



**THE CORRELATION OF STUDENTS' READING MOTIVATION,  
VOCABULARY MASTERY, AND READING COMPREHENSION  
ABILITY IN FOURTH SEMESTER OF ENGLISH DEPARTMENT  
AT UNIVERSITY OF ISLAM MALANG**

*SKRIPSI*

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**Faculty of Teacher Training and Education**

**University of Islam Malang**

**In partial fulfillment of the requirements for degree of**

***Sarjana* in English Language Education**

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## ABSTRACT

**Wulandari**, Siska. 2021. *The Correlation of Students' Reading Motivation, Vocabulary Mastery, and Reading Comprehension Ability in Fourth Semester of English Department at University of Islam Malang*. Skripsi, English Department, Faculty of Teacher Training and Education, University of Islam Malang. Advisor (1) Diah Retno Widowati, S.Pd., M.Pd. Advisor (2) Dzurriyyatun Ni'mah, S.S., M.Pd.

**Keywords:** Correlation, Students' Motivation, Vocabulary Mastery, Reading Comprehension Ability

Reading is one of the important skills in English because it can help students to get more knowledge. In comprehend a reading text, readers need to have a lot of vocabularies. Vocabulary is the main key in understanding reading. Vocabulary knowledge is one of the best predictors of learners' ability in reading comprehension. To have a good reading comprehension, readers also need motivation. Motivation is a very big desire that might come internally or externally from individuals or from other people. The aim of this study is to find out the correlation between reading motivation, vocabulary mastery and reading comprehension.

To investigate there is correlation between three variables, researcher uses correlation research. The population of this research was the students in the fourth semester of English Department at University of Islam Malang in Academic year 2020/2021. The respondent of the research were 60 students from the total two classes. The instruments that used by the researcher were questionnaire and tests of vocabulary and reading comprehension. The questionnaire was used to gather information about students' reading motivation. Then the tests were used to measure students' vocabulary mastery and reading comprehension ability. In analyzing the data, researcher used SPSS 20.0.

The result showed that the mean score reading motivation was 74.02 by standard deviation was 10.432. The data reveals that mean score of vocabulary mastery was 75.45 by standard deviation was 8.276 and 73.17 was the mean score of reading comprehension by standard deviation was 9.140. Also, insignificant value was found 0.000. It means that the significant value was lower than 0.05. In other word, the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_o$ ) rejected. So, it can be concluded that there is significant correlation between students' reading motivation, vocabulary mastery and reading comprehension.

Based on the results of the research, it is aimed at lecturers being able to direct students to be diligent in reading books during the learning process and teachers to motivate students continuously on the importance of reading. Students' vocabulary mastery should be improved and students can read more texts because reading can add new vocabulary for students. In addition, the vocabulary obtained must be directly practiced in reading so that it can help students increase vocabulary. Then, conduct a similar study with non-EFL subjects by the future researcher.

## ABSTRAK

**Wulandari**, Siska. 2021. *The Correlation of Students' Reading Motivation, Vocabulary Mastery, and Reading Comprehension Ability in Fourth Semester of English Department at University of Islam Malang*. Skripsi, English Department, Faculty of Teacher Training and Education, University of Islam Malang. Advisor (1) Diah Retno Widowati, S.Pd., M.Pd. Advisor (2) Dzurriyyatun Ni'mah, S.S., M.Pd.

**Kata Kunci:** Korelasi, Motivasi Siswa, Penguasaan Kosakata, Kemampuan Pemahaman Membaca

Membaca adalah salah satu keterampilan penting dalam bahasa Inggris karena dapat membantu siswa untuk mendapatkan lebih banyak pengetahuan. Dalam memahami sebuah teks bacaan, pembaca harus memiliki banyak kosakata. Kosa kata merupakan kunci utama dalam memahami bacaan. Pengetahuan kosa kata adalah salah satu prediktor terbaik kemampuan siswa dalam pemahaman membaca. Untuk memiliki pemahaman bacaan yang baik, pembaca juga membutuhkan motivasi. Motivasi adalah keinginan yang sangat besar yang mungkin datang secara internal atau eksternal dari individu atau dari orang lain.

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara motivasi membaca, penguasaan kosakata dan pemahaman bacaan. Untuk mengetahui ada tidaknya hubungan antara ketiga variabel, peneliti menggunakan penelitian korelasional. Populasi dalam penelitian ini adalah mahasiswa semester IV Jurusan Bahasa Inggris Universitas Islam Malang Tahun Pelajaran 2020/2021. Responden penelitian ini adalah 60 siswa dari total dua kelas. Instrumen yang digunakan peneliti adalah angket dan tes kosakata dan pemahaman bacaan. Kuesioner digunakan untuk mengumpulkan informasi tentang motivasi membaca siswa. Kemudian tes digunakan untuk mengukur penguasaan kosakata dan kemampuan pemahaman bacaan siswa. Dalam menganalisis data, peneliti menggunakan SPSS 20.0.

Hasil penelitian menunjukkan bahwa rerata skor motivasi membaca adalah 74,02 dengan standar deviasi 10,432. Data menunjukkan bahwa skor rata-rata penguasaan kosakata adalah 75,45 dengan standar deviasi 8,276 dan 73,17 adalah skor rata-rata pemahaman bacaan dengan standar deviasi adalah 9,140. Juga ditemukan nilai yang tidak signifikan yaitu 0,000. Artinya nilai signifikan lebih kecil dari 0,05. Dengan kata lain, hipotesis alternatif ( $H_a$ ) diterima, dan hipotesis nol ( $H_0$ ) ditolak. Jadi, dapat disimpulkan bahwa ada hubungan yang signifikan antara motivasi membaca siswa, penguasaan kosakata dan pemahaman bacaan.

Berdasarkan hasil penelitian ini bertujuan agar dosen mampu mengarahkan mahasiswa untuk rajin membaca buku selama proses pembelajaran dan dosen memotivasi mahasiswa secara terus menerus akan pentingnya membaca. Penguasaan kosakata siswa harus ditingkatkan dan siswa dapat membaca lebih



banyak teks karena membaca dapat menambah kosakata baru bagi siswa. Selain itu, kosakata yang diperoleh harus langsung dipraktikkan dalam membaca sehingga dapat membantu siswa menambah kosakata. Kemudian, melakukan penelitian serupa dengan subjek non-EFL oleh peneliti selanjutnya.



## CHAPTER I

### INTRODUCTION

This chapter presents background of the study, research problems, and objectives of the study, significance of the study, scope and limitation, and definition of key terms.

#### 1.1 Background of the Study

English is a communication tool for people to convey with another around the world. In understanding English, we need to know that the English language has four skills, namely listening, speaking, reading, and writing. Reading is a crucial ability in English because it can help students to get more knowledge. The problems that commonly found in comprehending a reading text are lack of vocabulary mastery and reading motivation. In comprehend a reading texts, readers need to have a lot of vocabularies. Vocabulary is the main key in understanding reading. Bahri (2018) it said that constructing a meaningful vocabulary is keys to foreign language learning especially in comprehend a reading text. When students lack the necessary vocabulary, they will struggle to read. According to Nation (2001), the most crucial impact to know about reading comprehension is vocabulary mastery.

To have a good reading comprehension, readers also need motivation. Motivation is a very big desire that might come internally or externally from individuals or from other people. According to Gambrel (2011), motivation helps students to get more confident in reading. There are two kinds of motivation, which are intrinsic and extrinsic motivation.

Intrinsic motivation encourages students to learn unforgettingly and depends on their consent. Besides that, extrinsic motivation is the desire to achieve a reward and avoid a punishment (Arnold, 2000). Therefore, students need motivation in doing something, especially in reading. Motivation is an essential part of reading. Students need a reading motivation to comprehend a text. According to Guthrie and Wigfield (2000), motivation has a positive impact on reading. Students can get a better understanding when they have good reading motivation. Reading motivation is a crucial factor that influences students to read more. Readers should increase their reading motivation to get better in understanding a text. Seymour and Wals (2006) argued that reading motivation is one of the most crucial components for second language students to help them comprehend a text effectively. It means that reading motivation has a significant influence on reading comprehension.

All in all, reading comprehension is an essential skill that students have to learn. According to Ahmadi (2013), Reading comprehension is one of the most essential aspects of English language learning for all students because it serves as the foundation for a significant amount of teaching and learning. In this case, Reading motivation and vocabulary mastery will assist students in improving their reading comprehension.

A previous study which relates to the present study is a research from Fatmawati (2012) who investigated the correlation between vocabulary mastery, learning motivation and reading comprehension of SMA Muhammadiyah Sragen. The result indicated that those three variables significantly correlated. In

this case, the researcher wants to reinvestigate the same research with different subject. The previous research was conducted at the high school Muhammadiyah Sragen and this study, the researcher used fourth-semester students at University of Islam of Malang. The difference between the previous study and the present research is the reading motivation variable. This study used reading motivation as one of the variables to investigate its relation with reading comprehension.

To conclude, the researcher wishes to investigate the correlation between vocabulary mastery and reading motivation toward reading comprehension ability of the fourth semester students of English department at University of Islam Malang.

## 1.2 Research Problems

Based on the discussion stated, the problems of this research are formulated as follow:

1. Is there any significant correlation between reading motivation and reading comprehension ability of fourth semester students of English Department at University of Islam Malang?
2. Is there any significant correlation between vocabulary mastery and reading comprehension of fourth semester students of English Department at University of Islam Malang?
3. Is there any significant correlation between reading motivation, vocabulary mastery and reading comprehension ability of fourth Semester students of English Department at University of Islam Malang?



### 1.3 Objectives of the Study

Based on the problem stated, the objectives of the study as follow:

1. To investigate the relationship between reading motivation and reading comprehension ability of fourth semester students of English Department at University of Islam Malang.
2. To investigate the relationship between vocabulary mastery and reading comprehension ability of fourth semester students of English Department at University of Islam Malang.
3. To investigate the relationship between reading motivation, vocabulary mastery and reading comprehension ability of fourth semester students of English Department at University of Islam Malang.

### 1.4 Significance of the Study

Theoretically, this study will validate the theory about the relationship between reading motivation, vocabulary mastery and reading comprehension ability.

In practical terms, the results of this study are expected to determine how reading course can be applied. If the research shows a significant correlation then:

1. For lecturers, they can explain the important information to their students that reading motivation and vocabulary mastery will affect reading comprehension ability. So, the lecturers should encourage their students to improve their reading motivation and vocabulary mastery.

2. For students, they will realize the benefits of reading motivation and vocabulary mastery which are related to reading comprehension ability. So, they can increase their motivation and vocabulary in reading.

### **1.5 Scope and Limitation**

This study aims to analyze the relationship between students' reading motivation, vocabulary mastery, and reading comprehension. The researcher used the fourth semester students of English Department at University of Islam Malang as the subjects of this research. The researcher chooses the fourth semester students because they have already completed the reading courses.

There are some limitations of this research. First, the researcher did not have time to check the reliability of the instrument in this study. Second, because the Covid-19 pandemic in Indonesia still exists, the students cannot optimally fill out the questionnaire so that the results of answering students are low.

### **1.6 Definition of Key Terms**

In this part, the key terms are explained briefly in order to introduce some terms used in this study.

#### **1.6.1 Reading Motivation**

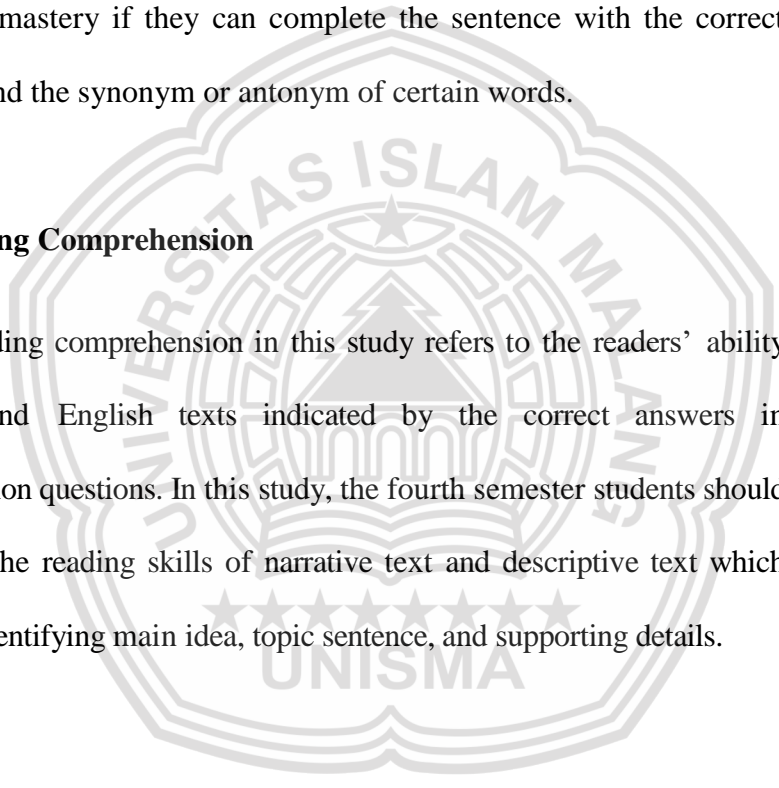
Reading motivation in this study refers to the encouragement of fourth semester students to read, especially in reading English text. Motivation can be obtained from various aspects, like the ambition to get a high score, the compliment of the teacher, or even the students' interest in reading.

### **1.6.2 Vocabulary Mastery**

Vocabulary mastery refers to the readers' of fourth semester students understanding in comprehend every single word of the text. The readers are able to answer the questions that related to the vocabularies used in the text. In this study, the readers will be considered to have good vocabulary mastery if they can complete the sentence with the correct word and find the synonym or antonym of certain words.

### **1.6.3 Reading Comprehension**

Reading comprehension in this study refers to the readers' ability to understand English texts indicated by the correct answers in comprehension questions. In this study, the fourth semester students should understand the reading skills of narrative text and descriptive text which consist of identifying main idea, topic sentence, and supporting details.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents conclusion of research and suggestion for students, teacher and future researchers.

#### 5.1 Conclusion

Firstly, according to the analysis description, the reading motivation and reading comprehension of fourth semester students of English Department at University of Islam Malang was correlated. It means that the reading comprehension can depend on the reading motivation. It also means that the students' reading motivation is contributed to their reading comprehension.

Secondly, vocabulary mastery and reading comprehension of fourth semester students of English Department at University of Islam Malang was significantly correlated. It means that the reading comprehension can depend on the vocabulary mastery. It also means that the students' vocabulary mastery is contributed to their reading comprehension.

Thirdly, reading motivation, vocabulary mastery and reading comprehension of fourth semester students of English Department at University of Islam Malang was correlated. It means that the reading comprehension will simultaneously follow the increase and the decrease of reading motivation and vocabulary mastery. It also means that the students' reading motivation and vocabulary mastery are contributed to the students' reading comprehension

It means that, reading motivation and vocabulary mastery is really important for the readers because it's contributed to the students' reading comprehension.

## **5.2 Suggestion**

The researcher proposes the suggestions based on the finding of the present study.

### **5.2.1 For Lecturers**

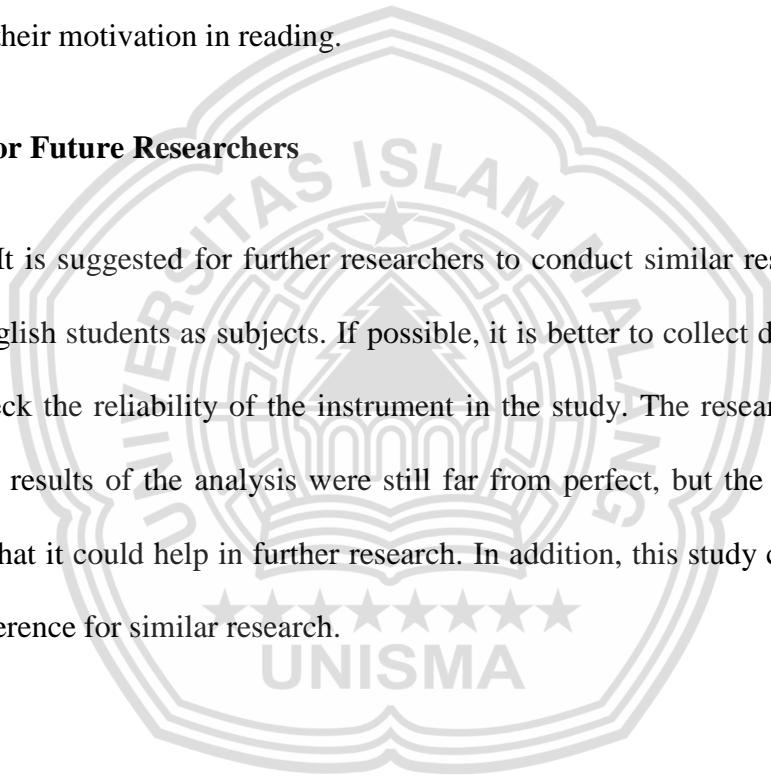
Lecturers can direct students to diligently read books during the learning process and lecturers can give information to their students to improve their vocabulary mastery.

### 5.2.2 For Students

Students should improve their vocabulary mastery to help them understand a text. In addition, the vocabulary obtained must be directly practiced in writing or speaking so that it can help students increase their vocabulary. The students can read the text based on their reading interests to increase their motivation in reading.

### 5.2.3 For Future Researchers

It is suggested for further researchers to conduct similar research with non-English students as subjects. If possible, it is better to collect data directly and check the reliability of the instrument in the study. The researcher found that the results of the analysis were still far from perfect, but the researchers hoped that it could help in further research. In addition, this study can be used as a reference for similar research.



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