

**THE CONTRIBUTION OF VOCABULARY MASTERY TOWARD READING
COMPREHENSION**

A THESIS

**Presented as partial fulfillment of the requirement for the attainment of the Sarjana
Pendidikan Degree in English Language Education**



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APPROVAL SHEET

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THE CONTRIBUTION OF VOCABULARY MASTERY TOWARD READING
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A THESIS

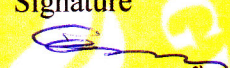

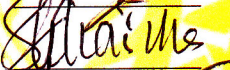
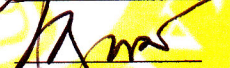
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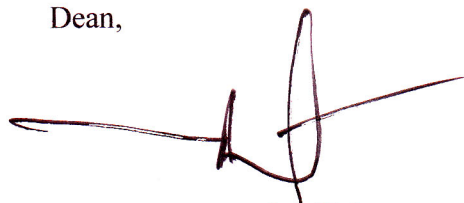
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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

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DEDICATIONS

I dedicate this thesis to everyone who expects me to graduate this year. Thank you for encouraging me to finish this thesis.

Motto

"Disciplining yourself to do what you know is right and important, although difficult, is the highroad to pride, self-esteem, and personal satisfaction"

(Margareth Thatcher)

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Yogyakarta, August 2015
Tri Daryanti

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THE CONTRIBUTION OF VOCABULARY MASTERY TOWARD READING COMPREHENSION

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ABSTRACT

This research is aimed to determine the correlation between vocabulary mastery and reading comprehension of the 8th grade students of SMP Negeri 4 Wates in the academic year of 2013/2014. The type of this research was non-experimental research study or in other words ex-post facto research. The instruments of this research include instrument try-out test and tests of vocabulary mastery and reading comprehension.

The research was carried out in April 2014 at SMP Negeri 4 Wates. The method used in this study was a correlational study. The population was all of the 8th grade students of SMP Negeri 4 Wates in the academic year of 2013/2014 which consists of five classes. The sample was 28 students taken by cluster random sampling technique. The instruments in collecting the data were tests. The tests were used to collect the data of vocabulary mastery and reading comprehension. The technique which was used to analyze the data was Linear Regression analysis Statistic by using SPSS 16.

The results of the research show that there is a correlation between students' vocabulary mastery and students' reading comprehension. The correlation is positive and significant. The result of the hypotheses test showed that the coefficient of correlation is 0.600 and the total effective contribution of vocabulary mastery is 36%. The significance of F is $0.001 < 0.05$. It means that H_0 is rejected. So, there is a positive correlation between vocabulary mastery and reading comprehension of the 8th grade students of SMP Negeri 4 Wates in the academic year of 2013/2014. Regarding the result of the research, it can be concluded that vocabulary mastery has positive contribution in reading comprehension. It contributed to improve reading comprehension although reading comprehension does not completely depend on the variables.

CHAPTER I

INTRODUCTION

A. Background of the Study

According to the English curriculum for junior high schools in Indonesia, the English teaching covers four skills, namely reading, listening, speaking, and writing. The four skills are supported by learning of language elements. The language components involve vocabulary, grammar, and pronunciation. In fact of all language components, vocabulary holds the main core in language teaching. This is in line with what Richards and Renandya (2002:255) say that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that to improve their language skills, learners must master vocabulary.

In reading, for instance, the students will get difficulties in comprehending a text if they do not know the meaning of words in the text. In relation to the objective of teaching reading in junior high schools, which provides the students with the abilities to get the information from books which are written in English, teachers need to pay attention to the students' vocabulary mastery. Similarly in speaking, they cannot speak fluently if they have only few vocabularies. In addition, vocabulary is essential in writing. A good writer has a good vocabulary because it is essential to clarity and accuracy. Furthermore, in listening the students can understand what the speaker says if they know lots of words.

The English skills should be mastered simultaneously by the students. Reading is one of the most important skills that should be acquired by the students. Students who have good reading ability can extract a lot of information and knowledge from various textbooks and other references to support their learning process. Reading also can help students to increase their language knowledge, such as the new vocabularies, phrases, and many more when they read various kinds of books.

According to Alyousef (2005:144), reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. In this process, the reader interacts dynamically with the text as he or she tries to elicit the meaning and where various kinds of knowledge are being used. It implies that in reading process, the reader does not merely focus on the level of recognizing the words, but the most important thing is to comprehend the meanings and the message on the text. Furthermore, Snow (2002:1) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It is clear that, when reading, a reader not only understands the strings of written-letters, but also extracts the meaning to understand the message being given by the writer.

Scott (2007) proposes that one of the most fundamental aspects of comprehension is the ability to deal with unfamiliar words encountered in text. This statement deals with the importance of vocabulary in reading activity. Bromley on his research (in Scott, 2007), concludes that vocabulary knowledge

promotes reading fluency, boots reading comprehension, improves academic achievement, and enhances thinking and communication. Those statements indicate that vocabulary plays an important role in reading. Then, Aebersold and Field (1997:138) add that vocabulary is important for getting meaning from a text. It means that one needs more vocabularies so that he or she can understand the meaning of the sentence.

The significances of vocabulary mastery are, first, vocabulary is important to master listening skills. When a person knows so many words, they will know what other people are talking about. Second, vocabulary is very important to master speaking skills. People will never say exactly what are in the mind if they do not know many words best represent them. Then, to expand the writing skill, to move to the upper level of the text that are educational and scientific texts, the person have to have wide range of vocabulary. The last, it is a crucial thing in reading activity because without knowing some words that someone reads, the person will not understand the purpose and what the passages are about.

Vocabulary mastery has always been an essential part of learning English as a foreign language. Inadequacy vocabulary will obstruct the students' chances to communicate in English. So, vocabulary mastery plays an important role in the four language skills, especially reading. As West states in Coady and Huckin (1997:9), "the primary thing in learning a language is the acquisition of vocabulary, and practice in using it which is the same thing as acquiring." Vocabulary knowledge has long been recognized as a strong

correlation of reading comprehension. In short, it is nice to be able to report that reading improves vocabulary mastery and vocabulary plays an important role in reading, especially reading comprehension.

Vocabulary enables someone to communicate better because the person can vary the use of words by applying synonym strategy, to handle problems successfully because sometimes the use of certain terms or words makes statements more powerful, and a lot of good professions need people with a good vocabulary mastery, such as lawyer, ambassador, host on TV, also teacher. Knowing the facts above, the condition of grade 8th students in SMP Negeri 4 Wates is they have relatively low vocabulary mastery. A lot of them are indeed quite good with their vocabulary, but those kinds of students exist in small numbers. Good language users are characterized by good choice of words but many students cannot use appropriate words in English. Some students are good at English but they find difficulties to expand their vocabulary. And good vocabulary mastery is characterized by good ability to use it in the sentences but many students fail in these skills.

Considering the idea above, the writer is interested in carrying out research about the contribution of vocabulary mastery toward reading comprehension of grade 8th students in SMP Negeri 4 Wates.

B. Identification of the Problem

Based on the background of the study above, some problems concerning the students' reading comprehension can be identified.

Talking about reading as one skill of English as the first foreign language that should be mastered, the teaching-learning process cannot be left behind because the reading skill is an integrated part of the process itself. The teaching-learning process involves how to introduce the four language skills to students including reading comprehension ability.

According to Alderson (2000:32), the reader factors in comprehending text includes: his or her background knowledge, or generally called schemata, affection and purpose of reading.

1) Background knowledge

This factor provides the readers with repertoire on which to draw when searching for an author's meaning.

2) Affection

This factor includes interest, motivation, attitudes, beliefs, and feelings.

The affective factors have an important role in influencing what is understood by the readers.

3) Purpose of reading

A reader can have problems in understanding a text if he reads with no particular purpose in mind. Purposes of reading help the reader to focus on information that he wants to find out.

Vocabulary takes role in influencing reading comprehension. The problem in interpreting meaning often occurs during the initial stages in the acquisition of either general or technical vocabulary.

From the description above, it can be seen that comprehension is the result of the complex functioning involving a number of different elements. It is related to all its components in greater or lesser measure for a given selection of reading matters. The ability in understanding vocabulary's meaning has role in influencing reading comprehension. An understanding of vocabularies will aid the students in understanding the meaning of the words in their reading.

C. Limitation of the Problem

The identification of the problems above shows that a reading skill is a complex ability that involves what is being read and what readers already know in the real world and related to many factors. Related to such a case, it is nearly impossible to discuss all the problems, so the research needs to be limited. The object of this study is concerned on two variables, they are reading comprehension and vocabulary mastery. Then, this research is focused on the contribution of students' vocabulary mastery toward reading comprehension.

The researcher chose vocabulary mastery in this study because the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. The teacher must have a good, effective

and efficient method in order that the teaching vocabulary is successful. If someone can master vocabulary well, she or he will be able to promote fluency, boost comprehension, improve achievement, and enhance thinking and communication.

According to Bromley (2004:3-4) states that vocabulary holds some important roles in teaching-learning process. They are as follows:

- 1) Promoting fluency: Students who recognize and understand many words, read more quickly and easily than those with smaller vocabulary. Fluent readers read at a faster rate, process more material, more quickly and have better comprehension than less fluent leaders.
- 2) Boosting comprehension: Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.
- 3) Improving achievement: A large vocabulary means a large fund of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement tests than those with small vocabulary.
- 4) Enhancing thinking and communication: Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive, and interesting.

D. Formulation of the Problem

Based on the problem limitation above that refers to contribution, the problems of this research are formulated in the form of correlation as follows:

Is there any positive correlation between vocabulary mastery and reading comprehension of the eighth grade students of SMP Negeri 4 Wates in the academic year of 2013/2014?

E. Objectives of the Research

Based on the problem statement above, the objectives of this research is to know whether there is a positive correlation between vocabulary mastery and reading comprehension of the eighth grade students of SMP Negeri 4 Wates in the academic year of 2013/2014.

F. Significance of the Research

There are some advantages that hopefully could be gained from this study:

1. The result of this research provides the writer an understanding whether the students' vocabulary mastery have the contribution to the students' reading comprehension.
2. It is expected that this study will stimulate other researchers to conduct studies in similar fields.
3. For English teachers, the result of this study will hopefully be an input to improve teaching learning process especially in teaching and learning reading skill by giving more attention on the improvement of students' vocabulary mastery, and students' motivation in learning process.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Theory of Reading

a. The Nature of Reading

Before defining what reading comprehension is, it is better to know first what is meant by reading. Reading is to process text meaning through some process of interaction with print (Alderson, 2000:1). In line with that, reading is also defined as a process of understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. It is also stated word recognition is a process of accessing and recognizing individual words (Lems, Miller, and Soro, 2010:65).

According to Rumelhart in Aebersold and Field (1997:5) reading involves the reader, the text and the interaction between the reader and the text. In addition, Williams and Robert (1996:2) affirms that reading is a process to gain understanding by looking at what had been written. It means that reading is process of obtaining meaning from written texts.

Furthermore, Birch (2002:4) considers reading as an interactive activity in three ways:

- 1) The different processing strategies, both top and bottom, along with the knowledge base, interact with each other to accomplish the reading.
- 2) The reader's mind interacts with the written text so that the reader can understand the message.
- 3) The reader interacts indirectly with the writer of the text across time and space because it is the writer who is communicating the information to the readers, but it is the reader who must grasp the information from the writer.

Another definition of reading is stated by Celce-Murcia (2001:119), that reading skill is a process of trying to understand a written text. The reader has to perform a number of simultaneous tasks: decode the message by recognizing the written sign, interpret the message by assigning meaning to the string of words and understand what the author's intention was.

Meanwhile, Nunan (2003:68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.

From the definitions above, reading can be described as the process of extracting information interactively from printed texts or written language in order to reach comprehension.

b. Components of Reading

There are five components of reading as proposed by National reading Panel (2000) in Sedita (2010:11). It is set out in the figure below

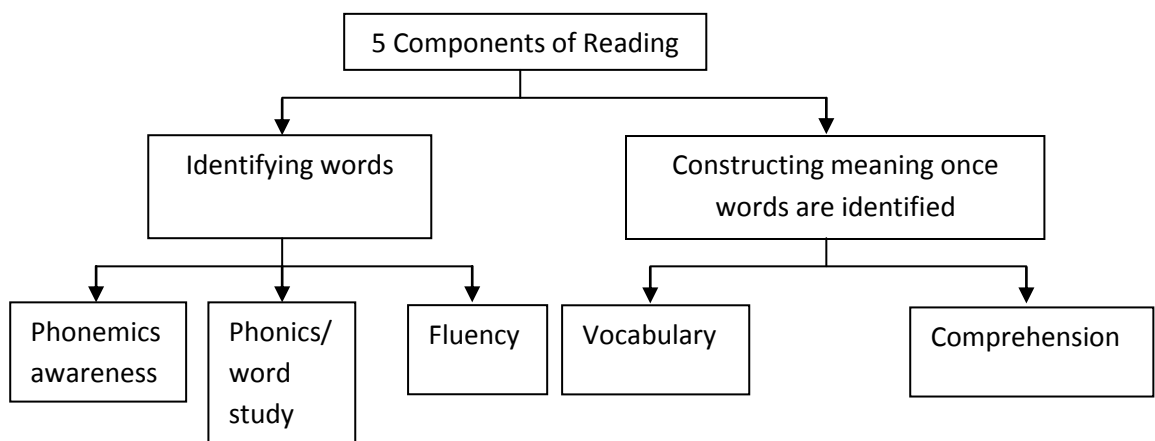


Figure.1. Five components of reading

The figure above shows five components of reading. They are phonemic awareness, phonic/word study, fluency, vocabulary, and comprehension. Phonemic awareness involves the ability to notice, think about, and work with the individual sounds in spoken words. Before students learn to read, they must understand how the sounds in words work. Phonics is related to the ability to understand the relationship between the letters of written language and the individual sounds of spoken language. It includes the use of letter combinations and patterns, syllable types, and skills to read and spell words. Fluency is the ability to read a texts quickly, accurately, and automatically, with proper expression and understanding. Vocabulary involves the ability to

understand the meaning of words. Comprehension is the ability to derive meaning based on the information in the text. In order to derive meaning in the text, the reader's own knowledge is needed to use. Teaching students using specific reading strategies can improve comprehension.

Based on the figure above, the first three components (phonemic awareness, phonics/word study, and fluency) are necessary for basic decoding. They allow readers to identify and spell words accurately and fluently. The last two components (vocabulary and comprehension) enable readers to construct meaning once words are identified. These last components have a strong effect on understanding what is read.

c. Specific Skills Involved in Reading

The following are specific skills involved in reading according to Heaton (1991:105):

- 1) Recognize words and word groups, associating sounds with their corresponding graphic symbols;
- 2) Deduce the meaning of words by
 - a) Understanding word formation (root, affixation, derivation, and compounding);
 - b) Contextual clues (e.g. One of the members of the group exposed the plot, and the police were soon able to arrest the leaders);
- 3) Understand explicitly stated information (e.g. I wish Ann had come. = Ann did not come – hence my wish.);

- 4) Understand relations within the sentence, especially elements of sentence structure, negation, fronting and theme, complex embedding.
- 5) Understand relations between parts of a text through both lexical devices (e.g. repetition, synonyms, antithesis) and grammatical cohesive devices, especially anaphoric and cataphoric reference (e.g. since, after, because, although, however, in addition);
- 6) Perceive temporal and spatial relationships, and also sequences of ideas;
- 7) Understand conceptual meaning, especially
 - a) Quantity and amount
 - b) Definiteness and indefiniteness
 - c) Comparison and degree
 - d) Means and instrument
 - e) Cause, result, purpose, reason, condition, addition, contrast, concession;
- 8) Anticipate and predict what will come next in the text;
- 9) Identify the main idea and other salient features in a text;
- 10) Generalize and draw conclusions;
- 11) Understand information not explicitly stated by making inferences (i.e. reading between the lines) and understanding figurative language;
- 12) Skim and scan (looking for the general meaning and reading for specific information);
- 13) Read critically;

- 14) Adopt a flexible approach and vary reading strategies according to the type of material being read and the purpose for which it is being read.

2. Theory of Reading Comprehension

a. The Nature of Reading Comprehension

There are several definitions about reading comprehension. Snow (2002:11) defines reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. As the discussion of the definition of reading itself, readers extract information of the printed texts to construct the meaning of the texts.

Furthermore, Klinger, Vaughn, and Boardman (2007:8) state that reading comprehension involves much more than readers’ responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text), understanding of text types.

According to Snow (2002), comprehension consists of three major elements: the readers, the texts, and the activities. The readers are the elements that do the comprehending. They use their skills, the micros and the macros, to comprehend the texts. The texts are elements that are to be comprehended. Reading activities definitely deal with all printed texts. Readers make comprehension through it. The activities of reading are the elements in which the interaction between readers and texts occurs.

In addition, Duke and Pearson (2002:205) affirm that much work on the process of reading comprehension has been grounded in studies of what good readers do when reading:

- 1) Good readers are active readers.
- 2) From the outset they have clear goals in mind for their reading. Then look over the text before reading, noting such things as the structure of the text and the text sections that might be most relevant to their reading goal.
- 3) As they read, good readers frequently make predictions about their reading, what to read carefully, what to read quickly, what not to read, and what to read.
- 4) Good readers try to determine the meaning of unfamiliar words and concepts in the text, and they deal with inconsistencies or gaps as needed.
- 5) They draw from, compare, and integrate their prior knowledge with material in the text, and also monitor their understanding of the text, making adjustment in their reading as necessary.
- 6) Comprehension is a consuming, continuous, and complex activity, but one that, for good readers, is both satisfying and productive.

Related to reading comprehension, Lems, Miller, and Soro (2010:170) state that reading comprehension ability is the ability to construct meaning from a given written text. Reading comprehension is not a static competency, it varies according to the purpose for reading and the text that is involved.

Other reading expert, Alderson (2000:1) said that reading comprehension ability is to process text meaning through some processes of interaction with

print. Not only looking at the point, the readers also ‘deciding’ what they ‘mean’ and how they relate to each other. Current research views reading comprehension as a dynamic process in which the reader ‘constructs’ meaning based on information that a reader gathers from a text.

A reading expert, Katherine Maria in Arietta (2005:2) defines reading comprehension as: . . . holistic process of constructing meaning from written text through the interaction of

1. The knowledge the reader brings to the text, i.e. word recognition ability, word knowledge, and knowledge of linguistic conventions;
2. The reader’s in interpretation of the language that the writer used in constructing the text; and
3. The situation in which the text is read.

Moreover, Pulverness and Williams (2005) explain that comprehending a text involves understanding the language of the text at word level, sentence level, and whole- text level. In addition, Brown (2004) inserts that in the attempt to comprehend texts, readers use a set of schemata or their knowledge about the word while they are reading. In short, it can be concluded that readers try to understand a text when they read it. To do that, they do not only interact with the text itself but also activate their background knowledge about the text. This comprehension can be achieved after they manage to understand words and sentences composing the text so as to make them understand the whole text.

The theories above tell that reading comprehension is a complex interactive process that involves what is being read and what the reader already knows in the real world. The readers who are good at comprehending can organize between their background knowledge and the message in the text and decide which process is needed to meet their purpose of reading. The comprehension process which is based on reading skill will guide the readers to comprehend a reading text systematically. Some steps in the comprehension process allow them to operate their thought systematically. It can be useful for readers to get the meaning of the text in an easier way. In other words, reading comprehension is a type of reading that focuses on getting the message of the texts.

b. Models of Reading Processes

Barnett in Aebersold and Field (1997: 17-18) provides a summary of three main models of how reading occurs. They are:

1) Bottom-up Processing

The theory argues that the readers construct the text from the smallest unit (letters to words to phrases to sentence) and that the process of constructing the text from those small unit become so automatic that the readers are not aware of how it operates. Similarly, states that in bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morpheme, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanism to impose some sort of order on these signals. These data-driven operations obviously require a

sophisticated knowledge of the language itself. From among all the perceived data, the reader selects the signals that make some sense, that cohere, that 'mean'.

For instance, bottom-up is used when the readers have no background knowledge about the text, so they will grasp the meaning of the text by constructing the text from smallest unit. It provides a linear or sentence-by-sentence building of comprehension.

2) Top-down Processing

This model emphasizes the reconstruction of meaning rather than the decoding of form. It aids reader's comprehension of larger pieces of text, such as a paragraph or section. They help readers see how an individual sentence or a group of sentences contribute to that larger meaning.

Furthermore, the theory argues that the reader is an active participant in the reading process, making predictions and processing information; in which the reader draws on her own intelligence and experience to understand the text. In other words, everything in the reader's prior experience or background knowledge plays a significance role in the process.

3) The Interactive Reading

This model is a combination of top-down and bottom-up processing. The theory describes a process that moves from bottom-up and top-down depending on the type of the text as well as on the readers' background knowledge, language proficiency level, motivation, strategies use and culturally shaped beliefs about the reading.

In teaching reading, interactive process is trying to cover bottom up and top down process as Brown says (2000:299). The top-down approach is used to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says. The goal of this approach is to provide students with strategies that will help them become independent readers, who monitor their own thinking while reading link their prior knowledge with the text they are reading.

c. Micro-skills and Macro-skills of Reading

Reading is one of the skills in a language teaching. In the reading, the reader has to perform a number of simultaneous tasks such as decoding the message by recognizing the written sign, interpret the message by assigning meaning of the words and understand what authors' intention is.

There are two major skills of reading: micro-skills and macro-skills. In micro skills, readers are required to have skills in dealing with graphemes and orthographic patterns and linguistic signals. Brown (2004:187-188) provides the list of skills of reading comprehension as follows:

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English
- 2) Retain chunks of language of different lengths in short-term memory
- 3) Process writing at an efficient rate of speed to suit the purpose
- 4) Recognize a core of words, and interpret word order patterns and their significance

- 5) Recognize grammatical word classes (nouns, verbs) systems (e.g., tense, agreement), patterns, rules, and elliptical forms
- 6) Recognize that a particular meaning maybe expressed in different grammatical forms
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

In macro-skills, readers need to make use of their discourse knowledge, communicative functions of written texts, inference skills, scanning and skimming techniques. Brown (2004:187-188) presents the macro-skills of reading as follows:

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation
- 2) Recognize the communicative functions of written texts, according to form and purpose
- 3) Infer context that is not explicit by using background knowledge
- 4) Infer links and connections between events, ideas, deduce causes and effects, and detect such relation as main idea, supporting idea, new information, given information, generalization and exemplification
- 5) Distinguish between literal and implied meanings
- 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata

- 7) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of text.

Therefore, based on the micro-skills and macro-skills that have been determined, the reading techniques and the reading activities should include those reading micro-skills and macro-skills as well as employ reading strategies needed by the students. It aims to help students to comprehend the text effectively and making them easier to deal with various kinds of texts.

3. Theory of Vocabulary

a. The Nature of Vocabulary

Vocabulary cannot be separated from language skills because it plays an important role in understanding the language holistically. Hornby (1995, 133) says that vocabulary is a list of words with their meanings. It is the core of language.

According to Hatch and Brown (1995:1), the term vocabulary refers to a list or set of words for a particular language or a list or a set of words that individual speaker of language might use. Moon (in Schmit and McCarthy, 1997:105) argued that traditionally, vocabulary has been seen as individual words that could be used with a great deal of freedom. It is the key aspect of learning a language.

Thornbury (2002:14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. In reference to the reading comprehension, the students should acquire a number of vocabularies to get better

understanding in reading an English text. In line with Thornbury, Stahl (2005) defines vocabulary as knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world.

Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005:2-3) define vocabulary as knowledge of words and word meaning in both oral and written language and in productive and receptive forms. More specifically, they use vocabulary to refer to “the kind of word that students must know to read increasingly demanding text with comprehension”. Nunan (1999:101) says that vocabulary is more than lists of target language words. Vocabulary is part of the language system.

Mastering a large number of vocabulary is very important for foreign language learners. Without mastering it, foreign language learners will get some difficulties in developing the four language skills. Vocabulary mastery deals with words and meaning. Hornby (1995:72) defines mastery as complete knowledge or great skill. The term ‘mastery’ which is defined as complete knowledge is also often called as ‘acquisition’. The complete knowledge here is the knowledge of the form and meaning of the word.

Considering the discussion above, it can be concluded that vocabulary is the basis of communication that is needed by people to understand the meaning of words and helps them to express the ideas precisely. It can be inferred that because language consists of words, to be able to use the language approximately, learners should master the words of the language.

Having mastered a large number of words, they will be able to express their ideas or ask information and to participate in the conversation.

b. The Importance of Vocabulary

The primary thing in learning a language is the acquisition of vocabulary. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary cannot guarantee the learner's competence in learning English, but inadequacy of vocabulary will obstruct their chances to make success in learning English. Rivers in Nunan (1998:117) argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, one will be unable to use the structures and functions.

Nunan (1998:118) says that the development of a rich vocabulary is an important element in acquisition of a second language. It is important for a learner to master the vocabulary of the target language because it is essential part of communication.

Furthermore, Cameron (2002:72) believes that building a useful vocabulary is central to the learning of a foreign language of the primary level. Vocabulary is fundamental to using the foreign language as discourse, since it is both learnt from participating in discourse and is essential to participating in it.

To show how important vocabulary is, Bromley (2004:3-4) states that vocabulary holds some important roles in the teaching-learning process. They are as follows:

- 1) Promoting fluency. Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies. Fluent readers read at a faster rate, process more material more quickly and have better comprehension than less fluent readers.
- 2) Boosting comprehension. Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.
- 3) Improving achievement. A large vocabulary means a large fund of conceptual knowledge which makes academic learning easier. Students with large vocabularies score higher on an achievement test than those with small vocabularies.
- 4) Enhancing thinking and communication. Words are tools for analyzing, inferring, evaluating, and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

Moreover, Thornbury (2002:14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. This implies that the success of the learner in learning a language depends on not only the size of vocabulary he or she has learned but also vocabulary building.

In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay attention to the vocabulary teaching. The teacher must have a good, effective and efficient method in order that the

teaching vocabulary is successful. If someone can master vocabulary well, she or he will be able to promote fluency, boost comprehension, improve achievement, and enhance thinking and communication.

c. Kinds of Vocabulary

According to Nation (2001:24), there are two kinds of vocabulary in relation to the language skills of reading, listening, speaking, and writing. They are receptive and productive or passive and active vocabulary. Receptive or passive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive or active vocabulary is utilized actively either in speaking or writing. Learners' listening vocabulary is generally larger than speaking vocabulary while learners' reading vocabulary is relatively larger than writing vocabulary.

Haycraft (1997:44) says that vocabulary is divided into active and passive vocabulary. Active vocabulary refers to words which the student understands, can pronounce correctly and uses constructively in speaking and writing. Meanwhile, passive vocabulary is words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly himself.

In addition, Carson (1997:6) distinguishes between productive and receptive vocabulary in the following way. He calls the productive vocabulary as a motivated vocabulary. It consists of all the words learners need in communication of everyday life. A receptive vocabulary includes the

productive vocabulary and it also includes the learners' unmotivated vocabulary. The unmotivated vocabulary can be divided into two groups: 1) words that are only partly understood and are not well known enough to use actively, and 2) words that are not needed in daily communication.

Furthermore Hoffman (1993:232) says that there are two kinds of vocabulary. They are the core vocabulary and the peripheral vocabulary. The core vocabulary is vocabulary that contains the words used everyday. The peripheral vocabulary is the innumerable words that one uses only infrequently.

In relation to kinds of vocabulary, Nation (2001) states that there are four categories of vocabulary in the non-fiction text, they are:

- 1) High frequency words. These words are almost 80% of the running words in the text.
- 2) Academic words. Typically, these words make up about 9% of the running words in the text.
- 3) Technical words. These words make up about 5% of the running words in the text. It is used by people working in a specialized field.
- 4) Low-frequency words. There are the words of moderate frequency that does not manage to get into the high-frequency list. They make up over 5% of the words in an academic text.

In relation to the teaching language skills, vocabulary is divided into four parts. They are reading vocabulary, listening vocabulary, writing vocabulary, and speaking vocabulary. Reading vocabulary is all the words that readers

can recognize when reading. This is the largest type of vocabulary simply because it includes the other three. Listening vocabulary is all the words that the listeners can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice. Writing vocabulary is all the words that the writers can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user. Speaking vocabulary is all the words that the speakers can use in speech.

In conclusion, mastering vocabulary, including receptive and productive vocabulary ones, is important. The learners need to master receptive vocabulary in listening and reading. They must know and understand the words that are used by native speakers. They also do not need all the words in daily communication, whereas productive vocabulary is needed in daily communication. Thus, the learners must understand all the words in speaking and writing.

d. Vocabulary Elements

In her book, Ur (1996: 60-62) gives some elements that need to be taught in teaching vocabulary which will indicate students' vocabulary mastery. They are:

1) Form: pronunciation and spelling

The learner has to know what a word sounds like (its pronunciation) and what a word looks like (its spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the

item for the first time. In teaching, the teacher needs to make sure that both these aspects are accurately presented and learned.

2) Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as the teacher teaches the base form. When teaching a new verb, for example, he might also give its past form, if this is irregular ‘think’ ‘thought’ and he might note if it is transitive or intransitive.

3) Collocation

Words and phrases which appear to be very similar in meaning are often distinguished from another by the different ways in which they collocate with other words. The collocations typical on particular items are another factor that makes a particular item sound ‘right’ or ‘wrong’.

For example: People will express ‘spend the time’ or ‘spend the money’ than ‘use the time’ or ‘use the money’.

4) Aspect of meaning

1) Denotation

The meaning of a word is primarily what it refers to in the real world and this is often the sort of definition that is given in a dictionary. This is

denotation or conceptual meaning. For example, 'dog' denotes a kind of animal.

2) Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its' purely conceptual content. For example, 'slim' has favorable connotations, while 'thin' has unfavorable; so that one could describe something as 'slim body' not 'thin body'.

3) Appropriateness

A more suitable aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to use in a certain context or not. Thus it is useful for a learner to know that a certain word is very common, or relatively rare, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse. For example, the word weep is virtually synonymous in denotation with cry, but it is more formal, tends to be used in writing more than in speech, and is in general much less common.

4) Synonyms: means that two or more words have the same meaning

For example: the synonym of smart is clever, 'bright' may serve as the synonym of 'intelligent'.

5) Antonyms: the term antonym is used for opposite meaning of word.

For example: big is an antonym of small.

6) Hyponyms: items that serve as specific examples of a general concept.

For example: the hyponyms of animal are dog, cat, horse.

7) Co-hyponyms or co-ordinates: other item that are the 'same kind think'; red, blue, and yellow are the co-ordinates.

8) Super ordinates: general concepts that 'cover' specific items; animal is the super ordinate of lion, cat, dog.

9) Translation: words or expression in the learners' mother tongue that are (more or less) equivalent in meaning to the item being taught; for example: 'rose' in Indonesia has equivalent meaning with 'mawar'.

5) Word formation

Word formation or the arrangement of words put together is another aspect of useful information in teaching perhaps mainly for the advanced learners. Teacher may wish to teach the common prefixes and suffixes: for example, if learners know meaning of sub-, un-, and -able, this will help them guess the meaning of words like 'substandard', 'ungrateful', and 'untranslatable'.

When those factors are fulfilled, it can be said that someone has achieved vocabulary mastery. In other words, it can be said that if students have sufficient vocabularies and the other aspects of language, a foreign language would be easier to be learnt.

e. Vocabulary Size

Talking about vocabulary size, Cameron (2001:75) says that vocabulary size is usually measured to the nearest thousand, and counts ‘word families’, in which a base word and all its inflected forms and derived forms counts as one. Furthermore, Waring and Nation (in Cameron, 2001:75) state that the size of the English lexicon has been estimated at 54,000 word families (base word plus transparent derivations) for the language as a whole, and 20,000 for a university graduate. Studies indicate that a child adds about 1,000 word families per year, approximately the same for a second language learner. The 2,000 most common words account for 80-90% of texts, while 3,000-5,000 words are need for reasonable comprehension, accounting for approximately 95% of the words encountered. The implication is that students as language learner need to learn at least 3,000 words before they can communicate or read texts with much degree of comprehension.

Meanwhile, learners who learn English as one of the foreign languages that is taught in schools have limited words or vocabulary that they know or understand of the language. They cannot study English subject successfully if they do not master vocabulary. For example in Indonesia, most of Indonesian learners have a bad achievement in final examination of English subject. Thus, they experience low development in expanding the English vocabulary.

f. Vocabulary Learning

Vocabulary often makes students confused of the meanings of sentence. This can happen when most of words in the sentence are difficult to understand or new words that are really strange for the students to grasp their meaning.

Generally, the meaning of a word depends on how the word is related to other words and based on the context that is used. Meaning in context means that the meaning of a word is determined by the context in which it is used. Learning vocabulary in context or the meaning of a word through its use in a sentence is the most practical way to build vocabulary. Guessing vocabulary from context clues is a way to discover the meanings of the unknown words or expression from the sentence which is used or from the surrounding sentences. Using context clues in word recognition means figuring out of a word based on the clues in the surrounding text.

Learning vocabulary, in order to develop students' vocabulary, includes the knowledge about word such as the function of words (word class), word meaning, and word formation. Hopefully, it will help the students to discover the meanings of words on sentence or text.

The detail explanations are as follows:

a. Word Class

The word class is the classification of words of a language depending on their function in communication (Hatch and Brown, 1995:218). According to its function (part of speech), there are noun, verb, adjective, adverb, pronoun, and preposition.

Table 1. Class of Words

Part of speech	Description	Examples (word)	Examples (sentence)
Noun (noun phrase)	A word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea. Noun can be used as subject or subject of a verb.	Book Plan The man sitting in the corner Town hall	I recommended this <i>book</i> . Our <i>plan</i> to surprise them succeeded brilliantly. Do you know <i>the man sitting in the corner</i> ? Meet me at the <i>town hall</i> .
Pronoun	A word that is used in place of a noun or a noun phrase.	Her She Him They	Jane's husband loves <i>her</i> . <i>She</i> met him two years ago. Look at <i>him</i> ! <i>They</i> don't talk much.
Adjective	A word that gives more information about a noun or pronoun.	Kind Better Impetuous Best	What a <i>kind</i> man! We all want a <i>better</i> life. She is so <i>impetuous</i> . That's the <i>best</i> thing about her.
Verb	A word (or group of words) which is used in describing an action, expression or state.	Buy Ride Be Set out	She <i>bought</i> a book. He likes <i>riding</i> horses. We <i>are</i> not amused. She <i>set out</i> on her journey.
Adverb (adverbial phrase)	A word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence.	Sensibly Carefully At home Tomorrow	Please talk <i>sensibly</i> . He walked across the bridge <i>carefully</i> . I like listening to music <i>at home</i> . See you <i>tomorrow</i> .
Preposition (prepositional phrase)	A word (or group of words) which is used to show the way in which other words are connected.	For Of In On top of	A plan <i>for</i> life. Bring me two bottles <i>of</i> wine. Put it <i>in</i> the box. You'll find it <i>on top of</i> the cupboard.

b. Word Meaning

The meaning of a word can only be understood and learnt in terms of its relationship with other words in the language called as sense relation (Gaiman and Redman; 1998:22). Sense relation consists of:

1) Synonym

Synonym means that two or more words have the same meaning (McCarthy, 1990:16). Synonym refers to group of words that share a general sense and so many be interchangeable in a limited number of context, but

which on closer inspection reveal conceptual differences (Gaims and Redman; 1998:15). In other words, synonym refers to a word having the same or nearly the same meaning as another word.

For example:

- a) kid = child
- b) big = large
- c) flat = apartment

2) Antonym

Antonym can be defined as lexemes which are opposite in meaning (Crystal, 1999:1655). It refers to relation of oppositeness of meaning.

For example:

- a) alive >< dead
- b) female >< male
- c) polite >< impolite

3) Hyponym

Hyponym is less familiar term to most people than either synonym or antonym, but it refers to a much more important sense relation (Crystal, 1999:165).

For example:

- a) Vehicle: bus, car, motorcycle.
- b) Flower: rose, jasmine, lily.

c. Word Building

Gaimes and Redman (1998:47) state that there are three main forms of word building which characterize English, namely:

1) Affixation

Affixation is the process of adding prefixes and suffixes to the base item; in this way items can be modified in meaning and or changed from one part of speech to another. Based on the types of constructions they form, there are word which is formed by derivation and word which formed by inflection.

2) Words formed by derivation

Derivation is the construction of word which is result in the change of word class or the meaning of the stem. There are two derivational, suffixes and prefixes. Derivational suffixes are syllables or group of syllables such as -ion, -able, -less. that are joined to the end of the word or morpheme to change its meaning. Example: powerless, understandable.

Derivational prefix is a syllable or group syllables such as un-, im-, mis-, dis-, and pre-, which is joined to the beginning of a word or morpheme to change its meaning. Example: impatient, disappeared, unemployment, misunderstanding.

3) Words formed by inflection

Inflection is the construction of words which does not result the change of word class. There are four kinds of inflection:

- a) Plural forms, such as pen-pens, glass-glasses, child-children.
- b) Possession, such as Sarah's bag, Pete's car.

- c) Pronoun, such as John teaches his brother to read.
- d) Third singular verb, such as I go to school and she goes to school.

d. Compounding

Compounding is the formation of words which can stand independently in other circumstances. In other words, compound words are words derived from two or more words into one unit with a perceptible lexical meaning.

For example:

- 1) Bookstore (book + store)
- 2) Moonlight (moon + light)

e. Conversion

Conversion is the process by which an item may be used in different parts of speech, yet does not change its form.

For example:

- 1) We have just had a lovely *swim*.

I can't *swim* very well.

- 2) He works in the *export* market.

We *export* a lot of goods.

Besides the three above, there are some words building that are included in the kinds of words.

f. Blending

One of the ways in improving vocabulary is by studying blends. Blends are words that are created from parts of two already existing lexical items. In other words, blending is the fusion of two words into one, usually the first part of one word with the last part of another.

For example:

- 1) Brunch: breakfast + lunch
- 2) Midday: middle + day
- 3) Infotainment: information + entertainment
- 4) Smog: smoke + fog

g. Clipping

Clipping is a process whereby a new word is created by shortening a polysyllabic word. Clipped form are usually appropriate in informal conversation.

For example:

- 1) Zoo (clipped forms of 'zoological garden')
- 2) Phone (from 'telephone')
- 3) Exam (from 'examination')
- 4) Ads (from 'advertisement')

h. Acronyms

Acronyms are words formed from the initial sounds or letter of a string of words. They are the result of forming a word from the first letter or letters of each word in a phrase.

For example:

- 1) UFO (Unidentified Flying Objects)
- 2) Radar (Radio detecting and ranging)
- 3) MC (Master of ceremony)

Considering the theories above, it can be concluded that vocabulary mastery, in this study, is the students' knowledge concerning with word that deals with the form and the meaning of words in a language. It includes the elements of vocabulary such as collocation, word grammar, word meaning (synonym, antonym, meaning in context), and word formation.

B. Review of Related Studies

The contribution of vocabulary mastery toward reading comprehension has been proven by the former study on it. The study was done in Tulungagung was conducted by PoerwoRahsono (2008). He investigated the influence of vocabulary mastery toward reading comprehension. He found that there is a very positive significant influence of the student's vocabulary mastery on their achievement in reading comprehension.

Research of the correlation between vocabulary mastery and reading comprehension done in Semarang was conducted by Ratnawati (2006). She

conducted a kind of correlational research which was done in SMP N 13 Semarang. The data collection technique she used was a test. From the test, it was found out that the mean of the scores of the vocabulary test is 58.06. It means that the mean of the scores of the vocabulary test is fair. The mean of the scores of the students' achievement in reading comprehension is 61.62, which means that the mean of the scores of reading comprehension test is fair. The result of applying the r_{xy} distribution shows that the coefficient correlation is 0.417. It means that there is a significant correlation between the vocabulary mastery and reading comprehension.

In a harmony with Ratnawati, Furqon (2013) also conducted correlational research. His data were collected from 34 second grade students. The test items of reading comprehension and vocabulary mastery were given to the students to measure their level of reading comprehension and vocabulary mastery. The results were compared to find out the correlation between those variables. The findings showed that there was a strong correlation between students' vocabulary mastery and reading comprehension. The study concluded that vocabulary mastery was contributive in helping the students to comprehend the texts.

In the light of those facts, it can be concluded that the improvement of vocabulary mastery will be followed by the improvement of reading comprehension. It also means that students' vocabulary mastery has contribution to their reading comprehension.

C. Conceptual Framework

Reading is one of the most important language skills that must be mastered by language learners. Then, reading involves more than just word recognition, but the most important thing is to comprehend the meanings and the message on the text. There are some aspects that contribute to reading comprehension. One of those aspects is vocabulary mastery.

Vocabulary is an important factor in reading comprehension. It is also considered as a problem that may seriously impede reading comprehension in second language learning. When a second language reader with an insufficient vocabulary is trying to interpret a text or at least, he will get some difficulties to comprehend the text well. Therefore, it is predicted that vocabulary mastery gives contribution on reading comprehension.

Based on the explanation above, the writer assumes that the students who master vocabulary well will be able to achieve better achievement in reading comprehension. Therefore, it can be predicted that there is a positive correlation between vocabulary mastery and reading comprehension.

C. Hypothesis

Based on the literature review and the conceptual framework presented above, the hypothesis of this study is:

There is a positive correlation between vocabulary mastery and reading comprehension of the eighth grade students of SMP Negeri 4 Wates in the academic year of 2013/2014.

CHAPTER III

RESEARCH METHOD

A. Research Type

There are two types of research, experimental and non-experimental research. The experimental research covers the pre-experimental, the quasi-experimental and the true experimental research. The non-experimental research involves the factorial design, ex-post facto, observation, and survey.

This research can be classified into the non-experimental research since there is no treatment towards the sample. It could be ex-post facto research as well for it tries to find the correlation between the independent variable and the dependent variable.

There are three possible results of correlational study: a positive correlation, a negative correlation, and no correlation. The correlational coefficient is a measure of correlation strength and can range from -1.00 to 1.00. Perfect positive correlation would result in a score of 1. Perfect negative correlation would result in -1 (Nunan, 1992:39).

1. Positive correlations: both variables improve or decrease at the same time.

A correlation coefficient close to 1.00 indicates a strong positive correlation.

2. Negative correlations: indicate that as the amount of one variable improves and the other decreases. A correlation coefficient close to -1.00 indicates a strong negative correlation.

3. No correlation: indicates no relationship between the two variables. A correlation coefficient of 0 indicates no correlation.

In this research, the researcher examines the relationship between two variables; one independent variable (X) and one dependent variable (Y).

- 1) The independent variable (predictor variable)

The vocabulary mastery of the eighth grade students of SMP Negeri 4 Wates.

- 2) The dependent variable (criterion variable)

Reading comprehension of the eighth grade students of SMP Negeri 4 Wates (Y).

The relationship of the two variables can be shown as follows:



Figure.2.Diagram of the relationship between students' vocabulary mastery (X) and reading comprehension (Y)

In which:

X : Students' vocabulary mastery

Y : Students' reading comprehension

→ : Correlates

B. Setting

This research was carried out in SMP Negeri 4 Wates. It is located in Wates, Kulonprogo. The research was conducted on the eighth grade students of SMP Negeri 4 Wates in the academic year of 2013/2014.

C. Population, Sample, and Sampling

1) Population

Population is the whole number of objects of the research, in which the sample is taken. In this study, the population to which the researcher carried out was all the eighth grade students of SMP Negeri 4 Wates that consist of 5 classes.

2) Sample

Cooper and Schindler (2008:82) say that a sample is a part of the target population, carefully selected to represent that population. In this study, the researcher took 28 students as the sample from whole population.

3) Sampling

Sampling is the process of selecting units from a population so the sample will represent the population and yet, by which the results can be generalized back to the population from which they were chosen (Bungin:2006). There were 5 classes in the population. In this study, the researcher intended to use cluster random sampling to get the sample. The researcher chose the class randomly. Cluster random sampling is a way of selecting sample randomly based on the existing group. In this case, the researcher took one class among five classes.

D. Data Collections Techniques

Before analyzing the data, the researcher collects the data. The main components of the technique of collecting the data are follows:

1. Research Instruments

a. The test of Vocabulary Mastery

The test of vocabulary mastery is intended to collect the data about students' vocabulary mastery. The test is an objective test in the form of multiple-choice. There were 45 items of questions. The blueprint and the objectives test of vocabulary can be seen at Appendices 3 and 4.

The final score is calculated: $\frac{\text{student's correct answer}}{\text{the number of item}} \times 100$

b. The test of Reading Comprehension

The test of reading comprehension is intended to collect the data about the students' reading comprehension. The test is an objective test in the form of multiple-choice type. There are four alternatives in each item. There were 50 items of question. The blueprint and the objective test of reading comprehension can be seen at Appendices 6 and 7.

The final score is calculated: $\frac{\text{student's correct answer}}{\text{the number of item}} \times 100$

2. Data validity and reliability

An instrument can be said to be a good one if it is valid and reliable. Before the instruments are used, they have to be tried out. It is intended to find out the validity and reliability of the instruments.

a. Validity

An instrument can be valid if it can reflect what is being measured (Arikunto, 2002:145). Cooper and Schindler (2003:231) say that validity refers to the extent to which a test measures what we actually wish to measure.

In this study, to verify the item validity of instrument, each item of the test is correlated with the total score by using Point Biserial Correlation formula.

The item of the test is considered valid if the result of the correlation coefficients (r_{xy}) is as many as the r table of product moment. The number of students joining the try out is 28, with the significance level $\alpha = 0.05$ the r table is 0.374. The item of the test is considered not valid if the correlation coefficient is lower than r table.

The criterion is as follows.

$r_o \geq r \text{ table} = \text{valid}$

$r_o < r \text{ table} = \text{invalid}$

(Budiyo, 2000:69)

The results of the try out:

- 1) From 45 items of the test of vocabulary mastery, 25 items are valid and 20 items are not valid.

- 2) From 50 items of the test of reading comprehension, 20 items are valid and 30 items are not valid.

b. Reliability

Nunan (1992:14) says that reliability refers to the consistency and of the results obtained from a piece of research. Sugiyono (2006),states that reliability refers to the level of internal consistency or stability of the test over time.

To verify the reliability of the test, the writer uses the Alpha Cronbach formula.

Based on the analysis using the formula above, the result of reliability coefficientof the test of vocabulary mastery and the test of reading comprehension are 0.817 and 0.853. it can be said that the instrument are reliable. The computation of reliability test of the two variables can be seen at Appendices 16 and 18.

E. Data Analysis Technique

As stated above, this research tends to know the contribution of the independent variable to the dependent variable. In order to achieve that purpose, it must be known from the relationship of the variables. The research tests the hypothesis using Product Moment and Multiple Linear regression formula. According to Borg and Gall (in SuharsimiArikunto, 2002:251), Product Moment is used to describe the strength of relationship between two variables, while Multiple Linear regression is used to describe the strength between one independent variable and one dependent variable. In this

research, the writer tends to use computerized calculation by utilizing SPSS 16.

1. Pre-requirement test

There are major prerequisite tests for the data to enter linear regression analysis:

a. Normality Test

Normality test is one of the prerequisite tests before entering linear regression analysis, that is used to know whether the dependent variables are normally distributed or not. To check the normality test of the dependent variable, it can be done by using SPSS 16. The normality can be seen from p (significance) on Lilliefors test. If p (significance) value is greater than 0.05 ($p > 0.05$), it tells that the distribution of the data is normal.

b. The Linearity of Regression and the Significance of Regression

The Linearity test is aimed to know whether two variables have significant linear regression or not. This test becomes the major prerequisite for the data to entering linear regression analysis. In SPSS, the linearity can be known by using Anova (*Test for Linearity*) on the significance value (p) = 0.05. Two variables can be linear if $p > 0.05$.

2. Hypothesis Test

The study was conducted to test the hypothesis. To test the hypothesis, the writer used the Simple Linear Regression analysis. The statistical hypothesis can be determined as follows:

H_0 : There is no positive correlation between vocabulary mastery and reading comprehension.

H_a : There is a positive correlation between vocabulary mastery and reading comprehension.

To test the hypothesis, the writer uses the simple correlation technique using the product moment formula, computerized by utilizing SPSS 16.

The value of r_{xy} , then is compared with product-moment table (r_t) at the level of significance 5 % and N = the number of respondent. If r_{xy} is greater than r_t ($r_{xy} > r_t$), it means that H_0 is rejected and therefore H_a is accepted.

Table 2. The Interpretation of r Value

R value	Interpretation
0.800 – 1.00	very strong
0.600 – 0.79	strong
0.400 – 0.599	medium
0.200 – 0.399	low
0.000 – 0.199	very low (no correlation)

Source: Sugiyono, 2010:184

In this research, multiple linear regression is computerized by using SPSS 16. Then, to know whether the value of r_{xy} is significant or not, the regression analysis (*F-test*) is done to find the F value. If the value of F is lower than 0.05 ($F < 0.05$), it means that r is significant.

CHAPTER IV

RESULT OF THE STUDY

A. The Data Description

The data analyzed in this research are the result of the test. The scores of students' reading comprehension and vocabulary mastery can be seen at Appendix 19.

The obtained data for each variable (reading comprehension and vocabulary mastery) are described in Table 3 as follows.

Table 3. The Descriptive Statistics of Each Variable

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	28	52	80	65.29	7.060
Reading	28	55	85	72.50	6.736
Valid N (listwise)	28				

The whole data are statistically presented at the table above. It is found that the subject of the study is symbolized as N, which consists of 28 students. The highest score of each variable is described in the maximum score and the lowest one is described in the minimum score. The standard deviation describes the dispersion value.

1. Vocabulary Mastery

From the instrument of vocabulary mastery, it is found that the highest score is 80, and the lowest one is 52 in the scoring scale 0-100. The mean and standard deviation are 65.29 and 7.06. Those are interval data, so it can be

described with frequency distribution. The frequency distribution is presented at Table 4.

Table 4. The Frequency Distribution of the Score of Vocabulary Matery

Interval	Line of Interval Classes	F	F _{cumulative}
52 – 56	14.2	4	4
57 – 61	14.3	4	8
62 – 66	28.6	8	16
67 – 71	21.4	6	22
72 – 76	17.8	5	27
77 – 81	3.6	1	28

2. Reading Comprehension

From the instrument of reading comprehension, it is found that the highest score is 85, and the lowest one is 55 in the scoring scale 0-100. The mean and standard deviation are 72.50 and 6.736 respectively. The frequency distribution is presented at Table 5.

Table 5. The Frequency Distribution of the Score of Reading Comprehension

Interval	Line of Interval Classes	F	F _{cumulative}
55 – 60	3.6	1	1
61 – 65	17.9	5	6
66 – 70	28.6	8	14
71 – 75	28.6	8	22
76 – 80	14.3	4	26
81 – 85	7.1	2	28

B. The Testing of Pre-requirement Analysis

The characteristic of the data of the research determines the techniques of analyzing the data. Before analyzing the data, it is necessary to examine the data. The examination covers normality and linearity.

1. Normality Test

The normality test is one of the prerequisite tests before entering the linear regression analysis, that is used to find out whether the data is in normal distribution or not. In this research, the normality test uses the program SPSS 16. The result can be seen from p (significance) on Lilliefors test; with the interpretation if p value is greater than 0.05 ($p > 0.05$), it tells that the distribution of the data is normal, if $p < 0.05$, it tells that the distribution of the data is not normal.

The summary of the normality test result of each variable can be seen at Table 6. (The computation of SPSS 16 can be seen at Appendix 21).

Table 6. The Summary of Normality Test

Variable	P value	Significance Level (5%)	Decision
Vocabulary Mastery	0.343	0.05	Normal
Reading Comprehension	0.119	0.05	Normal

Based on the result of normality test using SPSS 16, it can be concluded that the data are in normal distribution because the significance value of the two variables are greater than 0.05.

2. Linearity Test

Besides normality test, linearity test is also used by the writer for the pre-requirement analysis. Linearity test is aimed to know whether two variables have significance linear regression or not. The testing by utilizing SPSS 16 uses *Test for Linearity* at the level of significance (p) = 0.05. Two variables are categorized into linear regression if the $p > 0.05$.

The summary of the linearity test result of the variables can be seen at Table 7.

Table 7. The Result of Linearity Test

Pre requirement test	Variable	The result of computation	Criteria	Decision (H _o)	Explanation
Linearity test	XY	0.670	>0.05	Accepted	The data is linear

From the computation of linear regression of vocabulary mastery (X) and reading comprehension (Y) by using SPSS 16, it shows that the value of F-obtained is 0.676 and the significance value is 0.670 (Appendix 22). Because the significance value is greater than 0.05, the regression of vocabulary mastery (X) and reading comprehension (Y) is linear.

C. The Hypothesis Testing

Since the computation of normality and linearity testing shows that the data are in normal distribution and the regression is linear and significant, the writer can continue to test the hypotheses of the research stated on the previous chapter. The writer tests the null hypothesis (H_o) against the alternative hypothesis (H_a). The statistical hypotheses are as follows.

First Hypothesis

$$H_o = r_{xly} \leq 0$$

$$H_a = r_{xly} > 0$$

Where:

H_o = Null hypothesis

H_a = Alternative hypothesis

r_{xy} = the value of r test

The analogy of the hypothesis formula above is that when the value of r_{xy} is 0 or lower than 0, it means that there is no correlation. On the contrary, when the value of r_{xy} is higher than 0, it means that there is positive correlation or it has correlation.

The null hypothesis will be rejected and the alternative hypothesis will be accepted if the value of r_{xy} is higher than 0. Meanwhile, the alternative hypothesis will be rejected and the null hypothesis will be accepted if the value of r_{xy} is lower or the same as 0.

Hypothesis Testing

Since the computation of normality and linearity testing shows that the data are in normal distribution and the regression is linear and significant, the writer can continue to test the hypotheses, and the hypothesis that will be tested is H_0 saying that there is no positive correlation between vocabulary mastery (X) and reading comprehension (Y); against the alternative hypothesis (H_a) saying that there is positive correlation between vocabulary mastery (X) and reading comprehension (Y).

Based on the hypothesis testing, the summary of the test result can be seen as follow.

Table 8. The Hypothesis Results

Test	Variable	The result of computation	Table Data	Criteria	Decision (H_0)
1. Equation of Linear Regression	XY	$\hat{Y} = 35.144 + 0.572X$	--	--	--
2. The significance of regression	XY	$F_{count} = 14.603$	$F_{table} (0,05;1,28) = 4.19$	$F_{count} > F_{table}$	Rejected
3. Coefficient of	XY	$r = 0.600$	$r_{table} (N=28) =$	$r_{count} > r_{table}$	Rejected

correlation			0.374		
4. the significance of correlational coefficient	XY	$t_{\text{count}} = 3.821$	$t_{\text{table}} (0.05; N=28) = 1.701$	$t_{\text{count}} > t_{\text{table}}$	Rejected

By using SPSS 16 with product moment correlational analysis, the result of computation above shows that the correlation coefficient (r) between vocabulary mastery (X) and reading comprehension (Y) is 0.600; it is greater than r_{table} at significance level 5% for $N = 28$; 0.374. So, it can be stated that the coefficient of correlation is significant.

Based on the analysis above, it can be stated that the null hypothesis (H_o) is rejected and therefore the alternative hypothesis (H_a) is accepted. The conclusion is that there is positive correlation between vocabulary mastery (X) and reading comprehension (Y). Furthermore, based on the interpretation of r value (Sugiyono, 2010:184), the value of r for the correlation between vocabulary mastery and reading comprehension is 0.600 that is included in the interval 0.600-0.79. It means that the correlation between vocabulary mastery and reading comprehension is strong.

D. The Discussion of the Research Finding

The result of the research shows that there is positive correlation between vocabulary mastery toward reading comprehension.

A positive correlation means that the increase of vocabulary mastery is followed by the increase of reading comprehension. This kind of correlation

creates an assumption that reading comprehension can be regressed, explained, and predicted from vocabulary mastery.

By considering the result of the hypotheses testing, it can be explained as follows.

The Hypothesis

In the hypothesis testing, it is found the equation of simple linear regression between X and Y, that is: $\hat{Y} = 35.144 + 0.572X$. The equation shows that X and Y have linear correlation, so that the score of vocabulary mastery can be used to predict the reading comprehension. Based on the significance of simple linear regression test between X and Y, it is found that H_0 is rejected and H_a is accepted. Thus, the linear regression between X and Y is significant. Then, based on the statistic analysis by using SPSS 16, it is obtained that $F_{\text{observation}} = 14.603 > F_{\text{table}} = 4.19$; the coefficient of correlation $r = 0.600 > r_{\text{table}}(28;0.05) = 0.374$. So, H_0 is rejected and therefore it means that there is positive correlation between vocabulary mastery and reading comprehension.

One of the predictors of reading comprehension is vocabulary mastery. As stated by Scott (2010), "Vocabulary knowledge is one of the best predictors of reading comprehension. Among first and second grade students, reading comprehension can be predicted to a large extent by vocabulary." It shows that vocabulary mastery plays an important role in reading comprehension. By having large extent of vocabulary, a learner will be easier to grasp the meaning from the text being read. It means that one needs more vocabularies so that he or she can understand the meaning of the sentence.

Besides, Chall and Dale (in Graves, 2009) add that vocabulary difficulty strongly influences the readability of text. It is obvious that vocabulary mastery and reading comprehension are strongly correlated.

Based on the explanation above and the result of the hypothesis testing, it can be concluded that vocabulary mastery contributes to reading comprehension. In other words, there is positive correlation between vocabulary mastery and reading comprehension. Then, it also means that the improvement of students' vocabulary mastery will be followed by the improvement of students' reading comprehension.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

The study that the researcher conducted obtains several conclusions as follows:

The null hypothesis (H_0) says that there is no positive correlation between vocabulary mastery and reading comprehension is rejected and therefore the alternative hypothesis (H_a) is accepted; there is positive correlation between vocabulary mastery and reading comprehension of the VIII grade students of SMP Negeri 4 Wates, ($r_{xy} = 0.600 > r_{table} = 0.374$). This means that the improvement of vocabulary mastery will be followed by the improvement of reading comprehension. It also means that students' vocabulary mastery has contribution to their reading comprehension.

B. Implication

Based on the research finding, it can be concluded that vocabulary mastery gives contribution to reading comprehension. The implication of this study is that there is a need to increase students' vocabulary mastery.

The teacher should create the process of learning English which can increase the students' vocabulary mastery.

By creating effective learning to improve vocabulary mastery hopefully reading learning process will be more effective. Therefore, students' reading comprehension will be improved.

C. Suggestion

In relation to the implication above, the writer proposes some suggestions as follows:

1. For Teachers

- a. In order to increase students' reading comprehension and vocabulary mastery, the teacher should stimulate students to increase their reading activity through concrete actions, such as: explaining about the importance of reading activity so that the students are aware and encouraged to read regularly and continuously; explaining the effective strategy of reading; and giving reading task which is related to the subject being studied. Increasing reading activity is also the basic way to enrich students' vocabulary. Thus, by encouraging and activating reading task, the students are not only developing their reading comprehension but also improving their vocabulary mastery.
- b. The teachers should be creative to make students enjoy the learning. They can conduct the effective teaching method in which the students will actively involved in using words to enrich students' vocabulary and in reading activity to develop students' reading comprehension. To attract the students in reading class activity, the teachers can use authentic material like magazine or other contextual reading text.

2. For Students

- a. The students should improve their own reading comprehension and vocabulary mastery. The effective way is by carrying out a regular reading

habit. A regular reading habit will improve the depth of their understanding of an unfamiliar passage in which they will be accustomed to recognizing the meaning of new words they never met before. Thus, it will not only improve their reading comprehension, but also their vocabulary mastery. There are some ways to build the regular reading habit, such as: reading for at least thirty minutes a day; reading from a variety of sources (newspapers, the internet, novels, magazines); reading through a broad range topics (sports, science, politics); being a curious reader.

- b. The students should maintain their personal control in order to control their motivation in learning. They can organize self-management skills in the way of learning, involving: planning and carrying out routine classroom management tasks (e.g. obtaining and returning materials and equipment) rather than expecting the teacher to organize this; ways of searching for, ordering and organizing information to be learned and remembered; breaking complex tasks into meaningful and manageable subparts; estimating the amount of time and effort that will be required to complete a task.

3. For other researchers

The researcher suggested for the next researcher conducting a research in the same field to use more sample.

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Appendix 1. List of Students Joining the Try Out

Kelas: VIII A

No.	Student Number	Name
1.	9310	Adi Bayu Ristanto
2.	9311	Agus Duwantoro
3.	9312	Anggreli Andarista N.
4.	9313	Anton Agung Laksana
5.	9314	Ari Nugroho
6.	9315	Arji Istiawan Wibowo
7.	9316	Danu Rizkal Alifin
8.	9317	Didik Setiaji
9.	9318	Fanny Ristianti
10.	9319	Fauzan S.V.
11.	9320	Fera Kurniasih
12.	9321	Fitri Setianingsih
13.	9322	Guntur Setyobudi
14.	9323	Hining Pertiwi
15.	9324	Ifan Agung P.
16.	9325	Imam Arif M.
17.	9326	Imam Hanif Sholihin
18.	9327	Imara Ody Durani
19.	9328	Irma Wahyutriyana
20.	9329	Khoulah
21.	9330	Laili Hidayah
22.	9331	Lintang Hayuningtiyas
23.	9332	Nola Rizkadewi
24.	9333	Octa Dwi Kurnia A.W.
25.	9334	Retno Kusyanti
26.	9335	Rifki Octa Pratama
27.	9336	Rudi Darmawan
28.	9337	Silvia Dian Rizki Saputri

Appendix 2. List of Students Joining the Test

Kelas: VIII B

No.	Student Number	Name
1.	9338	Tika Istanita
2.	9339	Tri Agung Prasetyo
3.	9340	Veni Hildawati
4.	9341	Yeni Nurhidayah
5.	9342	Adzani Nur Faidati
6.	9343	Ahmad Fauzan
7.	9344	Anjar Dwi Romadhani
8.	9345	Bekti Nugroho
9.	9346	Cahyaningtyas Gupitowati
10.	9347	Cihno Riastoro
11.	9348	Dedeh Paridah
12.	9349	Deltha Wahyu Adytama
13.	9350	Diah Tri Utami
14.	9351	Dimas Guntur K.
15.	9352	Ganjar Balko Tirosa
16.	9353	Helpa Widya Putri
17.	9354	Imam Okta Vaoyan
18.	9355	Indah Samiati
19.	9356	Indra Rizky
20.	9357	Kuswantoro
21.	9358	Mifthach Aspiana Utami
22.	9359	Moch Rofi Fauzianto
23.	9360	Novi Wulandari
24.	9361	Nuryati
25.	9362	Panji
26.	9363	Pekik Hari Kuncoro
27.	9364	Ramadan Gangsar Prasetyo
28.	9365	Resta Ignadiaz Ivada

Appendix 3. The Blueprint of Vocabulary Mastery

Concept	Indicators	Item Number	Total
Vocabulary mastery is students' knowledge concerning with words, that deals with the form and the meaning of words in a language. It includes collocation, word grammar, meaning (in context), synonyms, antonyms, and derivation.	Collocation	4, 7, 10, 12, 13, 15, 25, 41	8
	Word grammar	3, 11, 18, 27, 37, 45	6
	Meaning in context	8, 19, 20, 21, 22, 28, 30, 40	8
	Synonym	2, 6, 9, 26, 31, 33, 42, 43	8
	Antonym	5, 16, 17, 24, 29, 35, 36, 39	8
	Derivation	1, 14, 23, 32, 34, 38, 44	7
Total number of the questions			45

Appendix 4. Instrument of Vocabulary Mastery (Try Out)

Vocabulary

Try Out Test

Choose the correct answer of the following question by crossing A, B, C, or D on your answer sheet.

1. The bus was air-conditioned, so I felt
a. comfort c. comfortably
b. comfortless d. comfortable
2. We are going to go camping at Gunungkidul area from 8-10 January 2014.
The contribution is Rp 65,000.00.
The underlined word has similar meaning to, **EXCEPT**
a. cost c. fee
b. salary d. charge
3. The Gembira Loka Zoo is . . . in Yogyakarta.
a. located c. location
b. locating d. locate
4. A good student will . . . attention to the teacher in class.
a. pay c. make
b. take d. bring
5. The rose smells good, while Rafflesia flower smells very
a. well c. bad
b. nice d. rotten
6. More and more people in large cities suffer from asthma and other breathing disorders than ever before. It is clear that population destroys the environment.
The synonym of “destroy” is
a. advantageous c. damage
b. save d. balance
7. My brother is a . . . smoker. He can spend two packs of cigarette a day.
a. strong c. hard
b. heavy d. serious

8. Many foreigners like visiting Indonesia because Indonesia has many interesting tourism. They also feel comfortable in our country because Indonesian people are very
- | | |
|--------------|----------------|
| a. carefully | c. friendly |
| b. well | d. interesting |
9. To avoid the Mount Merapi danger, a thousand of people were evacuated from their homes to safe place near Yogyakarta Palace.
The closest meaning of “safe” is
- | | |
|------------|------------|
| a. secure | c. danger |
| b. comfort | d. harmful |
10. The accident . . . at around 2 a.m. when no people outside.
- | | |
|---------------|----------|
| a. occurred | c. carry |
| b. took place | d. crash |
11. Anna : Look! The flowers are beautiful.
Who . . . them?
- Grace : I did, and I watered them everyday.
- | | |
|-----------------|------------|
| a. are planting | c. plants |
| b. plant | d. planted |
12. It is difficult for me to get good score in English because I . . . many mistakes on my test.
- | | |
|---------|----------|
| a. make | c. carry |
| b. do | d. work |
13. Did you . . . television last night?
- | | |
|------------|----------|
| a. see | c. saw |
| b. look at | d. watch |
14. Mount Galunggung is an active volcano. The first . . . was in 1889.
- | | |
|------------|-------------|
| a. erupted | c. eruption |
| b. erupts | d. exploded |
15. Every morning I . . . a bath at 6 a.m. before having breakfast.
- | | |
|---------|---------|
| a. get | c. do |
| b. take | d. have |

16. Mount Rushmore is located in South Dakota, USA. It is a huge carving that shows the faces of four American President.
The antonym of “huge” is
- | | |
|---------|----------|
| a. big | c. large |
| b. wide | d. small |
17. It was designed to be largest, faster, and the most luxurious ship in the world.
The antonym of “largest” is
- | | |
|------------|-------------|
| a. biggest | c. smallest |
| b. highest | d. longest |
18. Mr. John : What will you do in the factory tomorrow?
Mr. Sam : I . . . a new machine.
- | | |
|-------------|-----------------|
| a. operate | c. will operate |
| b. operated | d. am opening |
19. Jack : Where does Mr. John work?
Ivan : He works in rice field. He plants rice. He is a good
- | | |
|-------------|--------------|
| a. gardener | c. carpenter |
| b. farmer | d. butcher |
20. My father goes to the harbor. He works in a ship and often goes abroad for months. He is
- | | |
|-----------|--------------|
| a. sailor | c. policemen |
| b. tailor | d. doctor |
21. Here are some . . . on how to be a successful English learner. First, don’t be afraid of making mistakes.
- | | |
|----------|----------|
| a. tips | c. plans |
| b. clues | d. rules |
22. Jane : You look very What have you done?
Sarah : Oh, I have played volleyball.
- | | |
|-----------|----------|
| a. sad | c. tired |
| b. sleepy | d. pale |
23. The cows . . . milk.
- | | |
|-------------|---------------|
| a. products | c. producer |
| b. produce | d. production |

24. My dog, Alby, gave birth to four puppies two months ago. There is a male and the others are
- | | |
|-----------|-----------|
| a. funny | c. female |
| b. little | d. cute |
25. Your book is different . . . mine. Yours is about fiction, but mine is about knowledge.
- | | |
|---------|---------|
| a. with | c. from |
| b. of | d. on |
26. Prambanan Temples are ancient Hindu temples in Central Java. They are called Thousand temples.
The word "ancient" has similar meaning with
- | | |
|-----------|------------|
| a. modern | c. famous |
| b. old | d. antique |
27. Rafflesia flower is the . . . flower in the world. Its size is 1.40m in diameter.
- | | |
|------------|-----------|
| a. biggest | c. larger |
| b. big | d. small |
28. My mother needs bread, 2 kilos of rice, 1 bunch of banana, and 1 kilo of sugar. So, she will go to
- | | |
|------------|--------------|
| a. grocer | c. florist |
| b. butcher | d. drugstore |
29. It was really fun to have a holiday in Mount Bromo, I hope my next holiday will be more interesting.
The opposite meaning of the underlined word is
- | | |
|-------------|--------------|
| a. exciting | c. wonderful |
| b. amazing | d. boring |
30. Kathy : Are you hungry, Hanny?
Hanny : No, but I am Let's get a soda.
- | | |
|-----------|------------|
| a. tired | c. thirsty |
| b. sleepy | d. fresh |
31. The winners of the competition will receive a big goats as a prize.
The underlined word has same meaning as, except
- | | |
|---------|------------|
| a. gift | c. reward |
| b. give | d. present |

32. A woman may need about 2400 calories a day, more if she does heavy physical work and less if she is very inactive.
The underlined word means
- | | |
|----------------|------------------|
| a. very active | c. quite active |
| b. not active | d. rather active |
33. They chose to see an adventure film. They didn't want to see a drama, thriller, or horror film.
The word "thriller" means a film that tells a story about . . . events.
- | | |
|--------------|-------------|
| a. amused | c. romantic |
| b. excellent | d. scary |
34. Sabrina : Do you think your brother will be a winner in the competition?
Zara : I hope so. He has been training . . . since last month.
- | | |
|-----------|------------------|
| a. hardly | c. regularly |
| b. softly | d. not seriously |
35. Bella : I will go to the bookstore. Can you take me there?
Early : Of course, I can. I would be delighted.
The antonym of "delighted" is
- | | |
|------------|--------------|
| a. dislike | c. glad |
| b. happy | d. surprised |
36. She was terribly upset because her father passed away last week.
The underlined word has opposite meaning with
- | | |
|----------|----------|
| a. sad | c. angry |
| b. proud | d. lazy |
37. If I have much money, I . . . buy a story book tomorrow.
- | | |
|--------|---------|
| a. am | c. were |
| b. was | d. will |
38. Be . . . , the floor is slippery.
- | | |
|-------------|---------------|
| a. careless | c. carelessly |
| b. careful | d. carefully |
39. They stayed in the luxurious hotel. It is an expensive hotel with completed facility and good services.
The antonym of "luxurious" is

- | | |
|----------------|------------------|
| a. expensive | c. unpretentious |
| b. pretentious | d. cheap |
40. Jane has some pets. They are a cat, a rabbit, and a parrot.
The word "pet" mean
- | | |
|----------------------------------|--|
| a. tame animal | |
| b. beautiful animal | |
| c. tame animal kept at the zoo | |
| d. favorite animals kept at home | |
41. I will . . . my time for reading a book.
- | | |
|----------|---------|
| a. use | c. do |
| b. spend | d. make |
42. Mr. and Mrs. Bean want to celebrate the Christmas in their village with their parents and relatives.
"relative" has similar meaning with
- | | |
|-------------|--------------|
| a. family | c. brother |
| b. children | d. colleague |
43. Today is Nadine's birthday. She is very happy because she gets many gifts from her friends.
The underlined word means
- | | |
|-------------|-------------|
| a. provides | c. takes |
| b. gives | d. receives |
44. George is very . . . , so his classmates like him.
- | | |
|-------------|---------------|
| a. help | c. helplessly |
| b. helpless | d. helpful |
45. Last holiday, my family and I . . . to the movie.
- | | |
|-----------------|----------------|
| a. watch | c. are watched |
| b. are watching | d. watched |

**Appendix 5. Answer Key of Vocabulary Mastery Instrument
(Try Out)**

- | | |
|-------|-------|
| 1. D | 29. D |
| 2. B | 30. C |
| 3. A | 31. A |
| 4. A | 32. B |
| 5. C | 33. D |
| 6. C | 34. C |
| 7. B | 35. A |
| 8. D | 36. B |
| 9. C | 37. D |
| 10. A | 38. B |
| 11. D | 39. C |
| 12. A | 40. D |
| 13. D | 41. A |
| 14. C | 42. A |
| 15. B | 43. B |
| 16. D | 44. D |
| 17. C | 45. D |
| 18. C | |
| 19. B | |
| 20. A | |
| 21. A | |
| 22. C | |
| 23. B | |
| 24. C | |
| 25. C | |
| 26. B | |
| 27. A | |
| 28. A | |

Appendix 6. The Blueprint of Reading Comprehension (Try Out)

Concept	Indicators	Item number	Total
Reading comprehension is an ability to understand what the reader reads by involving his experience and knowledge. It includes some skills such as mentioning the main idea, identifying words meaning of the text, identifying referent, getting explicit message, and interpreting implicit meaning.	1. Identifying the main idea	1, 4, 7, 13, 16, 21, 24, 39, 42, 46	10
	2. Finding explicit information	3, 6, 9, 10, 14, 19, 23, 25, 28, 30, 35, 36, 47	13
	3. Finding implicit information	2, 11, 12, 15, 20, 29, 41, 44, 49, 50	10
	4. Identifying words meaning	8, 18, 22, 26, 32, 33, 34, 38, 40, 46	10
	5. Identifying reference	5, 17, 27, 31, 37, 43, 48	7
	Total number of the questions		50

Appendix 7. Instrument of Reading Comprehension

Reading Comprehension

Try Out Test

Choose the best answer of the following questions by crossing A, B, C, or D on your Answer Sheet.

Text 1 (for number 1-5)

The bell was ringing. It was time for Adi's class to have Physics in the laboratory. They enjoy studying Physics in the laboratory. They have chances to use the apparatus like flash, pipettes, test tubes, etc and to make simple experiments.

Adi was in the same group as Rita. They also wore white clothes called a lab coat like the others. They prepared the apparatus very carefully since they were made of glass. The teacher was distributing the worksheet when suddenly she heard a little scream. It was from Adi. He was not careful that the test tube knocked on the table, broke a little and cut his finger. The teacher took care of him soon.

1. The main idea of the text is . . .
 - a. Adi was in the laboratory.
 - b. There are many kinds of experiment instrument.
 - c. Adi's class and the teacher were together in Physics class.
 - d. Adi's class was having Physics in the laboratory for experiment.
2. Who was preparing the instruments for experiment?
 - a. Girl
 - b. Boys
 - c. The teacher
 - d. Every student
3. What happened to Adi's finger?
 - a. It was cut by the glass apparatus.
 - b. It broke an apparatus.
 - c. It was cut by a knife.
 - d. It knocked the apparatus.

4. What is the main idea of the second paragraph?
 - a. The students operated Apparatus.
 - b. The students used some experiment instruments.
 - c. Adi was injured when using the apparatus.
 - d. The Physics class was in the second period.

5. "...the apparatus very carefully since *they* were made of glass." (paragraph 2). What does "they" refer to?

a. Adi and Rita	c. Apparatus
b. Adi's classmates	d. Laboratory user

Text 2 (for number 6-8)

Badminton is one of the popular sports in Indonesia. Many people like playing it very much. It can be played indoors and outdoors. However, most players play it indoors. Nowadays there are many badminton halls in our country.

Badminton is not a cheap sport. We need a net, rackets and shuttlecocks to play badminton. We can get them in a sport shop. We need to spend a lot of money in order to get good nets, rackets and shuttlecocks.

Susi Susanti was the best woman badminton player that we ever had. She was one of the best woman players in the world. She spent much money for badminton in the past. But, then, she got facilities from the government and her sponsor.

6. The following are the things that we need to play badminton, **EXCEPT** . . .

a. Net	c. Racket
b. Ball	d. Shuttlecock

7. What is the main idea of paragraph two?
 - a. Susi was the best woman badminton player.
 - b. There were some facilities for badminton players.
 - c. There are some ways to be a good badminton player.
 - d. We need to spend money to get the equipment for playing badminton.

8. “We need to *spend* a lot of money. . .” (paragraph 2)

The word “spend” means

- | | |
|------------|---------|
| a. pay out | c. give |
| b. earn | d. lend |

Text 3 (for number 9-12)

Son : Father, I have a sore throat. I cannot swallow the food.
Father : Have you taken medicine?
Son : Yes, but it doesn't get better,
Father : Now you should go to a doctor.
Son : No, I am afraid of a doctor.
Father : Why?
Son : I don't want to be injected.
Father : But you have to. Now, ask mother to take you to a doctor.

9. Why can't the boy swallow the food?
- | | |
|----------------------------|--------------------------|
| a. He has a sore throat. | c. He has a stomachache. |
| b. His throat is bleeding. | d. His throat is closed. |
10. What does the father suggest his son to do?
- | | |
|-----------------------|-------------------------|
| a. To drink medicine. | c. To swallow medicine. |
| b. To visit a doctor. | d. To stay at home. |
11. From the dialogue we know that the father and his son are at . . .
- | | |
|---------------|--------------------|
| a. a hospital | c. a doctor's room |
| b. school | d. home |
12. Why do you think the son is afraid of a doctor?
- | |
|--|
| a. Because he doesn't want to be injected. |
| b. Because of the frightening doctor. |
| c. Because he wants to get better. |
| d. Because an injection is dangerous. |

Text 4 (for number 13-18)

The Manager
January 27, 2013
PT. GARUDA INDONESIA
Jl. Merdeka 84

Dear Sir,

I am one of the customers of your company. Through this letter, I would like to tell you something. This is about the services of your company.

Last Monday, I flew to Medan on flight number GA116 on the schedule board, it is stated that the plane would depart at 7 a.m. but in fact, I had to wait for an hour before taking off. It has happened many times, because of that I was late to attend an important meeting at my office in Medan.

You have to pay attention to my letter. Do your best for your customers. I am sure that you realize how important the customers are for your company. I do hope that you will consider this letter.

Your faithfully,

Albert

13. What is the idea of the letter above?
- Mr. Albert informs that he will come to the meeting.
 - Mr. Albert asks for information.
 - Mr. Albert complains about the service of PT. Garuda Indonesia.
 - Mr. Albert replies the complaint.
14. Why was the writer late for meeting? Because . . .
- the flight to Medan was delayed.
 - he didn't know the time.
 - he attended another activity.
 - he forgot the flight schedule.
15. Which is NOT TRUE about the writer according to the letter?
- His office is in Medan.
 - He wrote a letter to the manager.
 - He didn't feel disappointed with the service.
 - He realizes how important the customers are.

16. The letter tells us that the writer
- was happy with the service
 - attracts the manager's attention
 - used Garuda to Medan many times
 - didn't like the customers
17. "... I would like to tell *you* something." (paragraph 1)
 "You" in the sentence refers to
- PT Garuda Indonesia
 - the customers
 - the manager of Garuda
 - Mr. Albert
18. "... it is stated that the plane would **depart** at 7 a.m." (paragraph 2)
 The underlined word has similar meaning with, **EXCEPT**
- take off
 - leave
 - landing
 - get off

Text 5 (for number 19-22)

Withdrawing cash with an ATM card

Steps:

1. Read the direction.
2. Put your card into the slot.
3. Punch in your PIN.
4. When the choices appear, select "withdrawal from checking".
5. Enter the amount that you want to withdraw.
6. When your money appears, remove it.
7. When the machine asks if you are finished, press "YES".
8. Take out the receipt.

19. What should you do after inserting your card?
- Press "yes".
 - Enter the PIN.
 - Select "continue".
 - Take the recipe.
20. What do you have to do if you want to withdraw again?
- Punch in your PIN again and take the money.
 - Press "NO" when the machine asks if you're finished.
 - Enter the amount that you want to take.
 - Remove the money when it appears.

21. The instruction above tell us that
- the best way to keep our money safe is using ATM.
 - we can save our money in bank.
 - automatic Teller Machine can be used to save money.
 - there are some steps to withdraw money from ATM.
22. “When your money appears, *remove* it.”
The word “remove” can be replaced by the word
- take away
 - put away
 - get
 - receive

Text 6 (for number 23-27)

Going to Movie
<p>Jose and Robby decided to go to a film theatre to relax. They were very tired after finishing the exams. They chose to see an adventure film. They didn’t want to see a drama, thriller, or horror film. They wanted to forget studying for one night and fantasize a little.</p> <p>So they bought two tickets for a movie called <i>Lord of the Rings, The Fellowship of the Ring</i>. They got in the theatre just on time before the movie started.</p> <p>Inside the theatre, a tall man sat on a seat in front of them. He put on a tall hat. Jose and Robby could not see the screen. Jose tapped the man on the shoulder and asked him to remove his hat. When the man turned around to say sorry, they recognized him. He was Mr. Samuel, Jose’s Father.</p>

23. Jose and Robby went to a theatre and saw . . . film.
- an adventure
 - a drama
 - a horror
 - a thriller
1. What is the most important idea of the first paragraph?
- Jose purposely met his father in the theatre.
 - Jose and Robby were late to get in the movie.
 - Jose and Robby went to the theatre for relaxing.
 - They bought two tickets for the movie.

25. Why couldn't Jose and Robby see the screen?
- a. A tall man sat in front of them.
 - b. The man sitting in front of them wore a tall hat.
 - c. They sat on seats at the back row.
 - d. They were too short to see the screen clearly.
26. "They didn't want to see a drama, a thriller or a . . ." (paragraph 1)
The underlined word means a film that tells a story about . . . events.
- a. amused
 - b. scary
 - c. excellent
 - d. romantic
27. ". . . a tall man sat on the seat in front of *them*." (the last paragraph)
"them" in the sentence refers to . . .
- a. the tall men
 - b. Jose and Robby
 - c. the audiences
 - d. people in theatre

Text 7 (for number 28-31)

Animal Experimentation

Animals are widely used in laboratories. Mice, rabbits, dogs and monkeys are a few examples of animal. They are used by researchers and scientists for scientific and medical purposes. Scientists use the animals to investigate biological processes in humans and animals; to study the causes of diseases; to test drugs, vaccines, and surgical techniques; and to evaluate the safety of chemicals used in pesticides, cosmetics, and other products.

Many animals function like humans so that they can be good models to understand the human body. Some animals suffer from the same diseases as humans do. Animals also carry a number of genes that are identical to human genes. With those similarities, scientists are able to learn much about the human body by studying the animals.

28. What do researchers and scientists do in laboratories?
- Take care of animals.
 - Make drugs.
 - Give medical treatment.
 - Do experiment.
29. Scientists learn about the human body by studying
- human body itself
 - all kinds of animals
 - certain animals
 - all living things
30. Based on the text, why do the scientists use animals for their experiments?
- Animals are the most suitable objects.
 - Scientists don't want to use humans.
 - It's easier to use animals than human.
 - Animals have similarities to human.
31. "*They* are used for scientific and medical purposes." (paragraph 1)
 "They" in the sentence refers to
- researchers
 - laboratories
 - animals
 - scientists

Text 8

For questions 32 to 34, choose the suitable word to complete the paragraph.

It was a public holiday. We did not have anything to do, so Father suggested . . . (32) us to Safari Park in Cisarua. All of us got very . . . (33). Mother quickly prepared some drinks and snack for the trip. My mother and I . . . (34) got dressed and brought a camera. Within one hour, we were all ready and settled ourselves in the car.

32. a. bringing
 b. getting
 c. telling
 d. keeping

33. a. excited
b. annoyed
c. disappointed
d. upset
34. a. lazily
b. hurriedly
c. slowly
d. diligently

Text 9 (for number 35-38)

Scout Association of SMP 4 Wates

To: All Scout Members

We are going to go camping at Gunungkidul area, from 14-16 May 2014. The contribution is Rp 65,000.00. Members who would like to join the activity should register their names to Mrs. Surtini. Registration will be on 10th May 2014.

Naufal P.S
The Chief

35. To whom is the announcement above?
- a. Scout Association of SMP 4 Wates
b. The chief of the association
c. Mrs. Surtini
d. All scout members
36. When will the camping activity start?
- a. 10th May 2014
b. 14th May 2014
c. 15th May 2014
d. 16th May 2014

37. “. . . should register *their* names to Mrs. Surtini.” (line 4)

What does “their” refer to?

- a. The members of scout association
- b. All the students
- c. The committee of the event
- d. The teacher and the students

38. “The contribution is Rp 65,000.00.”

What is the meaning of the underlined word?

- a. Food, drinks, or services which are provided by an organization for guest.
- b. Sum of money that is given to a person/organization to pay for something.
- c. The act of making official report of something or someone.
- d. Payment made by someone because he has debt.

Text 10 (for number 39-41)

Albert Einstein was born in 1879 in Germany. He graduated from the University of Zurich in Switzerland in 1905. In 1905 he also did some of his *famous* work in physics. In 1919 he won the Noble Prize for Physics. Between 1919 and 1933 he lived in Germany and travelled a lot to talk other scientists. Then, in 1933 he had to leave Germany because of Hitler. He moved to United States from 1933 until his death. He lived in Prince town, New Jersey. He died on 18th April 1955.

39. The text tell us that

- a. Albert Einstein achieved many champions
- b. in his life, Albert Einstein migrated into some countries
- c. Albert Einstein was famous because he conducted many famous works
- d. Albert Einstein’s hometown was in Prince town

40. The word “famous” in the third sentence has the same meaning as the following,

EXCEPT

- | | |
|-------------|-------------------|
| a. popular | c. well-known |
| b. familiar | d. understandable |

41. Which of the following statements is TRUE according to the text?

- a. Albert Einstein had lived for 14 years in Germany.

- b. Albert Einstein won the Nobel Prizes for Chemistry.
- c. Albert Einstein had spent the rest of his life in America for 21 years.
- d. Albert Einstein died on the age of 75 years old.

Text 11 (for number 42 and 43)

Tom!

I'm going to Pamela Supermarket to get some sugar. Would you like to turn the stove on when you are home? I've put some soup there. Just heat it for about 5 minutes and then take it out from the stove before you have dinner.

Mom

42. From the memo, we know that
- a. Tom eats the soup.
 - b. Tom will buy some sugar.
 - c. Tom and his mother go to the supermarket.
 - d. Tom's mother asks him to heat the soup.
43. "I've put some soup *there*."
- The word "there" in the sentence refers to
- | | |
|----------------|--------------------|
| a. home | c. the supermarket |
| b. the kitchen | d. the stove |

Text 12 (for number 44 and 45)

ANNOUNCEMENT

English Speaking Club

There will be a program to develop our speaking skills next Sunday. We'll practice guiding tourists in Prambanan Temple. Please enroll soon since there are limited seats.

Departure time : 8 a.m.

Fee : Rp 20,000.-

Contact person : Anna, Jane

Chief

George

44. Which statement is TRUE about the announcement of English Speaking Club?

- a. Anna and Jane are supervisors of the program.
- b. Each participant of the program has to pay Rp 10,000 to the chief.
- c. The aim of the program is to guide foreign tourists.
- d. The participants will practice guiding foreign tourist.

45. "Please enroll soon since there are limited seats."

The underlined word means

- | | |
|-------------|-----------|
| a. register | c. answer |
| b. record | d. follow |

Text 13 (for number 46 to 50)

Once upon a time, there were two butterflies, Teri and Feril. They are friends, Teri and feril had the same crown.

One day, Kodi a frog, saw Teri and Feril quarreling. "You took it!" said Feril.

"No, I did not!" said teri.

"Hey, what's the matter?" asked Kodi.

"Teri stole my crown!" said Feril.

"No, I did not!" said Teri.

"Yesterday, I still had my crown when she came to visit me," said Feril.

"Today I cannot find the crown! Look! She is wearing it!" Feril shouted.

"My mom gave me this crown," Teri explained.

Kodi suggested they all go to Feril's house.

"Where did you put it?" said Kodi to feril.

"I put it on the table," Feril answered.

They didn't find the crown.

"Maybe, it felt down." Kodi looked under the table. Nothing was there.

"It was my favorite crown!" Feril sobbed.

"I didn't steal your, but if you like so much, you can have mine," Teri gave Feril the crown.

"It's here!" Kodi saw the crown behind the curtain.

Feril stopped crying, "Thank God, Kodi found it!"

"Sorry, Teri, I accused you. I'm a terrible friend!"

"It's OK," said Teri. "Let's say thanks to Kodi!"

46. From the text, we know that
- a. There is a good butterfly and frog.
 - b. Feril lost his crown.
 - c. Kodi hid the crown.
 - d. Teri stole Feril's crown.
47. Where did Kodi find the crown?
- a. Under the table.
 - b. On the table.
 - c. Behind the curtain.
 - d. In the house.
48. "I put *it* on the table," (line 13)
What does "it" refer to?
- a. The crown
 - b. The house
 - c. The table
 - d. The curtain
49. From the story, we can learn that
- a. Trusting each other is very important.
 - b. The goodness is always the winner.
 - c. A wise friend can be trusted.
 - d. We shouldn't accuse of others without proof.
50. From the story above we can concluded that Kodi is a . . . friend.
- a. wise
 - b. good
 - c. polite
 - d. happy

**Appendix 8. Answer Key of Reading Comprehension Instrument
(Try Out)**

1. D	11. D	21. D	31. C	41. A
2. D	12. A	22. A	32. A	42. D
3. A	13. C	23. A	33. A	43. D
4. C	14. A	24. C	34. B	44. D
5. C	15. C	25. B	35. D	45. A
6. B	16. C	26. B	36. B	46. B
7. D	17. C	27. B	37. A	47. C
8. A	18. C	28. C	38. B	48. A
9. A	19. B	29. A	39. B	49. D
10. B	20. B	30. D	40. D	50. A

Appendix 9. Blueprint of Vocabulary Mastery (To Take the Data)

Concept	Indicators	Item Number	Total
Vocabulary mastery is students' knowledge concerning with words, that deals with the form and the meaning of words in a language. It includes collocation, word grammar, meaning (in context), synonyms, antonyms, and derivation.	Collocation	5	1
	Word grammar	8, 17, 20	3
	Meaning in context	3, 9, 10, 12	4
	Synonym	1, 2, 4, 13, 14	5
	Antonym	6, 7, 16, 18	4
	Derivation	11, 15, 19	3
	Total number of the questions		20

Appendix 10. Instrument of Vocabulary Mastery (To Take Data)

VOCABULARY

Test

Choose the correct answer of the following questions by crossing A, B, C, or D on your Answer Sheet.

1. We are going to go camping at Gunungkidul area from 8-10 January 2014. The contribution is Rp 65,000.00.
The underlined word has similar meaning to, **EXCEPT**. . . .
c. cost
d. salary
c. fee
d. charge
2. More and more people in large cities suffer from asthma and other breathing disorders than ever before. It is clear that population destroys the environment.
The synonym of “destroy” is
a. advantageous
b. save
c. damage
d. balance
3. Many foreigners like visiting Indonesia because Indonesia has many interesting tourism. They also feel comfortable in our country because Indonesian people are very
a. carefully
b. well
c. friendly
d. interesting
4. To avoid the Mount Merapi danger, a thousand of people were evacuated from their homes to safe place near Yogyakarta Palace.
The closest meaning of “safe” is
a. secure
b. comfort
c. danger
d. harmful
5. Did you . . . television last night?
a. see
b. look at
c. saw
d. watch

6. Mount Rushmore is located in South Dakota, USA. It is a huge carving that shows the faces of four American President.
The antonym of “huge” is
- | | |
|---------|----------|
| a. big | c. large |
| b. wide | d. small |
7. It was designed to be largest, faster, and the most luxurious ship in the world.
The antonym of “largest” is
- | | |
|------------|-------------|
| a. biggest | c. smallest |
| b. highest | d. longest |
8. Mr. John : What will you do in the factory tomorrow?
Mr. Sam : I . . . a new machine.
- | | |
|-------------|-----------------|
| a. operate | c. will operate |
| b. operated | d. am opening |
9. Jack : Where does Mr. John work?
Ivan : He works in rice field. He plants rice. He is a good
- | | |
|-------------|--------------|
| a. gardener | c. carpenter |
| b. farmer | d. butcher |
10. Jane : You look very What have you done?
Sarah : Oh, I have played volleyball.
- | | |
|-----------|----------|
| a. sad | c. tired |
| b. sleepy | d. pale |
11. The cows . . . milk.
- | | |
|-------------|---------------|
| a. products | c. producer |
| b. produce | d. production |
12. Kathy : Are you hungry, Hanny?
Hanny : No, but I am Let’s get a soda.
- | | |
|-----------|------------|
| a. tired | c. thirsty |
| b. sleepy | d. fresh |
13. The winners of the competition will receive a big goats as a prize.
The underlined word has same meaning as, except

- | | |
|---------|------------|
| a. gift | c. reward |
| b. give | d. present |
14. They chose to see an adventure film. They didn't want to see a drama, thriller, or horror film.
The word "thriller" means a film that tells a story about . . . events.
- | | |
|--------------|-------------|
| a. amused | c. romantic |
| b. excellent | d. scary |
15. Sabrina : Do you think your brother will be a winner in the competition?
Zara : I hope so. He has been training . . . since last month.
- | | |
|-----------|------------------|
| a. hardly | c. regularly |
| b. softly | d. not seriously |
16. She was terribly upset because her father passed away last week.
The underlined word has opposite meaning with
- | | |
|----------|----------|
| a. sad | c. angry |
| b. proud | d. lazy |
17. If I have much money, I . . . buy a story book tomorrow.
- | | |
|--------|---------|
| a. am | c. were |
| b. was | d. will |
18. They stayed in the luxurious hotel. It is an expensive hotel with completed facility and good services.
The antonym of "luxurious" is
- | | |
|----------------|------------------|
| a. expensive | c. unpretentious |
| b. pretentious | d. cheap |
19. George is very . . . , so his classmates like him.
- | | |
|-------------|---------------|
| a. help | c. helplessly |
| b. helpless | d. helpful |
20. Last holiday, my family and I . . . to the movie.
- | | |
|-----------------|----------------|
| a. watch | c. are watched |
| b. are watching | d. watched |

Appendix 11. Answer Key Vocabulary Instrument

1. B
2. C
3. D
4. C
5. D
6. D
7. C
8. C
9. B
10. C
11. B
12. C
13. A
14. D
15. C
16. B
17. D
18. C
19. D
20. D

Appendix 12. Blueprint of Reading Comprehension (To Take Data)

Concept	Indicators	Item number	Total
Reading comprehension is an ability to understand what the reader reads by involving his experience and knowledge. It includes some skills such as mentioning the main idea, identifying words meaning of the text, identifying referent, getting explicit message, and interpreting implicit meaning.	1. Identifying the main idea	2, 9,	2
	2. Finding explicit information	1, 3, 4, 8, 11, 13, 18, 19, 24	9
	3. Finding implicit information	5, 12, 22, 23	4
	4. Identifying words meaning	7, 10, 15, 16, 17, 21	6
	5. Identifying reference	6, 14, 20, 25	4
	Total number of the questions		25

Appendix 13. Instrument of Reading Comprehension (To Take Data)

Reading Comprehension Test

Choose the best answer of the following questions by crossing A, B, C, or D on your Answer Sheet.

Text 1 (for number 1)

The bell was ringing. It was time for Adi's class to have Physics in the laboratory. They enjoy studying Physics in the laboratory. They have chances to use the apparatus like flash, pipettes, test tubes, etc and to make simple experiments.

Adi was in the same group as Rita. They also wore white clothes called a lab coat like the others. They prepared the apparatus very carefully since they were made of glass. The teacher was distributing the worksheet when suddenly she heard a little scream. It was from Adi. He was not careful that the test tube knocked on the table, broke a little and cut his finger. The teacher took care of him soon.

1. What happened to Adi's finger?
 - a. It was cut by the glass apparatus.
 - b. It broke an apparatus.
 - c. It was cut by a knife.
 - d. It knocked the apparatus.

Text 2 (for number 2)

Badminton is one of the popular sports in Indonesia. Many people like playing it very much. It can be played indoors and outdoors. However, most players play it indoors. Nowadays there are many badminton halls in our country.

Badminton is not a cheap sport. We need a net, rackets and shuttlecocks to play badminton. We can get them in a sport shop. We need to spend a lot of money in order to get good nets, rackets and shuttlecocks.

Susi Susanti was the best woman badminton player that we ever had. She was one of the best woman players in the world. She spent much money for badminton in the past. But, then, she got facilities from the government and her sponsor.

2. What is the main idea of paragraph two?
- a. Susi was the best woman badminton player.
 - b. There were some facilities for badminton players.
 - c. There are some ways to be a good badminton player.
 - d. We need to spend money to get the equipment for playing badminton.

Text 3 (for number 3-5)

Son : Father, I have a sore throat. I cannot swallow the food.
Father : Have you taken medicine?
Son : Yes, but it doesn't get better,
Father : Now you should go to a doctor.
Son : No, I am afraid of a doctor.
Father : Why?
Son : I don't want to be injected.
Father : But you have to. Now, ask mother to take you to a doctor.

3. Why can't the boy swallow the food?
- a. He has a sore throat.
 - b. His throat is bleeding.
 - c. He has a stomachache.
 - d. His throat is closed.
4. What does the father suggest his son to do?
- a. To drink medicine.
 - b. To visit a doctor.
 - c. To swallow medicine.
 - d. To stay at home.
5. Why do you think the son is afraid of a doctor?
- a. Because he doesn't want to be injected.
 - b. Because of the frightening doctor.
 - c. Because he wants to get better.
 - d. Because an injection is dangerous.

Text 4 (for number 6)

The Manager
January 27, 2013
PT. GARUDA INDONESIA
Jl. Merdeka 84

Dear Sir,
I am one of the customers of your company. Through this letter, I would like to tell you

something. This is about the services of your company.

Last Monday, I flew to Medan on flight number GA116 on the schedule board, it is stated that the plane would depart at 7 a.m. but in fact, I had to wait for an hour before taking off. It has happened many times, because of that I was late to attend an important meeting at my office in Medan.

You have to pay attention to my letter. Do your best for your customers. I am sure that you realize how important the customers are for your company. I do hope that you will consider this letter.

Your faithfully,

Albert

6. “. . . I would like to tell *you* something.” (paragraph 1)

“you” in the sentence refers to

- a. PT Garuda Indonesia
- b. the customers

- c. the manager of Garuda
- d. Mr. Albert

Text 5 (for number 7)

Withdrawing cash with an ATM card

Steps:

1. Read the direction.
2. Put your card into the slot.
3. Punch in your PIN.
4. When the choices appear, select “withdrawal from checking”.
5. Enter the amount that you want to withdraw.
6. When your money appears, remove it.
7. When the machine asks if you are finished, press “YES”.
8. Take out the receipt.

7. “When your money appears, *remove* it.”

The word “remove” can be replaced by the word

- a. take away
- b. put away

- c. get
- d. receive

Text 6 (for number 8-10)

Going to Movie

Jose and Robby decided to go to a film theatre to relax. They were very tired after finishing the exams. They chose to see an adventure film. They didn't want to see a drama, thriller, or horror film. They wanted to forget studying for one night and fantasize a little.

So they bought two tickets for a movie called *Lord of the Rings, The Fellowship of the Ring*. They got in the theatre just on time before the movie started.

Inside the theatre, a tall man sat on a seat in front of them. He put on a tall hat. Jose and Robby could not see the screen. Jose tapped the man on the shoulder and asked him to remove his hat. When the man turned around to say sorry, they recognized him. He was Mr. Samuel, Jose's Father.

8. Jose and Robby went to a theatre and saw . . . film.
- | | |
|-----------------|---------------|
| a. an adventure | c. a horror |
| b. a drama | d. a thriller |
9. What is the most important idea of the first paragraph?
- | |
|---|
| a. Jose purposely met his father in the theatre. |
| b. Jose and Robby were late to get in the movie. |
| c. Jose and Robby went to the theatre for relaxing. |
| d. They bought two tickets for the movie. |
10. "They didn't want to see a drama, a thriller or a" (paragraph 1)
The underlined word means a film that tells a story about . . . events.
- | | |
|-----------|--------------|
| a. amused | c. excellent |
| b. scary | d. romantic |

Text 7 (for number 11-14)

Animal Experimentation

Animals are widely used in laboratories. Mice, rabbits, dogs and monkeys are a few examples of animal. They are used by researchers and scientists for scientific and medical purposes. Scientists use the animals to investigate biological processes in humans and animals; to study the causes of diseases; to test drugs, vaccines, and

surgical techniques; and to evaluate the safety of chemicals used in pesticides, cosmetics, and other products.

Many animals function like humans so that they can be good models to understand the human body. Some animals suffer from the same diseases as humans do. Animals also carry a number of genes that are identical to human genes. With those similarities, scientists are able to learn much about the human body by studying the animals.

11. What do researchers and scientists do in laboratories?
 - a. Take care of animals.
 - b. Make drugs.
 - c. Give medical treatment.
 - d. Do experiment.
12. Scientists learn about the human body by studying
 - a. human body itself
 - b. all kinds of animals
 - c. certain animals
 - d. all living things
13. Based on the text, why do the scientists use animals for their experiments?
 - a. Animals are the most suitable objects.
 - b. Scientists don't want to use humans.
 - c. It's easier to use animals than human.
 - d. Animals have similarities to human.
14. "*They* are used for scientific and medical purposes." (paragraph 1)
"They" in the sentence refers to
 - a. researchers
 - b. laboratories
 - c. animals
 - d. scientists

Text 8

For questions 15 to 17, choose the suitable word to complete the paragraph.

It was a public holiday. We did not have anything to do, so Father suggested . . . (15) us to Safari Park in Cisarua. All of us got very . . . (16). Mother quickly prepared some drinks and snack for the trip. My mother and I . . . (17) got dressed

and brought a camera. Within one hour, we were all ready and settled ourselves in the car.

15. a. bringing
b. getting
c. telling
d. keeping
16. a. excited
b. annoyed
c. disappointed
d. upset
17. a. lazily
b. hurriedly
c. slowly
d. diligently

Text 9 (for number 18-21)

Scout Association of SMP 4 Wates

To: All Scout Members

We are going to go camping at Gunungkidul area, from 14-16 May 2014. The contribution is Rp 65,000.00. Members who would like to join the activity should register their names to Mrs. Surtini. Registration will be on 10th May 2014.

Naufal P.S
The Chief

18. To whom is the announcement above?
- a. Scout Association of SMP 4 Wates
b. The chief of the association

- c. Mrs. Surtini
 - d. All scout members
19. When will the camping activity start?
- a. 10th May 2014
 - b. 14th May 2014
 - c. 15th May 2014
 - d. 16th May 2014
20. “. . . should register *their* names to Mrs. Surtini.” (line 4)
What does “their” refer to?
- a. The members of scout association
 - b. All the students
 - c. The committee of the event
 - d. The teacher and the students
21. “The contribution is Rp 65,000.00.”
What is the meaning of the underlined word?
- a. Food, drinks, or services which are provided by an organization for guest.
 - b. Sum of money that is given to a person/organization to pay for something.
 - c. The act of making official report of something or someone.
 - d. Payment made by someone because he has debt.

Text 10 (for number 22)

Albert Einstein was born in 1879 in Germany. He graduated from the University of Zurich in Switzerland in 1905. In 1905 he also did some of his *famous* work in physics. In 1919 he won the Noble Prize for Physics. Between 1919 and 1933 he lived in Germany and travelled a lot to talk other scientists. Then, in 1933 he had to leave Germany because of Hitler. He moved to United States from 1933 until his death. He lived in Prince town, New Jersey. He died on 18th April 1955.

22. Which of the following statements is TRUE according to the text?
- a. Albert Einstein had lived for 14 years in Germany.
 - b. Albert Einstein won the Nobel Prizes for Chemistry.
 - c. Albert Einstein had spent the rest of his life in America for 21 years.
 - d. Albert Einstein died on the age of 75 years old.

Text 12 (for number 23)

ANNOUNCEMENT

English Speaking Club

There will be a program to develop our speaking skills next Sunday. We'll practice guiding tourists in Prambanan Temple. Please enroll soon since there are limited seats.

Departure time : 8 a.m.

Fee : Rp 20,000.-

Contact person : Anna, Jane

23. Which statement is TRUE about the announcement of English Speaking Club?

- a. Anna and Jane are supervisors of the program.
- b. Each participant of the program has to pay Rp 10,000 to the chief.
- c. The aim of the program is to guide foreign tourists.
- d. The participants will practice guiding foreign tourist.

Text 13 (for number 46 to 50)

Once upon a time, there were two butterflies, Teri and Feril. They are friends, Teri and feril had the same crown.

One day, Kodi a frog, saw Teri and Feril quarreling. "You took it!" said Feril.

"No, I did not!" said teri.

"Hey, what's the matter?" asked Kodi.

"Teri stole my crown!" said Feril.

"No, I did not!" said Teri.

"Yesterday, I still had my crown when she came to visit me," said Feril.

"Today I cannot find the crown! Look! She is wearing it!" Feril shouted.

“My mom gave me this crown,” Teri explained.

Kodi suggested they all go to Feril’s house.

“Where did you put it?” said Kodi to Feril.

“I put it on the table,” Feril answered.

They didn’t find the crown.

“Maybe, it fell down.” Kodi looked under the table. Nothing was there.

“It was my favorite crown!” Feril sobbed.

“I didn’t steal your, but if you like so much, you can have mine,” Teri gave Feril the crown.

“It’s here!” Kodi saw the crown behind the curtain.

Feril stopped crying, “Thank God, Kodi found it!”

“Sorry, Teri, I accused you. I’m a terrible friend!”

“It’s OK,” said Teri. “Let’s say thanks to Kodi!”

24. Where did Kodi find the crown?

- a. Under the table.
- b. On the table.
- c. Behind the curtain.
- d. In the house.

25. “I put *it* on the table,” (line 13)

What does “it” refer to?

- a. The crown
- b. The house
- c. The table
- d. The curtain

Appendix 14. Answer Key of Reading Comprehension Instrument

1. A
2. D
3. A
4. B
5. A
6. C
7. A
8. A
9. C
10. B
11. C
12. A
13. D
14. C
15. A
16. A
17. B
18. D
19. B
20. A
21. B
22. A
23. D
24. C
25. A

APPENDIX 15

Validity Test of Vocabulary Mastery

Appendix 16. Reliability Test of Vocabulary Mastery

No. resp.	Number of item																									Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	19
2	0	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	0	1	0	1	1	1	18
3	1	0	0	0	0	0	0	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	16
4	1	1	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	1	0	0	1	0	1	1	1	16
5	1	0	1	0	1	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	0	1	1	0	1	17
6	1	1	0	0	0	1	0	1	0	1	0	0	1	0	1	1	0	1	1	1	0	1	1	1	1	15
7	0	0	1	1	0	1	1	0	1	0	1	0	1	1	1	0	1	0	1	0	1	0	1	1	1	15
8	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	19
9	1	1	0	0	1	0	0	1	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	16
10	1	1	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	1	17
11	0	1	1	0	0	1	1	0	1	0	0	1	1	0	0	1	0	1	1	1	0	1	1	1	1	15
12	1	1	0	0	1	0	0	0	1	1	0	0	1	1	0	1	1	0	1	0	1	0	1	0	1	13
13	1	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	0	1	0	1	1	1	1	1	1	16
14	0	1	0	0	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	17
15	1	1	0	0	1	0	0	1	1	1	0	0	1	0	1	0	1	1	0	1	1	0	1	0	1	14
16	0	1	1	0	0	1	1	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	16
17	1	1	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	0	1	0	1	1	1	1	1	17
18	1	0	0	0	0	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	16
19	1	0	0	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	18
20	0	1	0	0	0	1	0	1	1	0	1	0	1	1	1	0	0	1	1	0	1	1	1	0	1	14
21	1	0	1	1	0	1	0	1	0	0	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	16
22	1	1	0	0	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	0	1	17
23	0	0	0	0	1	1	0	1	1	1	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	15
24	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	17
25	1	1	0	0	0	1	0	1	1	0	0	0	1	0	1	0	0	1	1	1	1	0	1	1	0	13
26	1	1	0	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	19
27	0	1	0	0	0	0	0	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	16
28	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	0	1	1	1	1	20

001 DAACCCACAADACABDCBBAACBCBCBABCBBCCCABBDBDDDDAA
002 BAADCCABAADADABDCCBAACBCBDAABCBBACCADBBDDBDDCA
003 DBACBDAADBAACABDCDABCCDABCBADBABBDDCBDCDDCBBC
004 BAADCCABCADADCABCCBAACBCBCAABCBBACCADBABDDDDAA
005 AAADCCCBAAADADABDCCBAACBCBDAABCBBDACADACDADBDC
006 BBADCCABACDADABDCBBAACDDBDAABCABCDAAADADACDADC
007 BCACCCACAADACABDCBBAACBCBDAABCBADAAABDBDADDDC
008 DAACCCACAADACABDCBBAACBCBCBADCBCCCABBBCDADDDC
009 DDAACDAABACCDCAABDDAACBABCBAABAACDAABDCDBDBDD
010 AADCCCABAADADABDCCBAACBCBDAABCBBDBAADACDADBCC
011 DCACCBCCBACBAADADBAACDCBCAABCACCDCAADDCAADCDB
012 DCACDCADCDCCDAADBCAAACAADCBABDBDCCCADDADDBCD
013 ABACCCACAADACABDCBBAACBCBDAABCBADAAABDBDADDDC
014 ACAADBBDADDCDAAABBCAACDCADAABBAACCCBDCDDDDDDC
015 BCADCCABADDADAABCBBAAACDDBDAABCBBBCDAADACDADCB
016 DDABCDADBDCBDCBBABBAACAABCAABACABCADBBADBDDDD
017 DAACCCACAADACABDCBBAACBCBCAAACBADAAABDBDADDDC
018 DAACCBACADCBBCBCADDADCAABBABAACDAADADABACDDD
019 DBAACCCDBADCDACAACCAAACBBCAABDDDDCAAADBBDAABDD
020 ADAACBACBAACDCABBDDAACAABCBAABAACCAADBADBDBDB
021 DBAADCACAAAADADDCCBAACCCACAAACBADAAADBADAADD
022 DCACDBCCDBCDDCAABAAACDCACBDCBDAAAAADBBADADD
023 DCACBBBCDBADBABCACDAADCCBDBABDABBACADBCDDBDD
024 BCADCCABAADADADDBBDAACDABCAACBBACCADBABDDDDAA
025 DAABCBCBACDDCBCCBBAACBDACBADCBCCCABBDDAABDD
026 DBADCCCCBDDDDDAACADACDBBDBABDCCDAAAADADBACDD
027 DBADCDACCBADDCAACCBBCBDBABBACBDCBDBDDDAABDD
028 DAACCCACAADACABDCBBAACBCBCBADCBCCCABBBCDADDDC

*** NOTE *** The ID field length was translated to zero.

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Item analysis for data from file E:\VO.txt

Page 1

Item Statistics				Alternative Statistics			
Seq. No.	Scale	Prop. Correct	Point Biser.	Point Biser.	Prop. Alt. Endorsing	Point Biser.	Point Biser. Key
1	0-1	0.000	-9.000	-9.000	A 0.000	-9.000	-9.000
				B 0.000	-9.000	-9.000	
				C 0.000	-9.000	-9.000	
				D 0.000	-9.000	-9.000	*
				Other 1.000	-9.000	-9.000	
2	0-2	0.214	0.573	0.407	A 0.238	0.418	0.304
				B 0.214	0.573	0.407	*
				C 0.000	-9.000	-9.000	
				D 0.000	-9.000	-9.000	
				Other 0.548	-0.749	-0.596	
3	0-3	0.071	0.313	0.166	A 0.071	0.313	0.166 *
				B 0.071	0.313	0.166	
				CHECK THE KEY	C 0.071	0.492	0.260 ?
				A was specified, C works better	D 0.071	0.349	0.185
				Other 0.714	-0.589	-0.443	
4	0-4	0.000	-9.000	-9.000	A 0.000	-9.000	-9.000 *
				B 0.000	-9.000	-9.000	
				C 0.000	-9.000	-9.000	
				D 0.000	-9.000	-9.000	
				Other 1.000	-9.000	-9.000	
5	0-5	0.000	-9.000	-9.000	A 0.119	0.350	0.215
				B 0.143	0.443	0.286	
				CHECK THE KEY	C 0.000	-9.000	-9.000 *
				C was specified, D works better	D 0.405	0.746	0.589 ?
				Other 0.333	-1.000	-0.973	
6	0-6	0.190	0.449	0.311	A 0.238	0.623	0.453 ?
				B 0.167	0.445	0.298	
				CHECK THE KEY	C 0.190	0.449	0.311 *
				C was specified, A works better	D 0.071	0.242	0.128
				Other 0.333	-1.000	-0.973	
7	0-7	0.000	-9.000	-9.000	A 0.643	1.000	0.914 ?

B 0.000 -9.000 -9.000 *

CHECK THE KEY C 0.000 -9.000 -9.000

B was specified, A works better D 0.024 0.370 0.136

Other 0.333 -1.000 -0.973

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Item analysis for data from file E:\VO.txt

Page 2

Item Statistics

Alternative Statistics

Seq. Scale Prop. Point Prop. Point
No. -Item Correct Biser. Biser. Alt. Endorsing Biser. Biser. Key

8 0-8 0.190 0.539 0.373 A 0.119 0.179 0.110

B 0.048 0.516 0.240

CHECK THE KEY C 0.310 0.640 0.488 ?

D was specified, C works better D 0.190 0.539 0.373 *

Other 0.333 -1.000 -0.973

9 0-9 0.524 0.901 0.718 A 0.000 -9.000 -9.000

B 0.048 0.565 0.263

C 0.524 0.901 0.718 *

D 0.095 0.260 0.150

Other 0.333 -1.000 -0.973

10 0-10 0.000 -9.000 -9.000 A 0.000 -9.000 -9.000 *

B 0.167 0.445 0.298

CHECK THE KEY C 0.405 0.696 0.550 ?

A was specified, C works better D 0.095 0.461 0.266

Other 0.333 -1.000 -0.973

11 0-11 0.024 0.543 0.200 A 0.476 0.797 0.635 ?

B 0.071 0.349 0.185

CHECK THE KEY C 0.095 0.375 0.216

D was specified, A works better D 0.024 0.543 0.200 *

Other 0.333 -1.000 -0.973

12 0-12 0.048 0.369 0.172 A 0.048 0.369 0.172 *

B 0.167 0.522 0.350

CHECK THE KEY C 0.357 0.664 0.517 ?

A was specified, C works better D 0.095 0.260 0.150

Other 0.333 -1.000 -0.973

13 0-13 0.095 0.461 0.266 A 0.333 0.624 0.482 ?

B 0.143 0.379 0.244

CHECK THE KEY C 0.095 0.404 0.233

D was specified, A works better D 0.095 0.461 0.266 *

Other 0.333 -1.000 -0.973

14 0-14 0.024 0.283 0.104 A 0.405 0.684 0.540 ?
 B 0.119 0.546 0.335
 CHECK THE KEY C 0.024 0.283 0.104 *
 C was specified, A works better D 0.119 0.350 0.215
 Other 0.333 -1.000 -0.973

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Item Statistics				Alternative Statistics			
Seq. No.	Scale	Prop. Correct	Point Biser.	Prop. Alt.	Point Endorsing	Point Biser.	Key
15	0-15	0.000	-9.000	A 0.143	0.487	0.314	
				B 0.000	-9.000	-9.000	*
				CHECK THE KEY	C 0.143	0.422	0.272
				B was specified, D works better	D 0.381	0.666	0.523 ?
				Other 0.333	-1.000	-0.973	
16	0-16	0.119	0.546	A 0.357	0.716	0.558	?
				B 0.048	0.320	0.149	
				CHECK THE KEY	C 0.143	0.228	0.147
				D was specified, A works better	D 0.119	0.546	0.335 *
				Other 0.333	-1.000	-0.973	
17	0-17	0.167	0.503	A 0.000	-9.000	-9.000	
				B 0.071	0.385	0.204	
				CHECK THE KEY	C 0.167	0.503	0.337 *
				C was specified, D works better	D 0.429	0.715	0.567 ?
				Other 0.333	-1.000	-0.973	
18	0-18	0.190	0.485	A 0.452	0.786	0.625	?
				B 0.000	-9.000	-9.000	
				CHECK THE KEY	C 0.190	0.485	0.336 *
				C was specified, A works better	D 0.024	0.283	0.104
				Other 0.333	-1.000	-0.973	
19	0-19	0.357	0.781	A 0.238	0.418	0.304	
				B 0.357	0.781	0.608	*
				C 0.024	0.109	0.040	
				D 0.048	0.320	0.149	
				Other 0.333	-1.000	-0.973	
20	0-20	0.143	0.314	A 0.143	0.314	0.203	*
				B 0.095	0.346	0.200	
				CHECK THE KEY	C 0.071	0.492	0.260
				A was specified, D works better	D 0.357	0.703	0.548 ?
				Other 0.333	-1.000	-0.973	

21 0-21 0.167 0.445 0.298 A 0.167 0.445 0.298 *
 B 0.119 0.252 0.155
 CHECK THE KEY C 0.381 0.781 0.613 ?
 A was specified, C works better D 0.000 -9.000 -9.000
 Other 0.333 -1.000 -0.973

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Item Statistics				Alternative Statistics			
Seq. No.	Scale	Prop. Correct	Point Biser.	Prop. Alt.	Point Endorsing	Point Biser.	Key
22	0-22	0.238	0.560	0.407	A 0.000	-9.000	-9.000
					B 0.310	0.613	0.467 ?
					C 0.238	0.560	0.407 *
					D 0.119	0.350	0.215
					Other 0.333	-1.000	-0.973
23	0-23	0.405	0.784	0.619	A 0.095	0.432	0.249
					B 0.405	0.784	0.619 *
					C 0.048	0.124	0.058
					D 0.119	0.350	0.215
					Other 0.333	-1.000	-0.973
24	0-24	0.000	-9.000	-9.000	A 0.595	1.000	0.798 ?
					B 0.048	0.516	0.240
					C 0.000	-9.000	-9.000 *
					D 0.024	0.283	0.104
					Other 0.333	-1.000	-0.973
25	0-25	0.024	0.543	0.200	A 0.595	1.000	0.808 ?
					B 0.024	0.370	0.136
					C 0.024	0.543	0.200 *
					D 0.024	0.196	0.072
					Other 0.333	-1.000	-0.973
26	0-26	0.000	-9.000	-9.000	A 0.024	0.109	0.040
					B 0.000	-9.000	-9.000 *
					C 0.619	1.000	0.880 ?
					D 0.024	0.456	0.168
					Other 0.333	-1.000	-0.973
27	0-27	0.095	0.289	0.167	A 0.095	0.289	0.167 *
					B 0.286	0.632	0.475 ?
					C 0.071	0.313	0.166
					D 0.214	0.523	0.372

Other 0.333 -1.000 -0.973

28 0-28 0.143 0.422 0.272 A 0.143 0.422 0.272 *
B 0.071 0.313 0.166
CHECK THE KEY C 0.381 0.692 0.543 ?
A was specified, C works better D 0.071 0.420 0.223
Other 0.333 -1.000 -0.973

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Item Statistics				Alternative Statistics			
Seq. No.	Scale	Prop. Correct	Point Biser.	Prop. Alt.	Point Endorsing	Point Biser.	Key
29	0-29	0.024	0.196	0.072	A 0.143	0.422	0.272
			B 0.500	0.884	0.705	?	
			CHECK THE KEY	C 0.000	-9.000	-9.000	
			D was specified, B works better	D 0.024	0.196	0.072	*
			Other 0.333	-1.000	-0.973		
30	0-30	0.381	0.692	0.543	A 0.000	-9.000	-9.000
			B 0.048	0.320	0.149		
			C 0.381	0.692	0.543	*	
			D 0.238	0.528	0.384		
			Other 0.333	-1.000	-0.973		
31	0-31	0.357	0.625	0.487	A 0.357	0.625	0.487
			B 0.310	0.640	0.488	?	
			CHECK THE KEY	C 0.000	-9.000	-9.000	
			A was specified, B works better	D 0.000	-9.000	-9.000	
			Other 0.333	-1.000	-0.973		
32	0-32	0.000	-9.000	-9.000	A 0.643	1.000	0.925
			B 0.000	-9.000	-9.000	*	
			CHECK THE KEY	C 0.000	-9.000	-9.000	
			B was specified, A works better	D 0.024	0.283	0.104	
			Other 0.333	-1.000	-0.973		
33	0-33	0.095	0.576	0.332	A 0.119	0.301	0.185
			B 0.405	0.684	0.540	?	
			CHECK THE KEY	C 0.048	0.369	0.172	
			D was specified, B works better	D 0.095	0.576	0.332	*
			Other 0.333	-1.000	-0.973		
34	0-34	0.381	0.743	0.583	A 0.048	0.320	0.149
			B 0.095	0.289	0.167		
			C 0.381	0.743	0.583	*	

D 0.143 0.422 0.272
Other 0.333 -1.000 -0.973

35 0-35 0.190 0.431 0.299 A 0.190 0.431 0.299 *
B 0.405 0.771 0.609 ?
CHECK THE KEY C 0.048 0.369 0.172
A was specified, B works better D 0.024 0.109 0.040
Other 0.333 -1.000 -0.973

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Item Statistics				Alternative Statistics			
Seq. No.	Scale	Prop. Correct	Point Biser.	Prop. Alt.	Point Endorsing	Point Biser.	Key
36	0-36	0.310	0.764	0.583	A 0.190	0.342	0.237
			B 0.310	0.764	0.583	*	
			C 0.095	0.375	0.216		
			D 0.071	0.242	0.128		
			Other 0.333	-1.000	-0.973		
37	0-37	0.214	0.506	0.360	A 0.095	0.432	0.249
			B 0.071	0.563	0.298		
			C 0.286	0.474	0.357		
			D 0.214	0.506	0.360	*	
			Other 0.333	-1.000	-0.973		
38	0-38	0.071	0.527	0.279	A 0.238	0.497	0.361
			B 0.071	0.527	0.279	*	
			CHECK THE KEY	C 0.262	0.566	0.419	?
			B was specified, C works better	D 0.095	0.289	0.167	
			Other 0.333	-1.000	-0.973		
39	0-39	0.310	0.695	0.530	A 0.333	0.504	0.389
			B 0.000	-9.000	-9.000		
			C 0.310	0.695	0.530	*	
			D 0.024	0.543	0.200		
			Other 0.333	-1.000	-0.973		
40	0-40	0.048	0.320	0.149	A 0.548	0.934	0.743
			B 0.048	0.271	0.126		
			CHECK THE KEY	C 0.024	0.543	0.200	
			D was specified, A works better	D 0.048	0.320	0.149	*
			Other 0.333	-1.000	-0.973		
41	0-41	0.048	0.271	0.126	A 0.048	0.271	0.126
			B 0.238	0.591	0.430		

CHECK THE KEY C 0.000 -9.000 -9.000
 A was specified, D works better D 0.381 0.654 0.513 ?
 Other 0.333 -1.000 -0.973

42 0-42 0.095 0.432 0.249 A 0.095 0.432 0.249 *
 B 0.310 0.640 0.488 ?

CHECK THE KEY C 0.024 0.109 0.040
 A was specified, B works better D 0.238 0.497 0.361
 Other 0.333 -1.000 -0.973

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Item analysis for data from file E:\VO.txt Page 7

Item Statistics				Alternative Statistics			
Seq. No.	Scale	Prop. Correct	Point Biser.	Prop. Alt.	Point Endorsing	Prop. Biser.	Point Biser. Key

43 0-43 0.143 0.357 0.230 A 0.190 0.431 0.299
 B 0.143 0.357 0.230 *
 CHECK THE KEY C 0.214 0.590 0.419 ?
 B was specified, C works better D 0.119 0.448 0.275
 Other 0.333 -1.000 -0.973

44 0-44 0.476 0.809 0.645 A 0.071 0.385 0.204
 B 0.119 0.423 0.260
 C 0.000 -9.000 -9.000
 D 0.476 0.809 0.645 *
 Other 0.333 -1.000 -0.973

45 0-45 0.167 0.522 0.350 A 0.381 0.692 0.543 ?
 B 0.095 0.289 0.167
 CHECK THE KEY C 0.024 0.283 0.104
 D was specified, A works better D 0.167 0.522 0.350 *
 Other 0.333 -1.000 -0.973

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Item analysis for data from file E:\VO.txt Page 8

There were 42 examinees in the data file.

Scale Statistics

Scale: 0

N of Items	45
N of Examinees	42
Mean	6.738
Variance	23.955
Std. Dev.	4.894
Skew	-0.540
Kurtosis	-1.481
Minimum	0.000
Maximum	13.000
Median	9.000
Alpha	0.817
SEM	2.096
Mean P	0.150
Mean Item-Tot.	0.342
Mean Biserial	0.516

APPENDIX 17

Validity Test of Reading Comprehension

001 DBBCABBAABDACACCBADACBACBBCDABCDACBDABCDADCBBCDADB
002 BBACBDCABBABABABDCBBDDBABCBCBDAACBBADCACCD CABDCAABB
003 DBABADACABDDCBDBDCBBBCACDDBACACABBAABABDCDCAABDBBD
004 DDCCBBDBACDABADCCBBADACCBBD CADDACBCBADCDADBDCBCDAA
005 DDBBBBBBAABDAABACACBBADACBDDCABACADBBBCBDADBDBABCDAA
006 DDDCCBBAABDAABACACBCDAACBBBDADDBABDBBACDCDDDADBABC
007 DDDCCBBAABDACBCDABBCDABBCCADBAADBCADDBADDCBDCADCDA
008 DDDCCBBAABDACBCBBCBDADABCBBDA DBACDBCABBCADDBCDCADB
009 DDDAABBCADDCCBCDCBAADBABADCD BACDBDABBACDBDDBAADCABD
010 DDABCBBAAABDAABACACBBCADCD BBDCACADDBBADD CADDDBCBDAA
011 DDBAABBAABAAACCCCDDBDAACABBDADCCCDDBBACCBDDADCBDA
012 DDDCCBBAABDACBCDDBCADACDBBCD ACADDBCADBDACCDABCDADA
013 DDACABBCABDABCD BCCADDDABDDDD BDCBBBABABACBDBDAACAAB
014 DDDCCBBAABDAABACACBCDBACABADADDCABDBAACDABDCABDADA
015 ADABCBBCAAAAAADCCAADDDACACBABDBBADD BACBDCDDAADBABB
016 DDDCCBBAABDACDBCCDBDADABCBBACD ACADBBDCBDADDBCBDA
017 ABDBABCDBAABAACABBBAABABBCBABDCDABDADAABDCCABBACCB
018 DDCAADBAABDABBCDCCDCDBACADAACDDBDBDBAACABDAAABDACB
019 BDDDABDCABAACACDDBBCDBABBDDBB CBBDBABABCCADACADCDDB
020 DDAABBBBBABDACACDCBBBDAACBBBD BDDCABDBABCD CDDDAACAAB
021 DCBBABBCABDDAABCCADDDBACBABAADCBADDBAABDDDBCADCACB
022 DDDBCBBCAADAADCBCCBDDBACBCCAADCCABDBAAADCAADACDDDA
023 DCABDDDABBDACDDCCBCDDAADCBBCDACAADBBABCDADDDACBADA
024 DADCABBCABDAACABCBBADAACBDBCADCCCDDBABCD BDDDDADAACB
025 BDDCABBAABDACBCCCCADDDACACBABDBBADD BACBDCDDAADBACB
026 BDDCABBAABDACBCCCCADDDACACBABDBBADD BACBDCDDAADBACB
027 DDDCBBD DACD ACAD BACAVABDADBABBCCABAABDDACAABADDDAD
028 DCBDABDCABDACAACABBDDBACABDABCD DABABBBADDDDBDDCBACB

*** NOTE *** The ID field length was translated to zero.

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Page 1

Item Statistics				Alternative Statistics			
Seq. No.	Scale	Prop. Correct	Point Biser.	Point Biser.	Prop. Alt. Endorsing	Point Biser.	Point Biser. Key
1	0-1	0.000	-9.000	-9.000	A 0.000	-9.000	-9.000
				B 0.000	-9.000	-9.000	
				C 0.000	-9.000	-9.000	
				D 0.000	-9.000	-9.000	*
				Other 1.000	-9.000	-9.000	
2	0-2	0.000	-9.000	-9.000	A 0.238	0.486	0.353
				B 0.214	0.566	0.402	?
				C 0.000	-9.000	-9.000	
				D 0.000	-9.000	-9.000	*
				Other 0.548	-0.796	-0.634	
3	0-3	0.071	0.573	0.304	A 0.071	0.573	0.304 *
				B 0.071	0.274	0.145	
				C 0.071	0.244	0.129	
				D 0.071	0.364	0.193	
				Other 0.714	-0.584	-0.439	
4	0-4	0.000	-9.000	-9.000	A 0.000	-9.000	-9.000
				B 0.000	-9.000	-9.000	
				C 0.000	-9.000	-9.000	*
				D 0.000	-9.000	-9.000	
				Other 1.000	-9.000	-9.000	
5	0-5	0.000	-9.000	-9.000	A 0.048	0.320	0.149
				B 0.095	0.471	0.272	
				C 0.000	-9.000	-9.000	*
				D 0.524	0.814	0.649	?
				Other 0.333	-1.000	-0.924	
6	0-6	0.095	0.519	0.299	A 0.024	0.173	0.064
				B 0.095	0.519	0.299	*
				C 0.071	0.334	0.177	
				D 0.476	0.734	0.586	?
				Other 0.333	-1.000	-0.924	
7	0-7	0.333	0.666	0.514	A 0.167	0.272	0.183

B	0.119	0.450	0.276
C	0.048	0.361	0.168
D	0.333	0.666	0.514 *
Other	0.333	-1.000	-0.924

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Item Statistics				Alternative Statistics			
Seq. No.	Scale	Prop. Correct	Point Biser.	Prop. Alt.	Point Endorsing	Point Biser.	Key
8	0-8	0.095	0.398	0.230	A 0.095	0.398	0.230 *
				B 0.190	0.331	0.229	
		CHECK THE KEY		C 0.333	0.644	0.497	?
		A was specified, C works better		D 0.048	0.443	0.206	
				Other 0.333	-1.000	-0.924	
9	0-9	0.310	0.787	0.600	A 0.310	0.787	0.600 *
				B 0.143	0.186	0.120	
				C 0.214	0.398	0.283	
				D 0.000	-9.000	-9.000	
				Other 0.333	-1.000	-0.924	
10	0-10	0.571	0.969	0.769	A 0.000	-9.000	-9.000
				B 0.571	0.969	0.769	*
				C 0.000	-9.000	-9.000	
				D 0.095	0.326	0.188	
				Other 0.333	-1.000	-0.924	
11	0-11	0.095	0.326	0.188	A 0.024	0.392	0.144
				B 0.500	0.850	0.678	?
		CHECK THE KEY		C 0.048	0.196	0.091	
		D was specified, B works better		D 0.095	0.326	0.188	*
				Other 0.333	-1.000	-0.924	
12	0-12	0.357	0.555	0.432	A 0.357	0.555	0.432 *
				B 0.048	0.196	0.091	
				C 0.214	0.580	0.412	
				D 0.048	0.402	0.187	
				Other 0.333	-1.000	-0.924	
13	0-13	0.000	-9.000	-9.000	A 0.595	1.000	0.845 ?
				B 0.071	0.154	0.082	
		CHECK THE KEY		C 0.000	-9.000	-9.000	*
		C was specified, A works better		D 0.000	-9.000	-9.000	
				Other 0.333	-1.000	-0.924	

14 0-14 0.071 0.394 0.208 A 0.071 0.394 0.208 *
 B 0.524 0.814 0.649 ?
 CHECK THE KEY C 0.048 0.361 0.168
 A was specified, B works better D 0.024 0.392 0.144
 Other 0.333 -1.000 -0.924

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Item Statistics				Alternative Statistics			
Seq. No.	Scale	Prop. Correct	Point Biser.	Prop. Alt.	Point Endorsing	Point Biser.	Key
15	0-15	0.024	0.464	0.171	A 0.119	0.347	0.213
					B 0.000	-9.000	-9.000
					C 0.024	0.464	0.171 *
					D 0.524	0.855	0.682 ?
					Other 0.333	-1.000	-0.924
16	0-16	0.024	0.392	0.144	A 0.524	0.814	0.649 ?
					B 0.048	0.196	0.091
					C 0.024	0.392	0.144 *
					D 0.071	0.513	0.272
					Other 0.333	-1.000	-0.924
17	0-17	0.310	0.648	0.494	A 0.286	0.475	0.358
					B 0.071	0.334	0.177
					C 0.310	0.648	0.494 *
					D 0.000	-9.000	-9.000
					Other 0.333	-1.000	-0.924
18	0-18	0.095	0.326	0.188	A 0.190	0.602	0.416 ?
					B 0.310	0.521	0.397
					C 0.095	0.326	0.188 *
					D 0.071	0.244	0.129
					Other 0.333	-1.000	-0.924
19	0-19	0.048	0.320	0.149	A 0.190	0.361	0.250
					B 0.048	0.320	0.149 *
					C 0.310	0.694	0.530 ?
					D 0.119	0.306	0.188
					Other 0.333	-1.000	-0.924
20	0-20	0.143	0.331	0.213	A 0.024	0.246	0.091
					B 0.143	0.331	0.213 *
					C 0.333	0.621	0.479 ?
					D 0.167	0.485	0.325
					Other 0.333	-1.000	-0.924

21 0-21 0.095 0.350 0.202 A 0.143 0.277 0.178
 B 0.095 0.543 0.313
 CHECK THE KEY C 0.333 0.610 0.471 ?
 D was specified, C works better D 0.095 0.350 0.202 *
 Other 0.333 -1.000 -0.924

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Item Statistics				Alternative Statistics			
Seq. No.	Scale	Prop. Correct	Point Biser.	Prop. Alt.	Point Endorsing	Point Biser.	Key
22	0-22	0.095	0.664	0.383	A 0.095	0.664	0.383 *
				B 0.238	0.406	0.295	
				C 0.286	0.523	0.394 ?	
				D 0.048	0.196	0.091	
				Other 0.333	-1.000	-0.924	
23	0-23	0.119	0.511	0.314	A 0.119	0.511	0.314 *
				B 0.381	0.505	0.396 ?	
				C 0.071	0.274	0.145	
				D 0.095	0.616	0.355	
				Other 0.333	-1.000	-0.924	
24	0-24	0.119	0.491	0.301	A 0.167	0.550	0.369
				B 0.143	0.168	0.108	
				C 0.119	0.491	0.301 *	
				D 0.238	0.525	0.382 ?	
				Other 0.333	-1.000	-0.924	
25	0-25	0.024	0.392	0.144	A 0.095	0.109	0.063
				B 0.024	0.392	0.144 *	
				C 0.048	0.484	0.226	
				D 0.476	0.806	0.643 ?	
				Other 0.357	-1.000	-0.855	
26	0-26	0.238	0.749	0.545	A 0.238	0.314	0.228
				B 0.238	0.749	0.545 *	
				C 0.024	0.392	0.144	
				D 0.167	0.338	0.226	
				Other 0.333	-1.000	-0.924	
27	0-27	0.048	0.320	0.149	A 0.548	0.967	0.769 ?
				B 0.048	0.320	0.149 *	
				C 0.048	0.196	0.091	
				D 0.024	0.028	0.010	

Other 0.333 -1.000 -0.924

28 0-28 0.405 0.785 0.620 A 0.000 -9.000 -9.000

B 0.190 0.346 0.240

C 0.405 0.785 0.620 *

D 0.071 0.274 0.145

Other 0.333 -1.000 -0.924

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Item Statistics				Alternative Statistics			
Seq. No.	Scale	Prop. Correct	Point Biser.	Prop. Alt.	Point Endorsing	Point Biser.	Key

29 0-29 0.214 0.706 0.502 A 0.214 0.706 0.502 *

B 0.238 0.578 0.420

C 0.119 0.142 0.087

D 0.095 0.133 0.077

Other 0.333 -1.000 -0.924

30 0-30 0.167 0.550 0.369 A 0.024 0.392 0.144

B 0.333 0.453 0.349

C 0.143 0.494 0.318

D 0.167 0.550 0.369 *

Other 0.333 -1.000 -0.924

31 0-31 0.119 0.532 0.327 A 0.071 0.453 0.240

B 0.357 0.577 0.449 ?

CHECK THE KEY C 0.119 0.532 0.327 *

C was specified, B works better D 0.119 0.265 0.163

Other 0.333 -1.000 -0.924

32 0-32 0.262 0.717 0.531 A 0.262 0.717 0.531 *

B 0.024 0.101 0.037

C 0.071 0.154 0.082

D 0.310 0.497 0.379

Other 0.333 -1.000 -0.924

33 0-33 0.238 0.578 0.420 A 0.238 0.578 0.420 *

B 0.262 0.617 0.457 ?

CHECK THE KEY C 0.119 0.244 0.150

A was specified, B works better D 0.048 0.073 0.034

Other 0.333 -1.000 -0.924

34 0-34 0.071 0.693 0.367 A 0.167 0.191 0.128

B 0.071 0.693 0.367 *

CHECK THE KEY C 0.048 0.320 0.149

works better	D	0.381	0.687	0.539	?
Other		0.333	-1.000	-0.924	

04	0.318	A	0.095	0.181	0.105
	B	0.119	0.326	0.201	

CHECK THE KEY C 0.310 0.648 0.494 ?

D was specified, C works better	D	0.143	0.494	0.318	*
Other	0.333	-1.000	-0.924		

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Item Statistics

Alternative Statistics

Seq. No.	Scale -Item	Prop. Correct	Point Biser.	Point Biser.	Prop. Alt. Endorsing	Point Biser.	Point Biser.	Key
----------	-------------	---------------	--------------	--------------	----------------------	--------------	--------------	-----

36	0-36	0.190	0.602	0.416	A	0.143	0.132	0.085
			B	0.190	0.602	0.416	*	
			C	0.190	0.451	0.312		
			D	0.143	0.530	0.342		
			Other	0.333	-1.000	-0.924		

37	0-37	0.333	0.790	0.609	A	0.333	0.790	0.609	*
				B	0.143	0.385	0.248		
				C	0.119	0.121	0.074		
				D	0.071	0.274	0.145		
				Other	0.333	-1.000	-0.924		

38	0-38	0.310	0.625	0.477	A	0.024	-0.191	-0.070
				B	0.310	0.625	0.477	*
				C	0.048	0.525	0.245	
				D	0.286	0.511	0.385	
				Other	0.333	-1.000	-0.924	

39	0-39	0.119	0.326	0.201	A	0.190	0.497	0.344
			B	0.119		0.326	0.201	*
	CHECK THE KEY				C	0.048	0.196	0.091
	B was specified, D works better				D	0.310	0.613	0.468 ?
			Other	0.333		-1.000	-0.924	

40	0-40	0.071	0.423	0.224	A	0.095	0.423	0.244
			B	0.476		0.755	0.602	?
	CHECK THE KEY				C	0.024	0.101	0.037
	D was specified, B works better				D	0.071	0.423	0.224 *
			Other	0.333		-1.000	-0.924	

41	0-41	0.381	0.751	0.589	A	0.381	0.751	0.589	*
					B	0.167	0.419	0.281	

C	0.024	0.101	0.037
D	0.095	0.230	0.132
Other	0.333	-1.000	-0.924

42	0-42	0.071	0.274	0.145	A	0.238	0.604	0.439	?
					B	0.238	0.459	0.334	
					CHECK THE KEY	C	0.119	0.347	0.213
					D was specified, A works better	D	0.071	0.274	0.145 *
					Other	0.333	-1.000	-0.924	

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Item Statistics					Alternative Statistics				
Seq. No.	Scale	Prop. -Item	Point Correct	Point Biser.	Prop. Alt.	Point Endorsing	Point Biser.	Point Biser.	Key
43	0-43	0.071	0.274	0.145	A	0.119	0.368	0.226	
					B	0.190	0.436	0.302	
					CHECK THE KEY	C	0.286	0.608	0.457 ?
					D was specified, C works better	D	0.071	0.274	0.145 *
					Other	0.333	-1.000	-0.924	
44	0-44	0.429	0.779	0.618	A	0.071	0.453	0.240	
					B	0.024	0.246	0.091	
					C	0.143	0.240	0.155	
					D	0.429	0.779	0.618 *	
					Other	0.333	-1.000	-0.924	
45	0-45	0.214	0.398	0.283	A	0.214	0.398	0.283 *	
					B	0.119	0.388	0.238	
					CHECK THE KEY	C	0.214	0.594	0.422 ?
					A was specified, C works better	D	0.119	0.347	0.213
					Other	0.333	-1.000	-0.924	
46	0-46	0.048	0.402	0.187	A	0.048	0.484	0.226	
					B	0.048	0.402	0.187 *	
					CHECK THE KEY	C	0.095	0.206	0.119
					B was specified, D works better	D	0.476	0.786	0.626 ?
					Other	0.333	-1.000	-0.924	
47	0-47	0.071	0.603	0.319	A	0.119	0.511	0.314	
					B	0.167	0.321	0.215	
					CHECK THE KEY	C	0.071	0.603	0.319 *
					C was specified, D works better	D	0.310	0.486	0.371 ?
					Other	0.333	-1.000	-0.924	
48	0-48	0.190	0.602	0.416	A	0.190	0.602	0.416 *	

B	0.143	0.421	0.272
C	0.071	0.543	0.288
D	0.262	0.316	0.234
Other	0.333	-1.000	-0.924

49 0-49 0.048 0.278 0.130 A 0.429 0.779 0.618 ?

B	0.071	0.513	0.272
---	-------	-------	-------

CHECK THE KEY	C	0.119	0.162	0.100
---------------	---	-------	-------	-------

D was specified, A works better	D	0.048	0.278	0.130	*
---------------------------------	---	-------	-------	-------	---

Other	0.333	-1.000	-0.924
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Item Statistics

Alternative Statistics

Seq. No.	Scale	Prop. -Item	Prop. Correct	Point Biser.	Point Biser.	Prop. Alt.	Prop. Endorsing	Point Biser.	Point Biser.	Key
----------	-------	-------------	---------------	--------------	--------------	------------	-----------------	--------------	--------------	-----

50	0-50	0.071	0.184	0.097	A	0.071	0.184	0.097	*
----	------	-------	-------	-------	---	-------	-------	-------	---

B	0.190	0.376	0.260
---	-------	-------	-------

CHECK THE KEY	C	0.143	0.476	0.307
---------------	---	-------	-------	-------

A was specified, D works better	D	0.262	0.617	0.457	?
---------------------------------	---	-------	-------	-------	---

Other	0.333	-1.000	-0.924
-------	-------	--------	--------

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There were 42 examinees in the data file.

Scale Statistics

Scale: 0

N of Items	50
N of Examinees	42
Mean	7.619
Variance	33.998
Std. Dev.	5.831
Skew	-0.252
Kurtosis	-1.362
Minimum	0.000

Maximum	19.000
Median	10.000
Alpha	0.853
SEM	2.237
Mean P	0.152
Mean Item-Tot.	0.339
Mean Biserial	0.522

Appendix 19. Score of the Result of Students' Test

No. Resp.	Vocabulary	Reading
1.	76	85
2.	72	80
3.	64	70
4.	64	70
5.	68	65
6.	60	65
7.	60	70
8.	76	75
9.	64	70
10.	68	75
11.	60	65
12.	52	70
13.	64	85
14.	68	75
15.	56	70
16.	64	70
17.	68	75
18.	64	55
19.	72	80
20.	56	65
21.	64	75
22.	68	75
23.	60	65
24.	68	75
25.	52	70
26.	76	80
27.	64	75
28.	80	80

Appendix 20. Data Description for Each Variable

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	28	52	80	65.29	7.060
Reading	28	55	85	72.50	6.736
Valid N (listwise)	28				

a. The Data Description of X

The frequency distribution of X

Vocabulary					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	1	3.6	3.6	100.0
	76	3	10.7	10.7	96.4
	72	2	7.1	7.1	85.7
	68	6	21.4	21.4	78.6
	64	8	28.6	28.6	57.1
	60	4	14.3	14.3	28.6
	56	2	7.1	7.1	14.3
	52	2	7.1	7.1	7.1
	Total	28	100.0	100.0	

b. The Data Description of Y

The frequency distribution of Y

Reading					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	85	2	7.1	7.1	100.0
	80	4	14.3	14.3	92.9
	75	8	28.6	28.6	78.6
	70	8	28.6	28.6	50.0
	65	5	17.9	17.9	21.4
	55	1	3.6	3.6	3.6
	Total	28	100.0	100.0	

Appendix 21. Normality Test

1. Normality Test of Reading Comprehension

Hypothesis

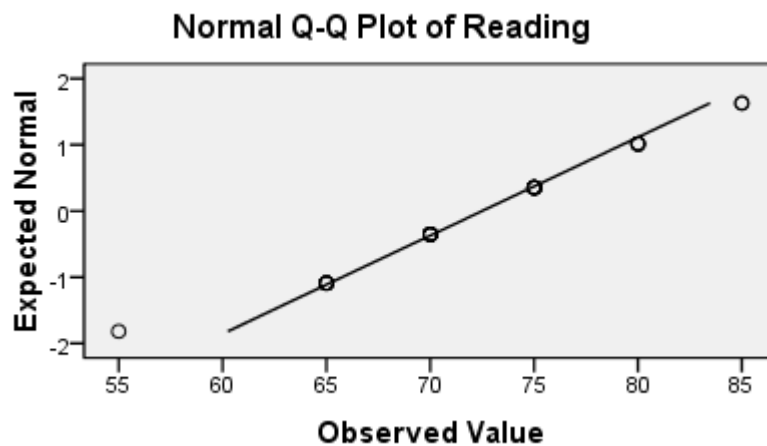
H_0 : The data of reading comprehension are in normal distribution.

H_a : The data of reading comprehension are not in normal distribution

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Reading	.145	28	.139	.941	28	.119

a. Lilliefors Significance Correction

Decision: the significance of test = 0.119 > 0.05, it means that H_0 is accepted, so the data of reading comprehension are in normal distribution.



2. Normality Test of Vocabulary Mastery

Hypothesis

H_0 : The data of vocabulary mastery are in normal distribution.

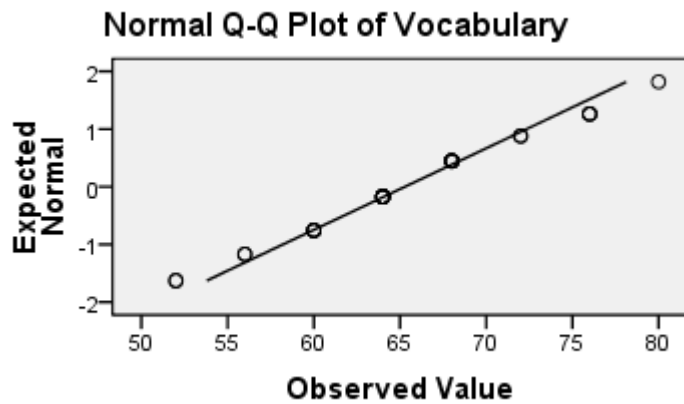
H_a : The data of vocabulary mastery are not in normal distribution

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary	.144	28	.145	.960	28	.343

a. Lilliefors Significance Correction

Decision: the significance of test = 0.343 > 0.05, it means that H_0 is accepted, so the data of vocabulary mastery are in normal distribution.



Appendix 22. Linearity Test

Linearity Test of Vocabulary Mastery (X) to Reading Comprehension (Y)

Hypothesis

H_0 : vocabulary mastery and reading comprehension line is linear.

H_a : vocabulary mastery and reading comprehension line is not linear.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading * Vocabulary	Between	(Combined)	572.917	7	81.845	2.510	.050
	Groups	Linearity	440.584	1	440.584	13.513	.001
		Deviation from Linearity	132.333	6	22.055	.676	.670
	Within Groups		652.083	20	32.604		
	Total		1225.000	27			

The decision: the significance of $F = 0.670 > 0.05$, it means that H_0 is accepted. So, the vocabulary mastery and reading comprehension are linear.

Appendix 23. Hypotheses Test

The First Hypotesis Testing

H₀: There is no positive correlation between vocabulary mastery and reading comprehension of the second grade students of SMP Negeri 4 Wates in the academic year of 2013/2014.

H_a: There is a positive correlation between vocabulary mastery and reading comprehension of the second grade students of SMP Negeri 4 Wates in the academic year of 2013/2014.

Correlations

		Reading	Vocabulary
Pearson Correlation	Reading	1.000	.600
	Vocabulary	.600	1.000
Sig. (1-tailed)	Reading	.	.000
	Vocabulary	.000	.
N	Reading	28	28
	Vocabulary	28	28

Decision: the significance of correlation coefficient = 0.000 < 0.05, so H₀ is rejected. It means that there is a positive correlation between vocabulary mastery and reading comprehension of the second grade students of SMP Negeri 4 Wates in the academic year of 2014/2015.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.600 ^a	.360	.335	5.493

a. Predictors: (Constant), Vocabulary

b. Dependent Variable: Reading

Decision: it is found that the coefficient of correlation is 0.600 and the total effective contribution of vocabulary mastery is 36 %.

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	440.584	1	440.584	14.603	.001 ^a
	Residual	784.416	26	30.170		
	Total	1225.000	27			

a. Predictors: (Constant), Vocabulary

b. Dependent Variable: Reading

Decision: the significance of $F = 0.001 < 0.05$, it means that H_0 is rejected. So, there is a positive correlation between vocabulary mastery and reading comprehension of the second grade students of SMP Negeri 4 Wates in the academic year of 2014/2015.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.144	9.830		3.575	.001
	Vocabulary	.572	.150	.600	3.821	.001

a. Dependent Variable: Reading

From the result, it is obtained the equation of simple linear regression:

$$Y = 35.144 + 0.572X$$

Appendix 24. The r Value of Product Moment

N	Sig. Level		N	Sig. Level		N	Sig. Level	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	27	0.381	0.487	55	0.266	0.345
4	0.950	0.990	28	0.374	0.478	60	0.254	0.330
5	0.878	0.959	29	0.367	0.470	65	0.244	0.317
6	0.811	0.917	30	0.361	0.463	70	0.235	0.306
7	0.754	0.874	31	0.355	0.456	75	0.227	0.296
8	0.707	0.834	32	0.349	0.449	80	0.220	0.286
9	0.666	0.798	33	0.344	0.442	85	0.213	0.278
10	0.632	0.765	34	0.339	0.436	90	0.207	0.270
11	0.602	0.735	35	0.334	0.430	95	0.202	0.263
12	0.576	0.708	36	0.329	0.424	100	0.195	0.256
13	0.553	0.684	37	0.325	0.418	125	0.176	0.230
14	0.532	0.661	38	0.320	0.413	150	0.159	0.210
15	0.514	0.641	39	0.316	0.408	175	0.148	0.194
16	0.497	0.623	40	0.312	0.403	200	0.138	0.181
17	0.482	0.606	41	0.308	0.398	300	0.113	0.148
18	0.468	0.590	42	0.304	0.393	400	0.098	0.128
19	0.456	0.575	43	0.301	0.389	500	0.088	0.115
20	0.444	0.561	44	0.297	0.384	600	0.080	0.105
21	0.433	0.549	45	0.294	0.380	700	0.074	0.097
22	0.423	0.537	46	0.291	0.376	800	0.070	0.091
23	0.413	0.526	47	0.288	0.372	900	0.065	0.086
24	0.404	0.515	48	0.284	0.368	1000	0.062	0.081
25	0.396	0.505	49	0.281	0.364			
26	0.388	0.496	50	0.279	0.361			

(From: Sugiyono, 2006)

Appendix 25. The *F* Distribution

	0.05 ; v1.v2						
	1	2	3	4	5	6	7
v ₂							
1	161.4135	199.502	215.711	224.623	230.253	234.027	236.897
2	18.51282	19.0000	19.1642	19.2467	19.2964	19.3295	19.3532
3	10.12796	9.55209	9.27663	9.11718	9.01346	8.94065	8.88674
4	7.70865	6.94427	6.59138	6.38823	6.25606	6.16313	6.09421
5	6.60789	5.78614	5.40945	5.19217	5.05033	4.95029	4.87587
6	5.98738	5.14325	4.75706	4.53368	4.38737	4.28387	4.20666
7	5.59145	4.73741	4.34683	4.12031	3.97152	3.86597	3.78704
8	5.31766	4.45897	4.06618	3.83785	3.68750	3.58058	3.50046
9	5.11736	4.25649	3.86255	3.63309	3.48166	3.37375	3.29275
10	4.96460	4.10282	3.70826	3.47805	3.32583	3.21717	3.13546
11	4.84434	3.98230	3.58743	3.35669	3.20387	3.09461	3.01233
12	4.74723	3.88529	3.49029	3.25917	3.10588	2.99612	2.91336
13	4.66719	3.80557	3.41053	3.17912	3.02544	2.91527	2.83210
14	4.60011	3.73889	3.34389	3.11225	2.95825	2.84773	2.76420
15	4.54308	3.68232	3.28738	3.05557	2.90129	2.79046	2.70663
16	4.49400	3.63372	3.23887	3.00692	2.85241	2.74131	2.65720
17	4.45132	3.59153	3.19678	2.96471	2.81000	2.69866	2.61430
18	4.41387	3.55456	3.15991	2.92774	2.77285	2.66130	2.57672
19	4.38075	3.52189	3.12735	2.89511	2.74006	2.62832	2.54353
20	4.35124	3.49283	3.09839	2.86608	2.71089	2.59898	2.51401
21	4.32479	3.46680	3.07247	2.84010	2.68478	2.57271	2.48758
22	4.30095	3.44336	3.04913	2.81671	2.66127	2.54906	2.46377
23	4.27934	3.42213	3.02800	2.79554	2.64000	2.52766	2.44223
24	4.25968	3.40283	3.00879	2.77629	2.62065	2.50819	2.42263
25	4.24170	3.38519	2.99124	2.75871	2.60299	2.49041	2.40473
26	4.22520	3.36902	2.97515	2.74259	2.58679	2.47411	2.38831
27	4.21001	3.35413	2.96035	2.72777	2.57189	2.45911	2.37321
28	4.19597	3.34039	2.94669	2.71408	2.55813	2.44526	2.35926
29	4.18296	3.32765	2.93403	2.70140	2.54539	2.43243	2.34634
30	4.17088	3.31583	2.92228	2.68963	2.53355	2.42052	2.33434
40	4.08475	3.23173	2.83875	2.60597	2.44947	2.33585	2.24902
60	4.00119	3.15041	2.75808	2.52522	2.36827	2.25405	2.16654
120	3.92547	3.07866	2.68254	2.45269	2.29369	2.17411	2.09165
∞	3.84325	3.00236	2.06359	2.37328	2.21368	2.01125	2.01346

(From: Sugiyono, 2006)

Appendix 26. The t Distribution

$v \backslash \alpha$	0.10	0.05	0.025	0.01	0.005
1	3.077	6.313	12.706	31.820	63.656
2	1.885	2.919	4.302	6.964	9.924
3	1.637	2.353	3.182	4.540	5.840
4	1.533	2.131	2.776	3.746	4.604
5	1.475	2.015	2.570	3.364	4.032
6	1.439	1.943	2.446	3.142	3.707
7	1.414	1.894	2.364	2.997	3.499
8	1.396	1.859	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.249
10	1.372	1.812	2.228	2.763	3.169
11	1.363	1.795	2.201	2.718	3.105
12	1.356	1.782	2.178	2.681	3.054
13	1.350	1.770	2.160	2.650	3.012
14	1.345	1.761	2.144	2.624	2.976
15	1.340	1.753	2.131	2.602	2.946
16	1.336	1.745	2.119	2.583	2.921
17	1.333	1.739	2.109	2.566	2.898
18	1.330	1.734	2.100	2.552	2.878
19	1.327	1.729	2.093	2.539	2.861
20	1.325	1.724	2.085	2.527	2.845
21	1.323	1.721	2.080	2.158	2.831
22	1.321	1.717	2.074	2.508	2.831
23	1.319	1.714	2.069	2.005	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.056	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.701	2.048	2.467	2.763
29	1.311	1.699	2.045	2.462	2.756
Inf	1.282	1.645	1.960	2.326	2.576

(From: Deni K, 2008)



PEMERINTAH KABUPATEN KULON PROGO
DINAS PENDIDIKAN
UPTD PAUD DAN DIKDAS KECAMATAN WATES
SMP NEGERI 4 WATES

Jl. Terbahsari No. 3, Wates, Kulon Progo, Kode Pos: 55611 Telp. 0274773053, E-mail : smpatwa@yahoo.co.id

SURAT KETERANGAN

Nomor: 070 / 078

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 4 Wates, Kulon Progo, Daerah Istimewa Yogyakarta, menerangkan bahwa :

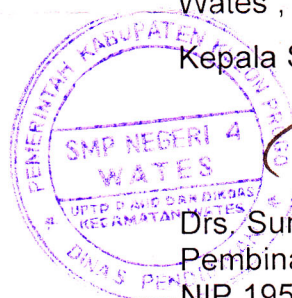
Nama : TRI DARYANTI
NIM : 09202244033
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Bahasa dan Seni
Instansi : Universitas Negeri Yogyakarta

Telah melakukan penelitian di SMP Negeri 4 Wates, Kulon Progo, guna memperoleh data yang diperlukan untuk menyusun skripsi dengan judul : ***"THE CONTRIBUTION OF VOCABULARY MASTERY TOWARD READING COMPREHENSION (A Correlational Study of the Grade 8 Students of SMP Negeri 4 Wates in Academic Year of 2013/2014) "*** , pada 16 April 2014 sampai dengan 24 April 2014.

Demikian surat keterangan ini kami buat, agar dapat dipergunakan sebagaimana mestinya.

Wates , 2 Mei 2014

Kepala SMP Negeri 4 Wates



Drs. Sunaryo
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