THE CORRELATION BETWEEN VOCABULARY MASTERY AND READING COMPREHENSION IN RECOUNT TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMA NEGERI 10 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2024/2025

A Thesis
Submitted as a Partial Fulfilment of
The Requirements for the Bachelor Degree

Arranged By:

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Study Program : English Education

ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHING TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
2024

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ABSTRACT

According to This study aimed to determine the relationship between students' vocabulary mastery and reading comprehension in recount text. The research design applied in this research is quantitative research. The sample was composed of 36 students who were chosen on the advice of an English teacher in SMAN 10 Bandar Lampung tenth grade in academic year 2023-2024. Total sampling, which makes use of the entire population, was utilized to collect the sample. To gather the data, reading comprehension and vocabulary exams were given out.

Based on the data analysis presented, it can be concluded that both the vocabulary mastery test and the reading comprehension test exhibit high reliability, with Cronbach's alpha values of 0.893 and 0.873, respectively. Out of 25 items, 24 items in the vocabulary mastery test and 21 items in the reading comprehension test were found to be valid. Descriptive statistics revealed an average vocabulary mastery score of 17.833 and an average reading comprehension score of 15.889, with some variability in student performance. The assumption tests indicated that the scores for both vocabulary mastery and reading comprehension were normally distributed, and there was a linear relationship between the two variables. The findings indicated a strong relationship between students' vocabulary and their reading comprehension of recount text. Based on the analysis of hypothesis, it was found that Pearson Correlation (r) 0.673 was significance $p = 0.001$ ($p \leq 0,01$).

Keywords : *vocabulary mastery,reading, recount text*

FREE PLAGIARISM LETTER

I hereby declare that this thesis, entitled "The Correlation Between Vocabulary mastery and Reading comprehension in Recount Text at The First Semester of The Tenth Grade of SMA Negeri 10 Bandar Lampung in the Academic Year 2024/2025" is entirely my own work and is based on my own research. I also declare that all materials and sources consulted in the preparation of this thesis, be they book, articles, and any other kinds of document, are properly acknowledged in the footnotes and bibliography.

Bandar Lampung, 03 Juli 2024
Declared by

Ayu Pragita Sari
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The Folowing Thesis Entitled The Correlation between Vocabulary Mastery and Reading Comprehension in Recount Text at the First Semester of the Tenth Grade of SMA Negeri 10 Bandar Lampung in the Academic Year of 2024/2025." Written By **Ayu Pragita Sari**, NPM : **1811040112**, Study Program : English Education has been Successfully defended at the thesis defense of the Faculty Of Tarbiyah and Teacher Training, Raden Intan Islamic University Lampung. The thesis defense was held on June 6th, 2024.

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MOTTO

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وَلَا تَهِنُوا۟ وَلَا تَحْزَنُوا۟ وَأَنتُمُ ٱلْأَعْلَوْنَ إِن كُنتُم مُّؤْمِنِينَ ﴿١٣٩﴾

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"You don't feel weak and don't be sad, because you are the highest
position if you've had a faith"
(Q.S Al Imran; 139)

DEDICATION

I dedicated this thesis to the following:

1. May God Allah SWT, whose blessing and mercy have beedn very crucial to the completion of my thesis.

2. My beloved parents, Mr. Surip Haryanto and Mrs. Purnama Sari who have provided me with unconditional loves and never-ending supports, not only for the completion of my study but also for the success of my life.

3. All beloved lectures, fellow classmates, and graduates of the Department of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University of Lampung who has invaluably contributed to the development of y personality and academic skill and knowledge over the years of my study in the university.
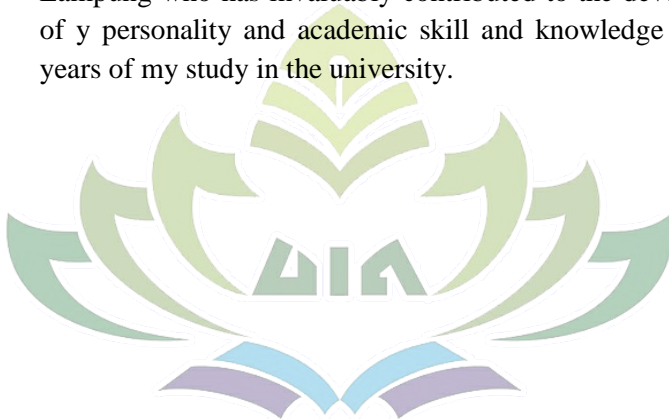
CURRICULUM VITAE

The author of this thesis is Ayu Pragita Sari, or famously called by her friends, Ayu. She was born on March 16th, 2000. In the city of Bandar Lampung. Ayu is the daughter of Mr. Surip Haryanto and Mrs. Purnama Sari. She is the only one sibling in her family.

She went to the elementary school in SD N 2 Sawah Brebes Bandar Lampung (graduated in 2012). Then, she continues her study to junior high school at SMP Nusantara Bandar Lampung (graduated in 2015). After that, she continues her study to senior high school at SMA N 1 Bandar Lampung (graduated 2018). In between 2018 to 2024, she went to Raden Intan State Islamic University of Lampung in Sukarame, for pursuing her bachelor's degree in the Department of English Education. During her study in the university.

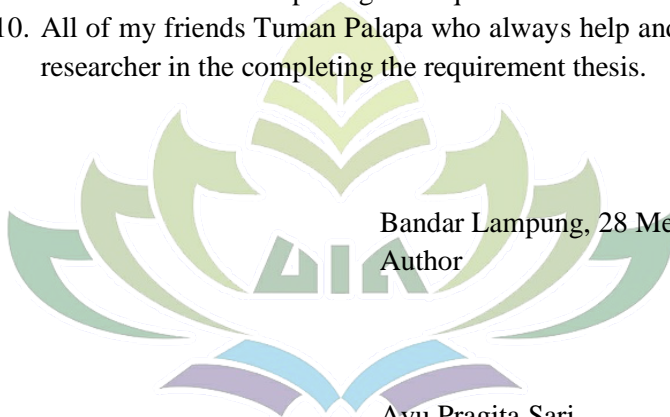Author

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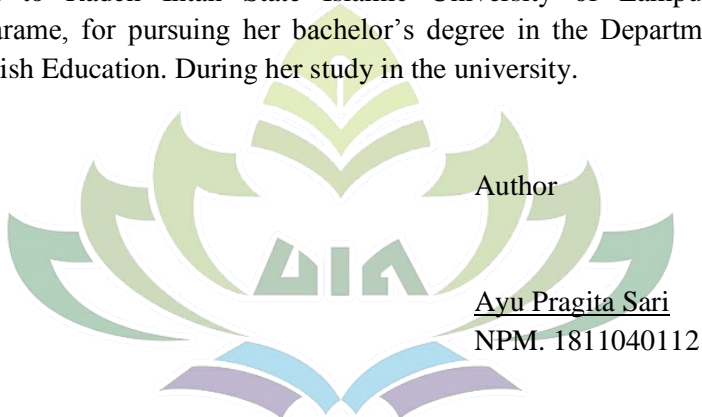
ACKNOWLEDGEMENT

Firstly, I would like to express my sincerest praises to the God Allah Ta'ala who has lent me his

blessing and mercy for the completion of my study at the State Islamic University of Raden Intan

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Bandar Lampung, 28 Mei 2024
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CHAPTER I
INTRODUCTION

A. Title of Confirmation

As the first to understand the title of this thesis and avoid misunderstanding, this reserch feel need to explain some words which become the title of this research "The Correlation Between Students' Vocabulary Mastery And Reading Comprehension in Recount Text At The First Semester of The Tenth Grade at SMAN 10 Bandar Lampung In The Academic Year Of 2024/2025" the confirmation of this research described as follows :

1. The Correlation

Correlation is a measure of the strength of a relationship between two variables or more.[1] The correlation in this research refers to measure between students of idiomatic expression and their reading comprehension ability in Recount Text

2. Vocabulary Mastery

Mastery is a term that all educators use and believe they understand well. But when pressed to describe precisely what it means to master a concept, skill or subject everyone has a different definition.[2] Thus, vocabulary mastery is a complete skill of the students to understand well and communicate by using words they have learned.

3. Reading Comprehension in Recount Text

Reading is a significant skill for English learners because reading has an effective process because readers combine information from their own background knowledge to build meaning.[3] Further, Recount text is piece of text that retells past events, usually in which they happened.[4] It means that reading

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[1] Schober & Christa Correlation Coefficients: Appropriate Use ad Interpretation (Journal of University Medical Center. Vol.12 No 13. 2018)

[2] Elfrieda H. Hiebert and Michael L. Kamil, Teaching And Learning Bringing Researsch to Practice. (Lawrence Erlbaum Associates, London,2012), p.3

[3] David Nunan, (2003). Practical English Language Teaching. England: Mc Grawhill Publishing. (2003), p.68-69

[4] Dhonnal Pharr and Santi Buscemi, Writing Today : Context and Opinion for the Real World, (McGraw-Hill Bostob, 2005), p.44

comprehension in recount texts refers to the ability to understand and interpret written accounts that detail past events, experiences, or occurrences. Overall, proficiency in reading comprehension in recount texts enables individuals to comprehend, analyze, and interpret narratives of past events with depth and   accuracy.

Therefore, the researcher submitted the thesis about the correlation between students' vocabulary mastery and their reading comprehension in recount text at the first semester of the tenth grade of SMAN 10 Bandar Lampung in the academic year of 2024/2025 to know the significant correlation between students' vocabulary mastery and their reading comprehension especially in recount text.

The data will be retrieved from the students' vocabulary and reading comprehension score at SMAN 10 Bandar Lampung. This research is aimed to provide more information to teachers, students, readers, especially to the author herself.

B. Background of the Problem

English as one of the subjects is taught from elementary school to university in Indonesia. At schools in Indonesia, English subject aims at developing communication competence in oral and written form.[5] This means the students had progress in listening, speaking, reading and writing. Realizing the importance of English in this globalization era to increase the four skills of language; reading, speaking, writing, and listening. But it cannot be denied that the English evaluation result of the students has not satisfied the teacher and the students themselves. Some experts have tried to find the factors causing the low result of the student's evaluation. Student score was not only caused by external factor such as the limited learning facilitations, but also it was influenced by the internal factor of the students, such as the student's interest, motivation, intelligences and lack of vocabulary. Further, According to English syllabus of curriculum 2013, students are

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[5] Departemen pendidikan dan kebudayaan, Standar Kompetensi Mata Pelajaran Bahasa Inggris. Jakarta : Depdikbud. (2013), p.6

expected to achieve a comprehension in various texts such as descriptive, procedure, narrative, recount, etc.

Reading is one of English skills which is taught at Senior high school. According to Nunan, Reading is a significant skill for English learners because reading has an effective process combined information from their own background knowledge to build meaning.[6] This means that reading can help the students to expand their background knowledge by reading a text, thus the students can use their background knowledge to construct related meaning existed in the text. In this research, recount text is chosen rather than the other type of texts, because based on interview with one of English teacher of SMA Negeri 10 Bandar Lampung, this text is suitable on the learning material that is learned by the students in this semester and this text usually use the vocabulary that contains simple past, action verb, specific participant. This text is constructed based on the events of the author and it is useful to describe something happened in the past of the author.

In reading, the students may get difficulties in comprehending the text if they do not know the meaning of the words in the text. According to Finnochiaro and Bonomo, reading comprehension can be defined as an ability which depends on the knowledge of vocabulary items.[7] In most cases, some students have difficulty in reading and it is due to their lack of low frequency words. A word is considered to be low frequency category if the word is rarely used in a text.[8] in addition, Yildirim, et, al argue that the students should be able to know the meaning of 90%-95% of the words in a text so that the students can build a comprehension from the text.[9] Thus, to understand the meaning of the text or the

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[6] David Nunan, (2003). Practical English Language Teaching. England: Mc Grawhill

Publishing. (2003), p.68-69

[7] Mary Finochiaro and Michael Bonomo. The Foreign Language Teacher A Guide for Teachers. New York: Regent Publishing. Inc. (1973), p.183

[8] Nortbert Schmitt and Diane Schmitt. *A Reassessment Of Frequency And Vocabulary Size In L2 Vocabulary Teaching*. Cambridge: Cambridge University Press. 2014, p.26

[9] Kasim Yildirim, M Yildiz,and S Ates. *Is Vocabulary a Strong Variable Predicting Reading Comprehension and Does the Prediction Degree of Vocabulary Vary according to Text Types*. Turkey : Gazi University. 2011, p.1543

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sentences, the students have to know the meaning of vocabulary found in the text.

Vocabulary is the one important aspect in learning a foreign language. With a limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening, and writing. Widyaningsih states that if you already have an interest in words (vocabulary) using them can improve your reading, writing, talking, and thinking.[10] From the quotation above, we could took a reference that the basic component, which must be mastered by them to get a success in learning English was vocabulary. It was the true that it might be impossible to learn a language without mastering vocabulary.

Vocabulary mastery in most cases could help students to learn other language skills such as listening, speaking, reading and writing skills. This stands to reason for vocabulary mastery is used to know the meaning of the text. To get the meaning of the text and to read easily, the students should know the structure and vocabulary items. In this process, the reader interacts dynamically with the text as he or she tried to elicit the meaning and where various kinds of knowledge are being used.

Based on the preliminary research that researcher at SMAN 10 Bandar Lampung at April, 25th 2024 by interviewed an English teacher Miss Refiana, the researcher found some problems that faced by the students at tenth grade of SMAN 10 Bandar Lampung. The teacher said that students' vocabulary mastery is still low. Students has difficulties in memorizing vocabulary, and their comprehension in reading is still need more attention especially because they still spend much time in translating the word by word they found in the text.

The researcher also had interviewed several students. They said they felt confused and difficult to remember vocabulary, and the students often hear the sound of vocabulary without seeing the spelling accurately when they were taught English in the

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[10] Widyaningsih, *The Correlation Between Student's Activity in Watching English TV Programs and Student's Vocabulary Mastery the Case of the Fourth Semester Student of English Department Semarang State University.* Unpublished Thesis of Universitas Semarang. 2006, p.5

classroom. For the ability in reading they said that the text learned contain difficult words to understand and they need more time in translating the words that cause them lose much time in reading process only, not to mention the other factor of the grammar and the context of the text itself.

It can be concluded that some of the students are not understand the way of comprehend the text interested in learning English, the student's vocabulary mastery is still low that might effect their process in reading activity. The students are difficulty to memorize, remember and tell a vocabulary. The students still confused when they do reading activity although they know the topic, because it is lack of knowledge the vocabulary, so the students are difficult to comprehend the idea in the text especially recount text.

In this research the writer prefers to measure the reading comprehension of the students because this comprehension is very needed to catch the meaning of the test written information. In order words, students could not get the purpose or massage of author with comprehension properly if the student read understand with they have read is useless. The comprehension of this case means the ability of the students to make prediction or catch the meaning of the written information and tried to understand the thinking process of the writer.

Vocabulary mastery and reading comprehension are two different things but relate one and another. Based on the fact above how important the vocabulary in reading activity it showed that they have close relation. To get empirical data about that the researcher will organize the test result to prove the correlation of student's vocabulary mastery and their reading comprehension in recount text. Hence, the researcher is interested to do a research in order to know whether there is a significant correlation between vocabulary and reading comprehension in recount text. By doing a research entitle "The Correlation between Vocabulary Mastery and Reading Comprehension in Recount Text at the First Semester of the Tenth Grade of SMA Negeri 10 Bandar Lampung in the Academic Year of 2024/2025".

C. Identification and Limitation of the Problem

Based on the background above, some problem can be identified in this research:

1. Students has little knowledge in vocabulary and difficulties in memorizing vocabulary.
2. Their comprehension in reading is still need more attention especially because they spend much time in translating the word by word they found in the text.
3. They do not understand vocabulary without seeing the spelling accurately in the classroom.
4. Recount text contains difficult words such as simple past, action verb, and specific participant.

In this research, the researcher focus on the correlation between two variable consisted of students' vocabulary mastery and students' reading comprehension in recount text.

D. Formulation of the problem

Based on the background, the identification and limitation of the problem mention above, the research formulated the problem as follows: "Is there any significant correlation between students' vocabulary mastery and their reading comprehension in recount text at the first semester of tenth grade at SMAN 10 Bandar Lampung in the academic year of 2024/2025?

E. Objective of the Research

Based on formulation of the problem, the objective of the research was to find out whether there is any significant correlation between students' vocabulary mastery and their reading comprehension in recount text of the tenth grade of SMAN 10 Bandar Lampung in the Academic Year of 2024/2025.

F. Significance of the Research

The significance of this research are as follows:

1. Theoretically
   a. Students

   The researcher expect that the result of this research it can increase students motivation to learn vocabulary. By

increasing their vocabulary mastery students will have more proficiency to learn the reading comprehnsion.

b. Teachers

The result of this study may help them to create students' ways in learning ENglish related to the vocabulary and reading comprehension.

c. Others Researchers

Hopefully this research will encourage them research by investigating all kinds of aspect skills that are related to the students vocabulary mastery or reading comprehension.

2. Practically

a. For the students

This research was given information about students' ability in vocabulary mastery and reading comprehension so that this is to encourage the students to increase their skill to master vocabulary in reading comprehension activity

b. For the English Teacher

To be considered for English teacher as information the importance of component especially to master vocabulary in writing.

c. For Further Researcher

This research was expected to inspire another researcher to conduct more thorough study regarding to vocabulary and reading comprehension

G. Relevant Researches

There were some previous researches about the correlation of vocabulary mastery and other skills. This previous research is to make difference between those previous research and present research.

1. The first is by Azizah, the tittle is "the correlation between students' vocabulary mastery and their writing ability in descriptive text (a study for the seventh grade students of SMP Islam sudirman 1 bancak semarang district in the academic year

2016/2017)".[11] The result of this research shows that there is a significance correlation between the students' vocabulary mastery and their writing ability in descriptive text. It was found that the high and the low writing ability correlate with the high and the low of English vocabulary mastery.

2. The second previous research is by Muslikah, the tittle is "The Correlation Between Students' Vocabulary Mastery and Their Ability in Writing Analytical Exposition Text at the Second Semester of the Seven Grade at SMA karya Mataram South Lampung in the Academic Year of 2016/2017".[12] The researcher concludes that the data vocabulary mastery and analytical exposition have positive correlation, because after the researcher gave the test of vocabulary to the students and the students who have adequate vocabulary most of them have produce a good writing analytical exposition text. From the result of the test, the ability of the students to write analytical exposition text was good, when their score of vocabulary was high. Its means the vocabulary mastery and the ability of writing analytical exposition text was related to each other.

3. The third had been conducted by Rizola, et al., with the title "The Correlation Between Vocabulary Mastery And Reading Comprehension Of The Second Year Students Of Smp Negeri 3 Tambang".[13] it shows that there was a positive correlation between vocabulary mastery and reading comprehension of the second year students of SMP Negeri 3 Tambang. The obtained determination coefficient (R square) is 0.545 or 54%. This means that vocabulary clarify only 54% toward reading comprehension.

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[11] Yuyun Azizah . *The Correlation Between Students' Vocabulary Mastery And Their Writing Ability In Descriptive Text (A Study for the Seventh Grade Students of SMP Islam Sudirman 1 Bancak Semarang District in the Academic year of 2016/2017).* Other thesis, Fakultas Tarbiyah dan Ilmu Keguruan, p.3

[12] Muslikah, *ThE Correlation Between Students' Vocabulary Mastery and Their Ability In Writing Analytical Exposition Text At The Second Semester Of The Eleventh Grade At Sma Karya Mataram South Lampung In The Academic Year Of 2016/2017. 2017. p.2*

[13] Shinta Rizola, Tri Indah Purwanti, Novitri, *The Correlation Between Vocabulary Mastery And Reading Comprehension Of The Second Year Students Of Smp Negeri 3 Tambang, JOM FKIP VOLUME 6 EDISI 1 JANUARI – JUNI (2019), p.3*

While the rest 46% (100%-54%) is probably due to other factors which are not involved in this research's variables.

From several previous research above, it can be known that there are several similarity and differences in those previous research and this current research. The first and second previous research are to know the correlation between vocabulary mastery and their writing ability in descriptive and analytical exposition text, then, the third previous research is to know the correlation between the students' vocabulary mastery and their reading comprehension in general. Besides, the difference in this current research is to investigate students' vocabulary mastery and their reading comprehension in recount text at the senior high school.

H. Scope of the Research

The scope of this research as follows:

1. The Subject of the Research

   The subject of the research will be the students at the first semester of the tenth grade of SMA N 10 Bandar Lampung in the academic year of 2024/2025.

2. The Object of the Research

   The object of the research will be the students' vocabulary mastery and students' reading comprehension in recount text.

3. The Time of the Research

   This research will be conducted at the first semester of the tenth grade of SMA N 10 Bandar Lampung in the academic year of 2024/2025.

4. Place of the Research

   This research will be conducted at SMA N 10 Bandar Lampung in the academic year of   2024/2025.

CHAPTER II
FRAME OF THEORIES AND HYPOTHESIS

A. Theories
1. Vocabulary
a. The Definition of Vocabulary

Knowing a lot of word in foreign language is very important. The more words people know, the easier they will understand the foreign language. The smallest part of sentence is a word. A word is part of many vocabularies. Webster states, vocabulary is a bank of number of words in a language or list of words with their meanings.[14] It means that vocabulary is total of word in language which has a meaning. In this section is concerned with the development of extensive meaning of vocabularies and the difficulties that certain types of words may presents to the students. Vocabulary is very important in learning language. It supported by Wallace states that vocabulary is the vital aspect of the language.[15] It means that vocabulary is a vital component of the language, so, vocabulary is the base of language communication. Without vocabulary is impossible to learn a language. By mastering vocabulary the students can express their ideas what they want in making a text.

According to Cameron, Vocabulary is fundamental to using the foreign language as discourse, since vocabulary is both learnt from participating in discourse and essential to participating in it.[16] It means that vocabulary is one component language that very important. It would be impossible to learn a language without vocabulary. Cameron also states that ―learning word is a cyclical process of meeting new word and initial learning, followed by meeting those words again and again, each time extending

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[14] Webster, The New Webster Dictionary of Current English, (New York: Oxford University Press,1988),p.23

[15] Michael Wallace, Teaching Vocabulary, (New York: Henemen Education Book, 1998), p.123

[16] Lyne Cameron, Teaching Language to Young Learners, (New York :Cambridge University Press, 2001), p.75

knowledge of what the word mean and how they are used in the foreign language.[17]

From the statement above, the researcher assumes that the teachers who will teach vocabulary should teach meaning and using of the words itself to introduce a new word is needed process that the words is self has to learn again and again. Considering the meaning of vocabulary in language learning, students need to master adequate vocabulary so that they are able to communicate in English either in spoken or written form. The teacher of English may help students to master English vocabulary by providing as many opportunities as possible so that they can develop their vocabulary. The teacher may also ask the students to read as many English book as possible to rich their vocabulary mastery because by reading many books, they will see serious meaning of the words in the context.

Based on the definitions and explanations above, vocabulary may be considered as the word and its meaning which are taught as well as known by an individual, and it may be used to make the learning of foreign language is facilitated due to the fact that it may easily translated from one language to another language. Especially in reading, because vocabulary can help the students to understand the ideas and content of the text. In mastering vocabulary, we can understand what some meaning of word in the context and transfer the information to our mind.

b. Kinds of Vocabulary

According to Kamil and Hiebert vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive-that which we can understand or recognize-and productive-the vocabulary we use when we

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[17] Ibid, p.95

write or speak.[18] It can be said that 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 their meanings may be known in writing or reading. Kamil and Heibert also says ,the productive vocabulary is the words that are familiar or easy to recognize and these are often used by an individual, particularly in writing and speaking; in contrast, the receptive vocabulary is the words that are less familiar to students as well as are considered being less to be used or the students may not use these spontaneously for they may recognize the words' meaning as they are reading and listening.[19] It can be said kind of vocabulary are receptive or the passive vocabulary and productive is the active vocabulary. There are some words in making a text and those collections of words include to the vocabulary because vocabulary is a list or collection of words arranged in alphabetical order and explain.

Fromkin, Rodman, and Hyams classify words in a language into two terms, i.e. content and function words. The content word is such as actions, objects, attributes, and ideas. It consists of noun, verb, adjective, and adverb. Meanwhile, the 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 (such as in,on), article (such as a/an, the), and pronoun (such as he, she, it).[20]

Based on the explanation above, it can be concluded that vocabulary may be categorized based on the division of the language skills. In this case, the receptive vocabulary is associated with the receptive skills which consist of listening and reading. Besides, other categories of vocabularies, oral

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[18] Michael L. Kamil and Elfrieda H. Hiebert, *Teaching and Learning Vocabulary*, (New Jersey: Mahwah), 2005, p. 3
[19] Ibid, p3
[20] Victoria Fromkin, et.al, *An Introduction to Language*, (7th Ed), (Boston: Wadsworth engage learning, 2003), pp. 73-74

and print vocabularies, refers to the forms of vocabulary of which meaning may be obtained in speaking or reading loudly or orally (in the case of the oral vocabulary) as well as may be obtained in reading writing or reading silently (in the case of the print vocabulary). Besides, it may be categorized or classified based on its parts of speech or word classes.

Nation also states that there are four kinds of vocabulary in the text, they are:

a. High frequency words. These words are almost 80% of the running words in the text.

b. Academic words. Typically, these words make up about 9% of the running words in the text.

c. Technical words. These words make up about 5% of the running words in the text.

d. Low frequency words. These are words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.[21]

There is a tremendous need for more vocabulary instruction at all grade levels by all teachers. The number of words that students need to learn is exceedingly large; on average students should add 2,000 to 3,000 new words a year to their reading vocabularies.[22] For some categories of students, there are significant obstacles to developing sufficient vocabulary to be successful in school:

a. Students with limited or no knowledge of English.

Literate English (English used in textbooks and printed material) is different from spoken or conversational English. This can present challenges as these students try to make sense of the English they read, especially at the middle and high school levels.

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[21] Paul Nation. *Learning vocabulary in another language*. United Kingdom: Press Syndicate of The University Of Cambridge. 2001, p.11

[22] Isabel L Beck, Margaret G McKeown, Linda Kucan. *Bringing Words to Life* : Guildford first edition, 2002, p.130

b. Students who do not read outside of school.

> The amount of time spent reading and the amount read are important. For example, a student who reads 21 minutes per day outside of school reads almost 2 million words per year. A student who reads less than a minute per day outside of school reads only 8,000 to 21,000 words per year.[23]

c. Students with reading and learning disabilities.

> Weaknesses in phonemic awareness, phonics, and word analysis skills prohibit students from reading grade-level content material and the rich opportunity this offers for encountering new, content-related words that can only be found in written English.

d. Students who enter school with limited vocabulary knowledge.

> At first-grade, high-performing students know about twice as many words as low-performing students, but that differential gets magnified each year, resulting in high-performing 12th grade students knowing about four times as many words as the low performing 12th graders,[24]

From the description above it can be conclude that Vocabulary is all words in a language which is used by people to convey ideas or feeling. It refers to word which is used to communicate in oral and written language. In order that, students must be able to be flexible in using words that they recognize and understand. The purpose students can be reached in learning vocabulary process is primarily their ability to recall word at will and to recognize it in its spoken and written form.

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[23] ED469927 2002-12-00 *Recent Reading Initiatives: Examples of National, State, and Professional Organizations' Efforts*. ERIC Digest, p.3

[24] Betty Hart, & Todd Risley.. *Meaningful Differences in the Everyday Experience of Young American Children.* Baltimore, MD: Paul H. Brookes Publishing Co., Inc. 1995. 142

c. **Vocabulary mastery**

Vocabulary mastery is one of the factors to master English as foreign language. It means that the students have the ability in understanding and using the word and meaning. The larger vocabulary the students master, the better they perform their language. By having a limited vocabulary, the students will find difficulties in mastering English skill. According to Ur vocabulary can be defined roughly as the words teacher teaches in the foreign language.[25] Learning vocabulary is an important instructional aim for teachers in all content areas in middle grades schools. Henry and Pongrantz pointnout that "mastering a language means being able to comprehend the vocabulary and its phonological system both in speech and in writing".[26] It means that learner who learns English as the second language must comprehend the meaning of the words and is able to apply them in sentences. Roehrig and Gou explain that vocabulary mastery is one of the major factors that influence reading comprehension.[27] From the explanation above, we know there are correlation between vocabulary mastery and reading comprehension.

2. **Reading**

   a. **Definition of Reading**

   Reading is process to analyze, coordinate, and interpret the variety of sources of information.[28] Reading is not an easy thing because we need a focus when we read a text Reading is not only seeing and mentioning every sentence of a text, but also in reading process we need

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[25] Penny Ur. *A Course in Language Teaching*. Cambridge: Cambridge University Press. 1996, p. 67

[26] Henry and Pongrantz. *Some effects of the Nature and Frequency of Vocabulary Instruction on the Knowledge and Use of Words*. ReadingReasearch Quarterly, 20, 2006.p.246

[27] Roehrig, Alysia D. & Guo Ying. *Reading in a foreign language*. United States: Florida State University, p.53

[28] Donna M. Scanlon, Kimberly L. Anderson, Joan M. Sweeney, *Earlyintervention for Reading Difficulties; The Interactive Strategies Approach* (New York: The Guilford Press, 2010) p.9

analysis skill to get the information of the text that we read. The important thing in reading process is we have to identify. Most of people who get more knowledge about the world is good readers and more often to attend college than people who do not read well.[29] It mean good readers have high curiosity. Therefore, they are more interest to attend college. Accordingly, their knowledge more and more increases.Reading is one of important skills in learning English. In reading process readers have to analyze, coordinate, and interprate the variety of sources of information.

b. Reading Comprehension

According to Brown, reading comprehension is necessarily depedent on at least comply word reading : when the readers cannot identify (decode) the words in that text, they cannot understand the whole text.[30] It mean the readers should have knowledge to understand a text. The goal of written language is to communicate the message, so comprehension is the essence reading.[31] We can comprehend the written language by reading. The reader who cannot read well will not understand what is the text that they read about without helping from other. According to Brown, there are eight criteria of language assesment in reading skill as follow:

1. Main idea (topic)
2. Expression/ idiom/ phrase in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (scanning for a specially stated detail)

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[29] Ellen Mcintyre, Nancy Hulan, Vicky Layne, *Reading Instruction for Diverse Classroom; Research-Based, Culturally Responsive Practice* (New York : The Guilford, 2011), p.1

[30] Jane Oakhill, Kate Cain, and Carsten Elbro, *Understanding and TeachingReading Comprehension* (New York, London : Routledge, 2015), p.1

[31] Gerald G. Duffy, *Explaining Reading : A resource for Teaching Concepts,Skills, and Strategies* (2nd ed) (New York: The GuildFold Press, 2009), p.14

6. Excluding facts not written (unstated detail)

7. Supporting ideas

8. Vocabulary in context.[32]

According to Gerald G. Duffy reading comprehension covers more than the responses of readers to text.[33] Reading comprehension is a complex thing. It involves the reader and the text that they read. However, it is not only about meaning, but also in process reading comprehension there are interactions which the readers do (understand the type of the text and use their background knowledge to know the content or the purpose of the text that they read) the meaning will loss without the ability to comprehend and engage with text.[34]

c. Reading Comprehension in Recount Text

Recount text is piece of text that retells past events, usually in which they happened.[35] According to Siahaan and Shinoda that recount is written out to make report about experience of a series of related event. Recount text is also is written out to inform am events or to entertain people.[36] Thus, recount text is one kind of text that tell about past events, like experience whose purpose is to give information of the event and to entertain the readers. Generic structure of recount text is Orientation, orientation tells who was involved, what happened, where the events took place, and when it happened. Events is tell what happened in

[32] Douglas Brown, *Language Assessment Principles and Classroom Practice*,(Sanfrancisco : Pearson Education Longman, 2004), p.206

[33] Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties; What Works for Special-Need Learners* (New York : The Guilford Press, 2007), p. 8.

[34] Gina Berridge, et. al. *Personal Reading Strategies of CollegeFreshmen Placed in A Developmental Reading Class* (International Journal of Global Education) Vol (4), (Evasville : University of Southern Indiana, 2015), p. 23. https://www.semanticscholar.org/paper/PERSONAL-READING-STRATEGIES-OF-COLLEGE-FRESHMEN-IN

[35] Dhonnal Pharr and Santi Buscemi, *Writing Today : Context and Opinion for the Real World*, (McGraw-Hill Bostob, 2005), p.44

[36] Sanggam Siahaan and kisno Shinoda, *Generic Text Structure,* (Yogyakarta: Graha Ilmu, 2008), p.3

chronological, and last is Re-orientation consists of optional-closure of events / ending.

Reading is an interesting skill that not only gets information, but also processes in our brain to understand what we read. To make students comprehend in reading, good collaboration between teacher and students is needed in the learning process. The text recounts is one of the text that tries to show the reader an event as clearly as possible. Furthermore, according to Widjono argues that the recount is a conversations that discusses an event, an event in sequence from the beginning of the update to the end, so as to produce a relationship of relations with one another.[37] it means that a recount retell past events in the order in which they happened. Furthermore, the researcher use recount text to asses students vocabulary and their reading comprehension in recount text.

3. The Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension in Recount Text.

The role of vocabulary in reading comprehension is important.Burton says that we cannot do well in comprehension without a large of vocabulary, for the passage and question involve a range of word much wide than that a daily conversation.[38] Furthermore, he says that the learner must have an adequate vocabulary because a large vocabulary is very important in learning language. In other words, the vocabulary mastery of students is significant to improve their reading comprehension. Having adequate vocabulary, the students will more understand what the message of English text that they have read. By reading many English text, the student will learn the new difficult word, and then they will curious to know the meaning of that word.in that situation, it will increase the students vocabulary and not stuck only in familiar word. It is

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[37] Widjono, *Bahasa Indonesia Mata Kuliah Pengembangan Kepribadian di Perguruan Tinggi*. Jakarta: PT Grasindo, 2008. p.175

[38] Burton. *Mastering English Language*. London: The Macmillan Press, 1982. p.98

mean the students vocabulary will richer. Roehrig and Gou explain that vocabulary mastery is one of the major factors that influence reading comprehension; from explanation above we know there are correlation between vocabulary mastery and reading comprehension.[39] The correlation between reading comprehension and vocabulary mastery has discussed by many expert. According to Hirsch, it was found found that knowing at least 90% of the words of a text enable the reader to get the main idea from the reading and guess correctly what many of the unfamiliar words mean.[40] The findings also show that vocabulary is a important thing of comprehending narrative and expository text. Therefore, the main concern of this research is to find out the correlation between students vocabulary mastery and their reading comprehension in recount text, so the researcher will test students' vocabulary mastery student and their reading comprehension through one of the texts learned in English lesson that is recount text. Where recount text is one of the texts studied by eight grades.

Therefore, the main concern of this research is to find out the correlation between students vocabulary mastery and their reading comprehension in recount text, so the researcher will test students' vocabulary mastery student and their reading comprehension through one of the texts learned in English lesson that is recount text. Where recount text is one of the texts studied by tenth grades.

B. Frame of Thinking

Vocabulary is needed in mastering for language skills, especially in reading activity. A lot of vocabulary will make it easier for us to understand the meaning of the text we read. Vocabulary deals with the ability in inferring the words of the text employed as rich as possible. The greater vocabularies used for the text, the higher opportunities for a better result will be received.

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[39] Roehrig, Alysia D. & Guo Ying., Op.Cit. 12
[40] E.D. Hirsch. Reading comprehension requires knowledge ± of words and the world. American Educator: American Federation of Teachers, p.14

Reading as an activity to receive the ideas, meaning, and information in the text to communicate messages from the written form into our mind. While students tenth grade at SMAN 10 Bandar Lampung still have not mastered these skills like reading and vocabulary. Many of them still lack knowledge in vocabulary that preventing them from obtain the ideas and information in of text.

Based on the explanation and description about the material of this research focus to know the correlation between students' vocabulary mastery and their ability in reading comprehension in recount text at the first semester of the tenth grade at SMAN 10 Bandar Lampung in the academic year of 2024/2025. As the frame of thinking of this research as follows:

Vocabulary Mastery (X)	Reading Comprehension in recount (Y)

C. **Hypothesis**

Based on the theories and explanation above, the research makes the hypothesis as follows:

Ha : There is positive correlation between students' vocabulary mastery and their reading comprehension in recount text at the first semester of the tenth grade at SMAN 10 BandarLampung in the academic year of 2024/2025.

H0 : There is no positive correlation between students' vocabulary mastery and their reading comprehension in recount text at the first semester of the tenth grade at SMAN 10 Bandar Lampung in the academic year of 2024/2025

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