CORRELATION BETWEEN VOCABULARY SIZE AND READING COMPREHENSION IN ENGLISH LEARNING
(A Case of Study at MTsN Tangerang II Pamulang)

A Paper
Presented to The Faculty of Tarbiyah and Teachers’ Training
In Partial Fulfillment of Requirements
For The Degree of Sarjana Strata 1 (S1)

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ACKNOWLEDGMENT

In the name of Allah, the beneficent, and the merciful. All praise be to Allah SWT, lord of the world, for the health and strength that has given to the writer in writing this skripsi. Peace and blessing be upon the prophet Muhammad SAW, his family, his companions as well as his followers Amin.

In this occasion, the writer would like to express her great honor and deepest gratitude to her beloved parents: Mr. Mulyono and Mrs. Tri Klasi Ningsih, Sister Meida, My Grandpa Alm: Mr. Slamet (Opa this is for you who always want me to be a teacher). Who always give support, motivation, and moral encouragement to finish her study.

The writer owes so much to Prof. Dr. Hadjid Hardjawidagda as the advisor, who has spared his busy time Evaluable advice during developing this skripsi and completing his work. My Allah SWT responses his kindness much better.

Her gratitude also goes to:
1. Prof. DR. Dede Rosyada, Ma, the dean of the Faculty of Tarbiyah and teacher’s training State Islamic University syarif Hidayatullah Jakarta.
2. Drs. Syauki, M.Pd, the head of English Department of the Faculty of the Tarbiyah and Neneng Sunengsih S, Pd. The Secretary of English Department.
3. All lectures of English Department, who taught and educated the writer during her study at UIN Syarif Hidayatullah Jakarta,
4. Drs. Suhardi S.Ag as the Headmaster of MTsN Tangerang II Pamulang, who has allowed the writer to observe and to conduct the research there.
5. The second grade of MTsN Tangerang II Pamulang, who helped her doing the test given. without them the research unfinished.
6. Mrs. Febriyanti S.Pd as the English teacher of MTsn Tangerang II Pamulang who help her for conducting the observation
7. the staff of officer Library UIN Syarif Hidayatullah Jakarta, who have allowed her to borrow and read books that conduct her skripsi
8. her best friend: Ratih, Denny, Iroel, Astrid, Senja (shinjo), Puji, Srie, and Iis

9. All friends in English department especially class 2002: andri jaya, co2m, de2 mumun, Thiena Spears, Dona, dwie, jus, k dv, lea, Meta, mul, sanjoo, thank for their appreciation and wonderful friendship.

May Allah bless, protect and guided them all, Amiens

Jakarta, 2009
LEMBAR PERNYATAAN

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Dengan ini saya selaku pemulis menyatakan bahwa:
1. Skripsi ini merupakan hasil karya asli saya dengan sebenar-benarnya, untuk diajukan kepada Fakultas Ilmu Tarbiyah dan Keguruan untuk memenuhi salah satu persyaratan memperoleh gelar sarjana (S.Pd) diUniversitas Islam Negeri Syarif Hidayatullah Jakarta.
2. Semua sumber yang saya pergunakan dalam penulisan skripsi ini telah saya cantumkan sesuai ketentuan yang berlaku di Universitas Islam Negeri Syarif Hidayatullah Jakarta.

Jakarta,                          2009

DITHA AGUSTIN S
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CHAPTER I
INTRODUCTION

A. Background of Study

Language is means of communication. Every country in this world has one or some languages to use by the people to communicate one to each other. Indonesia has many language communities. Every locality has its own language. Fortunately, one of those languages is commonly used as lingual Franca or a language of communication. People who speak different local language and title it develops to become a national language that is Bahasa Indonesia. A person from Cianjur for example speaking Sundanies as native local language but the person also speak Indonesian when he communication with other people from other language area, let’s say from Yogja or from Padang. Bahasa Indonesia is taught at school as a national language. People, however, also learn Indonesia language out side of school in the real life because Indonesia is widely used as language communication after school. It’s also used as a formal language in formal governmental and legal occasion.

In Indonesia, English language is a foreign language. Being a world language, English has become more commonly used as means of communication Print and oral. The Government of Indonesia has decided to make English as one of the school subjects of high school. This is because English is regarded to be useful for communication, both in real life as well as in academic life.

Every people have a reason why they learn English. Some people learn it because the advantage of study or job in the future. The other learn it because of their interest in English or their like it. Many students study English only because they have to, but the important function of English is to be lingual Franca for all of people who use different mother tongue.

To learn a foreign language one must learn it in different language skills which include Speaking, Reading, Writing, and Listening. To learn English student must learn to be able to read in the language one, cannot read in a
language unless he or she learn the component of the language. The component includes some system in spelling, grammar and Vocabulary.

How far student can master language skills is depend on how far they can master Vocabulary. It’s because vocabulary is very important to explain or show an opinion or idea. Master in vocabulary is very important to who want enrich their language skill. Vocabulary is also important to comprehend a reading text.

Some writer says that reading can improve vocabulary. So more in reading can improve vocabulary in additional. Kresen in his article (We Acquire vocabulary and Spelling by Reading: Additional Evidence for the input hypothesis) said that there is no way which more effective and interesting to enriches vocabulary than reading.¹

In MTsN Tangerang II Pamulang, the teachers of second grade (VIII Grade) obligate their student to bring dictionary to help them in translate. When the writer came to observation, all of second grade was bringing their dictionary. It is to do to build their habit to bring dictionary and open it to help them found the words meaning, besides their teacher’s help. But the other problem faced by student was they just bring and open dictionary in their class or school and just at foreign language learning. They didn’t do it out of school to practice what they learn. So this is why they less in reading and vocabulary. But in other hand, some of student was take English private class to help them enrich their language or vocabulary. In this case the writer wants to know how far the second grade student of MTsN Tangerang II Pamulang can master the vocabulary and comprehend the reading text.

In the writer experience many students have difficulty who understand what they read because there are so many word that they don’t know the meaning. It’s because they are lazy to open their dictionary, even they bring it, to find the word and get the meaning. It makes them less in vocabulary. Because of that, the writer wants the whether the size of vocabulary correlate with the student ability to comprehend reading material.

¹ Evlyn Rientje Elsjelyn, English Made Easy (Kunci Sukses Belajar Bahasa Inggris), Jakarta-Indonesi: Kesaint Blanc- anggota IKAPI,2008, p. 35
B. Limitation and formulation of the problem

The limitations of the problem that will be discussed of the problems to be identified above writer only limit the discussion on the effect vocabulary size on reading. So the research problem is formulated as follow is there any significant correlation between students vocabulary and students reading for comprehension achievement.

C. The significance of study

The writer expects that the result will be useful for the writer herself; it will increase her knowledge in teaching reading. Moreover, for the English teacher who might use this technique, when they teach reading to help their student, in English learning. For students, writer hopes that they will have a better improvement in reading habits and on their achievement in reading comprehension text.

D. The method of study

The writer was used questioner method to find out the result of student vocabulary and reading comprehension. The writer gave multiple choices for vocabulary and reading vocabulary test. The writer gave vocabulary test first to know how far student can master vocabulary from the test, the second the writer gave reading comprehension test to know how far student can comprehend the reading text. So there are two kinds of score. The score will be analyzed by using statistic correlation formula. Then the writer using Pearson Product moment to know is there any correlation between Vocabulary size and reading comprehension.
CHAPTER II
THEORETICAL FRAMEWORK

A. Vocabulary

1. The Nature of Vocabulary

Vocabulary is the basis of language. It is one component of language like reading and speaking. Vocabulary is a key to reading, writing, verbal expression, building analytical and critical thinking. How good your language is depending on how good you can master the vocabulary. Vocabulary is important to reading comprehension because readers cannot understand what they read without knowing what most of the words mean.

David Gramb describe that Vocabulary is a list of words, usually defined and alphabetized as in a dictionary or specialized glossary’s complete word stock of a language; sum corpus of words used in a sublanguage or by a group, class or individual; scope of diction, command of words or range of expression.²

Broadly defined, vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Second, word knowledge also comes in two forms, receptive and productive. (Kamil & Hiebert, in press).

Oral vocabulary includes those words that we know and usually use in listening and speaking. Print vocabulary includes those words that we know and use in reading and writing. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write.

² David Grambs, Words about Words, McGraw-Hill Book Company, New York St. Louis San Francisco. 1984. P....
Vocabulary is the set of words person or learner are familiar with in a language. A vocabulary usually grows and evolves with age, and serves as a useful and fundamental tool for communication and acquiring knowledge.

People must master the vocabulary first before they learn a foreign language. That’s why vocabulary is a key for language. Building vocabulary is a critical step in learning to read and write. How can people understand the story or news without understand the vocabulary? Without mastering vocabulary, it is impossible to communicate and understand the language. Vocabulary is one of the important aspects in English learning, besides grammar and pronunciation.

Nancy Davis describe that “Being aware is the best way to build vocabulary and to continue adding to your word knowledge. Wide Vocabulary results from wide reading and exposure to a variety of word.”\(^3\) So how much you can master the vocabulary is one of effect from how much you read.

Many factors make the students vocabulary low. They come from the internal and external factor. The internal factor comes from students themselves such as motivation, interest, intelligence etc. the external factor comes from outside of students that affect their learning process such as economic background, learning materials, and teacher performance include their teaching methods.

2. Type of Vocabulary related to Language Skills

One of factors which make someone less in vocabulary is less in stimulation and practices it in uses. For example: one family lives together in a country which have national language, we can make example Indonesian language. This family always used mother tongue (Regional language) in communicate with their family member. So their child was usually used and heard the mother tongue language. When the children come to interaction with other person, they will confused how to communicate with them (people out of family member who using Indonesia language). Same as in learning English, when the

\(^{3}\) Nancy Davis, Vocabulary improvement: a Program for self instruction, reading and Study Skills Center. Indiana University, McGraw- Hill Book Company. P.145
student gets English language they will learn it first. They learn listening (The sound of vocabulary), then they learn to speak how to pronoun it, learn how to read and write it. That’s based of step to learn language. More practice is necessary to enrich vocabulary.

There are Types of Vocabulary: (Prof. Darmiyanti Zuchdi, Ed.D)

a. **Listening vocabulary**: A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice. Before a person or children can read, speak or write something, they learn listening first. Some of children can catch what the other person said before they cannot use that words for speak. Listening vocabulary is a first step before Reading vocabulary. The total words from Listening are more than speaking or writing.

b. **Speaking Vocabulary**: A person's speaking vocabulary is all the words he or 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.

c. **Reading Vocabulary**: A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it includes the other three. When the children start to read, maybe they just know the form of word without knowing the meaning. Then systematically they will learn the words meaning until they get the vocabulary when they read.

d. **Writing Vocabulary**: A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user.

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4 Ibid. p. 35
This skripsi is focusing on reading Vocabulary, which with reading people or learner can enrich their vocabulary. Enrich vocabulary can makes learner understanding what they read.

### 3. Vocabulary Size

Vocabulary size is the number of words that an engine is able to recognize a large factor in its recognition accuracy. Vocabulary size is also used to know student master in vocabulary and provide some indication of the size of learning task facing second language learners. The importance of having a vocabulary large enough to provide coverage of 95% of the words is in a text. So Reading is an important part of most language programs, no matter they are beginner or advanced learner.

There are many opinions about how much student must master vocabulary. But some of them deal that for beginner or High School, they must master at least 1,000 - 3,000 words. Charles Kay Ogden created “Basic English” (850 words). Other lists include “Simplified English” (1000 words) and “Special English” (1500 words). Even Mackey said that the total of word which uses to communicate, in daily life, is only about 2000 word. And Mackey also said that the limited of people vocabulary is depends on their Education Level.

The other research, Francis and Kucera (Vocabulary and text coverage in Brown Corpus) Suggest that with vocabulary size of 2000 words, a learner known 80% of the words in the text which mean that 1 word in every 5 (approximately 2 words in every line) are un known. Liu Na and National (1985) also shown that this ratio of unknown to known word is not sufficient to allow reasonably successful guessing of the meaning of the unknown words. At least 95% coverage is needed for that. In other hand, a large Vocabulary size is clearly better.

It is clear that the learner needs to know about 3,000 or so high frequency words of the language. These are an immediate high priority and there is little sense in focusing on other vocabulary until these are well learned. What the teacher does next is on helping the learners develop strategies to comprehend and learn the low frequency words of the language. Because of the very poor coverage
that low frequency words give, it is not worth spending class time on actually
teaching these words. It is more efficient to spend class time on the strategies of
(1) guessing from context, (2) using word parts and mnemonic techniques to
remember words, and (3) using vocabulary cards to remember foreign language -
first language word pairs. Although the teacher's focus is on helping learners gain
control of important strategies, a major function of these strategies is to help the
learners to continue to learn new words and increase their vocabulary size.

B. Reading

1. The Nature of Reading

Reading is one of language skill. Reading can make enrich student word. All of
information can get with reading. The other way reading can make people
became smart and refreshing to pass the time. Reading can also make some people
share their information to each other. Reading is useful of people live. There are
some writers’ definitions about reading.

Emerald V Dechant definite that reading is a process giving comprehends
in writing depends on what the writer mean. Frank Smith definite that reading is a
communication process which get from writer to reader. Reading involves
identification process and memorial process as stimulate to raise experience and
shapes new understanding using relevant concepts which have by reader. (Miles A
Tinker and Contasc M Mc Cullough)\(^5\)

Other definition said that Reading are:

a. the act or practice of a person who reads; perusal, as of books
b. a public entertainment at which literary material is read aloud
c. the extent to which a person has read
d. material read or meant to be read
e. the amount measured as by a barometer or thermometer
f. the form of a specified word, sentence, or passage in a particular
   edition of a literary work

\(^5\) Prof. Darmiyati Zuchdi, Ed.D, Strategi Meningkatkan Kemampuan Membaca (Peningkatan
g. a particular interpretation or performance, as of something written or composed

From some opinion above we can conclude that Reading is a very useful skill for the students in order to get more information from their education. Reading is also a process to understand what the text or writer says not only know the meaning of text word by word but the meaning of the text a whole.

2. Types of Reading

There are two types of reading:

a. Intensive Reading

In intensive reading, “as the term indicates, each vocabulary and structural item is explained and made aspect of students’ active language; pronunciation and intonation are stressed; and each concept or allusion is clarified”. Besides intensive reading is used to gain a deep understanding of a text, which is important for the readers. The process of scanning takes more prominent role here than skimming. For this kind of purpose it is better to teach the students from a shorter text and develop step to a longer one. This is also called reading for accuracy.

b. Extensive Reading

In extensive reading, the principal aim is comprehension. The student are trained to comprehend or to understand the meaning or the concept from a passage silently without teacher’s help. On the higher stage extensive reading is very useful to gain the aim of extensive reading. Teacher have to teach their students the technique of effective reading such as skimming. Skimming has important role in reading. It is a kind of reading which makes our eyes more quickly on the printed material in order to get information within a short time, the quicker we read the more information we get.  

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To make easy in reading, learners can do some steps like:

c. Previewing: analysis what you read before you start to read with accurately.

d. Predicting: Guessing the content of the text. What is the main idea? What is the important point in text? Etc.

e. Skimming and Scanning: identification the text.

In kinds of reading activities, persons do depends on his purpose; they have a variety of reason for reading so their approach, attitude and technique will be different indeed. If we want to get a general idea of heavy reading like long magazine or newspaper articles, “previewing” is appropriate method. But if we want to get a general idea like magazine, or entertainment selection of the paper, “Skimming” is a good way. Skimming refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection.

Maria and Kathy describe that it idea or “Gist” of its contents. For example, you skim a chapter in your history books to review your knowledge of the civil war, so its called skimming if a reader reads over the passage to get a general idea or a gist of the passage.

Many strategies can be use when skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

Scanning is a reading technique to be use when you want to find specific information quickly.

J. Charles Alderson describe that if you all wish to do is get a general idea of text and you will pay less attention to the detail of the text, and you may well

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read in very different ways than if you are studying a test in order to identify key information.\(^8\) So you can use Scanning technique to find a single in telephone directory. Glancing at a selection for specific piece of information and stopping when find it. In scanning a reader must be aware whether the paragraph or the text contains what he is seeking or not, and must find where it is located in the text if any. Also move eyes carefully or less quickly over the text for specific item.

To give exercise using scanning, teacher can prepare a list of questioner based on the text what they read. That question must given to students before they start to read, its push them to find an answer quickly. After they read and write all answer of question, ask them to read their answer with aloud voice to know how far they can answer with correctly.

Skimming and scanning are very important reading techniques. In short, skimming refers to looking through material quickly to gather a general sense of the ideas, information, or topic itself. When you skim, you read through an article three to four times faster than when you read each word. Scanning refers to reading through material to find specific information. When you scan, you run your eyes over text or information to pull out specific words, phrases, or data.

### 3. Reading Comprehension

Comprehension means to understand what is being communicated. Reading comprehension is the degree to which we understand what we read and to gather information from text. When we pick up the newspaper and grab a novel off the shelf of the local bookstore, we are using our reading comprehension skills to gather information from text. Reading comprehension is the ultimate end-goal of reading. If we do not read to understand, then we read for nothing.

As defined by *Partnership for Reading* (2005), Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.

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\(^8\) J. Charles Alderson, *Assessing Reading* (Cambridge: Cambridge University Press 200…), p. 50
Reading Comprehension separates the passive unskilled reader from the active reader. Readers do not just read but they interest with the text. Using dialogue or short story text makes student as beginner reader easily in reading. Give them a time to read the text with themselves and see how far they can comprehend it.

There are some ways to know how far student can comprehend the text. There are:

a. Predicting what will happen next in story using clues presented in text
b. Create questions about the main idea, message, or plot of the text
c. Monitor understanding of sequence, context and characters
d. Clarify parts of the text which have confused them
e. Connect the events in the text to prior knowledge or experience

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in the other entire subject in the personal and professional lives.

Generally, the reading skills can be split into two halves: one-half is word decoding which is made up of phonemic awareness and phonics. The other half is made up of a set of skills that falls into three categories: Vocabulary, Comprehension, and Fluency.

To read effectively, student must achieve a familiarity with a large vocabulary and have the skills to work around and master new unknown words. These skills include guessing at anew word’s meaning based on its context, on its roots and on the other clues. Let student try to guess the word meaning first without using dictionary, then ask them to see their dictionary to correct their meaning. If they still do not know about the meaning from the word, teacher can help them with using some clues. To give student a widow to self-motoring that skilled readers engage in as they read, demonstrate them while teacher read aloud with them.

In classroom sometimes student scare if they must read with aloud voice, they scare if they get mistake in pronoun. Conscious or not that feeling is always
in student heard. It is because they less practice this language out of school and never use it in their daily lives. In this case teacher can give them more practice in classroom, try to interaction using English language. To make them comfort in classroom, teacher can make some jokes.

Reading is not always do in aloud voice, students can read the text with themselves with silent voice. This way can make student easily before they read with aloud voice, because they can understand the word first and how to pronoun it. Give your student time to read the text, and then ask them to read with aloud voice to make teacher easy in correcting student word.

Johnson and Pearson describe some factors which influence comprehends:9

1. Internal Factor which comes from reader inside includes Linguistic, interest, and motivation.
2. External Factor, differences into two categories, are reading elements (the difficulties of reading material and Text organization) and reading area (teacher prepare).

C. Vocabulary learning

John O Whittaker define learning is a Process by which behavior originates or is altered through training or experience. Harol Spears said that Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction.10 So whatever we do (Read, Write, or listen something) trough training or experience is learning.

Every individual is easy to learn mother tongue and use it easily to communicate, it because people have a natural ability to learn language. But this ability is not same if we learn a foreign language.

Many of people said that it’s because the factor of age. They think that children more easily to learn it than an adult. It’s happen because change of intellectual ability and memorial, more old people so more difficult to learn it. So

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9 Prof. Darmiyati Zuchdi, Ed.D...P.23-24
10 M. Alisuf Sabri, Psikologi Pendidikan (Jakarta: Pedoman Ilmu Jaya, 1996), p. 54-55
is it true? There are some of opinion from some writer who discuss about this question.

Theorndike said that the declined of language learning ability is smallest; it’s about 1% a year after 25 years old. And it can be minimalistic by active in using intellectual ability.

Stephen Kreshen result from his examination, the conclusion was a teenager more easily and quick in master a language than kids. So the ability is growing up as more as their age. We can conclude that age is not a factor to learn.

There are some languages learning Theory: 11

1. **Behaviorism Theory**

In 1950 and 1960, this theory is base of Audio-lingual method, which uses drill or repetition. This theory on Watson and Raynor Experiment in 1920 whose declare that animal can be trained to do everything with using three crucial elements in learning: Stimulus, Response, and Reinforcement.

Skinner and Parlov also describe that Language Learning is a process to figure out habitual use stimulus, Response, and Reinforcement.

Stimulus, which serves to elicit behavior; a response triggered by a stimulus; and reinforcement, which serves to mark the response as being appropriate (or inappropriate) and encourages the repetition (or suppression) of

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11 Evlyn Rientje Elsjelyn, English Made Easy (Kunci Sukses Belajar Bahasa Inggris), Jakarta-Indonesia: Kesaint Blanc- anggota IKAPI, 2008, p. 4
the response in the future (skinner 1957; Brown 1980). A representation of this can be seen in picture above. \textsuperscript{12}

Behaviorism Principle: \textsuperscript{13}

1. Foreign language learning is basically a process of mechanical habit formation
2. Language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen in written form.
3. Analogy provides a better foundation for language learning than analysis analog involves the processes of generalization and discrimination. Drills can enable learners to form correct analogy.
4. The meaning that the words of a language have for native speaker can be learned only in linguistic and cultural context and not in isolation.

In learning Vocabulary, this method usually using the Audio-lingual Method or Drill method where the student or learner repeat what the teacher or native speaker say. It is doing to build student or learner behavior with the language.

\textbf{2. Cognitive Theory}

This theory describe that language learning is a process where student active in trying understanding the data which given to them and made system from it.

The figure of this language is Chomsky. He describe that in mastery language is cannot do just only imitate or memorize sentence pattern. Chomsky believe that human create with cognitive competence to learn language. People can make a system and can make unlimited sentence from it.

In learning Vocabulary this theory used Grammar Translation Method. In a typical Grammar-Translation text, the grammar rules are presented and

\textsuperscript{12} Jack C Richards and Theodore S Rodgers, Approaches and Methods in Language Teaching: A description and analysis (Cambridge Language Teaching Library), p. 50
\textsuperscript{13} Jack C Richards and Theodore S Rodgers,… p. 51
illustrated, a list of Vocabulary items are presented with their translation equivalents, and translation exercise are prescribed.

3. Acquisition Theory

This theory describe by Krashen in his book “The Natural Approach” in 1983. He describes that Learning Process can be differences into two ways: Acquisition and learning. Hence Krasen and Terrel state that “acquisition can take place only when people understand messages in the target language.”

Acquisition is the nature way. Acquisition refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication. For example: when the people go to other country which he never know about the country language, then he lives there. When he fell confused how to communicate with the people, he naturally try to understand what the citizen’s language. He learns naturally the citizen language until he knows itself. So when the people came to strange place which using different language, they didn’t have the other choice except learn the citizen language. It’s not tied with rule.

Learning, by contras, refers to a process in which conscious rules about a language are developed. It results in explicit knowledge about the forms of a language and the ability to verbalize this knowledge. The last process usually can face in classroom. The learner will know the vocabulary when he goes to school and the teacher gave it to them to learn. And it’s tide of rule.

There are also 3 factors which influence in learning English as a foreign language: Aptitude, motivation (Integrative Motivation and Instrumental Motivation), and opportunity. Someone who have high motivation and aptitude but he/she don’t have an opportunity to learn, it impossible to master a foreign language. The other hand, if he/ she have opportunity but low motivation and aptitude so the learning will go slowly.

14 Jack C Richards and Theodore S Rodgers,… p.130
D. Correlation between vocabulary size and reading comprehension in English Learning

The crucial role of vocabulary knowledge in reading comprehension has been well recognized in first language (L1) situations and this has appeared to be true of second language (L2) settings as well. However, in relation to a socio-cultural context such as Indonesia, where English is designated as an Foreign Language in the school curriculum is known about how students' vocabulary size could affect their reading comprehension. Given that students and teachers often cite vocabulary as the biggest hurdle in reading, this study was undertaken to explore the role of vocabulary in reading comprehension.

One of the most persistent findings in reading research is that the extent of students’ vocabulary knowledge relates strongly to their reading comprehension. This relationship seems logical; to get meaning from what they read, students need both a great many words in their vocabularies and the ability to use various strategies to establish the meanings of new words when they faced them. Young student who haven’t large vocabulary or effective word-learning strategies, often struggle to achieve comprehension. Because of their bad experiences with reading, they do not have sufficient word knowledge to understand what they read. Because they do not read very much, they do not have the opportunity to see and learn many new words.

Vocabulary knowledge helps beginning readers decode, or map spoken sounds to words in print. If children have the printed words in their oral vocabulary, they can more easily and quickly sound out, read, and understand them, as well as comprehend what they are reading. An extensive vocabulary is the bridge between the word-level processes of phonics and the cognitive processes of comprehension.

Learning a foreign language is not easy, it because seldom in practice this language out of school or after school. So that’s why student still thinking that to
learn English is not easy. It can be easy if it used in their daily life or more in practice in used.

One of difficulties of student face when learn English is Vocabulary because they always confused when they didn’t find the meaning of word. It’s because they seldom in memorize and use this language.

Building vocabulary skill improves reading comprehension and reading fluency. So without building a large vocabulary, student cannot read successfully. Building vocabulary can start from teacher practice, student influenced by the conversation, short reading text and games.

One of the best methods to build vocabulary is to be an active reader. When someone became an active reader, it pushes him or her to understand the word. If student understand the word, they will be understand the text easily. The use of reading text can enrich student vocabulary.

E. Research Hypothesis

To find the answer the problem, the writer should propose alternative hypothesis (Ha) and Null hypothesis (Ho) as below:

1. Alternative Hypothesis (Ha): there is correlation between vocabulary size and reading comprehension in English Learning for the students’ at MTsN Pamulang

2. Null Hypothesis (Ho): there is no correlation between vocabulary size and reading comprehension in English Learning for the students’ at MTsN Pamulang
CHAPTER III
RESEARCH METHODOLOGY

A. The Purpose of Study
The Purpose of Study is to get some data about the correlation between Vocabulary Size and reading Comprehension in English Learning at MTsN Tangerang II Pamulang, West Pamulang. The writer used VIII 5 class. First, the writer gives them Vocabulary test and the second reading comprehension test.

B. Operational Definition Vocabulary Mastery
There are two Variables in this research; the first Variable is Vocabulary score. This variable shows how many Vocabularies that they can master from the test given. It considered as independent variable (variable X). The second variable is students reading comprehension score which show how far they can understand or comprehend the text from the test given. It considered into Dependent Variable (Variable Y)

C. Place and Time of the Study
The research took place at MTsN Tangerang II Pamulang Jl. Pajajaran No. 31, West Pamulang. The research was held on 19 – 30 March 2007. The writer observed, analyzed, and processed respondents’ data to get what she need in her research.

D. Populating and Sampling Taking
The field research started in March 2007 to directly observed the teaching learning activity.
In this research, the writer took the population of the second grade (VIII Grade) of MTsN Tangerang II Pamulang, Pamulang Barat. The population of second Grade is about nine classes From 29 Classes (VII – IX). The experiment done in Class VIII 5
E. Technique of Data Collecting

To get some valid data, which needed to describe the subject matter, the writer used technique to collect data by doing Testing. The writer wanted to find out the correlation between two kinds of tests, vocabulary size and reading comprehension. The test divided into two: Vocabularies Test, which consist into 20 item. The second is reading comprehension, which consist of reading text and questioner.

F. The Instrument

The writer uses one type of many object tests in collecting the data, which is Multiple – Choice type can be score objectively Test. The vocabulary test used to know the student ability in English, how far they can master it because naturally students who study at junior high school have low English vocabulary. The reading comprehension test used to know how far student can comprehend the reading text.

To avoid the invalid question from these tests, the writer took all question from *Fokus Bahasa Inggris untuk SMP dan MTs* (Published by Erlangga).

G. Technique of Data analysis

The writer tried to analyze data by using the technique, which based on the validity and quality of the data as a result from the research, then took the data that support to the topic of the research.

The formula that used is:

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

Notes:
- \( r_{XY} \): The correlation coefficient
- \( N \): Number of cases
- \( \sum X \): The Vocabulary Test score
ΣY : The Reading Comprehension Test Score

ΣXY : total number of X multiplied by Y

To know the correlation between two variable, writer used correlation level (r) as table bellow:

<table>
<thead>
<tr>
<th>Coefficient of Correlation “r”</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.90 – 1.00</td>
<td>Perfect Correlation</td>
</tr>
<tr>
<td>0.70 – 0.90</td>
<td>Strong Correlation</td>
</tr>
<tr>
<td>0.40 – 0.70</td>
<td>Correlation is strong enough</td>
</tr>
<tr>
<td>0.20 – 0.40</td>
<td>Weak correlation</td>
</tr>
<tr>
<td>0.00 – 0.20</td>
<td>Correlation is neglected</td>
</tr>
</tbody>
</table>
CHAPTER IV
RESEARCH FINDING

A. The Describe of Data

As it has describe in chapter one, the writer conducted both library research and field research. She held field research by talking the score of 40 students randomly and analyze those score in order to find out whether there is any correlation between vocabulary size and reading comprehension by using Product Pearson Moment.

The data of vocabulary size and reading comprehension score can be seen in the table. The result of test can be seen in the analysis of data and Hypothesis.

B. The Analysis of Data

To know how far the correlation between Vocabulary size and reading comprehension in English Learning for VIII grade of MTsN Tangerang II Pamulang, Writer try to find the correlation between two variable (students Vocabulary size score and Reading Comprehension score).

Writer used product moment correlation by Dr. Anas Sudjono to analyze the data from the result of Vocabulary Test and reading comprehension test. The following table show the calculation result based on the theory:

Table I

The score of vocabulary and Reading Comprehension test

In this case, vocabulary is as independent (variable X). To know how far student master in vocabulary the writer gave them the multiple choice test to student as a sample. The following table describes the result of questionnaire about student’s vocabulary test.

The reading comprehension test is as dependent Variable (Variable Y) to know how far student can comprehend the reading. The following table also describes the result of questionnaire about student’s Reading Comprehension test.
<table>
<thead>
<tr>
<th>Number</th>
<th>The Score of Vocabulary Size (X)</th>
<th>Number</th>
<th>The Score of Reading Comprehension (Y)</th>
</tr>
</thead>
<tbody>
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<td>28</td>
<td>7,2</td>
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</tbody>
</table>
From the result of questionnaire about student vocabulary as shown on the table above, we can see the total score from students/respondent is 290 and the Reading Comprehension Test is 290.2.

The highest score of:
- Vocabulary = 8
- Reading Comprehension = 9.2

The lowest score of:
- Vocabulary = 6
- Reading Comprehension = 5.6
Table II
The result of product moment table

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
<th>Y</th>
<th>XY</th>
<th>$X^2$</th>
<th>$Y^2$</th>
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<td>7,6</td>
<td>45,6</td>
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</tr>
<tr>
<td><strong>N= 40</strong></td>
<td><strong>ΣX = 290</strong></td>
<td><strong>ΣY = 290,2</strong></td>
<td><strong>Σ XY = 2118</strong></td>
<td><strong>ΣX² = 2120</strong></td>
<td><strong>Σ Y² = 2126,44</strong></td>
</tr>
</tbody>
</table>

From the result of questionnaire about student vocabulary as shown on the table above, we can see the total score from students/respondent:

- **X** = 290
- **Y** = 290,2
- **XY** = 2118
- **X²** = 2117
- **Y²** = 2126,44

The highest score of:

- **Vocabulary** (X) = 8
- **Reading Comprehension** (Y) = 9,2

\[
\begin{align*}
\sum XY &= 73,6 \\
\sum X^2 &= 64 \\
\sum Y^2 &= 84,64 \\
\end{align*}
\]
The lowest score of: Vocabulary    (X) = 6
Reading Comprehension  (Y) = 5,6

\[\sum XY = 33,6\]
\[\sum X^2 = 36\]
\[\sum Y^2 = 31,36\]

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

\[r_{xy} = \frac{40,2118 - (290)(290,2)}{\sqrt{\left[40,2120 - (290)^2\right]\left[40,2126,44 - (290,2)^2\right]}}\]

\[r_{xy} = \frac{84720 - 84158}{\sqrt{64800 - 64100}\sqrt{85057,6 84216,04}}\]

\[r_{xy} = \frac{562}{\sqrt{59969,2}}\]

\[r_{xy} = \frac{562}{767,52}\]

\[r_{xy} = 0,732\]

From the calculation of the estimation above, it concludes that the correlation between Vocabulary Size and Reading Comprehension accurately is strong correlation (0.70; 0,732 ; 0.90) and the hypothesis of the research is reasonably accepted.
Then in order to complete the result of this research, the writer tried to find out the degree of freedom (df) with the formula:

\[ Df = N - nr \]

\[ = 40 - 2 = 38 \]

Based on the table, (df) 38 at significance level of 5 % and 1 % are:

- \( r_{table} \) at significant level of 5 % = 0,304
- \( r_{table} \) at significant level of 1% = 0,393

so the result is \( 0,304 < 0,732 > 0,393 \). it means that \( r_{xy} \) or \( r_{o} \) is bigger than \( r_{table} \)  

C. The Test of Hypothesis

According to the table of significant, it can be seen that df 38 closer to \( r_{table} \) df 40, so the writer took the \( r_{table} \) df 40. we get point 0.304 on \( r_{table} \) for the 5% significance degree, and point 0.393 on 1% significance degree. So it means point 0,804 on \( r_{o} \) is higher than \( r_{table} \) (0,732 > 0,304 and 0,732 > 0,393), from the result we can conclude that there is correlation between Vocabulary Size and Reading Comprehension in English Learning. Its mean that Alternative Hypothesis (Ha) accepted and Null Hypothesis (Ho) is unaccepted.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

From the paper and hypothesis, the writer can conclude that:

1. Based on the test hypothesis, the Correlation between Vocabulary Size and Reading Comprehension is strong enough, so we can conclude that null hypothesis is rejected and alternative hypothesis is accepted.
2. Student or learner who has large Vocabulary automatically they can understand reading text, and who have high of read motivation can improve their Vocabulary.
3. Someone who have high motivation and aptitude but he/she don’t have an opportunity to learn, it impossible to master a foreign language.

B. Suggestion

Teacher:

For MTsN Tangerang II Pamulang English Teacher, more friendly with your student is good for interaction but not too much. Kept obligate your student to bring dictionary and don’t fear to give them punishment (Don’t give physical punishment) to build their habit.

For the vocabulary and reading comprehension, they must have to increase their teaching by using the component of teaching, such as the method of teaching and suitable of subject matter that will be thought.

Student as learner:

They have to practice their English Vocabulary in their daily activity to make them behavior with this language.
BIBLIOGRAPHY


