



**THE CORRELATION BETWEEN VOCABULARY MASTERY
AND READING COMPREHENSION: THE CASE OF THE
SEVENTH GRADE STUDENTS OF SMP N 13 SEMARANG IN
THE ACADEMIC YEAR 2005/2006**

A FINAL PROJECT

**Submitted in Partial Fulfillment of the Requirements
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READING COMPREHENSION: THE CASE OF THE SEVENTH GRADE
STUDENTS OF SMP N 13 SEMARANG IN THE ACADEMIC YEAR
2005/2006”.**

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya isi ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang,
Yang membuat pernyataan

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MOTTO AND DEDICATION

Motto:

"The knowledge knows both what man knows and what man
doesn't know"

This final project is dedicated to:

- My beloved parents (Bp. Harno and Ibu Sri Sukati).
- My cute brothers (dek Wiwid and dek Fendy).
- My fiance (M 4574 T).
- My best friends at UNNES.
- All my friends and my relatives.

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ABSTRACT

This final project is about the correlation between the vocabulary mastery and reading comprehension among the seventh grade students of SMP N 13 Semarang.

In this final project the writer wants to know how well the seventh grade students of SMP N 13 Semarang master the language skills, especially the ability of reading comprehension and their components, especially the mastery of vocabulary.

The basic problem the writer wants to discuss in this final project were: what extend is the vocabulary mastery and reading comprehension of the seventh grade students of SMP N 13 Semarang in the academic year 2005/2006, and is there any significant correlation between the students' vocabulary mastery and their reading comprehension.

The objectives of the study were: to find out the students' vocabulary mastery and reading comprehension of the seventh grade students of SMP N 13 Semarang in the academic year 2005/2006, and to find out whether or not there is a significant correlation between the students' vocabulary mastery and their reading comprehension.

The research will give some useful information about vocabulary achievement and reading comprehension achievement. This research will also present the description and correlation between the mastery of vocabulary and the ability of reading comprehension among the seventh grade students of SMP N 13 Semarang in the academic year 2005/2006.

The population of the study was the seventh grade students of SMP N 13 Semarang in the academic year of 2005/2006. The writer applied cluster random sampling to determine the sample. The total sample of this research followed by 80 students.

The technique of collecting data was by using a test. A try out test was also done to find out the validity. After the data of the students' vocabulary mastery and their achievement in reading comprehension were collected, the data were statistically computed to find out the correlation between the two variables.

From the tests, 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 is shows that the coefficient correlation is 0. 417. It means that there is a significant correlation between the vocabulary mastery and reading comprehension.

It is suggested that to have a good mastery of reading comprehension, students should have a good mastery of vocabulary.

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CHAPTER 1

INRODUCTION

1.1 General Background of the study

Nowadays, English language is very important to our lives. This language is used world-widely in sciences, knowledge and technology as well as education, business, transaction, and other activities in the world. In the past, the Indonesian students start learning English at junior high school (SLTP) as a compulsory subject. The process continues to senior high school (SLTA). In fact, English is also taught in some elementary schools as the local content lesson and even in some kindergartens, the pupils are introduced to some English vocabulary.

There are many languages used in international communication. One of them is English. Indonesian people learn English to communicate in two forms, in spoken and written forms. Indonesian assumes that the English language is a foreign language. So, the Indonesian feels difficult to accept it. If someone wants to learn English very well, she should know four skills. They are listening, speaking, reading, and writing. Besides, she has to master the language components, such as: phonology, grammar, vocabulary, and pronunciation to support the four skills because the skills are very important.

In this century, English seems to be one of main languages used in international communication. Even people who are the native speakers of English often know words such as; bank, chocolate, computer, hospital, hamburger, hot dog, hotel, piano, radio, restaurant, taxi, telephone, television, and university.

Mastering a language means practicing the four skills of English very well. For example; someone wants to explain how and why the rain happens. The problem is how she gets the knowledge, or how she attains the understanding. The answer is, of course, through reading and listening.

“Reading is very important for teacher to establish reading skills for their students. Many specialists defined reading as the process of putting the reader in contact and communication with ideas. Reading is simply one of the many ways in which human beings go about their basic business of “making sense of the world” (Eskey, 1986)”.

The teaching of reading in junior high school is essentially aimed at preparing the student to be able to read English text that they will understand and they will encounter in their lives. The goal of learning English language is to develop people’s skill of communication.

They involve four skills (KBK Bahasa Inggris, 2004:7). The following are the curriculum objectives for the first year of senior high school:

a. Listening

This skill is not taught separately but implied in reading and speaking.

b. Speaking

This skill is basically an ability to use simple oral English to communicate.

c. Reading

The teacher trains the students to read and comprehend various types of reading material. While reading, they will also learn new vocabulary items and structure.

d. Writing

The teacher trains the students to write sentences, paragraphs, and simple short stories.

1.2 Reason for Choosing the Topic

English is becomes one of the international languages. Indonesians tend to spend more time to learn English since English is a foreign language in Indonesia. Indonesian learns English to communicate in two forms, they are in spoken and written forms.

Vocabulary, which consists of the knowledge of meaning as the main component of a language, should be taught together with reading, structure and conversation. So, ideally vocabulary should be part of reading course because one needs the mastery of vocabulary to comprehend the reading passage.

There are four skills needed when people learn English, they are listening, speaking, reading and writing. Besides, if someone learns English; she has to master the language components, such as: phonology grammar, vocabulary, and pronunciation to support the four skills because the four skills are very important.

In learning English people cannot only master one skill. They have to master all of them. The reading skills, however, are viewed as a tool of communication in the written language through the form of magazines, newspapers, textbooks and others. So it can be concluded that the reading skill is very important for people who mostly learn English through written texts. As Ward (190:12) says that reading is one of the fruitful skills to teach, the majority of the students may never speak much in English but most of them will have to read English in order to complete their studies.

It is a fact that vocabulary is one of the components of language. There are no languages that exist without words. They are the means by which people

exchange their thought. The more words we learn, the more ideas we should have. So, we can communicate the ideas more effectively. It is not easy to teach vocabulary, especially new vocabulary to junior high school students because teaching it needs explanation for each part. Yet, at the other time a teacher should see that the meaning and the use of words should also be given a lot of attention.

It can be concluded that the reading skill or reading ability is very important in the English language teaching programs in Indonesia as a main tool to get knowledge and information from the field of sciences and technology. Moreover, to increase the skill in reading comprehension, students should master the language components such as; phonology, grammar, and pronunciation.

Reading is one of the four main skills in learning English besides listening, speaking, and writing. Ideally, students should be able to master various skills for reading purpose. It is a fact that SMP students are still poor in mastering those skills.

Based on the description above, in this final project the writer wants to know how well the seventh grade students of SMP N 13 Semarang master the language skills, especially the ability of reading comprehension and their components, especially the mastery of vocabulary.

1.3 Statements of the Research Problem

The basic problems the writer wants to discuss in this final project are:

- a. What extend is the vocabulary mastery of the seventh grade students of SMP N 13 Semarang in the academic year 2005/2006?

- b. What extent is the reading comprehension of the seventh grade students of SMP N 13 Semarang in the academic year 2005/2006?
- c. Is there any significant correlation between the students' vocabulary mastery and their reading comprehension?

1.4 The Objectives of the Study

The Objectives of the Study are:

- a. to find out the students' vocabulary mastery of the seventh grade students of SMP N 13 Semarang in the academic year 2005/2006.
- b. to find out the students' reading comprehension of the seventh grade students of SMP N 13 Semarang in the academic year 2005/2006.
- c. to find out whether or not there is a significant correlation between the students' vocabulary mastery and their reading comprehension.

1.5 Significance of the Study

The research will give some useful information about vocabulary achievement and reading comprehension achievement. This research will also present the description and correlation between the mastery of vocabulary and the ability of reading comprehension among the seventh grade students of SMP N 13 Semarang in the academic year 2005/2006.

Hopefully, the result of this study is useful for students, teachers, and all the readers. The results will be used for the following:

a. For the writer

By doing the research, the writer hopes that she can study and get more information to identify the problem in mastering both vocabulary and reading comprehension. Besides, the writer will get new experience and knowledge for the future of her life.

b. For the students

By learning reading comprehension, the students can take some information to identify their problems in mastering both vocabulary and reading comprehension. Furthermore, they can also increase their ability in vocabulary and reading comprehension.

c. For the teachers

This research is expected to provide students with the information about vocabulary and reading comprehension, in which the teachers will help their students when facing some problems in mastering both of them. English teachers can use the result of the study as a feedback on teaching reading activities so that the objectives of the English teaching program (especially reading goals) can be achieved.

d. For the readers

It is expected by reading the final project the reader will have no find any difficulties in understanding the vocabulary mastery and reading comprehension.

1.6 Clarification of the key terms

This research has clarification of the key terms as follows:

a. Correlation study

Correlation means relationship, and study is similar with research correlation considered in which the relationship between two variables in this research, the vocabulary and reading comprehension.

b. The student mastery in vocabulary

(i) Mastery

Mastery is a complete control or the state of having control over something superiority in competition, victory eminent skill, or through knowledge (Hornby, 1974:153).

(ii) Vocabulary

Vocabulary is words as units that were part of grammatical patterns. In that sense, a word could be an element which can stand alone as an utterance, it cannot be divided into two or more part similarity characterized (Lado, 1977:182).

c. The students' ability in reading comprehension

Students are people, over the age 12, who are studying at junior high school. Ability means power or skill required to do something. The students' ability in reading comprehension means the power of people over the age 12, who are studying at junior high school in understanding the message the reading materials.

1.7 Outline of the Final Project

The final project is divided into five chapters, each of which explains different topics. The first chapter is Introduction. In the chapter the general background of the study, reason for choosing the topic, statements of the research problem, objectives of the study, significant of the study, clarification on term, and out line of the final project are discussed.

Next, the second chapter presents the review of literature which contains theories underlying the writing of this study. They are: vocabulary as one of the language components, the mastery of vocabulary, reading as one of the language skill and the benefits of mastering vocabulary and reading comprehension.

The third chapter is Method of Investigation. It discussed of the research design, variable, source of data, the choice of population and sample, the instrument, procedure of collecting data item analysis and method of analysis.

The fourth chapter explains of the students' vocabulary mastery, students' reading comprehension, the correlation between the students' vocabulary mastery, and students' reading comprehension, discussion and research finding.

The last chapter is conclusions and suggestion. The writer concludes the result of the study and some suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Vocabulary as One of the Language Component

2.1.1 Definition of vocabulary

Preece (1936:1655) claims that “vocabulary” means a list of words with their meanings, glossary, some of words used in a language or particular books or a branch of science.

Charles (1971:71) has different definitions about vocabulary, he said” vocabulary as a stock or supply of words that a person uses or understands even if he does not use them in oral or written communication or in reading”

From the statements above the writer concluded that vocabulary is a list or a series of words that is used to express the idea or in other meaning it is used for general communication.

2.1.2 The Introduction of Vocabulary

According to Sitters (1991:1-3) the things related to the introduction of shaping the vocabulary are as follows:

a. The role of dictionary

Learning language can not be separated from the dictionary because the dictionary can give the explanation of words if students do not know about the meaning. In learning English the students must have a good dictionary or at least two dictionaries, those are an advanced dictionary and a small one. The

advanced one is better because it is more complete than the small one. The small dictionary usually only gives short definition and less explanation.

b. The students' memory

Saving vocabulary in a small notebook is an effective way to control the students' memory in remembering new vocabularies. It will be easy to be brought everywhere. The students can write the vocabularies that they heard or found and open it again whenever they need. Besides the notebook, the students can use flash cards. They can write the foreign word on one side and the definition on another side of the card. Whenever they have spare time they can check or see the card and measure how many words they have remembered.

c. Educated guessing

In fact, the students will meet some difficult words, especially on reading comprehension. They find some words that they only know its meaning from the context or statement. They just guess even though sometimes they do not know the exact meaning or definition of these words. Thus, the students may not always finding the meaning of the dictionary every time they find the foreign words because by knowing the context they can finds the meaning of those foreign words.

The writer concluded that vocabulary is the important thing beside many factors in learning English. Without mastering vocabulary, it is impossible to master English well. The more students get the vocabulary, the easier to increase their English skills.

2.1.3 The Teaching of Vocabulary

Broadly speaking, Finocchiaro (1974: 73-74) says that there are several premises and comments related to the teaching of vocabulary. Those are:

- a. Not all of the words a student hears during any lesson need become a part of his “active” vocabulary during that lesson or even in later lessons. Some words in the new language (and in our native language) will remain “passive”, that is, we understand them when we hear or read them, but we do not use them ourselves in speaking or in writing. The vocabulary for active use should be systematically presented and practiced.
- b. Vocabulary should always be taught in normal speech utterances.
- c. New vocabulary items should always be introduced in known structures.
- d. Whenever possible, the vocabulary items should be centered about one topic.
- e. Whenever a familiar world is met in a new context, it should be taught again and practiced.
- f. Vocabulary items should be taught in the same way we teach everything else. We give our students an understanding of the meaning in many ways.
- g. Vocabulary should be practiced, as structures are practiced-in substitution drills, transformational drills, transformation drills, questions and answers, etc.
- h. Vocabulary items should be reintroduced many times with all the structures and all the situations in which they can logically be used.
- i. Students should be encouraged to learn and use nouns, verbs, adjectives, and adverbs, which contain the same roots.

2.1.3.1 The Principle in Teaching Vocabulary

To master vocabulary, the teacher follows the principles in teaching vocabulary. According to Michael J. Wallace (1982:30) as follows:

a. Aims

The aims have to be clear for the teacher: How many of the things listed does the teacher expect the learner to be able to achieve the vocabulary?

What kinds of words? (Wallace, 1982:27).

b. Quantity

The teacher may have to decide on the number of vocabulary items to be learned (Wallace, 1982:28). How many new words in a lesson can the

learner learn? If there are too many words, the learner may become confused and discouraged.

c. Need

In any case, one would hope that the choice of vocabulary will relate to the aims of a course and the objectives of individual lesson. It is also possible for the teacher, in a sense, to put the responsibility of choosing the vocabulary to be taught on the students, in other word, the students are put in a situation where they have to communicate and get the words they need, as they need them, using the teacher as an informant.

d. Frequent Exposure and Repetition

It is seldom, however, that we remember a new word simply by hearing at the first time (Wallace, 1982:29). There has to be a certain amount of repetition until there is evidence that students have learned the target word.

e. Meaningful Presentation

The learner must have a clear and specific understanding of what it denotes or refers to, i.e. It means that although meaning involves many other things as well (Wallace, 1982:29). The word is presented in such a way that its denotation or reference is perfectly clear and ambiguous.

f. Situation of Presentation

The choice of words can be very varied according to the situation in which we are speaking and according to how well we know the person, to whom we are speaking (from informal to formal), (Wallace, 1982:30). So that a student should learn words in the situation in which they are appropriate.

The writer concluded that aim of language teaching is the students are able to listen carefully, to speak clearly, to read well and to write skillfully. Thus, the qualities of one's language competence depend on the quality and quantity of vocabulary that she or he has.

2.1.3.2 The Aspect of Vocabulary Teaching

Collier-Macmillan (1971: VII) says that many of the words have more than one meaning. Since this kind of ambiguity is one of the great difficulties in English vocabulary, she can see the reason to disguise the feature of the language by specifying one on the other usage of the word in the list.

In the teaching vocabulary, the teacher has to explain clearly to the students on how to know the meaning of words in content words: it is based on many aspects.

The principles of modifications are made:

- a. Function words were eliminated.
- b. Sets of common items have been filed out, where or not all words satisfied statistical requirements.
- c. New items have been added and old fashioned or inappropriate one delayed.
- d. It was assumed that students would recognize and understand words regularly formed from base words on the list. A so many words in earlier list could be eliminated being automatically covered
- e. Numerals, days of the week, and month of the year have to been eliminated from the word list.

Students' memory is very important. They can write down words whenever they hear or see the new vocabulary by dividing them according to letters of the alphabet on their own dictionary. The easiest way to learn vocabulary is by dividing into families, groups and sets.

According to Collier Macmillan (1973), there are many steps that can be given to students in improving their vocabulary;

- a. Write the word and its definition often just for practice.
- b. Say the word and learn to pronounce it correctly by using the pronunciation clues in the dictionary.
- c. Try to learn the word and its meaning the first time you see it.
- d. Use the index card to study vocabulary. Write the word on one side and its definition in other side.
- e. Make up a sentence you understand using the word.
- f. To change the ending of the word, try to make it plural, try to change the tense, and try to improve.
- g. Use the word when you talk in the class, on the job or at home. Make sure you can pronounce the word correctly.
- h. Use the word whenever you can in your writing assignments.
- i. Say the word and its meaning over and over again in your mind.
- j. Do not learn long lists of new words each day for several days so that you can learn by repeating.

2.1.4 Teaching Vocabulary at Junior High School

Teaching vocabulary to adolescents is different from teaching vocabulary to children because adolescents have wider knowledge than children. In teaching vocabulary at junior high a teacher must choose some techniques which are related to the topic and curriculum.

There are many techniques that can be used by the teacher to teach vocabulary. As it is said by Notion that some techniques in teaching vocabulary are by demonstration, by explanation, by description and playing games (1997 b: 23).

When students come across a new word, they are likely to be interested in learning other related words and what they do presents a natural opportunity for vocabulary development (Dulay, 1982:79). Of course, it happens only for adolescents because they have more experience in learning vocabulary before. They must have heard or seen something which makes easier for them to encode or decode the words or the terms in the language, but it does not mean that adolescents can not learn a foreign language by studying the grammar, pronunciation and accent, as the fact shows that some do the best. But, while some adults have very high levels of proficiency rather than the rule (Dulay, 1983:79).

Since the teacher is teaching a group of adolescent students who are mostly learning English and can speak to native speaker when they visit Britain, the teacher has to teach them common greeting which need specific vocabulary (Wallace, 1987:379). The teacher does not tell the students what they are going to learn. The students have to guess the meaning.

Teaching English, especially teaching vocabulary, needs a relevant technique, so a teacher can use one of the techniques which has to be applied basically in classroom repetition, individual repetition and group to group competitive playing which are enjoyable for students (Wallace, 1987:38).

2.1.5 The scoring of Vocabulary

Nurgiyantoro categorized levels of scoring of vocabulary mastery into four classifications levels scores:

Table 2.1

The writer used the scoring of vocabulary as follows;

Score	Category
8 – 9	High
6 – 7	Satisfactory
4 – 5	Low
0 – 3	Fail

(Nurgiyantoro, quoted by Kartika wati, 2005: 25)

2.2 The Mastery of Vocabulary

Webster says that mastery is in act, found when something impersonal is involved (Webster, 1994: 626). According to Hornby (1987:523) that mastery is complete control of knowledge. In addition, Flexner in the random house dictionary of the English language says that mastery deals with command or grasp, as of a subject (Flexner, 1987: 1184).

The mastery of language according to Fries as quoted by Jannah (2000:18) is meant as the ability to use or to understand “all the words” of the language. She also says that the mastery of vocabulary of a foreign language is also bound by our actual experience.

Finally, she concluded from the previous information and interpretation about the vocabulary mastery can be developed naturally following his growth of experience and progress in education. The teacher can only stimulate the learners, progress by giving the suitable material and guidance.

As the writer said, her investigation deals with mastery of vocabulary, thus it deals with the ability to know the meanings of certain vocabulary items and their usage in certain context to express ideas, opinion, and feelings in communication. Vocabulary mastery is people’s ability to use or to understand words of language that they have learned in certain situations which they really have experienced in their lives.

2.3 Reading as One of the Language Skills

Reading is one important skill in learning a language. It is also a means of recreation and enjoyment. At the same time it enlarges knowledge and improves the technological achievement

In order to develop reading skill it is necessary to read many kinds of reading materials. Students should not only develop their reading skill through formal education and assignment in various school textbook, but they also should read fiction, free reading books, newspapers and magazines.

Although people read many kinds of reading materials and have interest in reading, actually they do similar things. They try to catch the meaning or the idea of the text. It means that they do not only interact with the written symbol, but they also use the knowledge to catch the meaning.

The goal of reading for Indonesian students is to understand or comprehend the material of the text because reading comprehension is a bridge to understanding scientific books they read. The ability of the students in reading is very important because by having the ability to read, they will be able to improving their knowledge. Rauch and Weinstein consider that reading is a key to success for anyone who wants to be an educated person (1968:4)

2.3.1 The Definition of Reading Comprehension

According to Bond, Pinker and Wason (1979:3) that in our world, reading more will provide more information and it makes our knowledge become increasingly in great numbers. Clark and Sandra (in Simanjuntak, 1988: 15) define reading as an active cognitive process of increasing with print and monitor comprehension to establish meaning. Kennedy (1982:5) has argument that reading can be defined as the ability of an individual to recognize a visual form; associate the form with a sound and or meaning acquired in the cover and on the part of experience, understands, and interprets its meaning.

From the statement above, reading is a process that is done and also is used by the readers to get the message that will be informed by Finocchiaro (1974:77) as follows: reading is getting meaning from the printed or written material.

How far is someone said to be successful in reading the written material?

In relation with this, Mon's sates:

“The reader is called upon, not only to understand the message of the author, but also to reflect upon it, asses its value by comparison with previously learned concepts and finally to reach out in imagination to new real as a result of the stimulus of the text (Morris Moyle, 1976: 26)”.

According to Recheck Lost and Learner (1983: 7), in general, reading is the ability to gather meaning from printed symbol. For the beginning reading stage students recognizing word and comprehending literal meaning are important components. The reading levels for the students are immediate, the definition of reading includes a deeper understanding of passages.

In order to comprehend reading selection roughly a person must be able to use the information to make inferences and read critically to understand the figurative, determine the author's purpose, evaluate the ideas presented, and apply the ideas to actual situations. All of these skills involve thinking process (Burn, 1984: 10-11).

Goodman (1988) views reading from another point. He defines reading from the psycholinguistic perspective, and describes reading as a “psycholinguistic guessing game”. He writes:

“Reading is a receptive language processes. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs (Goodman in Carrell et al.1988:12)”

According to Kennedy (1991:12):

“Comprehension is facilitated reading appropriate materials, intellectual curiosity, and desire to learn. The definition of comprehension can be stated as follows: the ability of pupils’ to find, interpret, and use ideas comprehensively”.

Heilman (1981:242) says that Reading comprehension is a process of thinking sense of written ideas through meaningful interpretation and interaction as a multifaceted process affected by several thinking and language abilities.

Kennedy (1981: 192-193) says that:

“Reading Comprehension is a thinking process by which a pupil selects facts information, or ideas from printed materials, decides how they relate to previous knowledge he has acquired, and judges their appropriateness and worth for meeting his own needs and objectives”.

From the statements the writer concluded that, in order to comprehend a reading selection fast a person must be able to use the information to make conclusion and to read critically, to understand the figurative, to determine the author’s purpose, to evaluate the ideas presented, and to apply the ideas to actual situations.

2.3.2The Introduction of Reading Comprehension

Why is reading very important? Reading is one of the important ways to improve general language skills in English. How does reading help you?

a. According to Beatrice S. Mikuleckly and Linda Jeffries: 1):

(i) Reading helps you learn to think in English.

- (ii) Reading can enlarge your English vocabulary.
 - (iii) Reading can help you improve your writing.
 - (iv) Reading may be a good way to practice your English if you live in a non-English speaking country.
 - (v) Reading can help you prepare for studying in English –speaking country.
 - (vi) Reading is a good way to find out about new ideas, facts and experiences.
- b. White (1981) mentions three purposes of reading, they are:
- (i) Reading for factual information.

By reading for factual information he means reading referential materials in order to obtain the right information with which people operate on given on a given environment. For example: Reading a set of instructions on how to use a piece of equipment.
 - (ii) Reading for intellectual purposes

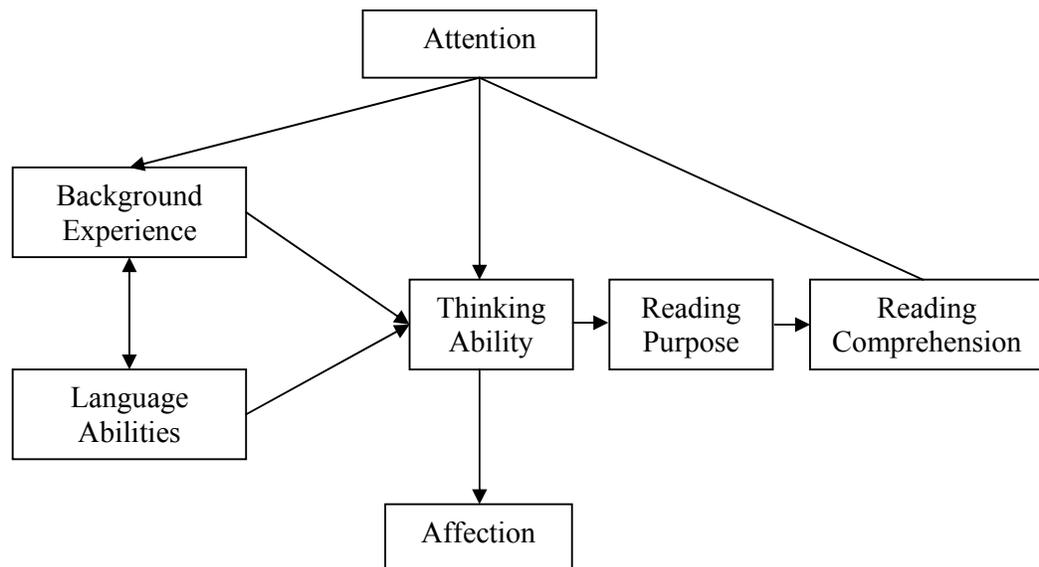
Reading for intellectual purposes refers to reading an appropriate text to obtain cognitive information for augmenting or developing one’s intellectual skills so that she/ he can more effectively manipulate ideas, possibly with the aims of influencing the behavior of others or of determining the outcome of a series of operations.
 - (iii) Reading for emotional gratification or spiritual enlightenment.

People may read affective materials like novels, poems, and the like just only for pleasure or self-improvement.
- c. Wallace (1992) describes that reading has three main objectives, they are:
- (i) Reading for survival which is identical to reading for factual information.
 - (ii) Reading for learning which is similar to reading for intellectual purposes.
 - (iii) Reading for pleasure which is the same as reading for emotional gratification.

The writer said that the different term used and different ways of describing the reasons for reading used by different experts, by and large nobody reads for any reason, is determined by the reader, not by somebody else.

2.3.3 Reading Process

In the process of reading, there are some factors which influence reading comprehension. A diagram drawn below is used to show how these factors influence reading comprehension. A diagram drawn below is used to show how these factors influence reading comprehension.



(Harris, 1976:207)

From the afore – going diagram, we notice that the factors which influence reading comprehension are;

a. Attention

Attention is an activity whereas the reader tries to pay attention on what the reader is reading.

b. Background Experience

In the writer opinions, reading is actually the activity of relating something we don't know to something we have already known. Therefore, the previous experience of the reader is very important in anticipating the author's message. Heilman says that previous language experience is probably most important as it relates to the specific task called reading (Heilman, 1981: 50).

This idea is confirmed by Harris who says that the ability to reconstruct meaning from printed page, including various kinds of skills and style the writer has, is based on the reader's previous experience with a topic, his familiarity with key concepts and his knowledge of how language works (Harris, 1976:32). So, good readers must have the ability to relate the text to their own background knowledge efficiently.

Take for example, a child who often experiences to go to the zoo and observes the animals there will have better comprehension when they come to reading a passage about zoo compared to those who have never done such a thing. Comprehension, than is personal. The achievement won't be the same for all the students although they are taught in the same class, by the same teacher, using the same material and techniques.

c. Language Abilities

Reading and language are two things that cannot be separated because reading is one of the skills in learning a language. When child learns to read, at the same time he learns a language. If his knowledge about the language is good, it is assumed that his in reading will be good too. The language abilities of a student in using a language. It includes the ability to understand the structure underlying the passage and vocabulary of the language he learns.

d. Thinking Abilities

Thinking ability refers to the students' ability to link their new experience with their previous experience. Burn says, reading is a thinking process (Burn, 1984: 10).

Readers should think in the act of recognizing word. Teachers in class can develop the students' ability in thinking by giving them appropriate questions to comprehend. The question should be good enough so that the students are not asked to quote parts of the passage only but they must be concerned with the main ideas and understand the purpose of the author.

e. Reading purposes

Grellet (1981) mentions two main purposes for reading comprehension are:

- (i) Reading for pleasure
- (ii) Reading for information (in order to find out something or in order to do something with the information obtained).

It is important to judge the purpose of reading because it will influence us in choosing the technique. Kustaryo, in his book, reading Technique for College students, says reading techniques play an important

role in understanding reading materials' (Kustaryo, 1988: 3).

The main ways of reading are:

a. Skimming

Skimming is a useful skill to be applied in reading (Nuttal. Christine, 1982:34). William says that skimming is the ability to read a text quickly in order to find the general idea or the gist of the text (William, 1986). One reading type, by exploring the reading text quickly; in orders the reader can take the main ideas. A skimming reader can take the main ideas quickly by collecting words, phrases and main sentences. There many reasons of skimming reading:

- (i) To find a piece of special information in the paragraph, quotation or reverence.
- (ii) To take the main idea and the important items from the text quickly.
- (iii) To make the usage the time exactly, because the reader is very busy and has no time.

By these techniques, a reader moves his eyes quickly over a text to get the gist of it.

b. Scanning

Scanning is the ability to read a text quickly in order to find specific information (William, 1986). Scanning means a technique of flashback in careful way. It has a goal to find the special information from the text. The technique of scanning depends on some objectives or questions, which has been determined in the beginning.

In other word, the writer can take a short conclusion that scanning is used when we want to find a word, fact, data, name, etc. our eyes can

observe the whole pages quickly to find out something that she want, for instance, indexes, table of contents, telephone book page or dictionary.

The writer can take scanning to find an art or a next concept, which the writer wants to read carefully. The ability in scanning is very useful, the teacher has to teach this students. (Burmeister, 1978:296)

The writer concludes that scanning is a way of reading in which readers quickly go through a text to find a particular piece of information.

c. Extensive reading

In extensive reading, readers usually face a longer text. The purpose of using different types of reading is for one's own pleasure. In reading, one needs a total understanding of the writing.

d. Intensive reading

Intensive reading is reading for detail. It usually has a shorter text. A reader usually wants o get some specific information. These different ways of reading are not mutually exclusive. For example, one often skim through a passage to see what it is about before deciding whether a particular paragraph is worth scanning for the information he is looking for.

e. Affection

Interests, motivations, beliefs and feelings belong to affection. And they will influence students' comprehension greatly. When a person is reading a piece of writing, his background experience will engage with his language abilities. Through his thinking abilities, he will comprehend

according to his purpose in reading. Meanwhile his interests, motivations, beliefs, and feeling will influence the result of the comprehension.

In the process of reading, Harris states that reading involves both visual and non visual information. Visual refers to the use of eyes to pick up the written words that are transmitted to the knowledge of how language works to the reading act (Harris, 1976: 40).

2.3.4 The principles of teaching Reading.

According the principles for teaching of reading, William (1986) makes a very good list called “Top Ten Principles for Teaching Reading”. The principles are:

- a. In the absence of interesting texts, very little is possible.

It is true that interest is important but it always happens that finding our interesting texts for all students and preferably also for the teacher is very difficult. It is the teacher’s task to use any aspect of the text to arouse the students, interest.

- b. The primary activity of a reading lesson should be learners reading texts.

This principle is very important to remind the teacher who often interrupts the students’ reading activity and mixes it with others.

- c. Growth in language ability as an essential part of the development of reading ability.

This means that knowledge of language is necessary for learning reading. Otherwise, the students will not develop. In fact, the development of reading abilities and that of language knowledge are interdependent.

- d. Classroom procedure should reflect the purposeful, task-based, interactive nature of real reading.

Teaching reading should encourage the students to have a purpose when reading a text and make a dialogue with the writer through the text in order to achieve their purpose. The students should become active and positive readers.

- e. Teachers must learn to be quiet: all too often, teachers interfere with and so impede their learners' reading development by being dominant and by talking too much.

This principle reminds the teachers who dominate the reading lesson by talking about the text to the students instead of asking them to read it.

- f. Exercise types should, as far as possible, approximate to cognitive reality.

The main point here is the teacher should identify how an efficient reader uses different skills for different purposes of reading, then she/ he makes the students aware of and develop their reading skills.

- g. A learner will not become a proficient reader simply by attending a reading course or working through a reading textbook.

The time available for reading in the classroom is very limited and not enough for developing the students' reading skills. Therefore, extensive must be encouraged.

- h. A reader contributes meaning to a text

The students have to be trained to use their relevant background knowledge efficiently when reading a text so that they do not only rely on the printed stimuli.

- i. Progress in reading requires learners to use their ears, as their eyes.

This principle encourages the teacher to ask the students to manipulate the “Silent Supra-Segmental” in the text in order to understand the text better. Therefore while the students are reading silently, it might be useful for them to listen to their teacher reading aloud or to the tape.

- j. Using a text does not necessarily equal teaching reading.

This principle reminds the teacher that a text can be used for many purposes, e.g. for teaching grammar or vocabulary. Hence the text is not used for teaching reading. The teacher must be aware of this and know the difference between using a text for teaching reading and using a text for other purpose.

The writer said that to know the principle of teaching language is very important, so the teachers must be to remind and to use it in process learning English.

2.3.5 The Scoring of Reading Comprehension.

Nurgiyantoro categorized levels of scoring of reading comprehension achievement into four categories level scores:

Table 2.2

Score	Categories
8 – 10	High
6 – 7	Satisfactory
4 – 5	Low
0 – 3	Fail

(Nurgiyantoro, quoted by Kartika wati, 2005:35)

2.4 The Benefits of Mastering Vocabulary and Reading Comprehension

It is beneficial for English learners to master vocabulary and reading comprehension. With their mastery of vocabulary and reading comprehension, learners will be able to catch the message of the text they read. They also can understand scientific books written in English to get information and advancement because reading comprehension is a bridge to understanding scientific books written in English either obtain information and advancement or to enjoy them or just for relaxation.

Generally many learners face some difficulties in reading comprehension due to their lack of vocabulary. They sometimes can not understand the meaning of some words and this can often cause confusion in understanding the meanings as a whole. In summary, the lack of mastery of vocabulary can cause some problems in understanding a language. Their limited vocabulary also makes them unable to express their ideas freely.

From the above explanation the writer concluded that learners' bad performance is due to their lack of vocabulary mastery.

CHAPTER III

METHODS OF INVESTIGATION

Methods of investigation are a significant and important part of all scientific activities. It controlled investigation of the theoretical and applied aspects of mathematics, statistics, measurement, and ways of obtaining and analyzing data (Kerlinger, 1979: 308).

According to Suharsimi (1998: 11), field research or a field study, such as: an educational research can be carried out at schools, factories or hospitals to achieve educational objectives etc.

In this chapter, the writer discussed the frame related to the method in analyzing the problem of the study. This chapter includes the discussion of research design, source of data, variable, the choice of population, the instrument, the construction of the tests, the scoring technique, the administration of the test, procedure of collecting data and method of analysis.

3.1 Research Design

Before a researcher starts to do her research, firstly she has to make the planning. The planning, itself, is named as research design. Research design is a plan or program made by a researcher, as the activity target that will be done (Suharsimi, 2002: 45).

There are several types of studies that may be classified as descriptive research design with the type of correctional study, Donald Ary (1985:327) says that:

“Correlation studies are concerned with determining the extent of relationship between variables. They enable one to measure the extent to which variations in one variable are associated with variations in determined through the use of the coefficient of correlation”.

In this case, the writer wanted to correlate between students' mastery in vocabulary and their abilities in reading comprehension.

3.2 Variable

According to (Suharsimi, 2002:98):

A variable is defined as something that varies from one case to another. The dependent variable is variable which one observes and measures to determine the effect of the independent variable. Independent variable (the major variable) is the variable which is selected manipulated and measured by the researcher (Suharsimi, 2002:98).

In this research there were two variables, they are: independent variable (X) and dependent variable (Y). Independent variable is a variable that is presumed to influence another variable. Dependent variable is a category that is influenced by another category or that is the consequent (Kerlinger, 1979:21). In this research the dependent variable is vocabulary mastery (X) and the independent variable is reading comprehension (Y).

3.3 Source of Data

In her efforts to find the solutions to the problems, the writer needed some data. The required data and information would be obtained from two main sources, i.e.:

a. Library Research

Library research refers to the activity of using library facilities. The data and information were obtained through source books on related subject

matters. She tried, as far as she can, to explore the cores of the text-books, jotting down important information and ideas from significant author as fundamental theories which support her ideas for this thesis.

b. Field Research

To get empirical data for her findings, the writer administered two tests; they are vocabulary test and reading comprehension test. After conducting the tests, the writer analyzed the data on the basis of the problems and the objectives of the study.

3.4 The Choice of Population and Sample

3.4.1 Population

Population is people or other things discussed in the research (Suharsimi, 2002:108). According to Suharsimi (1996:102), population is the total number of the subjects of an investigation. According to Hannagan in Selinger (1988:431) population is a group of people (or items) about which information is being collecting.

The writer concluded that population is a number of groups interest to the researcher, a number of groups which she would like to make the results of the study to be reported.

In this case, the subjects of the research were the seventh grade students of SMP N 13 Semarang in the academic year 2005/2006. The researcher got the data from the registration office that showed there were 266 students.

Table 3.1

The population of the research

Class	Number
VII A	44
VII B	44
VII C	44
VII D	44
VII E	44
VII F	46
Total	$\Sigma = 266$

Based on the table above, the population in this study was all of the seventh grade students of SMP N 13 Semarang which consists of 266 students.

3.4.2 The technique of Sampling

Suharsimi (1979) says that a sample is a small group that is observed and a population is defined as all members of any well-defined class of people, events or subjects. Thus, sample is a part of population that is observed (Suharsimi, 2002: 108).

According to Sax (1979) a sample is a limited number of elements selected from a population to represent the population. It means that it requires that all relevant characteristics of the population should be known.

Suharsimi (1989:103) states that a sample is a set of some, not all of the observation or other things. Best (1981: 8) says that a sample is a small proportion a number of population selected for observation and analysis.

The writer concludes that sample is a limited number of elements from a proportion to represent population. In this research, the writer used a sampling technique called cluster random sampling.

According to Gay (1987:104), random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample.

According to Gay (1987:104):

“In general, random sampling involves defining the population, identifying each member of the population, and selecting individuals for the sample on completely chance basis. One way to do this is to write each individual’s name on a separate slip of paper, place all the slips from the container until the desired number of individuals is selected (gay, 1987: 104)”.

As Umar formulated:

$$\text{Sample} = \frac{N}{1 + Ne^2} = \frac{266}{1 + 266(10\%)^2} = 72,6$$

$$\text{Minimum} = 73$$

Sample = 80 Respondents

The writer used Umar’s formula because the 10 % of the sample can represent a number of population and the level of trust is about 90 % by Umar Husein(1998:78).

Below is the table of the sample used in the research.

Table 3.2
The Sample of the research

No.	Class	Total Student	Total Sample
1.	VII A	44	13
2.	VII B	44	13
3.	VII C	44	13
4.	VII D	44	13
5.	VII E	44	14
6.	VII F	46	14

The total numbers of sample used in this research were 80 students.

As stated by Suharsimi cluster random sampling is a sampling technique where the researcher mixes the subjects of the population so that they are considered to have a same right and chance to be chosen as a sample (2002:119).

From the formula above it can be derived that the sample are 80 respondents. Those 80 respondents are derived from the total population that is all of the seventh grade students of SMP N 13 Semarang. It can be seen from the table below.

3.5 The Instrument

According to Harris, there are two basic kinds of test used to measure the four language skills of the students, i.e.: the objective test and the essay test (Harris, 1969:71). In this research, the writer only used objective test in her investigation. She used objectives test, in this case, the multiple choice type for both the vocabulary and reading comprehension.

The choice of the multiple choice test type was based on the following considerations:

- a. Multiple choice test type is economical in term of the number of items that can be answered in a short period of testing time.
- b. Students' test papers can be easily and quickly scored.

Since the correct answers were limited in number objectives test type will not make examiners have different interpretation of the students' test paper.

(Harris, 1967:71)

3.5.1 The construction of the Tests

In this research, the writer applied an objective test as an instrument for collecting the data. The test was used to obtain the score of the vocabulary mastery and reading comprehension.

The construction of the tests is described bellow:

- a. Vocabulary Test

The vocabulary test is taken from the exercises, which is made by the teachers. The numbers of items of the test are 40 items of a multiple choice type test with five options: A, B, C, D, or E.

- b. Reading comprehension Test

The reading comprehension test is a standardized test taken from the exercises to reading comprehension that compiled from many sources. The number items of test was 40 items.

3.5.2 The Scoring Technique

According to Lado, there are amount of the students' score. In addition the scores has been earned by the students .

The standard formula to subtract this amount which is presumably due to guessing is:

$$S = R - \frac{W}{N-1}$$

Where:

S = the score

R = the number of right answers.

W = the number of wrong answers.

N = the number of alternatives per item

(Lado, 1961:367)

3.6 Procedure of Collecting Data

Collecting data is the most important step in conducting the research. Before conducting the real test the writer conducted a try out test and then analyzed the test to get its validity, reliability, difficulty of level and discriminating power of each item of the test.

3.6.1 Try – Out

The try – out of the tests was carried out on Thursday, March 21st 2006 at 08.30 to 10.15 a.m. The first forty – five minutes were for vocabulary test and then continued to the second forty – five minutes for reading comprehension test.

3.6.2 Validity of the Test

Validity is a measurement which shows the grades of number of an instrument. A valid instrument must have high validity, it means that an instrument which lacks validity is said to be invalid instrument (Suharsimi, 2002:144).

An instrument is called a valid one when it can measure something which is wanted by uncovering the variable studied exactly (Suharsimi, 2002:144). The method used in measuring the validation of the instrument is called content validity. A test or a measurement can be called a content test when it measures the special purpose which is equal with the material or content given (Suharsimi, 1992:640).

The method used to measure the validity of the test is calculated with the formula of Pearson's product moment correlation. The formula is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

(Suharsimi, 2002:146)

If $r_{xy} > r$ table, it means that the test is valid with the significant degree 5 %.

3.6.3 Reliability of the Test

In gaining the reliability of the test, the writer conducted the try-out on April, 2006. The scores of the try out can be seen at the appendices 3 and 5 at the end of this report, and the writer used the reliability of odd even split and the formula of Pearson's product moment.

The formula is:

$$r_{11} = \frac{2xr_{1/21/2}}{1 + r_{1/21/2}}$$

(Suharsimi, 2002:156)

Where:

R_{11} = reliabilities instrument.

$R_{1/21/2}$ = Pearson correlation of odd and even value.

3.7 Item Analysis

3.7.1 The level of Difficulty

Level of difficulty is considered to be one of the most important characteristics of test items. Considering the level of difficulty of items is important as it determines the results of tests.

Henning (1987:49) pointt:

“Often when tests are rejected as unreliable measures for a given sample of examinees, it is due not so much to the carelessness of the items writers as to the misfit of item difficulty to person ability. Tests those are too difficult or too easy for a given group of examinees, often show low reliable. But the same tests used with examinees of appropriate ability often prove highly reliable”.

Level of difficulty of test item is the change to answer the item correctly at the certain level of capacity. Sometimes it is stated into index form. The index of difficulty level is usually stated into the proportion. It can be indicated by using a value ranging from 0, 00 up to 1, 00. If the level of difficulty is high level, it means the test item is easier. On the other hand, if the level of difficulty is low level, it means the test item is difficult (Henning, 1993:313).

The level of difficulty of the whole test can be estimated by using the formula. According to Suharsimi (2002:203), the formula is:

$$P = \frac{B}{J_s}$$

Where:

- P = the facility (index of difficulty).
 B = the number of students who answered correctly.
 Js = the total number of the students

a. The standard level of difficulty illustrated as the following:

Interval	Criteria
$0.00 < IK \leq 0.30$	Difficult
$0.30 < IK \leq 0.70$	Medium
$0.70 < IK \leq 1.00$	Easy

b. A good test consists of:

- 25% = difficult test item
 50% = enough / medium test item
 25% = easy test item

3.7.2 The discriminating Power

Being able to discriminate between weak and strong examinees in the ability being tested is also an important characteristic of a good test. Being difficult is not sufficient information upon which to base the decision ultimately to accept or to reject a given item (Henning, 1987:51)

A good item should, on the average, receive higher ratings from the high group than from the lower group (Payne, 1974:190). According to Suharsimi (2002: 211-213), to find out the discriminating power for each item, someone needs to differentiate between the small group (less the discriminating Power than 100) and the big one (100 or more). In the first group (less than 100), the tests are divided into two groups, 50% for the upper group, and 50% for the lower group. In he second group (100 or more), the tests are divided into two, 27% of the upper scores as the upper group, and 27% of the lower scores for the lower group.

Discriminating power of the test item is the capacity of the test item to differentiate the upper students and the lower student. The higher discriminating power of the test item different from the upper student and the lower ones well, and the test item is also better.

In this research, the writer used Suharsimi's formulas. According to Suharsimi (2002: 213), the formula is:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where:

D = the discrimination index.

B_A = the number of students in upper group who answered the item correctly.

B_B = the number of students in lower group who answered the item correctly

J_A = the number of students in upper group.

J_S = the number of students in lower group.

Table 3.3
The standard of Discriminating Power as the following:

Interval	Criteria
$0.00 < D \leq 0.20$	Poor
$0.20 < D \leq 0.40$	Satisfactory
$0.40 < D \leq 0.70$	Good
$0.70 < D \leq 1.00$	Excellent

3.8 Method of Analysis

3.8.1 Data Collection

In this research, there are two instruments were utilized to obtain the data. There were vocabulary test and reading comprehension test. The seventh grade students of SMP N 13 Semarang in the academic year 2005/2006 were asked to do the test by answering 40 questions and the questions were multiple choices.

3.8.2 Procedure of Data Collection

The procedure of data analysis has been arranged as the following steps:

- a. Preparing
 - (i) Checking the students' name and identity
 - (ii) Checking the data completeness.
 - (iii) Checking the data content.
 - b. Tabulating
 - (i) Scoring the students' works.
 - (ii) Giving codes on the students' errors.
 - (iii) Coding with the correlation of data process on computer screen.
- (Suharsimi, 2002:209-210)

3.8.3 Technique data of Analysis

The technique of data analysis used by the writer is the formula of Pearson's product moment correlation:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

- R : correlation coefficient of variable X and Y
- $\sum xy$: the sum of the products of X and Y scores for each students
- $\sum X$: the sum of X scores
- $\sum Y$: the sum of Y scores
- $\sum X^2$: the Sum of square of students' mastery in vocabulary score
- $\sum Y^2$: the sum of square of student's ability in reading comprehension score
- $(\sum X)^2$: the sum of the squared X scores
- $(\sum Y)^2$: the sum of the squared X scores
- N : the total of respondents

(Suharsimi, 2004:146)

The above formula is very important due to finding out whether or not the (Ho) Hypothesis or (Ha) Hypothesis is accepted in this research. The result computation indicates whether there is any correlation between two variables or not.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Students' Vocabulary Mastery

To facilitate the measurement of students' vocabulary mastery, the raw scores are converted in the standard scores using the percentage correction formula as stated in chapter three and the result can be seen in appendix 13. To see the mean score of vocabulary mastery, the writer tried to calculate the mean score of the vocabulary test by using the following formula:

$$\begin{aligned} M &= \frac{\sum X}{N} \\ &= \frac{4645}{80} \\ &= 58.06 \end{aligned}$$

Where:

M = the mean.

$\sum X$ = the sum of all scores.

N = the total number of subjects.

So, the mean score of vocabulary test of the seventh grade students of SMP N 13 Semarang in academic year 2005/2006 is 58.06. It can be said that the vocabulary mastery is fair.

To judge the students' grade and the level of the vocabulary mastery, the writer used the criteria from the standard of evaluation in "Petunjuk Pelaksanaan Penilaian" (Depdikbud, 1990:10) for the students' scores. However, they were simplified into 5 classifications.

- a. There are 5 classifications of students' score as seen in the following table:

Table 4.1

5 classifications of students' score of vocabulary mastery

Scores	Grade	Classifications
86 – 100	A	Excellent
66 – 85	B	Good
46 – 65	C	Fair
26 – 45	D	Poor
Under 25	E	Failed

(Depdikbud, 1990: 10 As quoted by Yasin, 2003: 50)

In accordance with the categorization, the student's achievement is classified as shown in appendix 13.

- b. There are 5 groups of students' score as seen in the following table:

Table 4.2

Table of students' score of vocabulary mastery

Grade	Frequency	Percentage (%)
A	7	8.75 %
B	16	20.00 %
C	47	58.75 %
D	10	12.50 %
E	0	0.00 %

4.2 Students' Reading Comprehension

The following is the calculation of the mean score of the student in reading comprehension:

$$M = \frac{\sum Y}{N}$$

$$= \frac{4930}{80}$$

$$= 61.62$$

From the calculation above, she knows that the reading comprehension of the seventh grade student of SMP N 13 Semarang in the academic year 2005/2006 is 61.625. It means that reading comprehension of the seventh grade students of SMP N 13 Semarang is fair.

In accordance with the categorization, the students' reading can be shown in appendix 14, and the students' scores of reading comprehension can be seen in the following table.

Table 4.4

Table of students' Scores of Reading Comprehension

Grade	Frequency	Percentage (%)
A	12	15.00 %
B	27	33.75 %
C	24	30.00 %
D	16	20.00 %
E	1	1.25 %

4.3 Correlation between Vocabulary Mastery and Reading Comprehension

The main goal of the study is to find out whether or not there is a positive correlation between vocabulary mastery and reading comprehension of the seventh grade students of SMP N 13 Semarang in the academic year 2005/2006.

To find out the correlation between two variables above, the writer used the Pearson's product moment formula to compute the data. To carry out the statistical analysis, the working hypothesis is changed into the Null Hypothesis to know about the correlation between vocabulary mastery and reading comprehension of the seventh grade students of SMP N 13 Semarang in the academic year 2005/2006.

To compute the correlation, the writer prepared the computation of two variables by Pearson's Product Moment Formula. There are two variables; vocabulary mastery as variable X and reading comprehension as variable Y.

Pearson's product moment formula can be stated as follows:

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{80(294944) - (4645)(4930)}{\sqrt{\{80(285525) - (4645)^2\} \{80(331263) - (4930)^2\}}} \\
 &= 0.417
 \end{aligned}$$

The correlation coefficient of the two variables is 0.417. In order to know whether this correlation coefficient (0.417) is significant or not, it is necessary to find out its significance.

The significance level used in this study is 5% (0.05). The critical value which is found out in the table r product moment with 95% confidence and the number of subjects 80 is 0.220. It means since the obtained value (0.417) is higher than the table value or the critical value (0.220), the Null Hypothesis explains that there is no positive correlation between the vocabulary mastery and reading comprehension of the seventh grade students of SMP N 13 Semarang in the academic year 2005/2006. In this research there is a positive correlation.

4.4 Discussion of Research Finding

The result of data analysis shows that the correlation coefficient between the two variables is 0.417, while the critical value for 80 samples of 95% confidence level is 0.220. It means that there is a positive correlation between the two variables.

Best (1981: 260) has the criteria that can be used to grade the relationship of the coefficient above.

Table 4.5

The criteria are as follows:

Correlation coefficient (r)	Relationship
0. 00 to 0. 20	Negligible
0. 21 to 0. 40	Low
0. 41 to 0. 60	Moderate
0. 61 to 0. 80	Substantial
0. 81 to 1. 00	High to very high

The value of correlation coefficient obtained is 0. 417, while the criteria of the correlation between 0. 41 to 0. 60 are considered moderate. It means that the level of relationship of the correlation coefficient of the two variables is moderate. In this research the variable Y is influenced too high by the variable X, and the other way the variable is also influenced too high by the variable Y.

From the computation above, she claims that $r_{xy} = 0. 417$ with N 80 are significant. It means that null hypothesis is rejected and H_a hypothesis is accepted, there is a significant correlation study between vocabulary mastery and reading comprehension of the seventh grade students of SMP N 13 Semarang in the academic year 2005/2006.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After conducting the research, the writer comes to her conclusions that:

- a. The vocabulary achievement of the seventh grade students of SMP N 13 Semarang is fair. It can be seen from the computation in which the mean score of the students' vocabulary achievement is 58.06. When it is consulted to the table of category level scores by John W Best (1981:260) presented before, the score is categorized in fair.
- b. The reading comprehension achievement of the seventh grade students of SMP N 13 Semarang is fair. It can be seen from the computation which the mean score of the students' reading comprehension achievement is 61.625. When it is consulted to the table of category level scores by John W. Best (1981:260) presented before, the score is categorized fair.
- c. There is a significant correlation between the vocabulary mastery and reading comprehension of the seventh grade students of SMP N 13 Semarang in academic year 2005/2006.

Recalling the r_{xy} observed value, i.e. 0.417, and consulting to table of Suharsimi (2002), the score is significant. The writer concludes that there is a significant correlation between the vocabulary (X) and reading comprehension achievement (Y) of the seventh grade students of SMP N 13 Semarang in academic year 2005/2006.

5.2 Suggestions

From the conclusions above, some suggestions are offered to improve the students' vocabulary mastery and reading comprehension. They are:

a. To get a good mastery in reading comprehension, the students have to master vocabulary, because vocabulary contributes to the mastery of reading comprehension, as seen from the conclusions and suggestions. Teacher can use one or more of the following ways to develop the students' vocabulary mastery. For example:

- (i) By playing scrabble game in the English class
- (ii) By using riddles
- (iii) By using puzzle
- (iv) By using cross word puzzles
- (v) By finding words of the letters in the boxes
- (vi) By finding the appropriate words

To know these examples, see at appendix 19.

- b. To get a good achievement in reading comprehension, the students have to master vocabulary very well. Because vocabulary lesson is not explicitly specified in the curriculum, the teachers have a duty to help their students in improving their vocabulary.
- c. The English teacher at SMP should get informed of the finding so that they can take necessary steps to address the situation.
- d. Further research of similar types should be done with greater population in order to gain a wider generalization.

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APPENDIX

Appendix 1

THE VOCABULARY TEST

Choose the correct answer by crossing a, b, c, or d

1. When the traffic lights are red, we must
a. walk b. run c. turn d. stop
2. A Headmaster leads a.....
a. school b. factory c. government d. regency
3. This month is July. Last month was
a. May b. June c. August d. October
4. In the mountain we can see
a. waterfall b. ships c. fishes d. sand
5. Cindy : What do the students do in the library?
Margaret : They usuallybooks.
a. land b. borrow c. send d. buy
6. We aren't going to go to school on
a. Monday b. Tuesday c. Sunday d. Wednesday
7. Give me ato make my body warm.
a. handkerchief b. blanket c. soap d. table clothes
8. Where can we get vegetables?
a. beach b. market c. waterfall d. factory
9. I have a headache. I am going to
a. watch television b. see my friend c. take a walk d. see a doctor
10. Today is Wednesday. Tomorrow is.....?
a. Thursday b. Tuesday c. Monday d. Friday
11. Giveof sugar in my coffee. It is bitter.
a. a handful b. a spoonful c. a cup d. a bowl
12. These are modern game, except
a. play station b. Monopoly c. Chess d. hide and seek
13. These are kinds of sports, except
a. running b. cooking c. swimming d. foot ball
14. My father is a driver. He drivers
a. carefully b. carelessly c. quickly d. careless
15. She is very tired. She is going to
a. eat b. take a rest c. play tennis d. work
16. These are good hobbies, except
a. gambling b. cycling c. camping d. swimming
17. The soil is dry. She isplants.
a. transplanting b. cutting c. flowering d. watering
18. Joe looks pale because he is
a. fine b. sick c. happy d. angry
19. Marry drinkscoffee every morning.
a. a cup of b. a plate of c. a spoon of d. a bottle of
20. Marry is going to the butcher to buy some
a. carrots b. sugar c. meat d. pencil
21. Sandy celebrated her birthday yesterday. She felt
a. happy b. sad c. angry d. confuse
22. Mr. Michael teaches us English. He is our English
a. headmaster b. student c. Gardener d. teacher

Appendix 2

THE READING COMPREHENSION TEST

Read the texts carefully, and then choose the correct answer by crossing a, b, c, or d!

TEXT 1

We often read book to get knowledge. Books can give us pleasure. When we are tired, we read books to help us relax. Books can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we are living in the jungles, not at home in our rooms.

Books can be very expensive. Therefore a lot of people go to libraries to borrow the books they want. Many famous people have got their knowledge from books. A lot of them did not go to school, but read books instead.

- Books have many important because they
 - are very boring to read
 - make use very sad
 - can give us a lot of knowledge
 - can give us happiness
- What is the best title for the text above?
 - What is knowledge?
 - What are books for?
 - What are libraries for?
 - What are famous people?
- When we are tired we read books to help us. "Us" here refers to
 - they and he
 - yours and mine
 - journalist
 - you and me
- X: Why do we often read?
Y:
 - to get books
 - to borrow books
 - in order to get knowledge
 - in order to go to libraries
- The last sentences (paragraph 2) "A lot of them did not go to school but read books instead." The word "them" refers to
 - books
 - libraries
 - all people
 - famous people
- Can book very expensive?
 - No, they don't
 - Yes, it can
 - No, it can
 - Yes, they do
-is the main idea of paragraph 1.
 - The usefulness of books
 - The lacks of reading
 - The jungles or Irian Jaya
 - Prices of books we read

TEXT 2

- Diana : Looks, Mam. The shirt and party dress are very nice.
Mrs. Rita : You're right, Diana. Please try them on.
Diana : How about this pink one?
Mrs. Rita : It looks nice on you. What else, Diana?
Diana : I also need a pair of white socks.

8. Where are Mrs. Rita and her daughter?
 - a. in the bus stop
 - b. in the post office
 - c. in the restaurant
 - d. in the dresses shop
9. Whom does Mrs. Rita buy the dress for?
 - a. Her self
 - b. her sister
 - c. her daughter
 - d. her mother
10. How are the shirt and party dress?
 - a. they are very cheap
 - b. they are very expensive
 - c. they are very good
 - d. they are very nice

TEXT 3

JOGGING IS A CHEAPEST SPORT

Sport helps us to become strong and healthy. There are many kinds of sports: jogging, running, hunting, cycling, swimming, and so on. It is not important what kinds of sports we are going to do as long as we are strong enough to do it. Healthy people should take exercise regularly, no matter how old they are.

The simplest and the best sport are jogging. It is also the cheapest one, because we do not need money to do it. Jogging in the evening may help us to sleep deeper than taking any medicine. But people today do not like jogging. They prefer driving a car; although they are not in hurry or travel a long distance. This kind of 'disease' comes from our laziness.

11. Does sport help us to become strong and healthy?
 - a. Yes, he does
 - b. Yes, he is
 - c. Yes, it does
 - d. Yes, it is
12. The words "it" in the line 5 refers to
 - a. jogging
 - b. hunting
 - c. swimming
 - d. cycling
13. The word "they" in the line 4 refers to
 - a. sport
 - b. people
 - c. sports
 - d. peoples
14. Jogging is the best sport and the cheapest one. "The best" means
 - a. bad
 - b. nice
 - c. very good
 - d. kind
15. What is the cheapest and the simplest sport?
 - a. running
 - b. hunting
 - c. swimming
 - d. jogging

TEXT 4

Charles needs some books for his biology class. The school library has those books. The students have to read the books in the library. Charles loves to read and study, but hates to go to the library. He likes to study at home. Charles wants to buy the books, but he does not have any money. He asks his mother for some money, but she does not have any money.

"Well, son," his mother says, "The library has the books. You can go to the library and study there." Charles does not want to go to the library, but now he has to go there. Charles is leaves his house and goes to the library on his bicycle.

16. What book Charles need? He need somebooks.
 - a. biology
 - b. chemistry
 - c. physic
 - d. mathematic

17. From paragraph 1, we know that Charles
- a. likes to study at school c. has to buy the biology book
b. need some biology books d. prefer to study in the library
18. Did his mother give him some money?
a. Yes, she did b. No, she did not c. Maybe d. Probably
19. Why his mother did not give him some money at all? Because she
- a. does not have any money c. is not a humble mother
b. wants to buy some jewelries d. wants to go shopping

TEXT 5

SUSI SUSANTI

Susi Susanti was born in Tasik Malaya in 1972. When she was a child, her father often took her to the badminton court, which he owned. At first, she only played around the court running and collecting shuttlecocks. Later on her father asked Susi if she wanted to play badminton properly.

20. When did susi Susanti born? She was born in.....
- a.1974 b. 1984 c. 1982 d. 1972
21. Where was susi Susanti born? She was born in
- a, Bandung c. Tasik Malaya
b. Sumedang d. Indramayu
22. Who took Susi Susanti to Badminton court?
a. her mother b. her father c. her brother d. her sister
23. Susi Susanti is aof the Badminton championship.
a. winner b. supporter c. presenter d. referee
24. Situation: Sandy's father is bringing his racket.
Sandy : Excuse me! Could I bring your racket?
Father :
- a. fine thanks b. you are welcome c. yes, please d. just fine

TEXT 6

Mrs. Hartono always takes the children shopping before school. Her son, Seno is a MI student. Her daughter, Sinta, is a MTs student. She wants to buy red shorts and a white shirt for Seno. She also wants to buy a blue skirt and a white shirt for Sinta.

25. "She wants to buy red shorts". The underlined word refers to
- a. Mrs. Hartono b. Seno c. Sinta d. Mr.Hartono
26. What does Mrs. Hartono want to buy for Sinta?
a. school uniform b. white t-shirt c. long dress d. blue skirt and white shirt

TEXT 7

GOING TO THE ZOO

Sinta's class is going to visit the zoo next Saturday. In the town there is a big zoo with lots of animals. There are some beautiful tigers and two old lions. Lions and tigers are fierce animals. They live in strong cages. They eat a lot of meat every day.

27. There are some beautiful tigers andold lions.
a. 1 b. 2 c. 3 d. 4
28. Where the tiger and two old lions live?
a. hospital b. strong cages c. school d. in the restaurant
29. What do they eat everyday?
a. rice b. bread c. meat d. cake

TEXT 8

Let us see the map of Asia. We will find a group of islands. The islands lie on the south of Malaysia and form a link between Asia and Australia. These islands form the Indonesian archipelago.

30. Indonesia lies between
a. Asia and Africa c. Asia and Europe
b. Asia and America d. Asia and Australia
31. Indonesia lies to the south of
a. Philippine b. Singapore c. Malaysia d. Thailand
32. What do those islands form?
a. Philippine c. Malaysia
b. Indonesian archipelago d. Thailand

TEXT 9

Mirzam : Hello, my name is Mirzam.
Rahman : Hi, I'm Rahman. I'm in class 3A
Mirzam : I'm in 3B. I live in Cirahayu. It's near our school. Where do you live?
Rahman : I live at jl. Olesed no. 17
Mirzam : Rahman, this is Fitri. She is my classmate.
Fitri : Hello, Rahman. I'm from Lebakwangi
Rahman : Nice to meet you.
Fitri : Nice to meet you, too.

33. How many persons are there in the dialogue?
a. two b. three c. one d. four
34. Who introduces Fitri?
a. Rahman does b. Fitri herself does c. Mirzam does d. Fitri and Rahman

KEY OF THE TEST

❖ VOCABULARY TEST

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

❖ READING COMPREHENSION TEST

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

PRESENSI-KELAS

No.	Nama	No.Test	Ttd	Score
1.			1.	
2.			2.	
3.			3.	
4.			4.	
5.			5.	
6.			6.	
7.			7.	
8.			8.	
9.			9.	
10.			10.	
11.			11.	
12.			12.	
13.			13.	
14.			14.	
15.			15.	
16.			16.	
17.			17.	
18.			18.	
19.			19.	
20.			20.	
21.			21.	
22.			22.	
23.			23.	
24.			24.	
25.			25.	
26.			26.	
27.			27.	
28.			28.	
29.			29.	
30.			30.	
31.			31.	
32.			32.	
33.			33.	
34.			34.	
35.			35.	
36.			36.	
37.			37.	
38.			38.	
39.			39.	
40.			40.	
41.			41.	
42.			42.	
43.			43.	
44.			44.	

Appendix 16

The Table of the Vocabulary Mastery Test

Scores	Grade	Classification	Frequency	Percentage
86-100	A	Excellent	7	8.75
66-85	B	Good	16	20.00
46-65	C	Fair	47	58.75
26-45	D	Poor	10	12.50
Under 25	E	Failed	0	0.00
Total			80	100
ΣX	=	4645		
Mean	=	58.06		

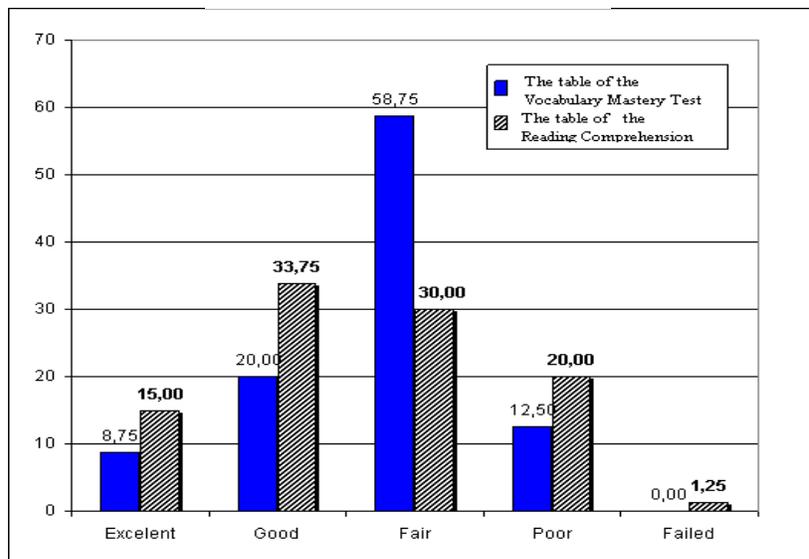
Appendix 17

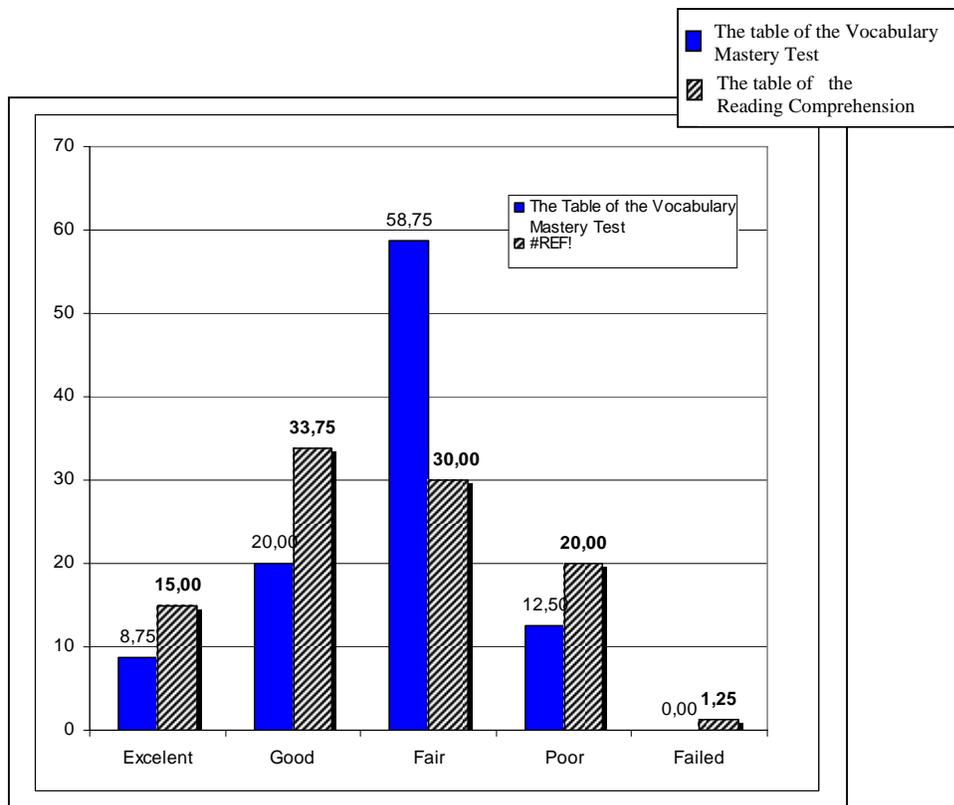
The Table of the Reading Comprehension Test

Scores	Grade	Classification	Frequency	Percentage
86-100	A	Excellent	12	15.00
66-85	B	Good	27	33.75
46-65	C	Fair	24	30.00
26-45	D	Poor	16	20.00
Under 25	E	Failed	1	1.25
Total			80	100
ΣY	=	4930		
Mean	=	61.625		

Appendix 18

The Diagram of the Test





Appendix 19

A. SCRABBLE GAME

Scrabble game is a crossword pattern game best played by two people. Scrabble is also entertaining with four players or even alone. The game consist of forming interlocking words in crossword pattern on a playing board using letter tiles with various score values. Words are scores by counting up the points of letters used, adding the effect of any premium square (Lawrence, 1988: 2-3).

Lawrence adds that each player competes for high score by using his letters in combination and collections and location that take best advantage of letter values and premium square on the board. The play passes from player to player until all tiles are used or until no more word can be formed. The winner is the one who scores the highest (Lawrence, 1988:4).

B. RIDDLES

Match the answers with sentences

Sentences	Answers
1. It has legs but cannot walk.	a. A needle
2. It does not have wings but it can fly.	b. A comb
3. It has an eye but it cannot see.	c. A radio
4. It has arms but it does not have legs.	d. A net
5. It has a tongue but it cannot hold anything.	e. A table
6. It has two hands but it cannot hold anything.	f. A kite
7. Although it is new it is full of holes.	g. A broom
8. It likes to go on dirty places.	h. A clock
9. It can sing and talk but it does not have a mouth.	i. A shirt
10. It has teeth but it cannot eat.	j. A shoe

(Source: Puzzle and game for students of IKIP)

C. PUZZLE

Joko is in front o Rudi. Tono is between Joni and Rudi. Alex is Behind Joni.

1. Who is in the middle?
2. Who is behind Tono?
3. Who is in front?
4. Who is last?
5. Who is between Tono AND Joko?
6. Who is in front of Alex?
7. Who is between Joni and Rudi?
8. Who is in front of Tono?

(Source: Adapted from “Puzzle and games for students of IKIP).

D. CROSSWORD PUZZLE

1. An Easy Crossword

How quickly can you write name of each object in the correct place in this crossword?

A = Across

B = Down

(Source: Puzzle and games for students s of IKIP).

2. Crosswords Puzzle

Across:

2. A place for cooking is a
5. A place we plant flowers is a

Down:

1. A room we meet our guests is a ...
.....
- 3.

The name of the room is

4. The picture bellow is a

E. FINDING WORDS OF THE LETTERS IN RHE BOXES

Find the names of animals in the following boxes.

Read from the letters in circle.

(Source: Komunikasi Aktif Bahasa Inggris 1 A Tiga Serangkai)

F. FINDING APPROPRIATE WORDS

How many words can you make from crocodile?

Dice, door and lid are some examples. There are 51 Well – known words – maybe more.

(Source: Puzzle and games for Students of IKIP).