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**THE CORRELATION BETWEEN STUDENTS VOCABULARY
MASTERY AND THEIR READING COMPREHENSION IN
DESCRIPTIVE TEXT (A CORRELATIONAL STUDY AT
EIGHTH GRADE STUDENTS OF MTsN 8 KAMPAR)**



BY
DESTA ADLINA
SIN. 12110422803

**FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1447 H/2025 M**



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THE CORRELATION BETWEEN STUDENTS VOCABULARY MASTERY AND THEIR READING COMPREHENSION IN DESCRIPTIVE TEXT (A CORRELATIONAL STUDY AT EIGHTH GRADE STUDENTS OF MTsN 8 KAMPAR)



BY
Desta Adlina
12110422803

Submitted as partial fulfillment of the requirements for bachelor's degree of
English Education
(S.Pd)

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1447 H/2025 M

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STATEMENT OF AUTHENTICITY

hereby,

Name : Desta Adlina

Student Number : 12110422803

Phone Number : 089623350073

E-mail : destaadlina04@gmail.com

Department : English Education

Faculty : Education and Teacher Training

University : State Islamic University Sultan Syarif Kasim Riau

Certify that this skripsi entitled "The Correlation between students Vocabulary Mastery and Their Reading Comprehension in Descriptive Text (a Correlational study at Eighth Grade Students of MTsN 8 Kampar" is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this skripsi. Others's opinion finding include in this skripsi are quoted in accordance with ethical standards.

Pekanbaru, June 18th 2025



Desta Adlina
12110422803



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SUPERVISOR APPROVAL

The thesis entitled "The Correlation between students Vocabulary Mastery and Their Reading Comprehension in Descriptive Text (a Correlational study at Eighth Grade Students of MTsN 8 Kampar" was written by Desta Adlina, SIN. 2110422803. It has been accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Zulhijjah 22th, 1446 H

June, 18 2025 M

Approved by

Supervisor,

Nuardi, M.Ed

The head of

English Education Department

Dr.Faurina Anastasia, S.S.M.Hum

NIP.19810611 200801 2 017

NIP. 19830307 200901 1 012

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EXAMINER APPROVAL

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Pekanbaru, Muharam 11st, 1447H
July 7th, 2025M

Examination Committee

Examiner 1

Dr. Bukhori, M.Pd
NIP. 19790512 200710 1 001

Examiner 2

Kurnia Budiyanti, M. Pd
NIP. 198407142025212015

Examiner 3

Dr. Riza Amelia, SS., M.Pd.
NIP. 198204152008012017

Examiner 4

Dedy Wahyudi, M.Pd
NIP. 198012102023211011

Dean
Faculty of Education and Teacher Training

Dr. H. Kadar, M. Ag.
NIP. 196505211994021001

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Finally, the researcher realized that this thesis is still far from perfection.

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Pekanbaru, June, 18th 2025
The Researcher

Desta Adlina
12110422803

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ABSTRACT

Desta Adlina (2025): The Correlation between Students Vocabulary Mastery and Their Reading Comprehension in Descriptive Text (A Correlational Study at Eighth Grade Students of MTsN 8 Kampar)

This study aims to investigate the correlation between students' vocabulary mastery and their reading comprehension in descriptive texts among eighth-grade students of MTsN 8 Kampar. The research employed a quantitative correlational method, involving a sample of 30 students selected through cluster random sampling. Data were collected using two instruments: a vocabulary mastery test consisting of 40 multiple-choice questions and a reading comprehension test with 20 questions focusing on identifying main ideas, specific information, understanding vocabulary meaning in context, recognizing references, and making inferences. The results showed that the mean score for vocabulary mastery was 74.3, categorized as good, while the mean score for reading comprehension was 76.2, also categorized as good. The Pearson Product Moment analysis revealed a correlation coefficient of 0.646 with a significance value of 0.000, indicating a significant and strong positive relationship between vocabulary mastery and reading comprehension. This finding implies that students with higher vocabulary mastery tend to achieve better reading comprehension in descriptive texts. The results support theories emphasizing vocabulary as a crucial foundation for text comprehension. Therefore, it is recommended that English teaching strategies focus on developing students' vocabulary to enhance their reading comprehension skills, particularly in descriptive texts.

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ABSTRAK

Destina Adlina (2025): Korelasi antara Penguasaan Kosakata Siswa dan Pemahaman Membaca Teks Deskriptif (Sebuah Studi Korelasional pada Siswa Kelas VIII MTsN 8 Kampar)

Penelitian ini bertujuan untuk menyelidiki korelasi antara penguasaan kosakata siswa dan pemahaman membaca mereka dalam teks deskriptif di antara siswa kelas delapan MTsN 8 Kampar. Penelitian ini menggunakan metode korelasional kuantitatif yang melibatkan sampel sebanyak 30 siswa yang dipilih melalui cluster random sampling. Data dikumpulkan dengan menggunakan dua tes: tes penguasaan kosakata yang terdiri dari 40 pertanyaan pilihan ganda dan tes pemahaman bacaan dengan 20 pertanyaan yang berfokus pada identifikasi ide pokok, informasi spesifik, makna kosakata dalam konteks, referensi, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa nilai rata-rata untuk penguasaan kosakata adalah 74,3, dikategorikan baik, sedangkan nilai rata-rata untuk pemahaman bacaan adalah 76,2, juga dikategorikan baik. Analisis Pearson Product Moment menunjukkan koefisien korelasi sebesar 0,646 dengan nilai signifikansi 0,000, yang menunjukkan hubungan positif yang signifikan dan kuat antara penguasaan kosakata dan pemahaman membaca. Hal ini mengimplikasikan bahwa siswa yang memiliki penguasaan kosakata yang lebih tinggi cenderung mencapai pemahaman membaca yang lebih baik dalam teks deskriptif. Hasil penelitian ini mendukung teori-teori yang menekankan kosakata sebagai fondasi penting untuk memahami teks. Oleh karena itu, disarankan agar strategi pengajaran bahasa Inggris menekankan pada pengembangan kosakata untuk meningkatkan kemampuan pemahaman membaca siswa, terutama dalam teks deskriptif.

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ملخص

ديستا إلينا، (٢٠٢٥): علاقة بين مدى إتقان المفردات اللغوية وقدرة فهم النصوص الوصفية لدى تلاميذ الصف الثامن في المدرسة المتوسطة الإسلامية الحكومية ٨ بكامباهار. هذا البحث يهدف إلى معرفة العلاقة بين مدى إتقان المفردات اللغوية وقدرة فهم النصوص الوصفية لدى تلاميذ الصف الثامن في المدرسة المتوسطة الإسلامية الحكومية ٨ بكامباهار. وقد استخدم البحثمنهج الكمي الارتباطي، باعتماد عينة مكونة من ٣٠ تلميذا تم اختيارهم باستخدام تقنية العينة العنفوية العشوائية. جُمعت البيانات من خلال اختبار إتقان المفردات واختبار فهم المفروء. أظهرت نتائج البحث أن متوسط درجات إتقان المفردات بلغ ٧٤.٣، ومتوسط درجات فهم المفروء بلغ ٧٦.٢، وكلاهما في الفئة الجيدة. وقد أظهر التحليل الإحصائي باستخدام معامل ارتباط بيرسون أن قيمة معامل الارتباط بلغت ٠.٦٤٦ بقيمة دلالة إحصائية ٠,٠٠٠، مما يدل على وجود علاقة إيجابية قوية ودالة إحصائياً بين إتقان المفردات وفهم المفروء لدى التلاميذ. ويعني ذلك أنه كلما زاد إتقان التلميذ للمفردات، تحسنت قدرته على فهم النصوص الوصفية. وتؤكد هذه النتيجة النظريات التي ترى أن المفردات تلعب دوراً أساسياً في دعم مهارة فهم المفروء. وبناء على ذلك، يوصى بأن ترتكز استراتيجيات تدريس اللغة الإنجليزية على تنمية المفردات لدى التلاميذ.

TABLE OF CONTENTS

	Page
STATEMENT OF AUTHENTICITY .....	.....
SUPERVISOR APPROVAL .....	..... i
EXAMINER APPROVAL .....	..... ii
ACKNOWLEDGEMENT .....	..... iii
ABSTRACT .....	..... viii
ABSTRAK .....	..... ix
.....	..... xiv
TABLE OF CONTENTS.....	..... xi
LIST OF TABLES .....	..... xiii
LIST OF APPENDICES .....	..... xiv
CHAPTER I INTRODUCTION.....	..... 1
A. Background of the Problem .....	..... 1
B. Problem of the Research .....	..... 6
1. Identification of the Problem.....	..... 6
2. Limitation of Problem.....	..... 6
3. Formulation of Problem .....	..... 6
C. Objective and Significance of the Research .....	..... 7
1. Objective of the Research .....	..... 7
2. Significance of the Research.....	..... 7
D. Definition of Term .....	..... 8
1. Correlation .....	..... 8
2. Vocabulary .....	..... 8
3. Reading Comprehension .....	..... 9
CHAPTER II LITERATURE REVIEW .....	..... 10
A. Vocabulary .....	..... 10
1. General Concept of Vocabulary.....	..... 10
2. Concept of Vocabulary Mastery .....	..... 11
3. Types of Vocabulary .....	..... 12
4. Junior High School Students' English Vocabulary Mastery .....	..... 14
B. Reading Comprehension .....	..... 19
1. Definition of Reading Comprehension .....	..... 19
2. Factors in Reading Comprehension .....	..... 20
3. Reading Descriptive Text in the Eighth Grade of Junior High School...	..... 22
4. Types Reading Comprehension .....	..... 24
C. Relationship between Vocabulary Mastery and Reading Comprehension .....	..... 26
D. Relevant Research .....	..... 29
E. Operational Concept .....	..... 29
F. Assumption .....	..... 33
G. Hypothesis.....	..... 33
CHAPTER III METHOD OF THE RESEARCH .....	..... 34
A. Research Design.....	..... 34
B. Time and the Location of the Research 34
C. Subject and Object of the research..... 35

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D. Population and the Sample of the Research.....	35
1. Population	35
2. Sample.....	36
E. Data Collection Technique.....	36
1. Test Items.....	36
F. Data Technique of Data Analysis	38
1. Validity	38
2. Reliability.....	40
CHAPTER IV DATA RESULT AND DISCUSSION	41
A. Result.....	41
1. Result of Student's Vocabulary Mastery	41
2. Result of Students' Reading Comprehension	44
3. Result of Students' Vocabulary Mastery and Reading Comprehension.	47
4. Normality Test	47
5. Linearity Test.....	49
B. Discussion	50
1. Students Vocabulary Mastery	50
2. Students Reading Comprehension	50
3. Data Analysis of The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension	51
CHAPTER V CONCLUSION AND SUGGESTION	53
A. Conclusion	53
B. Suggestion	54
REFERENCES	1
APPENDICES	
CURRICULUM VITAE.....	

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LIST OF TABLES

Table II. 1	Indicators of Reading Comprehension of Descriptive Text: 24
Table IV. 1	Students Vocabulary Mastery Score 41
Table IV. 2	Percentage of Students Vocabulary Mastery 43
Table IV. 3	Students Reading Comprehension Score 44
Table IV. 4	Percentage of Students Reading Comprehension 46
Table IV. 5	Scores of Students Vocabulary Mastery And Reading Comprehension 47
Table IV. 6	Test Normality 48
Table IV. 7	ANOVA for Linearity 49
Table IV. 8	Descriptive Statistic Students Vocabulary Mastery Score ... 50
Table IV. 9	Descriptive Statistic Students Reading Comprehension Score 51
Table IV. 10	Correlation between Students Vocabulary Mastery and Their Reading Comprehension in Descriptive Text at State MTsN 8 Kampar 51
Table IV. 11	Interpretation of Correlation Coefficient 52

LIST OF APPENDICES

APPENDIX 1 INSTRUMENT OF THE RESEARCH	5
APPENDIX 2 STUDENTS ANSWER.....	6
APPENDIX 3 RECOMMENDATION LETTERS	7
APPENDIX 4 DOCUMENTATION	15



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is one of the English subskills that students must learn since it is essential to all other language abilities. Nurnaeti's research indicates that vocabulary is crucial to language and critical for language learners (Nurnaeti, 2012). Therefore, to improve students' ability to master English, vocabulary mastery cannot be separated from it because it may be used to gauge how well students comprehend English and to boost their self-assurance when speaking the language. On the other hand, by knowing the language, students can use it as a bridge to access any content and thereby broaden their knowledge. By expanding their vocabulary, students will instantly find it easier to interact with individuals from diverse cultures, which will expand their spans of knowledge.

Students must be able to speak, listen, read, and write in English to be able to communicate effectively in that language. To achieve these objectives, the pupils must comprehend a few terms. In her journal entry from the When English Rings a Bell textbook, Astika provides information about the vocabulary in the textbooks that are K1 words, which are the 1,000 words that appear most frequently, and K2 words, which are the next most frequently recurring 1,000 words. K1 words are the simplest and most common terms in all literature. According to Astika (2016), the K2 words are ones that appear less frequently and frequently in texts. These K1 and K2 terms should be understandable to junior high school pupils.

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Schmitt suggests that we should similarly set the distinction between high-frequency words. They propose a completely new vocabulary category known as "mid-frequency terms," which is distinct from academic and technical word lists. And they returned. The high-frequency word count consists of the 2,000 to 3,000 most common word families. They continue by defining mid-frequency words as those that fall between the most prevalent 3,000- and 9,000-word families, and low-frequency words as those that are over 9,000 levels. Low-frequency words are in the list between the ninth and fourteenth thousand levels, whereas infrequency words are in the list between the third and third thousand levels (Schmitt, 2014). Students in the third level of the seventh grade, which spans the ages of nine to fourteen, must therefore possess a significant vocabulary size of two thousand words.

Reading is a linguistic skill that gives students feedback and allows them to research a variety of sources for their academic work. In these circumstances, reading turns into a linguistic ability that pupils must acquire right away. According to Safdarian et al.(2014), reading is the most important skill for their students to acquire knowledge. Students can translate their knowledge into other languages and learn more quickly in a number of methods.

In other words, a student with strong reading skills is more likely to succeed academically and pass exams than a student with limited reading skills. Skilled readers are able to comprehend both the individual phrases and the overall organization of a piece of text. They are able to follow arguments, comprehend concepts, and identify implications. Although they already recognize most of the



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words in the book, they can also infer the meaning of numerous unfamiliar words from their context or, if needed, effectively use their dictionary.

The relationship between vocabulary Mastery and reading comprehension has been an important concern in English language learning. Vocabulary is the key to understanding the meaning of a text, so the more vocabulary students have, the more likely they are to comprehend the content. Several theories support this relationship. Threshold Theory (Laufer, 1992; Nation, 2001) states that readers must understand at least 95-98% of the vocabulary in the text in order to understand the content well. Anderson & Freebody (1981), who state that the more vocabulary a person has, the better his understanding of the text he reads. In addition, the Interactive Model (Rumelhart, 1977) emphasizes that the reading process involves interaction between linguistic information (vocabulary) and background knowledge. (Perfetti's, 2007) research through the Lexical Quality Hypothesis also shows that the quality of vocabulary understanding affects the speed and accuracy of text comprehension. In the educational context, many students experience reading difficulties due to limited vocabulary acquisition, which in turn has an impact on their low comprehension of English texts. Therefore, it is important to examine the relationship between vocabulary acquisition and reading comprehension ability in order to improve the effectiveness of English language learning in schools.

Based on the curriculum, vocabulary is one of that important things that every students at MTsN 8 Kampar should masters, if the students are not able to master about components of English, especially in reading as stated in the

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curriculum 2013, it means that the learning process of English is not effective and successful.

The eighth-grade students of MTsN 8 Kampar are one example of learners whose reading comprehension remains relatively low. This issue was identified during preliminary research conducted by the researcher, supported by data from the English teacher, which indicated that many students struggled to understand written English texts. This problem persists despite the implementation of the 2013 curriculum, which aims to improve language skills.

According to Yulia (2013), teaching English in Indonesia often lacks effectiveness due to several challenges, including limited instructional resources, low parental support, and students' low motivation to use English outside the classroom. These problems hinder students' ability to develop essential skills such as vocabulary mastery and reading comprehension.

Although the importance of vocabulary in reading comprehension, past research has typically treated these skills separately. There is a scarcity of research that precisely investigates the relationship between students' vocabulary mastery and reading comprehension, particularly among junior high school students at religious public schools such as MTSN. This difference highlights the importance of conducting research on how vocabulary mastery affects students' English reading abilities. As a result, this study attempts to solve this issue by examining the relationship between students' vocabulary knowledge and reading comprehension skills at MTsN 8 Kampar.

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According to the above statement, reading English is crucial. Gaining fluency in reading vocabulary is a crucial component of learning English as a second language. Learning vocabulary is essential for pupils learning a foreign language.

Students in junior high school struggle with reading comprehension in addition to vocabulary. The researcher would like to conduct research based on the description above to examine and determine the relationship between students' vocabulary mastery and their reading comprehension challenges faced by the eighth-grade students of MTsN 8 Kampar. The aforementioned facts show that students' language use continues to be hampered by their lack of vocabulary, which was commonly overlooked in classrooms and instructional materials. While vocabulary knowledge was crucial for supporting language proficiency. Additionally, she can significantly affect the language's quality by employing terminology. That is why the researcher would like to conduct a study under the "The Correlation between Students Vocabulary Mastery and Their Reading Comprehension in Descriptive Text (A Correlational Study at Eighth Grade Students of MTsN 8 Kampar)"

A research was conducted by Faliyanti (2015). According to the researcher's findings, there is a strong positive association between students' vocabulary mastery and their interest in English when it comes to reading comprehension in descriptive texts, conducted during the second semester of the 2014–2015 academic year at Muhammadiyah University. Another study was conducted by Lestari (2020). According to the findings, students' language proficiency and reading

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1. Identification of the Problem

Based on the background of the problem, the writer identifies some problem of this research as follows:

- a. Students' difficulties in mastering English vocabulary.
- b. Students' difficulty in reading comprehension in text.
- c. Students lack opportunities to practice the material from the teacher

2. Limitation of Problem

In this research, the researcher determined to limits of the research into the correlation between students' vocabulary mastery and their reading comprehension at MTsN 8 kampar of year 2024/2025

3. Formulation of Problem

This research can be formulated in the following research questions:

- a. What is the vocabulary mastery of Eighth grade at MTsN 8 Kampar?
- b. What is the students' reading comprehension of descriptive text of Eighth grade at MTsN 8 Kampar?
- c. Is there a significant correlation between students' vocabulary mastery and their reading comprehension of descriptive text?

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C Objective and Significance of the Research**1. Objective of the Research**

- a. To know students vocabulary mastery of Eighth grade at MTsN 8 Kampar.
- b. To know students reading comprehension in descriptive text of Eighth grade at MTsN 8 Kampar.
- c. To identify the significant correlation between students' vocabulary mastery and their reading comprehension using quantitative correlational analysis.

2. Significance of the Research

It is believed that the study will help with:

- a. The students: This study is intended to help students realize the importance of vocabulary mastery in improving their reading comprehension. By understanding vocabulary as an essential and engaging part of learning English, it is hoped that students will become more motivated and enthusiastic in their English learning process.
- b. The teacher: This study may assist English teachers in developing more effective teaching strategies, learning materials, and classroom activities focused on strengthening students' vocabulary and reading skills.
- c. Other researchers: This research may serve as a reference for future studies focusing on the relationship between vocabulary mastery and reading comprehension. It can help other researchers to conduct more targeted and efficient research in similar areas, especially among junior high school students.

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D**Definition of Term****1. Correlation**

In this research Correlation refers to a statistical measure that shows the extent to which two or more variables have a relationship with each other. Correlation does not imply causation; it only shows the relationship between certain variables. According to Sugiyono (2016), correlation is a statistical technique used to determine the relationship or influence between two or more variables.

2. Vocabulary

In this research vocabulary mastery refers to a person's ability to recognize, understand, and use words in a particular language appropriately in the context of both oral and written communication. In addition to understanding word meanings, mastery of vocabulary include knowledge of word forms, grammatical usage, collocations, connotative and denotative meanings, and word relationships. The three primary components of vocabulary mastery are form, meaning, and use, according to Schmitt (2000). To be able to use the word successfully in everyday speech, one must master its subcomponents. Similarly, Nation (2001) states that mastery of vocabulary includes understanding words' meanings, their written and spoken forms, and how to employ them in the right settings, including syntax and collocation.

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3. Reading Comprehension

In this research reading comprehension refers to the ability to understand, interpret and draw meaning from written text. The focus is on descriptive text according to the curriculum, with indicators of finding the main idea, specific information, word meaning in context, reference identification, and inference. Theoretical references were taken from Stanley & King (1999).

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CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. The General Concept of Vocabulary

Vocabulary is one of the linguistic elements that learners of English should become proficient in. The development of the four language abilities in a learner is influenced by vocabulary, phonology, and grammar. Vocabulary has an impact on one's capacity to communicate in English. Since all of the language's abilities are connected to words, students cannot learn English without increasing their vocabulary. Students with a limited vocabulary will struggle in reading, writing, speaking, and listening. Therefore, if children can master vocabulary, their English language acquisition will be successful.

A language's vocabulary is its collection of words that are used to express ideas. It is an essential element that students should become proficient in. A pupil should have acquired enough vocabulary to express concepts both vocally and in writing since they cannot communicate if they do not have it. Because the importance of new words is regularly emphasized, whether in literature or in class, Mofareh contends that vocabulary is an essential part of learning a foreign language (Al-Qahtani, 2015).

The fundamental element of language is vocabulary. A limited vocabulary makes it difficult to express ideas clearly or converse effectively. If students are unable to expand their vocabulary, they will gradually lose interest in learning. Clouston (2013), like the expert who gave the explanation above, defines



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vocabulary as a language's words, including single words, phrases, or groups of multiple words that express a particular meaning, much like individual words like "Good Morning" and "Nice to Meet You." This implies that sentences that contain three or more words are also regarded as having a little vocabulary.

According to the above theories, a vocabulary is a group of words in a language that have many meanings. Since vocabulary is used to teach us the four English language skills that people from all walks of life and professions use in communication, it is the foundation of language. Vocabulary is the most important component of learning English. Students will find it easier to understand word meanings when they read, write, talk, and listen in English if they have a solid vocabulary. Since vocabulary is a tool for understanding other people's intents and is crucial to our ability to interact with them, we must expand it. It is impossible to master a language without a vocabulary.

2. The Concept of Vocabulary Mastery

The acquisition of new vocabulary is not a quick and simple process. The process of mastering a language begins in infancy. Essentially, a newborn learns their first language in the mother tongue. They can acquire vocabulary through simple words by listening to what others are saying. It is often known that the growth of English vocabulary cannot occur without English abilities (English skills), as both are essential to the teaching and learning of English.

The teacher needs to know how to assess students' language proficiency so they can be identified. Stated differently, a learner's productivity that is, their capacity for efficient writing is measured by the vocabulary test that will be used to



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evaluate their vocabulary knowledge (Nation, 2012). To sum up, learning a vocabulary involves more than simply memorizing words or word clusters. Those who attend them frequently should never forget them or they should get embedded in their long-term memory. And just remembering them is not enough. Understanding words entails understanding their antecedents and connotative meaning. Furthermore, someone who knows words well will be able to utilize them appropriately in both written and spoken contexts.

3. Types of Vocabulary

There are two types of vocabulary, according to Thornbury & Nation (2002, 2001, both of which are cited in (Sujadi, 2019). These two types of vocabulary are receptive and productive. When learning new words, people require a lot of repetition and context-based connections in order to commit the words to memory and utilize them in writing and speech. A person's vocabulary can be divided into two main categories: active and passive.

a. Productive Vocabulary

The terms in this vocabulary refer to words that students not only understand but are also able to pronounce correctly and use effectively in speaking and writing. These words are associated with productive language skills, which involve active language use. When someone constructs a sentence—whether in writing or speaking—they draw upon this set of vocabulary. It applies to both oral and written communication.

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b. Receptive Vocabulary

Receptive vocabulary refers to the words that students can recognize and understand when reading or listening, even if they do not use these words in their own speech or writing. These words are connected to receptive language skills, such as reading and listening. For example, students may often understand the meaning of certain words when they encounter them in a text or hear them in conversation, even though they rarely use them themselves. However, depending on the context, some passive or receptive words can gradually shift into active vocabulary. If a person has never encountered a certain word before, it will be difficult for them to incorporate it into their productive vocabulary.

Both active and passive vocabulary are important. The aim of teaching a foreign language is to help students develop both types of vocabulary along with the four main language skills: listening, speaking, reading, and writing.

While active vocabulary may seem more important for conversation, receptive vocabulary forms the foundation for comprehension. Therefore, the author emphasizes the importance of teaching basic vocabulary that is commonly used and understood among English-fluent students, especially for seventh-grade learners.

Moreover, Kamil & Hiebert (2005 p.3) also mention other kinds of vocabulary beside productive and receptive vocabulary. In this case, the oral vocabulary refers to the words that their meanings are known in speaking or reading orally, whereas the print vocabulary is, considered as the words of which

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their meanings, known in writing or reading silently.

According to Fromkin, et.al (2003) classify words in a language in to two terms. They are:

a. Content word

Content word is the word used to express or describe things such as actions, object, attributes and ideas. It consists of noun, verb, adjective, and adverb.

b. Function word

Function word is a word that does not have clear concepts or meaning related to the word and it is only used in terms of grammatical function. It consists of preposition, article, and pronoun.

4. Junior High School Students' English Vocabulary Mastery

One of the linguistic skills that students who want to acquire or master English must the first master is vocabulary. If they have or are familiar with a large enough vocabulary, they can converse effectively. It will be easier for students to understand reading materials or passages and to articulate their opinions in English if they have a large enough vocabulary. If students don't have enough vocabulary, they will struggle to learn English. When teaching English, the instructor must introduce language to the pupils in a suitable manner.

Junior high school English instruction has distinct requirements, especially when it comes to vocabulary acquisition. This has an impact on students' vocabulary acquisition results, which remain far from the Curriculum Center's English Language Standards Competency for Junior High School Students' goal of 3500

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vocabulary mastery (2004 cited in Nappu, 2014).

According to Nation (cited in Nunan; 2003; 133), Vocabulary teaching and learning must fit into the broader framework of a language course (Nappu, 2014). To guarantee a well-rounded variety of learning opportunities, think of a language course as consisting of four strands. They are as follows:

a. Learning from meaning-focused input-learning through listening and reading

Learning from listening and reading is a part of the "learning from meaning-focused input" strand. In order for vocabulary acquisition to occur in this strand, learners need to be familiar with 98 percent of the running terms. Because the learning from the input strand must be present even in the early stages of language learning, it is imperative that pupils have access to simple written and spoken texts.

b. Deliberate language-focused learning-learning from being taught sounds, vocabulary, grammar, and discourses.

It includes paying careful attention to linguistic elements that are provided out of context, such as sounds, spelling, vocabulary, grammar, or speech. Recalling the translations of new words in the target language is the most evident conscious learning technique.

c. Learning from meaning-focused output-learning by having to produce language in speaking and writing.

The "learning from meaning-focused output" strand includes instruction through speech and writing, with the primary focus of the learners being on

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conveying ideas. Thinking of productive abilities as sources of vocabulary learning may sound strange, but it can improve learning and motivate students to focus on vocabulary material they might not otherwise be aware of when reading and listening. When expressing that someone took their prescription, for example, the speaker needs to employ the proper verb: do individuals eat, drink, or take medications? When reading or listening, there is no such choice to be made.

d. Developing fluency—becoming quick and confident at listening, speaking, reading, and writing.

Not only must vocabulary be known, but it also needs to be accessible when needed. The fluency development strand of a course aims to help students maximize their existing knowledge. It is essential to realize that fluency is linked to all four skills—speaking, listening, reading, and writing—and that fluency development is different for each of these abilities. Fluency-building exercises should be message-focused, require a lot of input and output, only utilize well-known language objects (no unknown words or grammatical constructions), and include some pressure to perform more quickly than usual.

Based on the description stated above, it is possible to ensure that there is a balance between intentional learning and unintentional learning, input and output, spoken and writing skills, and learning and fluency development. Although these four strands are applicable to every aspect of a language course and maybe to most learning styles, we will only be discussing vocabulary in this post.

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In this study, the indicators of students' vocabulary mastery are adapted from Nation's (2001) framework, which emphasizes that vocabulary mastery includes understanding word meaning, form, and proper use in context. Based on the test blueprint, there are five main indicators used to measure students' vocabulary mastery:

1. Determining the meaning of words from short texts

This indicator measures the students' ability to infer or find the meaning of unfamiliar words by understanding the context in which the words appear. This skill is important because students often encounter new words while reading, and using context clues helps them understand the text without relying too heavily on dictionaries.

2. Identifying specific information in simple texts

This indicator refers to the students' skill in recognizing and locating key details related to vocabulary items in short passages. It shows their understanding of how certain words relate to the main idea and supporting details of the text.

3. Determining synonyms or antonyms of words in context

This indicator focuses on students' ability to identify words with similar or opposite meanings based on the given context. Mastery of synonyms and antonyms enriches students' vocabulary range and helps them understand nuances of meaning.

4. Using words according to their grammatical function

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This indicator measures students' understanding of how words function in sentences — for example, whether a word is used as a noun, verb, adjective, or adverb. Knowing how to use words grammatically correctly is essential for both spoken and written communication.

5. Selecting and using adjectives appropriately according to context

This indicator assesses students' skill in choosing the correct adjectives that fit the meaning of a sentence. Adjectives are important in providing clear descriptions and adding detail to sentences.

Through these indicators, students' vocabulary mastery can be measured comprehensively not only recognizing the meaning of words but also applying them accurately in various contexts. These indicators align with the principles of effective vocabulary instruction, which involve both receptive (understanding) and productive (using) vocabulary knowledge.

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B. Reading Comprehension

1. Definition of Reading Comprehension

The ability to comprehend the material that has been studied is the quintessence of reading comprehension. According to Clarke et al., reading comprehension is anchored inside the text itself (Clarke, 2013). The interaction between the reader's response to the content and the content itself results in a formed understanding. According to him, reading is fundamental to education and learning, and it's critical to take into account the situations in which developing students must extract and apply meaning from texts.. Furthermore, he claims that as understudies progress through the school framework, reading comprehension capacities ended up increasingly crucial. The information that the reader brings to the method of comprehending has, in any case, been the accentuation of reading comprehension. Knowing that perusing may be a changing involvement that impacts the reader's considering and learning is significant. It's possible to come over modern expressions, thoughts, and perspectives that both test and broaden our understanding.

According to Leon, reading comprehension entails a reader creating a mental model of a text through the creation of ad hocconnections based on the concepts and events in the text (J.A. Leon, 2015). Conversely, Hock et al. describe reading comprehension as the process through which the reader interprets information derived from text (Hock et al., 2015). During this process, the reader creates a mental image of the text's meaning based on the text's qualities and their existing knowledge of the world. When the reader integrates prior knowledge with

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text-based knowledge, deep comprehension occurs.

Additionally, it is possible to define reading comprehension as the capacity, method, and development of a text employing the reader's prior knowledge. Readers go through a process when they read something. As part of the reading comprehension process, readers will integrate previously learned material with text-based knowledge.

Understanding the written word to extract information from the text reading is another definition of reading comprehension. Reading is a process, and comprehension is the result. The results of reading comprehension are significantly impacted by the reading process itself.

2. Factors in Reading Comprehension

Clarke states five factors that influence the students' scores in reading comprehension (Clarke, 2013):

- a. Language skills

Language skills can be divided into four categories: phonology (word sounds), semantics (word meaning), grammar (word and sentence structures), and pragmatics (the social use of language).

- b. Understanding the meaning of words

The capacity of students to comprehend connected text is highly correlated with their understanding of the meanings of specific words. The ability of students to define vocabulary concepts is commonly employed as a standard for comprehending word meanings.

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c. Working memory

Working memory is the capacity to retain information while managing other attention-demanding tasks at the same time. Working memory processes may be essential for text comprehension since reading necessitates retaining information from prior reading while continuing to decode upcoming words and integrating this new information with what has already been read.

d. Working with text

In addition to integrating the information in a text, students must use their word knowledge to foster understanding, as successful reading comprehension relies on the reader's ability to draw conclusions and connect disparate pieces of information.

e. Environment influences

Key factors influencing the development of reading comprehension abilities are motivation and enjoyment. Numerous environmental influences, including exposure to a wide range of books, reading at home, and instructional practices, affect reading motivation. The degree to which a book is understood depends on a number of reading comprehension characteristics. Contributing factors include language skills, word meaning comprehension, working memory, text processing, and contextual influences.

According to Tankersley (2005), the following four important factors that influence reading comprehension:

- 1) Command of the linguistic structure of the text. It means that the readers need to know how to decode text quickly and draw meaning from the text.



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- 2) Adequate vocabulary in the content area. It means that a good vocabulary enables readers to process words automatically while reading.
- 3) Degree of metacognitive control of the text. It means that readers must know how to self-monitor and reflect on their level of understanding during the act of reading.
- 4) Adequate domain knowledge. It means that background knowledge helps us to connect to the text that we are reading. Without do it, we will derive little meaning from it. And also without meaning, it is not comprehension can result.

3. Reading Descriptive Text in the Eighth Grade of Junior High School

A descriptive text is one that provides a detailed description of a person, animal, object, or place. Descriptive text is one type of content that is commonly seen in essays. The thing is characterized by its features. The generic structure of descriptive texts consists of identification and description.

According to Widarso (2013, referenced in Fatmawati, 2014), a descriptive text describes an object, a place, or a person using words. This suggests that the topic of the paragraph is some kind of description. This phrase usually describes the characteristics of a thing, a place, or a person. Sometimes, a text is called a descriptive text if it gives a thorough description of a person, object, or place. The reading comprehension measures from Stanley M. & King (1989), which are referenced in this study (Ningsih, 2015), will be used by the author. As a result, this study will use five indicators. It is divided into reading comprehension markers including finding information, recognizing references, interpreting words in

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context, and making deductions.

To sum up, teachers who teach reading through descriptive texts are undoubtedly responsible for their students' reading comprehension, which places them in a dependent position. Additionally, when teachers concentrate on their students' comprehension of the descriptive text, they have less time to comment on other, possibly more important reading-related aspects like substance and coherence.

Additionally, Ningsih (2015) in Stanley & King (1999) as saying that there are five components of reading comprehension that fit within an Islamic junior high school curriculum. They are:

- a. Finding main ideas. It is the main topic that can be discussed in a paragraph, which helps readers grasp the paragraph's main idea. The major concept of a paragraph may appear in the opening, middle, or last sentence.
- b. Finding information. Readers must swiftly skim the text's most important passages. It usually contains a word that raises a guess. You might find particular information on a person, location, event, and time when searching for information.
- c. Finding the meaning of vocabulary in the context. The reader should be able to deduce the meaning of any unknown terms when reading a sentence or paragraph.
- d. Identifying reference. These include they, she, he, it, her, him, and others, and are frequently short and frequently used. By pointing out the term being

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referred to, this feature may aid the reader in understanding the reading material.

e. **Concluding.** Readers are required to make accurate predictions. A forecast can be established by carefully interpreting the clues that a writer provides.

Variables were used in this study by the researcher to combine reading comprehension and descriptive text indicators. It was divided into indications of reading comprehension such as identifying references, finding information, interpreting words in context, and making deductions. Two indicators of a descriptive text are identification and description.

To increase their reading comprehension of descriptive material, students should be able to interpret descriptive language well. The reading comprehension indicators for descriptive text are composed of the subsequent reading comprehension and descriptive text components:

Table II. 1
Indicators of Reading Comprehension of Descriptive Text:

Variables	Indicators
Students' Reading Comprehension	1) Finding Main Idea 2) Obtaining Reliable Information 3) Determining Vocabulary Meaning 4) Choosing Reference 5) Drawing Conclusions

Stanley M. & King, 1999

4. Types of Reading Comprehension

Grabe & Stoller (2002) define comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. It implies that when a reader is able to take the valuable information from a text and turn it into a new understanding of their own, they have succeeded in achieving comprehension. Additionally, Day & Park (2005) suggest the following forms of

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comprehension.

- a. Literal comprehension is the ability to understand a text's meaning simply, including facts and vocabulary that aren't explained in the text.
- b. Drawing conclusions from a text and creating additional information that isn't stated directly in the text is known as inferential comprehension.
- c. Reorganization is the process of rearranging data from different sections of a text to produce new data.
- d. Predictive comprehension involves combining the reader's personal knowledge and comprehension of a text to predict what might occur next or after the reading is done.
- e. Inferential comprehension and evaluative comprehension are similar, but evaluative comprehension calls on readers to make a thorough assessment of certain elements of a book and to be able to redevelop an understanding utilizing related issues.

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.

According to the definitions given above, reading comprehension is the ability to comprehend what has been read. Understanding is a cognitive process that relies on the reader's prior knowledge and experience in addition to comprehension abilities.

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C. Relationship between Vocabulary Mastery and Reading Comprehension

Vocabulary mastery is a fundamental component in language skills, especially in reading skills. Reading comprehension is highly dependent on the reader's ability to recognize and understand the words in the text. Without adequate vocabulary mastery, readers will have difficulty in understanding the content of the text as a whole.

Several theories support this relationship (Laufer, 1992) argues that there is a threshold level in vocabulary acquisition that must be achieved by readers in order to understand texts effectively. The threshold is about 95% of the vocabulary in a text. This means that if readers do not understand at least 95% of the words in the text, then they will find it difficult to understand the content of the text as a whole. (Nation, 2001) even proposes that to really understand the text well and comfortably, readers should master about 98% of the vocabulary used in the text. If the vocabulary mastery falls below that number, the reader will be distracted too much by unfamiliar words.

According to Anderson & Freebody (1981), vocabulary plays an important role in reading comprehension, where the more vocabulary a person has, the higher his ability to understand the content of the text. They state that vocabulary size can accurately predict a person's level of understanding of the text being read. This is because readers who know more words will more easily capture the meaning, main idea, and detailed information in the reading without experiencing comprehension barriers.

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Rumelhart (1997) explains that the reading process is an interaction between two types of processing, namely:

1. Bottom-up processing: readers start from recognizing letters, words, and sentence structure.
2. Top-down processing: the reader uses prior knowledge and experience to understand the text.

Vocabulary mastery is very important in bottom-up processing, because if the reader does not recognize or understand the meaning of the words in the text, this process will stop. As a result, the top-down process also cannot run optimally, because the reader fails to build a complete meaning from the information presented.

Perfetti states that reading comprehension is influenced by the quality of the lexical or mental representation of a word. This representation includes its spelling, pronunciation, meaning, and use in context (Perfetti, 2007). Readers with high vocabulary mastery have strong and accurate lexical representations, so they can process information more efficiently. Conversely, readers who have low vocabulary mastery will have difficulty in accessing the meaning of words and will be slower in understanding the content of the text.

Cummins explains that skills in one aspect of language can contribute to the development of other language skills. In this context, vocabulary mastery acts as a foundation that supports reading skills (Cummins, 1979). If vocabulary mastery increases, then text comprehension skills will automatically increase as well. This shows that the two skills are interrelated and influence each other.



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Based on the theories above, it can be concluded that vocabulary mastery plays an important role in the reading comprehension process. Readers who have a good command of vocabulary tend to be able to understand texts faster, more accurately, and more deeply than readers who have limited vocabulary. Therefore, improving vocabulary mastery needs to be a major concern in learning to read, especially in the context of learning English as a foreign language.

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D. Relevant Research

Researchers have found several studies that are relevant to this research the title is "The Relationship between Students' Vocabulary Mastery and Their Interest in English Toward Reading Comprehension in Descriptive Text" (Faliyanti, 2015) When collecting samples, the researcher used cluster random sampling. The researcher focused on reading comprehension and vocabulary mastery in descriptive texts and collected data using a test and a questionnaire. The data from the questionnaire used to determine students' interest in English was analyzed by the researcher using the Product Moment Formula. There are several similarities between this research and the author's study. This study's focus on the relationship between vocabulary and reading comprehension is what unites them. Next, the instruments that were used were the same for both the vocabulary test and the reading test.

The Correlation Between Students' Vocabulary Mastery and Reading Comprehension of The Eleventh Grade Students of Sman 5 Palu is a study by Lestari, et al. that comes in second (Lestari, 2020). This study used quantitative methods. The study's sample consisted of 28 eleventh graders from SMAN 5 Palu. The pupils were chosen as the sample using the class XI IPA 6 purposive sampling technique. The data was collected through tests and subsequently subjected to statistical analysis. The IBM SPSS Statistic Version 21 program and the Pearson Product Moment Correlation technique were used to assess all of the data gathered for this investigation. According to the study's findings, students' language proficiency and reading comprehension are correlated.

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Third, Furqon has published a journal article titled "The Correlation between Students' Vocabulary Mastery and Their Reading Comprehension" that details her correlation findings (Furqon, 2015). 34 second-graders' data were collected. Test questions for reading comprehension and vocabulary mastery were given to the students in order to assess their proficiency in these areas. The results were compared in order to ascertain the link between those parameters. The findings showed a strong correlation between pupils' reading comprehension and vocabulary. The current study came to the conclusion that students' comprehension of the texts was aided by their vocabulary.

Later, Bahri carried out a study titled The Correlation between Students' Vocabulary Mastery and Their Reading Comprehension at Seventh Grade Students of Mts. Daarul Ihsan (Bahri, 2019). The sample that was taken was roughly 32 students at seventh-grade students to ascertain their level of competence in these domains, the students performed the reading comprehension and vocabulary mastery tests. The outcomes were compared in order to ascertain the link between those parameters. Shown the strong correlation between the pupils' language proficiency and their comprehension of the material they were reading. The current study's findings demonstrated that vocabulary is more crucial for text comprehension than reading comprehension, even though students' experiences and reading habits help with reading comprehension.

Between previous research and this research, there are several similarities and differences. The connections between previous research and more recent research include the following: (1) A suitable study was conducted to investigate

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the relationship between students' vocabulary mastery and their reading comprehension to ascertain the degree of vocabulary mastery and reading comprehension. (2) The results of studies showing a high correlation between the variables (3) After that, all the tools used tests for vocabulary and reading comprehension.

The following are the ways that this research differs from previous studies in each case: (1) The research sample includes students from various locations. (2) Cluster random sampling and purposive sampling techniques were utilized in several earlier research to select the sample. Meanwhile, the English teacher is asked to provide a sample for this study. Clarke (2013) lists five variables that have an impact on pupils' reading comprehension test results: (1) Language skills: Phonology (the sounds of words), semantics (the meaning of words), grammar (the structures of words and sentences), and pragmatics (the social use of language) are the four categories of language skills. (2) Word meaning comprehension: There is a strong correlation between students' comprehension of word meanings and their ability to understand connected texts. (3) Working memory: The capacity to retain information while responding to other tasks requiring attention is known as working memory. (4) Working with the material: The reader's capacity to make inferences and connect disparate bits of information is essential to effective reading comprehension. (5) Environmental influences: Two crucial components in the growth of reading comprehension abilities are motivation and enjoyment. A number of contextual factors, including as teaching methods, reading at home, and exposure to a range of books, affect pupils' drive to read.

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E. Operational Concept

Operational concept is a concept used to give an explanation about theoretical framework and avoid misinterpretation and misunderstanding of this research. Syafi'i (2011) said that operational concepts are concluded from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing a research paper.

1. Variable X (students' vocabulary mastery)

In this study adoption from Nation (2001) framework the writer defines the indicators of students' vocabulary mastery as follows:

- a. Students are able to meaning of words from short texts
- b. Students are able to identifying specific information from simple text
- c. Students are able to determine Synonyms or antonyms of words in context
- d. Students are able to use words according to their grammatical function
- e. Students are able to select and use adjective that are appropriate to the context of sentence

2. Variable Y (Reading Comprehension in descriptive text)

Based on English subject syllabus in 2013 curriculum, King and Stanley (1999) the indicators to define reading comprehension on descriptive text as follows:

- a. Students are able to findings main idea in descriptive text

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- b. Students are able to find information in descriptive text
- c. Students are able to find the meaning of vocabulary in descriptive text
- d. Students are able to identify reference in descriptive text
- e. Students are able to draw conclusion based on the information in descriptive text

F. Assumption

Prior to developing the hypothesis, the writer would like to make the assumption that students' comprehension of descriptive texts will be influenced by their vocabulary mastery.

G. Hypothesis

The hypothesis of this study is formulated as follows:

H_a : There is significant correlation between students' vocabulary mastery and their reading comprehension in descriptive text at the Eighth-grade students of MTsN 8 Kampar.

H_0 : There is no significant correlation between students' vocabulary mastery and their reading comprehension in descriptive text at the Eighth-grade students of MTsN 8 Kampar.

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This study's correlational research is a designed quantitative research method. This study uses two variables: independent (X) and dependent (Y). The purpose of this study is to investigate the connection between students' reading comprehension and vocabulary acquisition. Correlation research method is a quantitative approach. According to Creswell (2012) defines a correlation as a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. According to Cohen, et.al (2007) "Correlation studies are aimed at identifying the relationships between variables without manipulating them, and they are often used in educational and social research to explore trends and associations." According to Frankel, et.al (2009) a correlational study describes and measures the degree of relationship between two or more variables without attempting to influence them."

There are two variables investigated in this study, where the independent variable is students' vocabulary mastery (X) and the dependent variable is reading comprehension in descriptive text (Y).

B. The Time and the Location of the Research

This research was be conducted on the eighth-grade students at MTsN 8 Kampar, in 2024/2025 of the academic year. The research was conducted 27 May-3 June 2025.

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C. Subject and Object of the research

The subject of this research was the eighth-grade students of MTsN 8 Kampar, while the object of this research the correlation between students vocabulary mastery and their Reading Comprehension in Descriptive Text (A Correlational Study at Eight Grade Students of MTsN 8 Kampar)

D. The Population and the Sample of the Research
1. Population

Research's primary focus is the population (Arikunto, 2010). A population is a generalization area made up of items or subjects with specific quantities and attributes chosen by researchers to be investigated before drawing conclusions. The population of eighth-graders at MTsN 8 Kampar was used by the researcher for the study.

Table III. 1
Population of the Research

No.	Class	Students
1.	VIII 1	30
2.	VIII 2	32
3.	VIII 3	31
Total	Three classes	93 students

The population of this research will all of the students at the eighth grade of MTsN in Kampar. They were 93 students. They consisted of three classes

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2. The Sample

In sampling, the author uses random cluster sampling because it is more practical to use in a large population. Then VIII 1 class was chosen which amounted to 30 students.

Table III. 2
Research Sample

No.	Class	Total
1.	VIII 1	30 students

E. Data Collection Technique
1. Test Items

According to Arikunto, a test is a set of inquiries or exercises as well as other instruments used to evaluate the abilities, talents, skills, or information that people, or organizations possess (Arikunto, 2014). Tests are commonly used by teachers in the classroom to assess their students' skills or levels of understanding of the subject matter. How successfully the teaching and learning process went can be inferred from the test's results.

The writer of this study employs two different test types. They are assessments of vocabulary competence and reading comprehension. The descriptions of the two tests are as follows:

a. A vocabulary mastery test

This test measures your vocabulary mastery and consists of 40 multiple-choice questions with the following four answers: A, B, C, or D. For further information about the instruction of the text, the blueprint of the test can be seen:

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Table III. 3
Blue Print of Vocabulary Mastery Test

No	Indicators	Numbers
1.	Students are able to meaning of words from short texts	2,4,5,6,14,17,19,30,32
2.	Students are able to Identifying specific information from simple text	1,3,7,8,9,10,35,36,37,38 ,39,40
3.	Students are able to determine synonyms or antonyms of words in context	11,12,13,23,33,34
4.	Students are able to use words according to their grammatical function	15,16,18,20,21,22,23,24 ,25,26,27,28,29,31
5.	Students are able to select and use adjective that are appropriate to the context of the sentence	31,33,34

The criteria from the standard of evaluation for students' scores were utilized by the writer to assess the students' grades and degree of vocabulary knowledge.

Table III. 4
Classification of Students' Score

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

Arikunto, 2013

b. A reading comprehension test

The purpose of the reading comprehension test is to determine how well pupils understand the reading material. 20 test items were included in the reading comprehension exam, and the questions were chosen from student books and other appropriate sources for their level.

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Table III. 5
Blue Print of Reading Comprehension in Descriptive Text

No	Indicators	Numbers
1.	Students are able to findings main idea in descriptive text	1,10,11,24
2.	Students are able to findings information in descriptive text	2,12,13,14,16,17,18,
3.	Students are able to findings the meaning of vocabulary in descriptive text	5,6
4.	Students are able to identify reference in descriptive text	3,4
5.	Students are able to draw conclusions based on the information in descriptive text	7,8,9,15,19,20

F. The Data Technique of Data Analysis

Data analysis is the last stage of the research process. To examine the test-related data, the researcher used the statistical computation of Pearson coefficient correlation. The Pearson coefficient correlation is used to ascertain the relationship between a student's vocabulary mastery score and their reading comprehension score.

1. Validity

Validity testing is a technique that demonstrates the extent of an instrument's accuracy and precision in carrying out the measurement function. "Valid instruments" are measuring devices that were utilized to collect data (measures), according to Sugiyono (2016). The ability of an instrument to measure what should be measured is known as validity. Stated differently, an instrument is deemed legitimate if it is capable of measuring the intended quantity. To put it another way, a tool is deemed legitimate if it accurately shows the outcomes of the variables it was intended to measure.

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The instrument used in this study was adopted from Nursyamsyah (2023).

The vocabulary mastery test was developed based on Nation's (2001) theory, which explains that vocabulary mastery includes understanding the meaning of words, word forms (oral and written), and the appropriate use of words in context, including grammatical functions and collocations. Meanwhile, the reading comprehension test was developed based on the indicators proposed by Stanley & King (1999), which include finding the main idea, obtaining specific information, determining the meaning of vocabulary in context, identifying reference words, and drawing conclusions.

Both instruments have been tested for validity in Nursyamsyah's research. She conducted the validity test using Pearson's Product Moment correlation formula. The critical value of r_{table} for $N = 30$ at 5% significance level is 0.361. The test results showed that all vocabulary mastery test items had r_{hitung} values ranging from 0.375 to 0.721. Meanwhile, all reading comprehension test items have r_{hitung} values between 0.389 to 0.693. Since all r_{count} values are greater than r_{table} (0.361), it can be concluded that all items are valid and suitable for use in this study.

2. Reliability

One of the most crucial components of a high-quality test is the reliability test. It has to do with a test taker's performance, repeatability, or reliability. The results will be consistent if the same object is measured with the device more than once. Rubber measuring tools are an example of an instrument that is unreliable or inconsistent (Sugiyono, 2016). Conversely, an unreliable exam may result in significantly different outcomes for the test-taker on both sessions. It is better to modify a test to offer a reliable test if it yields inconsistent findings.

The reliability of the instrument adopted from Nursyamsyiah (2023) was also retested in this study to ensure the consistency of the instrument on the new sample. The reliability test was conducted using Cronbach's Alpha formula. The calculation results showed that the vocabulary mastery test had a Cronbach's Alpha coefficient of 0.812, while the reading comprehension test was 0.785. Since both values are greater than 0.60, it can be concluded that both instruments are reliable and consistently used in this study.

III. 6
Index of Reliability

No	Interval	Criteria
1.	0.00 – 0.199	Very Low
2.	0.20 – 0.399	Low
3.	0.40 – 0.599	Moderate
4.	0.60 – 0.799	Strong
5.	0.80 – 1.00	Very Strong

The basis for making decisions is as follows (Sugiyono, 2015):

- Cronbach's alpha value $> 0,6$, then the data is reliable
- Cronbach's alpha value $< 0,6$, then the data is unreliable

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis using Pearson Product Moment, the correlation coefficient (r) was 0.646 and the significance value ($p = 0.000$) was less than 0.05. This means there is a **strong and significant positive correlation** between students' vocabulary mastery and their reading comprehension in descriptive texts. Therefore, students who have good vocabulary mastery also tend to have better reading comprehension.

The results of this study support various linguistic theories which state that vocabulary knowledge is essential in the reading comprehension process. Students need to understand a sufficient amount of vocabulary in order to comprehend texts effectively. The better their vocabulary mastery, the more likely they are to comprehend the content of descriptive texts. The majority of the students in this study were in the "Good" category for both vocabulary mastery and reading comprehension, which reinforces the presence of a meaningful relationship between the two variables.

Therefore, it can be concluded that vocabulary mastery contributes significantly to students' ability to comprehend descriptive texts in English. Strengthening vocabulary instruction may enhance students' reading comprehension skills, particularly in the context of English as a foreign language learning.

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B. Suggestion

Based on the conclusion above, the researcher would like to offer the following suggestions:

1. For Students: Students should enrich their vocabulary through reading and using English in daily practice, as vocabulary mastery plays an important role in understanding reading texts.
2. For Teachers: Teachers are encouraged to implement vocabulary-enriching strategies before teaching reading materials, such as using word games, synonyms-antonyms matching, or contextual vocabulary tasks.
3. For Future Researchers: Future researchers are advised to explore other skills such as grammar or writing and their correlation with reading comprehension to broaden the understanding of English language learning.

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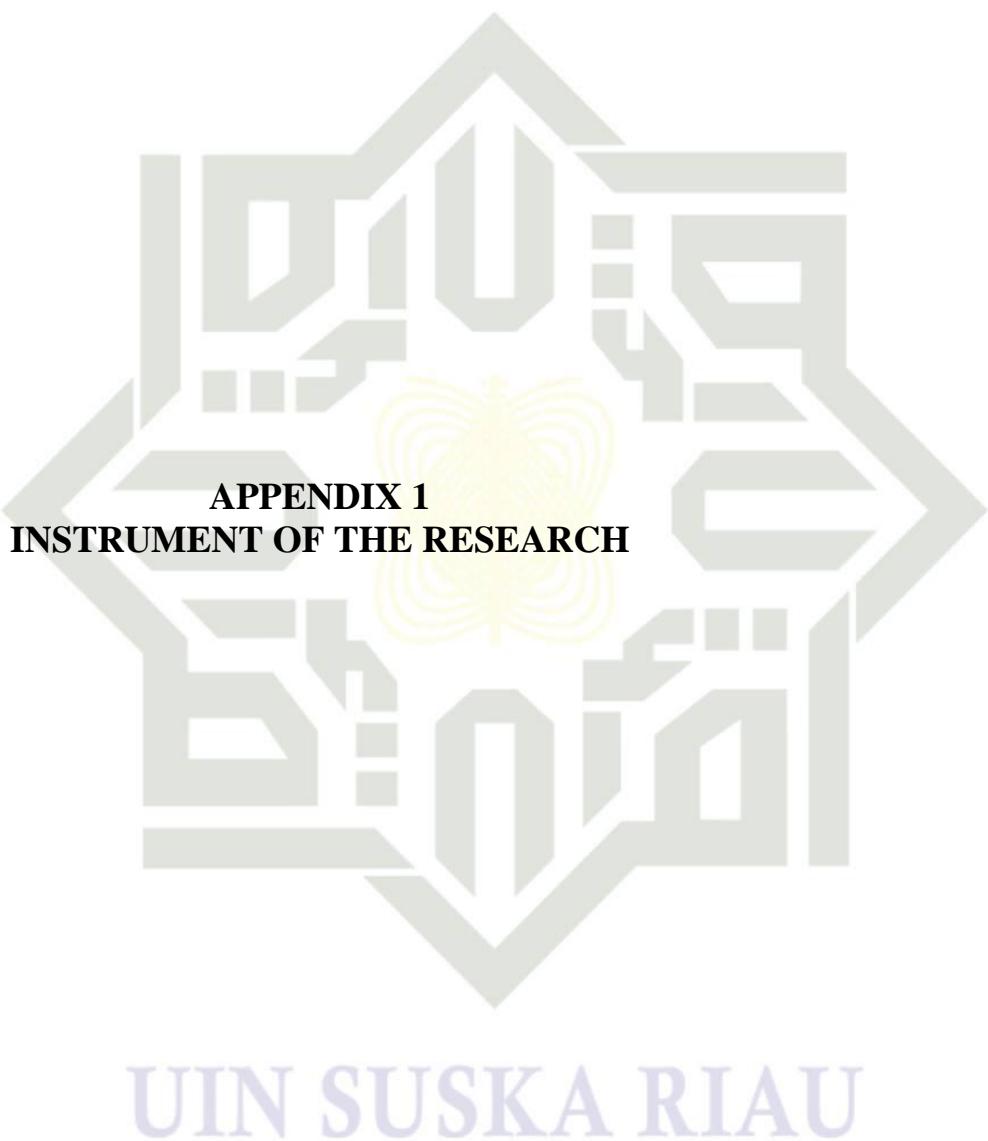
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APPENDIX 1 INSTRUMENT OF THE RESEARCH

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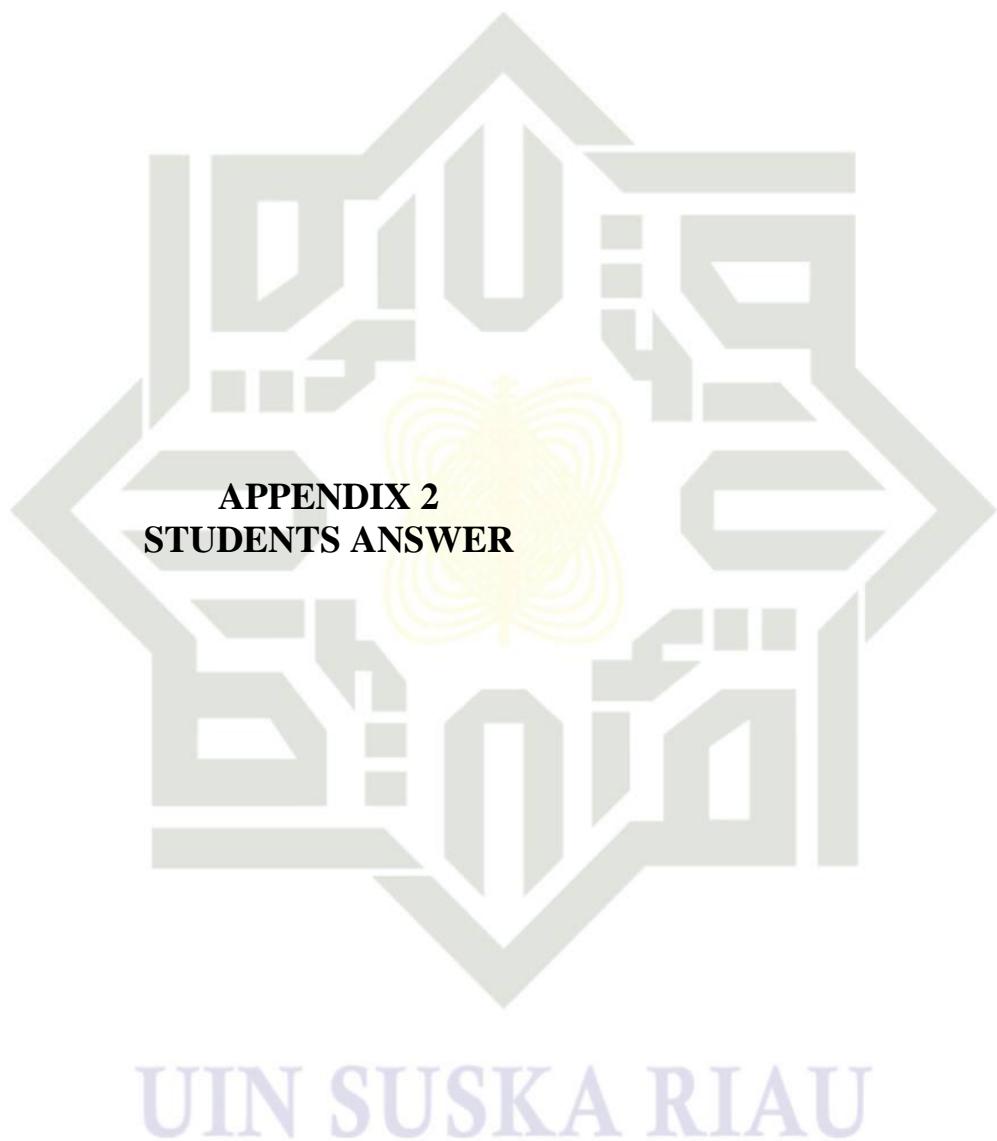
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APPENDIX 2 STUDENTS ANSWER

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APPENDIX 3 RECOMMENDATION LETTERS

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Hal : *Mohon Izin Melakukan PraRiset*

Yth : Kepala
MTs Negeri 8 Kampar
di
Tempat

Pekanbaru, 19 Maret 2025

Assalamu 'alaikum Warhmatullahi Wabarakatuh
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	:	Desta Adlina
NIM	:	12110422803
Semester/Tahun	:	VII (Tujuh)/ 2025
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,
a.n. Dekan
Wakil Dekan III
Prof. Dr. Amirah Diniaty, M.Pd. Kons.
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MADRASAH TSANAWIYAH NEGERI 8 KAMPAR
Jl. Raya Pekanbaru-Bangkinang Km. 32 Balam' Jaya Kecamatan Tambang Kode Pos 28461
Email : mtsnegeridanaubingkuang@gmail.com

SURAT IZIN PRARISET
Nomor: B- 78 /Mts.04.11/PP.01.1/03/2025

Menindak lanjuti Surat Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau Nomor: B-7019/Un.04/F.II.3//PP.00.9/2025 tanggal 19 Maret 2025, Kepala Madrasah Tsanawiyah Negeri 8 Kampar menerangkan bahwa:

Nama	: DESTA ADLINA
NIM	: 12110422803
Semester/Tahun	: VII (tujuh) 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Dengan ini memberikan izin untuk melakukan PraRiset pada Madrasah Tsanawiyah Negeri 8 Kampar Desa Balam Jaya Kecamatan Tambang Kabupaten Kampar.

Demikianlah Surat Izin PraRiset ini kami buat untuk dapat dipergunakan seperlunya.

Surat ini dibuat di Muarabungkuang, 19 Maret 2025
Kepala Madrasah
Mardanis, M.Pd
NIP. 197306272005011003

Tembusan disampaikan Kepada:
1. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
2. Yang bersangkutan
3. Arsip.

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Fax. (0781) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: ftk_uinsuska@yahoo.co.id

Nomor : B-10544/Un.04/F.II/PP.00.9/05/2025 Pekanbaru, 27 Mei 2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Yth : Kepala
MTs Negeri 8 Kampar
Di Kampar

Assalamu 'alaikum Warahmatullahi Wabarakatuh
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Desta Adlina
NIM	: 12110422803
Semester/Tahun	: VIII (Delapan)/ 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : THE CORRELATION BETWEEN STUDENTS VOCABULARY MASTERY AND THEIR READING COMPREHENSION IN DESCRIPTIVE TEXT (A CORRELATIONAL STUDY AT EIGHTH GRADE STUDENTS OF MTSN 8 KAMPAR)
Lokasi Penelitian : MTs Negeri 8 Kampar
Waktu Penelitian : 3 Bulan (27 Mei 2025 s.d 27 Agustus 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

[Signature]
Wassalam,
a.n. Rektor
Dekan

Dr. H. Kadar, M.Ag. f
NIP 19650521 199402 1 001

Tembusan :
Rektor UIN Sultan Syarif Kasim Riau



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Jl. Raya Pekanbaru-Bangkinang Km. 32 Balam Jaya Kecamatan Tambang Kode Pos 28461
Email : mtsnegeridanaubingkuang@gmail.com

SURAT KETERANGAN
Nomor: B-08 /Mts.04.11/PP.01.13/2025

Kepala Madrasah Tsanawiyah Negeri 8 Kampar Kab. Kampar dengan ini menerangkan bahwa:

Nama	:	Desta Adlina
NIM	:	1211022803
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Suska Riau
Judul Penelitian	:	"THE CORRELATION BETWEEN STUDENT VOCABULARY MASTERY AND THEIR READING COMPREHENSION IN DESCRIPTIVE TEXT (A CORRELATIONAL STUDY AT EIGHTH GRADE STUDENTS OF MTSN 8 KAMPAR"

Nama tersebut di atas benar telah melaksanakan Riset/ Penelitian di Madrasah Tsanawiyah Negeri 8 Kampar Desa Balam Jaya Kecamatan Tambang Kabupaten Kampar Provinsi Riau.

Demikianlah Surat Keterangan ini kami buat untuk dapat dipergunakan seperlunya.

Danau Bingkuang, 03 Juni 2025
Kepala Madrasah


Desta Adlina, M.Pd
NIP. 197306272005011003

Tembusan disampaikan Kepada:

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
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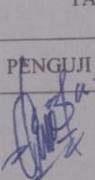
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**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

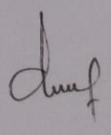
Nama Mahasiswa	:	Desta Adlina
Nomor Induk Mahasiswa	:	12110422803
Hari/Tanggal Ujian	:	Senin, 10 Februari 2025
Judul Proposal Ujian	:	The Correlation Between Students Vocabulary Mastery and Their Reading Comprehension in Descriptive Text (a Correlational Study at Eighth Grade Students of MTsN 8 Kampar)
Isi Proposal	:	Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Cut Raudhatul Miski,M.Pd	PENGUJI I		
2.	Nelvia Ibrahim,S.Pd.I,M.Pd	PENGUJI II		

Mengetahui
Dekan
Wakil Dekan I

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NIP. 19721017 199703 1 004

Pekanbaru
Peserta Ujian Proposal


Desta Adlina
NIM.12110422803



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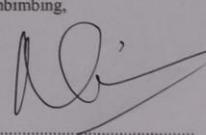
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KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA				
No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
		Bimbingan Judul	N	
		BAB I	2	
		BAB II	2	
		BAB III	2	
		BAB IV	2	
		BAB V	2	
		Kel	2	

Pekanbaru, 15 Jun 2015
Pembimbing,
NIP. 



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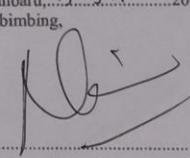
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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing : Skripsi
a. Seminar usul Penelitian
b. Penulisan Laporan Penelitian
2. Nama Pembimbing : Muwardi, M.Ed
a. Nomor Induk Pegawai (NIP)
3. Nama Mahasiswa : Desta Adlins
4. Nomor Induk Mahasiswa : 12110922003
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
		Instrumen	2	
		Instrumen	2	
		BAB I	2	
		BAB II	2	
		BAB III	2	
		BAB IV	2	
		Fee	2	

Pekanbaru, 19 Jun 2025
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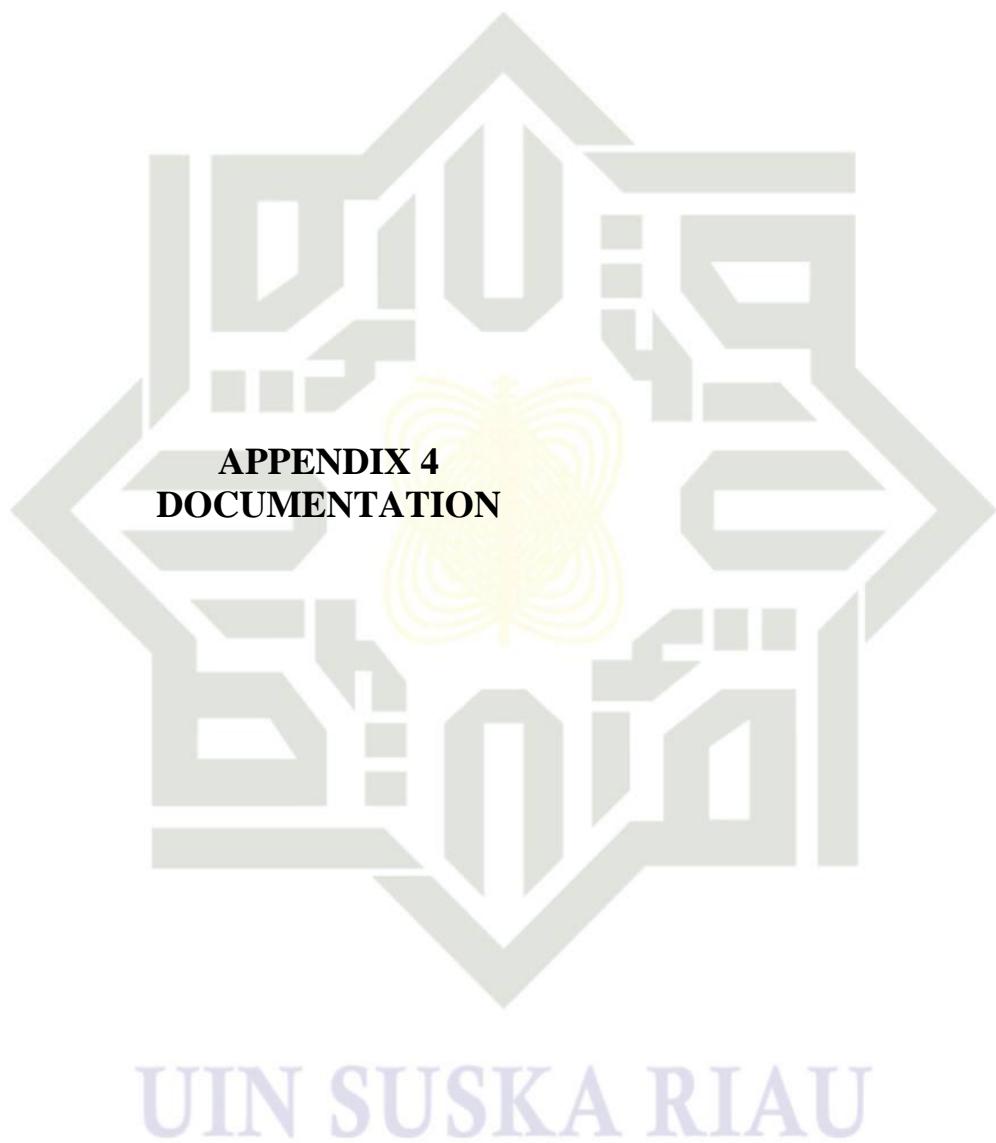
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CURRICULUM VITAE

Desta Adlina is the last daughter of Mr. Nazran and Mrs. Hasna, born in Bangkinang, December 03, 2003. In 2015, she graduated from SDN 007 Pulau Lawas. She also completed her education at MTs Daarun Nahdhah Thawalib Bangkinang in 2018 and MA Daarun Nahdhah Thawalib Bangkinang in 2021. In 2021, she was accepted as a student in the Department of English Education, Faculty of Tarbiyah and Keguruan, UIN Suska Riau. In July 2024, she participated in the KKN (Real Work Lecture) program in Sungai Geniot, Dumai. Then, she conducted a Field Experience Practice (PPL) program at MTsN 8 Kampar from September to November 2024. Finally, she passed the thesis examination for her undergraduate program entitled "The Correlation between Students Vocabulary Mastery and Their Reading Comprehension in Descriptive Text (A Correlational Study at Eighth Grade Astudents of MTsN 8Kampar)"

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