

**THE CORRELATION BETWEEN STUDENTS' VOCABULARY
MASTERY AND THEIR READING COMPREHENSION IN
LEARNING ENGLISH OF THE ELEVENTH GRADE
STUDENTS OF SMA N 11 JAMBI**

A THESIS

Submitted as a Partial Fulfillment of the Requirements for Degree of Sarjana
Pendidikan in English Education



Fitri Desriani

NIM : 2000888203003

**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES
UNIVERSITY OF BATANGHARI
JAMBI
2025**

APPROVAL

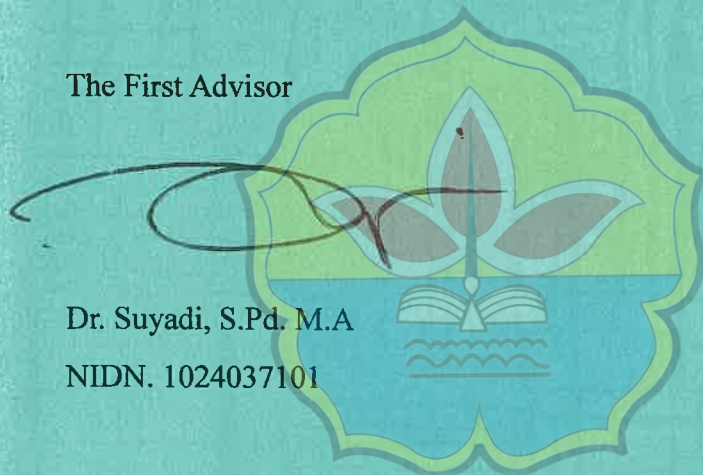
This thesis entitled “ *The Correlation Between Students’ Vocabulary Mastery and their Reading Comprehension in Learning English of The Eleventh Grade Students of SMA N 11 Jambi*”, is written by:

Name : Fitri Desriani
Student Number : 2000888203003
Study program : English Education
Faculty : Teachers Training and Education

Has been corrected and approved to be examined in front of th Team of Examiners.

Jambi, March 2025

The First Advisor



Dr. Suyadi, S.Pd. M.A
NIDN. 1024037101

The Second Advisor

A handwritten signature in black ink.

Siti Aisyah, M.Pd
NIDN. 1026059201

Approved By:

The Head of English
Language Education

A large, stylized signature in black ink, identical to the one above.

Dr. Suyadi, S.Pd. M.A
NIDN. 1024037101

The Dean of Teacher Training and
Educational Sciences



Dr. H. Abdoel Gafar, S.Pd., M.Pd
NIDN. 1021036502

LETTER OF RATIFICATION

Name : Fitri Desriani
Students Number : 2000888203003

This thesis entitled “ *The Correlation Between Students’ Vocabulary Mastery and their Reading Comprehension in Learning English of The Eleventh Grade Students of SMA N 11 Jambi*”, has defended in front of the Team of Examiners.

Team of Examiners

Names	Positions
1. Dr. Suyadi, S.Pd. M.A	()
2. Siti Aisyah, M.Pd	()
3. Dr. Yanti Ismiyati, S.Pd. M.Pd	()
4. Efa Silfia, S.Pd. M.Pd	()

Ratified By:

The Head of English
Language Education



Dr. Suyadi, S.Pd. M.A
NIDN. 1024037101

The Dean of Teacher Training
and Educational Sciences



Dr. H. Abdoel Gafar, S.Pd., M.Pd
NIDN. 1021036502

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that the thesis by entitled "*The Correlation Between Students' Vocabulary Mastery and their Reading Comprehension in Learning English of The Eleventh Grade Students of SMA N 11 Jambi*", does not contain the works of parts of other people, except those cited in the quotations and references, as a scientific paper should.

Jambi, March 2025

The Researcher



Fitri Desriani

MOTTO

"Innovation is the path to a better future."

Steve Jobs

"There are no shortcuts to real success."

John Wooden



DEDICATION

I dedicated my undergraduate thesis to me, my family and my best friend.

This research is made for my self in the field of education and also for my parents, Eri and Eni. Words cannot express how grateful I am for your never-ending love, thank you for raising me with such patience and thank you for all the hard work you put in for me. I'm extremely happy and I will remember it for the rest of my life.

I also made this research to my best friend, Camila and Alifa you will always have a special place in my heart. Thanks for accompanying me with your support when I made this thesis.



ABSTRACT

Desriani, F. (2025). *The correlation between students' vocabulary mastery and their reading comprehension in learning english of the elevent grade students of SMA N 11 Jambi City*. Thesis. English Language Education Program. Faculty of Teacher Treaining and Educational Sciences. University of Batanghari Jambi. First Advisor: Dr. Suyadi S.Pd M.A. Second Advisor: Siti Aisyah, M.Pd.

One of the important abilities in learning English is reading. Reading comprehension is a fundamental skill in education, crucial for understanding and interpreting text across subjects. On this research, the researcher wants to find out whether there is correlation between students vocabulary mastery and their reading comprehension in learning English, especially at SMA N 11 Jambi. This research investigates the relationship between vocabulary mastery and reading comprehension abilities among students at SMA 11 Jambi City. This research used Quantitative Method and using Pearson Correlation Coefficient as data analysis result. The population in this research is all of eleventh grade students at SMA N 11 Jambi City and took 35 students as sample on this research. The technique that used in this research to collect the data was distributed the test about vocabulary and reading. From the research results, the researcher found that there was a correlation between the two variables and reached 0.892. According to the Pearson Correlation Coefficient guidelines, these results prove that the correlation between the two variables is a strong positive correlation. The conclusion that can be drawn from this study is that vocabulary has a very strong correlation with reading. Not only with reading, but with vocabulary, students can also master 3 other skills in learning English, namely speaking, listening, and writing.

ACKNOWLEDGE

Alhamdulillah, in the name of Allah S.W.T. all praises belongs to Allah S.W.T. The creator of this world, The Most Generous, The Most Merciful, who has given abundant grace, guidance and mercies so that the researcher can be able to finish this research. Peace and blessings be upon our Prophet Muhammad S.A.W who has brought us from the dark ages into the light ages that full of technology as we enjoy today.

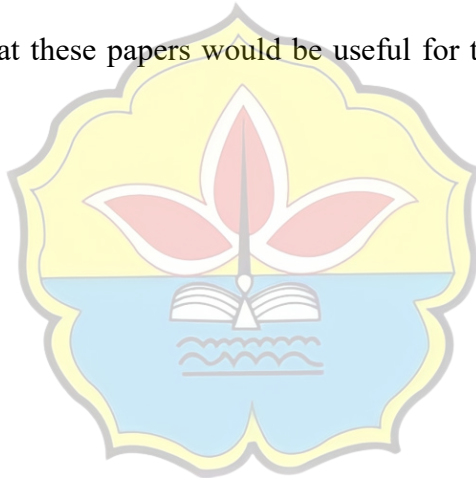
The researcher would like to give her deepest gratitude to her parents, Ery Muchsin and Eni Erita for always supporting, helping, loving and be patience with her. Because of their support the researcher becomes motivated to finish this research.

The researcher would also like to extend her sincere thanks and appreciation to:

1. Afdalisama, SH., M.Pd. as the Rector of Batanghari University
2. Dr. H. Abdoel Gafar, S.Pd., M.Pd as the Dean of the Faculty of Teacher Training and Educational Sciences at University of Batanghari.
3. Dr. Suyadi, S.Pd., M.A as the head of English language Education and the first advisor who consistently provided advice, support, and guidance in writing this thesis.
4. Siti Aisyah, M.Pd as the second advisor who consistently motivated and guided me throughtout.
5. All of the lecturers of English Language Education of the Faculty of Teacher Training and Education at University of Batanghari Jambi who have given the knowledge, advice and motivation.
6. Vika Octary, S.Kom who always helping me and always be support system sister for the researcher

7. Camila Aulia Rahma and Nur Alifa Zulaikha who always supporting and helping the researcher from the start of the research until making this research.

The researcher also does not forget to give his biggest thanks to all those people whose names cannot be written down one by one, who have given the researcher support, reminder and motivation either mentally or physically. This researcher entitled” The correlation between students’ vocabulary mastery and their reading comprehension in learning English of the eleventh grade students of SMA N 11 Jambi City” is complete. The researcher hope that these papers would be useful for the teachers or soon-to-be teachers.



Jambi, Januari 31st 2025

Researcher,

Fitri Desriani

NIM : 2000888203003

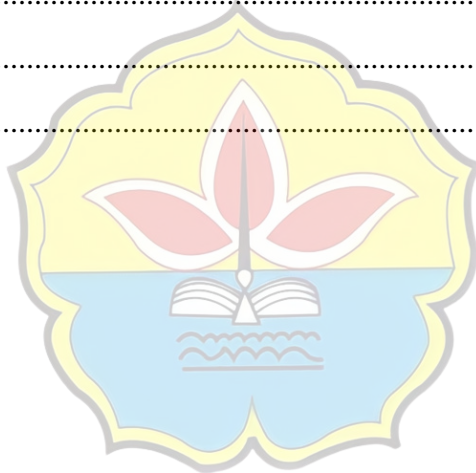
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CHAPTER I

INTRODUCTION

In this chapter, the researcher explained about the research's background, identification of problem, limitation of problem and purpose, as well as key terms of the research.

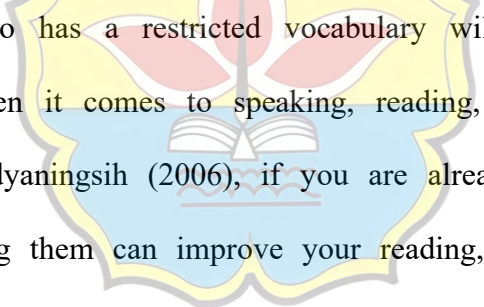
1.1 Background

Learning a foreign language is one of the best first steps to communicating with others internationally. English subject in Indonesian schools were designed to help students improve their oral and writing communication skill. Recognizing the importance of English in this globalized period in order to improve the four language abilities of reading, speaking, writing, and listening. However, it cannot be denied that the students' English evaluation results did not satisfy both the teacher and the students themselves. Some experts have attempted to identify the elements that contributed to the student evaluation's poor performance.

One of the important abilities in learning English is reading. Reading comprehension is a fundamental skill in education, crucial for understanding and interpreting text across subjects. One of the key factors influencing reading comprehension is vocabulary knowledge. Vocabulary, defined as the collection of words known and used by individuals, plays a significant role in how well students understand and engage with written material.

As stated by Laddoo (2007), reading forces the reader's brain cells to work on a regular basis as this will keep the reader sharper and smarter. Even though

some information can be obtained without reading, for example by listening to teacher, seminar, radio, television etc, but by reading someone may get wider information than listening. For example, someone who reads a newspaper will get more information than someone who watches news on television. A reader can read the text again when he/she forgets or tries to get detailed information, while a listener cannot. This is supported by Willis (2008) who states that by reading, someone can find the information he/she needs with specific information. In order to gain specific information, students at school should be taught how to read effectively and efficiently, such as making prediction about what will happen (Klingner, Vaughn and Boardman, 2007).



Students who has a restricted vocabulary will also have a limited understanding when it comes to speaking, reading, listening, and writing. According to Widyaningsih (2006), if you are already interested in words (vocabulary), using them can improve your reading, writing, speaking, and thinking. The correlation between a students vocabulary competency and their ability to interpret written texts has long been a topic of discussion in the educational industry. Understanding this relationship is critical for educators and curriculum designers who want to create successful techniques for improving students' language skills.

A vocabulary is frequently seen as a strong foundation for language competency since it allows people to convey their thoughts and ideas more precisely and absorb complex texts more easily. In contrast, a vocabulary might impede comprehension and intellectual growth. Reading comprehension, on the

other hand, refers to the capacity to extract meaning from written material. It involves a combination of skills such as decoding words, understanding sentence structures, and making inferences based on context. Proficiency in reading comprehension is not only integral for academic success but also for critical thinking, information processing, and overall cognitive development.

Reading Comprehension is influenced by several factors. According to Smith (2008) Adept at comprehending a text can be impacted by fluent and accurate word reading skills, oral language skills (vocabulary and linguistic comprehension), level of factual and conceptual knowledge, skills and cognitive strategies that aim to improve comprehension, motivation to understand and interest in assignment and material. In addition, vocabulary mastery is also one of the factors that can influence students' reading comprehension. Vocabulary is the only component in speaking and reading Schmitt (1997). It means vocabulary is an important component to improve the use of language in speaking and reading. Vocabulary mastery can help students understand what they are reading because if students have a lot of vocabulary knowledge, it will certainly be easy for students to understand the meaning of the text that they are reading.

Reading comprehension and vocabulary mastery have a strong relationship. It is in line with Sedita (2005) who states that vocabulary knowledge is crucial in reading comprehension and determining how well students are in comprehending the texts. Other studies, on the other hand, contend that, while vocabulary is definitely crucial, other elements like as understanding tactics and previous knowledge may also play important roles. Furthermore, the effect of vocabulary

education approaches on reading comprehension should be investigated. The strength of the association between vocabulary mastery and reading comprehension may be influenced by pedagogical approaches such as explicit vocabulary training, contextual learning, and immersive language experiences.

It is essential for educators to understand the complex relationship between reading comprehension and vocabulary knowledge in order to offer targeted interventions for difficult students. Furthermore, the knowledge gained from this research can be applied to curriculum design, instructional methodologies, and assessment techniques, which will ultimately improve academic achievement and language learning for a variety of student populations. Consequently, a thorough analysis of this link has significance for the field of education in addition to being academically meaningful.

Based on the fact that vocabulary plays a role in reading, it was demonstrated that they have a close correlation. To obtain empirical data, the researcher will organize the test to demonstrate the impact of students' vocabulary mastery and reading comprehension ability in learning English. The researcher attempted to find out the answer to how the students vocabulary in learning English, how the students reading comprehension in learning English, and whether there is any correlation between the students vocabulary mastery and their reading comprehension in learning English at SMA N 11 Jambi City by obtaining grades.

1.2 Identification of The Problem

- 1) Students have limited vocabulary
- 2) Students have difficulties when reading in vocabulary.
- 3) Students do not understand the meaning of the text in English.
- 4) Students do not have interest in learning English due to lack of vocabulary.

1.3 Limitation of The Problem

In this study, the problem is on students' Vocabulary. Based on the background of the problem, this research focused on how researcher going to find out whether there is correlation between students' vocabulary and their reading comprehension in English like how it must be on eleventh grade students.

1.4 Formulation of The Problem

Based on the limitation of the problem above, the formula in this research is, "Is there any correlation between the students' vocabulary mastery and their reading comprehension ability in learning English at SMAN 11 Jambi City?".

1.5 Purpose of The Problem

Based on the formulation above, the purpose of this study is to find out whether there is a correlation between students' vocabulary mastery and reading comprehension abilities when learning English at SMAN 11 Jambi City.

1.6 Significance of The Research

- 1) Theoretically

The results of the research to find out the correlation between those variables. The findings showed that there was a strong correlation between students' vocabulary mastery and their reading comprehension.

2) Practically

The results of this research provide English teachers valuable advice on how to educate their students to improve their English words. However, for the students, the study results directly impact their ability to read and write in English as well as their exam performance.

3) For Teachers

The findings of the research provide understanding of correlation between students' vocabulary mastery and their reading comprehension. For instance, it is true that there is any correlation between students' vocabulary mastery and their reading comprehension.

4) Future Researcher

Writer hopes this research will aid future researchers who may have the same issue in a greater scope and larger samples that may be utilized as references for your study to bring some essential information or future references.

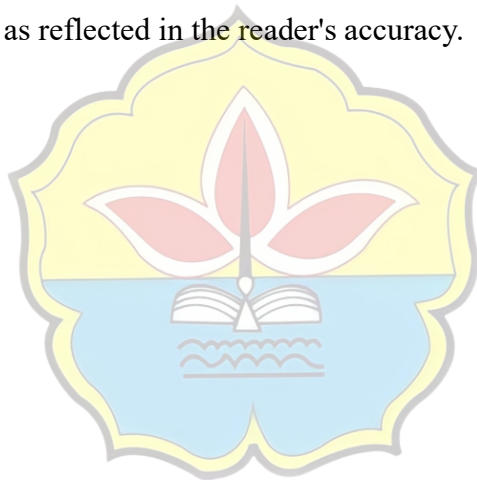
1.7 Definition of Key Terms

To straighten up any misunderstanding about the research's title, some terms—like reading and vocabulary—would be specified. The following terminology is used to make sure that readers understand the research and to reduce misunderstandings.

1. Vocabulary is an important aspect of language, as it appears in every language skill including listening, speaking, reading, and writing skills, (Wardani, 2015).

In addition, the skills required are matched with the way students read words in the form of questions and answers.

2. Mastery is a construct that cannot be observed directly but can be inferred from observable performance on a set of items or tasks related to a particular concept, skill, or subject. The Oxford English Dictionary defines mastery as a comprehensive knowledge or skill in a particular subject or activity.
3. Reading comprehension is a reading activity and such relies for its success upon the level of intelligence of the readers, his or her speed of thinking and ability detect relationship. According to William Grabe (2009), reading comprehension is critically dependent on the reader's fluency in identifying printed words, as reflected in the reader's accuracy.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter featured the specifics of previous research on reading comprehension, vocabulary mastery, and specific theories related to variables, conceptual frameworks, and hypothesis.

2.1 Theories of Reading Comprehension

Reading is one of the important language skills. By reading, people may get a lot of information. Reading makes someone smarter and creative. Reading regularly stimulates the reader's brain cells, according to Laddoo (2007), making them smarter and sharper. While there are ways to learn without reading, such as through listening to lectures, radio, television, and teacher explanations, reading can provide access to a greater amount of information than listening alone. For instance, reading a newspaper provide you with more information than watching the news on TV. Listeners cannot reread a text that they have read if they forget something or wish to review it in greater detail. Willis (2008) provides support for this by stating that specific information can be found through reading.

In relation to the definitions of reading, Edhita G. Simanjuntak (1989:14) defines that reading are the meaningful interpretation of printed or written verbal symbols. This is so as supported by Willis (2008) who states that by reading, someone can find the specific information he needs specific information. In the case of helping the students to understand the text without understanding all the vocabulary items available in the text is by finding key words.

Apriani (2011), states that comprehension is the process that lets readers create meaning while engaging with texts, or after doing so. This process involves a combination of the reader's relationship with the text, information in the text, past knowledge and experience, and immediate, remembered, or anticipated social interaction and communication.

According to (Nunan, 1999), analyzing is a brain that entails making sense of and deriving that means from printed words. It is a complicated motion that includes the perception and thinking of both the reader and the writer. According to Madox (1963) cited in Aprillia (2019) that reading is the most important single skill in study. It means, the curriculum indicated that the main focus is on reading ability, since it is assumed that the learning of reading in a second or foreign language is a main concern.

The definitions above indicate that comprehension is reached when readers successfully apply knowledge derived from a text and restructure it to become a new understanding for them. Day and Park (2005) also describe several types of comprehension, as follows:

1. Literal Comprehension

Literal comprehension occurs at the surface level when a reader/viewer acknowledges what they can see and hear. The details are stated and clear for anyone to identify. Literal comprehension is often referred to as 'on the page' or 'right there' comprehension. This is the simplest form of comprehension.

2. Inferential Comprehension

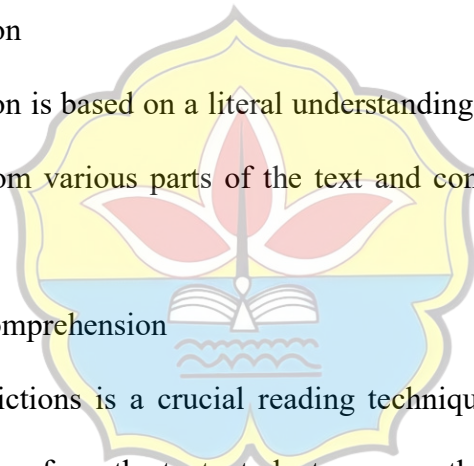
Inferential comprehension requires the reader/viewer to draw on their prior knowledge of a topic and identify relevant text clues (words, images, sounds) to make an inference. Inferential comprehension is often referred to as ‘between the lines’ or ‘think and search’ comprehension. This level of comprehension requires more skill but can be achieved by young children (van den Brock, Kindeou, Kremer, Lynch, Butler, White and Puzles Lorch, 2005).

3. Reorganization

Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding.

4. Predictive Comprehension

Making predictions is a crucial reading technique. Using titles, headings, images, and diagrams from the text, students can use this strategy to predict what will happen in the story (Bailey, 2015). Based on what they already know, students make predictions about what will happen next in the text. Students are encouraged to actively plan ahead and pose questions when they predict. Additionally, it enables students to engage with the text, draw connections between what they read, and comprehend the story more fully.



5. Evaluative Comprehension

In order to demonstrate evaluative comprehension, readers must think critically about the ideas presented in the text and consider their own opinions and beliefs. At this point, the reader must defend their beliefs, present evidence in support of a specific viewpoint, evaluate the content critically, and ascertain the author's stance. Often referred to as "beyond the text," evaluative comprehension involves "big picture" understanding. Frequently, there is an explanation for thinking a certain way rather than a right or wrong response.

6. Appreciative or personal comprehension

The appreciative level of comprehension is appropriate here as it requires reading beyond the lines and involves recognizing the author's philosophy and the purpose of the reading material. The philosophies are not explicitly stated, but are implicit in the text and involve an emotional response and reflection on the reading material. A reader who reaches an appreciative level of comprehension has carefully analyzed the context, fully understood the reading material's literal meaning, and is able to apply the concepts learned to situations that are similar to or occur in real life.

According to Caverly and Peterson (1996), readers must understand the key words in the text in order to comprehend it. This will enable readers to understand the meaning behind obscure words. However, according to McEntire (2003, p. 29), when students encounter unfamiliar words, they don't have to look up every word in the text; instead, they can frequently identify new words by using the context.

2.1.2 Aims of Reading

A person may read for many purposes and that purpose helps understand more what is read by people. If students was reading for pleasure or reading for pure recreation and enjoyment, they may read either quickly or slowly based on the way they likes or feels. But if the students was reading for study or information such news, science or some line, which were the part of his study or assignment it does very slowly and carefully and generally the aim of reading is to find some information from the text.

Reading's purpose is to help the learner understand the written language. In other words, how does the learner interpret the writer's symbols. The reader's main purpose is to uncover the author's intended message.

2.1.3 Kinds of Reading

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

a. **Silent Reading**

When we read books, newspapers, road signs, etc., we typically read them silently, which required us to pay attention to silence and understand what it means. We could increase our comprehension in silence by starting with short reading passages and asking questions about the next word.

b. **Reading Aloud**

Reading aloud was a completely different activity. Its purposes were not only to understand a text, but also to convey the information someone. Reading aloud

was very useful. Reading aloud was important thing to do in reading process where the students who know as the reader were required to read.

2.1.4 The Strategy Learning Reading Comprehension

Successful readers give a significant amount of time to their reading. As a result, a successful reader learns basic reading skills, in the following there are some skills that can be used in comprehending a text. According to Yaltes (1982) who stated that here were some points to keep in mind:

a. Skimming

Skimming allows readers to quickly get an understanding of a text and decide if it contains relevant information (Famelia et al., 2022). Skimming can also help readers get a key idea (Marliasari, 2017).

b. Scanning

Scanning allows readers to quickly locate a specific fact, date, name, or word in a text without having to read or understand the entire piece (Fauzi, 2018).

In this case, the readers may require that factor word later to respond to a question or to provide specific information.

c. Critical reading

Critical reading is defined as a thinking process that is enhanced by using more constructive language and clarifying concepts through discussion and questioning (Hafner, 1974). In contrast, Maker (1986) defines critical reading as making decisions about what we read and determining what is credible and what is not.

d. Extensive Reading

Extensive reading aims to improve comprehension and enjoyment of reading.

Teachers who encourage extensive reading often set up an open library in the classroom or school library where students can choose from a variety of materials. Teachers provided clear instructions and facilitated student interviews using prompts.

2.2 Theories of Vocabulary

The list of terms that a person knows and can use in a given language is referred to as their vocabulary. It refers to all of the words and phrases that an individual knows, recognizes, and can use effectively in both spoken and written communication. Effective communication, comprehension, and expression all depend on having a large enough vocabulary, which is a fundamental aspect of language ability. According to Alizadeh (2016) states that most of the people define a vocabulary as an knowledge of a phrase and which means of the phrase, or that the vocabulary is a set of words and their meanings organized in alphabetical order. Besides that, Furqon (2013) defined that gaining knowledge of vocabulary is not best spotting the phrases and its which means, but additionally knowledge the phrases' sound and how phrases used in sentence context.

Laufer (1997:54) states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language. According to Cameron (2001) described vocabulary as a list of phrases and words with definitions arranged alphabetically.

However, Linse (2006) claims that a person's vocabulary is the collection of terms that they are familiar with. On the other hand, Nation and Newton (1997) state that, vocabulary is the knowledge of words and the meaning of a phrase. In addition to knowing the words and meaning of a sentence, vocabulary also understands how the words are employed in the sentence and how the sentence sounds.

Which is defined by Hornby (2000) as all the words in a particular language or “A list or collection of words and phrases usually alphabetically arranged and explained or define” (Merriam, 2003), is one of most fundamental components of language. Without vocabulary mastery, nobody can communicate through language. To show the essence of vocabulary in a language, Hammer (2002) emphasized that, "without grammar very little can be conveyed, without vocabulary, nothing can be conveyed." In line with this, Napa (2005) stated that there is no language without using words.

Miller and Gildea (1987) assert that being able to recognize a word by sight and sound, as well as being able to recognize a word by sight and its dictionary definition, are not the same as being able to correctly use a word and knowing it as it is used in various contexts. Vocabulary is one component that is very important for communicating or learning English. According to David Wilkins (1972), learning vocabulary is very important, he said that without grammar there would be “very little” to say to others, while without vocabulary “nothing” would be said to others

According to Lehr (2004), vocabulary is the understanding of words and their meanings in both written and spoken language, as well as in both productive and

receptive forms. For someone learning a language, having a good understanding of vocabulary is needed for speaking, writing, listening, and reading. If a foreign language student has a good vocabulary, they will be able to write with ease, speak with accuracy and fluency, and understand what they read or hear. Above all, it is important for them to have the ability for using it correctly. In line with the above opinion, Suyadi (2024) states that without mastering vocabulary speaking ability of the senior high school students can be improved.

Learning a foreign language is typically easier for someone with a large vocabulary. A learner who studies a foreign language intensively needs to become familiar with its vocabulary.

Wallace (1982) mentions two importances of vocabulary:

- a. There are two types of language: written and spoken, and both depend on vocabulary for their functioning.
- b. One of the key components of language proficiency is vocabulary. In turn, vocabulary is not only necessary for introduction but also for production when learning English as a second language.

Furthermore, Lehr and Osborn (2001) explain two kinds of vocabulary description as follow:

First, words come in two forms, oral and print.

- a. Words that are recognized and used in speaking and listening are included in oral vocabulary.
- b. Words that are known and used in reading and writing are included in print vocabulary.

Second, word knowledge is composed of two forms, receptive and productive.

- a. Receptive vocabulary includes words that are recognized when we hear or see them. It is a way to comprehend passive vocabulary when reading and hearing.
- b. Productive Vocabulary is a word that we can recognize when we write or speak. It is an active skill that is applied to writing and speaking.

2.2.1 Teaching Vocabulary

There are various ways to define education. "Teaching is the process of giving someone knowledge that will cause his students to know or to be able to do something," according to Hornby. Furthermore, according to Newton, teaching is a skill that requires the ability to help students learn the target language competently in order for them to become in language and to communicate effectively. This ability is acquired through relevant theories and practice. Teaching is the process of imparting knowledge to someone or students in order to enable them to know or perform an action in the target language, as mentioned in the definition above.

Vocabulary has both print and speech forms. Beginning readers use their knowledge of the spoken form of a word to recognize the print version of that same word. Words are added to students' repertoire by both organically making inferences to create the meaning of new words and through instruction that teaches specific words and word-meaning strategies.

A strong vocabulary is vital to comprehension and enhances fluency. When students match text to words they have learned through listening and speaking, it becomes easier to read fluently; if a word they are reading is not in their spoken

lexicon, that word will interrupt their reading. That new word must be learned, in both form and meaning, before it can be added to their vocabulary.

Students should find vocabulary instruction engaging and entertaining. The goal is for students to find it easier to remember the new words. In this situation, English teachers should teach vocabulary to students using an effective teaching method. According to Richard, "learners frequently achieve less than their potential without an extensive vocabulary and strategies for acquiring new vocabulary."

According to Rubin "teachers also help awaken and advance their awareness in student by helping them acquire the tool in addition to the dictionary to expand their vocabulary". In order that the students can learn and acquire the new vocabulary items which later may be used in their communication, the teacher should present them in such a way that they can be easily understood by the learners.

Moreover, learners need to be taught strategies for inferring words from context as well as those which can help learners retain the meaning of words they have encountered. Once new words are introduced, students must be encouraged to use these words as often as possible. When they are encountered in print, the words should be noted and shared. The learning circle is closed when students recognize and discuss words in print that they had been introduced in class. In addition, Saleh states that "a new vocabulary items can be presented by means of props, reality, pictures, demonstration, known words (circumlocution), or translation."

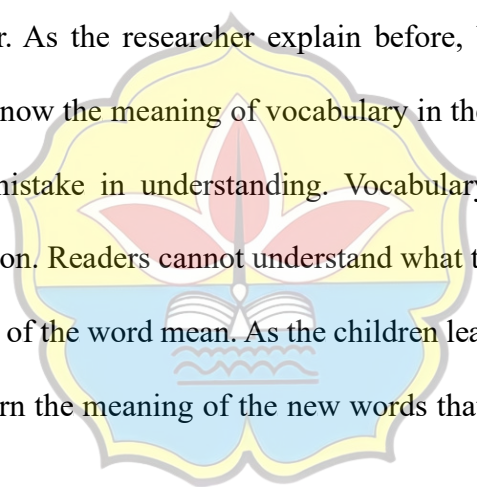
2.3 Correlation Between Reading Comprehension and Vocabulary Mastery

Many experts have discussed the relationship between reading comprehension and vocabulary mastery. According to Hirsch (2003), that knowing

at least 90% of the words in a text allows the reader to get the main idea from the reading and correctly guess what many unfamiliar words mean, which helps them learn new words.

Roehrig and Guo (2011) explain that vocabulary knowledge is the one of the major factors that influence reading comprehension. It was also supported by Sedita (2005) who stated that vocabulary knowledge is crucial in reading comprehension and determining how good the students were in comprehending the texts.

Vocabulary and reading cannot be separated, because both of them relate to each other. As the researcher explain before, by having and mastering vocabulary it will know the meaning of vocabulary in the context. It can also help to avoid making mistake in understanding. Vocabulary was very important to reading comprehension. Readers cannot understand what they were reading without knowing what most of the word mean. As the children learn to read more advanced texts, they must learn the meaning of the new words that are not part of their oral vocabulary.



2.4 Previous Studies

This research includes a description of the relationship between the research and previous research. This relationship can take the form of deepening, expanding or extending what has been produced or continuing the result of previous research. Relevant research in this research is as follows:

The research by Gatot Subroto (2022) entitled “Students’ Vocabulary Mastery and Their Reading Comprehension”. The objective of this research is to find whether or not there is a relationship between vocabulary mastery and reading

comprehension. The Pearson's Product Moment Correlation Coefficient was employed to analyze the data on this research. The result on the test, the researcher found the correlation coefficient variable of mastery of vocabulary and reading comprehension was 0.473 based on the data obtained by the researcher. The correlation coefficient was 0.473, which is placed between 0.400-0.600 was seen in the table. The correlation is moderate correlation. As a result, H_0 is refused but H_a is accepted. It is concluded from the findings of this study that there is a relationship between vocabulary mastery and reading comprehension the majority of participants performed well on the vocabulary mastery and reading comprehension assessments, It means that while learning English, participants can enhance their vocabulary proficiency and reading comprehension. In addition, there is a 0.473% association between reading comprehension and vocabulary mastery are inextricably linked.

The research from Nadya Aprilia (2019) entitled “The Correlation Between Students’ Vocabulary Mastery and Their Reading Comprehension in Descriptive Text at State Senior High School 2 Pekanbaru”. So, this research was aimed to find out the correlation between students’ vocabulary mastery and their reading comprehension in descriptive text at State Senior High School 2 Pekanbaru. The researcher used two tests in collecting the data for this research: vocabulary test and reading comprehension test. To collect the data, the researcher used multiple choice test. By using product moment formula through SPSS 21.0 in analyzing the data, the mean score of students’ vocabulary mastery was 80 categorized as very good level. On the other hand, the mean score of students’ reading comprehension was

76 categorized as good level. The result of this data analysis is shown that observed is 0.440. With degree of significance 5%, the score of r_{table} obtained is 0.279, therefore, $r_{observed} > r_{table}$ ($0.440 > 0.279$); it means that H_a was accepted, or there is a significant correlation. The writer also found that 19.36% students' reading comprehension of the tenth grade students at State Senior High School 2 Pekanbaru influenced by their vocabulary mastery. Then, the other 80.64% was influenced by other factors.

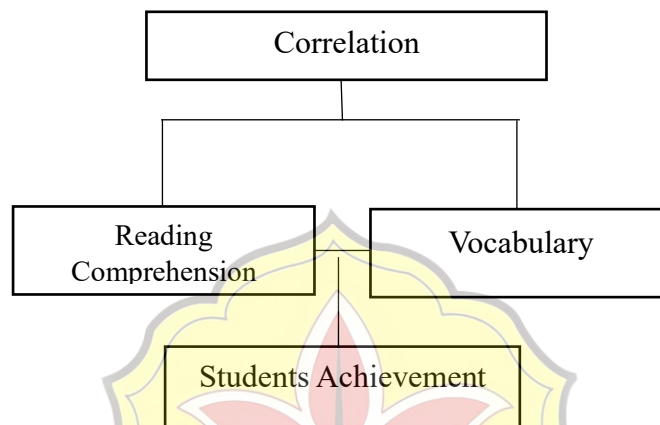
The research by English Community Journal entitled "The Correlation Between Vocabulary Mastery and Reading Comprehension of the Seventh Grade Students". This study focused on find out whether or not there was correlation between vocabulary mastery and reading comprehension, among 35 students of seventh graders of junior high school. The data was collected by documentasi and test and analyzed by using Pearson Product Moment SPSS 20. Based on the data analysis, the result indicated that the correlation between vocabulary mastery and reading comprehension (r_{xy}) was 0.655 higher than r_{table} 0.373. The researchers used test as the technique to collect the data of this research. Test used to measure students' vocabulary mastery and reading comprehension. The researchers used vocabulary test to measure students' vocabulary mastery.

Based on the previous studies above, researchers used the same variable as previous studies. Meanwhile, the difference between the researcher's own title and previous research is that the researcher carried out in a different place and different population and sampel compared the previous one. The researchers also using

quantitative design as a research design. Researchers use a test for the research instrument.

2.5 Conceptual Framework

Figure 1



The conceptual framework was a picture that done by researcher. The researcher focused on correlation between vocabulary and their reading comprehension for especially at grade X1 F9. The researcher gave a test to the students, 20 multiple choice and 20 fill the blank test. After that, the researcher provided an assessment of the students' results.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher will discuss research methodology, population and samples, instruments used, data collection technique and analysis, and hypothesis testing.

3.1 Research Design

In this research, the researcher used Correlational design method was procedures in quantitative research in which investigators measure the degree of association (or relationship) between two or more variables using the statistical procedure of correlational analysis. Quantitative research design is defined by experts as a systematic and objective approach to investigating social phenomena using numerical data and statistical analysis. According to Creswell (2008), Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.

Based on statement above, researcher conclude the quantitative research strategy may be a strategy utilized for answer investigate issues related to information within the shape of numbers and measurable program.

3.2 Place and Time of The Research

This research has been conducted on students of class XI F9 at SMA 11 Jambi City and will be conducted in October 2024.

3.3 Population and Sample

3.3.1 Population

In research, the population refers to the entire group of individuals, objects, or events that share a common characteristic and are the focus of the study. It represents the complete set of elements that the researcher aims to study and draw conclusions about (Jilcha Sileyew, 2020; Garg, 2016). The population of this research was 295 students at second grade of senior high school SMAN 11 Jambi City. The researcher took as a total population every students on eleventh class.

3.3.2 Sample

In research, a sample refers to a subset of the population that is selected for study purposes. The sample represents a smaller, manageable group that researchers use to make inferences and draw conclusions about the entire population (Taherdoost, 2018, Bhardwaj, 2019). The researcher took 35 students in the class as sample. The process of taking sample above was taken by used cluster sampling.

3.4 Research Instrument

The research instrument used in this research is the form of test. In this instrument there is vocabulary test and reading test, that consist of 40 questions. The numbers of each items of the test were 20 items of a multiple choice type test with four options: A, B, C, D, or E. And 20 fill the blank.

3.5 Data Collection Technique

To collect the data, the writer did the procedure of this research follows:

1. The researcher distributed the test namely the vocabulary test and reading comprehension test.
2. The researcher explained to the students about the test.

3. The researcher gave two hour for respondent to answer the entire question.

After the test, the students' score will be catogorized into a number of categories, with a score of 5 being the lowest and 100 being the highest. The catogorized score as follow:

Table 1

Score performance

Score	Criteria
76-100	Excellent
51-75	Good
26-50	Average
25-0	Low

(Sumber Aqib, 2010:41)

3.6 Technique of Data Analysis

In completing the data, the next step of this research was technique of data analysis. In this research, the researcher gave a test to the students at the second grade. These test focus on the vocabulary test and reading comprehension. Since the researcher wanted to find out the correlation between two variables, so the researcher used test method. The test consist 40 questions, 20 items of vocabulary, and 20 items for reading comprehensions. In this research, the researcher calculated the mean score for vocabulary score and reading comprehension score. To classify the vocabulary mastery and reading comprehension of the student, the researcher calculated the mean score of the students' vocabulary mastery test by used the following pattern and formula:

Table 2
Classifying the students' Mean score

No	Rate of Score	Categories
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly good
5	56-65	Fair
6	36-55	Poor
7	00-35	Very poor

Istiqamah (2012)

3.7 Hypothesis Test

Analysis hypothesis testing is a statistical procedure that evaluates a sample to see whether the results are representative of the population. The two interpretations of the data allowed by testing are the null hypothesis and the alternative hypothesis. The sample mean must match the population mean for the null hypothesis to be true. To know there was significant correlation between the students' vocabulary mastery and their reading comprehension ability, the writer would applied the following formula:

$$r = \frac{N \sum xy - \sum x \sum y}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

Where:

N = Number of data pairs X and Y

$\sum x$ = Total Sum of Variable X

$\sum y$ = Total Sum of Variable Y

$\sum xy$ = Multiplication Result of the Total Number of Variable X and Variable Y

$\sum x^2$ = Square of Total Number of Variables X

$\sum y^2$ = Square of Total Number of Variable Y

Table 3
The interpretation of Pearson correlation analysis.

"r" Score of Product Moment	Interpretation
0.00-0.20	Very poor
0.20-0.40	Low
0.40-0.70	Moderate
0.70-0.90	High
0.90-1.00	Very high

Sudijono (2012 : 193)

If the lies between 0. 40 - 1.00 is accepted, and is rejected. Whereas if the lies between 0.00 - 0. 40, is accepted To see whether the correlation between the students" vocabulary mastery and their reading comprehension ability was significant or not, the writer concludes the result by applying the following comparison between the r analysis and the r table.

If $r > r_{table}$. The correlation is positive.

If $r < r_{table}$. The correlation is negative.

If $r = r_{table}$ is zero correlation



CHAPTER IV

FINDINGS AND DISCUSSIONS

In this research, the researcher will explain the acquired data and hypothesis that were discovered when the research began. Also, the progress and variance will be discussed.

4.1 Findings

This research performed at eleventh grade students on SMA N 11 Jambi City. By the decision of the Curriculum Vice Principal, the researcher is given the opportunity to conduct the observation in class XI F9 for the research by giving them a test. The test started in October 8th 2024 until October 15th 2024. The research was conducted in two meetings. On the first meeting, the researcher could only introduce herself to the students and also said that the researcher wanted to conduct research in class XI F9. And on the second meeting, the researcher gave the test consist 40 questions about vocabulary and reading comprehension.

4.1.1 Students Vocabulary Mastery in Learning English

This data was to determine about how the students' vocabulary mastery at the eleventh grade of SMAN 11 Jambi. The complete result of students' vocabulary mastery can be seen on the following table:

Table 4
Score of XI F9 Vocabulary

No	Name	Score
1	Student 1	95
2	Student 2	100
3	Student 3	100
4	Student 4	100
5	Student 5	90
6	Student 6	100
7	Student 7	100
8	Student 8	100
9	Student 9	100
10	Student 10	100
11	Student 11	100
12	Student 12	100
13	Student 13	100
14	Student 14	100
15	Student 15	100
16	Student 16	25
17	Student 17	85
18	Student 18	90
19	Student 19	80
20	Student 20	95
21	Student 21	65
22	Student 22	95
23	Student 23	100
24	Student 24	75
25	Student 25	90
26	Student 26	100
27	Student 27	95
28	Student 28	95
29	Student 29	90
30	Student 30	100
31	Student 31	90
32	Student 32	90
33	Student 33	0
34	Student 34	0
35	Student 35	0
Total Score		2945

Table 3 indicates how the collected students score on vocabulary in total with 20 questions. From the table above, we can see that the total score obtained from the vocabulary questions results reached 2945, where the lowest student got a score of 25 and the highest got a score of 100.

Table 5
Class F9 Criteria Score of Vocabulary

Score	Criteria	Number of Students
76-100	Excellent	29
51-75	Good	2
26-50	Average	0
25-0	Low	4

(Sumber Aqib, 2010:41)

Table 3 shows the total numbers of students in each categories. After the test was conducted in XI F9 class, there are 4 students who were categorized as having Bad reading abilities, 2 students who were categorized as having Good reading abilities, and 29 students who were categorized as having Excellent reading abilities. Based on the result. there is 16 students got 100, 5 students who got 95, 6 students who got 90, 1 student who got 85, 1 student who got 80, 1 students who got 75, 1 student who got 70, 1 student who got 65, 1 student who got 25, and 3 students who got 0 because they absence on the day the research was conducted. The result of the research found that the mean score of the students vocabulary mastery was 84,14. In the table of vocabulary rate score, it can be concluded that the score of the students vocabulary was Good. To see the mean score of vocabulary mastery, the researcher tried to indicate in the tabel below.

Tabel 6

Students' Vocabulary Mastery in English

Aspect	Mean Score
Vocabulary Mastery	84,14

4.1.2 Students Reading Comprehension in Learning English

This data was to determine about how the students' reading comprehension at the eleventh grade of SMAN 11 Jambi. The complete result of students' reading comprehension can be seen on the following table:



Table 7
Score of XI F9 Reading

No	Name	Score
1	Student 1	85
2	Student 2	95
3	Student 3	100
4	Student 4	85
5	Student 5	90
6	Student 6	100
7	Student 7	95
8	Student 8	100
9	Student 9	100
10	Student 10	90
11	Student 11	65
12	Student 12	100
13	Student 13	95
14	Student 14	90
15	Student 15	0
16	Student 16	90
17	Student 17	85
18	Student 18	95
19	Student 19	75
20	Student 20	90
21	Student 21	65
22	Student 22	90
23	Student 23	85
24	Student 24	80
25	Student 25	100
26	Student 26	0
27	Student 27	100
28	Student 28	95
29	Student 29	90
30	Student 30	80
31	Student 31	95
32	Student 32	100
33	Student 33	100
34	Student 34	90
35	Student 35	0
Total Score		2895

Table 6 indicates how the collected students score on vocabulary in total with 20 questions. From the table above, we can see that the total score obtained from the reading comprehension questions results reached 2895, where the lowest student got a score of 65 and the highest got a score of 100.

Table 8
XI F9 Criteria score of Reading

Score	Criteria	Number of Students
76-100	Excellent	30
51-75	Good	2
26-50	Average	0
25-0	Low	3

(Sumber Aqib, 2010:41)

Table 7 shows the total numbers of students in each categories. After the test was conducted in XI F9 class, there are 3 students who were categorized as having Low reading abilities, 2 students who were categorized as having Good reading abilities, and 30 students who were categorized as having Excellent reading abilities. From the data above, both of variables have high score of the respondent result. Based on the result, there is 9 students who got 100, 6 students who got 95, 8 students who got 90, 4 students who got 85, 2 students who got 80, 1 student who got 75, 2 students who got 65, and 3 students got 0 because they absence on the day the research was conducted. The result of the research found that the mean score of the students vocabulary mastery was 82,71. In the table of vocabulary rate score, it can be concluded that the score of the students vocabulary was Good. To see the mean score of vocabulary mastery, the researcher tried to indicate in the tabel below.

Tabel 9

Students' Reading Comprehension in English

Aspect	Mean Score
Reading Comprehension	82,71

4.1.3 Correlation between Students' Vocabulary Mastery and Reading Comprehension

The data was collected from the data of the students' score on the questioner about correlation between Vocabulary mastery (X) and their Reading comprehension (Y). The researcher decided to take 20 questions for vocabulary and 20 questions for reading and add up the results of what the students found. The table below was created to make easier in counting the correlation between vocabulary test score and their reading test. The result is as following:

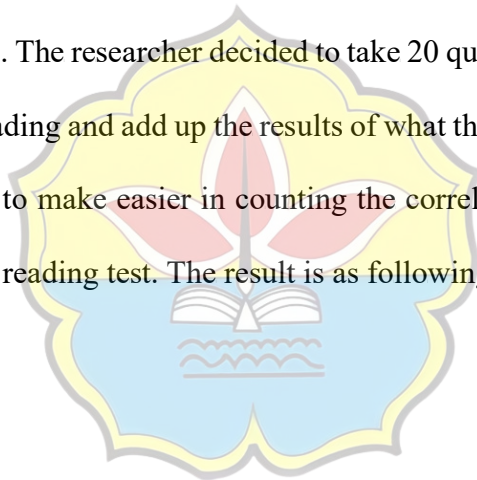


Table 10
Correlation between students vocabulary mastery and reading comprehension

No.	Name	X	Y	XY	X ²	Y ²
1	Student 1	95	100	9500	9025	10000
2	Student 2	100	95	9500	10000	9025
3	Student 3	100	90	9000	10000	8100
4	Student 4	100	100	10000	10000	10000
5	Student 5	90	100	9000	8100	10000
6	Student 6	100	100	10000	10000	10000
7	Student 7	100	80	8000	10000	6400
8	Student 8	100	80	8000	10000	6400
9	Student 9	100	100	10000	10000	10000
10	Student 10	100	100	10000	10000	10000
11	Student 11	100	95	9500	10000	9025
12	Student 12	100	90	9000	10000	8100
13	Student 13	100	85	8500	10000	7225
14	Student 14	100	75	7500	10000	5625
15	Student 15	100	100	10000	10000	10000
16	Student 16	25	65	1625	625	4225
17	Student 17	85	85	7225	7225	7225
18	Student 18	90	95	8550	8100	9025
19	Student 19	80	85	6800	6400	7225
20	Student 20	95	90	8550	9025	8100
21	Student 21	65	90	5850	4225	8100
22	Student 22	95	65	6175	9025	4225
23	Student 23	100	85	8500	10000	7225
24	Student 24	75	95	7125	5625	9025
25	Student 25	90	90	8100	8100	8100
26	Student 26	100	90	9000	10000	8100
27	Student 27	95	95	9025	9025	9025
28	Student 28	95	90	8550	9025	8100
29	Student 29	90	90	8100	8100	8100
30	Student 30	100	95	9500	10000	9025
31	Student 31	90	100	9000	8100	10000
32	Student 32	90	100	9000	8100	10000
33	Student 33	0	0	0	0	0
34	Student 34	0	0	0	0	0
35	Student 35	0	0	0	0	0
Total Score		2945	2895	268175	277825	264725

Based on the data, the researcher gets $\sum X=2945$, $\sum Y=2895$, $\sum XY=268175$, $\sum X^2=277825$, $\sum Y^2=264725$. To find out the correlation between vocabulary mastery and their reading ability, the researcher done hypothesis examination based on the result of research that have done before. Then the data analyzed to count the result of correlation between X variable and Y variable by using correlation as following:

$$\begin{aligned}
 r &= \frac{N \sum xy - \sum x \sum y}{\sqrt{\{N \sum x^2 - (\sum(x))^2\} \{N \sum y^2 - (\sum(y))^2\}}} \\
 &= \frac{35 \times 268175 - (2945)(2895)}{\sqrt{\{35 \times 277825 - (2945)^2\} \{35 \times 264725 - (2895)^2\}}} \\
 &= \frac{9386125 - 8525775}{\sqrt{(9723875 - 8673025)(9265375 - 8381025)}} \\
 &= \frac{1160350}{\sqrt{(1050850)(884350)}} \\
 &= 1.2
 \end{aligned}$$

Based on the calculation above, it was shown that $r = 1.2$. So, the null hypothesis (H_0) stating that there is no significant correlation between students' vocabulary mastery and their reading comprehension is rejected, and the alternative hypothesis (H_1) is accepted. Which means, there is a correlation between students' vocabulary mastery and their reading ability. With the correlation category is perfect positive correlation which has been quoted from Sarwono: 2006.

Table 11

The interpretation of Pearson correlation analysis.

"r" Score of Product Moment	Interpretation
0.00-0.20	Very poor
0.20-0.40	Low
0.40-0.70	Moderate
0.70-0.90	High
0.90-1.00	Very high

After the researcher found that value of $r_{xy(1,2)}$ and look in to the table of indexes corelation, it can be concluded that the level of this correlation is 0,90 – 1,00, based on the table of criteria r Product Moment was in the very high Correlation. It means that the vocabulary was very important in their reading comprehension it because when the students was low knowledge about vocabulary automatically their reading comprehension it was more low.

4.2 Discussions

Based on the result of the analysis there was a significant correlation between students' vocabulary mastery and their reading ability in learning English of the eleventh grade students of SMA N 11 Jambi City, especially in XI F9 class. The results obtained from the tests administered on vocabulary and reading comprehension suggest that students with a stronger grasp of vocabulary tend to perform better in reading comprehension tasks.

From the data presented in previous chapter, the majority of students scored within the "Excellent" category for both vocabulary and reading comprehension

tests. Out of 35 students, 29 achieved excellent vocabulary scores, while 30 performed excellently in reading comprehension. This suggests a strong link between vocabulary proficiency and reading comprehension ability.

The statistical analysis further reinforced this relationship, with the calculated correlation coefficient (r) of 1.2 indicating a perfect positive correlation. According to Sarwono (2006), a correlation coefficient in this range suggests a strong interdependence between the two variables. This means that as students' vocabulary knowledge increases, their reading comprehension skills also improve significantly. Consequently, the null hypothesis (H_0) stating that there is no significant correlation between vocabulary mastery and reading comprehension was rejected, and the alternative hypothesis (H_1) was accepted.

Additionally, the data highlighted that a small number of students struggled with both vocabulary and reading comprehension. For instance, four students fell into the "Low" category for vocabulary, while three students were categorized as having poor reading comprehension. This may suggest that students with weaker vocabulary knowledge face difficulties in comprehending reading materials. These findings align with previous research, which emphasizes the importance of vocabulary acquisition in improving reading skills. The results reinforce the strong correlation between vocabulary mastery and reading comprehension, as highlighted by Hirsch (2003) and Roehrig and Guo (2011). Students with higher vocabulary mastery demonstrated better reading comprehension abilities, underscoring the importance of vocabulary as a foundational element for interpreting written texts.

The study's findings align with prior research by Subroto (2022) and Aprilia (2019), which also established moderate to strong correlations between these variables. However, as suggested by Aprilia, other factors such as background knowledge and text complexity may also play a role and warrant further investigation.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The researcher presented the study's conclusion as well as some recommendations for students, teachers, and future researchers in this chapter.

5.1 Conclusions

After the experiment, the researcher came into conclusion that Vocabulary Mastery and Reading Comprehension of the Eleventh Class in SMA N 11 Jambi City is related to each other. This study investigated the correlation between students' vocabulary mastery and their reading comprehension abilities among XI F9 students at SMA N 11 Jambi City. The research involved a questionnaire to measure the progress in these two areas following instructional interventions.

Based on the findings and analysis, it can be concluded that vocabulary mastery plays a crucial role in students' reading comprehension abilities. The study revealed a strong positive correlation between these two variables, demonstrating that students who have a higher vocabulary mastery tend to perform better in reading comprehension assessments. The results of this study have important implications for language education, particularly in English as a Foreign Language (EFL) settings. Teachers should emphasize vocabulary-building activities to enhance students' reading skills. Incorporating vocabulary exercises, contextual learning, and extensive reading programs could be beneficial in improving students' overall language proficiency.

5.2 Suggestions

After the end of the study and this thesis, the researcher has some recommendations, including:

1. For Students

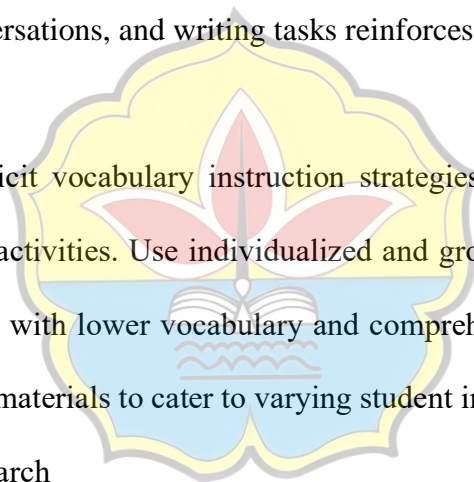
Students are encouraged to dedicate time daily to learning new words through tools like flashcards, vocabulary apps, or personal word lists. Engaging in activities such as reading books, articles, or magazines in English can expose them to varied vocabulary. Additionally, practicing the use of new words in sentences, conversations, and writing tasks reinforces retention.

2. For Teacher

Implement explicit vocabulary instruction strategies and integrate them into regular reading activities. Use individualized and group-based interventions to support students with lower vocabulary and comprehension skills. Incorporate diverse reading materials to cater to varying student interests and abilities.

3. For Future Research

Conduct studies with larger and more diverse populations to validate and expand upon these findings. Explore the impact of other variables, such as motivation, background knowledge, and instructional methods, on reading comprehension.



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APPENDICES

1. Rubric Score

Score	Criteria
76-100	Excellent
51-75	Good
26-50	Average
25-0	Low

(Sumber Aqib, 2010:41)



2. Research Instrument

Multiple Choice

Read the text carefully and choose the right answer!

1. "Mountains are not only breathtaking to look at but also provide important resources. They supply fresh water, and forests on mountains help absorb carbon dioxide."

What is one of the resources provided by mountains according to the text?

- a. Solar energy
- b. Fresh water**
- c. Precious metals
- d. Coal
- e. Natural gas

2. "Reading books can be a great way to escape from daily stresses. A good book allows you to immerse yourself in another world and forget about your worries for a while."

How does reading books help people according to the text?

- a. By increasing physical strength
- b. By providing an escape from daily stresses**
- c. By improving cooking skills
- d. By enhancing financial status
- e. By reducing sleep requirements

3. "Insects play a crucial role in pollination. Many of the fruits and vegetables we enjoy rely on insects to transfer pollen from one flower to another, which helps plants reproduce."

What role do insects play in pollination?

- a. They make plants grow faster
- b. They control plant diseases
- c. They produce seeds
- d. They create soil nutrients
- e. They help plants reproduce**

4. "Winter is a season characterized by cold temperatures and shorter days. During this time, people often engage in activities such as skiing and making snowmen."

What is a common winter activity mentioned in the text?

- a. Swimming
- b. Hiking
- c. Skiing**

- d. Surfing
 - e. Camping
5. "Healthy eating is essential for maintaining good health. It involves consuming a variety of foods that provide the necessary nutrients, including fruits, vegetables, whole grains, and lean proteins."
What is an important aspect of healthy eating mentioned in the text?
- a. Eating only one type of food
 - b. Eating large quantities of food
 - c. Avoiding all types of fats
 - d. Consuming a variety of nutrient-rich foods
 - e. Skipping meals regularly
6. "Technology has rapidly evolved over the past few decades. Innovations such as smartphones and the internet have transformed the way we communicate and access information."
How has technology changed communication according to the text?
- a. By making communication more difficult
 - b. By reducing the need for written communication
 - c. By transforming how we communicate and access information
 - d. By increasing the use of traditional mail
 - e. By limiting access to information
7. "Recycling helps reduce waste and conserve natural resources. By reusing materials and turning them into new products, we can decrease the amount of waste sent to landfills and reduce environmental impact."
What is one benefit of recycling mentioned in the text?
- a. Conserving natural resources
 - b. Adding more waste to landfills
 - c. Increasing the use of non-renewable resources
 - d. Expanding landfills
 - e. Creating more pollution
8. "Exercise is important for maintaining physical fitness. Regular physical activity helps strengthen muscles, improve cardiovascular health, and boost overall well-being."
What does regular exercise help to improve according to the text?
- a. Memory skills
 - b. Financial stability
 - c. Cardiovascular health
 - d. Social skills
 - e. Sleep patterns
9. "The internet has changed the way we access entertainment. Streaming services allow people to watch movies and TV shows on demand, eliminating the need for physical media."

How has the internet changed access to entertainment according to the text?

- a. **By making physical media obsolete**
- b. By increasing the cost of entertainment
- c. By limiting entertainment options
- d. By requiring people to buy more DVDs
- e. By reducing the availability of on-demand content

10. "Gardening can be a relaxing and rewarding hobby. It involves growing and caring for plants, which can provide both aesthetic pleasure and fresh produce."

What is one benefit of gardening mentioned in the text?

- a. Increasing stress levels
- b. **Providing fresh produce and aesthetic pleasure**
- c. Requiring frequent travel
- d. Creating noise pollution
- e. Reducing physical activity

Read the text below and answer questions 11-15

The Industrial Revolution, which began in the late 18th century, was a period of great change in Europe and North America. It was a time when many rural areas became industrialized, and people moved from the countryside to work in factories. New inventions such as the steam engine and the spinning jenny revolutionized manufacturing processes. However, the rapid industrialization also had negative impacts. Working conditions in factories were often dangerous, and children as young as five years old were employed. The pollution from factories filled the air with smoke, and rivers became polluted from waste.

11. When did the Industrial Revolution begin?

- A. 16th century
- B. 17th century
- C. 18th century**
- D. 19th century
- E. 20th century

12. What was one major change during the Industrial Revolution?

- A. People moved from cities to rural areas
- B. People moved from the countryside to cities**
- C. Factories became less important
- D. People started farming more
- E. Machines became less important

13. Which of the following was an important invention during the Industrial Revolution?

- A. The typewriter

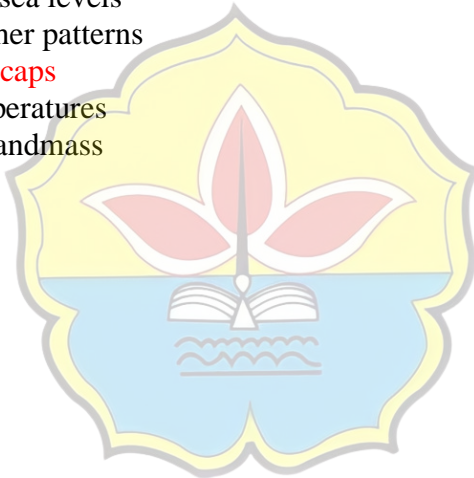
- B. The computer
 - C. The steam engine**
 - D. The telephone
 - E. The bicycle
14. What were the working conditions like in factories?
- A. Safe and comfortable
 - B. Dangerous and difficult**
 - C. Clean and healthy
 - D. Relaxed and slow-paced
 - E. Fun and engaging
15. How old were some of the children who worked in factories?
- A. 18 years old
 - B. 15 years old
 - C. 10 years old
 - D. 5 years old**
 - E. 8 years old

Read the text below and answer question 16-20

Global warming is a critical issue that has been the focus of international discussions for decades. It refers to the gradual increase in Earth's average surface temperature due to the buildup of greenhouse gases in the atmosphere. These gases, such as carbon dioxide and methane, trap heat from the sun, leading to a rise in global temperatures. Human activities, including the burning of fossil fuels and deforestation, are major contributors to the increase in greenhouse gases. As a result, we are seeing more extreme weather patterns, melting ice caps, and rising sea levels, which threaten ecosystems and human societies.

16. What is global warming?
- A. The decrease in Earth's temperature
 - B. The gradual increase in Earth's average surface temperature**
 - C. The cooling of the Earth's atmosphere
 - D. The reduction of greenhouse gases
 - E. The increase in renewable energy
17. What causes global warming?
- A. Decreased levels of carbon dioxide
 - B. Increased production of oxygen
 - C. The buildup of greenhouse gases**
 - D. Solar flares
 - E. Natural temperature changes

18. What is one example of a greenhouse gas?
- A. Oxygen
 - B. Nitrogen
 - C. Methane**
 - D. Hydrogen
 - E. Helium
19. What human activities contribute to the increase in greenhouse gases?
- A. Planting trees
 - B. Recycling
 - C. Burning fossil fuels and deforestation**
 - D. Reducing energy consumption
 - E. Using electric cars
20. What is one consequence of global warming?
- A. Decreasing sea levels
 - B. Stable weather patterns
 - C. Melting ice caps**
 - D. Cooler temperatures
 - E. Increasing landmass



Fill The Blank

Fill the blank below using the word on the table! (question 21-30)

In a small town nestled between rolling hills, there lived a young girl named Lily. Lily was known throughout her school for her dedication and (21) Enthusiasm for learning. From an early age, she had developed a love for books and a curiosity about the world around her. Every morning, Lily would (22) Wake up before sunrise and start her day with a fresh mindset. She would meticulously organize her school materials and set clear goals for what she wanted to accomplish. Her room was adorned with colorful posters of various subjects: math formulas, historical figures, and science diagrams.

One day, Lily's teacher announced a challenging (23) Project, each student had to create a presentation on a topic of their choice and present it to the class. While some students groaned at the thought of the extra work, Lily saw it as an exciting opportunity to explore something she was passionate about. She chose to research the wonders of the solar system, fascinated by the vastness of space. Lily spent hours in the (24) Library, poring over books and articles. She also watched documentaries and even reached out to an astronomer who was happy to answer her questions. Every evening, Lily worked diligently, crafting a detailed and engaging presentation.

Her parents and friends noticed her (25) Dedication and were impressed by how she balanced her schoolwork with her passion for the project. Despite the long hours, Lily remained enthusiastic and focused, often staying up (26) Late to perfect her slides and practice her speech. When the day of the presentation arrived, Lily was nervous but excited. Her classmates were captivated by her (27) Presentation, which was filled with fascinating facts, vibrant images, and a well-organized structure. Her clear explanations and evident passion earned her praise from both her peers and her teacher.

The project was a great success, and Lily's hard work was recognized with a special award for (28) Outstanding achievement. But more importantly, Lily felt a deep sense of accomplishment. She realized that her dedication and perseverance had paid off, and this (29) Experience only filled her desire to keep learning and exploring. From that day on, Lily continued to approach her studies with the same diligence and enthusiasm. Her love for (30) Learning remained a guiding force in her life, inspiring those around her to value the rewards of hard work and dedication. And so, Lily's journey of knowledge and discovery continued, marked by her unwavering commitment to learning and her genuine curiosity about the world.

Outstanding Project Experience
Learning Library Presentation
Dedication Enthusiasm
Wake Late



Fill the blank below using the word on the table! (question 31-40)

Last summer, my family and I went on a vacation to Bali, one of the most beautiful (31) Island in Indonesia. It was a (32) Trip I had been looking forward to for months. The moment we arrived, I was amazed by the stunning beaches, the crystal-clear water, and the vibrant culture that surrounded us. On the first day, we visited Kuta Beach, where I tried (33) Surfing for the very first time. Although I fell off the board several times, I had so much fun laughing and enjoying the waves. After a long day at the (34) Beach, we watched the sunset, which painted the sky with shades of orange, pink, and purple. It was breathtaking.

The next day, we explored Ubud, famous for its rice terraces and traditional art. We visited the Sacred Monkey Forest Sanctuary, where monkeys roamed freely. It was exciting but a little scary when one of the (35) Monkeys tried to take my hat! We also saw traditional Balinese dances and visited local (36) Market where I bought some handmade souvenirs. One of the highlights of the trip was visiting a hidden waterfall called Tegenungan. Surrounded by lush greenery, the waterfall was a perfect spot for swimming and taking (37) Photos. The sound of the rushing water was so (38) Calming, and it felt like we had discovered a secret paradise.

Our week in Bali flew by quickly, but it was filled with (39) Unforgettable memories. From the delicious local food to the warm and (40) Friendly people, everything about the trip was perfect. As we flew back home, I promised myself I would return to Bali one day to experience even more of its beauty.

Monkeys	Island	Friendly	
Photos	Surfing	Market	Beach
Unforgettable	Calming	Trip	

3. Surat Penelitian

**Universitas Batanghari**
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor : 25/UBR-01/B/2024
Lampiran :
Penhal : Izin Penelitian

Kepada Yth : Bapak/Ibu
Kepala SMA Negeri 11 Kota Jambi
di
Tempat

Dengan hormat,

Kami mengharapkan kesediaan Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama : FITRI DESRIANI
NIM : 2000888203003
Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :




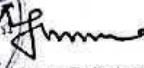
"THE CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR READING COMPREHENSION IN LEARNING ENGLISH OF THE ELEVENTH GRADE STUDENTS OF SMA N 11 JAMBI CITY"

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 30 September 2024
Dekan,


Dr. H. Abdoel Gafar, S.Pd., M.Pd.
NIDN. 1021036502

4. Surat Balasan

	PEMERINTAH PROVINSI JAMBI SMA NEGERI 11 KOTA JAMBI TERAKREDITASI A	
<small>Jalan Serasan Anwar Bay Kelurahan Simpang Rimbo Kecamatan Alam Barajo Kode Pos 36129 Website : www.sman11kotajambi.sch.id E-mail : sman11_jambi@yahoo.co.id NSS : 301 1000 07 009 NPSN : 10504587</small>		
SURAT KETERANGAN No: 800/ 119 /SMAN.11/X/TAS-2024		
Yang bertanda tangan di bawah ini :		
Nama	: Drs Alasan Poltak Parulian Sitorus, M.Pd.	
Jabatan	: Kepala SMA Negeri 11 Kota Jambi	
Dengan ini menerangkan bahwa :		
Nama	: Fitri Desriani	
NIM	: 2000888203003	
Program Studi	: Pendidikan Bahasa Inggris	
Telah melaksanakan Penelitian di SMA Negeri 11 Kota Jambi guna untuk penyusunan Skripsi yang berjudul :		
" The Corelation Between Students' Vocabulary Mastery And Their Reading Comprehension In Learning English Of The Eleventh Grade Students Of SMAN 11 Jambi City . "		
Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya		
Jambi, 24 Oktober 2024 Kepala Sekolah,		
  Drs. Alasan Poltak Parulian Sitorus, M.Pd. Pembina Utama Muda / IV c NIP. 19661201 199303 1 005		

5. Students answer sheet



Name : Koufa Octaflo Meta
Class : XI . Pg

Multiple Choice

Read the text carefully and choose the right answer!

1. "Mountains are not only breathtaking to look at but also provide important resources. They supply fresh water, and forests on mountains help absorb carbon dioxide."
What is one of the resources provided by mountains according to the text?
- a. Solar energy
 - b. Fresh water
 - c. Precious metals
 - d. Coal
 - e. Natural gas
2. "Reading books can be a great way to escape from daily stresses. A good book allows you to immerse yourself in another world and forget about your worries for a while."
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 - d. Surfing
 - e. Camping
5. "Healthy eating is essential for maintaining good health. It involves consuming a variety of foods that provide the necessary nutrients, including fruits, vegetables, whole grains, and lean proteins."
What is an important aspect of healthy eating mentioned in the text?

20x5

100

- a. Eating only one type of food
- b. Eating large quantities of food
- c. Avoiding all types of fats
- c. Consuming a variety of nutrient-rich foods
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How has technology changed communication according to the text?

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8. "Exercise is important for maintaining physical fitness. Regular physical activity helps strengthen muscles, improve cardiovascular health, and boost overall well-being."

What does regular exercise help to improve according to the text?

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- d. Social skills
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What is one benefit of gardening mentioned in the text?

- a. Increasing stress levels
- b. Providing fresh produce and aesthetic pleasure

- c. Requiring frequent travel
- d. Creating noise pollution
- e. Reducing physical activity

Read the text below and answer questions 11-15

The Industrial Revolution, which began in the late 18th century, was a period of great change in Europe and North America. It was a time when many rural areas became industrialized, and people moved from the countryside to work in factories. New inventions such as the steam engine and the spinning jenny revolutionized manufacturing processes. However, the rapid industrialization also had negative impacts. Working conditions in factories were often dangerous, and children as young as five years old were employed. The pollution from factories filled the air with smoke, and rivers became polluted from waste.

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- A. 18 years old
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Read the text below and answer question 16-20

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6. What is global warming?

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- B. The gradual increase in Earth's average surface temperature
- C. The cooling of the Earth's atmosphere
- D. The reduction of greenhouse gases
- E. The increase in renewable energy

7. What causes global warming?

- A. Decreased levels of carbon dioxide
- B. Increased production of oxygen
- C. The buildup of greenhouse gases
- D. Solar flares
- E. Natural temperature changes

8. What is one example of a greenhouse gas?

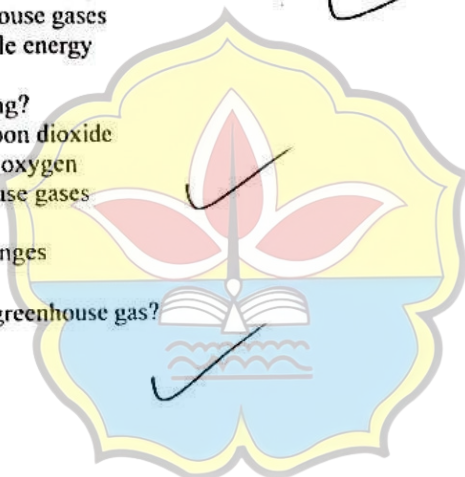
- A. Oxygen
- B. Nitrogen
- C. Methane
- D. Hydrogen
- E. Helium

9. What human activities contribute to the increase in greenhouse gases?

- A. Planting trees
- B. Recycling
- C. Burning fossil fuels and deforestation
- D. Reducing energy consumption
- E. Using electric cars

10. What is one consequence of global warming?

- A. Decreasing sea levels
- B. Stable weather patterns
- C. Melting ice caps
- D. Cooler temperatures
- E. Increasing landmass



Fill the blank below using the word on the table! (question 21-30)

In a small town nestled between rolling hills, there lived a young girl named Lily. Lily was known throughout her school for her dedication and (21) enthusiasm for learning. From an early age, she had developed a love for books and a curiosity about the world around her. Every morning, Lily would (22) wake up before sunrise and start her day with a fresh mindset. She would meticulously organize her school materials and set clear goals for what she wanted to accomplish. Her room was adorned with colorful posters of various subjects: math formulas, historical figures, and science diagrams.

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Outstanding	Project	Experience
Learning	Library	Presentation
Dedication	Enthusiasm	
Wake	Late	

Fill in the blank below using the word on the table! (question 31-40)

Last summer, my family and I went on a vacation to Bali, one of the most beautiful islands in Indonesia. It was a (32) trip I had been looking forward to for months. The moment we arrived, I was amazed by the stunning beaches, the crystal-clear water, and the vibrant culture that surrounded us. On the first day, we visited Kuta Beach, where I went surfing for the very first time. Although I fell off the board several times, I had so much fun laughing and enjoying the waves. After a long day at the (34) beach, we watched the sunset, which painted the sky with shades of orange, pink, and purple. It was breathtaking.

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Our week in Bali flew by quickly, but it was filled with (39) unforgettable memories. From the delicious local food to the warm and (40) friendly people, everything about the trip was perfect. As we flew back home, I promised myself I would return to Bali one day to experience even more of its beauty.

Monkeys	Island	Friendly	
Photos	Surfing	Market	Beach
Unforgettable	Calming	Trip	

19/15
95

M. Moskov: Auzatay
XIF9

Multiple Choice

Read the text carefully and choose the right answer!

"Mountains are not only breathtaking to look at but also provide important resources. They supply fresh water, and forests on mountains help absorb carbon dioxide."

What is one of the resources provided by mountains according to the text?

- a. Solar energy
- b. Fresh water
- c. Precious metals
- d. Coal
- e. Natural gas

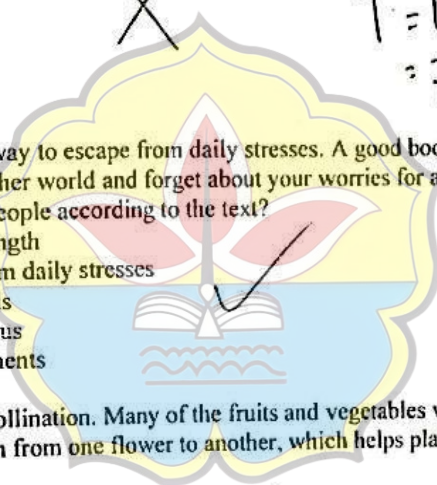


$$T = 15 \times 5 = 75$$

"Reading books can be a great way to escape from daily stresses. A good book allows you to immerse yourself in another world and forget about your worries for a while."

How does reading books help people according to the text?

- a. By increasing physical strength
- b. By providing an escape from daily stresses
- c. By improving cooking skills
- d. By enhancing financial status
- e. By reducing sleep requirements



"Insects play a crucial role in pollination. Many of the fruits and vegetables we enjoy rely on insects to transfer pollen from one flower to another, which helps plants reproduce."

What role do insects play in pollination?

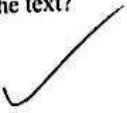
- a. They make plants grow faster
- b. They control plant diseases
- c. They produce seeds
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"Winter is a season characterized by cold temperatures and shorter days. During this time, people often engage in activities such as skiing and making snowmen."

What is a common winter activity mentioned in the text?

- a. Swimming
- b. Hiking
- c. Skiing
- d. Surfing
- e. Camping



"Healthy eating is essential for maintaining good health. It involves consuming a variety of foods that provide the necessary nutrients, including fruits, vegetables, whole grains, and lean proteins."

What is an important aspect of healthy eating mentioned in the text?

- a. Eating only one type of food
- b. Eating large quantities of food
- c. Avoiding all types of fats
- d. Consuming a variety of nutrient-rich foods
- e. Skipping meals regularly

8. "Technology has rapidly evolved over the past few decades. Innovations such as smartphones and the internet have transformed the way we communicate and access information."

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- a. By making communication more difficult
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 - c. By transforming how we communicate and access information
 - d. By increasing the use of traditional mail
 - e. By limiting access to information

9. "Recycling helps reduce waste and conserve natural resources. By reusing materials and turning them into new products, we can decrease the amount of waste sent to landfills and reduce environmental impact."

- What is one benefit of recycling mentioned in the text?
- a. Conserving natural resources
 - b. Adding more waste to landfills
 - c. Increasing the use of non-renewable resources
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 - e. Creating more pollution

10. "Exercise is important for maintaining physical fitness. Regular physical activity helps strengthen muscles, improve cardiovascular health, and boost overall well-being."

- What does regular exercise help to improve according to the text?
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- How has the internet changed access to entertainment according to the text?
- a. By making physical media obsolete
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 - d. By requiring people to buy more DVDs
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- d. Creating noise pollution
- e. Reducing physical activity

Read the text below and answer questions 11-15

The Industrial Revolution, which began in the late 18th century, was a period of great change in Europe and North America. It was a time when many rural areas became industrialized, and people moved from the countryside to work in factories. New inventions such as the steam engine and the spinning jenny revolutionized manufacturing processes. However, the rapid industrialization also had negative impacts. Working conditions in factories were often dangerous, and children as young as five years old were employed. The pollution from factories filled the air with smoke, and rivers became polluted from waste.

11. When did the Industrial Revolution begin?
- A. 16th century
 - B. 17th century
 - C. 18th century
 - D. 19th century
 - E. 20th century
12. What was one major change during the Industrial Revolution?
- A. People moved from cities to rural areas
 - B. People moved from the countryside to cities
 - C. Factories became less important
 - D. People started farming more
 - E. Machines became less important
13. Which of the following was an important invention during the Industrial Revolution?
- A. The typewriter
 - B. The computer
 - C. The steam engine
 - D. The telephone
 - E. The bicycle
14. What were the working conditions like in factories?
- A. Safe and comfortable
 - B. Dangerous and difficult
 - C. Clean and healthy
 - D. Relaxed and slow-paced
 - E. Fun and engaging
15. How old were some of the children who worked in factories?
- A. 18 years old
 - B. 15 years old
 - C. 10 years old
 - D. 5 years old
 - E. 8 years old

Read the text below and answer question 16-20

Global warming is a critical issue that has been the focus of international discussions for decades. It refers to the gradual increase in Earth's average surface temperature due to the buildup of greenhouse gases in the atmosphere. These gases, such as carbon dioxide and methane, trap heat from the sun, leading to a rise in global temperatures. Human activities, including the burning of fossil fuels and deforestation, are major contributors to the increase in greenhouse gases. As a result, we are seeing more extreme weather patterns, melting ice caps, and rising sea levels, which threaten ecosystems and human societies.

16. What is global warming?

- A. The decrease in Earth's temperature
- B. The gradual increase in Earth's average surface temperature
- C. The cooling of the Earth's atmosphere
- D. The reduction of greenhouse gases
- E. The increase in renewable energy

17. What causes global warming?

- A. Decreased levels of carbon dioxide
- B. Increased production of oxygen
- C. The buildup of greenhouse gases
- D. Solar flares
- E. Natural temperature changes

18. What is one example of a greenhouse gas?

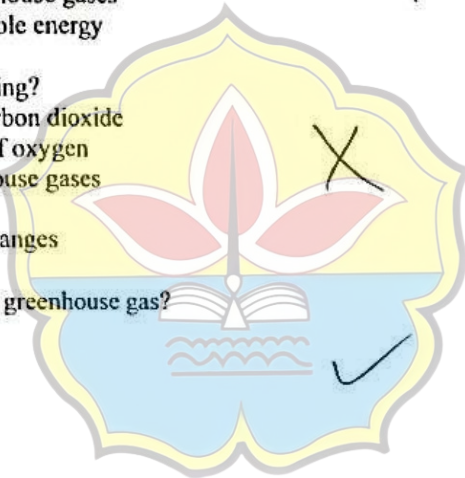
- A. Oxygen
- B. Nitrogen
- C. Methane
- D. Hydrogen
- E. Helium

19. What human activities contribute to the increase in greenhouse gases?

- A. Planting trees
- B. Recycling
- C. Burning fossil fuels and deforestation
- D. Reducing energy consumption
- E. Using electric cars

20. What is one consequence of global warming?

- A. Decreasing sea levels
- B. Stable weather patterns
- C. Melting ice caps
- D. Cooler temperatures
- E. Increasing landmass



Fill in the blank below using the word on the table! (question 21-30)

In a small town nestled between rolling hills, there lived a young girl named Lily. Lily was known throughout her school for her dedication and (21) Enthusiasm for learning. From an early age, she had developed a love for books and a curiosity about the world around her. Every morning, Lily would (22) Wake up before sunrise and start her day with a fresh mindset. She would meticulously organize her school materials and set clear goals for what she aimed to accomplish. Her room was adorned with colorful posters of various subjects: math formulas, historical figures, and science diagrams.

One day, Lily's teacher announced a challenging (23) Project, each student had to create a presentation on a topic of their choice and present it to the class. While some students groaned at the thought of the extra work, Lily saw it as an exciting opportunity to explore something she was passionate about. She chose to research the wonders of the solar system, fascinated by the vastness of space. Lily spent hours in the (24) Library, poring over books and articles. She also watched documentaries and even reached out to an astronomer who was happy to answer her questions. Every evening, Lily worked diligently, crafting a detailed and engaging presentation.

Her parents and friends noticed her (25) Dedication and were impressed by how she balanced her schoolwork with her passion for the project. Despite the long hours, Lily remained enthusiastic and focused, often staying up (26) Late to perfect her slides and practice her speech. When the day of the presentation arrived, Lily was nervous but excited. Her classmates were captivated by her (27) Perseverance, which was filled with fascinating facts, vibrant images, and a well-organized structure. Her clear explanations and evident passion earned her praise from both her peers and her teacher.

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Outstanding	Project	Experience
Learning	Library	Presentation
Dedication	Enthusiasm	
Wake	Late	

T = 20 x 5

100
=

the blank below using the word on the table! (question 31-40)

Last summer, my family and I went on a vacation to Bali, one of the most beautiful islands in Indonesia. It was a (32) trip I had been looking forward to for months. The moment we arrived, I was amazed by the stunning beaches, the crystal-clear water, and the vibrant culture that surrounded us. On the first day, we visited Kuta Beach, where I (33) surfing for the very first time. Although I fell off the board several times, I had so much fun laughing and enjoying the waves. After a long day at the (34) beach, we watched the sunset, which painted the sky with shades of orange, pink, and purple. It was breathtaking.

The next day, we explored Ubud, famous for its rice terraces and traditional art. We visited the Sacred Monkey Forest Sanctuary, where monkeys roamed freely. It was exciting but also scary when one of the (35) monkeys tried to take my hat! We also saw traditional Balinese dances and visited local (36) market where I bought some handmade souvenirs. One of the highlights of the trip was visiting a hidden waterfall called Tegenungan. Surrounded by lush greenery, the waterfall was a perfect spot for swimming and taking (37) photos. The sound of the rushing water was so (38) calming, and it felt like we had discovered a secret paradise.

Our week in Bali flew by quickly, but it was filled with (39) unforgettable memories. From the delicious local food to the warm and (40) friendly people, everything about the trip was perfect. As we flew back home, I promised myself I would return to Bali one day to experience even more of its beauty.

	Monkeys	Island	Friendly
Photos		Surfing	Market
			Beach
	Unforgettable	Calming	Trip

NaJwa 63:10
X/F9

Multiple Choice
Read the text carefully and choose the right answer!

"Mountains are not only breathtaking to look at but also provide important resources. They supply fresh water, and forests on mountains help absorb carbon dioxide."

What is one of the resources provided by mountains according to the text?

- a. Solar energy
- b. Fresh water
- c. Precious metals
- d. Coal
- e. Natural gas

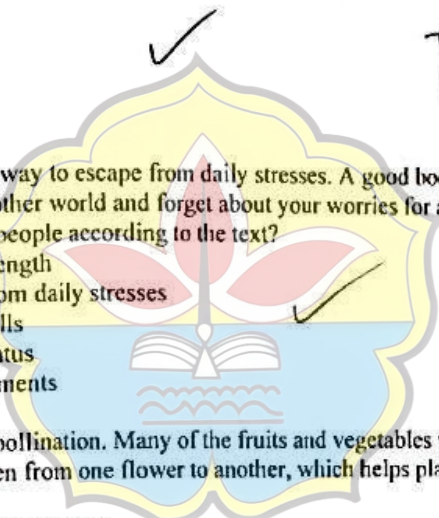


T = ~~12~~
13 X 5

"Reading books can be a great way to escape from daily stresses. A good book allows you to immerse yourself in another world and forget about your worries for a while."

How does reading books help people according to the text?

- a. By increasing physical strength
- b. By providing an escape from daily stresses
- c. By improving cooking skills
- d. By enhancing financial status
- e. By reducing sleep requirements



= 65

"Insects play a crucial role in pollination. Many of the fruits and vegetables we enjoy rely on insects to transfer pollen from one flower to another, which helps plants reproduce."

What role do insects play in pollination?

- a. They make plants grow faster
- b. They control plant diseases
- c. They produce seeds
- d. They create soil nutrients
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"Winter is a season characterized by cold temperatures and shorter days. During this time, people often engage in activities such as skiing and making snowmen."

What is a common winter activity mentioned in the text?

- a. Swimming
- b. Hiking
- c. Skiing
- d. Surfing
- e. Camping



"Healthy eating is essential for maintaining good health. It involves consuming a variety of foods that provide the necessary nutrients, including fruits, vegetables, whole grains, and lean proteins."

What is an important aspect of healthy eating mentioned in the text?

- a. Eating only one type of food
- b. Eating large quantities of food
- c. Avoiding all types of fats
- d. Consuming a variety of nutrient-rich foods
- e. Skipping meals regularly



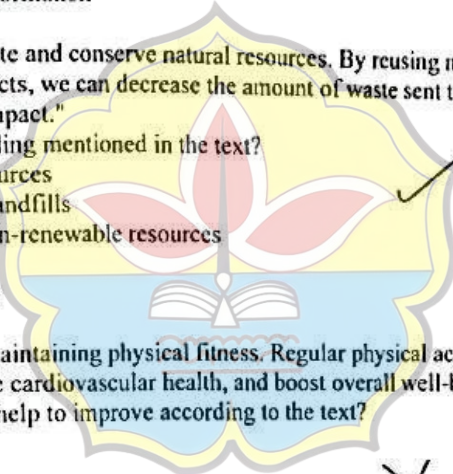
7. "Technology has rapidly evolved over the past few decades. Innovations such as smartphones and the internet have transformed the way we communicate and access information."

- How has technology changed communication according to the text?
- a. By making communication more difficult
 - b. By reducing the need for written communication
 - c. By transforming how we communicate and access information
 - d. By increasing the use of traditional mail
 - e. By limiting access to information



8. "Recycling helps reduce waste and conserve natural resources. By reusing materials and turning them into new products, we can decrease the amount of waste sent to landfills and reduce environmental impact."

- What is one benefit of recycling mentioned in the text?
- a. Conserving natural resources
 - b. Adding more waste to landfills
 - c. Increasing the use of non-renewable resources
 - d. Expanding landfills
 - e. Creating more pollution



9. "Exercise is important for maintaining physical fitness. Regular physical activity helps strengthen muscles, improve cardiovascular health, and boost overall well-being."

- What does regular exercise help to improve according to the text?
- a. Memory skills
 - b. Financial stability
 - c. Cardiovascular health
 - d. Social skills
 - e. Sleep patterns



10. "The internet has changed the way we access entertainment. Streaming services allow people to watch movies and TV shows on demand, eliminating the need for physical media."

- How has the internet changed access to entertainment according to the text?
- a. By making physical media obsolete
 - b. By increasing the cost of entertainment
 - c. By limiting entertainment options
 - d. By requiring people to buy more DVDs
 - e. By reducing the availability of on-demand content



11. "Gardening can be a relaxing and rewarding hobby. It involves growing and caring for plants, which can provide both aesthetic pleasure and fresh produce."

- What is one benefit of gardening mentioned in the text?
- a. Increasing stress levels
 - b. Providing fresh produce and aesthetic pleasure



- c. Requiring frequent travel
- d. Creating noise pollution
- e. Reducing physical activity

Read the text below and answer questions 11-15

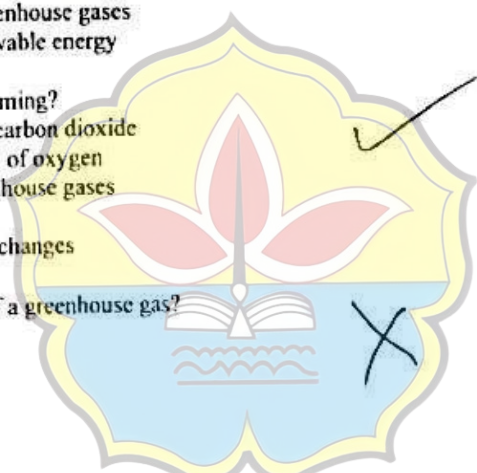
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Read the text below and answer question 16-20

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E. Using electric cars
20. What is one consequence of global warming?
A. Decreasing sea levels
B. Stable weather patterns
 C. Melting ice caps
D. Cooler temperatures
E. Increasing landmass



Essay

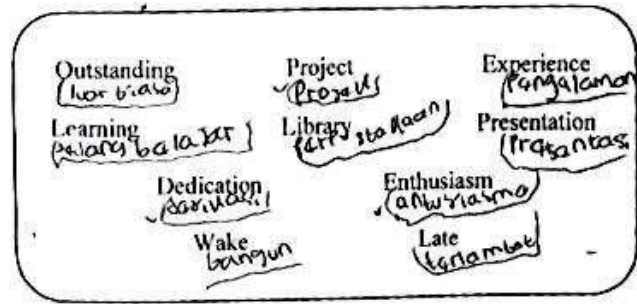
Fill the blank below using the word on the table! (question 21-30)

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One day, Lily's teacher announced a challenging outstanding project, each student had to create a presentation on a topic of their choice and present it to the class. While some students groaned at the thought of the extra work, Lily saw it as an exciting opportunity to explore something she was passionate about. She chose to research the wonders of the solar system, fascinated by the vastness of space. Lily spent hours in the library, poring over books and articles. She also watched documentaries and even reached out to an astronomer who was happy to answer her questions. Every evening, Lily worked diligently, crafting a detailed and engaging presentation.

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Our week in Bali flew by quickly, but it was filled with FRIENDLY memories. From the delicious local food to the warm and FRIENDLY people, everything about the trip was perfect. As we flew back home, I promised myself I would return to Bali one day to experience even more of its beauty.

Monkeys	Island	Friendly	
Photos	Surfing	Market	Beach
Unforgettable	Calming	Trip	

$$T = 5 \times 5 = 25$$

$$\text{Total} = 13 + 5$$

name : Anuhrah Gabriel Martogi-S
class : XI F9

Multiple Choice

Read the text carefully and choose the right answer!

1. "Mountains are not only breathtaking to look at but also provide important resources. They supply fresh water, and forests on mountains help absorb carbon dioxide."
What is one of the resources provided by mountains according to the text?

- a. Solar energy
- b. Fresh water
- c. Precious metals
- d. Coal
- e. Natural gas

19 x 5
= 95

2. "Reading books can be a great way to escape from daily stresses. A good book allows you to immerse yourself in another world and forget about your worries for a while."
How does reading books help people according to the text?

- a. By increasing physical strength
- b. By providing an escape from daily stresses
- c. By improving cooking skills
- d. By enhancing financial status
- e. By reducing sleep requirements

3. "Insects play a crucial role in pollination. Many of the fruits and vegetables we enjoy rely on insects to transfer pollen from one flower to another, which helps plants reproduce."

What role do insects play in pollination?

- a. They make plants grow faster
- b. They control plant diseases
- c. They produce seeds
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4. "Winter is a season characterized by cold temperatures and shorter days. During this time, people often engage in activities such as skiing and making snowmen."

What is a common winter activity mentioned in the text?

- a. Swimming
- b. Hiking
- c. Skiing
- d. Surfing
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5. "Healthy eating is essential for maintaining good health. It involves consuming a variety of foods that provide the necessary nutrients, including fruits, vegetables, whole grains, and lean proteins."

What is an important aspect of healthy eating mentioned in the text?

- a. Eating only one type of food
- b. Eating large quantities of food
- c. Avoiding all types of fats
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"Technology has rapidly evolved over the past few decades. Innovations such as smartphones and the internet have transformed the way we communicate and access information."

How has technology changed communication according to the text?

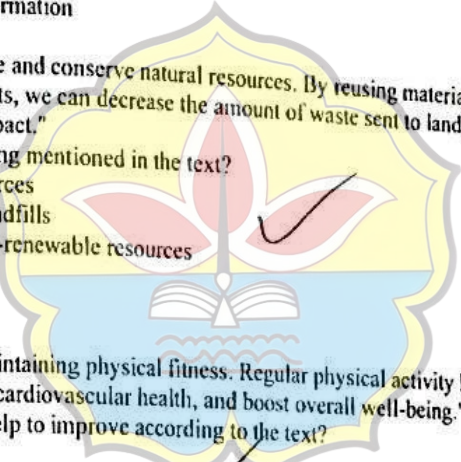
- a. By making communication more difficult
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"Recycling helps reduce waste and conserve natural resources. By reusing materials and turning them into new products, we can decrease the amount of waste sent to landfills and reduce environmental impact."

What is one benefit of recycling mentioned in the text?

- a. Conserving natural resources
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"Exercise is important for maintaining physical fitness. Regular physical activity helps strengthen muscles, improve cardiovascular health, and boost overall well-being."

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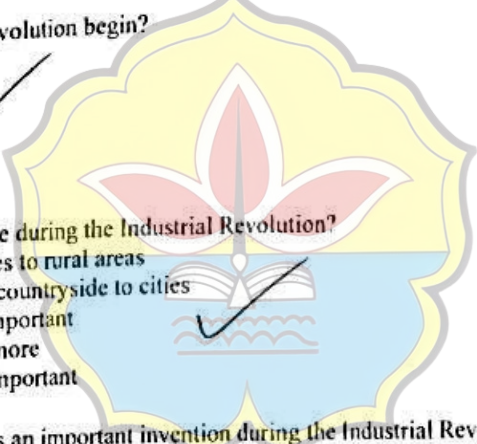
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- 
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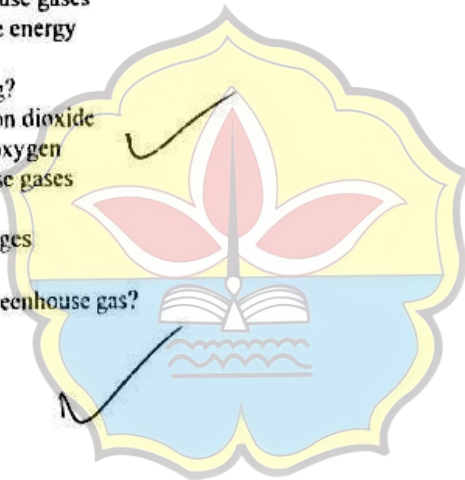
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Outstanding (28)	Project (23)	Experience (29)
Learning (30)	Library (24)	Presentation (27)
Dedication (25)	Enthusiasm (21)	
Wake (22)	Late (26)	

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Monkeys (35)	Island (31)	Friendly (40)
Photos (37)	Surfing (33)	Market (34)
Unforgettable (39)	Calming (38)	Beach (34)
	Trip (32)	

20 x 5
100

MABEL PRATAMA
XIF9

Multiple Choice

Read the text carefully and choose the right answer!

1. "Mountains are not only breathtaking to look at but also provide important resources. They supply fresh water, and forests on mountains help absorb carbon dioxide."

- What is one of the resources provided by mountains according to the text?
- a. Solar energy
 - b. Fresh water
 - c. Precious metals
 - d. Coal
 - e. Natural gas

2. "Reading books can be a great way to escape from daily stresses. A good book allows you to immerse yourself in another world and forget about your worries for a while."

- How does reading books help people according to the text?
- a. By increasing physical strength
 - b. By providing an escape from daily stresses
 - c. By improving cooking skills
 - d. By enhancing financial status
 - e. By reducing sleep requirements

3. "Insects play a crucial role in pollination. Many of the fruits and vegetables we enjoy rely on insects to transfer pollen from one flower to another, which helps plants reproduce."

What role do insects play in pollination?

- a. They make plants grow faster
- b. They control plant diseases
- c. They produce seeds
- d. They create soil nutrients
- e. They help plants reproduce

4. "Winter is a season characterized by cold temperatures and shorter days. During this time, people often engage in activities such as skiing and making snowmen."

What is a common winter activity mentioned in the text?

- a. Swimming
- b. Hiking
- c. Skiing
- d. Surfing
- e. Camping

5. "Healthy eating is essential for maintaining good health. It involves consuming a variety of foods that provide the necessary nutrients, including fruits, vegetables, whole grains, and lean proteins."

What is an important aspect of healthy eating mentioned in the text?

- a. Eating only one type of food
- b. Eating large quantities of food
- c. Avoiding all types of fats
- d. Consuming a variety of nutrient-rich foods
- e. Skipping meals regularly

"Technology has rapidly evolved over the past few decades. Innovations such as smartphones and the internet have transformed the way we communicate and access information."

How has technology changed communication according to the text?

- a. By making communication more difficult
- b. By reducing the need for written communication
- c. By transforming how we communicate and access information
- d. By increasing the use of traditional mail
- e. By limiting access to information

"Recycling helps reduce waste and conserve natural resources. By reusing materials and turning them into new products, we can decrease the amount of waste sent to landfills and reduce environmental impact."

What is one benefit of recycling mentioned in the text?

- a. Conserving natural resources
- b. Adding more waste to landfills
- c. Increasing the use of non-renewable resources
- d. Expanding landfills
- e. Creating more pollution

"Exercise is important for maintaining physical fitness. Regular physical activity helps strengthen muscles, improve cardiovascular health, and boost overall well-being."

What does regular exercise help to improve according to the text?

- a. Memory skills
- b. Financial stability
- c. Cardiovascular health
- d. Social skills
- e. Sleep patterns

9. "The internet has changed the way we access entertainment. Streaming services allow people to watch movies and TV shows on demand, eliminating the need for physical media."

How has the internet changed access to entertainment according to the text?

- a. By making physical media obsolete
- b. By increasing the cost of entertainment
- c. By limiting entertainment options
- d. By requiring people to buy more DVDs
- e. By reducing the availability of on-demand content

10. "Gardening can be a relaxing and rewarding hobby. It involves growing and caring for plants, which can provide both aesthetic pleasure and fresh produce."

What is one benefit of gardening mentioned in the text?

- a. Increasing stress levels
- b. Providing fresh produce and aesthetic pleasure

- c. Requiring frequent travel
- d. Creating noise pollution
- e. Reducing physical activity

Read the text below and answer questions 11-15

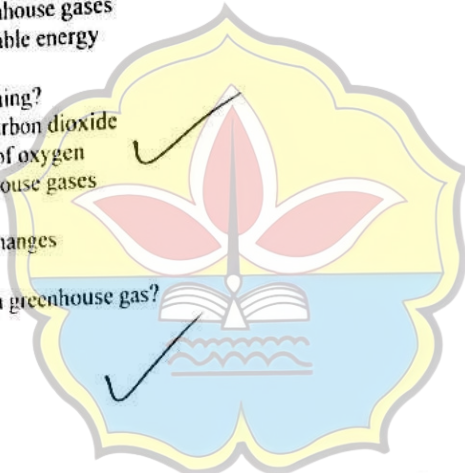
The Industrial Revolution, which began in the late 18th century, was a period of great change in Europe and North America. It was a time when many rural areas became industrialized, and people moved from the countryside to work in factories. New inventions such as the steam engine and the spinning jenny revolutionized manufacturing processes. However, the rapid industrialization also had negative impacts. Working conditions in factories were often dangerous, and children as young as five years old were employed. The pollution from factories filled the air with smoke, and rivers became polluted from waste.

11. When did the Industrial Revolution begin?
 - A. 16th century
 - B. 17th century
 - C. 18th century
 - D. 19th century
 - E. 20th century
12. What was one major change during the Industrial Revolution?
 - A. People moved from cities to rural areas
 - B. People moved from the countryside to cities
 - C. Factories became less important
 - D. People started farming more
 - E. Machines became less important
13. Which of the following was an important invention during the Industrial Revolution?
 - A. The typewriter
 - B. The computer
 - C. The steam engine
 - D. The telephone
 - E. The bicycle
14. What were the working conditions like in factories?
 - A. Safe and comfortable
 - B. Dangerous and difficult
 - C. Clean and healthy
 - D. Relaxed and slow-paced
 - E. Fun and engaging
15. How old were some of the children who worked in factories?
 - A. 18 years old
 - B. 15 years old
 - C. 10 years old
 - D. 5 years old
 - E. 8 years old

Read the text below and answer question 16-20

Global warming is a critical issue that has been the focus of international discussions for decades. It refers to the gradual increase in Earth's average surface temperature due to the buildup of greenhouse gases in the atmosphere. These gases, such as carbon dioxide and methane, trap heat from the sun, leading to a rise in global temperatures. Human activities, including the burning of fossil fuels and deforestation, are major contributors to the increase in greenhouse gases. As a result, we are seeing more extreme weather patterns, melting ice caps, and rising sea levels, which threaten ecosystems and human societies.

16. What is global warming?
A. The decrease in Earth's temperature
B. The gradual increase in Earth's average surface temperature ✓
C. The cooling of the Earth's atmosphere
D. The reduction of greenhouse gases
E. The increase in renewable energy
17. What causes global warming?
A. Decreased levels of carbon dioxide
B. Increased production of oxygen
C. The buildup of greenhouse gases ✓
D. Solar flares
E. Natural temperature changes
18. What is one example of a greenhouse gas?
A. Oxygen
B. Nitrogen
C. Methane ✓
D. Hydrogen
E. Helium
19. What human activities contribute to the increase in greenhouse gases?
A. Planting trees
B. Recycling
C. Burning fossil fuels and deforestation ✓
D. Reducing energy consumption
E. Using electric cars
20. What is one consequence of global warming?
A. Decreasing sea levels
B. Stable weather patterns
C. Melting ice caps ✓
D. Cooler temperatures
E. Increasing landmass



Fill the blank below using the word on the table! (question 21-30)

In a small town nestled between rolling hills, there lived a young girl named Lily. Lily is known throughout her school for her dedication and (21) enthusiasm for learning. From an early age, she had developed a love for books and a curiosity about the world around her. Every morning, Lily would (22) wake up before sunrise and start her day with a fresh mindset. She would meticulously organize her school materials and set clear goals for what she wanted to accomplish. Her room was adorned with colorful posters of various subjects: math formulas, historical figures, and science diagrams.

One day, Lily's teacher announced a challenging (23) project each student had to create a presentation on a topic of their choice and present it to the class. While some students groaned at the thought of the extra work, Lily saw it as an exciting opportunity to explore something she was passionate about. She chose to research the wonders of the solar system, fascinated by the vastness of space. Lily spent hours in the (24) library, poring over books and articles. She also watched documentaries and even reached out to an astronomer who was happy to answer her questions. Every evening, Lily worked diligently, crafting a detailed and engaging presentation.

Her parents and friends noticed her (25) dedication and were impressed by how she balanced her schoolwork with her passion for the project. Despite the long hours, Lily remained enthusiastic and focused, often staying up (26) late to perfect her slides and practice her speech. When the day of the presentation arrived, Lily was nervous but excited. Her classmates were captivated by her (27) presentation, which was filled with fascinating facts, vibrant images, and a well-organized structure. Her clear explanations and evident passion earned her praise from both her peers and her teacher.

The project was a great success, and Lily's hard work was recognized with a special award for (28) outstanding achievement. But more importantly, Lily felt a deep sense of accomplishment. She realized that her dedication and perseverance had paid off, and this (29) experience only filled her desire to keep learning and exploring. From that day on, Lily continued to approach her studies with the same diligence and enthusiasm. Her love for (30) learning remained a guiding force in her life, inspiring those around her to value the rewards of hard work and dedication. And so, Lily's journey of knowledge and discovery continued, marked by her unwavering commitment to learning and her genuine curiosity about the world.

Outstanding	Project	Experience
Learning	Library	Presentation
Dedication	Enthusiasm	
Wake	Late	

Fill the blank below using the word on the table! (question 31-40)

Last summer, my family and I went on a vacation to Bali, one of the most beautiful islands in Indonesia. It was a (32) Trip I had been looking forward to for months. The moment we arrived, I was amazed by the stunning beaches, the crystal-clear water, and the vibrant culture that surrounded us. On the first day, we visited Kuta Beach, where I (33) Surfing for the very first time. Although I fell off the board several times, I had so much fun laughing and enjoying the waves. After a long day at the (34) beach, we watched the sunset, which painted the sky with shades of orange, pink, and purple. It was breathtaking.

The next day, we explored Ubud, famous for its rice terraces and traditional art. We visited the Sacred Monkey Forest Sanctuary, where monkeys roamed freely. It was exciting but a little scary when one of the (35) monkeys tried to take my hat! We also saw traditional Balinese dances and visited local (36) market where I bought some handmade souvenirs. One of the highlights of the trip was visiting a hidden waterfall called Tegenungan. Surrounded by lush greenery, the waterfall was a perfect spot for swimming and taking (37) photos. The sound of the rushing water was so (38) calming, and it felt like we had discovered a secret paradise.

Our week in Bali flew by quickly, but it was filled with (39) Unforgettable memories. From the delicious local food to the warm and (40) Friendly people, everything about the trip was perfect. As we flew back home, I promised myself I would return to Bali one day to experience even more of its beauty.

Monkeys	Island	Friendly	
Photos	Surfing	Market	Beach
	Unforgettable	Calming	Trip

T = 20 x 5
= 100