzed those scores in order to find out whether there is any correlation between the scores of vocabulary II and those scores of reading II by using the Pearson $r$ Formula. So the total there are 60 scores because the samples had 2 sets of scores: vocabulary II scores and reading II scores.
In this chapter the writer gives the report concerning the data description and compare the achievement of those two scores. The data of student’s score of vocabulary II and reading II can be seen in appendix.

2. Data Analysis

As mentioned before, the data gained from the students scores of English department of UIN Syarif Hidayatullah Jakarta academic year 2003/2004. Then the writer analyzed those scores by using Pearson product moment correlation formula, and the result is as follow:

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

\[ r_{xy} = \frac{30.169220 - (2213)(2286)}{0.164167 - (2213)^2}[30.175108 - (2286)^2] \]
3. The Interpretation of Data

Based on the result of statistic calculation, it indicates that $r_{xy}$ is 0.641 with the degree of freedom ($df = N - nr$) is 28. In the table of significance it can be seen that the $df$ and table of significance of 5% and 1% and the values are 0.361 and 0.463. By comparing the values of $r_{xy} = 0.641$ and $rt = 0.361$ and 0.463. The writer makes an assumption of the hypothesis, that $r_{xy}$ is bigger than $rt$, namely 0.361 (0.641) 0.463.

The statistic hypothesis states:

- $r_o > rt$ significance: there is correlation and $Ha$ accepted
- $r_o < rt$ non-significance: there is no correlation and $Ha$ is rejected
- $Ho$ is accepted
The result of hypothesis is $r_{xy}$ bigger than $r_{t}$, the alternative hypothesis is accepted. It means that there is significance correlation between the scores of vocabulary II and the scores of reading II.
CHAPTER IV
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

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

1. The ability of vocabulary can influence ability of reading of English department students in UIN Syarif Hidayatullah Jakarta.
2. 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 English department students of UIN Jakarta will be.

B. Suggestion

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

1. For the students of English department are advised to improve scores of vocabulary at least “B” to support the process of reading subject.
2. Vocabulary subject is better to be given before the student take reading subject.
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Teaching and Researching Reading
Table I
The Result of Test of Vocabulary II

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Malam u'alaikum w.r.w.b.

Dengan ini diharapkan kesediaan Saudara untuk menjadi Pembimbing I/II (terti/teknis) penulisan skripsi mahasiswa:

Nama: Titin Suhartini

Nomor / M. Regulations: 101014020817

Jadwal / Semester: Pendidikan Bahasa Inggris / VIII

Judul Skripsi: *The Correlation Between Students' Achievement in Vocabulary and Reading From the 1st to the 2nd Semester (A Case Study With the 4th Semester Students' of English Department Academic Year 2003/2004)*

Judul tersebut telah disetujui oleh Jurusan yang bersangkutan pada tanggal 12 Januari dengan abstraksi / outline sebagaimana terlampir.

Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, yakni sampai dengan tanggal 12 Juli 2005.

Atas perhatian dan kesediaan Saudara, kami ucapkan terima kasih.

Malam u'alaikum w.r. w.b.

Jakarta, 6 April 2005

Kepada Yth.

Drs. AM. Zaenuri, M.Pd

Dosen Pembimbing Skripsi
Fakultas Ilmu Tarbiyah & Keguruan
UIN Syarif Hidayatullah Jakarta.
Yang berdaftar tangan di bawah ini:
Nama : Drs Nasrun Mahmud M. Pd
No NIP : 150 041 070
Jabatan : Ketua Jurusan Pendidikan Bahasa Inggris
Tempat tugas : Fakultas Ilmu Tarbiyah dan Keguruan

: Drs Nasrun Mahmud M. Pd
Nim : 150 041 070
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Ciputat, 27 Juni 2005
Ketua Jurusan PBI

Drs Nasrun Mahmud M. Pd
NIP. 150 041 070