

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Description of Data

The research has been done at SMPN 2 Kertak Hanyar. It was located on Jl. A. Yani KM. 8,200 Manarap Tengah, South Kalimantan. In this data presentation, the researcher presents and describes the result on the field research that has been done in the eight grade at SMPN 2 Kertak Hanyar. The data were about the students' reading interest of English short story , vocabulary mastery and reading comprehension.

a. Reading interest of English Short story (X1)

The data of Student's reading interest of English Short Story were collected by using questionnaire. It was conducted to 40 students of eight grade at SMPN 2 Kertak Hanyar. The result of each students were presented in the following table :

Table 4.1 The score of Students' Reading Interest of English Short Story

No	Name	X1	X-M	X ²
1	A	58	-16,975	288,1506
2	B	75	0,025	0,0006
3	C	80	5,025	25,2506
4	D	62	-12,975	168,3506
5	E	74	-0,975	0,9506
6	F	78	3,025	9,1506
7	G	74	-0,975	0,9506
8	H	73	-1,975	3,9006
9	I	70	-4,975	24,7506

10	J	80	5,025	25,2506
11	K	65	-9,975	99,5006
12	L	88	13,025	169,6506
13	M	75	0,025	0,0006
14	N	73	-1,975	3,9006
15	O	73	-1,975	3,9006
16	P	55	-19,975	399,0006
17	Q	61	-13,975	195,3006
18	R	73	-1,975	3,9006
19	S	80	5,025	25,2506
20	T	80	5,025	25,2506
21	U	78	3,025	9,1506
22	V	90	15,025	225,7506
23	W	75	0,025	0,0006
24	X	85	10,025	100,5006
25	Y	88	13,025	169,6506
26	Z	73	-1,975	3,9006
27	A2	75	0,025	0,0006
28	B2	60	-14,975	224,2506
29	C2	74	-0,975	0,9506
30	D2	84	9,025	81,4506
31	E2	70	-4,975	24,7506
32	F2	58	-16,975	288,1506
33	G2	92	17,025	289,8506
34	H2	71	-3,975	15,8006
35	I2	77	2,025	4,1006
36	J2	84	9,025	81,4506
37	K2	75	0,025	0,0006
38	L2	76	1,025	1,0506
39	M2	85	10,025	100,5006
40	N2	82	7,025	49,3506
	SUM	2.999		3142,9750

To find the students' reading interest on English Short Story generally, the researcher applied "mean" statistical formula below :

$$\begin{aligned} M_x &= \frac{\sum X}{N} \\ &= \frac{2999}{40} \\ &= 74.975 \end{aligned}$$

$$\begin{aligned} SD_x &= \frac{\sqrt{\sum f x^2}}{N} \\ SD_x &= \frac{\sqrt{3142,9750}}{40} \\ &= 8.86 \end{aligned}$$

Based on the result of the applied formula above, the total score was 2999 from 40 students, and mean score was 74,975

To find the students' reading interest strength on English short story, the researcher classified the data into three categories namely ; good, fair and bad by determining highest and lowest of reading interest score.

$$\begin{aligned} \text{Highest of reading interest score} &= M_x + 1. SD_x \\ &= 74,975 + 1(8.86) \\ &= 83.835 \\ &= 84 \end{aligned}$$

$$\begin{aligned} \text{Lowest of reading interest score} &= M_x - 1 SD_x \\ &= 74,975 - 1(8.86) \\ &= 66.115 \\ &= 66 \end{aligned}$$

Table 4.2 The Frequency Distribution of the Students' Reading Interest Strength of English Short Story and Classification

Score	Frequency	Category	Percentage
> 84	6	Good	15.00%
66 – 84	27	Fair	67.50%
< 66	7	Bad	17.50%
Total	40		100%

The table above described that the students' reading interest on English Short Story divided into 7 students were in bad category (17.50%), 27 students were in fair category (67.50%), 6 students were in good category (15.00%). The mean score was 74,975 which showed that the students' reading interest of English Short Story was in fair level.

b. Students' Vocabulary Mastery (X₂)

The data of students' Vocabulary mastery were collected by using test. It was also conducted to 40 students of eight grade at SMPN 2 Kertak Hanyar. The result were presented in the following table :

Table 4.3 The Scores of Vocabulary Mastery

No	Name	X ₂	X-M	X ²
1	A	65	-10,625	112,8906
2	B	75	-0,625	0,3906
3	C	85	9,375	87,8906
4	D	65	-10,625	112,8906
5	E	75	-0,625	0,3906
6	F	80	4,375	19,1406
7	G	75	-0,625	0,3906
8	H	70	-5,625	31,6406
9	I	75	-0,625	0,3906

10	J	85	9,375	87,8906
11	K	65	-10,625	112,8906
12	L	95	19,375	375,3906
13	M	80	4,375	19,1406
14	N	75	-0,625	0,3906
15	O	75	-0,625	0,3906
16	P	55	-20,625	425,3906
17	Q	60	-15,625	244,1406
18	R	75	-0,625	0,3906
19	S	80	4,375	19,1406
20	T	80	4,375	19,1406
21	U	80	4,375	19,1406
22	V	85	9,375	87,8906
23	W	70	-5,625	31,6406
24	X	80	4,375	19,1406
25	Y	85	9,375	87,8906
26	Z	75	-0,625	0,3906
27	A2	70	-5,625	31,6406
28	B2	60	-15,625	244,1406
29	C2	75	-0,625	0,3906
30	D2	85	9,375	87,8906
31	E2	75	-0,625	0,3906
32	F2	65	-10,625	112,8906
33	G2	90	14,375	206,6406
34	H2	70	-5,625	31,6406
35	I2	75	-0,625	0,3906
36	J2	85	9,375	87,8906
37	K2	70	-5,625	31,6406
38	L2	75	-0,625	0,3906
39	M2	80	4,375	19,1406
40	N2	85	9,375	87,8906
	SUM	3025		2859,375

To find the Students' Vocabulary Mastery generally, the researcher applied "mean" statistical formula below :

$$\begin{aligned} M_x &= \frac{\sum X}{N} \\ &= \frac{3025}{40} \\ &= 75,625 \end{aligned}$$

$$\begin{aligned} SD_x &= \frac{\sqrt{\sum f x^2}}{N} \\ SD_x &= \sqrt{\frac{2859,375}{40}} \\ &= \sqrt{71.48} \\ &= 8,45 \end{aligned}$$

Based on the result of the applied formula above, the total score was 3025 from 40 students, and mean score was 75,625

To find the students' vocabulary mastery, the researcher classified the data into three categories namely ; good, fair and bad by determining highest and lowest on vocabulary mastery score.

$$\begin{aligned} \text{Highest of vocabulary mastery score} &= M_x + 1 \cdot SD_x \\ &= 75,625 + 1(8.45) \\ &= 83.835 \\ &= 84.075 = 84 \end{aligned}$$

$$\begin{aligned} \text{Lowest of vocabulary mastery score} &= M_x - 1 \cdot SD_x \\ &= 75,625 - 1(8.45) \\ &= 67,175 \\ &= 67 \end{aligned}$$

Table 4.4 The Frequency Distribution of The Students' Vocabulary Mastery and Classification

Score	Frequency	Category	Percentage
.> 84	9	Good	22.50%
67 – 84	24	Fair	60.00%
< 67	7	Bad	17.50%
Total	40		100%

The table above described that the students' vocabulary mastery divided into 7 students were in bad category (17.50%), 24 students were in fair category (60.00%), 9 students were in good category (22.50%). The mean score was 75,625 which showed that the students' vocabulary mastery was fair in level.

c. Students' Reading Comprehension (Y)

The data of students' reading comprehension were collected by using test. It was also conducted to 40 students of eight grade at SMPN 2 Kertak Hanyar. The result of each student was presented in the following table:

Table. 4.5 The scores of Reading Comprehension

No	Name	Y
1	A	65
2	B	75
3	C	85
4	D	65
5	E	75
6	F	80
7	G	75
8	H	70
9	I	75
10	J	85

11	K	65
12	L	95
13	M	80
14	N	75
15	O	75
16	P	55
17	Q	60
18	R	75
19	S	80
20	T	80
21	U	80
22	V	85
23	W	70
24	X	80
25	Y	85
26	Z	75
27	A2	70
28	B2	60
29	C2	75
30	D2	85
31	E2	70
32	F2	65
33	G2	90
34	H2	70
35	I2	75
36	J2	80
37	K2	70
38	L2	75
39	M2	80
40	N2	80
	SUM	3010

To identified the students' reading comprehension, the researcher classified the data into five categories namely very poor, poor, fair, good and excellent. The classifications of the categories were seen in the following table :

Table 4.6. The Frequency Distribution of The Students Test Result and The Classification

N	Score	Frequency	Percentage	Category
1	0-49	0 students	0 %	Poor
2	50-59	1 students	2.50%	Low
3	60-69	6 students	15.00%	Fair
4	70-79	17 students	42.50%	Good
5	80-100	16 students	40.00%	Excellent
	Sum	40 students	100 %	

The table above showed that the students' reading comprehension based on the categories were no students in poor category, 1 students were in low category (2.50%) , 6 students were in fair category (15.00%), 17 students were in good category (42.50%), and 16 students were in excellent category (40.00%).

To find the students' reading comprehension, the researcher applied “ mean “ statistical formula below :

$$\begin{aligned}
 M &= \frac{\sum Y}{N} \\
 &= \frac{3010}{40} \\
 &= 75.25
 \end{aligned}$$

Based on the result the total score was 3010 from 40 students, and the mean score was 75,25. The mean 75,25 which showed that the students' reading comprehension in good level.

2. Data Analysis

- a. The next step in this research was finding the $X1Y$, X^2 , and Y^2 of the data, which can be seen in table:

Table 4.7. Data Analysis Students' Reading Interest of English Short Story with Reading Comprehension.

No	Name	X1	Y	X1Y	X1 ²	Y ²
1	A	58	65	3770	3364	4225
2	B	75	75	5625	5625	5625
3	C	80	85	6800	6400	7225
4	D	62	65	4030	3844	4225
5	E	74	75	5550	5476	5625
6	F	78	80	6240	6084	6400
7	G	74	75	5550	5476	5625
8	H	73	70	5110	5329	4900
9	I	70	75	5250	4900	5625
10	J	80	85	6800	6400	7225
11	K	65	65	4225	4225	4225
12	L	88	95	8360	7744	9025
13	M	75	80	6000	5625	6400
14	N	73	75	5475	5329	5625
15	O	73	75	5475	5329	5625
16	P	55	55	3025	3025	3025
17	Q	61	60	3660	3721	3600
18	R	73	75	5475	5329	5625
19	S	80	80	6400	6400	6400
20	T	80	80	6400	6400	6400
21	U	78	80	6240	6084	6400
22	V	90	85	7650	8100	7225
23	W	75	70	5250	5625	4900
24	X	85	80	6800	7225	6400
25	Y	88	85	7480	7744	7225
26	Z	73	75	5475	5329	5625
27	A2	75	70	5250	5625	4900

28	B2	60	60	3600	3600	3600
29	C2	74	75	5550	5476	5625
30	D2	84	85	7140	7056	7225
31	E2	70	70	4900	4900	4900
32	F2	58	65	3770	3364	4225
33	G2	92	90	8280	8464	8100
34	H2	71	70	4970	5041	4900
35	I2	77	75	5775	5929	5625
36	J2	84	80	6720	7056	6400
37	K2	75	70	5250	5625	4900
38	L2	76	75	5700	5776	5625
39	M2	85	80	6800	7225	6400
40	N2	82	80	6560	6724	6400
	N=40	2999	3010	228380	227993	229250

Before using Pearson product moment, the researcher does prerequisite test (normality test and linearity test) by using SPSS. These were the results of normality test and linearity test.

Table 4.8 Result of Normality Test

Variable	Significance	Criteria
X1	0,153	Normal
X2	0,211	Normal
Y	0,276	Normal

Based on the result, it showed that the value of variable X1 (0,153), the value of variable X2 (0,211) and the value of variable Y (0,276) were higher than 0,05. So, it can be concluded that the data were normal. For more information about the result, it can be seen in the appendix 5.

Table 4.9 Result of Linearity Test

Variable	Significance	Criteria
X1*Y	0,423	Linear
X2*Y	0,755	Linear

The result of linearity test between Students' reading interest of English short story (X1) and vocabulary mastery (X2) and reading comprehension (Y) above shows that the significance value X1Y = 0,423 and X2Y = 0,755 which was higher than 0,05. Therefore, it can be concluded that variable X1, X2 and variable Y was linear. For more information about the result, it can be seen in the appendix 6.

Because of the data were normal and linear, the researcher can use Pearson product moment formula in order to identified the correlation between reading interest of English short story, vocabulary mastery and their reading comprehension of eight grade at SMPN 2 Kertak Hanyar.

Then next step was analyzing the data by using Pearson number correlation formula. The formula was:

$$r_{x_1y} = \frac{N \sum X_1Y - (\sum X_1) (\sum Y)}{\sqrt{[N \sum X_1^2 - (\sum X_1)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

Where:

r_{x_1y} : Coefficient correlation between correlated variables x1 and y

N : The total number of the students

X1 : Students' reading interest on English short story

Y : Students' reading comprehension

$$\begin{aligned}
 r_{xly} &= \frac{N \sum X_1 Y - (\sum X_1) (\sum Y)}{\sqrt{[N \sum X_1^2 - (\sum X_1)^2] [N \sum Y^2 - (\sum Y)^2]}} \\
 &= \frac{40 \times 228380 - (2999)(3010)}{\sqrt{\{40 \times 227993 - 2999^2\} \{40 \times 229250 - 3010^2\}}} \\
 &= \frac{9135200 - 9026990}{\sqrt{\{9119720 - 8994001\} \{9170000 - 9060100\}}} \\
 &= \frac{108210}{\sqrt{125719 \times 109900}} \\
 &= \frac{108210}{\sqrt{13816518100}} \\
 &= \frac{108210}{117543.7} \\
 &= \mathbf{0,9205}
 \end{aligned}$$

- b. The next step in this research was finding the X^2Y , X^2 , and Y^2 of the data. They were seen in the following table:

Table 4.10. Data Analysis Students' Vocabulary Mastery with Reading Comprehension.

No	Name	X ²	Y	X ² Y	X ²	Y ²
1	A	65	65	4225	4225	4225
2	B	75	75	5625	5625	5625
3	C	85	85	7225	7225	7225
4	D	65	65	4225	4225	4225
5	E	75	75	5625	5625	5625
6	F	80	80	6400	6400	6400
7	G	75	75	5625	5625	5625
8	H	70	70	4900	4900	4900
9	I	75	75	5625	5625	5625
10	J	85	85	7225	7225	7225
11	K	65	65	4225	4225	4225
12	L	95	95	9025	9025	9025
13	M	80	80	6400	6400	6400

14	N	75	75	5625	5625	5625
15	O	75	75	5625	5625	5625
16	P	55	55	3025	3025	3025
17	Q	60	60	3600	3600	3600
18	R	75	75	5625	5625	5625
19	S	80	80	6400	6400	6400
20	T	80	80	6400	6400	6400
21	U	80	80	6400	6400	6400
22	V	85	85	7225	7225	7225
23	W	70	70	4900	4900	4900
24	X	80	80	6400	6400	6400
25	Y	85	85	7225	7225	7225
26	Z	75	75	5625	5625	5625
27	A2	70	70	4900	4900	4900
28	B2	60	60	3600	3600	3600
29	C2	75	75	5625	5625	5625
30	D2	85	85	7225	7225	7225
31	E2	75	70	5250	5625	4900
32	F2	65	65	4225	4225	4225
33	G2	90	90	8100	8100	8100
34	H2	70	70	4900	4900	4900
35	I2	75	75	5625	5625	5625
36	J2	85	80	6800	7225	6400
37	K2	70	70	4900	4900	4900
38	L2	75	75	5625	5625	5625
39	M2	80	80	6400	6400	6400
40	N2	85	80	6800	7225	6400
	N=40	3025	3010	230400	231625	229250

Before using pearson product moment, the researcher does prerequisite test (normality test and linearity test) by using SPSS. These were the results of normality test and linearity test.

Table 4.11 Result of Normality Test

Variable	Significance	Criteria
X1	0,153	Normal
X2	0,211	Normal
Y	0,276	Normal

Based on the result, it shows that the value of variable X1 (0,153), the value of variable X2 (0,211) and the value of variable Y (0,276) were higher than 0,05. So, it can be concluded that the data were normal. For more information about the result, it can be seen in the appendix 5.

Table 4.12 Result of Linearity Test

Variable	Significance	Criteria
X1*Y	0,423	Linear
X2*Y	0,755	Linear

The result of linearity test between Students' reading interest of English short story (X1) and vocabulary mastery (X2) and reading comprehension (Y) above shows that the significance value $X1Y = 0,423$ and $X2Y = 0,755$ which was higher than 0,05. Therefore, it can be concluded that variable X1, X2 and variable Y was linear. For more information about the result, it can be seen in the appendix 6.

Because of the data were normal and linear, the researcher can use Pearson product moment formula in order to identified the correlation between reading interest of English short story, vocabulary mastery and their reading comprehension of eight grade at SMPN 2 kertak hanyar.

Then, the next step was analyzing the data by using Pearson number correlation formula. The formula was:

$$r_{x_2y} = \frac{N \sum X_2Y - (\sum X_2)(\sum Y)}{\sqrt{[N \sum X_2^2 - (\sum X_2)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

r_{x_2y} : Coefficient correlation between correlated variables x_2 and y

N : The total number of the students

X_2 : Students' vocabulary mastery

Y : Students' reading comprehension

$$\begin{aligned} r_{x_2y} &= \frac{N \sum X_2Y - (\sum X_2)(\sum Y)}{\sqrt{[N \sum X_2^2 - (\sum X_2)^2][N \sum Y^2 - (\sum Y)^2]}} \\ &= \frac{40 \times 230400 - (3025)(3010)}{\sqrt{\{40 \times 231625 - 3025^2\} \{40 \times 229250 - 3010^2\}}} \\ &= \frac{9216000 - 9105250}{\sqrt{\{9265000 - 9150625\} \{9170000 - 9060100\}}} \\ &= \frac{110750}{\sqrt{114375 \times 109900}} \\ &= \frac{110750}{\sqrt{12569812500}} \\ &= \frac{110750}{112115.175} \\ &= \mathbf{0,9878} \end{aligned}$$

- c. The next step in the research was finding the X_1 , X_2 , X_1X_2 , X^2 , and Y^2 of the data. They were seen in the following table:

Table 4.13. Data Analysis Students' Reading Interest of English Short Story, Vocabulary Mastery and Reading Comprehension.

No	Name	X1	X2	X1X2	X1 ²	X2 ²
1	A	58	65	3770	3364	4225
2	B	75	75	5625	5625	5625
3	C	80	85	6800	6400	7225
4	D	62	65	4030	3844	4225
5	E	74	75	5550	5476	5625
6	F	78	80	6240	6084	6400
7	G	74	75	5550	5476	5625
8	H	73	70	5110	5329	4900
9	I	70	75	5250	4900	5625
10	J	80	85	6800	6400	7225
11	K	65	65	4225	4225	4225
12	L	88	95	8360	7744	9025
13	M	75	80	6000	5625	6400
14	N	73	75	5475	5329	5625
15	O	73	75	5475	5329	5625
16	P	55	55	3025	3025	3025
17	Q	61	60	3660	3721	3600
18	R	73	75	5475	5329	5625
19	S	80	80	6400	6400	6400
20	T	80	80	6400	6400	6400
21	U	78	80	6240	6084	6400
22	V	90	85	7650	8100	7225
23	W	75	70	5250	5625	4900
24	X	85	80	6800	7225	6400
25	Y	88	85	7480	7744	7225
26	Z	73	75	5475	5329	5625
27	A2	75	70	5250	5625	4900
28	B2	60	60	3600	3600	3600
29	C2	74	75	5550	5476	5625
30	D2	84	85	7140	7056	7225
31	E2	70	75	5250	4900	5625
32	F2	58	65	3770	3364	4225

33	G2	92	90	8280	8464	8100
34	H2	71	70	4970	5041	4900
35	I2	77	75	5775	5929	5625
36	J2	84	85	7140	7056	7225
37	K2	75	70	5250	5625	4900
38	L2	76	75	5700	5776	5625
39	M2	85	80	6800	7225	6400
40	N2	82	85	6970	6724	7225
	N=40	2999	3025	229560	227993	231625

$$r_{x_1x_2} = \frac{N \sum X_1X_2 - (\sum X_1)(\sum X_2)}{\sqrt{[N \sum X_1^2 - (\sum X_1)^2][N \sum X_2^2 - (\sum X_2)^2]}}$$

Where:

$r_{x_1x_2}$: Coefficient correlation between correlated variable x_1 and x_2

N : The total number of the students

X_1 : Students' reading interest of English short story

X_2 : Students' vocabulary mastery

$$\begin{aligned}
 r_{x_1x_2} &= \frac{N \sum X_1X_2 - (\sum X_1)(\sum X_2)}{\sqrt{[N \sum X_1^2 - (\sum X_1)^2][N \sum X_2^2 - (\sum X_2)^2]}} \\
 &= \frac{40 \times 229560 - (2999)(3025)}{\sqrt{\{40 \times 227993 - 2999^2\} \{40 \times 231625 - 3025^2\}}} \\
 &= \frac{9182400 - 9071975}{\sqrt{\{9119720 - 8994001\} \{9265000 - 9150625\}}} \\
 &= \frac{110425}{\sqrt{125719 \times 114375}} \\
 &= \frac{110425}{\sqrt{14379110625}} \\
 &= \frac{110425}{119912.929} \\
 &= 0,9209
 \end{aligned}$$

This formula to the correlation students' reading interest of English short story, vocabulary mastery and reading comprehension

$$\begin{aligned}
 R_{x_1x_2y} &= \sqrt{\frac{r^2 y_{x_1} + r^2 y_{x_2} - 2r_{yx_1} \cdot r_{yx_2} \cdot r_{x_1x_2}}{1 - r^2 x_1x_2}} \\
 &= \sqrt{\frac{0,9205^2 + 0,9878^2 - 2 \cdot 0,9205 \cdot 0,9878 \cdot 0,9209}{1 - 0,9209^2}} \\
 &= \sqrt{\frac{0,847 + 0,976 - 2 \cdot 0,837}{1 - 0,848}} \\
 &= \sqrt{\frac{1,823 - 1,674}{0,152}} \\
 &= \sqrt{\frac{0,149}{0,152}} \\
 &= \sqrt{0,980} \\
 &= \mathbf{0,989}
 \end{aligned}$$

After finding the result of the calculation by using correlation formula, the researcher re-calculates the data by using the *Statistical Package for the Social Science (SPSS) windows program* in order to confirm the calculation result, and the result were $X_1Y = 0,9205$, $X_2Y = 0,9878$, $X_1X_2Y = 0,9899$. The result from the *SPSS* was seen in the following table:

Table 4.14. SPSS Correlation result

		Correlations		
		X1	X2	Y
X1	Pearson Correlation	1	,921**	,921**
	Sig. (2-tailed)		,000	,000
	N	40	40	40
X2	Pearson Correlation	,921**	1	,988**
	Sig. (2-tailed)	,000		,000
	N	40	40	40
Y	Pearson Correlation	,921**	,988**	1
	Sig. (2-tailed)	,000	,000	
	N	40	40	40

** . Correlation was significant at the 0.01 level (2-tailed).

Based on the result of the calculation above, it was identifiedn *that RX1Y was 0,921, RX2Y was 0,988, RX1X2Y was 1* . To test the hypothesis of the research there were two steps that the researcher have performed. Firstly, the researcher consulted to the table of standard classification of correlation degree below:

Table 4. 15. Standard Categories of “r” Product Moment Value

The value of “r” Pearson product moment (r_{xy})	Interpretation
0,80 – 1,00	There was a very strong correlation between variable X and variable Y
0,60 – 0,80	There was a strong correlation between variable X and variable Y
0,40 – 0,60	There was a fair or medium correlation between variable X and variable Y
0,20 – 0,40	There was a low correlation between variable X and variable Y
0,00 – 0,20	There was a correlation between variable X and variable Y, but the correlation was so very low that the correlation was disregarded, or, in other words, there was no correlation between variable X and variable Y.

Secondly, in order to confirm the first step, the researcher consulted to the table of “ r ” value, then found out that the “ r ” value for $N=38$ was 0,320 for 5% significance degree. It was clear that $r_o > r_t$.

$$r_{x1y} \text{ or } r_o = 0,921$$

$$r_{x2y} \text{ or } r_o = 0,988$$

$$r_{x1x2y} \text{ or } r_o = 1,00$$

$$r_t = 0,320$$

$$r_{x1y} \text{ or } r_o > r_t \text{ and } r_{x2y} \text{ or } r_o > r_t \text{ and } r_{x1x2y} \text{ or } r_o > r_t$$

It means that the hypothesis null (Ho) was denied and hypothesis alternative (Ha) was accepted. Therefore, the conclusion was that there were the correlation between students’ reading interest of English short story, vocabulary mastery and their reading comprehension.

B. Discussion

Based on the findings, the researcher found some information about the correlation between students’ reading interest of English short story, vocabulary mastery and their reading comprehension of eight grade at SMPN 2 Kertak Hanyar.

First, the students’ reading interest of English short story, 7 students were in bad category (17.50%), 27 students were in fair category (67.50%), 6 students were in good category (15.00%). The mean score was 74,975 showed that the students’ reading interest of English short story was fair level.

Interest was a tendency and a high desire or a desire for something, for example, students of eight grade at SMPN 2 Kertak Hanyar is said to be enough, because they have a great interest in short stories in English (more interesting) will focus more attention than others. An intensive concentration will enable students to study harder and achieve what they want.

Second, the vocabulary mastery, 7 students were in bad category (17.50%), 24 students were in fair category (60.00%), 9 students were in good category (22.50%). The mean score was 75,625 showed that the students' vocabulary mastery was in fair level.

Vocabulary becomes one of the most meaningful aspects because all aspects will always use the vocabulary in it. Vocabulary mastery becomes the basis of a reciting reader. A student is required to have many vocabulary to be proficient in language. Therefore, by mastering vocabulary students were able to develop power and understanding. Vocabulary mastery of students eight grade at SMPN 2 Kertak Hanyar is enough, because they are able to understand the reading of short stories in English.

Third, the reading comprehension, there were no students who got score less than 50 (poor category). Furthermore, there were 1 students (2.50%) who got score between 50 and 59 (low category); 6 students (15.00%) who got score between 60 and 69 (fair category); 17 students

(42.50%) who got score between 70 and 79 (good category); and 16 students (40.00%) who got score between 80 and 100 (excellent category).

Moreover, based on the mean of the students' reading comprehension scores which was 75,25 it can be concluded that reading comprehension on eight grade at SMPN 2 Kertak Hanyar was in good category.

With interest and vocabulary sufficiently, it will affect reading comprehension, as well as reading comprehension of eight grade at SMPN 2 Kertak Hanyar is said to be good.

The researcher also found the information about whether there was a correlation or not between students' reading interest of English short story, vocabulary mastery and their reading comprehension of eight grade at SMPN 2 Kertak Hanyar. Based on the findings, the value of Pearson correlation (r_{x1y} ; r_{x2y} ; r_{x1x2y}) between reading interest of English short story, vocabulary mastery and their reading comprehension were 0,921; 0,988; 1,00 and the value of r_{table} at significant value 0,05 with $df = 38$ was 0.320. So, it can be concluded that r_{x1x} ; r_{x2y} ; $r_{x1x2y} > r_{table}$ which means there were correlation and H_a was accepted, H_o was rejected. It means there was a correlation interest of English short story, vocabulary mastery and their reading comprehension.

In conclusion, based on the findings of this research, the researcher found that there was high correlation between students' reading interest of

English short story, vocabulary mastery and their reading comprehension of eight grade at SMPN 2 Kertak Hanyar.

In addition, result indicates that showed positive engagement towards students' reading interest of English short story, vocabulary mastery and reading comprehension. Interest was defined as interaction between a person and an object within the environment. (Magner: 2012, p.3) In other words, there was something happened which made a person and an object interrelated each other, like interest of English short story and reading comprehension. For example, reading story, he may be enjoy and happy doing it. There must be something which makes him do that kind of activity. They stated that interest was a nonemotional state of motivation or attention. (Silvia: 2006, p.13).

Richard and Renandya (2002, p.225) states that vocabulary was a core component of language proficiency and provides much of the bass for how well learners speak, listen, read and write. The contribution of a student's vocabulary knowledge to his reading comprehension has been an acceptable finding in reading research. Moreover, the prominent role of vocabulary in reading comprehension has been documented for English-Native speaker, ELs and students who were second language learners of language other than English (Taboada: 2012, p.902).