



**THE CORRELATION BETWEEN VOCABULARY MASTERY,  
GRAMMAR, AND READING COMPREHENSION SKILLS OF  
VOCATIONAL HIGH SCHOOL STUDENTS OF SMK N 1 KENDAL**

A Final Project

Submitted in partial fulfillment of requirements  
for the degree of *Sarjana Pendidikan* in English

by

**HAIRIS SHIDIQ GHOZALI**

18420142

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGE AND ARTS EDUCATION  
UNIVERSITAS PGRI SEMARANG  
2022**

## APPROVAL

The Final Project entitled “**The Correlation Between Vocabulary Mastery, Grammar Mastery, And Reading Comprehension Skills Of Vocational High School Students Of SMK N 1 Kendal**” written by:

Name : Hairis Shidiq Ghozali  
NPM : 18420142  
Study Program : English Education Study  
Faculty : Language and Arts Education

Was approved by advisors of the English Education Study Program of The Faculty of Language and Art of Universitas PGRI Semarang on:

Day : Tuesday

Date : 26 July 2022

Advisors 1



**Prof. Dr. Suwandi, M.Pd.**

**NIP. 195208151983031003**

Advisors 2



**Th. Cicik Sophia Budiman, S.S., M.Pd.**

**NIP. 197902212005012001**

## **DECLARATION**

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other researchers' opinions of findings included in this final project are quoted cited in accordance with ethical standards.

Semarang, 26 July 2022


**Hairis Shidiq Ghozali**

**18420142**

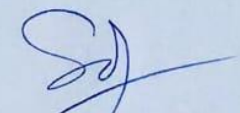
## RATIFICATION

### RATIFICATION


This final project has been ratified by the team of examination of The Faculty of Language and Arts Education of Universitas PGRI Semarang:

Chairperson  
Dean of FPBS,  
  
Dr. Asropah, M.Pd.  
NPP 936601104

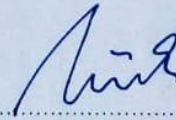
Secretary/Head of English  
Education Study Program,

  
Dr. Jafar Sodiq, S.Pd., M.Pd.  
NPP 956701117

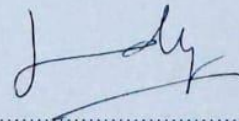
Examiner I/ Advisor I,  
Prof. Dr. Suwandi, M.Pd.  
NIP 195208151983031003

  
.....

Examiner II/ Advisor II,  
Th. Cicik Sophia Budiman, S.S., M.Pd.  
NIP 19790221005012001

  
.....

Examiner III,  
Laily Nur Affini, S.Pd., M.Hum.  
NPP 108301313

  
.....

## **DEDICATION**

**This final project is fully dedicated to:**

1. I dedicate this thesis to my beloved father and mother who always support and pray for me in completing this final project.
2. For my beloved brothers, Heidi Zuhdi Ghozali and Haidar Hilmi Ghozali
3. For everyone who gives their support and prayer to me.
4. For the teacher who taught me to know alif.
5. For anyone who is looking for himself.
6. For anyone who longs to meet his truest lover.

## **MOTTOS**

*“Education is the key to all the locked doors of the unknown”.*

*“Whoever practices the knowledge that he already knows, then Allah will inherit  
the knowledge that he does not know”.*

(Muhammad, SAW)

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**Hairis Shidiq Ghozali**

**18420142**



## ABSTRACT

Ghozali, Hairis Shidiq. 2022. *“The correlation between vocabulary mastery, grammar mastery, and reading comprehension skills of vocational high school students of SMK N 1 Kendal”*. Final project, English Education Study Program Faculty of Language and Arts Education, Universitas PGRI Semarang.  
Advisor I: Prof. Dr. Suwandi, M.Pd., Advisor II: Th. Cicik Sophia Budiman, S.S., M.Pd.

This current research is aimed at investigating the correlation between vocabulary mastery, grammar mastery, and reading comprehension skills of vocational high school students. The correlation research technique was used in this research. The population consisted of 492 students of SMK N 1 Kendal. Meanwhile, the sample was 36 students. The vocabulary, grammar, and reading comprehension tests were used as research instruments. Therefore, the data were analyzed using multiple regression correlation. The research findings presented that (1) students' vocabulary mastery achieved 44.028%; (2) students' grammar mastery gained 57.222%; (3) students' reading comprehension skill was 71.250%; (4) there is a positive significant correlation between student's reading comprehension skill and vocabulary mastery with the coefficient correlation ( $r_{x_1y}$ ) 0.449, and the coefficient significance ( $t_o$ ) 2.722 > t-count 2.030; (5) there is a positive correlation between students reading comprehension skills and grammar mastery with the coefficient correlation ( $r_{x_2y}$ ) 0.441, and the coefficient significance ( $t_o$ ) 4.661 > t-count 2.030; and (6) there is a significant correlation between vocabulary mastery, grammar mastery, and reading comprehension skills with F-count (10.599) > F-table (3.295). It can be concluded that vocabulary mastery and grammar mastery could increase reading comprehension skills.

Keywords: correlation, vocabulary, grammar, reading comprehension.

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

This final project, entitled the correlation between vocabulary mastery, grammar mastery, and reading comprehension skills of high school students in SMK N 1 Kendal, was compiled for the following reasons.

Nowadays, the English language is very important to our lives. This language is used world-widely in sciences, knowledge, and technology as well as in education, business, transaction, and other activities in the world. In the past, Indonesian students start learning English at junior high school (SLTP) as a compulsory subject. The process continues to senior high school (SLTA). English is also taught in some elementary schools as the local content lesson and even in some kindergartens, the pupils are introduced to some English vocabulary.

In the outline of the English language teaching program for senior high school students, it is stated that reading skills are one of the goals of teaching in schools. The purpose of teaching reading is that students can understand the content of the reading and be able to communicate. With good reading skills, students can study all study materials and study materials in the applicable curriculum. This is a good basis for improving

the intellectual abilities, emotional maturity, and social maturity of students.

The fact shows that of all the subjects that are recommended to be taught, teaching reading, especially teaching reading comprehension, is a subject that has not received a good enough portion in teaching. Mastering a language means practicing the four skills of English very well. For example; someone wants to explain how and why the rain happens. The problem is how she gets the knowledge, or how she attains the understanding. The answer is, of course, through reading and listening.

Eskey (1986) states that “reading is very important for a teacher to establish reading skills for their students”. Many specialists defined reading as the process of putting the reader in contact and communicating with ideas. Reading is simply one of the many ways in which human beings go about their basic business of making sense of the world.

Willis (2008) states that by reading, anyone can find what is specific Information requires specific information. In terms of student assistance to understand the text without understanding all the vocabulary Available in the text by searching for keywords, also in Al-Yousef (2005: 144) explain that reading can be seen as an interactive process between readers Text leads to spontaneity or fluency in reading. In this process, The reader dynamically interacts with the text while trying to get to the file Meaning and where different types of knowledge are used.



Teaching reading comprehension in schools today is not good enough. Usually, teachers immediately instruct students to read the text. From the results of reading this, students are required to be able to answer questions about the content of the reading properly. In this case, students have not been allowed to find out the meaning of difficult words in the reading either through discussions or questions and answers with the teacher. As a result, the information or messages contained in it cannot be understood properly and students have difficulty answering questions about the content of the reading. This means that students have not been able to understand the content of the reading properly.

Vocabulary was the one of the important aspect of learning a foreign language. With a limited vocabulary, anyone will also have a limited understanding in terms of speaking, reading, listening, and writing. Widyaningsih (2006) stated that if you already have an interest in words (vocabulary) using them can improve your reading, writing, talking, and thinking. From the quotation above, we could take a reference that the basic component, which must be mastered by them to get success in learning English was vocabulary. It was the truth that it might be impossible to learn a language without mastering vocabulary.

Vocabulary mastery is one of the reasons that could help students to learn other language skills such as listening, speaking, reading, and writing skills. This stands to reason for vocabulary mastery was 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 learning vocabulary, it does not mean that the learners only memorize an amount of the words, but they also should be able to use them for communication and how they were contracted using language as well.

The next reason is the tendency of language teaching to be more focused on teaching language knowledge. As for the aspect of language skills, there is less attention. In the opinion of linguists, it is the aspect of language skills that should get the most attention because it is the ultimate goal in language teaching.

Grammar is one part of the study of form or structure and the system of rules for arranging composition by general agreement, and how it relates to words including the level of analysis at the sentence level. If you can master Grammar, someone can learn a language other than his own because grammar provides rules that can be learned (Brown, 2001; Thornbury, 2002). Furthermore, Thornbury (1999) states, “Grammar is the fundamental discourse machine generator in every language in general” (p. 15).

Another reason has to do with the quality of Javanese learning outcomes in schools. The fact shows that the process of teaching English reading in schools has not shown satisfactory results. Students' language skills, especially their reading comprehension skills, are still not good. This causes the students' achievement in learning English to be unsatisfactory.

For that, we need to look for steps that can improve reading comprehension skills. One of the steps that can be used to improve reading comprehension skills. One of the steps that can be used to improve reading comprehension skills is to provide vocabulary instruction. The results of teaching vocabulary are expected that students have a good mastery of vocabulary. Mastery of good vocabulary greatly affects the ability to read comprehension. Mastery of good vocabulary is a very valuable provision for students to be able to understand reading well.

Based on the reasons above, an issue can be raised about the importance of teaching vocabulary to improve reading comprehension skills. Therefore, the researcher is interested in researching the correlation between vocabulary mastery and reading comprehension skills in high school students.

## **B. Statements of the Problem**

The researcher gives statements of the problem as follows:

1. To what extent is the vocabulary mastery of the eleventh-grade students of SMK N 1 Kendal?
2. To what extent is the grammar mastery of the eleventh-grade students of SMK N 1 Kendal?
3. To what extent is the reading comprehension of the eleventh-grade students of SMK N 1 Kendal?
4. Is there any correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMK N 1 Kendal?

5. Is there any correlation between grammar mastery and reading comprehension of the eleventh-grade students of SMK N 1 Kendal?
6. Is there any correlation between vocabulary mastery, grammar mastery, and reading comprehension of the eleventh-grade students of SMK N 1 Kendal?

### **C. Objectives of the Study**

According to the statements of the problem above, the researcher states the objectives of the study as follows:

1. To find out the vocabulary mastery of the eleventh-grade students of SMK N 1 Kendal.
2. To find out the grammar mastery of the eleventh-grade students of SMK N 1 Kendal.
3. To find out the reading comprehension of the eleventh-grade students of SMK N 1 Kendal.
4. To know the correlation between vocabulary mastery and reading comprehension of the eleventh-grade students of SMK N 1 Kendal.
5. To know the correlation between grammar mastery and reading comprehension of the eleventh-grade students of SMK N 1 Kendal.
6. To know the correlation between vocabulary mastery, grammar mastery, and reading comprehension skills of the eleventh-grade student of SMK N 1 Kendal.

#### **D. Significances of the Study**

Hopefully, the result of the study will be useful for:

1. The English Students

The researcher hopes that the students will be able to find out the new vocabulary in the text to increase their reading comprehension skills.

2. The Lecturer

Hopefully, lecturers can add insight to students in vocabulary mastery to be able to understand the content of the reading by giving real examples analyzed. Therefore, this research can be used as a reference.

3. The Readers

The researcher hopes that readers get more information about vocabulary in English reading to be used as a means of daily communication, both in real life and on social media.

#### **E. Definition of the Key Term**

1. Correlation

Correlation is a relationship that is always present at every point in our lives. Most of the events in daily life can also be referred to as variables and they are related to each other or correlated.

In general, correlation or reciprocity, or causality is a way to find the relationship between two or more variables that have quantitative properties. Correlation is a form and measure that has several variables in

a relationship that uses the word positive correlation so that there is an increasing change in an object.

## 2. Vocabulary

According to Richards (2002:255), vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Jackson and Amvela (2000:11) say that the terms vocabulary, lexis, and lexicon are synonyms.

So in my opinion, the level of vocabulary mastery of a student affects the mastery of language which also affects the students' speaking, listening, reading, and writing skills which of course will be very beneficial for these students.

## 3. Grammar

Grammar is a system of rules (and exceptions to those rules) that express and structure meaning in language, and it consists of two things: syntax and morphology. Syntax is concerned with the pattern or sequence of words in a sentence, while morphology, as the name suggests, is concerned with the form or nature of words (Baden Eunson, 2020).

Grammar has an important role in the formation of patterns or sequences of words in sentences which are also related to the form and nature of words that are arranged in a grammatical system and are very influential in our communication with others in everyday life.

## 4. Reading Comprehension

As John R. Kirby (2007) states: Unlike listening comprehension, reading comprehension is not what our brain was designed to do. Oral comprehension seems to develop "naturally" with minimal deliberate intervention, whereas reading comprehension is more demanding and requires conscious instruction. need to do it. Comprehension involves recognizing and understanding key ideas and associated details (Nasrullah, 2018).

Reading comprehension is the process of understanding a text, in which the reader must be able to identify and understand the main ideas of the text with the aim of improving the student's comprehension of the text.

#### 5. High School Student

The definition of secondary school is an educational institution that provides higher education than primary or secondary school and is usually divided into grades 10, 11 and 12 before entering university. According to Mark Pennington, most high school students reach the stage of formal surgery. As Piaget explained. These students can think abstractly and need fewer concrete examples to understand complex thought patterns.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Study

One of the language skills that must be mastered by vocational high school students in English is reading comprehension ability. Therefore, to be able to understand the text properly and correctly, students must equip themselves with sufficient mastery of English vocabulary and an understanding of grammar. Therefore, this is where there is a correlation between the ability to read and understand English with the ability to master English vocabulary, grammar, and reading comprehension.

Besides doing the research, the researcher also tries to find research about the discussion method. The researchers found the research about the Discussion method by Jolly D. Kukuru in the thesis that was titled “Encouraging representation and involvement of learners on discussion method’s features towards ensuring effective teaching“ in the Journal of Education, Society and Behavioural Science. He explained the ways to manage reading learning, such as the technique used for encouraging representation and involvement of learners to ensure effective teaching, effective teaching, and reading learning, and to increase reading comprehension. The technique was the discussion method. The result of this research was that there were significant differences in favor of



classroom teachers with positive performances in the identification of features of the discussion method at junior high school, but no significant difference at the senior high school. It was caused in junior high schools that teachers implied discussion methods more than a senior high school.

Based on another reference, the researcher conducted research entitled “The Correlation between Grammar Mastery and Reading Comprehension Achievement of Eighth Graders of SMP Negeri 13 Palembang”. In this study, the researcher Eka Septiani found out whether or not there was a significant correlation between grammar mastery and reading comprehension of the descriptive text of the eighth-grade students of SMP Negeri 13 Palembang. The sample of the research was 120 students eighth graders students SMP Negeri 13 Palembang chosen as the sample. A correlational research design was used in this research. The instruments used are grammar and reading comprehension tests. The analysis process used SPSS 22. It was found that there was a very strong positive correlation between grammar mastery and reading comprehension. Furthermore, the analysis shows that there is a significant effect of grammar mastery on the achievement of reading comprehension skills of students at SMP N 13 Palembang.

Based on the title “The correlation between the student’s vocabulary mastery and their reading comprehension ability in learning English” by Erniwati, shows that there was a close relationship between vocabulary and reading. This research used correlational research. The

sample of the research consists of 20 students SMA Muhammadiyah 9 Makasar. The techniques used for obtained data were: first, collected data from student's vocabulary tests and reading comprehension tests; second, compute and classified the students' vocabulary mastery test and the students' reading comprehension; third, analyzed the score of the students' vocabulary and the students' reading comprehension; the last, drew the conclusion based on the data. To get empirical data, the researcher organized the test result to prove whether there was a correlation between students' vocabulary mastery and their reading comprehension. By getting grades, the researcher tried to find out the correlation between students' vocabulary mastery and their reading comprehension.

Based on the journal *ELT Worldwide* Volume 6 Number 1 (2019), the title "Exploring the correlation of students' vocabulary mastery and reading comprehension at the second grade of SMP Negeri 1 Kolaka" by Bimas Reskiawan and Hariadi Syam, found the correlation between the students' vocabulary mastery and the students' reading comprehension at the second grade of SMPN 1 Kolaka. The population of this research was all the second-grade students of SMP Negeri 1 Kolaka which consists of 206 students. The sample of this research is 26 students, it is class VIII B. The instruments in this research were two kinds of tests, they were vocabulary test and a reading comprehension test, each test consisted of 20 multiple choices. All the data gained in this research was analyzed by

using the formulation of the Pearson Product Moment Correlation Coefficient. The researcher conclude that there was a correlation between students' vocabulary mastery and reading comprehension and the coefficient correlation was high, in this case, the alternative hypothesis is accepted. Based on the finding of this research, it could be concluded that vocabulary mastery helps the students to comprehend the text. To solve the problem of comprehending the text in which students should have sufficient vocabulary that can help them in doing their reading tests.

From the English Educational Journal Vol 6, No 1 (2017) by Shofi Mahanani, Dewi Rochsantiningsih, A. Handoko Pudjobroto about "A correlation between vocabulary mastery, grammatical competence and reading ability". They found out there is a significant positive correlation between the students' grammatical competence and reading ability with the coefficient of correlation and the significance of the coefficient of correlation. The correlation method is used in this research. The sample of this research is 30 students from Class B which was taken randomly using simple random sampling. The data on vocabulary mastery, grammatical competence, and reading ability in this research were collected using a test. The data are then analyzed using simple correlation and multiple linear regressions. It can be concluded that reading ability will simultaneously follow the increase and decrease of vocabulary mastery and grammatical competence.

Based on the UNILA Journal of English Teaching about “The Correlation Between Students' Vocabulary and Grammar Mastery and Reading Comprehension” by Sofia Permatasari, Cucu Sutarsyah, and Muhammad Sukirlan, they found a relationship between vocabulary mastery, grammar, and reading comprehension of second-grade students of SMA N Tumijajar. The design of this research is quantitative using ex post facto designs. The researcher used a research sample of 35 students. The instruments used were vocabulary, grammar, and reading comprehension tests. The collected data were analyzed using Pearson Product Moment Correlation in SPSS 16.0. they concluded that there was a significant relationship between students' vocabulary mastery, grammar, and reading comprehension. The higher the mastery of vocabulary and grammar, the higher the students' reading comprehension.

In previous studies, correlation design methods were used to examine only the relationships between two variables: vocabulary and reading comprehension, vocabulary and grammar, vocabulary and conversation, and vocabulary and listening comprehension. Meanwhile, in the current study, researchers examined his three variables using a multiple regression correlation design method.

## **B. Related Theory**

### **1. Vocabulary**

#### **a. Definitions of vocabulary**

According to Hiebert and Kamil (2004:3), they were stated that vocabulary is the knowledge of the meanings of words. It is fundamental in the process of learning a foreign or second language (Folse: 2004). In other words, vocabulary is the knowledge of the meaning of words that helps the students to understand English. So, without learning the vocabulary, hard for us to understand the meaning of words that can increase our reading skills.

According to Hatch and Brown (1995: 1), vocabulary is a list of words for a specific language that might be used by individual speakers of a language. In line with Hatch and Brown's definition, Ur (1996: 60) defined vocabulary as the words that are taught in a foreign language. He added that each language has its vocabulary. Every language has its vocabulary. If we know the vocabulary of the language for example English language, we can learn English more easily.

According to Thornbury (2002: 13), defined vocabulary was an important factor in reading. He also said that the larger vocabulary the easier it is to make the sense of the text. Without vocabulary, it is difficult for students to obtain any kind of news and information that is stated in any printed material. By having some vocabulary, this kind of difficulty can be solved. It also

improves reading and speaking skills for the students when they learn and practice English.

Ryder and Graves (1994) stated that vocabulary is one of the reasons for failure in school . Yildirim (2011) stated that if the students do not master the vocabulary, it is impossible for they can understand the meaning of the text that they read. Vocabulary influences students' achievement, especially in reading.

Tarigan (1986) stated that the quality of one's language depends upon the quantity of his or her knowledge of vocabulary, the richer one's vocabulary is the more one masters a language. The more we know and master vocabulary, the more we can understand the words of the text, and the more our reading skills will be improved.

#### **b. Kinds of Vocabulary**

English vocabulary or words were classified into four groups, Fries (1970). They are:

##### 1) Content word

The content word represents the name of the subject or thing, that is concrete noun (book, scissors, and bag) action done by with these things, that is the verb (go, find, and run), and the qualities of these things, that is an adjective (small, tall, and far).

##### 2) Function word

Function words are those words that are used as a means of expressing relation grammar structure, such as conjunction (but, or, and), article (a, an, and the), and auxiliaries (are, be, is).

3) Substitute word

Substitute words are those, which represent the individual things or specific action as a substitute for whole from classes of words, that is, identifies (anything, anyone).

4) Distribute word

Distribute words are those that are distributed in use according to the grammatical matter as the presence of a negative such as either, too, or, yet.

Thornburry (2004) in “How to Teach Vocabulary” stated that there were some ways of vocabulary learning. Two of them were labeling and network building. Labeling was mapping words onto concepts. For example, a cow has the name cow. It was learned from the concept of a cow, an animal with four legs and brown hair color. This was the basic learning way of vocabulary. From here then, you could teach vocabulary by representing the image of the word.

## **2. Grammar**

### **a. Definitions of Grammar**

Abu Jeld (2004), stated that grammar as the sounds and sound patterns, the basic units of meaning such as words, and the rules to combine them to form new sentences constitute the grammar of a language. Grammar mastery is not only to constructing sentences but also to avoiding misunderstanding among people about what they say or read.

According to Kumara (2013), grammar mastery is the students' ability in understanding the correct rules of English sentences. Knowing grammar means understanding what the text means correctly. When we read, even though we keep thinking, we do not produce writing. Rather, we merely try to understand and interpret the text.

Subasini and Kokilavani (2013), say that grammar is the sound, structure, and meaning system of language. When we read a sentence, we can arrange the word to become correct sentences. Automatically we must be able to understand grammar because grammar guides us in making sentences.

Grammar is important for helping students to understand and make a sentence. Grammar is the method of how to explain the sentences and the structure of phrases in such a way that we account for all grammatical sequences in ruling out all the ungrammatical sequences and a language (Yule: 2010).



Brown (2007) stated that without grammatical structures, language could become chaotic and not understandable. Kumara (2013), says that students can avoid the ambiguity of the sentence in a reading text when they master the grammar well. It shows that the knowledge of grammar is important to be mastered due to its function not only to make the correct sentences but also it refers to its meanings, so people must have a good understanding of sentence structure.

According to Kolln and Funk (2012), there are two types of grammar, namely: Structural and Transformational Grammar. There are two types of grammar: structural grammar describes the grammar of a language based on the analysis of the description of the “structure” of the sentences and studies the surface structure of a sentence. Meanwhile, transformational grammar studies the surface and the deep structure of sentences.

#### **b. Kinds of Grammar**

In Indonesia, grammar is related to the structure of the sentence. Jeremy Hermer (1998) states that when considering sentence grammar, we need to know various things. They are:

##### 1) Part of speech

What words can be used for the subject? How do we combine different sentences? What can come before

and after a noun? This is one of the groups where divided words.

## 2) Noun types

In English, there are many types of nouns to make sentences, such as uncountable and countable, plural and singular, collective nouns, compound nouns, and noun phrases.

## 3) Verb types

Three important types of verbs must be considered auxiliary verbs, main verbs, and phrasal verbs.

## 4) Verb forms

This is a type of verb that relates to the time when we do an activity. In grammar, people call it tenses.

## 5) Pronoun

There are four basic types of pronouns; it is personal pronouns, reflexive pronouns, possessive pronouns, and relative pronouns.

## 6) Adjectives

Adjectives can be used before and after nouns. They can take many forms, it is comparative and superlative (better and best, more interesting and most interesting, etc.), the order of adjectives, adjectives and prepositions

(interested, interested, etc.), and adjectives as nouns (blind, etc.).

#### 7) Adverbs

Adverbs can be time (beginning, end, etc.), manner (he played well, he ran fast, etc.), and place (in the room, in the kitchen, etc.). Adverbs can appear at the end of the sentence, at the beginning, or in the middle. It can also modify adjectives, such as extraordinary physical appearance, unusually large size cucumber, etc.

#### 8) Preposition

A word is put before a noun or pronoun to show how it is related to another say. Prepositions usually appear before a noun but can also be at the end clause with a certain structure.

#### 9) Articles

Articles (the, a, an) belong to a class of words called determinants. Other examples of determinants are “this”, “that”, “this”, “they”, “some”, and “all”.

#### 10) Conjunction

Conjunctions are words that connect sentences, clauses, or words (and, but, or). Conditional sentences are formed when the conjunction “if” is used to start a

condition, for example, “if it rains (condition), you will get soaked. (results)”.

(Brown, 2001; Thornbury, 2002) Grammar is one of the most important parts of a study of the form or structure and system of rules to organize the composition by the general agreement, and how the relationships with the words include the level of analysis at the level of the sentence. So a person can learn another language besides his or her language since grammar provides the rules that can be learned.

### **3. Reading**

#### **a. Definitions of Reading Comprehension**

According to Jeffries and Mikulecky (2007), comprehension of what you read is more than just recognizing and understanding words. True comprehension means making sense of what you read and connecting the ideas in the text to what you already know. every sentence in a reading text is coherent and in unity. The reader comprehends creatively in constructing the meaning needed from the text. The reader discovers some particular meaning that he needs by his knowledge to achieve his goal in reading, Kumara.

Grabe and Stoller (2002), stated that reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of

routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers. Based on the explanation above, the researcher concluded that reading comprehension is important for reading because making sense of what you read and connects the ideas in the text to what you already know.

Reading comprehension requires strategies usage before, during, and after reading (Lems, 2010). It is supported by Eagleton and Dobler (2007) who stated that a few key comprehension strategies and their application to both print and Web-based reading: activating prior knowledge, predicting, determining important ideas, synthesizing, monitoring, and repairing.

Also, Van den Broek & Espin (2012) stated that reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text.

Negara (2016) says that reading comprehension refers to the skill of finding the main idea of the text. The aim is to find the relevant information by reference to imply the purpose of reading and understanding the meaning of what has been read.

And based on Five of Team (2006), improving reading skills sometimes depends on the ability of the reader to handle a sentence or passage. Westwood (2008) stated that reading comprehension is an active thinking process through which a

reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text, and other strategies to help them understand the written texts. Reading comprehension is a very complex cognitive activity.

Since reading comprehension is one of the important elements in reading, Harris, and Sipay (1980:479) also would like to give the techniques of reading comprehension. Some techniques of reading comprehension are:

- 1) Scanning, quickly going through a text to find a particular piece of information. For instance, when a person wants to get a name, date, or year in a history book, he or she doesn't have to read the whole content.
- 2) Skimming, quickly running one's eyes over a text to get the gist of it. For example, to decide whether a book is relevant to one's work or to keep oneself always informed about a part of a book that is not important to him usually before reading it, a reader looks at the table of contents and chooses which parts are important and relevant to what he or she needs.
- 3) Extensive reading, reading a longer text, usually for one's pleasure. It is a fluency activity. A reader who

wants to read quickly, to enrich vocabulary, usually reads longer text such as articles.

- 4) Intensive reading, reading a shorter text, to extract specific information. This is a more accurate activity involving reading for detail.

Reading comprehension is an important process because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the readers' minds. Comprehension can be improved by deep processing of text material and generally, comprehension increases when the readers create images for the information that they get while reading.

#### **b. Reading Purpose**

Reading is a skill that must be developed, and can only be developed, using extensive and continual practice. Students learn to read by reading. Their reading will tend to be effective when they have a purpose and a motivation to learn first. The purpose is to know what the text means and understand about that and the students reading skills will be increased.

“A student who does not read because of lack of motivation does not get the practice he needs in reading skills” (Stepherd, in Simanjuntak, 1988:2). Having a purpose for reading is one of the important parts of effective motivation. According to Carnine,

Silbert, and Kameenui (1990:45), a reader's purpose determines how he treats a passage and which comprehension skills he uses. It is also pointed out that there are some different purposes for reading:

- 1) to be able to identify and remember the main idea,
- 2) to be able to follow instructions to reach a goal,
- 3) to be able to explain the content of a passage to someone else,
- 4) to enjoy the context of the text,
- 5) to be able to accommodate the content into the reader's schema,
- 6) to critique the logic or data presented in a passage,
- 7) to edit a passage according to stylistic and organizational criteria and
- 8) to study according to an assignment to test requirements.

### **c. Kinds of Reading**

According to Hikmawati (2008: 12) that reading is classified into four kinds, they were:

- 1) Silent reading

Silent reading was the activity we normally engage in when reading books, newspapers, road signs, etc. it involved looking at the silence and understanding the



message they convey. We could develop our understanding in silence by giving short reading passages in the beginning and by asking questions about afterwords.

#### 2) Reading aloud

Reading aloud was a completely different activity. Its purposes were not only to understand a text but also to convey the information to someone. Reading aloud was very useful. Reading aloud was the important thing to do in the reading process where the students who know as the reader were required to read.

#### 3) Guided Reading

Teachers scaffold students' reading to teach reading strategies. Guided reading was conducted with small groups of students who read at the same level.

#### 4) Shared Reading

Students follow along as the teacher reads a selection aloud. Primary grade teachers often use big books-enlarged versions of the selection-for shared reading.

### **d. Level of Reading Comprehension**

The following are levels of reading comprehension according to Day and Park (2005):

- 1) Literal comprehension was to have a straightforward understanding meaning of a text, such as vocabulary and facts, which were not explicated in that text.
- 2) Inferential comprehension was to conclude information from a text and build new information which was not explicitly stated in the text.
- 3) The reorganization was rearranging information from various parts of a text to get new information.
- 4) Predictive comprehension was integrating readers "s understanding of a text and their knowledge about that text to determine what might happen next or after it was finished.
- 5) Evaluative comprehension was like inferential comprehension. The difference was that evaluated comprehension requires the reader's" comprehensive judgment about some aspects in a text and ability to redevelop an understanding by using related issues.
- 6) Appreciative or personal comprehension was reading to gain an emotional or other value response from a text, and it demands the reader to respond to a text also with their feelings.

The following are levels of reading comprehension according to Smith (1969) and Carnine (1990):

- 1) Literal comprehension; is the skill of getting the primary direct literal meaning of a word, idea, or sentence in context.
- 2) Interpretation; is to identify ideals and meaning that are not explicitly stated in the written text.
- 3) Critical reading; is to evaluate what is read, and examines critically the thought of the researcher.
- 4) Creative reading; is applying ideas from the text to new situations and recombining the researcher's ideas with other ideas from new concepts or expanding old ones.
- 5) Comprehension skill for the primary level consists of:
- 6) Literal comprehension; is to receive information stated in a passage
- 7) Sequencing comprehension; that is to understand several from a passage according to when they happened.
- 8) Summarization; is to receive information stated in a passage.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

Research design is generally defined as a way of thinking and a willingness to complete research and achieve research objectives. The researcher wants to know whether there is a relationship between vocabulary mastery, grammar mastery, and reading comprehension skills of students, so the design used in this research is a correlation study.

This research was correlation research. Correlation is research that intends to find the correlation between two variables (Arikunto, 2010). Correlation is the area of statistics concerned with the study of systematic relationships between two (or more) variables (Butler, 1985: 137). Those three variables in this research are vocabulary mastery, grammar mastery, and reading comprehension. In another word, this research determined the relationship between vocabulary mastery, grammar mastery, and reading comprehension skills.

This research uses quantitative research. According to Aliaga and Gunderson (2002: 81), quantitative research is “the explanation of phenomena through the collection of numerical data that is analyzed using mathematics-based methods (especially statistics). In another definition according to Muijs (2004: 2), quantitative research is mainly concerned with collecting numerical data to explain certain phenomena.

Regression analysis was used in order to make predictions. The purpose of regression analysis is to determine a statistical model in the form of a mathematical formula that can be used to predict the values of the dependent variable (response variable)  $Y$  based on the values of the independent variables (also called predictor variables)  $X_1, X_2, \dots,$  and  $X_k$ .

## **B. Population and Sample**

### **1. Population**

Before taking the sample, the researcher must determine the population. According to Sugiono (2010:117), the population are geographers The generalization is there: the object/subject has qualities and some properties determined by the researcher to study and then come to a conclusion. Whole search Subject (Arikunto, 1998: 115).

The population that is used in this current research is whole students of the second grade of SMK N 1 Kendal. The total number of students is 492 which is consisted of 2 classes of TB (fashion), 1 class of DF (fashion design), 2 classes of AKL (financial accounting and institutions), 2 classes of OTKP (office management automation), 1 class of PSPT (television program broadcast production), 1 class PS (Syariah banking), 2 classes BDP (marketing online business), and 2 class of MM (multimedia).

In this study, the researcher used a purposive sampling method to obtain sampling. According to Hadi (1990: 75) sampling is a way to do sampling. Sampling is formed to select several individual operations in the

search until they or individuals as a volunteer. The purpose of sampling is to use several individuals to obtain population information. Sampling is a sampling method.

## **2. Sample**

In this study, the sampling technique was used to take samples to take a sample. According to Arikunto (2010: 183), purposeful sampling is a process selection of samples by taking a substance that does not depend on the content or extent but is taken for a specific purpose.

According to Suharsimi (1979) said that a sample is a small group that is observed and a population is defined as all members of any well-defined class of people, events, or subjects. Thus, the sample is a part of the population that is observed (Suharsimi, 2002: 108).

According to Sax (1979), a sample is a limited number of elements selected from a population to represent the population. It means that it requires that all relevant characteristics of the population should be known.

According to Gay (1987:104), random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample.

The researcher conducts financial accounting and institutions (AKL 1) classes as a sample in this research. The total number of students is 32.

### **C. Research Instrument**

According to Harris, there are two basic kinds of tests used to measure the four language skills of the students, i.e.: the objective test and the essay test (Harris, 1969:71). In this research, the researcher only uses objective tests in her investigation. The researcher use the objectives test, in this case, the multiple-choice type for both vocabulary, grammar, and reading comprehension.

The choice of the multiple-choice test type was based on the following considerations:

1. The multiple-choice test type is economical in terms of the number of items that can be answered in a short period of testing time.
2. Students' test papers can be easily and quickly scored.

Since the correct answers are limited in the number of objectives test type will not make examiners have a different interpretation of the students' test paper. (Harris, 1967:71)

In this paper, the researcher applies an objective test as a tool for Data collection. The test is used to get the vocabulary score Able to read and understand. The test build is described below:

1. Vocabulary test

Vocabulary tests are taken from exercises conducted by the teacher. The number of questions is 20 multiple choice questions. Test type with four options: A, B, C, or D.

## 2. Grammar test

A grammar test is a standardized test taken from grammar exercises collected from various sources. That the number of test questions is 20 with multiple choice types.

## 3. Reading comprehension Test

The reading comprehension test is a standardized test taken from the exercises reading comprehension that is compiled from many sources. The number of items on the test was 20 items.

### **D. Data Collection**

Collecting data is the most important step in conducting the research. Before doing the actual test, the researcher makes test questions and then analyzes the test to get the validity, reliability, level of difficulty, and distinguishing power of each test item.

In this research, there are three instruments were utilized to obtain the data. There were vocabulary tests, grammar tests, and reading comprehension. The second-grade students of SMK N 1 Kendal in the academic year 2021/2022 were asked to do the test by answering 20 questions for each of the test categories; these include vocabulary test, grammar test, and reading comprehension test. Therefore, the questions were multiple choices.



## **E. Data Analysis**

This research is included in the regression analysis design. This study uses multiple regression analysis designs. Multiple regression is a statistical technique that can be used to analyze the relationship between a single dependent variable and several independent variables. The objective of multiple regression analysis is to use the independent variables whose values are known to predict the value of the single dependent value. Multiple linear regression analysis aims to find the form of a linear relationship between one dependent variable  $Y$  and  $k$  independent variables  $X_1, X_2, \dots, X_k$ . as in simple linear regression, the discussion is for  $X$  and  $Y$  which are interval scales.

This research uses multiple regression research between three variables, namely vocabulary mastery ( $X_1$ ), grammar mastery ( $X_2$ ), and reading comprehension ( $Y$ ). The sample of the study is 36 students taken randomly from the population which consists of 492 students.

There are many statistical investigations whose main purpose is to determine whether there is a relationship between two or more variables. If the relation or relationship can be expressed in a mathematical equation, then we will be able to use the formula to make predictions.

To analyze the data, the researcher defines the results of students' vocabulary, grammar, and reading comprehension tests. The calculation is described as follows:

- a. Determine the students' percentage of means score. The researcher uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = the percentage of students or grade

F = the number of students who get the certain score

N = the total number of students

(Anas Sudijono, 2004:98)

This is how the researcher categories the score:

**Table 3.1**

**The criterion of percentage**

Score	Grade	Predicate
85-100	Excellent	A
70-84	Good	B
60-69	Fair	C
50-69	Poor	D
Below 50	Fail	E

(Brown, 2004:288-294)

- b. After knowing the percentage of students' scores, the researcher calculates the correlation between reading comprehension and vocabulary mastery and also reading comprehension and grammar mastery. The researcher uses the following formula:

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

To know the value of the correlation coefficient which shows the relationship between two linear variables or not. To quote Sarwono: 2006:

- a. 0: There is no correlation between the two variables
- b.  $>0 - 0.25$ : Very weak correlation
- c.  $>0.25 - 0.5$  : Correlation is enough
- d.  $>0.5 - 0.75$  : Strong correlation
- e.  $>0.75 - 0.99$ : Very strong correlation
- f. 1: Correlation perfect positive relationship
- g. -1: The correlation of a perfect relationship is negative

- c. Therefore, to know the correlation between vocabulary mastery, grammar mastery, and reading comprehension skills, the researcher uses the following formula:

$$F = \frac{\frac{R^2}{k}}{\frac{(1 - R^2)}{n - k - 1}}$$

- d. To know the simple linear regression equation, the researcher defines the result by using this formula:

$$Y_i = a + bX_i + e_i$$

- e. To know the multiple linear regression equation, the researcher defines the result by using this formula:

$$\hat{Y} = b_0 + b_1X_1 + b_2X_2$$

## F. Research Hypothesis

After finding the result of the correlation, the researcher formulated the research hypothesis as follows:

Ha: There is a correlation between vocabulary mastery and reading comprehension

Ha: There is a correlation between grammar mastery and reading comprehension

Ha: There is a correlation between vocabulary mastery, grammar mastery, and reading comprehension

Ho: There is no correlation between vocabulary mastery and reading comprehension

Ho: There is no correlation between grammar mastery and reading comprehension

Ho: There is no correlation between vocabulary mastery, grammar mastery, and reading comprehension

To decide on the research hypothesis, the researcher applied this basic decision-making. They are as follows:

If  $r_{x_1y} > 0$ , Ha is accepted and Ho is rejected

If  $r_{x_1y} \leq 0$ , Ha is rejected and Ho is accepted

If  $r_{x_2y} > 0$ , Ha is accepted and Ho is rejected

If  $r_{x_2y} \leq 0$ , Ha is rejected and Ho is accepted

If  $r_{x_1x_2y} > 0$ , Ha is accepted and Ho is rejected

If  $r_{x_1x_2y} \leq 0$ , Ha is rejected and Ho is accepted

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

In this research, the purpose of the research is to know the correlation between vocabulary mastery, grammar mastery, and reading comprehension skills of vocational high school students of SMK N 1 Kendal.

After calculating the result of the tests, the researcher described the findings as follows:

#### 1. The Results of Students' English Vocabulary Mastery of The Second-grade of SMK N 1 Kendal

In order to know the results of students' English vocabulary test, the researcher used a vocabulary test consisted 20 items of multiple-choice questions. It is described as follows:

**Table 4.1**

**Students' scores on vocabulary test**

No	Vocabulary Score
1	30
2	45
3	35
4	40
5	35

6	60
7	45
8	50
9	40
10	60
11	45
12	40
13	20
14	40
15	50
16	35
17	60
18	40
19	40
20	80
21	30
22	45
23	60
24	35
25	50
26	40
27	35

28	35
29	35
30	35
31	60
32	65
33	35
34	45
35	45
36	45

To know the result of the students' score percentage, the researcher applied this following formula:

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{1585}{36} \times 100\% \\
 &= 44,028\%
 \end{aligned}$$

The table below is to know the grade and level of students' achievement in mastering vocabulary after doing the test.

**Table 4.2**

**The level of percentage**

<b>Score</b>	<b>Grade</b>	<b>Predicate</b>
85-100	Excellent	A

70-84	Good	B
60-69	Fair	C
50-69	Poor	D
Below 50	Fail	E

(Brown, 2004:288-294)

Based on the result of the vocabulary test, the student's English vocabulary mastery is 44,028%. According to the level of percentages table, the researcher conclude that the student's vocabulary levels failed.

## **2. The Results of Students' English Grammar Mastery of The Second-grade of SMK N 1 Kendal**

In order to know the results of students' English grammar tests, the researcher used a grammar test consisted 20 items of multiple-choice questions. It is described as follows:

**Table 4.3**

### **Students' scores on grammar test**

<b>No</b>	<b>Vocabulary Score</b>
1	50
2	45
3	25
4	55
5	40



6	85
7	50
8	80
9	50
10	95
11	50
12	40
13	50
14	35
15	50
16	60
17	75
18	70
19	35
20	90
21	55
22	60
23	85
24	70
25	70
26	60
27	40

28	35
29	30
30	40
31	75
32	70
33	50
34	55
35	75
36	60

To know the result of the students' score percentage, the researcher applied the following formula:

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{2060}{36} \times 100\% \\
 &= 57,222\%
 \end{aligned}$$

The table below is to know the grade and level of students' achievement in mastering grammar after doing the test.

**Table 4.4**

**The level of percentage**

Score	Grade	Predicate
85-100	Excellent	A
70-84	Good	B
60-69	Fair	C
50-69	Poor	D
Below 50	Fail	E

(Brown, 2004:288-294)

Based on the result of the grammar test, the student's English grammar mastery is 57,222%. According to the level of percentages table, the researcher concludes that the students' grammar level is poor.

### 3. The Results of Students' English Reading Comprehension Skills of The Second-grade of SMK N 1 Kendal

In order to know the results of a student's English reading test, the researcher used a reading test consisted 20 items of multiple-choice questions. It is described as follows:

**Table 4.5**

#### **Students' scores on reading test**

No	Vocabulary Score
1	50
2	70
3	40
4	80

5	70
6	65
7	65
8	80
9	65
10	95
11	55
12	65
13	75
14	55
15	85
16	50
17	75
18	75
19	55
20	80
21	75
22	70
23	70
24	85
25	90
26	70

27	70
28	65
29	65
30	70
31	80
32	90
33	70
34	70
35	95
36	80

To know the result of the students' score percentage, the researcher applied the following formula:

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{2565}{36} \times 100\% \\
 &= 71,250\%
 \end{aligned}$$

The table below is to know the grade and level of students' achievement in mastering reading after doing the test.

**Table 4.6**

**The level of percentage**

Score	Grade	Predicate
85-100	Excellent	A
70-84	Good	B
60-69	Fair	C
50-69	Poor	D
Below 50	Fail	E

(Brown, 2004:288-294)

Based on the result of the reading test, the student's English reading mastery is 71,250%. According to the level of percentages table, the researcher concludes that the student's reading level is good.

#### **4. The Results of The Correlation Between Vocabulary Mastery and Reading Comprehension Skills of The Second-grade Students of SMK N 1 Kendal**

This data is to determine whether there is a relationship between students' vocabulary mastery and reading comprehension. To see that there is a relationship between students' vocabulary mastery and reading comprehension, the researcher defines the result as follows:

- a. Determining the results of t-count by using the SPSS program

The researcher calculated the value of the t-count by using the SPSS program. The result is described below:

#### **Table 4.7**

**The result of students' vocabulary mastery and reading  
comprehension skills correlation by using SPSS**

**Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95,0% Confidence Interval for B		Correlation		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	51,479	7,516		6,849	,000	36,204	66,754			
	Vocab	,449	,165	,423	2,722	,010	,114	,784	,423	,423	,423
a. Dependent Variable: Reading											

Based on the calculation results, the researcher decides the value of the vocabulary t-test is 2.722. Therefore, the value of the reading t-test is 6.849.

b. Determining the results of coefficients correlation ( $r_{x_1y}$ )

According to table 4.7, the result of coefficients correlation  $r_{x_1y}$  is 0.449. To measure the result of the coefficient correlation

between vocabulary mastery and reading comprehension skills, the researcher applies the following formula:

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{36 \sum 1585.2565 - (\sum 1586) (\sum 2565)}{\sqrt{\{36 \sum 1585^2 - (\sum 1585)^2\} \{36 \sum 2565^2 - (2565)^2\}}}$$

$$r_{xy} = 0.449$$

Furthermore, based on these results, it shows that the correlation coefficient value between vocabulary mastery and reading comprehension skills is at enough level.

c. Determining the results of t-table

The researcher determines the result of the t-table at a 5% level of significance. The calculation used a degree of freedom formula. The calculation result is defined as follows:

$$\begin{aligned} df &= N-1 \\ &= 36 - 1 \\ &= 35 \end{aligned}$$

According to the result of degree of freedom, the t-table value at the 5% level of significance is 2.030 (the t-table result can be seen in the appendices). The result of the research showed there



is enough significant correlation between vocabulary mastery and reading comprehension skills.

### 5. The Results of The Correlation Between Grammar Mastery and Reading Comprehension Skills of The Second-grade Students of SMK N 1 Kendal

This data is to determine whether there is a relationship between students' grammar mastery and reading comprehension. To see that there is a relationship between students' grammar mastery and reading comprehension, the researcher defines the result as follows:

- a. Determining the results of t-count by using the SPSS program

The researcher calculated the value of the t-count by using the SPSS program. The result is described below:

**Table 4.8**

**The result of students' grammar mastery and reading comprehension skills correlation by using SPSS**

Coefficients									
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlation	
	B	Std. Error	Beta			Lower	Upper	Zero	Partial

		r				Bou nd	Bou nd	ord er		
1	(Consta nt)	46,0 25	5,66 3		8,1 28	,00 0	34,5 17	57,5 33		
	Gramm ar	,441	,095	,624	4,6 61	,00 0	,249	,633	,62 4	,624 4
a. Dependent Variable: Reading										

Based on the calculation results, the researcher decides the value of the grammar t-test is 4.661. Therefore, the value of the reading t-test is 8.128.

b. Determining the results of coefficients correlation ( $r_{x_2y}$ )

According to table 4.7, the result of coefficients correlation  $r_{x_2y}$  is 0.441. To measure the result of the coefficient correlation between grammar mastery and reading comprehension skills, the researcher applies the following formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{36 \sum 5283900 - (2060)(2656)}{\sqrt{\{36 \sum 2060^2 - (\sum 2060)^2\} \{36 \sum Y2565^2 - (\sum 2565)^2\}}}$$

$$r_{xy} = 0.441$$

Furthermore, based on these results, it shows that the correlation coefficient value between grammar mastery and reading comprehension skills is at enough level.

c. Determining the results of t-table

The researcher determines the result of the t-table at a 5% level of significance. The calculation used a degree of freedom formula. The calculation result is defined as follows:

$$\begin{aligned} df &= N-1 \\ &= 36 - 1 \\ &= 35 \end{aligned}$$

According to the result of degree of freedom, the t-table value at the 5% level of significance is 2.030 (the t-table result can be seen in the appendices). The result of the research showed there is enough significant correlation between grammar mastery and reading comprehension skills.

## **6. The Results of The Correlation Between Vocabulary Mastery, Grammar Mastery, and Reading Comprehension Skills of The Second-grade Students of SMK N 1 Kendal**

This data is to determine whether there is a relationship between students' vocabulary mastery, grammar mastery, and reading comprehension. To see that there is a relationship between

students' vocabulary mastery and reading comprehension, the researcher defines the result as follows:

- a. Determining the results of f-count by using the SPSS program

The researcher calculated the value of the f-count by using the SPSS program. The result is described below:

**Table 4.9**

**The result of students' vocabulary mastery, grammar mastery, and reading comprehension skills correlation by using SPSS**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	,625	,391	,354	10,1364	,391	10,599	2	33	,000	2,263
a. Predictors: (Constant), Grammar, Vocab										
b. Dependent Variable: Reading										

Based on the calculation results, the researcher found the value of the f-count 10.599.

- b. Determining the results of f-table

The researcher determines the result of the f-table at a 5% level of significance. The calculation used a degree of freedom formula. The calculation result is defined as follows:

$$df1 = k - 1$$

$$= 3 - 1$$

$$= 2$$

$$df2 = n - k - 1$$

$$= 36 - 3 - 1$$

$$= 32$$

According to the result of degree of freedom, the t-table value at a 5% level of significance is ). 3.295 (the f-table result can be seen in appendices. The result shows that the correlation between vocabulary mastery, grammar mastery, and reading comprehension skills was a significant correlation with the f-count is higher than the f-table ( $10.599 > 3.295$ ).

## **B. Discussion**

The purpose of this final project is to find out the relationship between vocabulary mastery, grammar mastery, and reading comprehension skills of high school students in SMK N 1 Kendal. This research was conducted on 15, 16, and 17 June 2022. The population in this study amounted to 492 11th-grade students of SMK N 1 Kendal. 36 students became the sample that the researchers took in this study. This study uses a test as a research instrument to collect data. Then, the

researcher used multiple regression correlation designs to analyze the relationship between vocabulary mastery, grammar mastery, and reading comprehension skills. After the data is collected, then it is calculated and analyzed to determine the correlation between vocabulary and reading, grammar and reading, and vocabulary, grammar, and reading.

The first test was carried out on June 15, 2022, with a vocabulary test as the research instrument. The aim is to find out to what extent the vocabulary mastery skills of 11th-grade high school students are. The vocabulary test contains 20 questions. The result of the test is failed because the percentage result is 44.028% which is included in the failed level. The highest score of 80 and the lowest score of 20.

After that, the second test was held on June 16, 2022, by giving students a grammar test. Knowing the extent of students' grammar skills is the goal of giving this test. From the results that have been obtained, the students' grammar mastery ability has a percentage of 57.222%, thus the test results can be stated at a bad level. The highest score obtained by students was 95 and the lowest score was 25.

Then, the third test was held on June 17, 2022, with a reading test as the research instrument. The reading test was given to determine the students' reading ability and the results of the test, the highest score obtained was 95 and the lowest score was 40. From these results, the percentage level of the test was good with a total percentage of 71.250%.

Therefore, based on the manual calculation, the result calculation of vocabulary mastery and reading comprehension ( $r_{x1y}$ ) is obtained at 0.449. It means  $r_{x1y} = 0.449$ . According to the research hypothesis, the result shows that  $r_{x1y} > 0$  ( $0.449 > 0$ ). It can be concluded that there is a correlation between vocabulary mastery and reading comprehension.

Therefore, based on the manual calculation, the result calculation of grammar mastery and reading comprehension ( $r_{x2y}$ ) is obtained at 0.441. It means  $r_{x2y} = 0.441$ . According to the research hypothesis, the result shows that  $r_{x1y} > 0$  ( $0.441 > 0$ ). It can be concluded that there is a correlation between grammar mastery and reading comprehension.

Moreover, to know the correlation between vocabulary mastery, grammar mastery, and reading comprehension, the researcher compared the value of F-count and F-table. Based on the manual calculation and SPSS program, the result calculation of vocabulary mastery, grammar mastery, and reading comprehension (F-count) is 10.599. Furthermore, the result of the F-table at a 5% level of significance is 3.295. Knowing the result of correlation, it can be seen in the research hypothesis which defined that if  $F\text{-count} > F\text{-table}$ , the hypothesis is accepted. From the calculation result, it can be concluded that  $F\text{-count} > F\text{-table}$  ( $10.599 > 3.295$ ). Based on the research hypothesis, it is defined that there is a correlation between vocabulary mastery, grammar mastery, and reading comprehension.

For the first previous study, the researcher investigated whether there were similarities in the research conducted by Jolly D regarding the Discussion Method. In his research entitled "Encouraging representation and involvement of learners on discussion method's features towards ensuring effective teaching", he describes ways to improve students' reading skills such as the technique used for encouraging representation and involvement of learners to ensure effective teaching, effective teaching, and reading learning, and to increase reading comprehension. The technique used by Jolly D is a discussion method conducted on students in one class. The results of the study yielded positive results, especially for junior high school students. However, in high school students, the results did not show a significant difference. This is what makes the researcher not use the same method as what Jolly D did on the sample used because the researcher used a sample of 11th-grade high school students. What the researcher is worried about is that there is no significant difference between students in their reading ability. Therefore, the researcher used the multiple regression correlation designs as his research method.

Results from previous studies suggest that a group of upper secondary teachers may be more appropriate than a group of upper secondary teachers in presenting practical goals, but both schools It seems insufficient to present the characteristics of the paperwork to present and engage. Under discussion. Meanwhile, in a study conducted



by researchers, researchers found a relationship between vocabulary, grammar, and reading comprehension. There is a relationship between vocabulary and reading comprehension, grammar and reading comprehension. Researchers also found how good the students' vocabulary, grammar and reading comprehension skills were.

In the second previous study, the researcher took the reference from the research entitled "The Correlation between Grammar Mastery and Reading Comprehension Achievement of Eighth Graders of SMP Negeri 13 Palembang" by Eka Septiani. In this study, Eka Septiani sought to find out the relationship between grammar mastery and reading comprehension in descriptive texts for 8th graders at SMP Negeri 13 Palembang. He used the grammar test and reading comprehension test as his research instrument. Eka Septiani found a strong positive relationship between grammar mastery and reading comprehension calculated using SPSS. From these findings, the researchers also used the same method, namely by using a grammar test and reading comprehension test as the research instrument used. In his research, Eka Septiani used 120 eighth-grade students of SMP Negeri 13 Palembang as samples. For the researcher, it was too much, the researcher only used 36 students from 492 eleventh grade students of SMK N 1 Kendal as the sample. The correlation research design was used in this second previous study, while the researcher used the multiple regression correlation designs in his research.

A previous study found a strong positive correlation between grammatical ability and reading comprehension. This was 0.739, higher than the r-table's 0.1793. Furthermore, regression analysis showed that grammar proficiency significantly contributed to the reading comprehension of his Grade 8 students in SMP Negeri 13 Palembang, with a contribution rate of 54.7% for him. On the other hand, current research shows that there is a positive correlation between vocabulary, grammar and reading comprehension, with  $F_{count}$  10,599 higher than  $F_{table}$  3,295 according to multiple regression analysis. In addition, researchers also found correlations between vocabulary and reading comprehension, grammar and reading comprehension, and students' vocabulary, grammar, and reading comprehension.

In the third previous study, based on the thesis made by Erniwati with the title "The correlation between the student's vocabulary mastery and their reading comprehension ability in learning English," the researcher uses it as reference material. In the thesis, the method used is correlational design by collecting data on vocabulary and reading comprehension tests, then computing and classifying the students' vocabulary mastery test and the student's reading comprehension, then analyzing the vocabulary test and reading comprehension test scores. The sample in this thesis consists of 20 students of SMA Muhammadiyah 9 Makassar. The final result shows a positive relationship between vocabulary mastery and reading comprehension. Therefore, the

researchers also used a vocabulary test and a reading comprehension test as research instruments with a total of 20 questions per test. The researcher used 36 students of SMK N 1 Kendal as the sample of the research. Furthermore, the researcher used multiple regression correlation designs in his research.

Analysis revealed a significant correlation between students' vocabulary and reading comprehension. This is evident from the students' average vocabulary of 48.25. In the lexicon, the student's vocabulary score is low. Meanwhile, students' reading scores were 40, 25. Students scored lower in the table of student reading scores. After analyzing these results with the Pearson product-moment correlation formula, the correlation value is 0.827. The Correlation Index table shows that the product moments are highly correlated with correlation levels between 0.70 and 0.90 based on the reference table. This means that if students lack vocabulary knowledge, their reading comprehension will also suffer. According to the correlation to exponential interpretation,  $r_{xy} = 0.827$  falls into the "perfectly correlated" category. Based on the above analysis, the authors conclude that student vocabulary is correlated with student comprehension. In the current study, researchers found a correlation between vocabulary, grammar, and reading comprehension with an  $F_{count}$  of 10,599 and an  $F_{table}$  of 3,295. Researchers also found correlations between vocabulary and reading

comprehension, grammar and reading comprehension, and student levels of vocabulary, grammar and reading comprehension.

In the fourth previous study, the researcher took a reference based on the journal *ELT Worldwide* Volume 6 Number 1 (2019), the title “Exploring the correlation of students' vocabulary mastery and reading comprehension at the second grade of SMP Negeri 1 Kolaka” by Bimas Reskiawan and Hariadi Sham. The purpose of this journal is to find out the relationship between the students' vocabulary mastery and the students reading comprehension in the second grade of SMPN 1 Kolaka with a population of 206 students. The sample of the research was 26 students. While the population and samples used by researchers amounted to 36 students as a sample of a population of 492 students. The instrument used in the journal is the same as that used by the researcher, namely the vocabulary test and reading comprehension test, consisting of 20 multiple choices. Pearson Product Moment Correlation Coefficient was used in the journal. Meanwhile, the researcher used multiple regression correlation designs. In the final result of the journal, that vocabulary could help students improve their reading skills.

Based on the statistical analysis and calculation results, we find  $r_{xy}$  to be 0.705,  $r_t$  to be 0.404, and 24 degrees of freedom ( $df = N-nr$ ). Comparing the values of  $r_{xy}$  and  $r_t$  shows that  $r_{xy}$  is greater than  $r_t$ , and thus  $r_{count}$  is greater than  $r_{table}$ . This means that there is a correlation between student vocabulary and reading comprehension, with a high

correlation coefficient, and the alternative hypothesis is accepted. Additionally, research conducted by researchers reveals a correlation between vocabulary, grammar, and reading comprehension, with an  $F_{count}$  value of 10,599, higher than the  $F_{table}$  of 3,295. Researchers also found links between vocabulary and reading comprehension, and grammar and reading comprehension, and examined how well students progressed in vocabulary, grammar and reading comprehension.

Based on the UNILA Journal of English Teaching about “The Correlation Between Students' Vocabulary and Grammar Mastery and Reading Comprehension” by Sofia Permatasari, Cucu Sutarsyah, and Muhammad Sukirlan as the fifth previous study, found a correlation between vocabulary, grammar, and reading comprehension second-grade students of SMA N Tumijajar. In this study, they used an ex post facto design. The researchers 35 students as a sample. The instruments used consisted of a vocabulary test, a grammar test, and a reading comprehension test. While the researchers used multiple regression correlation designs with a sample of 36 second-grade students at SMK N 1 Kendal. In the final result of the study, it was found that there was a positive relationship between vocabulary, grammar, and reading comprehension. It can be concluded that the higher the vocabulary and grammar abilities of students, the higher the students' reading comprehension abilities.

As a result, the r-values for vocabulary and reading comprehension, grammar and reading comprehension, and vocabulary and grammar and reading comprehension were 0.839, 0.726, and 0.870, respectively. We can conclude that there is a significant correlation between students' vocabulary, grammar and reading comprehension. The more vocabulary and grammar they master, the better their reading comprehension will be. In the current study, researchers found a correlation between vocabulary, grammar and reading comprehension with an  $F_{count}$  value of 10,599 and an  $F_{table}$  value of 3,295. Researchers also found relationships between vocabulary and reading comprehension, grammar and reading comprehension, and the degree of students' vocabulary, grammar, and reading comprehension.

In the last previous study that the researcher used as a reference, he took from the English Educational Journal Vol 6, No 1 (2017) by Shofi Mahanani, Dewi Rochsantiningsih, A. Handoko Pudjobroto about "A correlation between vocabulary mastery, grammatical competence and reading ability". In the journal, using ex post facto design. The population in this study took the second-grade students of SMA N 1 Tumijajar. Selected samples. The selected sample is 35 students. The instruments used in this study were vocabulary tests, grammar tests, and reading comprehension tests. The data collected were analyzed using Pearson's product-moment in SPSS. While the researchers used multiple regression correlation designs in their research. The population is 492 second-grade

students of SMK N 1 Kendal. The sample used is 36 students. The instrument used also uses a vocabulary test, a grammar test, and a reading comprehension test.

The results showed that (1) there was a significant positive correlation between vocabulary mastery and students' reading ability with a correlation coefficient ( $r_{xy}$ ) 0.5469 and a significant correlation coefficient ( $t_o$ ) 3.4571 >  $t$  table 1.70 (2) there was a significant positive correlation between grammatical competence and students' reading ability with a correlation coefficient ( $r_{xy}$ ) 0.5377 and a significant correlation coefficient ( $t_o$ ) 3.3753 >  $t$  table 1.70 and (3) there is a significant positive relationship between students' vocabulary mastery and simultaneous grammatical competence and reading ability with  $F_o$  (8.22) >  $F_t$  (3.35). It can be concluded that the ability to read simultaneously will follow the increase and decrease in vocabulary mastery and grammatical competence. As for the results of the current study, the researcher found that (1) the students' vocabulary skills were at a failed level with a score of 44,028 (2) the extent to which students' grammar skills were with a score of 57,222 which showed that students' grammar skills were at a poor level (3) and reading abilities students' comprehension was at good level with a value of 71.250 (4) the researcher also found a relationship between vocabulary and reading comprehension with an  $r_{xy}$  value of 0.449 (5) a correlation between grammar and reading comprehension with an  $r_{xy}$  value of 0.441 and (6)

a positive correlation was found between vocabulary, grammar, and reading comprehension skills of students with  $F_{count} 10,599$  is higher than  $F_{table} 3,295$ .

Moreover, the result of this current research on the extent to which students' vocabulary skills, students' grammar skills, and students reading comprehension skills show that students' abilities are still at a poor level for most students.

Based on the related previous studies that had been presented by the researcher in chapter two, it proved that vocabulary mastery, grammar mastery, and reading comprehension have a positive correlation. These three things must be learned by students to be able to master English, especially for students as a foreign language and as a subject at school.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research findings that he has analyzed in the previous chapter, the conclusion of the research was as follows:

1. Vocabulary mastery of class XI students of SMK N 1 Kendal based on this study, resulted in data with the highest score of 80 and the lowest score of 20 with an average value of 40. The result of the percentage value of students was 44,028 and was included in the failed level because it was below the value of 50.
2. Grammar mastery of class XI students of SMK N 1 Kendal based on this study, resulted in data with the highest score of 95 and the lowest score of 25 with an average value of 57. The result of the percentage value of students was 57.222 and was included in the poor level because it was between the value of 50 - 69.
3. Reading comprehension skills of class XI students of SMK N 1 Kendal based on this study, resulted in data with the highest score of 95 and the lowest score of 40 with an average value of 71. The result of the percentage value of students was 71.250 and was included in the good level because it was between the value of 70 - 84.

4. The student correlation between vocabulary mastery and reading comprehension skills of eleventh-grade students of SMK N 1 Kendal was calculated by  $r_{xy}$  formula. It showed that the result of  $r_{xy}$  was 0.449. It can be concluded from the research hypothesis that  $r_{xy} > 0$ . It means  $H_a$  is accepted and  $H_o$  is rejected which means there is a correlation between vocabulary mastery and reading comprehension skills of eleventh-grade students of SMK N 1 Kendal.
5. The result of students' correlation between grammar mastery and reading comprehension skills of eleventh-grade students of SMK N 1 Kendal was 0.441. According to the research hypothesis, it can be concluded that  $r_{xy} > 0$ . It means there is a correlation between grammar mastery and reading comprehension skills of eleventh-grade students of SMK N 1 Kendal.
6. The student correlation between vocabulary mastery, grammar mastery, and reading comprehension skills of eleventh-grade students of SMK N 1 Kendal was obtained from the comparison between  $f$ -count and  $f$ -table. The result of the  $f$ -count is 10.599, and the result of the  $f$ -table is 3.295. According to the basic decision making the  $f$ -count is higher than the  $f$ -table ( $10.599 > 3.295$ ), so it can be concluded that there is a correlation between vocabulary mastery, grammar mastery, and reading

comprehension skills of eleventh-grade students of SMK N 1 Kendal.

## **B. Suggestions**

Based on the result of the research, the researcher would like to offer some suggestions to improve the vocabulary mastery, grammar mastery, and reading comprehension skills of students as follows:

1. For the students
  - a. Students must increase vocabulary skills by reading a lot, pickup a lot of vocabulary, and reading dictionary. For grammar skills, students can reading a lot, know the part of speech, get a grammar manual, review the basics, more practice . And to increase reading comprehension skills, students can do more practice, read a lot of English content to be able to better master English as a foreign language and as a subject studied in school.
  - b. Student's who still low in vocabulary mastery and reading comprehension are suggested to be more concentrated on in learning english especially in vocabulary mastery and reading comprehension . The students also need to practice their knowledge more than before because one language would be mastered by practicing in our daily activities. Using dictionary is also suggested to help the students to enrich their vocabulary mastery.

## 2. For the teachers

- a. Teachers should be able to understand the conditions of each student in learning because each student has different material acceptance, especially in English. If you already know this, students will be more receptive to learning and will more easily master vocabulary skills, grammar skills, and reading comprehension skills.
- b. The teachers should use more teaching media in learning process. The students will be interested more in studying if the teachers use a media in teaching activity such as Liquid Crystal Display (LCD) set.
- c. Teachers are expected to be able to understand the correlation between vocabulary, grammar proficiency and reading comprehension, so that students can easily understand material related to vocabulary, grammar and reading comprehension.

## 3. For the readers

- a. The researcher hopes that this research can be used as a reference for future researchers who want to discuss the same topic. This means that other researchers can improve and direct the discussion to a better topic.
- b. Readers are expected to be able to make this final project as in inspiration in making suited materials related to the

correlation between vocabulary mastery, grammar mastery, and reading comprehension skills.

- c. In understanding and reading this final project, it would be better if the readers also read book and references that have been referred to in the literature review and bibliography.

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## APPENDICES

## Appendix 1 List of Students' Names of 11 AKL 1 Class



PEMERINTAH PROVINSI JAWA TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SEKOLAH MENENGAH KEJURUAN NEGERI 1 KENDAL  
Jalan Soekarno-Hatta Barat Km 03 Kendal Kode Pos 51351 Telepon/Faksimile: 0294-381137  
Website : <http://www.smkn1kendal.sch.id> Surat Elektronik : [info@smkn1kendal.sch.id](mailto:info@smkn1kendal.sch.id)

No. Dokumen : PM-02/03-04  
No. Revisi : 0  
Tanggal Beraku : 13 Juli 2020

## DAFTAR HADIR PESERTA DIDIK

Kelas : XI AKL 1 Semester : Gasal  
Kompetensi Keahlian : 7.3.1.Akuntansi dan Keuangan Lembaga Tahun Pelajaran : 2021/2022  
Program Keahlian : 7.3.Akuntansi dan Keuangan Wali Kelas : Sutarni, S.Pd  
Bidang Keahlian : 7.Bisnis dan Manajemen NIP : 19730209 200801 2 005  
Jumlah Pertemuan : 12

NO	NIS	NAMA	L	Bulan / Tanggal / Keterangan Hadir & Tidak Hadir																	Jumlah			% Ketidakhadiran	Keterangan		
				20..... Tanggal																	S	I	A				
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17							
1	13974	ALYIAH PUTRI	P	a																	0	0	1	8%	B		
2	13975	AMELIA FITRI FEBRIANI	P																			0	0	0	0%	B	
3	13976	AMELIA AMRINA ROSADA	P																			0	0	0	0%	B	
4	13977	APRILIA WAHYU KISMANGINGSIH	P																			0	0	0	0%	B	
5	13978	ATIKA TRI YUNLIAR	P																			0	0	0	0%	B	
6	13979	AURA SANDY AULIA	P																			0	0	0	0%	B	
7	13980	DESI PUSPITA	P																			0	0	0	0%	B	
8	13981	DIAN APRILLIANTI	P																			0	0	0	0%	B	
9	13982	DUWIK ENGGAR APRILLIANT	P																			0	0	0	0%	B	
10	13983	FIDATUZZAHROH	P																			0	0	0	0%	B	
11	13984	IKA NABILA MOZA	P																			0	0	0	0%	B	
12	13985	IMMA DIEANI KARUNIA	P																			0	0	0	0%	B	
13	13986	INDI ROVIKOH	P																			0	0	0	0%	B	
14	13987	KAMILATUN NISA	P																			0	0	0	0%	B	
15	13988	KHILDA AULA IZZATI	P																			0	0	0	0%	B	
16	13989	KURNIA IFADAH DIANTY	P																			0	0	0	0%	B	
17	13990	LOLITA OCHA MARCELINA	P																			0	0	0	0%	B	
18	13991	MEISHYA ARIANI	P																			0	0	0	0%	B	
19	13992	MEIVIA HESTIVINA	P																			0	0	0	0%	B	
20	13993	NADIA PUTRI RAMADHANTI	P																			0	0	0	0%	B	
21	13994	NAFIATUR RIZKIYANAH	P																			0	0	0	0%	B	
22	13995	NAJWA FIRDAUS	P																			0	0	0	0%	B	
23	13996	NASYA HAWA AFSARI	P																			0	0	0	0%	B	
24	13997	NAYA MILANISTI	P																			0	0	0	0%	B	
25	13998	NAYLA DEA SEFIANA	P																			0	0	0	0%	B	
26	13999	NOVA AMAMI	P																			0	0	0	0%	B	
27	14000	NURUS SHOBIHAH	P																			0	0	0	0%	B	
28	14001	PUTRI NAFISATUL ARIZKA	P																			0	0	0	0%	B	
29	14002	RASIKA PERMATA NOOR	P																			0	0	0	0%	B	
30	14003	SEKAR AYU FITRIYANINGRUM	P																			0	0	0	0%	B	
31	14004	SHINTA DWI APRILLIANI	P																			0	0	0	0%	B	
32	14005	SICHA ALVIA	P																			0	0	0	0%	B	
33	14006	SYIFA ARIDANI	P																			0	0	0	0%	B	
34	14007	TRI DUWI SEFTIYANI	P																			0	0	0	0%	B	
35	14008	ZAHRA MAULIA PUTRI	P																			0	0	0	0%	B	
36	14009	ZAHWA PUTRI AWALIA	P																			0	0	0	0%	B	
Jumlah Peserta Didik Sakit				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Jumlah Peserta Didik Ijin				0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Jumlah Peserta Didik Tanpa Keterangan				0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

Laki-laki : 0 peserta didik  
Perempuan : 36 peserta didik  
Jumlah : 36 peserta didik

..... 20...  
Guru Mata Pelajaran

NIP.

## Appendix 2 Research Instrument

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP )

Satuan Pendidikan	: SMK N 1 Kendal
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester/Pertemuan	: XI / Genap
Alokasi Waktu	: 9 x 45 menit
Kompetensi	: Kompetensi Dasar, Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.18 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks prosedur lisan dan tulis dengan memberi dan meminta informasi terkait <b>manual</b> penggunaan teknologi dan <b>kiat-kiat (tips)</b> , pendek dan sederhana, sesuai dengan bidang keahlian dan konteks penggunaannya	3.18.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks prosedur berupa manual dan tips sesuai dengan konteks penggunaannya.  3.18.2 Membedakan fungsi sosial, struktur teks dan unsur bahasa dari berbagai teks prosedur berupa manual dan tips sesuai dengan konteks penggunaannya

<p>4.18 Menyusun teks prosedur, lisan dan tulis, dalam bentuk <b>manual</b> terkait penggunaan teknologi dan <b>kiat-kiat (tips)</b>, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.18.1 Menyusun teks lisan dan tertulis mengenai teks prosedur berupa teks manual dan tips dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaannya.</p> <p>4.18.2 Mengkomunikasikan secara lisan dan tertulistentang teks prosedur berupa manual dan tips dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan</p>
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#### A. Tujuan Pembelajaran

Setelah berdiskusi dan menggali informasi, dari berbagai sumber belajar peserta didik dapat :

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks prosedur berupa manual dan tips sesuai dengan konteks penggunaannya.
2. Membedakan fungsi sosial, struktur teks dan unsur bahasa dari berbagai teks prosedur berupa manual dan tips sesuai dengan konteks penggunaannya

3. Menyusun teks lisan dan tertulis mengenai teks prosedur berupa teks manual dan tips dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaannya.
4. Mengkomunikasikan secara lisan dan tertulis tentang teks prosedur berupa manual dan tips dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaan

## B. Kegiatan Pembelajaran

### **Pertemuan Ke-1**

#### 1. Kegiatan Pendahuluan

- Guru melakukan apersepsi
- Guru Menjelaskan tujuan Pembelajaran yang akan dicapai
- Guru Menanyakan pengetahuan siswa tentang teks procedure

#### 2. Kegiatan Inti

##### Orientasi masalah

- Siswa membaca teks *The History of Technical Writing* dalam buku paket
- Siswa mendiskusikan isi dari teks tersebut dan mengaitkannya dengan teks procedure
- Siswa mempresentasikan hasil diskusinya dengan panduan guru.

### Pengumpulan data dan verifikasi

- Siswa mencari teks prosedur lain yang berbentuk manual dan tips-tips sederhana di website dengan menggunakan HP untuk mengetahui fungsi social, struktur teks, dan unsure kebahasaan.

### 3. Kegiatan Penutup

- Bersama dengan siswa guru menyimpulkan fungsi social stuktur teks dan unsur kebahasaan teks procedure

## **Pertemuan Ke-2**

### 1. Kegiatan Pendahuluan

- Guru melaukan apersepsi.
- Guru mengingatkan kembali materi sebelumnya terkait teks procedure serta fungsi social, struktur teks, dan unsure kebahasaan

### 2. Kegiatan Inti

#### Pengumpulan data melalui eksperiment

- Guru memberikan kesempatan kepada siswa untuk menayakan tentang fungsi social, struktur teks, dan unsure kebahasaan yang masih belum difahami
- Siswa membaca teks procedure yang mereka cari pada pertemuan sebelumnya dengan lebih cermat dan memberikan komentar dan pandangannya tentang fungsi social, struktur teks, dan unsure kebahasaan
- Siswa menemukan makna yang terkandung dalam teks procedure

- Siswa menjawab beberapa pertanyaan yang diajukan guru terkait isi procedure text yang mereka pelajari.
3. Kegiatan Penutup
- Bersama dengan siswa, guru menyimpulkan materi pembelajaran pada pertemuan tersebut.
  - Guru menyampaikan rencana pembelajaran pada pertemuan yang akan datang.

### **Pertemuan Ke-3**

1. Kegiatan Pendahuluan

- Guru melakukan apersepsi

2. Kegiatan inti

Pengorganisasian dan formulasi eksplanasi

- Siswa menulis teks procedure yang sesuai dengan kompetensi keahliannya dalam kelompok yang berisi 4-5 siswa dengan memperhatikan fungsi social, struktur teks, dan unsure kebahasaan
- Siswa menanyakan kesulitan dalam membuat teks procedure kepada guru

Analisis proses inkuiri

- Siswa mempresentasikan procedure text yang mereka buat.
- Siswa memperoleh masukan dari guru dan teman tentang teks procedure yang telah dibuatnya



### 3. Kegiatan Penutup

- Siswa menyimpulkan materi tentang teks procedure dan menyebutkan kegunaannya dalam dunia kerja

## C. Penilaian

1. Sikap
2. Pengetahuan
3. Keterampilan

Kendal , Januari 2022

Mengetahui

Guru Mapel

Kepala Sekolah

Drs. Yudi Wibowo, M.Pd.

Ristiana Ekowati,

S.Pd.

Pembina. NIP 19770127 200501 2 010

NIP.19640419 198903 1 007

## Lampiran

### Penilaian :

#### 1. Kriteria penilaian

- a. Tingkat ketercapaian fungsi social teks procedure berbentuk manual dan kiat-kiat
- b. Tingkat kelengkapan dan ketentuan struktur teks procedure berupa judul, bahan, langkah-langkah, dan kiat-kiat
- c. Tingkat ketepatan unsure kebahasaan pada adverb, action verb, dan temporal conjunction
- d. Sikap disiplin dan tanggungjawab yang menyertai tindakan dalam proses pembelajaran teks procedure

#### 2. Teknik penilaian

- a. Observasi terhadap proses pembelajaran dengan mengamati sikap disiplin dan tanggungjawab.
- b. Tugas menganalisa teks report dengan menentukan fungsi social, unsure kebahasaan, dan structure teks.
- c. Membuat teks procedure mencakup fungsi social, structure teks, dan unsure kebahasaan

#### 3. Rubrik penilaian

## a. Penilaian Sikap

No.	Sikap	Uraian Sikap
1.	Disiplin	1. Masuk kelas tepat waktu 2. Mengumpulkan tugas tepat waktu 3. Tertib dalam mengikuti pelajaran
2.	Jujur	1. Tidak menyalin karya orang lain tanpa menyebutkan sumbernya 2. Mengerjakan tugas tanpa meminta bantuan orang lain

## b. Penilaian pengetahuan dan keterampilan

No.	Instrument	Score
1.	Social function	20
2.	Language Features a. adverb b. action verb c. temporal conjunction	30
3.	Language structure a. Title b. Ingredient/material c. Steps	30

	d. tips	
4	Performance	20

4. Soal pengetahuan dan keterampilan

Membuat video procedure text (tugas perorangan)

Instruksi :

- a. Buat video procedure text yang berkaitan dengan kompetensi keahlian PSPT bisa berupa manual ataupun tutorial.
- b. Tampilan video menunjukkan kalian sedang berbicara.
- c. Upload video di channel youtube kalian.
- d. Kumpulkan link youtubanya di Google Classroom.

## Appendix 3

## Scoring of Vocabulary Test

## VOCABULARY TEST

Name: Nadia Putri Ramadhani	Date: 16 Juni 2022
Class: XI AKL 1	Score: 80

- There is always the ... that the plane will be early.
  - opportunity
  - chance
  - ~~possibility~~
  - varsity
- My grandfather gave me a very useful piece of ...
  - advise
  - ~~advice~~
  - advertise
  - adverb
- The strike will ... all trains in the London area.
  - effect
  - ~~affect~~
  - fake
  - freak
- The police will ... anyone from leaving the building.
  - avoid
  - ~~prevent~~
  - prefer
  - refer
- Come and is down ... me.
  - ~~beside~~
  - besides
  - bison
  - beyond
- ... managing the shop, he teaches in the evening.
  - beside
  - ~~besides~~
  - offside
  - inside
- Can you switch to ... 4 for the news?
  - ~~channel~~
  - canal
  - panel
  - camel
- Our team has a good ... of winning.
  - opportunity → peluang
  - ~~chance~~ → kesempatan
  - possibility → kemungkinan
  - infinity
- You should travel early to ... traffic jams.
  - ~~avoid~~ → menghambat
  - prevent
  - present
  - percent
- I am getting fed up with her ... complaints.
  - ~~continual~~
  - continuous
  - continue
  - contingent
- It took two policemen to ... the traffic.
  - ~~direct~~ → arahkan
  - conduct
  - detect
  - contact
- I ... you to put all your money into a savings account.
  - ~~advise~~
  - ~~advice~~
  - adrift
  - advance
- I didn't have much ... on my birthday.
  - ~~fun~~
  - funny
  - fund
  - found
- Don't ... my sunglasses if you borrow them.
  - damage
  - ~~harm~~
  - damp
  - duck

15. The English ... is beautiful in spring.
- a. nature
  - b. countryside
  - c. riverside
  - d. country
16. He didn't mean to ... the girl.
- a. damage
  - b. harm
  - c. warm
  - d. worm
17. You can get a good ... of the sea from the church tower.
- a. view
  - b. secretly
  - c. secretary
  - d. security
18. Her jewels were all imitations; they are quite ...
- a. priceless
  - b. glasses
  - c. phrases
  - d. useless
19. You can take a boat trip around the ... of Amsterdam.
- a. channel
  - b. canal
  - c. camel
  - d. pool
20. Von Karajan will ... the orchestra at the concert.
- a. direct
  - b. conduct
  - c. connect
  - d. comfort

## Appendix 4

## Scoring of Grammar Test

## GRAMMAR TEST

<b>Name:</b> Agriawan Achwana Arnata	<b>Date:</b> 16-6-2022
<b>Class:</b> XI A-L 2	<b>Score:</b> 70

1. My friends and I ... in the library.  
We read some books  
a. am  
b. is  
c. have  
~~d. are~~
2. She ... not work because she has  
the flu.  
a. is  
~~b. does~~  
c. do  
d. be
3. Alina ... song every night.  
~~a. sings~~  
b. sing  
c. is  
d. does
4. My father ... tea every morning.  
a. drink  
~~b. drinks~~  
c. drinking  
d. is
5. They ... a test every week.  
~~a. does~~  
b. has  
c. are  
d. have
6. Dolph: Please call me if you need.  
Jack: No. I ... need your help.  
~~a. do not~~  
b. does  
c. not  
d. am not
7. She is a student. She ... at school.  
a. studying  
~~b. study~~  
c. studies  
d. does
8. We ... soccer match.  
a. doing  
~~b. watching~~  
c. watches  
d. watch
9. Gina cooks fried rice. It ...  
amazing.  
a. does  
b. do  
c. are  
~~d. is~~
10. My brother rides a bike to school  
~~a. everyday~~  
b. last day  
c. next week  
d. next time
11. Tomy, Jane, Mark, Sarah .....  
smart students.  
a. Is  
~~b. Are~~  
c. Am  
d. is not
12. A: Hello, my name is Alice Wong  
B: Hi, I'm Susan Crane.  
A: Sorry, .....  
B: It's C-R-A-N-E  
a. How do you spell your last  
name?  
b. What's your last name?  
~~c. How do you spell your first  
name?~~  
d. What's your spelling?
13. Are you a doctor? No, I ..... a  
dentist.  
a. am not  
b. don't  
~~c. am~~  
d. was

14. A: Hi, his name is David Foster.  
B: .....  
a. Where are you from?  
b. Where do you from?  
c. Are you from Singapore?  
 d. Where is he from?
15. .... your brother and sister  
..... four languages?  
 a. Did-speak  
b. Does-speak  
c. Do-speaks  
 d. Do-speak
16. . Bob's niece is very cute.  
.....name is Mia.  
 a. Her  
b. His  
c. He  
d. She
17. Most of us.....24 SKS this semester.  
a. to take  
b. are be taking  
 c. are taking  
d. be taking
18. What are they doing right now?  
a. They are doing swimming.  
b. They swim right now.  
 c. They are swimming.  
d. They usually go swimming.
19. Irene : What will you do on next week?  
Daniel: I ..... my grandmother  
a. will visiting  
b. visited  
c. am visiting  
 d. will visit
20. What is he doing in the garden?  
a. He is watching TV.  
b. He is playing cards.  
c. He is eating.  
 d. He is planting flowers.



## Appendix 5

### Scoring of Reading Test

#### READING COMPREHENSION TEST

Name: <u>Agaman Achzaha Anala</u>	Date: <u>16-6-2022</u>
Class: <u>XI APL 2</u>	Score: <u>90</u>

**Choose the correct answers by crossing (x) a, b, c, or d!**

*Read this following passage to answer number 1-5.*

We believe the Earth is about 4.6 billion years old. At present, we are forced to look to other bodies in the solar system for hints as to what the early history of the Earth was like. Studies of our moon, Mercury, Mars, and the large satellites of Jupiter and Saturn have provided ample evidence that all these large celestial bodies had formed. This same bombardment must have affected Earth as well. The lunar record indicates that the rate of impacts decreased to its present low level about 4 billion years ago. On Earth, subsequent erosion and crustal motions have obliterated the craters that must have formed during this epoch.

Scientists estimate the Earth's age by measuring the ratios of various radioactive elements in rocks. The oldest Earth's rocks tested thus far are about 3 1/3 billion years old. But no one knows whether these are oldest rocks on Earth. Tests on rocks from the moon and on meteorites show that these are about 4.6 billion years old. Scientists believe that this is the true age of the solar system and probably the true age of the Earth.

1. In line 8, the word "obliterated" means.
  - A. created
  - B. destroyed
  - C. changed
  - D. erosion
2. According to this passage, how do scientists estimate the age of the Earth?
  - A. By measuring the ratios of radioactive elements in rocks.
  - B. By examining fossils
  - C. By studying sunspots
  - D. By examining volcanic activity
3. Scientists estimate the age of the Earth as ...
  - A. 4 billion years old.
  - B. 3 1/3 billion years old.
  - C. 4.6 billion years old.
  - D. 6 billion years old.
4. Which of the following processes led to the obliteration of the craters formed by the bombardment of the Earth by the celestial bodies?
  - A. Volcanic activity
  - B. Solar radiation
  - C. Gravity activity
  - D. Crustal motions

5. According to the passage, why are scientists forced to look at other bodies in the solar system to determine the early history of the Earth?
- A. Human alteration of the Earth.
  - B. Erosion and crustal motions.
  - C. Solar flares.
  - D. Deforestation and global warming.

**Read this following passage to answer number 6-8.**

Dear Melissa,

I hope you are well. Guess what! I am having a big party next week at my house and I am inviting all my close friends. The theme of the party is going to be Harry Potter, so all must dress accordingly. You would make a great witch! I need to let everyone know by Wednesday since I am throwing the party next Saturday. Sam is going to decorate the house and my mother is going to bake a cake and make lots of food. There is going to be music and dancing as well. John is going to be the DJ. You can stay over at my house. It's going to be great! I hope to see you then.

Love,

Sarah

6. What kind of an organization is it?
- A) It is a slumber party
  - B) It is a costume party
  - C) It is about making a cake
  - D) It is a dance party
7. When is the party?
- A) It is a fancy dress party
  - B) On Wednesday
  - C) It is next Saturday
  - D) There is going to be music and dancing
8. Whose party is it?
- A) It is Sarah's party
  - B) It is Judy's party
  - C) It is Sarah's mother's party
  - D) It is Harry Potter's party

**Read this following dialogue to answer number 9-10**

Ryu : Hi Ken. Are you free tonight?

Ken: I think so. Why?

Ryu: Because there's a new science-fiction movie at the theater. Would you like to see it?

Ken: No, thanks. I don't like science-fictions.

Ryu: Oh... What about a comedy then? There's one starring Adam Sandler.

Ken: I don't know. I don't really like his movies.

Ryu: What about a pop concert then?

Ken: Well, I am not into pop music.

Ryu: Oh, I understand now, it's Thursday today and your favorite sitcom is on TV!

Ken: You know me very well Ryu... You are welcome to watch it with me.  
 Ryu: That's a great idea! Let's meet at your place at 7:30 then!

9. Ken doesn't want to go to the movie theatre with Ryu, because ....  
 A. he wants to be alone  
 B. he wants to go to a soccer match  
 C. he doesn't like thrillers  
~~D. he doesn't want to miss his favourite TV show~~
10. Ken's initial excuse not to go to the pop concert is that ....  
 A. his favourite sitcom is on tonight  
 B. he is very busy tonight  
 C. he is fond of classical music  
~~D. he is not interested in pop music~~

**Read the passages and answer the follow-up questions for number 11 to 13.**

Dear Marcos,

Hi, my name is Rebecca and I am your new pen pal. I'm ten years old, and I live in Barcelona, Spain. I go to the 4th grade in Saint Michael Elementary School. On weekdays, I get up at 6 o'clock. The school starts at 7:30 in the morning. I have my lunch at the school cafeteria and I usually leave around 3:30 in the afternoon. I am good at math, I also like history and geography but my favorite subject is science. I like playing basketball and soccer. I also play tennis, and I like swimming. On the weekends, I go to the movie theater with my friends. We like action movies. I usually go to church with my parents on Sundays. Please write and tell me about you and your life. What's your family like? What do you like doing in your spare time? I hope to hear from you soon.

Best wishes,

Rebecca

11. Which statement is correct?  
 A) Rebecca usually practices the drums on weekdays.  
~~B) Rebecca is interested in Science.~~  
 C) Rebecca has got a music group at school.  
 D) Rebecca and his friends like watching thrillers.
12. Which one of the following questions you cannot answer?  
 A) What time does Rebecca get up on weekdays?  
 B) Which school subjects does Rebecca like?  
~~C) What music types does Rebecca like?~~  
 D) Where does Rebecca eat her lunch?
13. Which of the following statements is incorrect?  
~~A) Rebecca likes playing badminton.~~  
 B) Rebecca usually goes to the movie theatre on the weekends.  
 C) Rebecca is interested in History and Geography.  
 D) Rebecca wants to be in contact with Marcos.

**Read this following text to answer the question number 14-15.**

Ladies and Gentlemen, in case of emergency, take the life jacket which is located under your seat.

Put the life jacket over your head and then fasten the jacket tapes around your waist. Do not inflate the jacket until you leave the aircraft. The jacket will be automatically inflated by pulling a cord, but if not, you can blow into the chip to inflate it. A light is attached to the jacket for attracting attention. The life jacket should be removed only in case of emergency. The use of TV set, AM and FM radios and radio cassettes recorders, walkman, and any mobile phones are prohibited on board as they interfere the communication and navigational system.

We wish you an enjoyable flight.

14. What can interfere the navigational system

- A. Table.
- B. The life jacket.
- C. Mobile phones
- D. The attached light.
- E. Tapes around the waist.

15. Where is the life jacket located?

- A. Over the head
- B. Around the waist.
- C. Outside the aircraft.
- D. In the back of the seat.
- E. Under the seat.

*Read this following text to answer the question number 16-18.*

A quick and easy cheese cake recipe

**Ingredients:**

16 ounces cream cheese, 2 packages, softened

½ cup sugar

½ teaspoon vanilla

2 large eggs

4 ounces semi-sweet chocolate chips

1 prepared Graham cracker crust

**Steps:**

- Beat cream cheese, sugar and vanilla at medium speed until well-blended. Blend in 2 eggs.

- Stir in chocolate chips then pour batter into Graham cracker crust. (you may sprinkle ¼ cup mini semi sweet chocolate chips on top if you desire).

- Bake at 350 degrees for 40 minutes, or until center is almost set. Cool.

- For best results refrigerate for 3 hours.

16. How many persons is the cake for?  
 A. 2  
 B. 5  
 C. 6  
 D. 35
17. The goal of the text is to tell about . . . . .  
 A. how to beat cream cheese  
 B. how to blend sugar and vanilla  
 C. how to bake chocolate cheese and cake  
 D. how make chocolate cheese cake
18. The text is called a/an . . . . .  
 A. explanation  
 B. description  
 C. procedure  
 D. report

*Read this following text to answer the question number 19-23.*

**How to make a Cheese Omelet**

**Ingredients:**

1 egg, 50 g cheese, 1 cup milk, 3 tablespoons cooking oil, a pinch of salt and pepper.

**Utensils:**

Frying pan, fork, spatula, cheese-grater, bowl, and plate.

**Method:**

- Crack the egg into a bowl
- Whisk the egg with a fork until it's smooth
- Add milk and whisk well
- Grate the cheese into the bowl and stir
- Heat the oil in frying pan
- Turn the omelet with spatula and cook both sides
- Place on a plate, season with salt and pepper

19. The text above belongs to . . . . .  
 A. Narrative  
 B. Procedure  
 C. News item  
 D. Spoof
20. The text tells us about . . . . .  
 A. how long to make any kind of food  
 B. ingredients of making omelet  
 C. utensils of making omelet  
 D. methods of making omelet

## Appendix 6

## T-table value

Titik Persentase Distribusi t ( $df = 1 - 40$ )

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10962	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

## Appendix 7

## F-table value

$\alpha=0.05$ $df_1=(n-k-1)$	$df_2=(k-1)$							
	1	2	3	4	5	6	7	8
1	161.448	199.500	215.707	224.583	230.162	233.996	236.768	238.883
2	18.513	19.000	19.164	19.247	19.296	19.330	19.353	19.371
3	10.128	9.552	9.277	9.117	9.013	8.941	8.887	8.845
4	7.709	6.944	6.591	6.388	6.256	6.163	6.094	6.041
5	6.608	5.786	5.409	5.192	5.050	4.950	4.876	4.818
6	5.987	5.143	4.757	4.534	4.387	4.284	4.207	4.147
7	5.591	4.737	4.347	4.120	3.972	3.866	3.787	3.726
8	5.318	4.459	4.065	3.838	3.687	3.581	3.500	3.438
9	5.117	4.256	3.863	3.633	3.482	3.374	3.293	3.230
10	4.965	4.103	3.708	3.478	3.326	3.217	3.135	3.072
11	4.844	3.982	3.587	3.357	3.204	3.095	3.012	2.948
12	4.747	3.885	3.490	3.259	3.106	2.996	2.913	2.849
13	4.667	3.806	3.411	3.179	3.025	2.915	2.832	2.767
14	4.600	3.739	3.344	3.112	2.958	2.848	2.764	2.699
15	4.543	3.682	3.287	3.054	2.900	2.790	2.707	2.641
16	4.494	3.634	3.239	3.007	2.852	2.741	2.657	2.591
17	4.451	3.592	3.197	2.965	2.810	2.699	2.614	2.548
18	4.414	3.555	3.160	2.928	2.773	2.661	2.577	2.510
19	4.381	3.522	3.127	2.895	2.740	2.628	2.544	2.477
20	4.351	3.493	3.098	2.866	2.711	2.599	2.514	2.447
21	4.325	3.467	3.072	2.840	2.685	2.573	2.488	2.420
22	4.301	3.443	3.049	2.817	2.661	2.549	2.464	2.397
23	4.279	3.420	3.028	2.796	2.640	2.528	2.442	2.375
24	4.260	3.403	3.009	2.776	2.621	2.508	2.423	2.355
25	4.242	3.385	2.991	2.759	2.603	2.490	2.405	2.337
26	4.225	3.369	2.975	2.743	2.587	2.474	2.388	2.321
27	4.210	3.354	2.960	2.728	2.572	2.459	2.373	2.305
28	4.196	3.340	2.947	2.714	2.558	2.445	2.359	2.291
29	4.183	3.328	2.934	2.701	2.545	2.432	2.346	2.278
30	4.171	3.316	2.922	2.690	2.534	2.421	2.334	2.266
31	4.160	3.305	2.911	2.679	2.523	2.409	2.323	2.255
32	4.149	3.295	2.901	2.668	2.512	2.399	2.313	2.244
33	4.139	3.285	2.892	2.659	2.503	2.389	2.303	2.235
34	4.130	3.276	2.883	2.650	2.494	2.380	2.294	2.225
35	4.121	3.267	2.874	2.641	2.485	2.372	2.285	2.217
36	4.113	3.259	2.866	2.634	2.477	2.364	2.277	2.209
37	4.105	3.252	2.859	2.626	2.470	2.356	2.270	2.201
38	4.098	3.245	2.852	2.619	2.463	2.349	2.262	2.194
39	4.091	3.238	2.845	2.612	2.456	2.342	2.255	2.187
40	4.085	3.232	2.839	2.606	2.449	2.336	2.249	2.180
41	4.079	3.226	2.833	2.600	2.443	2.330	2.243	2.174
42	4.073	3.220	2.827	2.594	2.438	2.324	2.237	2.168
43	4.067	3.214	2.822	2.589	2.432	2.318	2.232	2.163
44	4.062	3.209	2.816	2.584	2.427	2.313	2.226	2.157
45	4.057	3.204	2.812	2.579	2.422	2.308	2.221	2.152
46	4.052	3.200	2.807	2.574	2.417	2.304	2.216	2.147
47	4.047	3.195	2.802	2.570	2.413	2.299	2.212	2.143
48	4.043	3.191	2.798	2.565	2.409	2.295	2.207	2.138
49	4.038	3.187	2.794	2.561	2.404	2.290	2.203	2.134
50	4.034	3.183	2.790	2.557	2.400	2.286	2.199	2.130
51	4.030	3.179	2.786	2.553	2.397	2.283	2.195	2.126

## Appendix 8

### Form Usulan Judul Skripsi

## Appendix 9

### Surat Permohonan Izin Observasi



UNIVERSITAS PGRI SEMARANG

**FAKULTAS PENDIDIKAN BAHASA DAN SENI**

Program Studi :

- Pendidikan Bahasa dan Sastra Indonesia
- Pendidikan Bahasa Inggris
- Pendidikan Bahasa dan Sastra Daerah

Alamat :

Jalan Gajah Raya Nomor 40

Nomor : 01/IO/FPBS/I/2022

Semarang, 19 Januari 2022

Lampiran: 1 (satu) berkas

Perihal : **Permohonan izin observasi**

Yth. Kepala SMK Negeri 1 Kendal  
di Kendal

Kami beritahukan dengan hormat, bahwa mahasiswa kami:

N a m a : Hairis Shidiq Ghozali  
N P M : 18420142  
Fakultas : PBS  
Program Studi : Pendidikan Bahasa Inggris

akan mengadakan observasi berkaitan dengan penyusunan proposal penelitian. Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan memberikan izin kepada mahasiswa tersebut untuk melakukan observasi.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

Dekan,

**Dr. Asropah, M.Pd.**  
NPP 936601104

Kaprogdi PBI,

**Dr. Jafar Sidiq, S.Pd., M.Pd.**  
NPP 956701117



## Appendix 10

### Surat Permohonan Izin Penelitian



UNIVERSITAS PGRI SEMARANG

#### FAKULTAS PENDIDIKAN BAHASA DAN SENI

Program Studi :

- Pendidikan Bahasa dan Sastra Indonesia
- Pendidikan Bahasa Inggris
- Pendidikan Bahasa dan Sastra Daerah

Alamat :

Jalan Gajah Raya Nomor 40  
Telepon (024) 8316377 – Faksimile (024) 8448217  
Semarang - 50125

Nomor : 47/IP/FPBS/VI/2022

Semarang, 7 Juni 2022

Lampiran : 1 (satu) berkas

Perihal : **Permohonan izin penelitian**

Yth. Kepala SMK N 1 Kendal  
di Kendal

Kami beritahukan dengan hormat, bahwa mahasiswa kami :

N a m a : Hairis Shidiq Ghozali

N P M : 18420142

Fak. / Program Studi : FPBS / Pendidikan Bahasa Inggris

akan mengadakan penelitian dengan judul :

The Correlation Between Vocabulary Mastery, Grammar, And Reading  
Comprehension Skills Of High School Students In SMK N 1 Kendal

Sehubungan dengan hal tersebut, kami mohon Bapak/Ibu berkenan  
memberikan izin kepada mahasiswa tersebut untuk melakukan penelitian.

Atas perkenan dan kerjasama yang baik, kami ucapkan terima kasih.

Dekan,  
  
**Dr. Asropah, M.Pd.**  
NPP 936601104

## Appendix 11

### Surat Keterangan Telah Melakukan Penelitian



**PEMERINTAH PROVINSI JAWA TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SEKOLAH MENENGAH KEJURUAN NEGERI 1 KENDAL**

Jalan Soekarno-Hatta Barat Km 03 Kendal Kode Pos 51351 Telepon/Faksimile 0294-381137  
Website <http://www.smkn1kendal.sch.id> Surat Elektronik [info@smkn1kendal.sch.id](mailto:info@smkn1kendal.sch.id)

#### SURAT KETERANGAN

Nomor : 070/0707/SMK 1

Yang bertanda tangan dibawah ini :

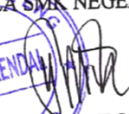
Nama : Drs. YUDI WIBOWO, M.Pd.  
NIP : 19640419 198903 1 007  
Jabatan : KEPALA SMK NEGERI 1 KENDAL

dengan ini menerangkan bahwa :

Nama : Hairis Shidiq Ghozali  
NIM : 18420142  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang Progress : S1 (Strata 1)  
Fakultas : Fakultas Pendidikan Bahasa dan Seni  
Perguruan Tinggi : Universitas PGRI Semarang

Telah melakukan Penelitian di SMK Negeri 1 Kendal dalam rangka penyusunan skripsi dengan judul "The Correlation Between Vocabulary Mastery, Grammar, And Reading Comprehension Skills Of High School Students in SMK N 1 Kendal".

Demikian surat keterangan ini kami buat untuk dipergunakan seperlunya.

Kendal, 20 Juni 2022  
KEPALA SMK NEGERI 1 KENDAL,  
  
**Drs. YUDI WIBOWO, M.Pd.**  
Pembina  
NIP. 19640419 198903 1 007

## Appendix 12

### Kartu Bimbingan Final Project



**KARTU BIMBINGAN FINAL PROJECT**  
**MAHASISWA UNIVERSITAS PGRI SEMARANG**

NAMA : HAIRIS SHIDIQ GHOZALI  
 NPM : 18420142  
 FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS  
 DOSEN PEMBIMBING I : Prof. Dr. Suwandi, M.Pd.  
 DOSEN PEMBIMBING II : Th. Cicik Sophia Budiman, S. S., M.Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
			PEMB. 1
1.	19 – 11 – 2021	Pengajuan Judul Skripsi	
2.	29 – 11 – 2021	Revisi Judul Skripsi	
3.	13 – 1 – 2022	Bimbingan Proposal	
4.	25 – 1 – 2022	Revisi Bimbingan Proposal	
5.	14 – 4 – 2022	Bimbingan Proposal, Revisi Research Question	
6.	07 – 6 – 2022	ACC Proposal	
7.	20 – 6 – 2022	Bimbingan Artikel (Abstract)	
8.	21 – 6 – 2022	Bimbingan Artikel (ACC Abstract)	
9.	26 - 7 - 2022	ACC SKRIPSI & ARTIKEL	
10.			



**KARTU BIMBINGAN FINAL PROJECT**  
**MAHASISWA UNIVERSITAS PGRI SEMARANG**

NAMA : HAIRIS SHIDIQ GHOZALI  
 NPM : 18420142  
 FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS  
 DOSEN PEMBIMBING I : Prof. Dr. Suwandi, M.Pd.  
 DOSEN PEMBIMBING II : Th. Cicik Sophia Budiman, S. S., M. Pd.

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
			PEMB. 2
1.	19 – 11 – 2021	Pengajuan Judul Skripsi Secara Daring	<i>hish</i>
2.	27 – 4 – 2022	Bimbingan Proposal	<i>hish</i>
3.	10 – 5 – 2022	Bimbingan Revisi Proposal	<i>hish</i>
4.	23 – 5 – 2022	Bimbingan Proposal	<i>hish</i>
5.	24 – 5 – 2022	ACC Proposal	<i>hish</i>
6.	21 – 6 – 2022	Bimbingan Artikel (ACC Abstract)	<i>hish</i>
7.	21 – 7 – 2022	Bimbingan Artikel	<i>hish</i>
8.	22 – 7 – 2022	Bimbingan Skripsi & Artikel	<i>hish</i>
9.	23 – 7 – 2022	Bimbingan Artikel (ACC Artikel)	<i>hish</i>
10.	26 – 7 – 2022	Acc kelengkapan	<i>hish</i>

## Appendix 13

## Surat Pengajuan Ujian Final Project

## PENGAJUAN UJIAN SKRIPSI

Diajukan Oleh :

N a m a : HAIRIS SHIDIQ GHUZALI

N P M : 18420142

Jurusan :  1. Pend. Bahasa Inggris  
2. Pend. Bahasa dan Sastra Indonesia  
3. Pend. Bahasa dan Sastra Daerah

Tema Skripsi :

The Correlation Between Vocabulary Mastery, Grammar  
Mastery, and Reading Comprehension Skills of Vocational  
High School students of SMK N 1 Kendal

Untuk dilaksanakan pada :

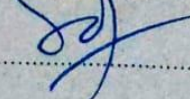
Hari / Tanggal : Rabu, 10 Agustus 2022

W a k t u : 09.00 - 10.00

Ruang : 208.2


Adapun sebagai penguji :

1. Penguji I : Prof. Dr. Suwandi, M.Pd.
2. Penguji II : Th. Cicik Sophia Budiman, S.S., M.Pd.
3. Penguji III : Lailiy Nur Affini, S.Pd., M.Hum.

Menyetujui  
Ketua Program Studi,



Semarang,

Yang mengajukan,

  
HAIRIS SHIDIQ GHUZALI

## Appendix 14

### Surat Berita Acara Ujian Skripsi



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG  
FAKULTAS PENDIDIKAN BAHASA DAN SENI  
**UNIVERSITAS PGRI SEMARANG**  
Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia, Telp. (024) 8448217, 8316377  
Faks. (024)8448217 Website: www.upgris.ac.id

---

**BERITA ACARA UJIAN SKRIPSI**

Pada hari ini Selasa 10 Agustus 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.  
Jabatan : Ketua
2. Nama : Dr. Jafar Sodik, S.Pd, M.Pd.  
Jabatan : Sekretaris
3. Nama : Prof. Dr Suwandi, M.Pd  
Jabatan : Anggota (Penguji I)
4. Nama : Th. Cicik Sophia B, S.S., M.Pd.  
Jabatan : Anggota (Penguji II)
5. Nama : Laily Nur Affini, S.Pd., M.Hum  
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

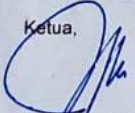
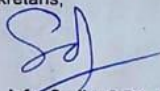
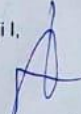
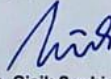
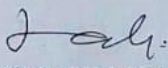
Nama	: Hairis Shidiq Ghozali	Fakultas	: FPBS
N.P.M	: 18420142	Program Studi	: Pendidikan Bahasa Inggris
		Program Pendidikan	: Strata 1

Judul Skripsi :

THE CORRELATION BETWEEN VOCABULARY MASTERY, GRAMMAR MASTERY, AND READING COMPREHENSION SKILLS OF VOCATIONAL HIGH SCHOOL STUDENTS OF SMK N 1 KENDAL


Nilai :

Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

<p>Ketua,</p>  <p><b>Dr. Asropah, M.Pd.</b></p>	<p>Sekretaris,</p>  <p><b>Dr. Jafar Sodik, S.Pd, M.Pd.</b></p>	
<p>Penguji I,</p>  <p><b>Prof. Dr Suwandi, M.Pd</b></p>	<p>Penguji II,</p>  <p><b>Th. Cicik Sophia B, S.S., M.Pd.</b></p>	<p>Penguji III,</p>  <p><b>Laily Nur Affini, S.Pd., M.Hum</b></p>

Mengetahui,

Dekan,



**Dr. Asropah, M.Pd.**  
NPP/NIP 936601104

## Appendix 15

### Documentations



## **Appendix 16**

### **List of Grammar of Vocabulary Test**

1. Question 1 Present Tense
2. Question 2 Past Tense
3. Question 3 Present Tense
4. Question 4 Present Future Tense
5. Question 5 Present Tense
6. Question 6 Present Tense
7. Question 7 Present Tense
8. Question 8 Present Tense
9. Question 9 Present Tense
10. Question 10 Present Tense
11. Question 11 Past Tense
12. Question 12 Present Tense
13. Question 13 Past Tense
14. Question 14 Present Tense
15. Question 15 Present Tense
16. Question 16 Past Tense
17. Question 17 Present Tense
18. Question 18 Past Tense
19. Question 19 Present Tense
20. Question 20 Present Tense



## **Appendix 17**

### **List of Grammar of Grammar Test**

1. Question 1 Present Tense
2. Question 2 Present Tense
3. Question 3 Present Tense
4. Question 4 Present Tense
5. Question 5 Present Tense
6. Question 6 Present Tense
7. Question 7 Present Tense
8. Question 8 Present Tense
9. Question 9 Present Tense
10. Question 10 Present Tense
11. Question 11 Present Tense
12. Question 12 Present Tense
13. Question 13 Present Tense
14. Question 14 Present Tense
15. Question 15 Present Tense
16. Question 16 Present Tense
17. Question 17 Present Tense
18. Question 18 Present Tense
19. Question 19 Present Tense
20. Question 20 Present Tense

## **Appendix 18**

### **List of Grammar of Reading Test**

1. Question 20 Present Tense
2. Question 2 Present Tense
3. Question 3 Present Tense
4. Question 4 Present Tense
5. Question 5 Present Tense
6. Question 6 Present Tense
7. Question 7 Present Tense
8. Question 8 Present Tense
9. Question 9 Present Tense
10. Question 10 Present Tense
11. Question 11 Present Tense
12. Question 12 Present Tense
13. Question 13 Present Tense
14. Question 14 Present Tense
15. Question 15 Present Tense
16. Question 16 Present Tense
17. Question 17 Present Tense
18. Question 18 Present Tense
19. Question 19 Present Tense
20. Question 20 Present Tense