THE RELATIONSHIP BETWEEN STUDENTS’ VOCABULARY MASTERY AND READING COMPREHENSION ACHIEVEMENT

(A Case Study at SMAN 13 Ciledug-Tangerang)

A paper

Presented to the Faculty of Tarbiya and Teaching Sciences in Partial Fulfillment of the Requirements for the Degree of S.Pd (Bachelor of Arts) in Department of English Education.

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In the name of Allah, The Beneficent, The Merciful
May peace and Blessing of Allah be upon all of us.

All praises be to Allah, Lord of the universe, who gives the writer guidance and strength to finish the paper. Peace and blessing be upon the prophet Muhammad SAW, his family, hid relatives, and all his followers.

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Finally, the writer realizes that this paper is far of being perfect; therefore the writer would like to accept any constructive criticism and suggestion to make the paper better.

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The writer
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A. The Background of Study

Language is a means of communication used by people to communicate through speaking and writing. English is one of the languages which is widely used in the world. As an international language English is used as a foreign language and has become one of compulsory subjects in Indonesian schools taught from elementary up to university. English also used in many special occasions such as dealing with foreigner, diplomacy, or even in daily conversation. By mastering English we can communicate with other people who speak English and require knowledge.

In studying English there are four basics skills for the students to master English language, such as Listening, Speaking, Reading and Writing. Those skills are needed to be learned integratedly in the learner’s development and they can not be taught in the piecemeal fashion.¹

The students realize that English has a high grade of benefits. Many scientific books have been written in English, which can help to develop their knowledge in their studies. The students must have wide knowledge from the world and almost all of the information they get through reading. In every subject pupils learning activities involve reading.² The students need a variety of reading skills to understand books,

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¹ Asher Cashdan, Language Reading and Learning, (Maryland: University Park Press, 1979), p. vii
² Mildred A. Dawson and Henry A. Baman, Fundamental of Basic Reading Instruction, (New York: David McKay Company, 1963), p.1
references materials, newspaper, etc. Therefore, if a student does not read them, she or
he will miss the latest information of science and technology, or knowing the newest
event of what happen in all over the world like what has been said De Boer and
Dallman in the book state that Reading is an important means of introducing the child
to the surrounding world. Through reading a child can ever – widening horizons and
explore ever new areas in the world of things, people, and events.\(^3\)

Talking about reading activities, being able to read in English is very
important because there are many books had written in English, whether scientific
books, novel, magazine, or newspaper, etc. We expect to read every time and
anywhere, we may read many kind of written materials such as newspaper every day
of our life and find some news or science to expand our knowledge or read a novel to
spend our free time or academic books to develop our studies. Students may read
books at school or at home, to achieve a good score on every subject of study. The
power that reading provides is enormous, not only in giving access to people far
distance and possibly which is long dead but also enables us to manipulate time itself,
because we have an opportunity to communicate with the best mind of all time where
the text was produce or printed. How can people understand science and technology
if they cannot read? And it becomes nonsense for the students to get good score if the
students cannot read any printed materials especially in a foreign language such as
English. This is because reading requires more than knowing the meaning of
individual words, we have to know how individual words combined together to
produce a meaningful sentences.

But in spite of all, there are some problems to the students to comprehend
English literary, books or any other printed materials, caused by many factors such as
intelligence, lack of reading motivation, lack of vocabulary, and students past
experiences.

Lack of vocabulary is a dominant weakness and primary problem that the
students face with, especially for the non native students from elementary students up
to college students’ level usually have less knowledge in vocabulary, and in fact it is
the basic study that the students have to master first, it also has an important role for
the four language skills, all skills demand much on the vocabulary mastery. Having

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\(^3\) De Boer and Dallman, *The Teaching Of Reading*, (New York: Holt, Rinehart and Winston
Inc., 1960), p.7-8
limited vocabulary is also a barrier that prevents students from learning vocabulary. Good mastery of vocabulary is very important, because without mastering vocabulary someone cannot master those four language skills. Vocabulary is also needed in order to express our ideas or to understand the message transmit to us. Mastering vocabulary is the ability to get or to receive a lot of words; usually if they have mastered a lot of words it will be much easier to comprehend English language in oral or written materials, besides syntax and other grammatical rules. Imagine what people can get in reading or listening classes if the material given is full of unknown words. Therefore, many students still take reading only for granted often with little conscious awareness of their performance in reading comprehension. Meanwhile, the students who learn English are expected to read or speak and understand it properly.

From those studies, the writer interested in finding out whether there is any correlation between student’s vocabulary mastery and their reading comprehension achievement.

B. The Limitation and Identification of Problem

The writer limit this study only on the result of the relationship between the students’ vocabulary mastery and reading comprehension achievement at the second grade of SMAN 13 Ciledug-Tangerang.

C. The Question of the Research

To bring the research into focus, the writer formulates the research question as follow “is there any relationship between students’ vocabulary mastery and reading comprehension achievement?”

D. The Significance of Study

The significance of the study is to find out whether or not is there any relationship between students’ vocabulary mastery and reading comprehension achievement. The writer hopes the result of the study will give contribution teaching learning activities especially in vocabulary and reading comprehension.
E. The Method of Study

The research will be done by using correlational studies and survey method. In correlation studies the writer describes and measures the degree of association (or relationship) between two or more variables or sets of score in this case is the score of vocabulary and reading comprehension, At the same time the writer do a survey to the sample or to the entire population of the people or interview\(^4\), To get data about condition of the school and people in it.

E. The Organization of Writing

This paper is systematically divided into four chapters as follow:

**Chapter one** presents introduction, which consists of five parts: the first part contain the background of the study, the second is the limitation and the formulation of the problem, the third is the method of the study, the fourth is the use of study, and the fifth part is the organization of writing.

**Chapter two** presents the Theoretical Framework, which consists of six parts: the first part present about reading which discusses understanding of reading, the types of reading, the purposes of reading, the component of reading and the reading activities. The second part present about comprehension which discusses the understanding of comprehension, the factors affecting comprehension, the reading comprehension, and the developing reading comprehension. The third part present about vocabulary which discusses about the nature of vocabulary, the kinds of vocabulary, the teaching vocabulary, the fourth part present Dictionary, the fifth part present achievement with the hypothesis in the sixth part.

**Chapter three** present the Research Methodology and Finding. Which consist of two parts: The first is Research Methodology which contain the purpose of the study, operational definition of variables, place and time of study, the technique of sample taking, the technique of data collecting, and the technique of data analyzes. The second is Research Findings, which contains data description; data analyzes, and test of hypothesis.

**Chapter four** presents a brief conclusion of the study and her suggestion.

CHAPTER II
THEORETICAL FRAMEWORK

A. Reading

1. The Understanding of Reading

One of the major problems in reading is the definition of the reading itself. Even today there are different definitions of what reading is? As we have known that reading is a complex process. However, many statements about the complexity of reading on which expert would agree is that reading involves more than the mechanical process of correctly pronouncing words – it involves recognition of meaning. On the other hand, reading cannot be defined as getting the only correct meaning from written symbols. Because of its complexity, one simple definition will not be sufficient to get the real definition. For those reason, reading would be described and defined in various ways.

John J De Boer and Martha Dallmann in the book state that “reading is an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language”. Meanwhile Jeremy Harmer says “Reading is an exercise dominated by the eyes and the brain.” William Grabe and Fredricka L. Stoller

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have a single-sentence definition of reading “Reading is the ability to draw meaning from the printed page and interpret this information appropriately.”

More over Stauffer identified five definitions of reading, which are:

1. Reading is a complex process.
2. Reading means to get information from the printed page.
3. Reading is the ability to pronounce and comprehend the printed word.
4. Reading is interpreting sound, letters, or symbols by assigning meanings to them.
5. Reading is receiving ideas and impression from an author via printed words.

Those statements above show that reading means an exercise dominated by the eyes and the brain that can increase the ability to draw meaning from printed page and interpret the information properly.

2. The Types of Reading

There are four types of reading that set out the different types of reading that exist.

1. Receptive reading, which is the rapid, automatic reading that we do when we read narratives;
2. Reflective reading, in which we pause often and reflect on what we have read;
3. Skim reading, in which we read rapidly to establish in a general way what a text is about;
4. Scanning or searching for specific information;

We used these four different types of reading depending on what we read and what do we read it for.

2. The Purposes of Reading

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We can read every time and every where. While sitting alone in our house we can travel around the entire world and understand the reason for thousand of things. When we begin to read, we have different purposes in our mind and it is helps to understand what is read. One of the common reasons for reading is to get the general idea of a selection, usually in this case is reading of fiction. We read the novel or a short story at bedtime just for pleasure, or read the newspaper to find a piece of new information. That’s just a little of the purposes of why we read. When a student read they can have different purposes in their reading; these will include:  

- Obtaining information (facts, data, etc)  
- Understanding ideas or theory, etc  
- Discovering authors’ viewpoint  
- Seeking evidence for their own point of view (and to quote) all of which may be needed for writing their essays, etc.

Rivers and Temperly says that there are seven main purposes for reading:  

1. To obtain information for some purpose or because we are curious about some topics;  
2. To obtain instructions on how to perform some task for our work or daily life (e.g., knowing how an appliance works);  
3. To act in a play, play a game, do a puzzle;  
4. To keep in touch with friends by correspondence or to understand business letters;  
5. To know when or where something will take place or what is available;  
6. To know what is happening or has happened (as reported in newspapers, magazines, reports)  
7. For enjoyment or excitement.

The statements above give us a clear explanation that a purpose of reading is not only to understand word by word, sentences by sentences, or paragraph by paragraph, but the important is to understand and feel the ideas written by the author.  

In the process of reading, students will be concerned with the subject-content of what they read and the language in which it is expressed. Both aspects involve comprehension, though of different kinds.

4. The Component of Reading

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12 David Nunan, *Second Language Teaching and Learning*, p.251
Reading has some components. There are five basic components in reading English language, such as.\textsuperscript{13}

1. Structure or tense; this is essential in English, so essential if a tense is over looked or misread, a totally different meaning may be given to the passage.
2. Pronouns; is a substitutes from noun such as this, there, they, their, them, or his and other more.
3. Punctuations; like commas, etc can sometimes be an important clue as to what the writer means.
4. Vocabulary in context; vocabulary is important in reading activity, it make us easier to read and to understand text well.
5. Transitional word; it acts as a signpost in a sentences or paragraph. It point the direction in which idea will continue to develop words, such as furthermore, in addition, more over, etc.

Hereby we can conclude that the five basic component of reading is very useful to understand the essence of what we read.

5. The Reading Activities

In reading activities, there are some concerning that the teacher usually notices, getting ideas from the text is one of it, some lesson for developing and improving reading skills are needed too, for instance, in learning how to find the main idea in a paragraph or to make an outline of a light passage.

There are two kinds of complementary reading skills:\textsuperscript{14}

1. Simple identification skills, which mainly depend on knowledge of the language, specifically, the language in its written form.
2. The higher –level cognitive skills required for the interpretation of text, which mainly depend on knowledge of the subject matter of the text, and of the way that information is organized in discourse (and, no doubt, to some extent on certain kind of native intelligence sometimes loosely referred to as “verbal aptitude”).

After those reading complementary have been completed, the students usually do some activities:\textsuperscript{15}

\textsuperscript{13} Lee Kai-Fat and Paula Fleming, Better Reading Skills ( London: Oxford University Press, 2001), p. 18

a. Activities concerning with reading to get some information or enjoyment.

b. And training to improve a specific reading skill, such activities may be silent or oral.

Oral reading or reading aloud is a slow, inefficient, word by word process, and it is common practice in any language classes, it is important because it allows the teacher to check student’s pronunciation and reading fluency but will reduces their comprehension.

On the contrary, silent reading activity gives students more comprehensive situation. They supposed to read the passage silently so they can concentrate on the meaning or the idea of a textbook. This activity can measure student’s comprehension level but without knowing their fluency. The main purpose of this reading is how the students’ can obtain the information from the printed page efficiently, rapidly and with full understanding. The students read the text silently and the teacher can check their ability to comprehend by asking about the idea of the text or the responds to what they have been read.

It seems that oral and silent reading are hoped to be taught side by side, totally and together. So the students will have not only a good pronunciation but also comprehension.

B. Comprehension

1. The Understanding of Comprehension

Understanding, or comprehension, is the basis of reading. What is the point of any activity if there is no understanding? We learn through reading, by adding to what we know already. Comprehension and learning are fundamentally the same, relating the new to the already known. To understand all of this, we have to begin by comprehending comprehension.

Comprehension means relating what we do not know, or new information, to what we already know, which is not a random collection of facts but a “theory of the world” each of our heads called “cognitive structure.”

Basic abilities of all types of comprehension include:

1. Selecting the appropriate meaning for words.
2. Grouping words into thought units.
4. Sensing paragraph meaning and organization.
5. Understanding the interrelationships among the parts of a selection so that the whole can be understood.

Comprehension is always directed and controlled by the needs and purposes of an individual and therefore crucially depends on that individual’s having acquired what William Grabe calls “critical mass” of information on subject of his inquiry, that is an adequate amount of what is sometime called “background information” or, more technically “schemata”.

A psycholinguistic analysis of reading and learning to read state that comprehension may be regarded as relating relevant aspect of the world around us- written language in the case of reading – to the knowledge, intentions, and expectation we already have in our heads.

From the definition above we can conclude that comprehension is relating new information to what we already know.

2. The Factors Affecting Comprehension

As it has already been shown, that comprehension needs some intellectual ability to master. There are five factors that can influence the students’ ability in comprehending written materials:

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19 Larry A. Harris, Carl B. Smith, *Reading Instruction: Diagnostic Teaching in the Classroom* (New York: Richard C. Owen Publisher.inc, 1980), p. 207
a. Background Experiences

In simple terms, experiences supply the child with the raw materials he must organize and manipulate as he goes through life. From infancy onward the child is constantly bombarded with the stimuli from the environment. He learns to cope with those stimuli by classifying and cataloging them for future reference. Through a process of noting similarities and differences he develops concepts and an understanding and relationship between and among concepts. As this organization and environment develops, so does the child’s understanding of the world and the place in it.

As he reads, the child decodes symbols on the printed page that trigger understanding he has developed about life. Those understanding are the result of firsthand and vicarious experiences. When the printed message relates to experiences he has not had, the child fails to comprehend. He may even be able to pronounce every word on the page, but if the experiences that give personal meaning to the topic or idea are lacking, the child cannot bring understanding he does not have to the reading.

b. Language Abilities

The one who have a basic knowledge of English in order to read it. Semantic and syntax are important to the delivery of meaning. As a reminder, the semantics of a language are refers to the meaning of words, syntax refers to the way words work together.

When children first learn to read it is the semantics of their language that typically gets the greatest attention. The fact that the word meaning varies and in turn affects the meaning of a sentence or paragraph is so obvious it cannot be overlooked.

c. Thinking Abilities

As we read the text we are in the process of thinking. We asked to see relationship while we are reading, to make comparison, to follows sequent of events, and to engage in any number of similar mental operations, so it should hardly seem necessary to persuade that reading involve thinking.

As the child grows and mature, her way of ordering of observations changes. More and broader experiences with the objects and people explain this change, in part, but the child also grows in ability to deal with abstraction. The child is able to move
from the here and now to the past and to the future. The child can move from the concrete to the abstract and from the specific to the general. It appears that every child reaches these more advanced stages of thinking via the same route.

d. Affection (Interest, Motivation, Attitudes, Beliefs, Feelings)

Interest, motivations, attitudes, beliefs and feeling are important factors that cannot be taken for granted or ignored in the educational process. While they are significant matters in their own right.

Children’s attitudes and beliefs are frequently closely linked to their interest. Attitudes and beliefs are learned, and usually reflect background experience and they play a role in comprehension. Material that expresses a viewpoint similar to one held by the reader is comprehend best, whereas opposing view are easily misunderstood, disregarded, or even ignored.

e. Reading Purposes

Purposes for reading have been regarded as important for comprehension because they help the reader focus on the specific aspects of the selection.

3. The Reading Comprehension

The notion of reading comprehension is the most basic purpose of reading, underlying and supporting most other purposes for reading, and also more complex than commonly assumed. It is not essentially different from other kinds of comprehension which depends on knowledge.

Reading comprehension is not most likely to occur when students are reading what they want to read, or at least what they see some good reason to read. Basic to good comprehension understands of the manner in which words are fused into meaningful phrases, phrases into sentences, and sentences into paragraph. The students are hoped to be aware of the basic reading component like punctuation, tenses or other grammatical order because it will guide them to the meaning of the written text book. The students are also hoped to be able to learn that full meaning is
not conveyed by a single word, but embodied in a different combination of word, throughout a paragraph or a selection.

Penny Ur states that in reading we need to understand all the words to understand the meaning of a text, to get some meanings from what the text means, and our understanding of a text that comes from understanding of which it is composed.\(^{20}\)

To comprehend or to understand takes places at a different level of difficulty according to the nature of the materials and the purposes of the reading itself, Horn classified readers’ deficient in comprehension abilities into four types:\(^{21}\)

1. The one who comprehends only a small portion of the ideas that a selection contains.
2. The one who can answer comprehension question only by answering with the words of a text book with little understanding of their significance.
3. The one who make overt response or says “I don’t know”
4. And the one who makes an interpretive response that is partially or holly erroneous.

In our country, Indonesia, reading comprehension has been taught continuously from Junior High School to Senior High School, so it took years to learn. Unfortunately many students who have graduated from the schools and up to the higher level cannot get satisfying result in their comprehension.

It seems that knowing many students who have studied English a lot still cannot increase their comprehension in written materials.

4. The Developing Reading Comprehension

Based on the fact that there are many students who have studied English still cannot comprehend written materials well, the teacher needs to do some steps or procedures that can help students to increase their comprehension skills. Some steps are: \(^{22}\)

1. Developing a basic sight of vocabulary.


\(^{22}\) Miles V. Zintz, *The Reading Proses: The Teachers and the Learners*, p. 181
2. Teaching word attack skills (this may be called phonic or self sounding)
3. Teaching that reading is always a completely thinking process that requires understanding.
4. Giving the students a great deal of easy reading practice.

After the teacher teaches these skills, the next steps is developing more specific skills in reading comprehension, they have to know the various skills that make up the ability to comprehend what is read.

All of activities of the comprehension skills that we have discussed above are not the exact steps for the teachers to do, there are many other steps that can be used to developed students’ comprehension ability. The most important factor which will enhance comprehension in any classroom are the types of questions which the teacher asks, the use of all types of audiovisual materials or textbook, and activities which give children practice in a refinement of the skills.

C. Vocabulary

a. The Nature of Vocabulary

When we consider by what we mean with vocabulary, the first idea that probably occurs in our mind is “words”. But the term of word is too general to encapsulate the various forms of vocabularies take. According to Marianne Celce-Murcia in the book Teaching English as a Second or Foreign Language stated that “words are perceived as the building blocks upon which knowledge of the second language can be build”.23 Knowing a word involves being able to recognize it when it is heard or when it is seen, also being able to judge if the word form sounds right or looks right.

There are some assumptions covering various aspects of what is meant by knowing a word:24

1. Knowing a word means knowing the degree of probability of encountering that word on speech or print. For many words we also know the short of words most likely to be found associated with the word.

23 Marianne Celce-Murcia, Teaching English As a Second or Foreign Language (Boston: Heinle and Heinle, 1991), p. 296

2. Knowing a word implies knowing the limitation on the use of the word according to variation of function and situation.
3. Knowing a word means knowing a syntactic behavior associated with the word.
4. Knowing a word entails knowledge of the underlying form of a word and the derivation that can be made from it.
5. Knowing a word entails knowledge of the network of the associations between that word and other words in the language.
6. Knowing a word means knowing the semantic value of a word.
7. Knowing a word means many of different meanings associated with a word.

Vocabulary is the basis of a language, because it is very important to be mastered first. We can not speak well or understand written material if we do not master it. A large vocabulary helps us to express our ideas precisely, vividly, and without repeating ourselves in composition or conversation.

The size of English vocabularies varies and has a very wide of range. The size comes from 400,000 up to 600,000 words. A half million to over two Million, with adding technical and scientific term would stretch the total into millions.  

b. The Kinds of Vocabulary

According to the basis of frequency, vocabulary can be divided into two kinds:

a. High frequency vocabulary consists of words that are used very often in normal language, use in all four skills and across the range of situation of use. High frequency vocabulary consist of 2000 words families, which are about 87% of the running words in formal written text and more than 95% of the words in informal written text.

b. The low frequency vocabulary on the other hand covers only small proportion of the running words of a continuous text, it means that low frequency vocabulary is rarely used in common activity of English language. This group includes well over 100,000 words families.

c. The Teaching of Vocabulary

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In the world of education, there are students and teachers. Student is a person who is learning, while teacher is a person who is teaching. Talking about teaching because of the importance of vocabulary mastery, it needs a serious attention in learning vocabulary both from the learners and the teachers. To teach vocabulary itself becomes a challenging act to the teachers, because they have to choose what kind of method that they use, what kind of vocabulary that they have to give, or how many vocabularies that they should teach. To know a word in a language as well as the native speaker knows ability to:

1. Recognize it in its spoken or written form.
2. Recall it well.
3. Relate it to an appropriate grammatical form.
4. In speech, pronounce it in a recognizable way.
5. Use it in the correct collocation.
6. Use it at the appropriate level formality.
7. Aware if it’s connotation and associations.

Teacher will find that it is necessary to explain the meaning of a word or short phrase. There are number of technique which could be used:

a. A physical demonstration, using mime or gesture, may be the most effective as it will create a visual memory for the word.
b. A verbal explanation, involving a number of contexts, for example, a long journey, a hard days’ work, or a strenuous physical task, will lead the learners toward meaning.
c. A synonym, for example “very tired” has the advantage of making learners aware of paradigmatic relations in the language and that a range of words exist from which a choice can be made.

These technique may used separately or mixed depend on the situation of the class and students’ need.

D. Dictionary

One- way of knowing the meaning of words is using dictionary, it is very useful to access dictionary for comprehension skills, such as reading and listening. There are certain prerequisites which are essential for successful use of the dictionary.

---


The aim of dictionary is to present the alphabetical series the words which have formed the English vocabulary from the time of the earliest records down to the present day, with all the relevant facts concerning their form, sense-history, pronunciation, and etymology.\textsuperscript{29}

There are certain prerequisites which are essential for successful use of the dictionary. A few of these skills are:\textsuperscript{30}

a. The knowledge of alphabetical order.
b. The understanding that a word can have many different meanings.
c. The knowledge of root words and the various inflected and derived forms of roots words.
d. The understanding that letters and combinations of letters have different sound values in different situation and that some letters are silent
e. The knowledge that \( y \) on the ends of some words is changed to \( i \) before adding \( es \) for plural.

Facility in the use of dictionary paves the way for a number of potential breakthroughs in the struggle for independence in reading.

a. Unlock the sounds or pronunciation of words
b. Discloses new meaning of words which may be known in only one or limited number of connotations
c. Confirms the spelling of a word when one can approximate its correct spelling
d. Expands vocabulary through mastery of inflected and derived forms of known root words.\textsuperscript{31}

The aim of dictionary is to present the alphabetical series. The words which have formed the English vocabulary from the time of the earliest records down to the present day, with all the relevant facts concerning their form, sense-history, pronunciation, and etymology.

For non-native students, dictionary help them understanding and producing a text. When the students especially the non-native students cannot find the meaning of a word, they can find it by looking at the dictionary. The students who access a dictionary can learn words more and also gain higher comprehension.

There are many kinds of dictionaries available around us; they provide us a lot of options to choose the word that we want to use. Such as Longman Dictionary of


\textsuperscript{30} Arthur W.Heilman, \textit{Principles and Practice of Teaching Reading}. p. 385

\textsuperscript{31} Arthur W. Heilman. \textit{Principles and Practice of Teaching Reading}. p.385
Contemporary English, Oxford Learner’s Dictionary, English-Indonesian dictionary from John M. Echols, and many others, but to choose the most suitable dictionary it depends on our need and ability in mastering it.

For many beginners’ learners can use English-Indonesian dictionary from John M. Echols because it can directly know the meaning of an English word in our first language, Indonesian. For advance learner are able to use more advances’ dictionary like Oxford Learner’s Dictionary. Many college’s students or any higher institution use this dictionary to aid their students in learning vocabulary.

But there are also some weaknesses of those who use the dictionary in learning vocabulary. Learners who use dictionary took time almost twice as long to read a passage or a text as learners who did not use dictionary.

E. Achievement

In general achievement means all the things that people obtain from his or her effort. Result of a test designed to determine student’s mastery of certain academic area, in education, score sign achievement. The score may be taken from the average of daily score or from final test.32

F. Hypotheses

Hypothesis is guessing or supposition tentative statement about things we observe in order to understand, and it is formulated to correlate between two variables or more.

In this paper, the hypothesis consists:

a. Null Hypothesis

There is no correlation between students’ vocabulary mastery and their reading comprehension achievement (Ho).

b. Alternative Hypothesis

There is correlation between students’ vocabulary mastery and their reading comprehension achievement (Ha).

CHAPTER III
IMPLEMENTATION OF THE RESEARCH

A. The Methodology of Research

1. The Place of the Research

The research was conducted at SMAN 13 Ciledug-Tangerang that located on jalan H.O.S Cokroaminoto at Griya Kencana 2 kelurahan Sudimara Timur kecamatan ciledug – Tangerang.

The research was done from 14th May until 30 May 2007. By asking the headmaster permission on the first day, the next day the writer began her research and finished by giving the test of vocabulary and reading comprehension on the second grade academic year 2006/2007 of SMAN 13 Ciledug-Tangerang.

2. The Objective of the Research

As mentioned in Chapter 1 that the objective of the research is to know the relationship between students’ vocabulary mastery and their reading comprehension achievement.

3. The population and Sample

The population of this research consists of 229 eleventh grade students of SMAN 13 which are distributed into 6 classes. The writer took 34 students as a
sample, using proportional random sampling technique. According to Suharsimi if the subject of the research is between a hundred of population or more, we can take the subject between 10% and 15% or more from the population. The percentage of the sample in this research is 15%. It means that the sample is quite representative\textsuperscript{33}.

4. The Technique of Data Collecting

In completing the data, the next step of this research is collecting the data; the function of data collecting is to determine the result of the research. In collecting the data, the writer use test to get the score of vocabulary and reading comprehension.

5. The Technique of Data Analysis

In analyzing the data from the test the writer used the formula of Product Moment Correlation, the first step is find the standard deviation of each variables, it used to measure of variability.

\[
r_{xy} = \frac{\sum_{xy}}{N \cdot SD_x \cdot SD_y}
\]

\( r_{xy} \) = The correlation coefficient.

\( X \) =The vocabulary test score.

\( Y \) =The reading comprehension score.

\( \sum_{xy} \) = The sum of the multiplication between variable X score and variable Y score.

\( SD_x \) = Standard deviation from variable X.

\( SD_y \) = Standard deviation of variable Y.

\( N \) = The number of respondent.

\( Df \) = Degrees of freedom

\( N \) = Number of variables

\textsuperscript{33} Prof. Dr. arikunto Suharsimi, \textit{Prosedur Penelitian: Suatu Pendekatan Praktek Edisi Revisi V} (Jakarta P.T Rhineka Cipta, 1993) , p.107
6. The Procedure of Research

Before doing the research, the writer observed the location and population were carried out. The test was given to the whole classes of the second grade of SMAN 13 academic year 2006/2007 Ciledug-Tangerang.

The writer attends to the class where teaching learning was carried out few times. At the end of the research the writer gives the test of vocabulary and reading comprehension to the whole classes of eleventh grade, there are 40 question divided with five alternative. The alternatives include one correct answer and four wrong answers. The scoring is 5 for each correct answer and 0 for the wrong answer. There are two sets of scores, the first is vocabulary test consist of 20 question and the second is reading comprehension test also consist 20 question. And took 34 students’ score of vocabulary and reading comprehension, then made a calculation from of the score.

B. The Finding of the Research

1. The Description of Data

These are the result of the students’ score of vocabulary (X) and reading comprehension (Y).

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<thead>
<tr>
<th>No</th>
<th>Students’ score of vocabulary (X)</th>
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<tbody>
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<td>2</td>
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<td>No</td>
<td>Students’ score of reading (Y)</td>
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</table>
2. The Analysis of Data

After scoring each variables (X) and (Y), the writer calculate the standard deviation.

<table>
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<td>13</td>
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<td>13</td>
<td>169</td>
<td>1</td>
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</table>
\[
\begin{array}{cccccccc}
21 & 65 & 60 & 8 & 1 & 8 & 64 & 1 \\
22 & 55 & 60 & -2 & 1 & -2 & 4 & 1 \\
23 & 75 & 75 & 18 & 16 & 288 & 324 & 256 \\
24 & 70 & 75 & 13 & 16 & 208 & 169 & 256 \\
25 & 50 & 60 & -7 & 1 & -7 & 49 & 1 \\
26 & 45 & 50 & -12 & -9 & 108 & 144 & 81 \\
27 & 50 & 60 & -7 & 1 & -7 & 49 & 1 \\
28 & 45 & 50 & -12 & -9 & 108 & 144 & 81 \\
29 & 50 & 60 & -7 & 1 & -7 & 49 & 1 \\
30 & 60 & 50 & 3 & -9 & -27 & 9 & 81 \\
31 & 65 & 70 & 8 & 11 & 88 & 64 & 121 \\
32 & 70 & 60 & 13 & 1 & 13 & 169 & 1 \\
33 & 50 & 60 & -7 & 1 & -7 & 49 & 1 \\
34 & 50 & 50 & -7 & -9 & 63 & 49 & 81 \\
\hline
N=34 & 1945 & 2010 & 0 & 0 & 1113 & 2141 & 1774 \\
\end{array}
\]

\[
\begin{align*}
\hat{r}_{xy} &= \frac{\sum_{xy}}{N \cdot SDx \cdot SDy} \\
SD x &= \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{2141}{34}} = \sqrt{62.970} = 7.935 \\
SD y &= \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{1774}{34}} = \sqrt{52.176} = 7.223
\end{align*}
\]
\[ r_{xy} = \frac{\Sigma xy}{N \cdot SDx \cdot SDy} \]

\[ = \frac{1113}{34.7935 \cdot 7,223} \]

\[ = \frac{1113}{1948.693} \]

\[ = 0.571 \]

Df = N - nr

\[ = 34 - 2 = 32 \]

At the degree of significance of 5% = 0.349
At the degree of significance of 1% = 0.449

5% = ro : rt = 0.571 > 0.349
1% = ro : rt = 0.571 > 0.449

3. The Test of Hypothesis

The research is to answer question about relationship between students’ vocabulary mastery and reading comprehension achievement. To get the answer of the question the writer proposes alternative hypothesis (Ha) and null hypothesis (Ho) as below:

Ha: There is no relationship between students’ vocabulary mastery and reading comprehension achievement.

Ho: There is relationship between students’ vocabulary mastery and reading comprehension achievement.

The Statistic hypothesis state that if ro>rt it means that there is relationship and Ha is accepted. If ro<rt it means that there is no relationship, so Ha is rejected and Ho is accepted.
4. The Interpretation and Discussion of the Data

From the result of the calculation indicates that the value of $r_0$ is 0.571 and the value of degree of freedom $df$ is 32. In this research the writer used the degree of significance of 5% and 1%. The writer gets 0.349 of $df$ 5% and 0.449 of $df$ 1%.

After obtaining $r_0$, the writer compared it with each values of the degree of significance, the result is $r_0:rt = 0.571 > 0.349$ at the degree of significance of 5% and $r_0:rt = 0.571 > 0.449$ at the degree of significance 1%.

Since $r_0$ is higher than $rt$ it means that alternative hypothesis (Ha) of the research is accepted and the null hypothesis (Ho) is rejected. In another words, it means that there is positive correlation between students’ vocabulary mastery and reading comprehension achievement.

The level of influence is as follows:

<table>
<thead>
<tr>
<th>Table 4</th>
<th>&quot;r&quot; Product Moment Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product Moment ($r$)</td>
<td>interpretation</td>
</tr>
<tr>
<td>0.00 – 0.20</td>
<td>Very low</td>
</tr>
<tr>
<td>0.20 – 0.40</td>
<td>Low</td>
</tr>
<tr>
<td><strong>0.40 – 0.70</strong></td>
<td>Moderate</td>
</tr>
<tr>
<td>0.70 – 0.90</td>
<td>High</td>
</tr>
<tr>
<td>0.90 – 1.00</td>
<td>Very high</td>
</tr>
</tbody>
</table>
CHAPTER IV
CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the data described previously, the collected data have been analyzed by “r” product moment to find out whether there is correlation between students’ vocabulary mastery and their reading comprehension achievement, the writer gets the result of df 32 and $r_o$ is 0.571. at the degree of freedom of 5% the writer gets point 0.349 and 0.449 at the degree of freedom of 1%.

$r_o:rt = 0.571 > 0.349$ at the degree of significance of 5% and $r_o:rt = 0.571 > 0.449$ at the degree of significance 1% so, it means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In other words, there is moderate correlation between students’ vocabulary mastery and reading comprehension achievement.

B. SUGGESTION

Based on the conclusion that has been made by the writer, it is suggested that it be good and used as a consideration in teaching learning English in reading comprehension and also specially in vocabulary are:
1. Using the accurate techniques in teaching learning or mix techniques are an obligation for every teacher especially English teacher.

2. Teachers are expected to be creative in teaching learning, so that students’ boredom can be reduced.

3. Teacher should give a high motivation to the students to read more and more English literature to increase their vocabulary level.

4. Teacher should encourage students to have and use dictionary as a tool to help students to find out difficult words.

5. English literature, reading text, short story, or even magazine should be available in school library so students can choose and read many kinds of reading text so they can practice to comprehend better.

6. Students are expected to make some notes about new word that they find when they are reading.

7. Students are expected to read as much as possible English literature every time and anywhere

8. Next researcher is expected to be better in analyzing the same research.
REFERENCES


Harris, Albert J. *Reading on Reading Instruction*, (New York: David McKay Company, inc, 1967).


Appendix 1

Name:
Class:

A. Vocabulary

Choose the best answer and give across \{X\} for the right answer.

1. Pilihlah synonym \(\text{persamaan kata}\) yang paling tepat dibawah ini

1. Television has enormous \text{influence} on our live. The word influence has the closes meaning with………
   a. effect   b. demand   c. fever   d. discare   e. illness
2. “It \text{affect}s customs and culture, other says”. The synonym of affect is………
   a. alters   b. causes   c. changes   d. modifies   e. influences
3. The industrial engineering is \text{concerned} with the development of data processing procedure. The word concerned is the same as………
   a. soothe   b. disinterest   c. dismissing   d. relate to   e. tire
4. “It \text{coverts} the image into electronic signals. The synonym of coverts is………
   a. open   b. gets   c. conceals   d. receives   e. transmitter
5. The screen is \text{immediately} filled with news from all over the world.
   a. comfortably   b. ask   c. woderful   d. important   e. right away

II. Pilihlah Antonym \(\text{lawan kata}\) yang paling tepat dibawah ini.

6. After a year or two, television wasn’t \text{exciting} or new anymore. The opposite of the underlined word is………
   a. boring   b. interesting   c. influencing   d. amusing   e. tiring
7. Today, people are still \text{arguing} about the value of television. The antonym of arguing is………
   a. exciting   b. agreeing   c. discussing   d. quarreling   e. interpretin

8. Although the lifetime of satellite is about 7 years the \text{expired} satellite can still be operated for years. The antonym of the underlined word is……………..
   a. odd   b. new   c. safe   d. applicable   e. occasional
9.”A United Nation summit to fight \text{poverty}”. The antonym of the word poverty is
10. It expanded **rapidly** mainly after world war II. The opposite of rapidly is…
   a. rarely  b. slowly  c. quietly  d. repeatedly  e. frequently

III. **Pilihlah kata yang paling tepat dibawah ini.**

11. Bagas visited the University of Diponegoro last Monday, the university …….his sister is studying now.
   a. When  b. who  c. where  d. whose  e. which

12. I would often image myself on the stage with the audience cheering and huge bunch of flower at my feet. The audiences were very……
   a. Enthusiastic  b. prominent  c. angry  d. loud  e. many

13. When you watch TV, it means that you do…………
   a. incoding  b. decoding  c. feeling  d. everything  e. gesture

14. Mr. Larsen ask me to send him an ……..to his E-mail address.
   a. SMS  b. internet  c. file  d. E-mail  e. network

15. Mr. Sudoro is sorry for………..me all the trouble.
   a. taking  b. causing  c. making  d. creating  e. doing

IV. **Pilihlah kata yang paling tepat untuk definisi dibawah ini.**

16. An electronic which prints out messages received from a machine into another places.
   a. call  b. cable  c. printer  d. screen  e. teleprinter

17. A person who write an application letter.
   a. employer  b. application  c. writer  d. worker  e. applicant

18. An electronic device which transmit and receives image that resembles photocopiers.
   a. telephone  b. facsimile  c. teletypewriter  d. cordlessphone  e. teleprinter

19. A person who builds houses, roads, bridges, dams and towers.
   a. doctor  b. carpenter  c. engineer  d. teacher  e. architect

20. Connecting one another by a kind of device.
   a. radio  b. network  c. prograrms  d. broadcast  e. telecommunication
B. READING COMPREHENSION

Read the text carefully then answer question 21 to 25

Employment

For individuals, employment means having a job for other gainful occupation. For a nation, total employment is a measure of how well the economy provides opportunity to all who are willing and able to work.

In a statistical sense, workers are considered employed if they have either full- or part-time paying jobs or are self-employed, even if they are not working at a given time for reason of health, strike, or vacation. The statistical measures don’t include housewives or other family members, even though their household duties may keep them fully occupied. The labor force, statically, includes all those who are employed or actively seeking employment, and those incapable of work are excluded from the count. Unemployment is the difference between employment and the labor force.

Almost all industrialized nations consider the provision of a high level of employment an important goal of public policy. Unemployment labor is considered an economic waste, because of the goods it fails to produce, and a social evil, because of rejection implied when a willing worker can’t find work.

21. Employment means………………
   a. working all the time for reason of health, strike, or vacation.
   b. having opportunity to measure the economy
   c. seeking housewives or other family members
   d. considering the provision of public policy.
   e. having an occupation of gainful job.

22.; even if they are not working at given time for reasons of health, strike, or vacation. They refer to………………
   a.individuals        b.workers           c.nations        d.jobs            e.unemployment

23. Unemployment is………………
a. labor force – employment  d. employment + labor force
b. labor force – housewives  e. employment + housewives
c. employment – labor force

24. Paragraph three is about?
   a. employments problems for industrialized nations
   b. perspective of employment for industrialized nations
   c. workers in industrialized nations.
   d. opportunity for industrialized nations.
   e. public policy in industrialized nations.

25. Which of the following statement is not true according to the text?
   a. unemployment labor is regarded as an economic waste by industrialized nations
   b. those people unable to work are not considered labor force statistically
   c. statistically speaking employment means having a job or other gainful occupation.
   d. in a statistical sense, workers on strike are considered employment
   e. housewives are not considered employed workers.

For number 26 to 30 read the following passage

Facsimile, often called fax is another invention that help a person sends a message or picture to another quickly in a far distance. It is a machine that transmits or receives a copy or an image over telephone lines. This machine is practical as well as easy to operate. When the user wants to send an image, he just inserts it into the transmitting fax machine {TFM} and dials the telephone number of the receiving fax machine {RFM}. The images send can be news, photos, documents, etc. Today, the state agency as well as private sectors such as bank,, news agencies, TV station, law firm and other business use fax.

After the user insert an image into the transmitting fax machine and dial the telephone number of the receiving fax machine, both machine works. The following is their work.

1. The electronic scanner on the TFM moves across the page of an image.
2. It covers the image into a set of electronic signals
3. The signal travel over the telephone line to the RFM
4. The RFM cover the electronic signal back into the original document.
5. The RFM print the copy.

26. From the first paragraph we know that facsimile is……to use.
   a. practical and easy       d. practical and logical
   b. practice and easy       e. practical and economical
   c. practice and cheap

27. The second paragraph tells us about……..
   a. the work of the user     d. the process work of RFM
   b. how to operate fax machine e. the process of work of with TFM and RFM
   c. the process of work of TFM

28. The similarity between facsimile and telephone is both use……except….
   a. electronic scanner       d. a telephone line
   b. signal transmitter       e. signal receiver
   c. a certain number

29……..both machines work {paragraph 2 sentence}. Both means……..
   a. telephone and machines       d. users
   b. fax machine                  e. signals and machines
   c. TFM and RFM

30. “it covert the image into a set of electronic signals” covers has the same meaning
   with……..
   a. opens     b. gets    c. conceals  d. receives   e. transmitter

Read the passage carefully then answer question 31 – 35

The Association of Southeast Asian Nations or ASEAN is a regional organization formed by the government of Indonesia, Malaysia, the Philippines, Singapore and Thailand. It was formed through the ASEAN declaration, or as it is a more commonly know “The Bangkok Declaration”. This was signed by the Foreign Minister of ASEAN countries on 8th August in Bangkok Thailand.

The aim of the organization is to have a close cooperation among the member countries on an equal basis. This would bring mutual benefit and stimulate solidarity which will promote peace, stability and prosperity, ASEAN also aims at
maintaining external relation with similar aims, we have ASEAN- Australia economic co-operation, ASEAN – US economic co-operation, etc.

From the very beginning, ASEAN was set up as a regional organization for economic, social and cultural cooperation. In addition to this general goal, ASEAN also aim at collaboration in the field of agriculture, trade and industry, transportation and communication. Politically, ASEAN also aims at keeping Southeast Asia Neutral, so that it remains a “zone of peace, Freedom and Neutrality”. The Kuala Lumpur Declaration”, signed on 27th November 1971, is the most significant document in the development of ASEAN.

31. This is the goal of ASEAN?
   a. to create a prosperous and peaceful community in South East Asia.
   b. to organize the after countries
   c. to set up to military in Asia
   d. to dominate the economic aspect in Asia
   e. to create poverty in Asia

32. This paragraph one refers to……………
   a. ASEAN
   b. a close cooperation
   c. the member countries
   d. the goals
   e. the aims of ASEAN

33. What is the main idea of paragraph two?
   a. mutual benefits
   b. promoting peace
   c. ASEAN – Australia cooperation
   d. ASEAN – US cooperation
   e. the aims of ASEAN

34. The Kuala Lumpur Declaration was declared ……..years ago.
   a. thirty five
   b. twenty five
   c. forty five
   d. thirty six
   e. thirty seven

35. This would bring………
   The word “this” in paragraph 2 refers to………
   a. the order of cease fire
   b. the cooperation among the member
c. the aims
d. maintaining, peace, stability
e. stimulation the solidarity among themselves

Read the passage, then answer question 36 – 40

The United Nation Educational, Scientific, and Cultural Organization, known as the UNESCO, is meant to help educate the population of developing countries to believe in progress and to accept necessary changes as soon as possible. The UNESCO was founded on November 16, 1945, so by the end of this years, 2004, it will have been working for fifty nine years.

The UNESCO has found that where most of the people can’t read, learning to read and write is not usually what they need to begin with. They need to learn some practical things to improve they way of life. For instance, they should not drink ditch water without boiling it first. The people of some countries used to built their houses very primitively. They would have been building their houses in the same way if UNESCO hadn’t taught them to built better houses out of local materials. By now UNESCO must have been trying hard to find new ways to improve their way of life. By the time people accept few new things, some of them may have been learning how to read for sometimes. If they have a good teacher and good equipment, learning to read will be less difficult. But UNESCO can’t find the money to hire enough teachers to teach hundreds of millions of people. What it has done and will have been doing until there is enough money is to show the various members nations of the organization how to educate these people and to supply certain kinds of training and equipment.

36. What is described in the text?
   a. education  d. UNESCO
   b. developing countries  e. november 16, 1945
   c. united Nation

37. What is the text about?
   a. the founding of UNESCO
   b. the people of the developing countries
   c. the new ways to improve people’s way of life
38. What does the second paragraph mainly talk about?
   a. UNESCO founded to believe in progress
   b. how UNESCO carries out its program
   c. why UNESCO can’t carry out its program
   d. how UNESCO builds houses out of local materials.
   e. where UNESCO work will

39. Why can’t UNESCO teach hundreds of millions of illiterate people in the world?
   a. because people don’t believe in progress
   b. because it doesn’t enough funds
   c. because it doesn’t enough money for the show
   d. because people don’t accept new things.
   e. because it doesn’t finds new ways to improve itself

40. What does the UNESCO do to illiterate people?
   a. it directly teach them to read and write
   b. it begins with teaching, reading and writing
   c. it makes them improve some practical things
   d. it send them teachers to help the people read and write
   e. it teach them how to built a house