

The Correlation between Vocabulary Size and the Three Levels of Reading Comprehension

A THESIS



By
Cinthia Astan
8212712015

ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2014

The Correlation between Vocabulary Size
and the Three Levels of Reading Comprehension

A THESIS

Presented to Widya Mandala Catholic University
Surabaya in partial fulfillment of the requirement
for the Degree of
Master in Teaching English as a Foreign Language

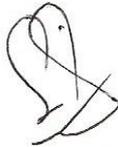


By
Cinthia Astan
8212712015

ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2014

Advisor's Approval

This thesis entitled The Correlation between Vocabulary Size and the Three Levels of Reading Comprehension prepared and submitted by Cinthia Astan (8212712015) has been approved to be examined by the Thesis Board of Examiners.



Dr. M.N. Siti Mina Tamah

Thesis Advisor

Thesis Examination Board's Approval

This thesis entitled The Correlation between Vocabulary Size and the Three Levels of Reading Comprehension prepared and submitted by Cinthia Astan (8212712015) has been approved and examined by the Thesis Board of Examiners.



Prof. Dr. Wuri Soedjatmiko

Chair



Dr. M.N. Siti Mina Tamah

Secretary



Dr. Hendra Tedjasuksmana, M.Hum

Member



Prof. Anita Lie, Ed.D

Director

Statement of Authenticity

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, 22 September 2014



Cinthia Astan

8212712015

Acknowledgements

I would like to thank Almighty God for His endless blessings and enlightenment that eventually I am able to accomplish this thesis. Confidence and desperation, headway and obstacle, rise and fall inevitably occur, yet, I have been able to endure all positively by His grace.

My special profound appreciation is addressed to Dr. M.N. Siti Mina Tamah. I am earnestly thankful to have her as my adviser. She is very superb, comprehensive and supportive. Without her guidance and persistent help, the accomplishment of this thesis would not have been possible.

I also would like to thank Prof. Dr. Wuri Soedjatmiko and Dr. Hendra Tedjasuksmana, M. Hum for their valuable commentary during my thesis examination. In addition, I would like to thank Prof. Anita Lie, Ed. D, Dr. Ignatius Harjanto, Dra. Ruruh Mindari, M. Pd, and Dr. D. Wagiman Adi Sutrisno, M. A. for supporting me with permission and assistance in the data collection of the thesis.

Finally, I would like to deliver my deepest gratitude to my beloved parents for their persevering prayer despite of being miles away. Because of them, my motivation and confidence to accomplish this thesis are preserved.

Abstract

The present study explored the correlation between vocabulary size and the three levels of reading comprehension namely literal, inferential, and critical reading comprehension. The main intention was to discover what the correlation was between vocabulary size and literal reading comprehension, inferential reading comprehension, and critical reading comprehension in terms of direction and magnitude. The subjects were 30 students of English Department at a university in Surabaya. A Vocabulary Size Test and a Reading Comprehension Test were administered to measure the subjects' vocabulary size and reading comprehension performance. The findings revealed that vocabulary size was positively, strongly, and significantly correlated to literal reading comprehension, inferential reading comprehension and critical reading comprehension.

KEYWORDS: correlation, vocabulary size, literal reading comprehension, inferential reading comprehension, critical reading comprehension

Table of Content

Acknowledgements	i
Abstract	ii
Table of Content	iii
List of Tables	vi
Chapter 1 Introduction	1
Background of the Study	1
The Research Questions	6
The Purpose of the Study	7
Theoretical Framework	7
Definition of Key Terms	10
Significance of the Study	11
Assumption	11
Delimitation and Limitation	12
Chapter 2 Review of Related Literature	13
Vocabulary Size	13
Vocabulary Threshold for Reading Comprehension	18
Reading Comprehension	20
Vocabulary Size and Reading Comprehension	23
Previous Studies on Vocabulary Size and Reading Comprehension	28
Hypotheses	29

Chapter 3 Research Method	31
Research Design	31
Population and Sample	32
Variables	33
Instruments	34
Data Collection Procedure	51
Data Analysis Procedure	51
Results and Discussion	55
Vocabulary Size of the Research Subjects	57
Reading Comprehension Scores of the Research Subjects	59
Correlation between Vocabulary Size and the Three Levels of Reading Comprehension	62
Discussion of the Findings	68
Chapter 5 Conclusion and Suggestion	74
Conclusion	74
Suggestion	77
References	78
Appendices	83
Appendix 1: Vocabulary Size Test	83
Appendix 2: Reading Comprehension Test	118

Appendix 3: Reading Comprehension Scores of Try-out Subjects and Research Subjects.....	151
Appendix 4: Reliability Calculation of Reading Comprehension Test (for the Try out)...	152
Appendix 5: Item Discrimination of Reading Comprehension Test (for the Try out)...	153
Appendix 6: Item Facility Calculation of Reading Comprehension Test (for the Try out)...	155
Appendix 7: Vocabulary Size of the Research Subjects	157
Appendix 8: Reading Comprehension Scores of the Research Subjects	159
Appendix 9: Critical Values of Pearson Correlation Coefficient	160

List of Tables

- Table 2.1 The Number of Types (Family Members) in Each of the Twenty-five 1,000 Word
- Table 2.2 Family Lists in British National Corpus High-frequency, Mid-frequency, and Low-frequency Vocabulary in British National Corpus
- Table 2.3 English Vocabulary Size of Foreign Learners
- Table 2.4 Vocabulary Size Needed to Get 98% Coverage (including proper nouns) of Various Kinds of Texts
- Table 2.5 Distribution of High, Mid, and Low-Frequency Word Families in a Variety of Genres
- Table 2.6 Statistical Hypotheses of the Research
- Table 3.1 ANOVA Test for Equal Variances of Try-out Subjects and the Research Subjects (N= 46)
- Table 3.2 Vocabulary Profile of Reading Passage *Solving Crimes with Modern Technology*
- Table 3.3 The Specification of Reading Comprehension Test (for the Try out)
- Table 3.4 The Specification of Reading Comprehension Test (Research Instrument)

- Table 3.5 Time Allocation of the Reading Comprehension Test
- Table 3.6 Scoring of Reading Comprehension Test (Research Instrument)
- Table 3.7 Correlation Coefficient Strength of Relationship
- Table 4.1 Vocabulary Size of the Research Subjects (N= 30)
- Table 4.2 Scores of Overall Reading Comprehension of the Research Subjects (N= 30)
- Table 4.3 Scores of the Three Levels of Reading Comprehension of the Research Subjects (N= 30)
- Table 4.4 Correlation between Vocabulary Size and the Three Levels of Reading Comprehension (N=30)
- Table 4.5 Correlation between Vocabulary Size and Overall Reading Comprehension (N=30)