

Universitas Katolik Santo Thomas

Repositori Unika Santo Thomas

<http://eprints.ust.ac.id>

Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
Program Studi Pendidikan Bahasa Inggris

Undergraduate Papers

Naibaho, Lisna

2024

The Correlation Between Student Achievement in Vocabulary and Reading Comprehension at the Eight Grade Student of SMP Swasta Santa Yoseph Medan

<http://eprints.ust.ac.id/id/eprint/142>

Downloaded from Repositori Institusi UST, Universitas Katolik Santo Thomas

**THE CORRELATION BETWEEN STUDENTS' ACHIEVEMENT
IN VOCABULARY AND READING COMPREHENSION
AT THE EIGHTH GRADE STUDENTS OF
SMP SWASTA SANTO YOSEPH MEDAN**

A THESIS

**Submitted to the Faculty of Teachers Training and Education
as Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan**

BY

**LISNA NAIBAHO
STUDENT NUMBER: 200930004**



**ENGLISH LANGUAGE EDUCATION AND STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS KATOLIK SANTO THOMAS
MEDAN**

2024

**ENHANCING SPEAKING SKILLS BY USING FOCUS GROUP
DISCUSSION (FGD) TECHNIQUE TO EIGHT GRADE
STUDENTS OF SMP SWASTA
BUDI MURNI 2 MEDAN**

A THESIS

**Submitted to the Faculty of Teachers Training and Education
as Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan**

BY:

MIKHAELA SITOANG
STUDENT NUMBER: 200930010

APPROVED BY:

Consultant

Co-consultant

Karisma E. Tarigan, M.Hum
NIDN. 013105880

Jontra Jusat Pangaribuan, M.Pd
NIDN. 0128088901



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS KATOLIK SANTO THOMAS MEDAN
MEDAN**

2024

APPROVAL

This thesis was examined by Board of Examiners on September 17th,
2024 and declared acceptable

Board of Examiner

Examiner 1 : Drs Viator Lumban Raja, M.Pd
NIDN : 8940500020

1.

Examiner 2 : Fiber Yun Almanda Ginting, M.Pd
NIDN : 0126068804

2.

Examiner 3 : Karisma Erikson Tarigan, M.Hum
NIDN : 0131058802

3.

Examiner 4 : Jontra Jusat Pangaribuan, M.Pd
NIDN : 0128088901

4.


Approved By,

Chairperson/Plt. Dean of Teacher
Training and Education Faculty
Program

Secretary/ Plit Head of English
Language English Education Study


Regina Sipayung, SPd., M.Pd
NIDN : 0117016501




Fiber Yun Almanda Ginting S.Pd., M.Pd
NIDN : 0126068804

Naibaho, L, 2024. The correlation Between Students' Achievement in vocabulary and Reading Comprehension at the Eighth Grade of SMP Swasta Santo Yoseph Medan in the Academic Year of 2024/2025. A Thesis, English Language Education Study program, Teacher Training and Education Faculty, Universitas Katolik Santo Thomas Medan.

ABSTRACT

This study was conducted to find out the correlation between of students' vocabulary achievement and their reading comprehension achievement in the eighth grade of SMP Swasta Santo Yoseph Medan in the academic year 2024/2025. which consists of four classes. The researcher randomly selected 40 students as the sample for this study. Data collection was conducted using a test, which aimed to assess students' vocabulary achievement as well as their reading comprehension skills. The data analysis involved several statistical techniques, including a normality test, linear regression analysis, and Pearson's Product Moment correlation, all processed through the Statistical Product and Service Solution (SPSS) software. The hypothesis testing revealed a correlation coefficient of 0.668 at a 5% significance level. Given that the calculated r-value exceeds the critical r-value ($0.668 > 0.312$), the null hypothesis (H_0) is rejected. This indicates a significant correlation between students' vocabulary achievement and their reading comprehension performance among eighth-grade students at SMP Swasta Santo Yoseph Medan in the 2024/2025 academic year. It implies that when students get high score in vocabulary, they tend to have high score in reading comprehension as well.

Keywords: Correlation, Vocabulary, Reading Comprehension

ACKNOWLEDGEMENTS

First of all, the writer would like to thank God Almighty for His unceasing blessings and provision to the author during the process of completing this thesis. This thesis is written to fulfill one of the requirements in achieving the Bachelor of Education degree at the Faculty of Teacher Training and Education, Santo Thomas Catholic University.

In completing the study and writing this thesis, the author received a lot of help both teaching, guidance and direction from various parties both directly and indirectly. For that, the author would like to express his deepest gratitude to:

1. Prof. Dr. Maidin Gultom, S.H., M.Hum. as the Rector of Santo Thomas Catholic University,
2. Regina Sipayung, S.Pd., as the Dean of the Faculty of Teacher Training and Education of Santo Thomas Catholic University,
3. Fiber Yun Almanda Ginting, S.Pd., M.Pd., as the Head of the English Language Education Study Program Faculty of Catholic University of Saint Thomas and then as the co-consultant who has taken the time amidst his busy schedule, provide criticism, advice, and direction to the author in the process of writing this thesis.
4. Drs. Viator Lumban Raja, M.Pd., as the consultant thank you sir for guiding with patience with the author until completing the final project.
5. Jontra Jusat Pangaribuan, S.Pd., M.Pd., as the first examiner, and Junita Siahaan, S.Pd. as the second examiner for their advice, suggestions, and comments until this thesis is completed.
6. Tiurmaida Simanullang, S.Pd., as the Headmaster of SMP Swasta Santo Yoseph Medan.

7. His beloved father Pendi Naibaho and her lovely mother Lasria Hutabarat. They did not have time to experience education until the lecture bench, but they were able to educate the author, pray, encourage, and provide material to fulfill the author's needs and endless motivation, thank you for your patience and greatness in facing stubborn writers. Father and mother are the most powerful reminders and reinforcers so that the author can complete his studies until the bachelor's degree. Thank you again for always looking after, encouraging, and celebrating everything the author achieves. Always be healthy Mom and Dad, I love u more forever
8. Beloved brothers, my dearest brother and younger brother. Bang Riandi Naibaho and Adek Ginda Hasian Naibaho who always provide support in various sides, circumstances and even with their funny babble. Thank you for always faithfully listening to the author's complaints in pursuing education so far.
9. His itok. Dani Hasiholan, Valdino Naibaho, Maruba Pandapotan who next year is fighting for a bachelor's degree at another university.
10. Her beautiful best friend Erlysa Yolanda Siburian who always encourages, accompanies the author in completing his studies until his bachelor's degree. Keep up the good work, stay a strong and great woman.
11. Her beloved friends Elsa R.M. Marbun, Dewi N. Aroyani, Dhea G. Putri, who are also fighting for their bachelor's degrees in other cities. Likewise with Maitsa Dhiya Afiyah, Siti Nurjanah and Karlina who also participated in encouraging the author's process in completing his studies.

12. To my friends in English Education '20, thank you for the joys and sorrows we go through, may we all become successful people.
 13. To all students of SMP Swasta Santo Yoseph Medan who participated with the writer in conducting the research for their help.
 14. Someone whose name is withheld, for the time, enthusiasm, support, and love during the work of this thesis from start to finish
 15. Last but not least, she want thank for her, she wants to thank her for believing in her, she wants to thank her for doing all this hard work, she wants to thank her for having no days off, she wants to thank her for never quitting, she wants to thank her for just being her at all the time.
- Finally the writer hopes this thesis would be useful for the readers. She Realizies that the thesis is not perfect. Therefore, suggestion, correction, and critism. For the improvement of this thesis are highly appreciated

Medan, Oktober 2024
The Writer

Lisna Naibaho

TABLE OF CONTENTS

| | |
|--|-----------|
| ABSTRACT | i |
| TABLE OF CONTENT | ii |
| CHAPTER 1 INTRODUCTION | 1 |
| 1.1 The Background of the Study | 1 |
| 1.2 The Problems of the Study | 5 |
| 1.3 The Objectives of the Study | 5 |
| 1.4 The Scope of the Study | 6 |
| 1.5 The Significance of the Study | 6 |
| 1.5.1 The Theoretical Significance | 6 |
| 1.5.2 The Practical Significance | 6 |
| CHAPTER II REVIEW OF LITERATURE | 8 |
| 2.1 Vocabulary | 8 |
| 2.1.1 The Types of Vocabulary | 9 |
| 2.1.2 The Importance of Vocabulary | 11 |
| 2.1.3 Factors Affecting Vocabulary Development | 13 |
| 2.1.4 Vocabulary Learning Strategies | 13 |
| 2.2 Reading | 15 |
| 2.2.1 Strategies Reading | 17 |
| 2.3 Reading Comprehension | 19 |
| 2.3.1 Level of Comprehension | 20 |
| 2.3.2 Teaching Reading Comprehension | 21 |
| 2.4 Conceptual Framework | 22 |
| 2.5 Hypothesis | 22 |
| CHAPTER III RESEARCH METHOD | 24 |

| | |
|---|-----------|
| 3.1 Research Design | 24 |
| 3.2 The Place and Time of Research | 26 |
| 3.3 The Population and Sample | 27 |
| 3.4 The Instrument of Collecting Data | 27 |
| 3.4.1 Try Out | 27 |
| 3.4.2 The Test | 28 |
| 3.4.3 Test of Reading Comprehension | 29 |
| 3.5 Validity and Reliability of the Instruments | 29 |
| 3.5.1 Validity | 29 |
| 3.5.2 Reliability | 30 |
| 3.6 The Technique of Analyzing Data..... | 31 |
| 3.6.1 Hypothesis Test | 31 |
| CHAPTER IV THE DATA AND DATA ANALYSIS..... | 32 |
| 4.1 The Data | 32 |
| 4.2 Testing Reliability and Validity of Vocabulary Mastery..... | 33 |
| 4.2.1 Reliability Test of Vocabulary Mastery | 33 |
| 4.2.2 Validity Test of Vocabulary Mastery | 34 |
| 4.3 The Result of Students' Reading Comprehension and Vocabulary Mastery Score | 35 |
| 4.4 The Data Analysis | 39 |
| 4.5 Testing the Hypothesis | 43 |
| 4.6 Research Findings | 45 |
| 4.7 Discussion | 46 |
| CHAPTER V CONCLUSION AND SUGGESTIONS..... | 47 |

| | |
|---------------------------|-----------|
| 5.1 Conclusion | 47 |
| 5.2 Suggestions | 48 |
| BIBLIOGRAPHY | 50 |



LIST OF CHARTS

BIBLIOGRAPHY

- Adora, R. M., Aguilar, J. P., Arsua, E., Asis, M. A. S., Pereja, M. I. E., Reyes, J. M., & Tolentino, J. C. P. 2024. Reading comprehension and students' academic performance in English. *International Journal of Science and Research Archive*, 11(02), 1240–1247.
- Agistiawati, E., & Asbari, M. 2020. Pengaruh Persepsi Siswa atas Lingkungan Belajar dan Penguasaan Kosakata terhadap Kemampuan Berbicara Bahasa Inggris Siswa Sekolah Menengah Atas Swasta Balaraja. *EduPsyCouns: Journal of Education, Psychology and counseling*, 2 (1): 513-523
- Ali, I., Raza, M. H., Yasmeen, M., Raza, M. A., & Munawar, N. 2021. Analyzing the Impact of Studies Reading Habits on Academic Performance. *English Teaching and Linguistics Journal (ETLiJ)*, 2(1), 107 - 111. DOI:10.2716-083r107
- Arifin, J. 2017. *SPSS 24 untuk Penelitian dan Skripsi*. Kelompok Gramedia.
- Azwar, S. 2017. *Metode Penelitian Psikologi*. Pustaka Pelajar.
- Brown, H.D. 2000. *Principles of Language Learning and Teaching*. New York: Longman.
- Burns, P.C., Roe, B.D., & Ross, E.P. 1990. *Teaching Reading in Today's Elementary School*. Boston: Houghton Mifflin Company
- Flower, J. 2000. *Build Your business Vocabulary*. Boston: Thomson Heintei Publisher
- Gupta, A.D and Gupta, N. 2022. *Research Methodology*. New Age International Publisher
- Ismayanti, U., & Susilowati, R. 2021. The correlation between vocabulary mastery and students' achievement in writing descriptive text at the eighth graders of SMP Negeri 3 Kotabumi in the academic year 2020/2021. *Jurnal Elsa*, 19(2).
- Killingly, C., Graham, L. J., Tancredi, H., & Snow, P. 2024. Reciprocal relationships among reading and vocabulary over time: a longitudinal study from grade 1 to 5.
- Larasaty, G., & Nurwalis, E. 2019. Korelasi Antara Penguasaan Kosakata Siswa Dengan dan Pencapaiannya Dalam Pemahaman Membaca. *Cakrawala: Jurnal Pendidikan*, 13(1): 13-22.

- Liando, N.V., Dolongtelide, E.L., & Maru, M.G. 2022. English Teaching in the Lens of Mind Mapping: Examining its Effectiveness in improving students' Reading Skills. *Journals of English Culture, Language, and Education*, 10 (2): 296-308.
- Ministry of Education and Culture. 2017. Minister of Education and Culture Regulation Number 81A of 2013 concerning Implementation Curriculum and General Learning Guidelines.
- Nagy, W. E. (1988). Teaching vocabulary to improve reading comprehension. National Council of Teachers of English.
- Nunan, D. 2012. *Research Method in Language Learning*. Cambridge University Press.
- Pang, S. Et.Al. 2003 *Teaching Reading*. Brussels: International Academy of Education.
- Pavlovskaya, O., Nepshekueva, T., Kravchenko, E., & Minakova, P. 2022. The Effectiveness of Listening and Speaking Activities in Developing Students' Communicative Competence When Learning a foreign Language. *International Journal of Engineering Pedagogy*, 12 (3): 141-143.
- Resta, I. A., Amalia, S., & Amrina, R. D. 2023. Students' Reading Habit and Their Reading Comprehension Achievement. *Academic Journal of English Language and Education*.
- Sari, D. 2021. The Correlation Between Students' Vocabulary Achievement and Fluency. *English Teaching and Linguistics Journal (ETLiJ)*.
- Sedita and Furqon.F. 2017. The Correlations between Students' Vocabulary Mastery and their English Reading Comprehension, *Journal of English and Education. English Education Study Program of Indonesia University of Education*. 1(1), 68-80.
- Sugiyono. 2019. *Metodelogi Penelitian Kuantitatif dan Kualitatif Dan R&D*. Alfabeta
- Thornbury, S. 2002. How To Teach Vocabulary. London. Pearson Educational
- Tsang, A. 2023. The Best Way to Learn a Language is Not to Learn it: Hedonism and Insight into Successful EFL Learners' Experience in Engagement with Spoken (Listening) and Written (Reading) Input. *TESOL Quarterly*. 57 (2): 511-536

Valentia, M. 2017. The Correlation Between Students' Vocabulary Achievement and Reading Comprehension. *Jurnal Pendidikan dan pembelajaran Khatulistiwa (JPPK)*, 6 (9): 2-9

Wibowo, A. E., & Wulandari, Y. 2020. SPSS. *Abiwara : Jurnal Vokasi Administrasi Bisnis*. <https://doi.org/10.31334/abiwara.v3i1.1841>.

