



**THE EFFECT OF VOCABULARY KNOWLEDGE ON READING  
COMPREHENSION TO SEVENTH GRADE STUDENTS OF MTS  
MIFTAHUL ULUM**

***SKRIPSI***

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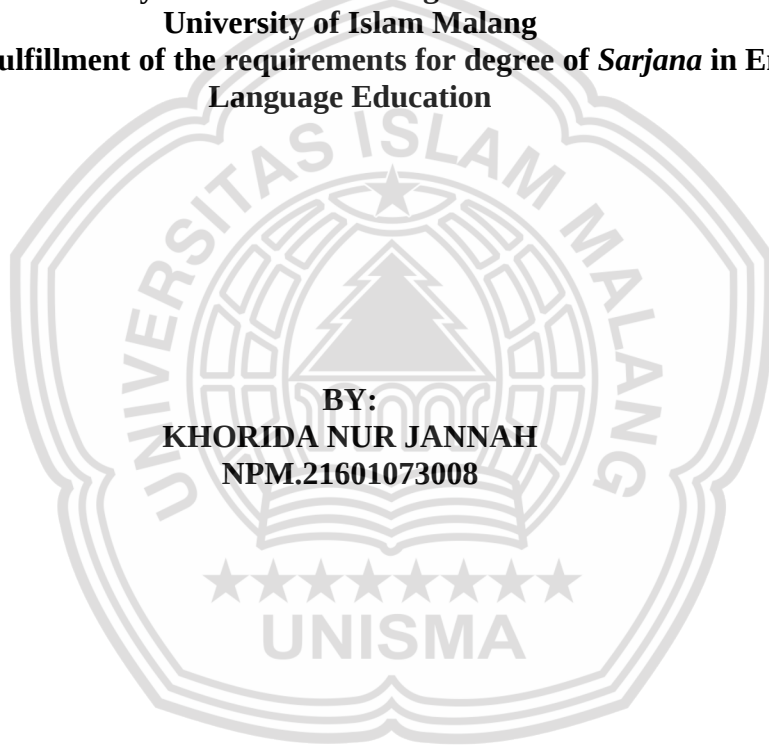
**UNIVERSITY OF ISLAM MALANG  
FACULTY OF TEACHER TRAINING AND EDUCATION  
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Language Education**



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## ABSTRACT

**Jannah, K.N.** (2020). *The Effect of Vocabulary Knowledge on Reading Comprehension to Seventh Grade Students of Mts Miftahul Ulum*, English Education Department, Faculty of Teacher Training and Education, University of Islam Malang. Advisors: (1) Diah Retno Widowati, S.Pd., M.Pd (II) Henny Rahmawati, M.Pd.

**Keywords:** vocabulary knowledge, students, and reading comprehension

One of the difficulties commonly encountered by students in comprehending reading text is lack of vocabulary mastery. Therefore, the researcher in this study decides to organize research that focuses on the effect of vocabulary knowledge toward students reading comprehension ability. The purpose of this study was to investigate whether the students who experience the vocabulary knowledge treatment achieve better than those who do not experience it.

The research design of this study was quantitative quasi- experimental study. While, the population of the study was the seven grade students of MTs Miftahul Ulum. From that population, the samples were 43 students of MTs Miftahul Ulum. The instruments of the research were pretest and posttest questions focusing on descriptive text. The questions of the test were made by the researcher. To get valid test, the texts of the test were measured by using readability checker and the test checked deeply by the expert. The scores of the test were collected and analyzed using IBM SPSS version 24. Wilcoxon test and Mann Whitney test were used to analyze the data. The result of the study shows that students' score of experimental group is significantly higher than students' score of control group. Therefore, it can be concluded that vocabulary knowledge is a suitable treatment in helping students to improve their reading comprehension.

As the suggestion for future researchers, they should add more material for the test, measure the reliability of the test, and conduct vocabulary knowledge treatment toward listening and writing skill. While for the teachers, the English teacher should adopt vocabulary knowledge treatment as their teaching strategies to help them improve their students reading comprehension.

## CHAPTER I INTRODUCTION

This chapter explains the background of the study, research problem, the objective of the study, hypothesis, scope and limitation of the study, the significance of the study, and the definition of key terms.

### 1.1 Background of the Study

Reading is an activity that commonly carried out by most of people. In understanding a text most of people might assume that reading is the easiest way because reading is an activity that is very common among ordinary people (Nguyen, 2007). It cannot be denied that reading might help students in enhancing their language proficiency. In increasing the mastery of language, reading comprehension is one of the most preferred skills (Naeemeh and Behzad, 2015). Furthermore, reading is very prominent for students. Because of reading, students can achieve their academic purposes. To gain their academic goals and their careers in the future, students have to be able to read and understand English text (Chou, 2011). Next, reading comprehension can help people in gaining much information about anything; we just need to read books, articles, journals, etc. to get the information. Comprehending reading text makes people have a lot of knowledge, know much information, and also free from deception (Fidinillah, 2011). In understanding the material of reading text, the students can be helped by understanding the meaning of words in the text (Bakti, 2018). Sulistyono (2011) in his book about reading and meaning also stated that reading also entails that to

conclude the meaning of the text, people have to explore and evaluate the information in the text. On another hand, to know much information when reading a text, reader must understand the meaning of the text. To understand the meaning of a text, readers can apply various theories of reading. Many changes occurred in reading theory throughout the development of general learning theory (Nguyen, 2007).

In understanding the meaning of a text, the students may find some difficulties. In doing a comprehension test of reading comprehension, students have a variety of difficulties they found relating to their mastery level (Nurjanah, 2018). One of the difficulties commonly encountered by students is lack of vocabulary mastery because it is really not possible that students can comprehend a text without understanding the vocabulary of the reading text. The readers of second language may not obtain comprehension adequately if they cannot pass the vocabulary threshold (Chen, 2011). Nurjanah (2018) in her research about analysis on students' difficulties in reading comprehension found that mastery of vocabulary and lack of knowledge are all of students' problems in reading comprehension. Jayanti (2016) stated that there are six factors that make students feel difficult in reading: knowledge of vocabulary, text analysis of syntactic and semantic, creating the inferential meaning, the application of strategy, and the feeling of the students throughout the reading activity. From the results of the research above, it can be concluded that students' problem in reading comprehension is almost about vocabulary.

The lack of vocabulary mastery becomes the most popular problem for students in reading comprehension. Later on, we should find out a solution that

can increase students' vocabulary mastery. Vocabulary knowledge becomes very important in reading comprehension. Vocabulary knowledge has a very prominent part in comprehension of reading text (Anjomshoa and Zamanian, 2014). It has been recognized that vocabulary knowledge also very important for the students first and second language. Vocabulary knowledge has been confirmed to have an important part in reading performance both in first language (L1) and second language (L2) (Djuarsa, 2017). The difficulties in understanding the meaning of a text, in deciding the meaning of unpopular words, and in answering the questions of the text are because of the lack of vocabulary knowledge (Fidinillah, 2011). Then, the vocabulary knowledge also helps students in understanding the meaning of spoken and written texts. Vocabulary knowledge assists in catching the material of written and spoken text; it is considered as prominent device in understanding all of language skills (Viera, 2017). Considering the above explanation, it can be said that vocabulary knowledge has a very big impact on students' comprehension of reading texts.

Based on the problems encountered by the students above stated we know that it can be overcome by giving the students vocabulary knowledge. Then, students' success in reading comprehension is because of the reading strategy used by teacher and students in reading the texts. Because of this reason, the researcher decides to conduct a research that employed vocabulary knowledge to students' reading comprehension skill. Unlike other previous studies that used students of elementary school, senior high school, and college as the participants, in this study the participants were junior high school students. In addition, the material of the reading comprehension test of this research used descriptive text's

questions. Then, the location of this study is in MTs Miftahul Ulum, Sumbermanjing Wetan.

### **1.2 Research Problem**

Based on the research background above, the researcher formulated the research question of this study “Do the students who get the vocabulary knowledge treatment achieve better score in reading comprehension than those students who get conventional treatment?”

### **1.3 Objective of the Study**

As stated in the research question above, the objective of this study is to investigate whether vocabulary knowledge treatment affect students’ reading comprehension. Furthermore, it identifies how significant the effectiveness of vocabulary knowledge treatment toward students’ reading comprehension of seventh grade students of MTs Miftahul Ulum.

### **1.4 Hypothesis**

Based on the research question and the background of this study, the researcher formulated the hypothesis of the research is students who receive the vocabulary knowledge treatment achieve higher score in reading comprehension than students who only receive conventional treatment.

### 1.5 The Significance of the Study

The result of this research hopefully will give some contributions to students, teachers, and future researcher as follows.

#### 1. Theoretical Significance

It is expected the result of this study will add the body of knowledge of teaching reading comprehension, especially in term of the implementation of vocabulary knowledge. Furthermore, it is expected that the result of this study will be used as a reference for the next researchers in conducting new research that is related to the vocabulary knowledge and reading comprehension. Moreover, the researcher also expects that this study can be used as a source for the next researchers to strengthen their theory.

#### 2. Practical Significance

Firstly, the researcher of this study highly expects that the students can comprehend reading text better, and it can improve students' ability in understanding reading text. Next, hopefully the teacher can decide appropriate learning strategy for the students which are related to the vocabulary knowledge. The last, the researcher of this study also expects that the result of this study will be taken into consideration by English teacher in teaching reading comprehension.

### 1.6 Scope and Limitation of the Study

The focus of this research is to investigate the effect of using vocabulary knowledge on students' reading comprehension. This research was conducted in MTs Miftahul Ulum, and the participants of this study were the seventh grade



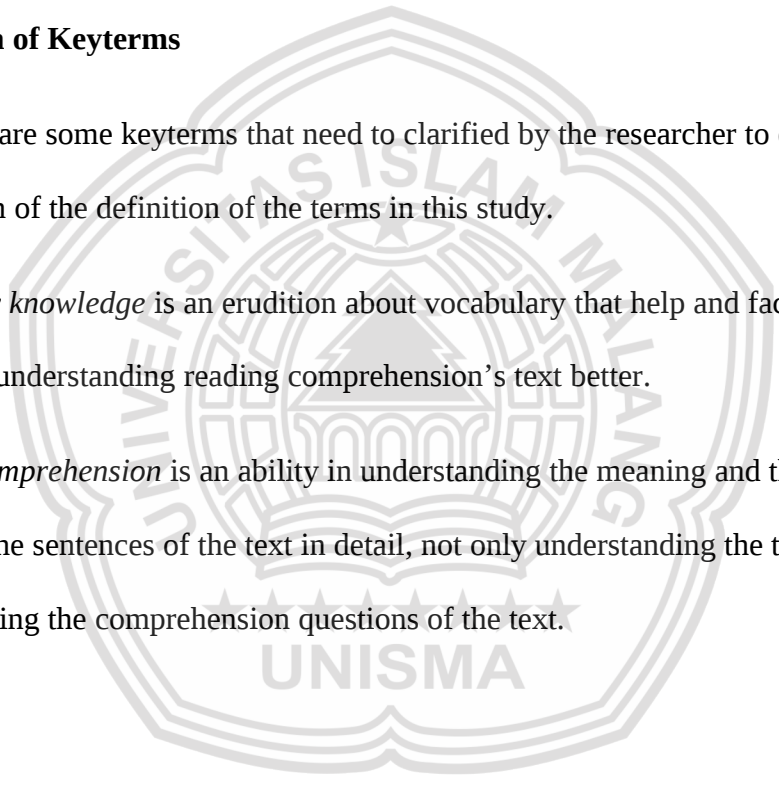
students. The posttest used by the researcher was descriptive text question, and the researcher made the questions by herself. Furthermore, the questions that used by the researcher had been checked by the expert.

The weakness of this study is the number of the questions given to the students are only 10 questions. While, to reach a good reliability, the researcher should use at least 30 questions.

### 1.7 Definition of Keyterms

There are some keyterms that need to be clarified by the researcher to evade misconception of the definition of the terms in this study.

1. *Vocabulary knowledge* is an erudition about vocabulary that help and facilitate students in understanding reading comprehension's text better.
2. *Reading comprehension* is an ability in understanding the meaning and the content of the sentences of the text in detail, not only understanding the text but also answering the comprehension questions of the text.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher explains about the conclusion of this study and the suggestions that are given for the future researchers in similar study, and also for the teachers of Indonesian school.

#### 5.1 Conclusions

The focus of this study was the effect of vocabulary knowledge treatment toward student's reading comprehension. The research design of this study was quantitative quasi experimental design. The study was conducted at MTs Miftahul Ulum at seventh grade students. Two classes were selected as the participants of this study, twenty one students for the control group and twenty two students for the experimental group. The instruments of the research were in the form of true or false questions for the pretest and multiple choice questions about decription text designed by the researcher and corrected by the expert for the posttest. Furthermore, the posttest gestions have been tested to twenty two students of class C.

The treatment was conducted in six times; pretest was conducted in the first meeting, and the posttest was conducted in in the last time. The data were analyzed using SPSS Wilcoxon test 24, and the results of data anlysis showed that the results of the experimental group test are higher than the control group. Moreover, the significance value showed that there is significantly different between the significance of both group. To sum up, the use of vocabulary

knowledge treatment is more effective to improve students reading comprehension ability than conventional treatment, and this is proven by the scores gained by the students who experienced vocabulary knowledge treatment get higher score than the students who get conventional treatment. The implication of this study is found that the students of class A and class B of seventh grade of MTs Miftahul Ulum that become the subjects of this research can start apply vocabulary knowledge as a new habit in reading activity in their class.

## 5.2 Suggestions

After finishing the study, the researcher is aware that there were some limitations emerged in this study. Therefore, some suggestions are provided in this study for the future researcher who wants to do a research that is almost the same as this study, other suggestions addressed to Indonesian English teacher.

### 5.2.1 Suggestion for the Future Researcher

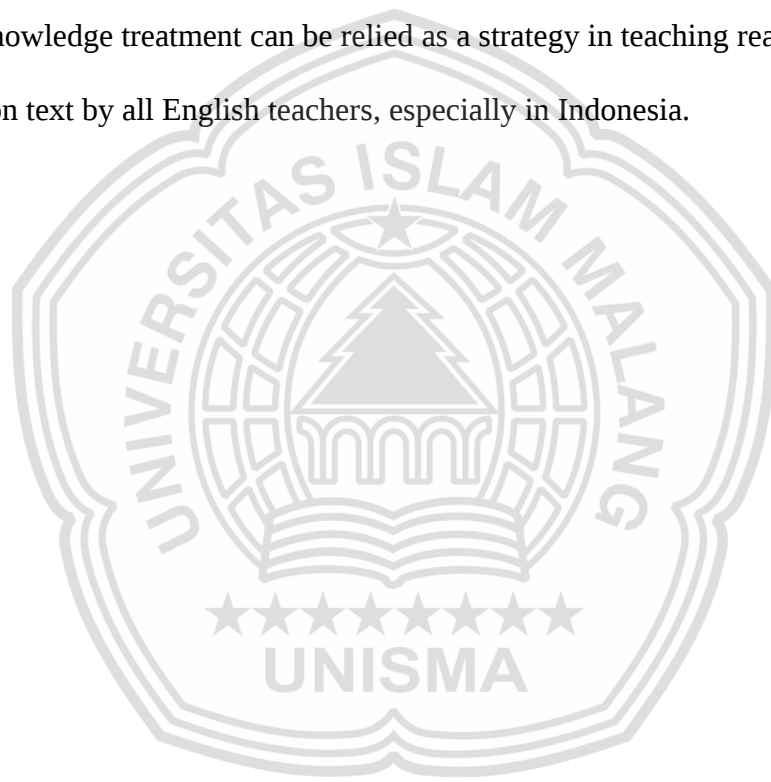
In this study, description was the only material used in vocabulary knowledge treatment and conventional treatment to check the students reading comprehension. Adding more material might be better in further research.

The number of the questions given to the students were only ten questions. While, to reach a good reliability the researcher should used at least thirty questions. So, the next researcher should add the number of the questions test to get reliable result of the study.

The last suggestion is the next researcher might be able to conduct a research about vocabulary knowledge treatment toward listening comprehension or writing activity.

### 5.2.2 Suggestion for English Teacher

Based on the research results, the English teacher should adopt vocabulary knowledge treatment as their teaching strategies to help them improve their students reading comprehension. The researcher highly expects that the use of vocabulary knowledge treatment can be relied as a strategy in teaching reading comprehension text by all English teachers, especially in Indonesia.



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