

# INFLUENCE OF VOCABULARY MASTERY ON READING COMPREHENSION SKILLS FOR NON ENGLISH MAJOR UNIVERSITY STUDENTS IN BATAM

Gagak Rudianto<sup>(1)</sup> and Zia Hisni Mubarak<sup>(2)</sup>

<sup>(1)</sup>Universitas Putera Batam, *gagukrudianto@gmail.com*

<sup>(2)</sup>Universita Putera Batam, *mubarakzia@gmail.com*

## ABSTRACT

The purpose of this research is to reveal how significant vocabulary mastery to reading comprehension skill for non English Department of EFL Students in Batam island. Method of collecting data used in this research is series of test. They are pre-test and post test. The population of this research is about 4 departments from non English major. They are about 220 samples. Method of sampling by using Taro Yamane formula. There series of test which will be applied such as Paired T- Test and Significance Test. The instrument of the reseach is pre test passage with consist of 20 questions, they are comprehension test and 10 vocabulary test and post test passage with the equal level of difficult and also consist of 10 reading comprehension questions and 10 vocabulary questions.

**Keyword:** *Vocabulary mastery, influence, reading skill*

## ABSTRAK

Tujuan dari penelitian ini adalah untuk mengungkap bagaimana penguasaan kosakata yang signifikan terhadap keterampilan membaca pemahaman bagi mahasiswa Jurusan Bahasa Inggris non-EFL di Pulau Batam. Metode pengumpulan data yang digunakan dalam penelitian ini adalah serangkaian tes. Mereka adalah pre-test dan post test. Populasi dalam penelitian ini adalah sekitar 4 jurusan dari jurusan non bahasa Inggris. Mereka sekitar 220 sampel. Metode pengambilan sampel dengan menggunakan rumus Taro Yamane. Ada serangkaian tes yang akan diterapkan seperti Paired T- Test dan Significance Test. Instrumen penelitian adalah jalur tes pre yang terdiri dari 20 soal, yaitu tes pemahaman dan 10 tes kosakata dan post test passage dengan tingkat kesulitan yang sama dan juga terdiri dari 10 pertanyaan pemahaman bacaan dan 10 pertanyaan kosakata.

**Kata kunci:** Penguasaan kosa kata, pengaruh, keterampilan membaca

## INTRODUCTION

In learning a language there are four foundational skills which should be mastered by a learner. They are reading, writing, speaking and listening. All skills interrelated one and another. One can not stand alone because each skill is interdependent and also interinfluence to others. For example speaking skill can not be separated from other such as listening comprehension. How can a learner master speaking well without any ability of listening comprehension? Of course it is impossible because majority speaking practice is in the form of answering or commenting of someone's questions delivered to him.

Since four fundamental skills in learning language are essential so in the process of learning a language in order to master it well, a learner shall combine them at once. It means in the process of learning, a teacher shall be more creative to create class activity where all skills of language involved actively by the learners.

The learner especially English both as second language and foreign language must see English as a whole skills of communication both written and oral.

The four fundamental language skills based on the explanation above are important in mastering a language, yet without vocabulary mastery four fundamental skills above mean nothing. How can someone speak, write, listen and read English without any vocabulary? How can someone speak English if he don't know any single English vocabulary? Wilkins (1972) "without grammar very little can be conveyed, without vocabulary nothing

can be conveyed". It means without any vocabulary it is impossible to communicate by using a verbal language.

Vocabulary is no only list of words which must be mastered or list of words printed alphabetically in a dictionary, but vocabulary is a powerful tool of communication in English for Foreign Language (EFL) learners. Vocabulary mastery will decide if the communication can run on well or not. Without any vocabulary it is impossible for them to communicate one and another. Even without sufficient vocabulary, a student cannot express his ideas and thoughts to others. Vocabulary learning is the heart of second and/or foreign language acquisition as it enables learner to achieve all form oral and written communication (Tuğçe Köse & Mede, 2016)

Despite the fact that the vital role of Vocabulary mastery for English learners but Vocabulary learning used to be a neglected aspect in language learning. English teacher until present condition still search for effective technique to enhance vocabulary learning. Vocabulary learning is more important than familiarity with the form and meaning of a word (Ahmadi Mohammad Reza, 2012).

Vocabulary knowledge is often viewed as a critical tool for foreign language learners because a limited vocabulary in a foreign language impedes successful communication. Underscoring the importance of vocabulary acquisition (Schmitt N., 2000) as quoted by (Alqahtami, 2015)

emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language. From quotation above it states the vocabulary mastery will influence the success of communication. Communication in a foreign language will fail if they do not have sufficient vocabulary to express their ideas and thoughts.

Zainal and Ghaderpour (2012) in (Sidek & Rahim, 2015) on the important role of vocabulary knowledge in reading comprehension performance, they posited that vocabulary learning is central in language acquisition, whether second or foreign language. Researchers have also suggested that knowing a word completely should take into consideration a variety of linguistic knowledge ranging from pronunciation, spelling and morphology (Haastrup & Henriksen, 2000) to knowledge of antonym, synonym, hyponym and collocational meanings (Chapelle, 1998; Henriksen, 1999). They also stated that vocabulary knowledge is an indicator of language ability and in order to be a competent second or foreign language learner, a great amount of words is a dominant factor. Hence, such vocabulary knowledge is also required for successful reading comprehension.

Researchers such as (Read, J, 2000), (Gu, 2003), and (Nation, 2011) and others have realised that vocabulary mastery is important for the success of second language learning (ESL) and English as a foreign language (EFL). The role of Vocabulary mastery plays a vital role in all language skills (i.e. listening,

speaking, reading, and writing (Nation, 2011).

Based on Read, J, 2000) and (Zhang, L. J., & Anual, 2008) revealed that there is a significant strong relationship between foreign language learning and vocabulary knowledge. In general, the lack of ability to use strategy in vocabulary learning has affected students' success in foreign language learning (Laufer B, 2003). Vocabulary knowledge in foreign language learning has effects on EFL students' reading and motivation to recognize a written language (Alderson, 2000). Several studies had indicated a significant correlation between vocabulary learning and foreign language learning (Qian, 2002)). It has been recognized that vocabulary knowledge plays a significant function in foreign language learning. Researchers have found that vocabulary knowledge is a critical predictor of foreign language learning and reading motivation in first and second language learning (Lervåg, A., & Aukrust, 2010). According to (Palincsar, A. S., & Brown, 1985), vocabulary knowledge and reading comprehension are significantly related.

A lot of researchers emphasize on the crucial effects of vocabulary knowledge on reading comprehension. Over the last ten to fifteen years, vocabulary has been considered as a component of language proficiency, both in L1 and L2 language acquisition. Knowledge of words is now considered the most important factor in language proficiency and

school success, partly because of its close relation with text comprehension. Without knowledge of words, understanding sentences or texts is not possible. There is agreement among second language researchers that vocabulary knowledge is an important component in reading comprehension. As noted, many studies of English as a foreign language have suggested that L2 readers must understand 95% of the words in any text to ensure reasonable reading comprehension of the text. Other researchers have suggested that L2 learners need 98% of word coverage to read un-simplified texts for pleasure (Nation, 2011) in (Anjomshoa Leila and MostafaZamanian, 2014).

(Kuleli, 2015) stated that there is no doubt that reading in English and the vocabulary knowledge of learners of English as a foreign language are directly related to each other. Anderson and Freebody (1981) in (Kuleli, 2015) also state that it is the general vocabulary knowledge of the reader that best predicts how well that reader understands the text. Nagy (1988) states that vocabulary is fundamental to comprehension of various texts and that vocabulary teaching should be an integral part of language education. While there is a consensus on the importance of vocabulary in reading performance, ideas on how vocabulary should be taught and how much of it should be given to the learners may vary. While some put forward that vocabulary should be taught explicitly in classrooms, some others came up with different ways to teach vocabulary. Nagy, Herman and Anderson (1985) coined the term incidental vocabulary learning, stating

that students can learn vocabulary through repeated exposure to those vocabulary items in various contexts, as is the case in native language acquisition. They further add that explicit instruction of vocabulary items cannot account for the multitude of items students learn; therefore, Nagy and Herman (1987) suggested that teachers should expose the students to extensive reading, leading to greater vocabulary growth than any other explicit instruction program. While vocabulary is generally seen as the facilitator of reading performance, what Nagy, Herman and Anderson (1985), and Nagy and Herman (1987) suggested is the facilitator of reading in learning vocabulary. Huckin and Coady (1999) also state that incidental vocabulary learning is the key to vocabulary acquisition for reading performance of students. On the other hand, Lee (2003) came up with the finding that explicit instruction of vocabulary based on teachers' directions yielded fruitful results and significantly developed students' reading and writing skills. Taylor et al. (2009) also propose that explicit support for vocabulary besides explicit vocabulary strategies will help students greatly in comprehension of various texts that they encounter. Some others; however, suggest teaching vocabulary in context and that teaching discreet vocabulary items would not be of much benefit to learners. Sternberg (1987) claims that most vocabulary can be learned from context and that teaching students new vocabulary items through contexts can

be highly effective and can yield better results for them.

Based on the above statement, the researcher would like to examine how far the influence of vocabulary mastery on reading comprehension for university students in Batam.

The problems of this research are limited to the influence of vocabulary mastery on reading comprehension for students of university for non English Department in Batam. They are students from UNRIKA at Management Business 1 class, Accounting 1 class and STIKES Awalbros at Midwifery and Nursing Major 2 classes.

Based on the background of the problem above, the problem of this research can be formulated as follow:

1. How significant is the influence of the vocabulary mastery on reading comprehension in non English major of University students in Batam island?
2. How is the influence of vocabulary mastery on reading comprehension in non English major of University students in Batam island?

## **THEORETICAL BACKGROUND**

The hot issue related to the relationship between vocabulary knowledge and reading is how much vocabulary and what vocabulary should be taught to students to facilitate their reading comprehension. Zhang and Anual (2008) in (Kuleli, 2015) reported at least 2000-3000 words in a foreign language was correlated to reading comprehension for short answer tasks. While Laufer (1992) suggested that 3000 words predicted reading performance of students best. Saragi, Nation and Meister (1978) state

that a learner of English needs to know at least 3600 words to be able to understand unsimplified texts in English. Hu and Nation (2000) propose that in order the learners understand an English text without help from others, at least 98% of the words in this text need to be known by them, which means that if there are 100 words in the reading text, the students must know at least 98 of the words. Nassaji (2004) in (Kuleli, 2015) found that lexical inferencing skills and strategies of students were significantly related to the depth of vocabulary. Therefore, comprehension of a text depends more on the depth of vocabulary rather than the number of words a reader knows in a text. On what vocabulary to teach to the learners of English, one of the most famous corpora belongs to West (1953) who came up with General Service List containing about 2000 high-frequency words of English. Nation (2004) claims that the first 2000 words from British national Corpus are more suited to teaching students because 80-90% of those 2000 words are encountered in texts. As is the case in how to teach vocabulary, there is no consensus on what words to teach, either. Besides general vocabulary, learners of English could also be taught the academic words of English. For this, Nation and Chung (2009) propose the use of the Academic Word List by Coxhead (2000). Furthermore, Nation and Chung (2009) also suggest teaching technical and low-frequency words so that 98% of coverage could be met by

learners of English in reading. Hirsh and Nation (1992) also reported the need for a thorough acquisition of more than 3000 words by learners of English for reading texts. Besides the number of words and the quality of words to teach, the issue of how deeply words should be taught has become one of the hotly debated issues in recent decades. Qian (1999) put forward that in addition to breadth of vocabulary, there should be another dimension of vocabulary teaching, and he coined the term “depth of vocabulary” to refer to that dimension, which could involve such components as pronunciation, spelling, meaning, register, frequency, and morphological, syntactic, and collocational properties, each interacting with the others so that the best comprehension can be achieved. Qian (2002) states that vocabulary items are acquired in an incremental manner, which refers to the fact that the earlier an item is learned, the deeper the learner knows this word. Even though Qian (2002) does not rule out the importance of the number of words a learner knows, he stresses the importance of depth of vocabulary in guessing the meaning of unknown words in a text, thereby rendering the text more comprehensible. A lot of studies can be found in literature regarding the relationship between breadth of vocabulary and size and vocabulary, and their effects on reading performance. The present study also sets out to find the relationship between the size of vocabulary and depth of vocabulary besides the effects of those two notions on EFL students’ reading performance. This study is innovative in

that it aims to come up with a clear understanding of which one of those

## TEACHING VOCABULARY

Learning English without vocabulary is almost impossible; even in the daily communication between human beings is based on mastery of words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walter & J, 2004). Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. The problems of teaching vocabulary faced by the teacher is how to make the students understand about vocabulary material they are teaching. To gain in it is not easy even the teacher should make extra preparation with appropriate and up-to-date technique which will make the students enthusiastic and easy to understand it.

Because of this condition so many teachers still confused to decide the best teaching strategy for teaching vocabulary. This condition happens because every strategy has its strength and weaknesses. Yet one of innovative strategy in teaching vocabulary is called “The Ripple Effect.” This method has been successfully implemented after Mu Fengying of China has conducted his research.

Base on Sweetser (1990) in (Anuthama, 2010) The Ripple Effect is based on polysemy. It usually has a core meaning and all the other meanings come from it by means of a metaphor. The word-meaning expansion works like a ripple, which

starts from a centre and extends outward. The centre or the core may denote a physical entity in the material world with a clear focus. This is extended to refer to other physical entities which it resembles. Finally, its meaning may be broadened to abstract ideas by a metaphor.

English word usually have more than one meanings and they usually have relationship each other. The Ripple Effect uses the core meaning of a word and develop or expand it. This can be seen from the following example the core meaning of “green” which is the colour of growing grass. This meaning expands to describe anything which has that colour such as “greens,” “greenery,” “greenfly,” “green signal” etc. It further expands to abstract ideas like the ones associated with “greenhouse,” “green revolution,” “greenbelt,” etc. (Anuthama, 2010).

### **THEORY OF READING**

Reading is an activity to understand, analyze, and interpret conducted by the reader to get a message delivered by the author in writing media. Reading activities include reading aloud and reading silently. Reading aloud is the reading that is done by reading out loudly in public. While the activities of silent reading is reading carefully done to understand the intent or purpose of the author in the written media. The process of reading aloud is often used by someone to deliver ideas against others by reading the existing text. Reading with this method is done in the form of story telling, speeches, sermons, debates, discussions, interviews, and all the activities that deal about delivery in

public. Silent reading is reading carefully done to understand the intent or purpose of the author in the written media. Reading silently covers two aspects, namely the extensive reading and intensive reading. Extensive reading is the initial stage where the reader is required to be surveyed or assess reading at first glance like any superficial reading. While intensive reading an advanced stage to be able to understand the content and understand the context in which the language used in writing. Most activities are mostly done reading from paper. Stone or chalk on a blackboard can also be read. Computer display can also be read. Reading is an activity undertaken by a person in how to search for a text or reading whether sourced from non-electronic and electronic media. The function of reading is depends on who is doing it. For the student generally reading purpose is to gain a deeper understanding (greater understanding). For some people reading function to get information up-to-date and for some others reading is done for personal enjoyment or hobbies. In a simple sense of reading is to recognize letters and a collection of letters that have a particular meaning which express ideas in writing or printed.

Anderson et al. (1985) in (Sabouri, 2016) defined reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information. According to Wixson, Peters, Weber, and Roeber (1987), reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the

text information; and (c) the reading context. Grabe (1991 as cited in Alyousef 2005) defined reading as an interactive process between readers and texts that result in reading fluency. Readers interact with texts as they try to extract meaning and there are different types of knowledge: linguistic or systemic knowledge (bottom-up processing) and schematic knowledge (top-down processing). Pourhosein Gilakjani and Ahmadi (2011) stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive.

There are several types of reading that can be done by someone. In terms of the sound or not sound reader, the reading process is divided into reading aloud and reading silently. Tarin (2008: 23), reading aloud is an activity which is a tool for teachers, students, or any reader together with others or listeners to capture and understand information, thoughts, and feelings of the author. Silent reading is read along silently. Furthermore, it is said that reading in the liver can be divided into two, namely (1) reading extensively and (2) intensive reading. Both types are reading this, have separate sections. The division is as follows. a. Extensive reading is to read as much as possible the text reading in the shortest possible time (Tarin, 2008: 32). Objective reading extensively to understand the important content quickly efficiently. Extensive reading include, (1) read the survey (survey reading), (2) skimming (skimming), and (3) read shallow (superficial reading).

b. Intensive reading (intensive reading) covers, read and study the contents of the

study of language. Read the review of the content consists of, (1) read carefully, (2) reading comprehension, (3) critical reading, and (4) read ideas (Tarin, 2008: 40).

There are some previous researches such as The effect of vocabulary size and vocabulary depth on reading in EFL context written by Yusuf Sena and Mesut Kulelia The aim of this study is to determine the effects of vocabulary size and vocabulary depth on reading performance in EFL context. To this end, Vocabulary Size Test by Nation and Beglar (2007), Words Associate Test by Read (1998), and a reading performance test, the reliability of which was found to be .81 were administered to 361 university students. In the analysis of the data, linear regression and Pearson correlation statistics were used. The results showed that vocabulary size and vocabulary depth were both significantly correlated to reading performance, but vocabulary depth predicted reading performance better (Kuleli, 2015).

## **METHOD OF COLLECTING DATA**

This research uses interdisciplinair in analyzing influential factors. This research uses quantitative method with the characteristics of collected data are in the form of numbers. Quatitative research takes distance between the researcher and the object of the research. This research uses formal, standard and measurable instrument. This research will measure the



influence of vocabulary mastery of non English university students in Batam.

### **VARIABLES OF THE RESEARCH**

Variables relationship in this research is causal, namely cause and effect characteristic. There is an independent and dependent variables. Independent variable (the variable which influences) in this research is vocabulary mastery ( $X_1$ ), while dependent variable (variable which is influenced) is reading comprehension skill ( $Y_1$ )

### **LOCATION OF THE RESEARCH**

This research is conducted in several universities in Batam island. University of Kepulauan Riau, Putera Batam University and Stikes Awalbros. The location selection is based on some considerations (1) All of them are the major university in Batam island. (2) The accreditation of them are various from A to C.

### **POPULATION AND SAMPLINGS**

Population of this research are all university students from non English department, They are as Student form UNRIKA in Teacher Training and Education at non English Department, Putera Batam University also at Business and Management major and Sikes Awalbros at nursing and Midwifery majors. They are about 220 respondents. Sample is part of total characteristics of the population in research.

### **METHOD OF COLLECTING DATA**

The data of this research is collected by distributing instrument of the research namely pre-test and post test questions lists for respondents. The instrument of this research is question sheet which has been designed for the purpose of the research.

Method in collecting the data is conducted by first the researcher distributes pre test without any explanation of vocabulary. After the students finish the test, they will be graded as pre test data. Within a week, the researcher distribute post test but with the same difficulties. Yet, before this test, the researcher gives explanation about vocabulary of the reading passage. After the students do the test, they will be graded and the result become post test data.

After all data collected, then they are compared to get the description about how significance the influence of vocabulary mastery on the reading skill for university students in Batam island. And also to know how big the grade increase if vocabulary explained.

### **TECHNIQUE OF ANALYSING DATA**

In this research, technique of data analysis which are applied as follow:

#### **a. Hypothesis Test**

Hypothesis of this research is to prove if vocabulary mastery has positive and significant influence on reading comprehension skill

**b. Paired T-Test**

This tes is to compare the grade of the students in pretest and post test. It is usefull for determining if there is a difference change in the mean score between measurement time.

**c. Significance Test**

This test is to know the significance influence of variable X (Vocabulary Mastery) on Y (Reading comprehension skill)

Hyphotesis from this research

Ho : there is no change between posttest and pretest grades

Ha : There is a difference between median of posttest and pretest grades  
 Before assigning the test, the process of validation is done by experts— validator of writing skill and validator of class participation—to know whether the instrument is valid or not.

**ANALYSING DATA**

**Table 4.1** Student Grade on Reading comprehension

NO	GRADE		NO	GRADE		No	GRADE	
	Pre-Test	Post-Test		Pre-Test	Post-Test		Pre-Test	Post-Test
1	60	65	75	60	60	148	75	85
2	60	65	76	50	70	149	85	90
3	70	75	77	75	85	150	50	50
4	80	85	78	75	80	151	70	75
5	80	90	79	60	75	152	70	80
6	75	85	80	75	85	153	55	65
7	75	80	81	50	60	154	75	85
8	75	85	82	75	95	155	75	80
9	50	55	83	50	55	156	80	90
10	50	50	84	70	75	157	85	95
11	50	65	85	50	55	158	80	95
12	85	95	86	55	60	159	55	60
13	80	85	87	60	65	160	85	95
14	75	75	88	65	75	161	50	55
15	65	75	89	75	85	162	60	75
16	65	80	90	55	65	163	75	85
17	60	70	91	55	60	164	70	75
18	55	65	92	70	80	165	75	90
19	75	75	93	75	80	166	60	70
20	60	75	94	50	55	167	65	70
21	65	75	95	50	50	168	70	75
22	55	55	96	60	75	169	75	85
23	50	60	97	60	75	170	60	65
24	75	90	98	60	70	171	65	80
25	85	90	99	55	55	172	80	90
26	60	70	100	55	65	173	75	85
27	60	60	101	75	90	174	80	85
28	60	65	102	75	80	175	60	65

29	75	80	103	75	75	176	70	75
30	75	85	104	70	80	177	80	85
31	60	60	105	75	85	178	80	90
32	65	70	106	85	95	179	75	85
33	70	75	107	85	95	180	75	80
34	70	80	108	60	65	181	75	85
35	50	50	109	40	40	182	50	55
36	85	95	110	55	65	183	50	50
37	60	60	111	70	75	184	50	65
38	85	95	112	75	80	185	85	95
39	50	55	113	80	90	186	80	85
40	60	75	114	65	75	187	75	75
41	75	85	115	60	65	188	65	75
42	75	75	116	70	85	189	65	80
43	75	90	117	70	75	190	60	70
44	60	65	118	70	80	191	55	65
45	65	70	119	50	55	192	75	75
46	70	75	120	80	90	193	60	75
47	75	90	121	55	55	194	65	75
48	60	65	122	55	65	195	55	55
49	70	80	123	65	70	196	50	60
50	80	90	124	65	70	197	75	90
51	75	80	125	65	65	198	85	90
52	80	85	126	70	80	199	60	70
53	50	50	127	55	60	200	60	60
54	50	60	128	80	90	201	60	65
55	50	65	129	75	85	202	75	80
56	65	80	130	75	80	203	75	85
57	65	70	131	50	55	204	60	60
58	70	85	132	75	80	205	65	70
59	70	75	133	80	85	206	70	75
60	75	85	134	55	75	207	70	80
61	60	60	135	65	70	208	50	50
62	60	75	136	65	70	209	85	95
63	60	60	137	65	75	210	60	60
64	65	75	138	75	85	211	85	95
65	80	90	139	80	85	212	50	55
66	80	85	140	80	90	213	60	75
67	65	65	141	75	75	214	75	85
68	70	80	142	75	85	215	75	75
69	80	90	143	50	50	216	75	90
70	55	60	144	75	80	217	60	65
71	80	90	145	75	80	218	65	70
72	80	85	146	55	60	219	70	75
73	55	65	147	60	80	220	75	90
74	60	70						

From the data above, the researcher conducted Smirnov test to know whether the data is normal or not. The

result of the test can be seen in the following table

**Table 4.2 Smirnov Test**

**One-Sample Kolmogorov-Smirnov Test**

		Pre	Post
N		220	220
Normal Parameters <sup>a,b</sup>	Mean	66.8636	74.4773
	Std. Deviation	10.55231	12.13788
Most Extreme Differences	Absolute	.157	.121
	Positive	.124	.087
	Negative	-.157	-.121
Kolmogorov-Smirnov Z		2.328	1.789
Asymp. Sig. (2-tailed)		.000	.003

a. Test distribution is Normal.

b. Calculated from data.

From N sample data above is 220 respondents for both pretest and post test. The mean of the Pretest is 65.65 while the mean of post test is 72.50 with the standard of defiation 99.896 for pretest and 12.50 for post test. The data is normal because the Kolmogorov Score is less than table value

**Table 4.3 Pired T-test**

**Paired Samples Statistics**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre	66.8636	220	10.55231	.71144
	post	74.4773	220	12.13788	.81834

From above table can be seen the for N sample of 220, the mean of pretest of 66.86 has increased by 74.4773 with error mean .71144 for pretest and .81834 for post test

**Table 4.4** Correlation Table

**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 pre & post	220	.935	.000

Correlation: Value of corelation of the two variables. The correlation is 0.935 means there is a strong and positive correlation.

Sig.: Significance degree: 0.138 means significance at level 218 Df: degree of freedom : for analysis of T Paired always N- 1. Where N is total number if sample.

**Table 4.5** Paired Sample Test

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre - post	-7.61364	4.36474	.29427	-8.19360	-7.03367	-25.873	219	.000

Hypothesis of the research is whether

Ho : There is no difference of median value of the pre test and post test

H1 : There is difference value of median between pretest and post test

T Count 25.873 compared to T table df 219 (1.6449)

If T count > than T table it is significant

**CONCLUSION**

After conducting this research, it can be concluded that the influence of vocabulary mastery on reading comprehension skill is significant because reading comprehension skill depends on how much vocabulary the learner master. The more vocabulary the student knows, the easier for them o understand English passage.

**BIBLIOGRAPHY**

- Ahmadi Mohammad Reza. (2012). Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy. *Macrothing Institute International Journal of Learning & Development*, Vol 2(No. 6), 186–201.
- Alderson, C. (2000). *Assessing*

- reading*. Cambridge: Cambridge University Press.
- Alqahtami, M. (2015). The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*, III(3), 21–31.
- Anjomshoa Leila and MostafaZamanian. (2014). The Effect of Vocabulary Knowledge on Reading Comprehension of Iranian EFL Learners in Kerman Azad University. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(5), 90–95.
- Anuthama, B. (2010). Strategies for Teaching Vocabulary. *Journal of NELTA*, 15(1), 10–15.
- Gu, Y. (2003). Fine brush and freehand: The vocabulary learning art of two successful Chinese EFL learners. *TESOL Quarterly*, 37, 73-104., 37(73), 104.
- Kuleli, M. (2015). The effect of vocabulary size and vocabulary depth on reading in EFL context, 199, 555–562. <https://doi.org/10.1016/j.sbspro.2015.07.546>
- Laufer B. (2003). Vocabulary acquisition in a second language: Do learners really acquire more vocabulary by reading? Some empirical evidence. *Applied Linguistics*, 19, 255–271.
- Lervåg, A., & Aukrust, V. G. (2010). Vocabulary knowledge is a critical determinant of the difference in reading comprehension growth between first and second language learners. *Journal of Child Psychology and Psychiatry*, 51(5), 612-620, 51(5), 612–616.
- Nation, I. S. P. (2011). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Palincsar, A. S., & Brown, A. L. (1985). *Activities to promote* New York.
- Qian, D. (2002). *Investigating the relationship between vocabulary knowledge and academic reading Performance* (No. 52).
- Read, J. (2000). *Assessing vocabulary*. Cambridge: Cambridge University Press.
- Sabouri, N. B. (2016). How Can Students Improve Their Reading Comprehension Skill? *Journal of Studies in Education*, 6(2), 229–240.
- Schmitt N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.
- Sidek, H. M., & Rahim, H. A. (2015). The Role of Vocabulary Knowledge in Reading Comprehension: A Cross-Linguistic Study. *Procedia - Social and Behavioral Sciences*, 197(February), 50–56. <https://doi.org/10.1016/j.sbspro.2015.07.046>
- Tuğçe Köse, E. Çimen and, & Mede,

E. (2016). Perception of EFL Learner about Using an Online Tool for Vocabulary Learning in EFL Classroom: A Pilot Project in Turkey. *Procedia - Social and Behavioral Sciences*, 232, 362–372. <https://doi.org/10.1016/j.sbspro.2016.10.051>

Walter, & J. (2004). “Teaching the use of context to infer meaning: A longitudinal survey of L1 and L2 vocabulary research.” *Language Teaching*, 37(4), 243–252.

Zhang, L. J., & Anual, S. B. (2008). The role of vocabulary in reading comprehension: The case of secondary school students learning English in Singapore. *RELC Journal*, 39(1), 51–76.