THE CORRELATION BETWEEN STUDENTS MASTERY OF VOCABULARY AND THEIR READING ABILITY
(A Case Study at the Second Grade Students of SMP YMJ Ciputat)

A “Skripsi”
Presented to the Faculty of Tarbiya and Teachers’ Training
in a partial fulfillment of requirements for the Degree of Strata 1(S1) in English Language Education

By:
MISBAHUDIN
105014000349

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
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Approved by:
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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiya and Teachers’ Training certified that the ‘Skripsi’ (Scientific) entitle “The Correlation between Students Mastery of Vocabulary and Their Reading Ability” (A case Study at the Second Grade Students of SMP YMJ Ciputat) written by Misbahudin, student’s registration number: 105014000349, was examined at examination session of state Islamic university (UIN) Syarif Hidayatullah Jakarta on Monday, 7 March, 2011, and was declared to have passed. This “Skripsi” has fulfilled one of the requirements for academic title of “S.Pd. (Bachelor of Art)” in English Language Education at the Department of English Education.

Jakarta, 7 March 2011

Examination Committee

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Acknowledged by:

Dean of Tarbiya and Teachers’ Training Faculty

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NIP: 19571005 198703 1 003
Appendix 1

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. Mrs. Nancy and her family enjoy their dinner in the ……………………
   a. living room  b. waiting room  c. dining room    d. bedroom
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 usually …………………books.
   a. land              b. borrow    c. send              d. buy
6. We don’t go to school on …………………….
   a. Monday                   b. Tuesday    c. Sunday        d. Wednesday
7. Give me a …………………….to make my body warm.
   a. handkerchief  b. blanket    c. soap        d. table clothes
8. Where can we get vegetables? We can go to ………
   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. Annie often helps her mother in the kitchen because her hobby is ………
    a. shopping           b. playing    c. washing        d. cooking
11. Give …………………….of 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. Sports help us become strong and …………
    a. hearty                    b. sleepy         c. healthy    d. wealthy
14. My father is a driver. He drivers ……………………
   a. carefully                b. carelessly               c. quickly                    d. slowly
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 is ……………………plants.
   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 drinks ……………………coffee every morning.
   a. a cup of         b. a plate of             c. a spoon of                d. a bottle of
20. Sandy celebrated her birthday yesterday. She felt ……………………
   a. happy                 b. sad                        c. angry                        d. confuse
Appendix 2

READING TEST

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

We often read books 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.

1. Books have many important because they …………
   a. are very boring to read                        c. can give us a lot of knowledge
   b. make use very sad                               d. can give us happiness

2. What is the best title for the text above?
   a. What is knowledge?                            c. What are libraries for?
   b. What are books for?                            d. What are famous people?

3. When we are tired we read books to help us. “Us” here refers to …………………
   a. they and he        b. yours and mine       c. journalist         d. you and me

4. X: Why do we often read?
   Y: …………………
   a. to get books                           c. in order to get knowledge
   b. to borrow books                    d. in order to go to libraries

5. The last sentences (paragraph 2) “A lot of them did not go to school but read books instead.” The word “them” refers to …………………
   a. books                  b. libraries                c. all people             d. famous people

6. Can book very expensive?
   a. No, they don’t                         c. No, it can
   b. Yes, it can                             d. Yes, they do

7. …………………….is the main idea of paragraph 1.
   a. The usefulness of books                     c. The jungles or Irian Jaya
   b. The lacks of reading                        d. Prices of books we read
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.

   a. biology  b. chemistry  c. physic  d. mathematic

9. 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

10. Did his mother give him some money?
    a. Yes, she did          b. No, she did not         c. Maybe        d. Probably

11. 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

**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.

12. 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

13. The words “it” in the line 5 refers to ……………………
    a. jogging                b. hunting               c. swimming               d. cycling

14. The word “they” in the line 4 refers to ……………………
15. Jogging is the best sport and the cheapest one. “The best” means …….  
a. bad  b. nice  c. very good  d. kind

16. The simplest sport is jogging. The underlined word means…..  
a. the best  b. the worse  c. the easiest  d. the cheapest

**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.

17. When did susi Susanti born? She was born in…………  

18. Where was susi Susanti born? She was born in ……..  
a. Bandung  b. Sumedang  c. Tasik Malaya  d. Indramayu

19. Who took Susi Susanti to Badminton court?  
a. her mother  b. her father  c. her brother  d. her sister

20. Susi Susanti is a ………………….of the Badminton championship.  
a. winner  b. supporter  c. presenter  d. referee
Appendix 3

KEY OF THE TEST

❖ Vocabulary test

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

❖ Reading Test

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

### Score of Students’ Vocabulary Test and Reading Test

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ABSTRACT

Misbahudin, 2011, *The Correlation between Students Mastery of Vocabulary and Their Reading Ability at the Second Grade Students of SMP YMJ Ciputat.* Department of English Education, the Faculty of Tarbiya and Teachers’ Training Syarif Hidayatullah State Islamic University Jakarta.

Advisor : Drs. A.M. Zainuri, M.Pd.

Key words : Students’ Vocabulary Mastery and Reading Ability

This research is purposed to analyze the correlation between students’ vocabulary mastery and their reading ability.

In this research, the writer used quantitative method by *Pearson correlation product moment*. There are two variables in this research. Students’ vocabulary as *independent variable* (variable X) and Reading ability as *dependent variable* (variable Y), the technique of collecting data was by using a test. The test consists of 20 items of vocabulary test and 20 items of reading comprehension. The object of study is 40 students from class VIII A at the second grade students of SMP YMJ Ciputat in the academic year 2010/2011.

From the calculation by using *product moment formula*, it was found out that the mean of the scores of the vocabulary test is 60.375. The mean of the scores of the students’ achievement in reading comprehension is 45.75. The result of applying the $r_{xy}$ ($r_o$) distribution shows that the coefficient correlation is 0.68. The degree of significance 5% is 0.304 and the degree of significance 1% is 0.393. It means $r_o$ is higher than $r_t$ (0.68 > 0.304) and (0.68 > 0.393). So, alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. The conclusion of this research is there is a significant correlation between students’ vocabulary mastery and their reading ability.
ABSTRAK

Misbahudin, 2011, *The Correlation between Students Mastery of Vocabulary and Their Reading Ability at the Second Grade Students of SMP YMJ Ciputat*. Department of English Education, the Faculty of Tarbiya and Teachers’ Training Syarif Hidayatullah State Islamic University Jakarta.

Pembimbing : Drs. A.M. Zainuri, M.Pd.

Kata Kunci : Penguasaan Kosakata Siswa dan Pemahaman Membaca

Penelitian ini bertujuan untuk menganalisa hubungan antara penguasaan kosakata siswa dan pemahaman membaca mereka.


Dari penghitungan dengan menggunakan rumus *product moment*, ditemukan bahwa *mean* dari nilai vocabulary tes adalah 60.375, dan *mean* dari reading comprehension tes adalah 45.75. Hasil dari distribusi menggunakan *r*xy (r) menunjukan bahwa koefisien korelasi adalah 0.68. Taraf signifikansi 5% adalah 0.304 dan taraf signifikansi 1% adalah 0.393. Itu berarti *r* lebih tinggi daripada *r* (0.68 > 0.304) dan (0.68 > 0.393). Jadi, alternatif hipotesis (Ha) diterima dan null hipotesis (Ho) ditolak. Kesimpulan dari penelitian ini yaitu terdapat hubungan yang signifikan antara penguasaan kosakata siswa dan pemahaman membaca mereka.
ACKNOWLEDGEMENT

In the name of Allah the Beneficent the Merciful.

All praise be to Allah, Lord of the World, who has blessed and given the writer abundant mercies, helps and guidance so that he could complete this “skripsi” properly; peace and blessing be upon the prophet Muhammad (peace be upon him), his families, his companions, and his followers.

The writer is absolutely consious that he could not carry out this work without helping of others.

The writer does not forget to express his great appreciation and gratitude to his advisor, Drs. AM. Zainuri, M.Pd, for his huge motivation, spirit and sincerity in guiding him to carry out this work from the beginning to the end. The writer also wishes to express an acknowledgement and deep gratitude to:

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2. Drs. Syauki, M.Pd, the head of English Departement.
3. Neneng Sunengsih, M.Pd, the Secretary of English Departement.
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13. To any other person who cannot be mentioned one by one to their any contribution to the writer during finishing this “skripsi”

Finally, the words can not be enough to be expressed, except praise be to Allah the lord of the world, for his blessing and quidence. May this “skripsi” be useful to every one, particulary for the writer and the reader in general. Also the writer realizes that this “Skripsi” is far from being perfect. It is a pleasure for him to receive conrtuctive critics and suggestion from everyone who read this “skripsi”. May Allah grant our wishes. Amien.

Ciputat, January 2011

The Writer
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A. Background of the Study

Learning English as a second language as well as learning Indonesian language for the majority of students in Indonesia have been widely considered important to the national development. Language is a basic need for human communication in expressing ideas, thoughts and feelings. It functions as a means of communication. Most human knowledge and culture are transmitted through language. English language is a compulsory lesson in every level such as; elementary up to high school that functions as a means in the students’ self development in knowledge, technology, art, and culture.

One of English components taught to the learners is vocabulary because it has a primary role for all language skills as Taylor said “vocabulary may have a special importance for adult’s learners, since it is the one area of the language learning that does not appear to be slowed down by age”.¹ The more learners master the vocabularies, the better their performances in all aspects of English language will be. But it does not mean the other components are ignored such as; sound and grammar. All of these aspects are learned together; they are attached one to another. If the more learners can master of vocabulary such as noun, adjective, verb, including function and content words, they will understand text of

reading such as grasp the main idea, detail not detail, inference, etc. Students cannot understand what they are reading without knowing what most of the word mean. So, without building a large vocabulary, students cannot read successfully.

Vocabulary is important in learning a foreign language. It is one element that links the four skills of listening, speaking, reading and writing altogether. In order to communicate well in a foreign language, students would acquire a sufficient number of words and know how to use them accurately. There are many factors which influence the students’ vocabulary. They are intrinsic and extrinsic factors. Intrinsic factors mean factors which come from inside of the students such as: motivation, intelligence, passion and interest. And extrinsic factors mean factors which come from outside of the students that affect their learning process such as: economic background, learning material, teacher’s performance including their teaching method.

Vocabulary is a crucial component in acquiring and understanding language. When we read something it will sound good if we understand the words or vocabularies in our reading. It will help and guide us in pronouncing, reading, and grasping the idea from our reading, so we will understand better. Vocabulary is the stock of words used in a language. The more students have stock of words used in a language, the better it will make their performance. Mastering vocabulary is the ability to get or to receive lots of words. By having and mastering vocabulary we will know the meaning of vocabulary in the context. It can also help to avoid making mistake in understanding a text.

Nowadays, the ability to comprehend English is necessary for millions of people. By understanding English, people are able to communicate in English and also able to read many kinds of English texts as Harris said that “the ability to read is crucial in contemporary society. People find many texts written in English, from holiday brochures to academic books, newspaper, pamphlets, magazines,

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traffic directions, advertisement, etc”\textsuperscript{3}. Therefore, the ability to read English text in any form will give a great deal of advantages in our lives.

Reading is the act of interpreting printed and written word. Reading requires understanding or comprehending written language. Through reading we acquire new ideas, obtain needed information, seek support for our ideas and broaden our interest. We can also get message that the writer expressed. The ability to read helps distinguish human being from other animals. Madox said that “reading is the most important single in study”\textsuperscript{4}.

Reading is a good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is needed in every level of field of study. Particularly in cases when students have to read English materials for their own special subject.

Being able to read in English is very important. We know the success in reading is the most necessary because it is a basic tool of education. All the subjects of elementary school such as mathematics, science, language, and others depend on the ability to read. In high school and college, reading ability becomes even more important.

Most of us if we find the difficult word, we still just continue our reading in the hope that the word we read is not really important or that its meaning will become clear later on. But sometimes the word that we passed usually as the key of our reading and understanding. We cannot catch and grasp the idea from our reading as well as possible. So looking up the difficult words in a dictionary is better for us, but the skillful reader understands as he reads.

From the explanations mentioned above, we know how important the vocabulary in reading activity, it shows that they have close relation. To get empirical data about it the writer will organize the test result to prove the influence of students’ vocabulary and their reading ability. By getting the grades,\textsuperscript{3} Larry A. Harris and Carl B. Smith, \textit{READING INSTRUCTION: Diagnostic Teaching in the Classroom 3\textsuperscript{rd} Edition}, (New York: Richard C. Owen Publisher, Inc. 1980) p. 39
the writer tries to find the answer of the students’ vocabulary influencing their reading ability.

B. Limitation and Formulation of the Problem

To make the problem clear, it is necessary for the writer to limit the problem. The limitation of the problem as follows: The correlation between students mastery of vocabulary and their reading ability.

Based on the statement above, the writer formulates the problem is: “Whether students’ vocabulary has a correlation with their reading ability in Second Grade students of SMP YMJ Ciputat?”

C. The Objective of the Study

The objectives of the study as follows:

1. The writer wants to analyze correlation between students’ vocabulary mastery and their reading ability.
2. The writer wants to know whether there is a significant correlation between students’ vocabulary mastery and their reading ability.

D. 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 students’ vocabulary and their ability of reading among the eighth grade students of SMP YMJ Ciputat in the academic year 2010/2011. Hopefully, the result of this study is useful for writer, students, teachers, and all the readers. The results will be used for the following:

1. For the writer

By doing the research, the writer hopes that he 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 his life.
2. 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.

2. For the teachers

This research is expected to provide students with the information about students’ vocabulary and their reading ability, 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.

3. For the readers

It is expected by reading this research the reader will have no find any difficulties in understanding the vocabulary mastery and reading comprehension.
CHAPTER II
THEORETICAL FRAMEWORK

A. Vocabulary

1. Definition of Vocabulary

In this chapter the writer would explain the definition of vocabulary. The learners have to understand the definition of vocabulary first. It is difficult to make one definition of vocabulary. So, the writer tries to take it from some references.

Vocabulary is the “Everest of language”.¹ Wilkins assumed that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.² For this reason, a person who wants to be able to communicate in a certain language has to master the vocabulary of that language for the first time.

When someone talks about vocabulary, the first thing comes in one’s mind; vocabulary is a group of words on a certain language as a part teaching-learning a foreign language. The core vocabulary of the first language is learned at home in the great struggle of the child to communicate his needs. He learns words for the persons with whom he lives, for the things he needs, for the actions he wants performed or stopped, and he learns function words that enable him to construct the sentences he says.³

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² Scott Thornbury, How to Teach Vocabulary, (Harlow: Longman Pearson Education Ltd, 2002), p. 13
Vocabulary as one of the language aspects have to be learned when people learn a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing, and reading. A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and has a capability of using it accurately. It is obvious that vocabulary is very important in learning a language, especially English, because the English vocabulary is extremely large and it varies as well. Therefore, it is highly essential for English teachers to help their students’ master vocabulary.

Longman Active Study Dictionary of English defines of vocabulary as follows:

a. Words.
b. All the words you know in a language.
c. The words used in a particular subject or situation.4

In Webster vocabulary is defined as follows:
a) A list or collection of words and phrases usually alphabetically arranged and explained or define; dictionary, glossary, etc.
b) All the words of a language, or all those used by a particular person, class, etc.
c) A word regarded as a unit of sounds or letters rather than as a unit of meaning.5

Hornby in “Oxford Advanced Learner’s Dictionary of Current English” states that vocabulary is:
1) Book containing a list of words; list of words used in a book, etc., usually with definition or translation.
2) (Range of) words known to, or used by, a person, in a trade, profession, etc.6

Vocabulary is considered as the most important part in learning a language. Vocabulary is a list of words or stock of words used by person in a language containing meaning, some easily taking and reaching meaning,

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especially that refer to concrete objects and activities. Besides that vocabulary can be defined, roughly as the words we teach in the foreign language.

It is impossible for the students to read, write and speak a foreign language without having enough knowledge of the vocabulary. Learning the new vocabulary does not only mean memorizing the form of the word but also understand its meaning.

Besides vocabulary, learning language structures is also important. Even though the students have mastered well, it is not a guarantee for them to use English language perfectly. By knowing the structure, it is helped to be able to make use of words, and can be decided whether the words are noun or verb to look up in the dictionary.

2. Kinds of Vocabulary

Vocabulary varies in the four skills of language, listening, writing, reading and speaking. Generally, a student will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. But in real situation, the process may change, especially in a foreign language teaching. Reading vocabulary may become the first stage before processing the speaking and listening vocabulary.

According to the basis of frequency, vocabulary can be divided into two kinds; there are high frequency vocabulary and low frequency vocabulary.\(^7\)

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

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 word families.

Aebersold and Lee Field classify it into active and passive.

a) Active Vocabulary (Productive Vocabulary)
   It refers to put item which the learner can use appropriately in speaking or writing, and it is also called as productive vocabulary, although in fact it is more difficult to put into practice, its means that to use the productive vocabulary, the students must know how to pronounce it well, they must familiar with collocation and understand the connotation meaning of the word. This type is often used in speaking and writing skill.

b) Passive Vocabulary (Receptive Vocabulary)
   It refers to language items that can be recognized and understood in the context of reading or listening and also called as receptive vocabulary.8

Besides receptive and productive vocabulary, Aebersold and Lee Field also classified vocabulary into topic-specific or content-specific vocabulary. Topic-specific or content-specific vocabulary is the words that appear frequently in a particular text because they are related to the topic of the text. For example, in a text on the topic of ice cream, the words flavor, texture, cone, toppings and carton might appear frequently. So, we can call those words as topic-specific or content-specific vocabulary.

Fries says vocabulary is of two, namely; function and content word.

a. The function words are a closed class, we cannot add to the preposition or auxiliaries or modals or any structure word of language.

b. The content words, on the other hand, can be added to at any times as new scientific advances make new words and communication about new inventions necessary.9

Moreover, there are two kinds of vocabulary used by people for their communication, namely; general vocabulary and special vocabulary.10 The general vocabulary is the words used in general; there is no limit of fields or users, general in meaning and use. And the special vocabulary is used in certain field,

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8 Jo Ann Aebersold and Mary Lee Field, From Reader to Reading Teacher, (Cambridge: Cambridge University Press, 1997), p. 139
job, profession or special science. For example: politicians, journalist, and lawyer. All these have specialized vocabulary arising from particular circumstances of their lives and work.

From the explanation above, we know that every experts in every book is different in classifying the kind of vocabulary, because every person has different ways in showing and telling their opinions and ideas. Some of them who emphasize vocabulary to the items which the learners can use appropriately in speaking or writing and to the language items which the learners can use appropriately in speaking or writing and to the language items that can be recognized and understood in the context of reading and listening and some of them classify vocabulary that they have made are different, but the point is the same, because their classification are based on the different sides and aspects.

3. Principles of Teaching Vocabulary

Because of the importance of vocabulary, it needs a serious attention in learning vocabulary from both learners and teachers. It becomes a great challenging act for the teacher to teach vocabulary, what kind of methods they use, what kind of vocabulary that they give, or how many vocabularies that they should teach. There are some key principles in teaching vocabulary:

a. Building a large sight of vocabulary.
b. Integrating new words with previous words.
c. Providing a number of encounters with a word.
d. Promoting deep level of processing.
e. Facilitating imaging.
f. Making new word “real” by connecting them to the student’s word in some way.
g. Using variety techniques.
h. Encouraging independent learning strategies.¹¹

Broadly speaking, Finocchiaro 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 would be systematically presented and practiced.

b). Vocabulary would always be taught in normal speech utterances.

c). New vocabulary items would always be introduced in known structures.

d). Whenever possible, the vocabulary items would be centered about one topic.

e). Whenever a familiar world is met in a new context; it would be taught again and practiced.

f). Vocabulary items would be taught in the same way we teach everything else. We give our students an understanding of the meaning in many ways.

g). Vocabulary would be practiced, as structures are practiced—in substitution drills, transformational drills, transformation drills, questions and answers, etc.

h). Vocabulary items would be reintroduced many times with all the structures and all the situations in which they can logically be used.

i). Students would be encouraged to learn and use nouns, verbs, adjectives, and adverbs, which contain the same roots.  

As it has already been mentioned at the beginning that there is no right or best way to teach English skill, it all depends on the type of students, the school system and curriculum, the word that are targeted and many other factors. The choice of vocabulary to teach is also limited to the learners need, experiences and interest.

To master vocabulary, the teacher follows the principles in mastering vocabulary. According to Wallace as follows:

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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?
b. Quantity
The teacher may have to decide on the number of vocabulary items to be learned 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 or 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. 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. 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). So that a student will learn words in the situation in which they are appropriate.13

4. The Scoring of Vocabulary
Nurgiyantoro categorized levels of scoring of reading comprehension achievement into four categories level scores:14

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The writer concluded that the aim of language teaching is that 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.

B. Reading

1. Definition of Reading

Reading knowledge is broadened and well-informed by reading. Reading is really crucial in our knowledge, and is usually broadened and informed by reading activities, and the activity of reading can be found in the internet, book, etc.  

Students would practice their reading more and more, so that their reading ability and their reading experience will be improved. They may find difficulty and frustrating, but if they keep practicing, they will have a good sense of English and will help them to grasp the total meaning of the words. Another thing should be remembered in reading that students should not open a dictionary too often because it will slow down their reading rate and can make them bored. If they find new words, they should try to guess the meanings by trying to find out any clue words according to the context in the passages.

One of the major problems in reading instructional skill is the definition of reading itself, as we know that reading is a complex process. Because of its complexity, it is apparent that one simple definition will not sufficient, for those reason reading would be described and defined in various ways.

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There are a lot of definitions of reading. Linguists give definitions about reading, their opinions about reading vary. Some of them say reading is the process to get, to understand, to catch the content of the reading. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

Generally, reading can be defined as an interaction with a printed message. It means that reading is not passive action; there is some intellectual energy to be expanded. Reading is the art of transmitting the ideas, facts and feelings from the mind and soul of a reader, with accuracy and understandings, and much more.

Five answer responding to the questions about what the definitions of reading are:

a. Reading is a complex process.

b. Reading means to get information from the printed page.

c. Reading is the ability to pronounce and comprehend the printed word.

d. Reading is interpreting sounds, letters, or symbols by assigning meanings to them.

e. Reading is receiving ideas and impressions from an author via printed words.  

Reading is a developmental process, the first stage learning sound symbol correspondences either directly or by reading aloud sentences and words that have been mastered orally, and then we learn to read these same words and sentence patterns in new combinations. Dubin explained the meaning of reading as “reading is primarily a cognitive process, which means that the brain does most of the work”.  

While Lado states “reading in a foreign language consists of grasping meaning in that language though its written representation”. 

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Those statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the readers’ intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.

2. Aims of Reading

A person may read for many purposes, and purpose helps to understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if he reads for studying or setting information such news, science or same line, which are part of his study or assignment he does it very slowly and carefully.\(^\text{20}\)

As we know, the purpose of reading is that the learner understands the written language, in other words, how the learner gets the message from the writer’s symbols. One of the most important tasks of the reader is to dig out and find out what the writer would like to say.

According to Anderson, there are seven aims of reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest.\(^\text{21}\)

a. Reading for details and fact is reading to know what is done by the subject of the story.
b. Reading for main ideas is reading to get the problem statement
c. Reading for sequence of organization is reading to know each part of the story.
d. Reading for inference is reading to know what is the writer meant by its story.

e. Reading for classifying is reading to find unusual things
f. Reading for evaluating is reading to know the value of the story
g. Reading for comparing or contest is reading to compare the way of life of the story with the way of life of the reader.

Another author said that the aim of reading is:

1). Reading for pleasure
2). Reading for information (in order to find out something or in order to do something with the information you get).  

Meanwhile Lester and Crow classified two general purposes. These purposes includes; Leisure-time reading and more serious reading.

a). Leisure-time reading. It is reading for enjoyment which may vary in to follow your favorite sport, comic, article, and movie program.
b). More serious reading. It is reading to study for a goal such as to obtain factual information and solve problems.

The above statements give us a clear explanation that the purpose or aim of reading is not only to understand word by word, sentence by sentence or by paragraph but also to understand and find the written ideas.

3. Kinds of Reading

There are two kinds of reading that students usually do in the classroom. The most common is reading aloud (oral matter). It means that the learner has to think about the pronunciation, the correct tone, and the rhythm together with the meaning of reading master.

The second type is silent reading, the student do not take care of the pronunciation, intonation, or the rhythm.

Depending on the purposes of reading it also can be classified into two types of activities, intensive and extensive reading.

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a. Intensive reading

Intensive reading means reading shorter texts to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role here than skimming. Reader is trying to absorb all the information given, example: Reading dosage instruction for medicine.

b. Extensive reading

Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for ones’ own pleasure. This is a fluency activity, mainly involving understanding. Example: Reading a newspaper, article, short story or novel.

Some classifications of reading as interned by Williams are:\(^\text{25}\)

1. Getting general information from the text

For information, reading is a continuous source of inspiration and pleasure. Books and other printed materials provide knowledge that may be helpful in various ways. Many person read to learn more about their special fields or interest, such as current events, European History, painting, flowers, philosophy, physic, etc. many people read for information just to satisfy their curiosity. The more one knows the better change he or she has to understand other people and to communicate effectively with them.

2. Getting specific information from the text

Students read for information and study for examination by reading the notes they have taken in a class.

c) Reading for pleasure or interest

Sometimes someone reads just for pleasure, he or she reads to use their spare time.

The main ways of reading are:\(^\text{26}\)

a). Skimming

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\(^{26}\) Christine Nuttall, *Teaching Reading Skill in A Foreign Language*, p. 34
Skimming is a useful skill to be applied in reading. 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 are many reasons of skimming reading:

1. To find a piece of special information in the paragraph, quotation or reverence.
2. To take the main idea and the important items from the text quickly.
3. 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. 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. 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.

So if a person wants to get an address, phone number, a date in a book over paragraph in order to locate a special piece of information, those activities is called “scanning” but if he reads all the passage in order to know about what it deals about his reading, that is called “skimming”.
In skimming a reader must ask himself what the text is talked about. He must move his eyes quickly over the text, looking especially at the main title, the beginning and the end, and the first sentence of paragraph. In scanning the reader must ask himself whether or not the text contains what he is looking for and if any, he must find where is located, he moves also his eyes more or less quickly over the text for specific items.

4. 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:27

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.

27 Douglass H. Brown, Teaching by Participles an Interactive Approach to Language Pedagogy Strategies of Reading, (Harlow: Longman a Person Education company, 2001), p.43
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 principles of teaching language is very important, so the principles must be reminded and used in teaching learning process.

5. The Scoring of Reading Comprehension

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

Table 2.2

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C. Correlation between Vocabulary and Reading

Vocabulary and reading cannot be separated, because both of them relate to each other. Vocabulary is very important to reading comprehension. Students cannot understand what they are reading without knowing what most of the word mean. As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary. Building vocabulary skill improves reading comprehension and reading fluency. So, without building a large vocabulary, student cannot read successfully.

Building vocabulary can be started from teacher practice, students influenced by the conversation, short reading text and games. One of difficulties of students face when learn English is vocabulary because they always confused when they did not find the meaning of word. It is because they seldom in memorize and use this language. Whereas in fact of vocabulary is the most important thing in reading skill. Most of us if we find the difficult word, we still just continue our reading in the hope that the word we read is not really important or that it’s meaning will become clear later on. But sometimes these word that we passed usually as the key of our reading and understanding. We cannot catch and grasp the idea from our reading as fast as possible. So looking up the difficult words in dictionary is better for us. But the skillful reader understands as he reads.

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29 http://www.abc-read.com/vocabulary
D. Hypothesis

To find the answer the problem, the writer should propose Alternative hypothesis (Ha) and Null hypothesis (Ho) as follow:

1. Alternative hypothesis (Ha): there is correlation between students’ vocabulary mastery and their reading comprehension for the students at second grade of SMP YMJ Ciputat.
2. Null hypothesis (Ho): there is no correlation between students’ vocabulary mastery and their reading comprehension for the students at second grade of SMP YMJ Ciputat.
CHAPTER III
RESEARCH METHODOLOGY

A. Purpose of the Study
The purpose of this study is to get empirical data about the correlation between students’ vocabulary mastery and their reading ability, at the second grade students of Junior High School (SMP YMJ) Ciputat, Tangerang Selatan.

B. Place and Time of the Study
The research was conducted at SMP YMJ Ciputat that is located on Jalan Limun no.27 Ciputat, Tangerang Selatan. The research was carried out from 4th up to 13th January, 2011. After getting an agreement of the school principal and then consult to the English teacher who teaches at the second grade of SMP YMJ Ciputat.

C. Method of the Study
In completing the data, the writer used the field research. In the field research, the writer conducted the research for the students at the second grade of SMP YMJ Ciputat. The writer gave a test to the students and asked them to answer the question that he made.

This research uses the quantitative method, with the analysis of Product Moment according to Karl Pearson. It is usually used to correlate two variables

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based on its correlation coefficient value. It is useful to describe and find out the significance of the correlation between those two variables, variable X and variable Y. The first variable is the students’ Vocabulary score which is taken by how many vocabularies they know from the test given; it is considered as independent variable (variable X). The second variable is their Reading ability score which is taken from their comprehension in reading with the texts; we considered it as dependent variable (variable Y).

D. Population and Sample

The writer takes the whole students at second grade of SMP YMJ Ciputat because they have enough knowledge and motivation in their study and their reading ability is also good enough.

And in determine the sample, the writer use cluster sampling. There are two classes A and B in the second grade of SMP YMJ. From those classes the writer took one class of class A they are 40 students as an experiment class and also as sample of this study.

E. 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 data, the writer uses some techniques.

1. Field Research

In this research, the writer gave a test to the students of class A at SMP YMJ Ciputat. This test was focused on the vocabulary test and reading test.

2. Testing

Since the writer wanted to investigate the correlation between two kinds of test, vocabulary and reading comprehension, so the writer uses test method. The test consists of 40 items and divided into two parts; the first is vocabulary test, which consists of 20 items. The second is reading comprehension, which also consists of 20 items.
F. Research Instrument

The research instrument plays an important role to collect data. The instrument used in this research is an objective test, and the writer used one type of objective test, which is multiple-choice type. Multiple-choice type can be scored objectively and can measure learning outcome directly.

There are two kinds of instrument used in this research, they are: vocabulary test and reading comprehension test. The students obtain score of vocabulary and reading comprehension test after they take the test.

In this research, the test consisted of 40 items with four alternatives. The alternatives include one correct answer and three wrong answers. There are four passages and from each passage the writer makes a question on reading comprehension including question of vocabulary, main idea, detail, not detail, and inference. The test of vocabulary is not only based on the contents of the passage in the textbook but also taken from another book, which is correlated to their study and syllabus.

From these test, the writer took all questions that have significant correlation with the students’ compulsory book, such as Look A Head for Year VIII (Published by PT Erlangga), English in Focus for Grade VIII (Published by Pusat Perbukuan Depdiknas) and work sheet (LKS- Lembar Kerja Siswa) for class VIII (Published by CV. Media Karya Putra). So, the questions of the test calculated are relevant to the objective of the course.

G. Technique of Data Analysis

To find out the influence of the students’ vocabulary to their reading ability, the writer uses a Pearson product moment correlations. The correlation technique is an analysis technique to evaluate hypothesis concerning correlation between two variables that are examined statistically.
In the correlation technique, the variables are compared to know whether the correlation is very significant or it only happen by chance. The formula of product moment correlation is:\(^2\)

\[
r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}
\]

- \(r_{xy}\) = the correlation coefficient
- \(\sum xy\) = the sum of the multiplication between variable X score and variable Y score.
- \(\sum x^2\) = the sum of standard deviation from Variable X
- \(\sum y^2\) = the sum of standard deviation from Variable Y

Significant critical value: 0.05 and 0.01
Criteria: If \(r_0 > r_t\) means there is correlation and \(H_a\) is accepted, \(H_0\) is rejected.
If \(r_0 < r_t\) means there is no correlation and \(H_a\) is rejected, \(H_0\) is accepted.

- \(H_a\): There is correlation between students’ vocabulary mastery and their reading ability.
- \(H_0\): There is no correlation between students’ vocabulary mastery and their reading ability.

---

\(^2\) Prof. Drs. Anas Sudijono, *Pengantar Statistik Pendidikan*, p. 183
CHAPTER IV
RESEARCH FINDINGS

A. Description of Data

As it has been mentioned in the previous chapter, the writer used the field research. He held field research by taking the scores of 40 students as an experiment test and analyzed those scores in order to find out whether there is any correlation between students’ vocabulary mastery and their reading ability by using the Pearson “r” formula. So, in total there are 40 scores because the samples had 2 set of scores.

The first score is vocabulary that consists of 20 items and the second one is reading comprehension ability that also consists of 20 items. The data of vocabulary test and reading test score result can be seen in the following tables.

Table 4.1
Score of Students’ Vocabulary Test

<table>
<thead>
<tr>
<th>N</th>
<th>Vocabulary (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>70</td>
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<tr>
<td>3</td>
<td>15</td>
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<tr>
<td>4</td>
<td>70</td>
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<tr>
<td>5</td>
<td>90</td>
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<td>7</td>
<td>15</td>
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<td>8</td>
<td>70</td>
</tr>
<tr>
<td>N</td>
<td>Vocabulary (X)</td>
</tr>
<tr>
<td>----</td>
<td>----------------</td>
</tr>
<tr>
<td>9</td>
<td>65</td>
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<tr>
<td>10</td>
<td>75</td>
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<tr>
<td>11</td>
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<tr>
<td>39</td>
<td>80</td>
</tr>
<tr>
<td>40</td>
<td>75</td>
</tr>
</tbody>
</table>

N = 40  \quad \sum X = 2415

**Table 4.2**

**Score of Students’ Reading Comprehension Test**

<table>
<thead>
<tr>
<th>N</th>
<th>Reading Comprehension (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>45</td>
</tr>
<tr>
<td>N</td>
<td>Reading Comprehension (Y)</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
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<td>50</td>
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</tr>
<tr>
<td>40</td>
<td>30</td>
</tr>
</tbody>
</table>

N = 40  \quad \Sigma Y = 1830
B. Analysis of Data

Having finished the field research by using vocabulary test and reading comprehension test, the writer uses statistic calculation of the Pearson Product Moment Formula to analyze the data from the result of vocabulary test and reading comprehension test. The following table shows the calculation result based on the theory.

<table>
<thead>
<tr>
<th>No</th>
<th>X</th>
<th>Y</th>
<th>x</th>
<th>Y</th>
<th>xy</th>
<th>x^2</th>
<th>y^2</th>
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<tr>
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<td>70</td>
<td>45</td>
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<td>-0.75</td>
<td>-7.22</td>
<td>92.64</td>
<td>0.56</td>
</tr>
<tr>
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<td>-15.75</td>
<td>714.66</td>
<td>2058.89</td>
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<td>89.03</td>
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<td>70</td>
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<td>0.56</td>
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<td>-7.22</td>
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<td>19.625</td>
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<td>9.625</td>
<td>-5.75</td>
<td>-55.34</td>
<td>92.64</td>
<td>33.06</td>
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<td>-10.75</td>
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</tr>
<tr>
<td>23</td>
<td>15</td>
<td>20</td>
<td>-45.375</td>
<td>-25.75</td>
<td>1168.41</td>
<td>2058.89</td>
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<td>24</td>
<td>45</td>
<td>10</td>
<td>-15.375</td>
<td>-35.75</td>
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<td>236.39</td>
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<td>25</td>
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<td>65</td>
<td>4.625</td>
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<td>89.03</td>
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<td>370.56</td>
</tr>
<tr>
<td>26</td>
<td>70</td>
<td>45</td>
<td>9.625</td>
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<td>0.56</td>
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<tr>
<td>27</td>
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<td>65</td>
<td>9.625</td>
<td>19.25</td>
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<td>92.64</td>
<td>370.56</td>
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<td>28</td>
<td>70</td>
<td>65</td>
<td>9.625</td>
<td>19.25</td>
<td>185.28</td>
<td>92.64</td>
<td>370.56</td>
</tr>
<tr>
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<td>70</td>
<td>35</td>
<td>9.625</td>
<td>-10.75</td>
<td>-103.47</td>
<td>92.64</td>
<td>115.56</td>
</tr>
<tr>
<td>30</td>
<td>70</td>
<td>65</td>
<td>9.625</td>
<td>19.25</td>
<td>185.28</td>
<td>92.64</td>
<td>370.56</td>
</tr>
</tbody>
</table>
Based on the table above to calculate the score of mean each variable (X and Y) is used formula as follows:¹

a. Score of mean (variable X)

The formula: \( M_x = \frac{\Sigma X}{N} = \frac{2415}{40} = 60.375 \)

b. Score of mean (variable Y)

The formula: \( M_y = \frac{\Sigma Y}{N} = \frac{1830}{40} = 45.75 \)

After obtained the score of mean, then calculated deviation each score x with formula \( x = X - M_x \) and each score y with formula \( y = Y - M_y \),

\[
\bar{r}_{xy} = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}
\]
\[
SD_x = \sqrt{\frac{\Sigma x^2}{N}}
\]
\[
SD_y = \sqrt{\frac{\Sigma y^2}{N}}
\]
\[
SD_x = \frac{\sqrt{15419.38}}{40}
\]
\[
SD_y = \sqrt{385.4845}
\]
\[
SD_x = 19.63
\]

¹ Prof. Drs. Anas Sudijono, *Pengantar Statistik Pendidikan*, p. 200
To know the correlation of them in 5% and 1% significance, the writer used r table with df formula: df = N - nr

\[ df = N - nr = 40 - 2 = 38 \]

At the degree of significance of 5% = 0.304
At the degree of significance of 1% = 0.393

**C. Test of Hypothesis**

The writer has mentioned the hypothesis before from the hypothesis, the writer has criterion of test hypothesis:
If $r_0 > r_t$ the alternative hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected. It means there is correlation between students’ vocabulary and reading ability.

If $r_0 < r_t$ the alternative hypothesis (Ha) is rejected and Null Hypothesis (Ho) is accepted. It means there is no correlation between students’ vocabulary and reading ability.

According to the table of significance, it can be seen that df 38 is closer to $r$ table df 40, so the writer took the $r$ table df 40, we get point 0.304 on $r$ table for the 5% significance degree, and point 0.393 on 1% significance degree. So it means point 0.68 of $r_0$ is higher than $r$ table (0.68 > 0.304 and 0.68 > 0.393), from that result, we can conclude that null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.

In conclusion, correlation between students’ vocabulary and reading ability is significant.

D. Interpretation

The level of influence is as follows:

<table>
<thead>
<tr>
<th>Product Moment (r)</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<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>0.40 - 0.70</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>

Based on the result of statistics calculation above, the correlation between the two variables X and Y is positive, it is 0.68. In another word, the correlation

---

2 Prof. Drs. Anas Sudijono, *Pengantar Statistik Pendidikan*, p. 193
between the students’ vocabulary and their reading ability is considered moderate as seen in the table above.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data described above, the comparison between students’ vocabulary and their reading ability, are obtained that the value of $r_0$ is 1.00 the degree of freedom (df) is 38. In the table of the degree of significant of 5% and 1% the value of the degree of significant is 0.304 and 0.393. It means that $H_0$ is rejected and $H_a$ is accepted, and it can be concluded that a correlation between the students’ vocabulary (X) and reading comprehension (Y) at the second grade students of SMP YMJ Ciputat in academic year 2010/2011 is significant.

The writer also concludes that most students are still weak not only in their achievement of vocabulary, but also in reading comprehension ability. For example using dictionary is very helpful for them to find out the meaning of words. The writer also finds out that the correlation between vocabulary and reading is significant. So, both of them cannot be separated each other.

B. Suggestion

Based on the conclusion above, it is suggested that in reading ability and in vocabulary are:

1. English teacher is a motivator and stimulator. The teacher should support the students’ expectation about reading and arouse their interest to increase their reading comprehension.
2. A teacher should know and able to implement a good method in teaching reading, because it is quite complicated to learn.

3. The teacher should encourage the students to have and use dictionary as a tool to help them with difficult words.

4. The teacher should also give a high motivation to the students to read more and more English literature to increase their vocabulary level.
BIBLIOGRAPHY


http://www.abc-read.com/vocabulary
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. Mrs. Nancy and her family enjoy their dinner in the ....................... 
   a. living room    b. waiting room     c. dining room     d. bedroom

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 usually .......................books. 
   a. land                b. borrow        c. send                       d. buy

6. We don’t go to school on ....................... 
   a. Monday            b. Tuesday         c. Sunday                  d. Wednesday

7. Give me a .........................to make my body warm. 
   a. handkerchief        b. blanket           c. soap                d. table clothes

8. Where can we get vegetables? We can go to ........... 
   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. Annie often helps her mother in the kitchen because her hobby is ........ 
   a. shopping           b. playing           c. washing               d. cooking

11. Give ......................... of 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. Sports help us become strong and ........... 
   a. hearty                   b. sleepy            c. healthy                  d. wealthy

14. My father is a driver. He drivers ....................... 
   a. carefully                b. carelessly               c. quickly                    d. slowly
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 is …………………….plants.
   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 drinks …………………….coffee every morning.
   a. a cup of                 b. a plate of             c. a spoon of                d. a bottle of
20. Sandy celebrated her birthday yesterday. She felt …………………….
   a. happy               b. sad                       c. angry                        d. confuse

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

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.

1. Books have many important because they …………
   a. are very boring to read                        c. can give us a lot of knowledge
   b. make use very sad                               d. can give us happiness
2. What is the best title for the text above?
   a. What is knowledge?                            c. What are libraries for?
   b. What are books for?                          d. What are famous people?
3. When we are tired we read books to help us. “Us’ here refers to ……………………
   a. they and he        b. yours and mine       c. journalist         d. you and me
4. X: Why do we often read?
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.

   a. biology     b. chemistry     c. physic     d. mathematic

9. 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

10. Did his mother give him some money?
    a. Yes, she did       b. No, she did not   c. Maybe       d. Probably

11. 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
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.

12. 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

13. The words “it” in the line 5 refers to …………………….
   a. jogging                   b. hunting               c. swimming               d. cycling

14. The word “they” in the line 4 refers to …………………….
   a. sport                        b. people                c. sports                       d. peoples

15. Jogging is the best sport and the cheapest one. “The best” means ……….
   a. bad                         b. nice                    c. very good                  d. kind

16. The simplest sport is jogging. The underlined word means…..
   a. the best                  b. the worse             c. the easiest            d. the cheapest

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.

17. When did susi Susanti born? She was born in………..

18. Where was susi Susanti born? She was born in ………
   a. Bandung                                      c. Tasik Malaya
   b. Sumedang                                   d. Indramayu

19. Who took Susi Susanti to Badminton court?
   a. her mother            b. her father             c. her brother              d. her sister

20. Susi Susanti is a ……………………of the Badminton championship.
   a. winner                  b. supporter            c. presenter             d. referee
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