

**STUDENTS VOCABULARY ATTAINMENT THROUGH  
READING COMPREHENSION**



**TANIA MAHARANI RIZAL**

**202110100311095**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH MALANG**

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**APPROVAL**

This Thesis was written by Tania Maharani Rizal and was Approved on  
Tuesday, 08 July 2025.

By:  
Tania Maharani Rizal

Advisor,



Prof, Dwi Poedjiastutie, M.A., Ph.D

**APPROVAL PAGE AFTER DEFENSE**

This thesis was defended in front of the examiners of the Faculty of Teacher Training and Education of University of Muhammadiyah Malang and accepted as one of the requirements to achieve Bachelor's Degree in English Language

Education on Tuesday, 22 July 2025

Approved by:

Faculty of Teacher Training and Education  
University of Muhammadiyah Malang

  
Prof. Dwi Poedjiastutie Handayani, M.M.

Examiners:

1. Bayu H. Wicaksono, M.Ed., Ph.D
2. Teguh Hadi Saputro, S.Pd., M.A

Signatures:

1.   
2. 

By:  
Advisor I,



Prof. Dwi Poedjiastutie, M.A., Ph.D

## MOTTO AND DEDICATION

### MOTTO

*"Allah did not say life would be easy, but He promised that indeed, with hardship comes ease."*

*(Surah Al-Inshirah, 94:6)*

*"And He found you lost and guided you."*

*(Surah Ad-Duhaa, 93:7)*

*"It will pass, everything you've gone through it will pass."*

*(Rachel Vennya)*

*"What will you be like in 10 years, Sofa? Are you still alive?"*

*May you always have your happiness.*

*(Dear Sofa to Sofa.)*

*"Success is not always measured by how fast you reach the finish line, but by the patience, persistence, and integrity you show along the way."*

## DEDICATION

I dedicate this thesis to:

1. To Allah SWT, the Most Compassionate and the Most Loving, for His continuous guidance and countless blessings throughout the course of my academic journey.
2. To my dearest parents, my father Rizal and my mother Lina Fatmawati, for your endless love, devotion, and heartfelt prayers.
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5. To all the lecturers of the English Language Education Department, thank you for shaping my academic growth with your expertise and encouragement.
6. To my beloved grandmother Fatimah, and in memory of those who have returned to Allah: my grandmother Sriasih, my grandfathers Yulimar Sutan Bandaro, Mugiono, Nengah Nayun, and my brother Muhammad Rizal, may your souls be granted peace, and may your legacy remain alive in my heart.
7. To my uncle, Om Je, for being a constant source of strength and support, just like my parents.
8. To my sweet niece, Arvella, for filling my life with happiness.
9. To my childhood friends: Anti, Bella, Jihan and Nisa for their enduring friendship and uplifting support along the way.
10. To my dear friends, Tessalonika Sibarani, Nadilla, Dyah Ayu, Alya, Sazhila, and Tiara Malagapy. I truly appreciate your constant support and meaningful contributions throughout this journey.
11. To all my research respondents, I sincerely appreciate your time and the thoughtful input you provided.
12. To myself, for choosing to hold on when it would've been easier to give up. I admire your strength.

## AUTHOR AND DECLARATION OF ORIGINALITY

I hereby declare that this thesis is a result of my own independent effort, work, and investigation. It has not been submitted, either in whole or in part, for any academic degree or qualification at any other university or institution.

To the best of my knowledge and belief, this thesis does not contain any material previously published or written by another person, except where proper references and acknowledgements are made. All sources of information, ideas, data, figures, and quotations, whether from published or unpublished materials have been clearly cited in accordance with academic integrity and ethical writing standards.

I take full responsibility for the content of this thesis and confirm that it has been reviewed and approved by my academic supervisor. This document represents the final and authorized version as accepted by the English Language Education Department.

Malang, 09 July 2025



Tania Maharani Rizal

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12. To myself, for not giving up even when things got tough. I'm proud of the strength it took to keep going.

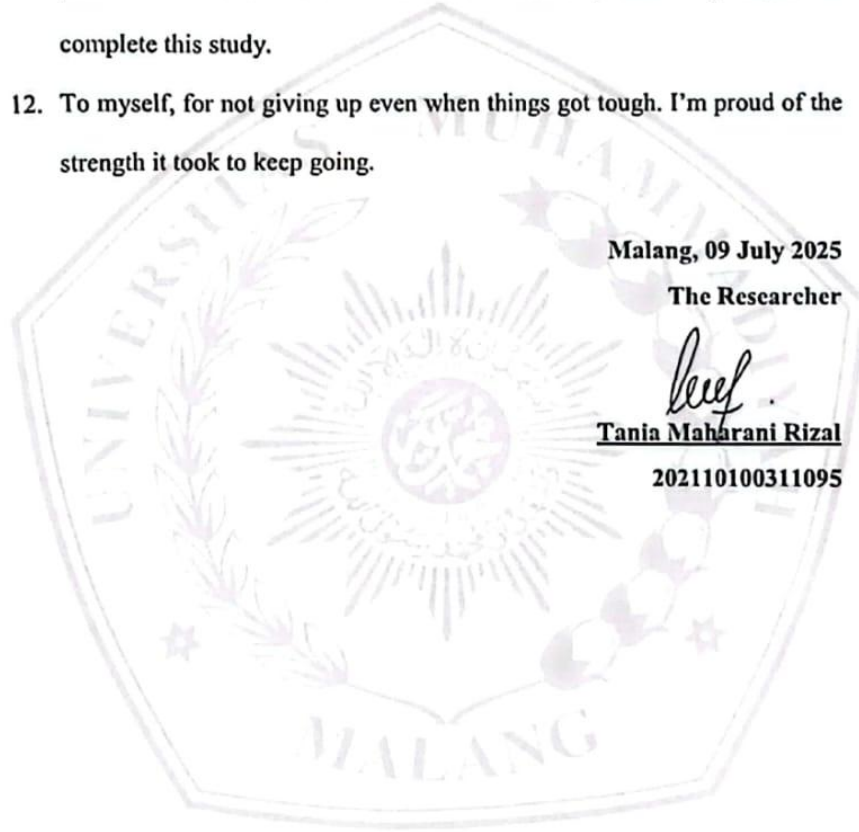
Malang, 09 July 2025

The Researcher



Tania Maharani Rizal

202110100311095



## STUDENTS VOCABULARY ATTAINMENT THROUGH READING COMPREHENSION

### ABSTRACT

This study explores the relationship between vocabulary attainment and reading comprehension among EFL students enrolled in a Literal Reading course at the University of Muhammadiyah Malang. Employing a quantitative correlational design, data were gathered from 14 students using a graded reading text to assess vocabulary attainment and midterm reading comprehension test scores. Vocabulary attainment was measured by the number of familiar words students highlighted in the text, while reading comprehension was evaluated through institutional exam scores. Data analysis was conducted using the Pearson Product-Moment correlation via SPSS. The results reveal a weak relationship between vocabulary attainment and reading comprehension, likely influenced by methodological constraints, such as limited sample size, and external factors, including varying learner proficiency levels. These findings underscore the potential of vocabulary knowledge to contribute to comprehension when paired with effective instructional strategies, emphasizing the value of integrated approaches to reading pedagogy. The study advocates for aligning text difficulty with learner proficiency, incorporating explicit reading strategy instruction, and fostering contextual vocabulary learning. Despite limitations in sample size and assessment scope, the results offer meaningful insights for enhancing EFL reading instruction. Recommendations for future research are provided to further explore these dynamics.

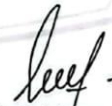
**Keywords:** Vocabulary attainment, reading comprehension, EFL.

Advisor

The Researcher



(Prof. Dwi Poedjiastutie, M.A., Ph.D)



(Tania Maharani Rizal)

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### LEMBAR HASIL CEK PLAGIASI

Koordinator Plagiasi Program Studi Pendidikan Bahasa Inggris FKIP UMM menyatakan bahwa:

\*Nama : Tania Maharani Rizal

\*NIM : 202110100311095

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Kampus I  
Jl. Bandung 1 Malang, Jawa Timur  
P: +62 341 551 253 (Hunting)  
F: +62 341 460 435

Kampus II  
Jl. Bendungan Sutarni No 188 Malang, Jawa Timur  
P: +62 341 551 149 (Hunting)  
F: +62 341 582 060

Kampus III  
Jl. Raya Tlogomas No 246 Malang, Jawa Timur  
P: +62 341 464 318 (Hunting)  
F: +62 341 460 435  
E: webmaster@umm.ac.id