A CORRELATIONAL STUDY BETWEEN VOCABULARY MASTERY AND READING COMPREHENSION OF PAI STUDENTS OF TARBIYAH STAIN DATOKARAMA PALU

Darwis Jauhari Bandu
(Dosen FTIK IAIN Palu)
darwisjauhari@yahoo.com

Abdul Gafur Marzuki
(Dosen FTIK IAIN Palu)
gafurmarzuki@yahoo.co.id

ABSTRAK
Penelitian ini berjudul “Studi Korelasi antara Penguasaan Kosakata dan Pemahaman Membaca Mahasiswa pada program studi PAI Jurusan Tarbiyah STAIN Datokarama Palu.” Penelitian ini adalah studi korelasi dengan dua variabel–variabel X yakni penguasaan kosakata dan variabel Y yakni pemahaman membaca. Sampel penelitian ini adalah lima puluh mahasiswa semester II program studi PAI Jurusan Tarbiyah STAIN Datokarama Palu. Instrumen yang digunakan adalah tes dan angket. Melalui tes, ditemukan bahwa: (1) Tingkat hubungan antara variabel X dan variabel Y kuat, (2) Kontribusi signifikan variabel X terhadap variabel Y adalah 52.8%, artinya variabel X memberikan sumbangan yang banyak terhadap variabel Y, dan (3) Ada hubungan positif antara variabel X dan variabel Y karena nilai r-hitung (0.727), lebih besar dari nilai r-tabel (0.279). Melalui angket, 46% responden setuju bahwa kosakata memiliki peranan dalam membantu mereka memahami teks berbahasa Inggris.

Kata kunci: korelasi, kosakata, membaca
A. BACKGROUND

Teaching students of Islamics studies is one of examples that require the relevance between their focus of study and what they are learning. English, one of the compulsory subjects that must be taught to the first and second semester students in all colleges in Indonesia no matter what field of study the students focus on, should be oriented to the needs of students.

The students of PAI-Tarbiyah are expected to have good competence and performance in English in all aspects related to Islamic as the focus to be applied in their daily life. They have learned English since they were in Elementary School. However, they still find difficulties in English, such as in understanding English texts, constructing grammatically correct sentences both in oral and visual forms, and organizing ideas in productive skills. In this research, the researchers limited the discussion on two topics namely: the students’ vocabulary mastery and their reading comprehension. These two factors are close each other in terms of their influence.

Reading comprehension seems to be the priority skill that students of ESP (English for Specific Purposes) should have. Comprehension to reading texts is important since the other skills (listening, speaking, and writing) are developed based on the reading texts in ESP material. Reading text is even presented as the opening material in every meeting. So, like or dislike, the students have to work with the reading text before they go to the other classroom activities. Therefore, it seems to be a hard work for teachers to develop the students’ listening, speaking, and writing skills if the students find difficulty in understanding texts.

The students often find it difficult to answer the questions from a reading text both in written and spoken ways. After reading section, there is a discussion section. In the discussion section, the researchers usually ask the students several questions related to the text. If they are asked orally some questions that the answers can be found out in the reading text-explicit questions, only minimum number of them can answer. When the questions are given in written form, the students also find difficulty in answering them. One thing the researchers pay attention during the process of
answering the questions in written form, the students usually ask the researchers some words that they are not familiar with. List of words given after the reading text cannot help much. They still insist to ask the meaning of some words contained in the text. Having looked at the phenomenon, the researchers then conclude that the limited amount of vocabulary causes the students find it hard to comprehend a reading text.

Reading comprehension and vocabulary mastery are two different matters but relate each others. Reading comprehension will find obstacle to develop if a reader only understands minimum number of the words in a passage. Therefore, the researchers are interested in finding out the correlation between these two topics (vocabulary mastery and reading comprehension) by collecting information whether or not by having sufficient vocabulary, the students can do their best in comprehending texts.

**B. PROBLEM STATEMENT**

The second semester students of PAI-Tarbiyah are expected to have good competence and performance in English in all aspects related to islamic as the focus to be applied in their daily life. However, it becomes impossible to expect them to develop their speaking or writing skill if they find difficulty in understanding texts about islamix studies the opening material in every topic of English for islamic studies, since speaking and writing activities are developed based on the topic discussed in the reading texts. Unfortunately, being able to understand reading text is not that easy. One of the factors leading to the emergence of this problem is the lack of vocabulary. Responding this case, the researcher formulated three research questions as follows:

a. What is the level of correlation between variable X (vocabulary mastery) and variable Y (reading comprehension)?

b. How significant is the contribution that can be given by variable X (vocabulary mastery) toward variable Y (reading comprehension)?

c. Is there positive correlation between variable X (vocabulary mastery) and variable Y (reading comprehension)?
C. OBJECTIVE OF THE RESEARCH

The objectives the researcher focused on in conducting this research were:

a. To find out the level of correlation between vocabulary mastery and reading comprehension.
b. To find out the significant contribution that could be given by vocabulary mastery toward reading comprehension.
c. To find out correlation between vocabulary mastery and reading comprehension.

D. SIGNIFICANCE OF THE RESEARCH

The result of this research is expected to be:

a. A considerable source for making improvement to the subject of English for students of PAI-Tarbiyah, especially in STAIN Datokarama Palu.
b. An additional reference for those who are interested in doing further researches about vocabulary mastery and its correlation to reading comprehension.

E. SCOPE OF THE RESEARCH

The researcher only provided reading texts exclusively discussing about the students’ major-PAI. The vocabulary mastery discussed in this research was limited on word meaning or literal meaning. This research focused on two levels of reading comprehension: factual level and interpretive or inferential level.

F. HYPOTHESIS

Testing hypothesis was done by using r-table. If the value of r-counted is same as or higher than the value of r-table, the alternative hypothesis (Ha) is accepted while the null hypothesis (Ho) is rejected, meaning there is positive correlation between vocabulary mastery and reading comprehension. In contrast, if the value of r-table is higher than the value of r-counted, the null hypothesis (Ho) is accepted while the alternative hypothesis (Ha) is rejected, meaning there is negative correlation between vocabulary mastery and reading comprehension.
G. DEFINITION OF KEY TERMS

In order to avoid misunderstanding of the terms used in this research, this part provides definition of key terms used by the researchers.

a. Correlational study is a research focusing on finding out the correlation between two or more variables. This research only applied two variables—vocabulary mastery and reading comprehension.

b. Vocabulary mastery is expertise toward a group of words having individual meaning. Vocabulary mastery includes the knowledge about the meaning, the knowledge about the classes of words, and the knowledge about the use. In this research, the researcher only emphasized vocabulary mastery on the meaning of words.

c. Reading comprehension is the activity of understanding printed/written language.

H. CORRELATIONAL STUDY

Correlational study or correlational research is one of quantitative research types. This research will apply two variables (X and Y), but none of them stand as dependent or independent variable since correlational study does not apply the terms such as dependent or independent variable. Furthermore, he explains that correlational study is used to find out the correlation between two variables: X and Y. In this matter, vocabulary mastery stands as variable X, while reading comprehension as variable Y. So, the researcher’s task was to find out the correlation between vocabulary mastery (X) and reading comprehension (Y).

Correlational study is slightly different from experimental research in which there are dependent and independent variables. Correlational study does not have dependent variable. All the variables are independent. If experimental study needs to prove whether or not the independent variable can give influence to the dependent variable, then correlational study needs to find out

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1 Tiro, M. A. Analisis Korelasi dan Regresi (Makassar: State University of Makassar Press, 2008) p.4
2 Ibid, 21
whether or not the variables are correlated. However, none of the variables in correlational study is expected to have tendency toward the others as experimental study does.

I. VOCABULARY

Vocabulary has a significant role in a language. Someone will not be able to express his/her feelings and ideas whenever he/she does not have vocabulary in mind. Gestures and body language are not enough to use, especially when someone wants to express what he/she has in mind, in which it is a complex thing or an abstract idea; gives response; and even comprehends one’s utterances. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.³

Vocabulary is a must in every language. By having vocabulary, someone will feel free to state what he/she has in mind. Besides, the interlocutor will find it easier to get the meaning of what he/she means rather than if he/she uses gestures.

Teaching vocabulary, in fact, mostly focuses on learning vocabulary word by word, not based on the context.

“We have assumed that when a student learns a new vocabulary item, an approximate meaning for the word is assimilated, and that meaning is linked to the context in which the word was first encountered. Then, as the student meets the word in other contexts, the initially learned, approximate meaning is expanded and refined.” ⁴

This is actually what is missed when teachers begin to ask students to list some unfamiliar words from a text, or ask them to memorize word by word separately from context. As a result, the

memory of the vocabulary will only be saved in short-term memory since
the students do not learn it in context that actually can lead them to the
memory when the first time they acquire the words. The experience in
learning will help the students save their memory about the vocabulary
in long-term memory. Many educators, researchers, and writers agree
that vocabulary should be taught in context. One of them is Wallace
(1987: 41) who states that it is actually important for the students to
get the overall meaning of the article, not to find out the meaning of
individual words.\(^5\)

In relation to the matter of context, the idea that language
learning should be contextualized is certainly not new in language
teaching, at least from a theoretical point of view. Natural language
always occurs in context in that any given utterance is embedded in
ongoing discourse as well as in some particular circumstances or
situation.\(^6\) By teaching vocabulary in context, students are expected
to acquire rather than to learn the language. The process of
acquiring is different from the process of learning. In language
acquisition, the acquirer does not have a plan to learn the language.
It happens naturally in context. In language learning, the learner
plans to learn the language.

**J. READING**

Reading is one of the four language skills besides listening,
speaking, and writing. Reading is a process involving meaningful
reaction to printed symbols.\(^7\) When a reader reads a piece of
writing, he/she activates his/her optical organs to interpret the
printed symbols-letters-in the text.

Reading is an activity done by a reader to communicate
with a writer through written words, reading is the transfer of
meaning and message from writer to reader.\(^8\) In other words,

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\(^7\)Dallmann, M., Roger L. R. and John J. D. *The Teaching of Reading* (Canada: CBS College Publishing, 1982) p.23
reading is a process of receiving and then comprehending what people (the writers/the authors) write. Therefore, reading is known as one of receptive skills besides listening.

Receptive skills are the ways in which people extract meaning from the discourse they see or hear.\(^9\) That is, reading finds its way as an activity people do to get a message through their visual organ of body—the eyes. Furthermore, he explains that when reading or listening, people develop six skills: predicting, extracting specific information, getting the general picture, extracting detailed information, recognizing function and discourse patterns, and deducing meaning from context.\(^{10}\)

Reading, in general, should always involve comprehension. Whenever it does not involve comprehension, it cannot be called reading. Reading without understanding should not be called reading, for reading necessarily involves comprehending.”\(^{11}\) So, whatever type of reading it is, comprehension is needed. Why? The nature of reading itself is for sending message through written symbols. The message should have meaning. Therefore, when a reader reads the message (e.g., books, articles, texts, etc.), he/she at the same time understands it to get the meaning.

Comprehension itself refers to the product of reading. In reading, there is what is called as process and product.\(^{12}\) The process is the activity of reading, that is, the interaction between a reader and a text. During this activity, many things happen to the reader. He/she does not only look at the sets of words arranged into sentences that form paragraphs, but also communicates with the writer of the text, since the text talks the reader about the writer’s mind, argues about what are stated by the writer in the text, recalls the reader’s previous knowledge related to the topic discussed in

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\(^{11}\)Dallmann, M., Roger L. R. and John J. D. *The Teaching of Reading* (Canada: CBS College Publishing, 1982)p.59

the text, and many more. The process is normally silent, internal, and private. After the process is completed, then the product can be achieved. The product in reading skill refers to comprehension. Therefore, usually we hear the term ‘reading comprehension’ that actually refers to the product of reading.

In ESP (English for Specific Purposes), reading texts are easy to find in every topic of material. The purpose of reading for the students of ESP is not to make them fluent in pronouncing English words, but to make them comprehend English texts based on their major. In ESP materials, almost every chapter begins with a reading text. From the reading text, other language skills—listening, speaking, and writing—and language components—grammar, vocabulary and pronunciation—are developed. So, it can be concluded that reading text is the primary part that ESP material should have.

K. CORRELATION BETWEEN VOCABULARY MASTERY AND READING COMPREHENSION

Even though having a lot of vocabulary is not enough, since in order to understand a text, a reader also needs to have previous knowledge about the topic and the concept the writer uses in a text, other writers see the undeniable relationship between vocabulary mastery and reading comprehension. They believe that by knowing the vocabulary in the reading text, a reader can find it easy to understand the text. Here are ideas from some experts related to the correlation between vocabulary mastery and reading comprehension.

By improving student’s vocabulary, their reading comprehension will increase as well. The statement is logically acceptable. Unfortunately, only provides strategies in increasing vocabulary for children, and therefore, it will not be discussed here.

Provide data that adolescents also need to learn vocabulary in order to increase their reading comprehension.\textsuperscript{15} They assert that vocabulary is important since students will find difficulty in comprehending a text if they are weak in vocabulary. In addition, they agree that both of the main topics (vocabulary mastery and reading comprehension) affect each others. Vocabulary mastery can make students comprehend a text, while reading can make them enrich their vocabulary. However, they state that vocabulary is better to be taught in context, not separated one by one.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.\textsuperscript{16}

It seems to be difficult to imagine how a student can do his/her best in comprehending a reading text if he/she only has limited number of vocabulary. He/she may understand the text-with hard effort-through guessing and predicting, but can it be accurate? Is not it easier for him to comprehend the text if he/she knows the vocabulary in the text? Does not it save his/her time in comprehending the text?

Vocabulary mastery, in this matter, plays role as previous knowledge or prior knowledge. Without previous knowledge, comprehension seems to be too far to reach. Previous knowledge must be activated in order to facilitate one’s current abilities to understand and learn.\textsuperscript{17}

Having read the illustration above, it is reasonable to state that understanding towards words does have power to bring a reader to comprehend a text. Even a single unfamiliar word in a

\textsuperscript{15}Curtis, M. E. and Ann M. L. 2001. Teaching Vocabulary to Adolescents to Improve Comprehension. Via <http://www.readingonline.org/articles/curtis/> [27/05/12]


\textsuperscript{17}Bransford, J. D. Human Recognition: Learning, Understanding and Remembering (California: Wadsworth Publishing Company, 1979) p.135
sentence may become the cause of why then a reader finds out that the overall meaning is blurred. In other words, word recognition is important.

**L. RESEARCH DESIGN**

Since the objective of this research is to find out the correlation between vocabulary mastery and reading comprehension, the research type must be a *correlational research*. Correlational design is 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.\(^\text{18}\) This research will use two variables as stated in Chapter 1: *vocabulary mastery* and *reading comprehension*. The researchers intend to find out whether or not there is a positive correlation between the two variables. The research design is presented below:\(^\text{19}\)

\[ X \rightarrow Y \]

In which: 
- \( X \) = vocabulary mastery
- \( Y \) = reading comprehension

**M. POPULATION AND SAMPLE**

A population is a group of individuals who have the same characteristics.\(^\text{20}\) The population of this research was the total number of the first semester students of PAI-Tarbiyah. The number of the students will be 175 (seven classes). If population covers the big scale of research target, sample covers the small scale. Sample can be defined as a small part of the population that becomes the target.

In selecting the sample of the research, the researcher applied random sampling to choose two classes from seven classes provided. This was done since the researchers need to minimize errors that are potential to occur in every research. The larger the

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\(^\text{18}\) Creswell, J. W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Lincoln: University of Nebraska, 2005) p.52


total number of sample from the population taken, the less error can occur. Based on the consideration, the researchers decided to take two classes as the sample of their research, so the sample will be 50 students.

N. RESEARCH VARIABLES

Variable is the object of a research. A variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe.\(^{21}\) As stated before, this research has two variables represented in two symbols: variable \(X\) (vocabulary mastery) and variable \(Y\) (reading comprehension). Through this research, the researchers want to find out whether or not variable \(X\) is potential to have positive correlation with variable \(Y\). In other words, this research is intended to find out whether or not there is positive correlation between the two variables.

In conducting this research, the researchers applied test and non-test instrument. There were two tests given: test of vocabulary mastery and test of reading comprehension. Non-test instrument was in the form of questionnaire.

The following are the steps that the researchers do in collecting data from the participants:
1. Explaining about what the students have to do with the questionnaire;
2. Distributing the questionnaire to the students;
3. Giving 15 minutes to the participants to fill the questionnaire;
4. Explaining about what the students have to do with the vocabulary mastery test;
5. Distributing vocabulary mastery test to the students;
6. Having the students answer the questions in the test for 30 minutes;
7. Explaining about what the students have to do with the reading comprehension test;
8. Distributing reading comprehension test to the students;

\(^{21}\)Creswell, J. W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Lincoln: University of Nebraska, 2005) p.118
9. Having the students answer the questions in the test for 30 minutes.

O. DISCUSSION

This research focuses on finding out correlation between two variables—vocabulary mastery standing as variable X and reading comprehension standing as variable Y. There were three research questions formulated in Chapter 1: the level of correlation between variable X and variable Y, significant contribution of variable X to variable Y, and the correlation of the two variables. The researchers conducted their research on July 1, 2012. The participants were 50 PAI students of STAIN Palu.

The conclusion of this research was hoped to answer the question whether or not there was positive correlation between vocabulary mastery and reading comprehension. In other words, the answer should be effective to determine whether the positive correlation (alternative hypothesis) or the negative correlation (null hypothesis) was accepted. In order to answer the question, the researcher provided questionnaire and tests as the instruments of data collection. After having the students completing the questionnaire, the researcher let the students accomplish the tests. There were two kinds of tests given to the students—vocabulary mastery test (look at Appendix) and reading comprehension test (look at Appendix). The vocabulary mastery test was given first and the reading comprehension test later.

By using rxy formula, it was found that the value of r-counted was 0.727. In order to answer the first research question, a table of Interpretation of Coefficient Correlation of r Value (look at Table 3) was used. The value 0.727 was on the position between 0.60 and 0.799. Therefore, the level of correlation between variable X (vocabulary mastery) and variable Y (reading comprehension) was strong.

To answer the second research question, the researcher applied the formula of Coefficient Determiner proposed by Riduwan (2008: 139). The result of calculation showed that the significant contribution of variable X (vocabulary mastery) to variable Y (reading comprehension) was 52.8%.
The value of \( r \)-counted (0.727), in fact, was higher than the value of \( r \)-table by using 5% level of significance (0.279). Through data analysis, it was found that the alternative hypothesis (Ha) was accepted, while the null hypothesis (Ho) was rejected. The result goes directly to the answer of the third research question that there was positive correlation between vocabulary mastery and reading comprehension.

The result from questionnaire also proves the same as what has been proved by both of the tests. Most of the respondents-the students-who consisted of 50 persons, gave positive responds towards the questions stated in the questionnaire. Most of them agree that the more vocabulary they have, the more able they are in comprehending English texts (look at Appendix, Questionnaire, number 9). The fact shows that there is a link—a correlation—between vocabulary mastery and reading comprehension, and that the correlation is positive. However, they need the lists of vocabulary to help them understand the texts. They need the lists to guide them comprehend the texts and learn how the words works in the context since they—the students—also enjoy learning vocabulary through reading texts. The students seem to be aware that they need English, particularly the reading texts since the texts can broaden their knowledge as well as insights in relation to their major. They even placed reading as the priority to do first in every meeting.

Apart from the fact that vocabulary mastery and reading comprehension had positive correlation, the researcher would also like to comment something related to the result of each test. The mean score of reading comprehension test (60.9) was higher than the mean score of vocabulary mastery test (57.5), while in fact, the vocabulary becoming the questions in vocabulary mastery test was taken from the two reading texts used in reading comprehension test. It means the students found it easier to complete the reading comprehension test rather than the vocabulary mastery test. The researcher believes that the main cause is the context.

The context in this research refers to the reading texts submitted as part of the reading comprehension test. Most of the questions in the vocabulary mastery test did not include context. Neglecting the context can emerge wrong interpretation of meaning as argued by Hayakawa (1939: 56) in Chapter 2. This is the reason
why then the students could get higher score for reading comprehension test rather than in vocabulary mastery test. The vocabulary in the test was separated from its context. However, the questions in reading comprehension test seemed to be easier for the students since it included context. Based on the fact, the researcher then draws a conclusion that students will do their best in learning if they learn based on context.

When the content is separated from the context, comprehension will find it hard to find its way. Therefore, lists of words or vocabulary list should be better taught in context, not separated from context. The context is required to lead the students to comprehension and to stimulate them in acquisition. By preparing context in teaching vocabulary, students are expected to feel like acquiring rather than learning the language.

The importance of learning vocabulary in context has been discussed by Wallace (1987: 41), Hadley (1993: 125), Harris and Coltheart (1986: 191), and of course, Hayakawa (1939: 56) in Chapter 2. It is something interesting when looking at the result of reading comprehension test, in which the total standard score ($\sum Y$) was 3045, while the $\sum X$ was only 2875. The researcher is very sure that the cause is the context. In reading comprehension test, the students found it easier to answer the questions since they had reference—the texts—helping them to understand the words in the questions even though they did not understand them one by one. However, in vocabulary mastery test, the students had no reference. The words in vocabulary mastery test were presented separately from its context, which was actually the reading texts used in reading comprehension test. The researcher delivered the vocabulary mastery test first before giving them reading comprehension test later to know how context could do its best in helping the students to get the meaning of each word in vocabulary mastery test. In fact, it worked as expected. Vocabulary mastery test did not involve context. Therefore, the students found it more difficult to accomplish the vocabulary mastery test rather than the reading comprehension test having the context.

Talking about comprehension, the researcher only took two levels of comprehension among three. They are factual level and interpretive or inferential level. The students would find the
answers of factual level reading comprehension questions explicitly in the texts, just like the question number 1 in which the answer is in paragraph 1. However, they should have read the texts carefully if they wanted to find out the answers of inferential level reading comprehension questions, just like the question number 20 in which its answer could be found in the last paragraph even though it was implicitly stated.

Having the result that $r$-counted (0.727) was higher than $r$-table (0.279), meaning there was positive correlation between vocabulary mastery and reading comprehension, Nuttall (1983: 5) does not seem to be wrong to place vocabulary as the first factor influencing reading comprehension. Vocabulary mastery has already proved to have positive correlation to reading comprehension. The more vocabulary the students know, the better they are in reading comprehension. However, Dubin (1982) also proved that she also stands on the right position since the value of $\sum Y$ was higher than the value of $\sum X$. It means the students used predicting/guessing/anticipating strategy in answering reading comprehension test. They might not know the meaning of the words in the texts one by one, but they were able to predict the meaning since they had the context-the texts.

P. CONCLUSION

a. By using the table of Interpretation of Coefficient Correlation of r Value, it was found that the level of correlation between vocabulary mastery and reading comprehension was strong. The value of $r$-counted (0.727) was located between 0.60 and 0.79 in the table and was categorized strong in terms of interval correlation.

b. By using the formula of Coefficient Determiner, the significant contribution that could be given by vocabulary mastery toward reading comprehension was as much as 52.8%. It means variable $X$ (vocabulary mastery) gave much contribution to variable $Y$ (reading comprehension).

c. By using the formula of Pearson Product Moment correlation ($r_{xy}$), it was gained that the value of $r$-counted was 0.727. If compared with the value of $r$-table (0.279), it
proved the alternative hypothesis (Ha) was accepted, while the null hypothesis (Ho) was rejected. It means there was positive correlation between variable X (vocabulary mastery) and variable Y (reading comprehension). In other words, the more vocabulary the students have, the better their reading comprehension is.

d. The positive correlation between vocabulary mastery and reading comprehension was not only proved through tests, but also through questionnaire. There were 46% of the respondents from 50 PAI students of STAIN Palu agreed that vocabulary really takes a role in enabling them in comprehending English texts. In other words, the more vocabulary they have, the better they are in comprehending English texts.

Q. SUGGESTIONS

a. The students need to increase their vocabulary as well as to enrich their knowledge in their major. However, they find it difficult to put in context some islamic terms when they just only rely on general English Dictionary prepared in library. Therefore, English Dictionary for Islamic studies should also be available in the library.

b. The students may also develop their knowledge in their major as well as train their reading comprehension by searching in internet some information and references about economics written in English.

c. English II subject should cover the material related to general English. General English can involve basic structure, vocabulary, pronunciation, and so on. The students need Basic English in English II before they get English for Islamic studies.

d. It would be better if the students learn vocabulary in context. Vocabulary can be learned through reading texts, magazines, newspaper, online articles, and many others. In order to increase vocabulary related to their studies.
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