

**A CASE STUDY ON THE CORRELATION BETWEEN
THE MASTERY OF VOCABULARY AND
IN READING COMPREHENSION OF
SMA STELLA DUCE STUDENTS**



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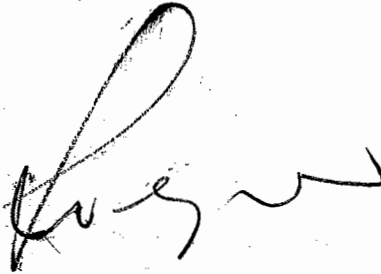
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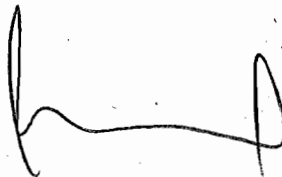
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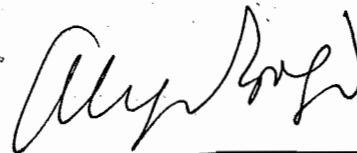
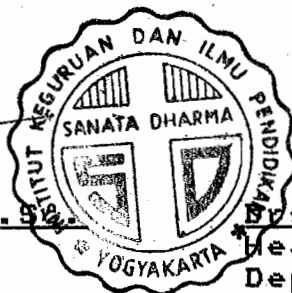
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Chapter I

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

It is very obvious that English as a means of communication plays a very important role in this modern life. Every university or college in Indonesia always put English as one of the subjects which is tested for on SMA graduate who wants to enter its faculty. And one who masters English has more chances to get a job both in foreign and domestic companies. Moreover, modern sciences and new innovation mostly are written in English. So, one who is able to read and comprehend those books is a step ahead of one who is not.

Realizing the situation and the need that appear in Indonesia nowadays, the government tries to do some improvements toward the field of education.

The general instructional objective of the 1984 English Senior High School Curriculum mentions, as I take from E. Haryanto's thesis, that the students are expected to comprehend the content of a certain passage or article of a

certain topic written in English.¹ Because of the objective of the new curriculum it is sure that reading comprehension is given more attention and is put as the first priority in English teaching. We can see in the curriculum that reading and vocabulary building get the most time allotment.

The added time allotment for reading and vocabulary building, and the changes in reading passages into the new ones show us that the attempts toward innovation and construction in the field of reading instruction in Senior High School have been made by the government.

All the facts stated above make us see how important reading skills especially reading comprehension are. As Bright and McGregor say:

"Only by reading can the pupil acquire the speed and skill he will need for practical purposes when he leaves school. In our literate society it is hard to imagine any skilled work that does not require the ability to read. Professional competence depends on it."²

¹ A. Edy Haryanto, The Correlation Between The Reading Interest of The S1 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma in English Passages and Their Achievement in Reading Comprehension, (Unpublished Thesis, IKIP Sanata Dharma, Yogyakarta, October 1986), p.1.

² J.A. Bright and G.P. Mc Gregor, Teaching English as a Second Language, (Thetford, Norfolk, Great Britain, Lowe & Brydone, Ltd., 1973), p.52.

Both the curriculum 1975 and 1984 state that reading comprehension is the object of our English teaching. But the complaint about the result of teaching English remains the same. SMA graduates are still not able to read comprehensively books written in English.

There are several factors which may influence the success of reading instruction such as vocabulary, grammar, curriculum, skillful teachers, students' interest, and so on. As James Ward states:

"Reading is perhaps the most difficult language skill to teach, for it involves so many different elements: mechanical eyes movement, grammar vocabulary, phonetics, spelling, and intellectual comprehension"³)

Some opinions, however, put vocabulary as the most important aspect or the main factor which influences reading comprehension. As Allen says there is a great deal more to learn about reading. The first thing that usually comes to mind is vocabulary. Without a wide range of vocabulary, nobody can read with much comprehension.⁴) And

³James Ward, "Techniques for Teaching Reading", English Teaching Forum, Vol. XVIII, Nu.2, (Washington: April 1980), p.2.

⁴Virginia French Allen, "Teaching Beginning Reading", English Teaching Forum, Vol.XV, Nu.2, (Washington: April 1977), p.24.

Cushenbery also confirms how important vocabulary is. He states:

"One of the most important aspects of reading is the degree of vocabulary power possessed by each student."⁵

I do agree with the opinions which say that vocabulary is the main factor in the success of reading comprehension. If the students read an English passage and find some new words they do not understand of course they will find difficulties in understanding and in comprehending the passage they read. And finally they will stop reading. So, it cannot be denied that the mastery of vocabulary holds a strong role in reading comprehension.

It is very clear that reading without comprehending is useless. And in comprehensive reading there is no doubt that the teacher should be aware of students' mastery in vocabulary. As Cushenbery writes in his book "Improving Reading Skills in the Content Area":

"Vocabulary enlargement is a lifetime process and is the responsibility of every teacher who employs print media as teaching materials."⁶

⁵Donald C. Cushenbery, Improving Reading Skills in the Content Area, (Illinois, Charles C. Thomas Publisher, 1985), p.38.

⁶Ibid., p.55

Though all of the statements above show us the role of students' mastery in vocabulary in their mastery of reading comprehension, still many teachers give little attention to the teaching of vocabulary. They seem not to know the importance of teaching vocabulary. This has been observed by Lie Kim San in his thesis. He found that teachers put vocabulary as a last priority in their teaching. Only very limited time is spent on vocabulary teaching, usually it is included in reading.⁷⁾ Through questionnaires which he distributed to some teachers at some SMA's he gained the data of the profile of teaching English at some SMA's in Yogyakarta. According to the priority given by the teachers, he put the language elements and skills which are taught into the following sequence:⁸⁾

1. Grammar
2. Reading Comprehension
3. Conversation
4. Vocabulary

The negligence of teaching vocabulary is very likely to cause the students' limited vocabulary, resulting in the students' poor comprehension.

⁷ Liem Kim San, Lack of Vocabulary: One Factor Causing SMA Graduates' Poor English Reading Comprehension, (Unpublished Thesis, IKIP Sanata Dharma, Yogyakarta, January 1985), p.25.

⁸ Ibid.

Finding such a fact, I choose vocabulary as it is the most important factor which may influence students' mastery in reading comprehension.

On the other hand, E. Haryanto in his thesis states that the students' mastery in vocabulary does not affect the results of their mastery in reading comprehension, or, there is no correlation between the two subjects. This opposite opinion made me curious to do a case study to find the correlation between the students' mastery in vocabulary and their mastery in reading comprehension.

To come to the matter I conducted a case study, using first semester students of SMA Stella Duce. This study is then under the title "A case study on the correlation between the mastery of vocabulary and in reading comprehension of SMA Stella Duce".

1.2. PROBLEM IDENTIFICATION

In identifying the problems within the reading passages, there are three main factors of this study that need to be well defined. This study is entitled "A case study on the correlation between the mastery of vocabulary and in reading

comprehension of SMA Stella Duce." Therefore, the first factor that should be defined is "The mastery of vocabulary", the second is "The mastery of reading comprehension", and the third is "The students of SMA Stella Duce".

(a) The mastery of vocabulary

One of the problems a language teacher faces is how to deal with vocabulary. The problem exists when the reading material is difficult to understand. As a result, vocabulary is not really paid special attention to by many language teachers. They tend to consider that vocabulary does not have important role in reading passages. This point of view may hinder the awareness of the importance of the vocabulary teaching. As a result, the students have no mastery of vocabulary. They are lack of it.

But what is really meant by 'mastery' itself? The Oxford Advanced Learner's Dictionary of Current English says that 'mastery' is:

"Complete control⁹ or knowledge (of); supremacy (over)"

Whereas Webster's New Twentieth Century Dictionary Unabridged defines 'mastery' as:

⁹A.S. Hornby, Oxford Advanced Learner's Dictionary of Current English, Third Edition, (London, ELBS Oxford University Press, 1974), p.523.

"Mastery ability; expert knowledge; eminent skill or power."¹⁰

So the term 'mastery' means having ability of knowledge. From the two definitions above, it is obvious that mastery of something can only be gained through hard effort.

According to a dictionary, vocabulary means:

"total number of words which (with rules for combining them) make up a language."¹¹

Or it also has another meaning:

"(range of) words known to, or used by, a person, in trade, profession, etc."¹²

So vocabulary is a number of words which is used by people in their life to make up a language.

In this study the people who use the words are the students, specifically the first semester students of SMA Stella Duce. They are given forty test items on vocabulary and if they can do the test well and get high scores they are considered to have a mastery of vocabulary.

The words on vocabulary test are taken from the four reading passages. Each of the four

¹⁰Noah Webster, Webster's New Twentieth Century Dictionary Unabridged, Second Edition, (New York, Simon and Schuster, 1983), p.1108.

¹¹Hornby, op.cit., 959.

¹²Ibid.

reading passages is followed by ten questions on vocabulary. So, as I have stat~~ted~~^{ed}, all of the test items are forty. Each of the test items consists of four options. Since the test is an objective test, what the students should do is choosing the meaning of the word from the four options given.

If the students do the test well they undoubtedly comprehend the passages they read because the words on vocabulary test are taken from them. This is not to say that comprehension depends on vocabulary only. But I think the students' mastery of vocabulary is the most important factor in reading comprehension. Vocabulary has the closest relationship with reading comprehension. In this respect, Krushe also believes so. She says:

"Of prime importance in reading is vocabulary skill. The reader must know the meanings of enough of the words, in a sentence for it to make sense."¹³⁾

There is no doubt that without knowing the meanings of the words the students would not be able to catch the message conveyed. Brutton also notes the importance of the role of 'the students' mastery in vocabulary. She says:

¹³ Anna Fisher Kruse, "Vocabulary in Context", English Language Teaching Journal, Vol. XXXIII, Nu.3, April 1979, p.208.

"Comprehension of meaning can be seriously impaired by the presence of a limited vocabulary."¹⁴ ✓

The explanation above shows us that there is a relationship between vocabulary and reading comprehension.

(b) The mastery of reading comprehension

As I have stated above, the term "mastery" means having ability of knowledge. In this case, having ability of reading comprehension.

According to a dictionary, comprehension means:

"The mind's act or power of understanding."¹⁵

So the mastery of reading comprehension is one's ability of understanding or comprehending passages that he reads. He is able to understand the author's messages.

It is the students' mastery of reading comprehension we deal with. In this study the students are given four different reading passages. Besides ten questions on vocabulary, ten questions on reading comprehension appear after

¹⁴ Sheila R. Brutton, "An Analysis of Student and Teacher Indications of Vocabulary", RELIC Journal, Vol. 12, Nu. 1, (Singapore, June 1981), p.68.

¹⁵ Hornby, op.cit., 173.

every reading passage. Of course the questions are based on the passage. They ask about what in the passage is. And the students are instructed to do the forty test items.

The test is an objective test so after every test items there are four options given. The students should choose one correct answer from the four options.

The result can be seen through the scores achieved by the students. It will indicate the students' mastery of comprehension. If the students get high scores, they are considered to have a mastery of reading comprehension. Or if they get low scores, we can say that they lack mastery of reading comprehension. Generally speaking, the scores achieved by the students show their mastery of reading comprehension.

(c) The students of SMA Stella Duce

In this study I actually want to know the correlation between the mastery of vocabulary and in reading comprehension of SMA students. There are so many senior high schools in Yogyakarta which have different backgrounds concerning: conditions, facilities, status, and so on.

To run a case study at every senior high school is impossible, if not impracticable. Many factors prevent me from doing so. They are economy, power, ability, time, chance, to name but a few. Because of the factors mentioned above I choose SMA Stella Duce to run this study.

We have known that SMA Stella Duce is regarded as one of the best senior high schools in Yogyakarta. The school has high quality and achievement. So the school used in this study could be the representative.

As the statement above says, the school is considered to have high quality and achievement, it is undeniable that many SMP graduates want to continue their study at that school. Not only graduates from Yogyakarta but also from many other areas in Indonesia. It means the school has a great variety of students. All of the students who study at the school are girls. Indeed, it is a girl school.

In this study I conducted a case study on the first semester students of the high school. The first semester students are the students who are in the first year of three years studying in SMA. So, they are in the lowest grade of the grade school.

After studying for one semester or may be one year in Senior High Schools the students are divided into three different classes according to their ability and interest in the subjects. The students in the language class, for example, are given more time allotment in English than the students in the physics class. This is because the classes have their own goals. That is why I choose the first semester students. They are not divided yet. They get the same amount of time allotment and the same materials in learning English.

1.2.1. Some hindrances

Factors which can be a hindrance to the success of reading instruction are several in number. I, however, will only present the outside language element factors which, I think, are the most visible factors that may influence the success of reading instruction. They are

- the teachers
- the students
- the curriculum

Teachers need to understand that they play a very important role in supporting their students' reading skills especially comprehensive skill. Cushenbery states:

"The content teacher is in a particularly strategic position to help the problem reader because of the opportunity afforded for viewing work habits and academic progress on a daily basis."¹⁶

Teachers can encourage or motivate their students to improve their students' reading ability. So, students need good teachers to develop their reading ability. And good teachers are those who do not depend on a single approach and technique in the teaching of reading. Teachers should have various kinds of ways of teaching reading to make their students interested. To be such a teacher a lot of training is needed. ✓

The students themselves also have a great influence in the success of reading instruction. So, teachers need to consider their students' background such as motivation and economic problems. If the students do not have motivation at all to learn to read it is hard for the teachers to help them to improve their reading skill. Or if they come from poor families it is hard for them to buy various kinds of books, magazines, newspapers, and other reading resources. Poverty and lack of money prevent them from buying such things. Also reading is not a habit in their families and they place little

¹⁶Cushenbery, op.cit., 30.

value on reading. Reading then is not in their interests. Again Cushenbery says:

"In many instances, a deficient socio-economic background may cause, a lack of interest in reading books."¹⁷⁾

The last factor is curriculum. If the time allotment given for the teaching of reading in the curriculum is very limited it is impossible to get a successful result in reading instruction. Fortunately, the goal of teaching English in Indonesia is reading, and it gets the most time allotment in the curriculum. The 1984 English Senior High School Curriculum states, as I take from Haryanto's thesis:¹⁸⁾

"Sejalan dengan dasar pemikiran di atas, maka pembagian waktu 48 jam efektif per semester untuk kegiatan belajar ditentukan sebagai berikut: 16 jam untuk struktur, 28 jam untuk reading dan vocabulary building, dan 4 jam untuk dialogue.

"It is in accordance with the way of thinking above, that the division of the effective 48 hours per semester for learning activities is decided as follows: 16 hours for structure, 28 hours for reading and vocabulary building, and 4 hours for dialogue.

¹⁷ Ibid., p.100.

¹⁸ Haryanto, op.cit., 19.

1.3. HYPOTHESIS

The hypothesis in this study is that there is a positive correlation between the students' mastery in vocabulary and their mastery in reading comprehension. In other words, the students' mastery in vocabulary may influence their mastery in reading comprehension and vice versa.

1.4. PURPOSE OF THE STUDY

The purpose of this study is to find out if the mastery of vocabulary of the First Semester Students of SMA Stella Duce correlates with their mastery in reading comprehension.

1.5. ORGANIZATION

For coherency in presentation this thesis is organized in the following way.

Chapter I, as we have noted, is the Introduction. It presents the background of this study, the identification of the problems, the purposes of the study, the hypothesis, and the organization.

Chapter II deals with the literature which relates to this study. The nature of vocabulary, the nature of reading comprehension, the

relationship between the two subjects are presented in this chapter.

Chapter III concerns with methodology and procedure. We will have a look at the identification of the variables used in this study, data collection procedure, how the data is organized, and technique of the data analysis.

Chapter IV talks about the analysis of the data concerning the reading comprehension test and the vocabulary test. The average scores achieved by the students in both tests are presented here. In this chapter we can see whether or not mastery of vocabulary has a correlation with the mastery of reading comprehension.

Chapter V is the conclusion which constitutes the results of the study previously discussed in the earlier chapters. It is appreciable effort to conduct further studies which will bring better results. So to end this chapter I offer a suggestion.

Following those five chapters are the bibliography and the appendices.

Chapter II

REVIEW OF THE RELATED LITERATURE

It is vocabulary and reading comprehension that we talk about in this study. Thus it is a need to know what vocabulary is and what reading comprehension is.

2.1. THE NATURE OF VOCABULARY

As one of the three language elements, vocabulary should, indeed, also be learned if one wants to master a language. Vocabulary is one of the factors causing students' poor English reading comprehension.

In foreign language learning, the vocabulary learned will be easier if it is similar to that of the native one; it will be difficult if it is different. English vocabulary is different from Indonesian in many respects. Therefore, Indonesian learners find difficulties with English vocabulary. This shows us the need of the teaching of vocabulary.

There are three aspects of English words. They are: form, meaning, and distribution.¹⁾

¹Harold B. Allen & Russel N. Campbell, Teaching English as a Second Language, (New York, McGraw Hill, 1972), p.276-280.

(a) Form

The form of English words consists of sound segments and stress. Take for example the word 'export'. It comprises five distinctive sound segments and stress. When it functions as a noun, the primary stress is on the first syllable; thus the form is /'eksɔ:t/. And when it functions as a verb, the primary stress moves to the second syllable, yielding the form /ɪk'spɔ:t/.

There are many factors that make the form of English words vary. Some of them are the formality of the situation, speed of talk, and position in the sentence. The word 'will', for example, in a formal situation we usually pronounce it in its complete form, that is, /wɪl/; whereas in an informal situation we tend to pronounce it in its contracted form, that is, /ɪ/. The position of the word in a sentence may also change its stress, especially primary stress. For example, the word Indonesian in the following two sentences.

- He is Indonesian.

- He studied Indonesian culture.

The word 'Indonesian' in the first sentence has its primary stress on the last syllable, /'ɪndə'ni:zɪən/. The same word in the second sentence has its stress on the first syllable, /'ɪndəni:zɪən/. Thus, there is a shift in stress.

The changes in form may or may not cause changes in meaning. But usually a new form brings also a new meaning. This especially deals with derivational words. For example, the word 'hardly'. It has a new form which is different from its stem, that is, 'hard'. And it has also a new meaning.

(b) Meaning

According to Lado there are three kinds of meaning. They are lexical meaning, morphological meaning, and syntactic meaning. He classifies meanings according to the forms they attach to.²⁾

The meaning 'an instrument with which we can draw or write' that attaches to the form 'pencil' is called a lexical meaning, or we usually call it as dictionary meaning. It is the meaning that attaches to a word as a word.

It is useful to note that there are two word verbs such as 'to take place', 'to look for', 'to go after', 'to carry on', etc. which mean 'to happen', 'to search', 'to try to win or obtain', 'to conduct or to manage'. Though each is composed of two words, each behaves in the same way as that of one word verb, that is, the meaning is

²Ibid., p.278.

determined by both words as a unity. So we cannot separate, say, 'to go after' to interpret the meaning of it. It will be wrong for us to interpret the meaning of each word in separation.

When we discuss about morphological meaning, we primarily deal with bound morphemes. Take for example, the bound morpheme 'ed' that indicates past time. In a word such as 'listened', it tells us that the action has already been done. In the same way, the bound morpheme 'ing' in the word 'walking' has morphological meaning that the action is still going on. The morpheme 's' in the word 'pages' has the meaning plural.

Talking about the kinds of meanings, the last one is syntactic meaning. When we talk about it we refer to meanings that come up as the results of the certain arrangements of the words in phrases or sentences. Take for example, the sentence 'There is a brown cat and a green ball under the table'. When we read it we will understand that it is the cat which is brown and the ball which is green, not the other way round. We will also get the information that both the cat and the ball are under the table, not above, or beside, or on it; nor anywhere else.

Actually, besides those meanings that we have discussed above, there are other kinds of meanings too. They are cultural meaning, denotative and connotative meaning. The paragraphs below are the discussion about them.

Sometime we find some meanings exist in one culture but they do not in another. Like, for example, the word 'satelite' is not found in Indonesian until Indonesian takes the word as its vocabulary and changes it, according to its mother tongue, into 'satelit'. Similarly, the meaning 'wayang' is not found in western cultures until some westerners study and introduce it to their communities.

Now let us have a look at the denotative meaning. The denotative meaning of a word is its basic or fundamental meaning. It is what the word expresses. Thus it is the same as lexical meaning. For instance, if we say 'He has a big mouth', we refer to a man whose mouth is big. We really want to say that the size of his mouth is wide or big. We use the denotative meaning of the word 'big mouth'.

Beyond the fundamental meaning is what we call the connotative meaning. It is what a word suggests beyond what it expresses. If, again, we

say 'He has a big mouth', this time we refer to a person who is arrogant, we use the connotative meaning of the word 'big mouth'. Connotations are often used only in literature, in poems particularly.

(c) Distribution

The distribution of words is the restriction attached to the words in their usage, that is, concerning their forms and meanings. The forms and meanings of words are determined by the patterns of the syntax on which they are put. For example, the word 'name' may function as a noun such as in 'his name is Smith', or as a verb in 'they name the child John', or as an adjective in 'a nameless grave', but as an adverb it changes into 'namely' such as in 'Only one boy was absent, namely Iman'. Even some other words are more strictly restricted, for example the verb 'create' becomes 'creative' as an adjective, and 'creation' as a noun.

Words may also have different meanings in different areas. British English uses the word 'soccer' to refer to a kind of sports, while American English uses 'football' to refer to the same thing. It will be more confused because

British English uses 'football' to refer to what American English says 'rugby'.

Words may be typical of certain areas only. We will find 'gonna' and 'gotta' in American English but we will not in British English.

Some words only exist in certain classes of people, of disciplines; in certain styles of speaking or writing; and in certain fields of knowledge.

2.2. THE NATURE OF READING COMPREHENSION

There are four types of skills in learning a language, these are: speaking, listening, reading, and writing.

Reading is the most important skill that should be taught to Senior High School students as well university students. There are actually many reasons why reading is the most important skill, but one of them is that society requires people (in this case, the students) to be able to read. We can improve ourselves by finding new information, new studies, and new opportunities through reading. Especially for the graduates of senior high schools who want to continue their study at university or to get a job, they must equip themselves with this skill. Many books are

written in English and the students have to read and understand them. So it is no longer enough just to equip them with the ability in grammar, for example.

James Pett is also aware of the importance of reading. He says that the one foreign-language skill that students retain throughout their lives is reading.³⁾

McNeil, Donant, and Alkin⁴⁾ give their explanations on the most important reasons why pupils have to learn to read. The ordering of the item does not imply priority and there is some overlap.

1. To be accepted by parents, teachers, peers, community, employers, and religious(sic) as well as other groups.
2. To help others through reading, for example, reading to the blind.
3. To participate more fully in the religious experience and to seek spiritual understanding and inspiration through reading.



³James Pett, "Reading: An ESL Skill at the University", English Teaching Forum, Vol. XX, Nu. 3, (Washington, July 1982), p.17.

⁴John D. McNeil, Lisbeth Donant, and Marvin C. Alkin, How To Teach Reading Successfully, (Boston, Toronto, Brown and Company, 1980), p.7.

4. To solve problems related to obtaining food, shelter.
5. To engaged in the intellectual study, hobbies, and other interest.
6. To attain a satisfying economic level by holding a job that requires particular reading skill and to improve one's performance through reading.
7. To escape psychologically through faire tales, plays, short stories, and the like.
8. To find pleasure through the written words, including an appreciation of fine writing, and to seek knowledge for the pleasure of knowing.
9. To expand one's views and satisfy one's curiosity through reading.
10. To ~~improve~~ improve oneself by finding specific information, new opportunities, and new studies in reading.
11. To protect one's political and economic interest by understanding through reading the forces that are affecting one's life.

Another expert, Dobson, strengthens the idea of how important the reading skill is. She states:

"Reading can bring exciting dimension into classes where English is taught as a foreign or second language. (1) It gives students acces to information written in English. (2) It combines with and reinforces other English language learning activities, providing

fruitful practice of these activities".⁵⁾

Because reading plays a very important role in teaching English, I intend to present some definition of reading and some theories of it which up to this present days have been so varied.

There is no agreement among linguists and experts concerning the definition of reading. Every linguist or expert tries to formulate his own definition or at least a part of their definition is the same though the expressing words they used are different.

Rouch and Birr, for instance, adopt Tinker and McCulloch's definition (1975, p.9) to confirm their opinions that reading involves the identification and recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through past experience, and further the construction of new meanings through the reader's manipulation of relevant concepts already in his possession.⁶⁾

⁵⁾ Julia Dobson, "Making the Most of Reading", English Teaching Forum, Vol. XI, Nu. 2, (Washington, March - May 1973), p.3.

⁶⁾ Roger L. Rouch and Shirley Birr, Teaching Reading: A Practical Guide of Strategies and Activities, (New York, Teachers College Press, 1984), p.1.

A part of the opinion above has the same meaning with Rivers' though it is expressed in different words. She says that reading involves recognition of certain patterns of symbols and that these represent particular sounds which form words he may use, or may hear spoken.⁷⁾

Based on the two statements above, we know that through reading the students can find new information or enlarge their knowledge which is formulated in the form of symbols. The other definitions are also presented by some other experts and scholars who say that: 'reading' is an activity to give meaningful interpretation of written or printed language symbols; 'reading' is a process of uttering written language; 'reading' is an activity of perceiving written expressions; 'reading' is applying a set of cognitive skills to get understanding of written expressions being read; and still many other different definitions.

The differences of such various definitions appear because firstly, the complexity and unique experiences of reading. Secondly, there are continuous development of finding in the study of

⁷Wilga M. Rivers, Teaching Foreign Language Skills, (Chicago, The University of Chicago Press, 1968), p.215.

reading itself. That is why new definitions and descriptions of reading seem likely to appear numerous and continuously.

The main point here, however, is that almost all experts and scholars are involved in the problems of reading agree with the thought which assumes reading is a complex skill for it involves many different language activities and elements. As what Dubin states:

"Reading is a multifaceted, complex skill made up of a number of psychological, physical, and social elements."⁸

Broughton strengthens the opinion. He gives definition that reading is a complex skill, that is to say that it involves a whole series of lesser skills.⁹

There are five types of reading. They are reading comprehension, reading aloud, intensive reading, extensive reading, and speed reading. What we deal with here is the first mentioned type of reading, that is reading comprehension or reading with understanding. In this type of

⁸ Fraida Dubin, "What Every EFL Teacher Should Know About Reading", English Teaching Forum, Vol. XX, Nu. 3, (Washington, July 1982), p. 14

⁹ G. Broughton, et al., Teaching English as a Foreign Language, (London, Routledge and Kegan Paul Ltd., 1978), p. 89.

reading, the readers are expected to understand the content of the passage or article they are facing.

Reading comprehension stresses on the ability to comprehend the content of the passage that the readers (in this case, the students) read. The ability to master a reading passage consists a lot of elements, because the students will face the language itself and the symbols which represent the passage. Moreover, reading comprehension involves more than looking up unfamiliar words in dictionary; it involves searching in the printed page to draw unified thought out of it.

The students are able to get the writer's thought in reading comprehension. The full understanding of the writer's thought has an important role. Without comprehending it, means that the writer sends his thought unsuccessfully. Generally speaking, there is no communication.

Goodman says, as quoted by Dubin:

"Reading is a long-distance discussion between a reader and an author ... there is an essential interaction between language and thought in reading ... the writer encodes thought as language, and the reader decodes language to thought."¹⁰

¹⁰ Dubin, op.cit., 15.

He supposes that there is indirect communication between the writer of the text or the passage (the sender of information) and the reader (the receiver of information) in reading. So it is not a reaction to text, but an interaction between the writer and the reader mediated through the text.

Goodman's statement is in line with the aim of reading comprehension. The aim is to get information, to understand, and to draw something from the printed page.

Reading comprehension requires a combination of various types of knowledge. It involves visual mechanical skills of recognition, an ability to relate letters or groups of letters to their sound correlates, remembering the meaning of individual words, integrating grammatical and semantic clues, and relating this to the reader's own general knowledge and his knowledge of the subject being read.¹¹⁾ These knowledge are classified by Eskey into two major processes of reading comprehension: identification and interpretation.¹²⁾

¹¹Pett, op.cit., 18.

¹²Fraida Dubin, David E. Eskey, and William Grabe, Teaching Second Language Reading for Academic Purposes, (Menlo Park, California: Addison-Wesley Publishing Company, Inc., 1986), p.6-9.

In the process of identification, the students determine accurately just what the text or the passage says. They recognize words and phrases and the word combinations which conform to the rules of the language in the passage they read. And they must also derive meaning from the words and the word combinations in the passage. In this process the students learn to extract from the passage two levels of meaning. They are lexical meaning (the semantic content of the words and expressions) and structural or grammatical meaning (deriving from interrelationships among words, or parts of words, or from the order of words).¹³⁾ So identification mainly depend on knowledge of the language, especially language in its written form.

To make sense of new information the students encounter in the reading passage, they need to relate it to what they already know about the subject at hand, to what the psychologists call cognitive structure. They create new structures of meaning in combining the new information they are reading and the one they already know. The process is called interpretation. In this process the students

¹³Rivers, op.cit., 216.

learn to extract from the passage a social-cultural meaning (the evaluation which people of his own culture attach to the words and groups of words he is reading). Interpretation mainly depend on knowledge of the subject matter of the passage, and of the way that information is organized in the passage.

2.3. THE RELATION BETWEEN VOCABULARY AND READING COMPREHENSION

In the earlier chapter we have seen some opinions given by the experts who are involved in the problems of reading comprehension and vocabulary. They all note the relation of the two subjects. And then in this chapter we have just had the discussion on the nature of each of them. But why vocabulary is related to reading comprehension. It is what we will have to find out. Let us see in what respects they are related to each other.

In the discussion on the nature of vocabulary we have meaning as one of the three aspects of English words, and this aspect is classified into lexical meaning, morphological meaning, and syntactic meaning; whereas in reading comprehension we have identification process and interpretation process. In the process of

identification we extract two levels of meaning, namely lexical meaning and grammatical meaning. Thus, it is obvious that vocabulary is related to reading comprehension in respect of meaning.

We learn to extract lexical meaning in the identification process of reading comprehension whereas lexical meaning is also one of the three kinds of meanings we should master in the learning of vocabulary.

We have morphological meaning and syntactic meaning in vocabulary learning and they are the same as what we gain in the second level of meaning through the process of identification. In other words, when we gain grammatical meaning in reading comprehension means we gain morphological meaning and syntactic meaning in vocabulary learning.

Let us have some examples to make the statement above clear.

In discussing morphological meanings of English words we deal with bound morphemes such as 'ed' that indicates past time, or 'ing' that indicates the progressive aspect of an action. Indonesian, for example, does not have such morphemes. The Indonesian counterpart for 'listen' is 'mendengarkan' and it is the same for

'listened' such as in 'I listen to the radio (Saya mendengarkan radio)' and 'I listened to the radio yesterday (Saya mendengarkan radio kemarin)'. And further, Indonesian uses the free morpheme 'sedang' which is placed before the verb stem to indicate the progressive aspect of an action; whereas English uses the bound morpheme 'ing' which is attached to the verb stem. For example, I am sleeping (Saya sedang tidur). Another morpheme used in English is 's'. It indicates the plural meaning while Indonesian repeats the singular nouns to indicate the same thing. For example, books (buku-buku), letters (surat-surat). The different systems in this respect should be mastered if we want to have a mastery of vocabulary.

To understand syntactic meanings, we have to master the syntax of a language. Indonesian, for example, has different syntactical system from English. We can see the differences such as in 'a black dog (seekor anjing hitam)'. We know that the dog is black, because 'black' modifies 'dog'. Indonesian, however, uses a different system to convey that meaning. It places the modifier hitam immediately after the noun 'anjing'.

The description above shows us that morphological meaning and syntactic meaning are

included in grammatical meaning. In other words, morphological meaning and syntactic meaning that we gain in the learning of vocabulary is what we call grammatical meaning in reading comprehension.

The second process of reading comprehension is interpretation. In this process we deal with a social-cultural meaning while such meaning is also presented in the learning of vocabulary. If, for instance, an Indonesian reads an English article which tells him about the launching of a satellite he will not be confused what the satellite is, because Indonesian has taken the word 'satelite' into its mother tongue 'satelit' since it is introduced to the Indonesian people. Thus, that Indonesian reader already has the knowledge of the word 'satelite' at hand and is able to catch the message conveyed by combining the new information he is reading and the one he already knows.

The connotative meanings of a word that we have in the learning of vocabulary distinctly deal with the interpretation process of reading comprehension. Connotations come up as the results of the history and associations of the word, that is, the way and the circumstances in which the word has been used. No wonder we often find difficulties in interpreting the connotative meanings of a word.

Actually, vocabulary is also related to reading comprehension in respects of form and distribution. Form is of course included in the process of identification while distribution is included in both processes, identification and interpretation. Those statements can be more clear in the presence of some examples. In respect of form the word 'export' may functions as a noun and a verb according to where its stress is. Changes in form may cause changes in meaning. Learning to identify the function and the meaning of the word means we are in the process of identification. Regarding to the aspect of distribution, the form and the meaning of the word 'name' are determined by the patterns of the syntax on which it is put (see the discussion on the nature of vocabulary); in this respect, distribution is included in the identification process. But there are some words which only exist in literature, in different discipline, in certain fields of knowledge, or in certain classes of people; this time the distribution aspect is included in the process of interpretation. For example, the word 'madame (Mme)' and 'mistress (Mrs)' have the same translation in Indonesian but when we use English we know when and to whom the title 'Mrs' should be used; and when we use 'Mme' then to whom the title is addressed.

Chapter III

METHODOLOGY AND PROCEDURE

3.1. IDENTIFICATION OF THE VARIABLES

According to John W. Best, variables are the conditions or characteristics that the experimenter manipulates, controls, or observes.¹⁾

In this study there will be two variables. Variable X stands for the mastery of vocabulary of the first semester students of SMA Stella Duce. Variable Y is the mastery of the first semester students of SMA Stella Duce in reading comprehension.

3.2. METHOD OF COLLECTING DATA

To carry out this case study, statistical data are needed with which the hypothesis may be tested. Through analysis and treatment the data then will test the hypothesis. So the data are what we think with.

¹ John W. Best, Research in Education, Second Edition, (New Delhi, Prentice-Hall Inc., 1983), p.59.

A great variety of methods and procedures have been developed to aid in the recording of the data. There are several kinds of methods which can be used to obtain or to record the data, such as questionnaire, interview, and test. In this study I use a test method in order to get the desired information. This method is used to gain information about the mastery of vocabulary of the First Semester Students of SMA Stella Duce. And the information about their mastery in reading comprehension is also obtained by this method.

3.3. INSTRUMENTS

An instrument is a means of variables measurement. The degree of the relationship between variables are measured empirically by the instrument. From the instrument then it will be recorded certain results of each variable which is gained from each of the number of the students. The recorded results then are organized to enable us to make interpretations in testing the hypothesis. It means that the instrument is something we need in measuring the variables and testing the hypothesis.

Two kinds of instruments are used in this study. The first instrument is a reading comprehension test. It is used as a device to

obtain the students' mastery in reading comprehension. It consists of four reading passages. Every reading passage is followed by ten comprehensive questions and all of them should be answered by the students.

I use four reading passages because if I give more than four reading passages to the students, they will get bored in reading the passages and doing the test. Moreover, it will take a lot of time to work on them if there are more than four. And if the reading passages are less than four, they are not enough to be representatives. So, four reading passages is the most suitable number and is more representative than any other number.

The second instrument is a vocabulary test which functions as a device to record the students' mastery in vocabulary. Like the ten comprehensive questions, ten questions on vocabulary also appear after every reading passage.

The options in the vocabulary test items are in Indonesian because it could be more clear for the students in knowing the exact meaning of the words. It is too difficult for SMA students to do the test if the meaning of the words are explained in English.

For the same reason then the instruction of the tests is put in Indonesian, too. Besides, it is from my past experience, when I was in highschool I always got the English tests with the Indonesian instructions in them.

As I stated above, every reading passage is followed by ten questions both in the reading comprehension test and in the vocabulary test. The reasons are the same as the reasons for using four reading passages I have mentioned above. Besides, it is difficult and impossible to construct more than ten good test items for both of those tests.

The type of the test is multiple-choice. It does not involve judgements in scoring, so the score is objective.

The reading passages are put in Appendix A.

3.4. DATA COLLECTION PROCEDURES

In collecting the data I carry out the following steps:

1. Distributing two of the reading passages. Each reading passage is followed by ten comprehensive questions and ten questions on vocabulary. After the students have done the tests for forty minutes, the tests are then gathered.

2. Distributing the other two reading passages. Each of them is also followed by ten comprehensive questions and ten questions on vocabulary. For another forty minute period the students do the tests before the tests are gathered.

3.5. DATA ORGANIZING

The data gathered in this study has to be organized so we may make an interpretation. For that a table, where the raw score data of the students' mastery in vocabulary and the raw score data of the students' mastery in reading comprehension are presented, is needed.

Table I in chapter IV presents the raw score data of the tests.

In line with the characteristics of this study table 1 is then developed into table 2. Table 2 is intended to find out the correlation of variables.

3.6. TECHNIQUE OF DATA ANALYSIS

After the data has been organized it needs to be interpreted to know whether the hypothesis can be accepted or rejected. As what Faisal states:

"The information (data) gathered in social research constitutes the basis for decisions as to whether certain hypothesis should be rejected or not, and whether certain theoretical hypothesis should be confirmed."²

Statistical technique is needed in order to come to the matter of testing the hypothesis. There are several techniques of computing correlation by which we can estimate the correlation between variables. In this study the data is processed with the use of descriptive statistical analysis.

In this study there are two variables or two sets of data involved, the data of the students' mastery on vocabulary (X) and the data of their mastery in reading comprehension (Y). We use Pearson's Product Moment Formula to measure the degree of relationship between the two variables.³

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

²Drs. Sanapiah Faisal, Penelitian Keilmuan Sosial, (Surabaya, Usaha Nasional Indonesia, 1981), p.47.

³Prof.Drs. Sutrisno Hadi, Statistik II, (Yogyakarta, Yayasan Penerbitan Fakultas Psikologi UGM, 1977), p.294.

where

r_{xy} = the correlation coefficient between X
and Y.

X = the scores on the vocabulary

Y = the scores on the reading comprehension

N = the number of the students

Σ = sum up sign.

The interpretation of the correlation coefficient r_{xy} is based on the categorization which statisticians have made, one of them from the table "r" Product Moment.⁴

From the interpretation of the degree of correlation we can draw the conclusion whether the hypothesis is accepted or rejected.

⁴Ibid., p.359.

Chapter IV

DATA ANALYSIS

We have to test the hypothesis before we make a decision to accept or reject it. Murray R. Spiegel states:

"Procedures which enable us to decide whether to accept or reject hypothesis or to determine whether observed samples differ significantly from expected results are called tests of hypothesis, tests of significance, or rules of decision."¹)

This chapter will focus on the procedure of testing the hypothesis. It is unquestionable that testing hypothesis is very important.

The data obtained will by no means be significant and can not anyway be used for accepting or rejecting the hypothesis if they are not carefully analyzed. So it is in this chapter we will see the analysis of the data.

The analysis of the data consists of 4 steps.

The first step is putting the raw score data of vocabulary test and reading comprehension test

¹Murray R. Spiegel, Theory and Problems of Statistics, (New York, Mc Graw-Hill Company, 1961), p.167.

into a table. It will be easier for us to calculate the data by organizing them into the table.

The second step is specifically analyzing the data of vocabulary test. In this analysis we will know the average score achieved by the students and whether they have a high or a low mastery in vocabulary.

The third step is analyzing the data of the reading comprehension test. In this step we will know the average score of reading comprehension test achieved by the students.

The fourth step is the analysis of the total data. We will see whether or not there is a correlation between the students' mastery in vocabulary and their mastery in reading comprehension.

4.1. DATA OF VOCABULARY TEST AND READING COMPREHENSION TEST

As stated above the raw score data which will be organized and put in the table comprises the raw score data of the students' mastery in the reading comprehension test and the raw score data of the students' mastery in vocabulary. As I have mentioned in chapter III there are four reading

passages and each of the reading passages given to the students has ten comprehensive questions and ten questions on vocabulary. So the total number of comprehensive questions on vocabulary is forty. The data is found by counting the right answers from those questions.

The score for each of the items either for the reading comprehension or the vocabulary test is as follows:

- the right answer is scored 0.25
- the wrong answer is scored 0

If a student does not make any mistake in doing the forty test items he will get the highest score, that is ten. Because the highest score is ten and there are forty test items so each right answer is scored 0.25. We get 0.25 by dividing ten by forty.

The explanation above is the reason why the right answer is scored 0.25.

We can see then the results of the raw score data of the tests in the following table:

Table 1

The Raw Score Data of the Tests

Number of Students	Scores on Vocabulary	Scores on Reading C	Number of Students	Scores on Vocabulary	Scores on Reading C
01	9.5	8	41	8.5	9.25
02	8.75	9.25	42	8	9.25
03	9	9	43	7	7.75
04	8.5	9.25	44	6.75	7.75
05	8.5	9	45	8.75	9.5
06	9.25	8.25	46	4.75	6.5
07	9	9.25	47	7.75	8
08	8.5	9.25	48	8.5	8.5
09	8.25	8	49	8.75	8.25
10	8.5	7	50	4	6.5
11	8.5	8	51	6.5	7.5
12	10	9.25	52	8	7.5
13	9	9.75	53	8.75	9
14	9.25	8	54	7.25	7.75
15	8.25	8.75	55	8.25	9.5
16	9	7.75	56	8.25	9.75
17	8	8	57	8.5	8.5
18	9.25	8.75	58	9.25	9.25
19	8.5	9	59	8	8.25
20	7.75	6.75	60	6	8.25
21	9.25	9.25	61	8.5	8.75
22	8.5	9	62	8.75	8
23	9.25	9.25	63	7.25	8
24	6.25	8	64	7	8.5

Number of Students	Scores on Vocabulary	Scores on Reading C	Number of Students	Scores on Vocabulary	Scores on Reading C
25	8.75	8.25	65	8.75	9
26	9	8.25	66	7.5	6.5
27	9.75	9.25	67	7	7
28	8.75	8.25	68	7.75	9.25
29	7	6.25	69	7.25	8.5
30	9.75	9.5	70	8.25	9
31	7.75	8.5	71	7	6.75
32	9.25	8	72	8.75	8.75
33	8.75	8.5	73	8	7.5
34	8.5	7	74	7.5	8.5
35	9.25	9	75	7.5	8
36	8.5	9	76	5	5.75
37	7	8.5	77	6.25	7.75
38	9.5	8.25	78	6.25	7.75
39	7.75	8.75	79	8	7.5
40	8.75	9	80	7	8.25
-	-	-	Total	647.25	665.5

4.2. ANALYSIS OF THE DATA OF VOCABULARY TEST

We have to find out the average score achieved by the students both in the vocabulary test and in the reading comprehension test before analyzing the total data. The average score is a value which is representative of all the raw score achieved by the students. Freund and Williams in their book "Modern Business Statistics" wrote:

"There are many problems in which we would like to represent a set of numbers by means of a single number which is, so to speak, descriptive of the entire set of data. The most popular measure used for this purpose is what laymen call an average and what statistics call the arithmetic mean."²

We employ the mean or arithmetic mean in order to know the average score achieved by the students. The mean of the scores of the students' mastery in vocabulary is obtained by dividing the sum of all the scores by the number of the students. As George A. Ferguson states:

"The average is a measure of central location. The word "average" is commonly used to refer to a value obtained by adding together a set of measurements and then dividing by the number of measurements in the set."³



²John E. Freund and Frank J. Williams, Modern Business Statistics, (New York, Prentice-Hall, Inc., 1966), p.46.

³George A. Ferguson, Statistical Analysis in Psychology and Education, (Fifth Edition, Tokyo, Japan, Mc Graw-Hill, Inc., 1981), p.48.

In this study X stands for the scores of the vocabulary test, the formula for the mean is then: ⁴⁾

$$\bar{X} = \frac{\Sigma X}{N}$$

in which: $\bar{X}$ = (read "X bar") mean of

X = scores of the vocabulary test

N = number of the students

Σ = sum up sign (large sigma, the Greek symbol for "capital S")

Tabel 1 provides us an easy way to compute the mean. The computation of the mean of the scores of students' mastery in vocabulary then:

$$\begin{aligned}\bar{X} &= \frac{X}{N} \\ &= \frac{647.25}{80} \\ &= 8.09\end{aligned}$$

(The maximum score is 10)

Since the maximum score is 10, it can be said that the First Semester Students of SMA Stella Duce have a high mastery in vocabulary.

4.3. ANALYSIS OF THE DATA OF READING COMPREHENSION TEST

The mean of the scores of the students' mastery in reading comprehension is computed by using the same formula as in computing the mean of the scores of students' mastery in vocabulary.

The computation of the mean of the scores of the students' mastery in reading comprehension is as follows:

$$\begin{aligned}\bar{Y} &= \frac{\sum Y}{N} \\ &= \frac{665.5}{80} \\ &= 8.32\end{aligned}$$

(The maximum score is 10)

So the First Semester Students of SMA Stella Duce have a high mastery in reading comprehension test.

4.4. ANALYSIS OF THE TOTAL DATA

We have found the means of both scores, reading comprehension test and vocabulary test, and now we will focus on the analysis of the total data. We will see how the hypothesis will be tested, to know whether the hypothesis stated in

the beginning of this thesis should be rejected or not.

In making a decision about the hypothesis, we can make two types of errors. Spiegel explains the two types of errors:

"If we reject a hypothesis when it should be accepted, we say that a Type I error has been made. If, on the other hand, we accept a hypothesis when it should be rejected, we can say that a Type II error has been made".

We can not avoid making no error at all. What we can do is minimize the errors of decision. The way to minimize errors of decision is to specify the level of signification of the test.

In this study we use table product moment which specifies the level of significance of .05 and .01. (See Tabel 3, in Appendix B). It is a common convention to use the level of significance .05 or .01. If for instance we adopt a .05 level of significance it means we would be willing to risk 5% in taking the wrong decision.

So, the rejection of hypothesis is based on a level of significance as a creation.

The Statistical Procedure of Pearson's Product Moment Correlation is needed to compare the degree of the relationship between the variables.

In line with the statistical procedure, before arriving at the calculation of a correlation coefficient, we need to arrange the data systematically in the form of a table. It will be more helpful then for us in computing them. We will develop table 1 into table 2, then. Table 2 presents the computation and the analysis of the raw score data.

Table 2. The affiliation of all the data of the variables

Nu.	X	Y	XY	x^2	y^2
01	9.5	8	76	90.25	64
02	8.75	9.25	80.9375	76.5625	85.5625
03	9	9	81	81	81
04	8.5	9.25	74	72.25	85.5625
05	8.5	9	76.5	72.25	81
06	9.25	8.25	76.3125	85.5625	68.0625
07	9	9.25	83.25	81	85.5625
08	8.5	9.25	78.625	72.25	85.5625
09	8.25	8	66	68.0625	64
10	8.5	7	59.5	72.25	49
11	8.5	8	68	72.25	64
12	10	9.25	92.5	100	85.5625
13	9	9.75	87.75	81	95.0625
14	9.25	8	74	85.5625	64
15	8.25	8.75	72.1875	68.0625	76.5625
16	9	7.75	69.75	81	80.0625
17	8	8	64	64	64
18	9.25	8.75	80.9375	85.5625	76.5625
19	8.5	9	76.5	72.25	81
20	7.75	6.75	52.3125	60.0625	45.5625
21	9.25	9.25	85.5625	85.5625	85.5625
22	8.5	9	76.5	72.25	81
23	9.25	9.25	85.5625	85.5625	85.5625
24	6.25	8	50	39.0625	64
25	8.75	8.25	72.1875	76.5625	68.0625
26	9	8.25	74.25	81	68.0625
27	9.75	9.25	90.1875	95.0625	85.5625
28	8.75	8.25	72.1875	76.5625	68.0625
29	7	6.25	43.75	49	39.0625
30	9.75	9.5	92.625	95.0625	90.25
31	7.75	8.5	65.875	60.0625	72.25
32	9.25	8	74	85.5625	64
33	8.75	8.5	74.375	76.5625	72.25
34	8.5	7	59.5	72.25	49
35	9.25	9	83.25	85.5625	81
36	8.5	9	76.5	72.25	81
37	7	8.5	59.5	49	72.25
38	9.5	8.25	78.375	90.25	68.0625
39	7.75	8.75	67.8125	60.0625	76.5625
40	8.75	9	78.75	76.5625	81
41	8.5	9.25	78.625	72.25	85.5625
42	8	9.25	74	64	85.5625
43	7	7.75	54.25	49	60.0625
44	6.75	7.75	52.3125	45.5625	60.0625
45	8.75	9.5	83.125	76.5625	90.25
46	4.75	6.5	30.875	22.5625	42.25
47	7.75	8	62	60.0625	64
48	8.5	8.5	72.25	72.25	72.25

Nu.	X	Y	XY	X ²	Y ²
51	6.5	7.5	48.75	42.25	56.25
52	8	7.5	60	64	56.25
53	8.75	9	78.75	76.5625	81
54	7.25	7.75	56.1875	52.5625	60.0625
55	8.25	9.5	78.375	68.0625	90.25
56	8.25	9.75	80.4375	68.0625	95.0625
57	8.5	8.5	72.25	72.25	72.25
58	9.25	9.25	85.5625	85.5625	85.5625
59	8	8.25	66	64	68.0625
60	6	8.25	49.5	36	68.0625
61	8.5	8.75	74.375	72.25	76.5625
62	8.75	8	70	76.5625	64
63	7.25	8	58	52.5625	64
64	7	8.5	59.5	49	72.25
65	8.75	9	78.75	76.5625	81
66	7.5	6.5	48.75	56.25	42.25
67	7	7	49	49	49
68	7.75	9.25	71.6875	60.0625	85.5625
69	7.25	8.5	61.625	52.5625	72.25
70	8.25	9	74.25	68.0625	81
71	7	6.75	47.25	49	45.5625
72	8.75	8.75	76.5625	76.5625	76.5625
73	8	7.5	60	64	56.25
74	7.5	8.5	63.75	56.25	72.25
75	7.5	8	60	56.25	64
76	5	5.75	28.75	25	33.0625
77	6.25	7.75	48.4375	39.0625	60.0625
78	6.25	7.75	48.4375	39.0625	60.0625
79	8	7.5	60	64	56.25
80	7	8.25	57.75	49	68.0625
	$\Sigma X =$	$\Sigma Y =$	$\Sigma XY =$	$\Sigma X^2 =$	$\Sigma Y^2 =$
	647.25	665.5	5428.225	5340.25	5597.375

The correlation between the students' mastery in reading comprehension and their mastery in vocabulary is as follows:

$$\begin{aligned}
 r_{xy} &= \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{N}}{\sqrt{\left\{ \Sigma X^2 - \frac{(\Sigma X)^2}{N} \right\} \left\{ \Sigma Y^2 - \frac{(\Sigma Y)^2}{N} \right\}}} \\
 &= \frac{5428.225 - \frac{(647.25)(665.5)}{80}}{\sqrt{\left(5340.25 - \frac{647.25^2}{80} \right) \left(5597.375 - \frac{665.5^2}{80} \right)}} \\
 &= \frac{43.914063}{\sqrt{(103.592969)(61.246874)}} \\
 &= \frac{43.914063}{79.6539115} \\
 &= .551310816 \\
 r_{xy} &= .551 \\
 \alpha &= .05
 \end{aligned}$$

The table r Product Moment shows:

if $N = 80$ and $\alpha = .05$ $r = .220$ 

The correlation coefficient, r , which we obtain for the students' mastery in reading comprehension and their mastery in vocabulary is .551. Because the r figure, that is .551, is found higher than the r at a level of significance of .05 and $N =$

80, that is .220, so the r which we obtain is significant.

We can see now that there is statistically significant correlation between the students' mastery in vocabulary and their mastery in reading comprehension. It means that the students' mastery in vocabulary does affect or influence the results of the students' mastery in reading comprehension and vice versa.

Thus we reject the null hypothesis and confirm the alternative hypothesis which says that there is a positive correlation between the students' mastery in vocabulary and their mastery in reading comprehension. In other words, the higher the students' mastery in vocabulary is, the higher their mastery in reading comprehension will be. Or the higher the students' mastery in reading comprehension is, the higher their mastery in vocabulary will be.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. CONCLUSION

There are many factors which have to be noted when we teach one of the four language skills, that is, reading. They are the students' proficiency in grammar, curriculum, students' reading interest, teaching methods, students' mastery of vocabulary, to name but a few. I, however, choose the students' mastery of vocabulary as the factor in my study.

Some say that vocabulary holds a strong role and is the most important aspect in reading comprehension. But still many teachers prefer grammar to vocabulary in their teaching of English.

Although the curriculum has given the most time allotment to the teaching of reading and vocabulary building, the fact shows that teachers give the most time allotment to teach reading and grammar. Of course the teachers have their own reasons why they do so. But knowing only grammar of a language without knowing the meaning of the words contained in it is nothing. We cannot take

the information and the messages conveyed without knowing the meaning of the words.

How far the two subjects, vocabulary and reading comprehension, influence to each other has been conducted in this study. By collecting the raw score data of reading comprehension tests and vocabulary tests achieved by some students and analyzing the total data by a certain statistical formula, we can see that there is a positive correlation between the students' mastery of vocabulary and their mastery of reading comprehension.

Then it is clear that the teaching of vocabulary should not be neglected.

5.2. SUGGESTION

Some shortcomings may exist in this study. Almost all of the students get high scores in both vocabulary test and reading comprehension test. It may be the tests are too easy for them, or the variance is low. Thus the data gained may be not normal. As the result the presence of non-normal distribution cannot be avoided. The position of the mean, median, and mode do not coincide. It is what the statisticians call skewness. If we draw a curve we can see the distribution may be skewed to

the right or it is said the distribution has a positive skewness.

Based on the reason above then I suggest that further studies on the same topic should, indeed, be conducted. By considering the shortcomings mentioned above I hope the upcoming studies will be more completely and accurately done.

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LAMPIRAN

APPENDICES

APPENDIX A

Di bawah ini terdapat 4 buah bacaan berbahasa Inggris. Anda diharap untuk mengerjakan ke 4 nya. Bacalah dan kemudian kerjakan soal-soal yang terdapat di setiap bacaan.

READING I

I AM A HIGH SCHOOL STUDENT NOW

Budi stood combing his hair in his room. The time was six o'clock in the morning.

"Well, I'm a high school student now," he said to himself smiling. "Hm, is high school difficult? Maybe the lessons will be more difficult. They say we'll get chemistry, geometry, geology, biology, ... and I don't know what other 'ologies' there are Oh, well. Let's wait and see Hey, look! My moustache is beginning to grow!" Budi said excitedly touching his mouth. There was some hair there, but you could not really see it. I'm a man now," he said and smiled proudly to himself.

Budi got his things and walked towards the door.

"Well, well, well! Where are you going, wearing your new shirt and trousers?" his mother asked when he came out of his room.

"But, Mother, today is my big day, remember?"

"Oh, yes, of course, I'm sorry I forgot Have you had your breakfast?"

"I had a piece of bread and a cup of tea."

"Have some rice or you'll be hungry."

"I'm not really hungry this morning, Mother. And I'll be late if I don't hurry. I want to go to Lukman's first. We want to go together."

"You aren't hungry! Is it because you are excited?"

"I don't know, Mother. Maybe I am excited, but anyway, I'm going now, Mother. Bye."

His mother only smiled and shook her head.

It was a beautiful morning. Budi and Lukman were riding their bicycles.

Budi took a big breath. "Hm, I like the morning air. It's good."

"Yes. It makes you healthy ... "

"... says our health teacher," Budi finished for Lukman. "I hope we'll have teachers like Mr. Sahetapy ..."

"Why? I don't like him so much. He was very hard on us."

"Maybe he was hard, but he taught very well. If he wasn't hard, people like you would never do their work."

"What's wrong with me?" Lukman said laughing. "I'm the best kind of student a teacher can hope to have."

"Oh, yes! And because you are so good, probably you prefer to have teachers like Mr. Halim, who almost never gives assignments?"

Lukman laughed

"You were very bad in class, Luk I think Mr. Halim was a good teacher. He was always on time But he was a little too easy on us."

"But when he explained something it was always long and boring. Nobody listened to him, because nobody respected him."

"But every student should respect his teacher, Mr. Rakhman always says."

"Bah! How can you respect someone if the person doesn't respect himself! I prefer someone like Miss Hartini. She might not teach well, but anyway, she's neat and attractive"

"Oh, you can never be serious"

"Hey, Luk, we're here."

"Joko, Tomo, Rusli. The old group again!"

The two boys parked their bicycles and went toward the other three boys.

They were all very happy on that first day of school.

Pertanyaan: Lingkarkanlah jawaban yang anda anggap betul!

A. Comprehension Questions

1. It was Budi's big day because
 - a. it was his birthday.
 - b. it was his first day in high school.
 - c. he had a new bike.
2. For breakfast he had
 - a. bread and tea.
 - b. nothing.
 - c. bread only.
3. Budi did not want any rice because
 - a. he was not really hungry.
 - b. he did not like it.
 - c. there was no rice.
4. He was in a hurry because he
 - a. did not want to be late.
 - b. was late already.
 - c. wanted to try his bike.
5. Budi and Lukman
 - a. rode a bike.
 - b. rode their bikes.
 - c. walked to school.
6. On their way to school, they talked about their
 - a. teachers.
 - b. friends.
 - c. lessons.

7. Budi liked Mr. Sahetapy because
- a. he was easy on his students.
 - b. he never gave assignments.
 - c. he taught very well.
8. Lukman was
- a. always serious.
 - b. good in class.
 - c. never serious.
9. Budi taught that Mr. Halim was good because
- a. he was easy on his students.
 - b. he taught very well.
 - c. he was always on time.
10. In the story, Joko, Tomo, and Rusli were
- a. new friends
 - b. old friends.
 - c. SMP students.

B. Vocabulary Exercises

1. Attractive:

- | | |
|--------------|----------------|
| a. menarik | c. membosankan |
| b. baik hati | d. ramah |

2. Air:

- | | |
|----------|----------|
| a. angin | c. udara |
| b. air | d. embun |

3. Hard:

- | | |
|----------|----------|
| a. baik | c. lunak |
| b. mudah | d. keras |

4. Healthy:

- | | |
|----------|--------------|
| a. segar | c. sehat |
| b. sakit | d. kesehatan |

5. Boring:

- | | |
|----------------|-----------------|
| a. menyulitkan | c. menjemukan |
| b. menarik | d. menyenangkan |

6. Neat:

- | | |
|-----------|-----------|
| a. indah | c. rapi |
| b. cantik | d. bersih |

7. Hurry:

- | | |
|-----------------|-------------------|
| a. terlambat | c. perlahan-lahan |
| b. tergesa-gesa | d. tepat |

8. Anyway:

- | | |
|--------------------|-------------|
| a. bagaimanapun | c. sehingga |
| b. dengan demikian | d. walaupun |

9. Respect:

- | | |
|----------------|-----------------|
| a. menghina | c. menyenangkan |
| b. menghormati | d. menyanjung |

10. Prefer:

- | | |
|---------------|-----------------|
| a. tidak suka | c. lebih banyak |
| b. ingin | d. lebih suka |

Passage I: taken from Departemen P & K,
English for the SLTA Supplementary Reader I,
(Jakarta: PN Balai Pustaka, 1979), p. 11-13.

READING II

GOING FISHING

Karno : Hello, may I speak to Umar, please?

Voice : Yes, hold on, please.

Umar : This is Umar speaking.

Karno : Hi, Umar. This is Karno. Who was that who picked up the phone? It didn't sound like your mother or your sister.

Umar : Oh, that was my cousin. She's staying with us for the weekend. What's up, Karno?

Karno : Hamran and I are going fishing. Want to come along?

Umar : Fishing? Oh, yes! I'd love to. You know that's my favourite pastime. Where are you two going to fish?

Karno : There's a stream behind Hamran's house. He says there's a lot of fish in it. We're going there to try our luck.

Umar : What will you be bringing there?

Karno : Oh, the usual things - a net or a fishing-rod, some worms, a tin to put the catch in - you know.

Umar : Okay. Hey! I have an idea. My mother just made some cakes. I can bring a few, and we'll have a picnic there. See if you can find some other food at your house, and bring it along.

Karno : Oh, sure. I've got some tidbits here. And I'm sure Hamran will be able to provide us with some drinks.

Umar : Find. When and where shall we meet?

Karno : I'll be going to Hamaran's house in half an hour's time. Can you be ready then? I'll call for you on my way, and we'll go there together.

Umar : Great. It's about a quarter past three now. So I'll expect you in half an hour. See you then.

Karno : All right. Bye.

Pertanyaan: Lingkarkanlah jawaban yang anda anggap betul.

A. Comprehension Questions.

1. Karno invited Umar to
 - a. go fishing.
 - b. go on a picnic.
 - c. go to visit Hamran.
 - d. go fishing and have a picnic as well.
2. Who picked up the telephone when Karno called?

a. Umar	c. Umar's cousin
b. Umar's mother	d. Umar's sister
3. Who suggested having a picnic as well?

a. Umar	c. Karno
b. Umar's mother	d. Hamran

4. Who would provide the drinks for the picnic?
 - a. Umar.
 - b. Karno.
 - c. Hamran.
 - d. Umar's mother.
5. Who were speaking on the phone?
 - a. Karno and Hamran.
 - b. Karno and Umar.
 - c. Umar and Hamran.
 - d. Karno, Umar, and Hamran.
6. Umar's favourite pastime is
 - a. speaking.
 - b. fishing.
 - c. climbing.
 - d. reading.
7. Umar's mother has just made
 - a. some drinks.
 - b. some cakes.
 - c. some worms.
 - d. a tin.
8. They would be fishing at
 - a. the sea near Hamran's house.
 - b. the stream behind Hamran's house.
 - c. the lake behind Hamran's house.
 - d. the stream behind Umar's house.
9. Karno and Umar went to Hamran's house at about
 - a. a quarter past three.
 - b. a quarter to three.
 - c. a quarter to four.
 - d. a quarter past four.
10. Which is the right sentence according to the passage.
 - a. Swimming was Umar's favourite pastime.
 - b. Umar would bring some drinks.
 - c. There was a lake behind Hamran's house.

d. Karno would provide some tidbits.

B. Vocabulary Exercises.

1. Picked up:

- | | |
|---------------|----------------|
| a. mematikan | c. memperbaiki |
| b. mengangkat | d. menyimpan |

2. Cousin:

- | | |
|-----------|----------|
| a. kakak | c. kakek |
| b. sepupu | d. nenek |

3. Come along:

- | | |
|------------|---------------|
| a. berlari | c. ikut serta |
| b. mengail | d. memasak |

4. Stream:

- | | |
|------------------|----------|
| a. aliran sungai | c. waduk |
| b. danau | d. laut |

5. Fish:

- | | |
|----------|----------|
| a. penyu | c. belut |
| b. udang | d. ikan |

6. Net:

- | | |
|----------|-----------|
| a. ember | c. jala |
| b. roti | d. cacing |

7. Worm:

- | | |
|------------|-----------|
| a. minuman | c. sepatu |
| b. kaleng | d. cacing |

B. Tidbits:

- | | |
|------------------|----------------|
| a. makanan kecil | c. ember kecil |
| b. minuman | d. tali |

9. Ready:

a. hati-hati

c. siap

b. teliti

d. gembira

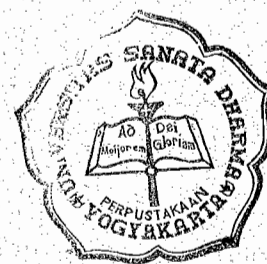
10. A quarter past three:

a. pk. 2.45

c. pk. 2.15

b. pk. 3.15

d. pk. 3.45



READING III

THE COCONUT PALM

Look at a coconut palm carefully. Do you notice how tall and slender its trunk is? See how gracefully it dances in a gentle breeze. Now, I shall tell you the story of how the coconut palm came to be.

Long ago, there was a King in Indonesia. He had a very good cook. One day, the King became angry with this cook. He ordered that she be punished.

The poor cook was buried up to her neck in the ground. Only her head could be seen, and everyone kicked it. This cook had a baby. The cook cried when she thought of her baby. She begged the people to take care of it, but they only laughed.

Finally, the cook said, "I shall be taking care of my baby and all the following generations. Forty days after my death, a tree will be growing in this spot."

Forty days later, a tree grew up in the spot where the cook was buried. This tree grew up in the spot where the cook was buried. This tree was actually the cook herself. Her toes had become the roots of the tree, and her body turned into the long, slender trunk. Her hands were the leaves

swaying gently in the wind, and her head was the big fruit.

The flesh of the fruit could be eaten, and its juice could be drunk. The other parts of the tree could be made into useful things. Soon, the tree became known as the 'tree with a thousand uses'.

Pertanyaan: Lingkarkanlah jawaban yang anda anggap betul

A. Comprehension Questions

1. With whom did the King become angry?

- | | |
|-------------|---------------|
| a. the baby | c. the cook |
| b. the tree | d. the people |

2. What order did he give?

- a. to punish the cook.
- b. to plant a tree.
- c. to have a cook.
- d. to be angry with the cook.

3. How was the cook punished?

- a. Her head was buried.
- b. She was buried up to her neck
- c. Her neck was buried
- d. She and her baby were buried

4. The coconut palm's trunk is

- a. short and slender
- b. tall and thick

- c. long and slender
 - d. tall and bent
5. The cook was buried
- a. up to her head.
 - b. up to her neck
 - c. up to her forehead.
 - d. completely.
6. The cook cried because
- a. she was afraid to die.
 - b. she thought of her baby.
 - c. the King was angry with her.
 - d. the people kicked her head.
7. What happened after the cook's death?
- a. The cook turned into a long trunk.
 - b. The people took care of the baby.
 - c. A tree grew in the spot.
 - d. Her flesh was eaten.
8. Why was the coconut palm called 'the tree with a thousand uses'?
- a. Every part of it could be used.
 - b. It could be used a thousand times.
 - c. A thousand people used it.
 - d. It had a thousand fruits.
9. A tree grew
- a. at the spot where the cook was buried.
 - b. next to the cook's body.
 - c. outside the King's palace.
 - d. at the spot where the baby was buried.

10. The cook's head became
- a. the trunk of the tree.
 - b. the leaves of the tree.
 - c. the fruit of the tree.
 - d. the stem of the tree.

B. Vocabulary Exercises

1. Slender:

- | | |
|------------|----------|
| a. ramping | c. besar |
| b. panjang | d. tebal |

2. Order:

- | | |
|---------------|------------------|
| a. memutuskan | c. memerintahkan |
| b. menyatakan | d. melaksanakan |

3. Spot:

- | | |
|--------------|-----------|
| a. lubang | c. batas |
| b. lingkaran | d. tempat |

4. Flesh:

- | | |
|---------|-----------|
| a. biji | c. kulit |
| b. isi | d. daging |

5. Trunk:

- | | |
|-----------|----------|
| a. dahan | c. akar |
| b. batang | d. tunas |

6. Root:

- | | |
|----------|-----------|
| a. daun | c. akar |
| b. tunas | d. batang |

7. Beg:

- | | |
|-------------|-------------|
| a. menyuruh | c. meminta |
| b. merintih | d. menangis |

8. Toe:

a. jari kaki

c. tumit

b. alas kaki

d. betis

9. was punished:

a. dipecat

c. dipenjara

b. dihukum

d. disiksa

10. Angry:

a. kecewa

c. marah

b. dendam

d. benci

READING IV

MANGOES IN SEASON

The mango season is here again! All over the city - at the market, in the supermarkets, on the streets of Jakarta-everywhere, in fact, people can now see and smell this delicious tropical fruit.

The skin of the mango is green when it is still unripe. As the mango ripens, its colour changes from green to golden. The flesh is orange. There is a large stone in the centre of the fruit.

Fruit-sellers carry the fruit around in baskets. They go from house to house, peddling this fruit. Some sellers set up stalls by the side of the street. The sellers pile the mangoes up high in baskets, where everyone passing is sure to see the fruit.

Few people who pass by can resist mangoes. A customer stops now, attracted by the golden colour of the ripe fruit, as well as by its rich, sweet aroma. She asks for the price of the fruit. The fruit-seller offers a mango at four hundred rupiahs. However, the customer knows what she has to do. She squats down in front of the basket of fruit, and begins to bargain with the seller. They argue for about ten minutes.

During that period, the price is knocked down gradually - from four hundred rupiahs to three hundred, then two hundred; and finally, at the end of the bargaining, to one hundred rupiahs.

Both parties are now quite satisfied. The seller then wraps the fruit up for his customer. She sets off happily for home with the mangoes. Soon, she and her family will be enjoying this sweet, juicy fruit.

Pertanyaan: Lingkarkanlah jawaban yang anda anggap betul!

A. Comprehension Questions.

1. During this season mangoes can be seen

a. at the church	c. at the bank
b. nowhere	d. at the market
2. The skin of the mango becomes golden when it is

a. rotten	c. unripe
b. ripe	d. in baskets
3. A mango's colour is ... before it changes to golden.

a. grey	c. green
b. brown	d. orange
4. Customers have to ... get the fruit at a lower price.

a. squat	c. bargain
b. argue	d. offer

5. At the end the seller and the buyer are satisfied because they can
- manage an agreement.
 - smell the sweet aroma.
 - argue for ten minutes.
 - see the fruits in the baskets.
6. In the middle of the mango is a
- root
 - leaf
 - stem
 - stone
7. Customers are usually attracted by the ... of the fruit.
- taste and colour
 - smell and taste
 - colour and smell
 - skin
8. The initial price of the mango is
- one hundred rupiahs .
 - three hundred rupiahs.
 - two hundred rupiah.
 - four hundred rupiahs.
9. The customer manages to get the price cut to
- one hundred rupiahs.
 - two hundred rupiahs.
 - three hundred rupiahs.
 - four hundred rupiahs.
10. Fruit-sellers place the mangoes where
- passers-by can see them.
 - they may ripen most rapidly.
 - they cannot be damaged.
 - they won't go bad.

B. Vocabulary Exercises.**1. Smell:**

- | | |
|------------|------------|
| a. meraba | c. mencoba |
| b. mencium | d. merasa |

2. Delicious:

- | | |
|----------|----------|
| a. manis | c. asam |
| b. enak | d. harum |

3. Ripe:

- | | |
|------------|-----------|
| a. mengkal | c. matang |
| b. mentah | d. besar |

4. Stall:

- | | |
|----------|-----------|
| a. kios | c. bangku |
| b. rumah | d. tempat |

5. Peddling:

- | | |
|-----------------------|--------------|
| a. berjualan keliling | c. bersepeda |
| b. mengayuh | d. penjual |

6. Resist:

- | | |
|------------|--------------|
| a. mencoba | c. memborong |
| b. menawar | d. menolak |

7. Squat:

- | | |
|------------|---------------|
| a. berdiri | c. berjongkok |
| b. berlalu | d. bersandar |

8. Attracted:

- | | |
|-------------|-------------|
| a. terkejut | c. tertipu |
| b. terbujuk | d. tertarik |

9. Bargain:

- | | |
|------------------|------------------|
| a. tawaran | c. tawar-menawar |
| b. tarik-menarik | d. tolak-menolak |

10. Satisfied:

a. puas

c. bahagia

b. kecewa

d. senang

Passage II-IV: Taken from Prof. J.B. Alter, M.A., Curriculum English SMA for Indonesian - Book 1, (Jakarta: Times Educational Co., Ltd., 1980), p.187, 5, 12.

APPENDIX B**Table 3:****TABLE r PRODUCT MOMENT**

N	Signif. Level	
	5%	1%
03	.997	.999
04	.950	.990
05	.878	.959
06	.811	.917
07	.754	.874
08	.707	.834
09	.666	.798
10	.632	.765
11	.602	.735
12	.576	.708
13	.553	.684
14	.532	.661
15	.514	.641
16	.497	.623
17	.482	.606
18	.468	.590
19	.456	.575
20	.444	.561
21	.433	.549
22	.423	.537
23	.413	.526
24	.404	.515
25	.396	.505
26	.388	.496
27	.381	.487
28	.374	.478
29	.367	.470
30	.361	.463
31	.355	.456
32	.349	.449
33	.344	.442
34	.339	.436
35	.334	.430
36	.329	.424
37	.325	.418

N	Signif. Level	
	5%	1%
38	.320	.413
39	.316	.408
40	.312	.403
41	.308	.398
42	.304	.393
43	.301	.389
44	.297	.384
45	.294	.380
46	.291	.376
47	.288	.372
48	.284	.368
49	.281	.364
50	.279	.361
55	.266	.345
60	.254	.330
65	.244	.317
70	.235	.306
75	.227	.296
80	.220	.286
85	.213	.278
90	.207	.270
95	.202	.263
100	.195	.256
125	.176	.230
150	.159	.210
175	.148	.194
200	.138	.181
300	.113	.148
400	.098	.128
500	.088	.115
600	.080	.105
700	.074	.097
800	.070	.091
900	.065	.086
1000	.062	.081



Taken from: Prof. drrs. Sutrisno Hadi,
Statistik II, (Yogyakarta: Yayasan Penerbitan
 Fakultas Psikologi UGM, 1977), p.359.

INSTITUT KEGURUAN DAN ILMU PENDIDIKAN

S A N A T A D H A R M A

TEROMOL POS 29 YOGYAKARTA 55002

TELP. 3301

No. : Dk. II. 3/050/FPBS/Ing/XI/1987

Yogyakarta, 5 November 1987

Lamp. :

Hal : Penelitian

Hal :

Kepada Yth.

Gubernur Kepda DIY

dan KA BAPPEDA Prop. DIY

dan Ka-Dit-Sospol Prop. DIY

Yogyakarta

Dengan hormat,

Dengan ini kami menerangkan bahwa

Nama : Natje Posumah

No. Mhs. : S1/822175/Ing

Fakultas : Pendidikan Bahasa dan Seni

Jurusan : Pendidikan Bahasa Inggris

Program : S-1 Semester : XI

adalah benar-benar mahasiswa kami.

Mahasiswa tersebut bermaksud mengadakan pengumpulan data dalam rangka penulisan paper sebagai prasyarat penyelesaian program studi di IKIP Sanata Dharma.

Sehubungan dengan itu kami mohon Bapak/Saudara memberi bantuan se-cukupnya kepada mahasiswa tersebut.

Atas perhatian Bapak/Saudara kami ucapkan terima kasih.

Hormat kami,

IKIP Sanata Dharma
FAKULTAS
PENDIDIKAN BAHASA
DAN SENI
Drs. J. Madyasusanta, S.J.
Dekan F P B S



**PEMERINTAH PROPINSI DAERAH ISTIMEWA YOGYAKARTA
BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Kepatihan Danurejan Telepon : 4583, 3591
Y O G Y A K A R T A 55213

SURAT KETERANGAN / IZIN

Nomor : 070/ 1132

Surat : Sdr. Dekan FPBS IKIP SADAR Yogyakarta Nomor : Dk. II. 3/050/FPBS/Ing/XI/87
tgl. 5-11-1987 Hal: Permohonan izin penelitian.

- Isi : 1. Keputusan Menteri Dalam Negeri Nomor 9 tahun 1983 tentang Pedoman
Pendataan Sumber dan Potensi Daerah;
2. Keputusan Menteri Dalam Negeri Nomor 61 tahun 1983 tentang Pedoman
Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di Lingkungan
Departemen Dalam Negeri;
3. Keputusan Kepala Daerah Istimewa Yogyakarta Nomor : 33/KPTS/1986
tentang : Tatalaksana Pemberian Izin bagi setiap Instansi Pemerintah
maupun non Pemerintah yang melakukan Pendataan/ Penelitian.

Ditujukan kepada :

Nama : NATJE POSUMAH, No. Mhs: S1/822175/Ing.

Dari Instansi : -

Uraian : "THE MASTERY OF VOCABULARY OF THE FIRST SEMESTER STUDENTS OF
STELLA DUCE SENIOR HIGH SCHOOL AND THEIR ACHIEVEMENT IN
READING COMPREHENSION".

Lokasi : Kotamadya Yogyakarta

Waktu : Mulai pada tanggal 20-11-1987 s/d 20-1-1988

Atas ketentuan :

Sebelum lebih dahulu menemui/melaporkan diri Kepada Pejabat Pemerintah setempat (Bupati/Wali-
kotamadya Kepala Daerah) untuk mendapat petunjuk seperlunya.

Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat

Wajib memberi laporan hasil penelitiannya kepada Gubernur Kepala Daerah Istimewa Yogya-
karta (c/q. Badan Perencanaan Pembangunan Daerah Propinsi Daerah Istimewa Yogyakarta).

Surat ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Peme-
ntah dan hanya diperlukan untuk keperluan ilmiah.

Surat Izin ini dapat diajukan lagi untuk mendapat perpanjangan bila diperlukan.

Surat Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan
tersebut di atas.

Dianharapkan para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya.

Dikeluarkan di : Yogyakarta

Pada tanggal : 20 Nopember 1987

A.N. WAKIL GUBERUR
KEPALA DAERAH ISTIMEWA YOGYAKARTA
KETUA/WAKIL KETUA BAPPEDA PROPINSI DIY.

Ub. Kepala Bidang Penelitian

BUSAN kepada Yth. :

1. Bapak Wakil Gubernur Kepala Daerah Istimewa
Yogyakarta; (seb. laporan);

2. a. Dit. Sospol Propinsi DIY.

3. Walikota Yogyakarta Cq. Bappeda Kodya Yk;

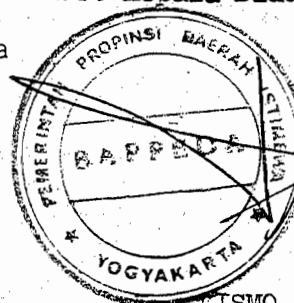
4. Sekandep. dikbud. Kodya Yogyakarta;

5. a. SMA Stela Duce;

6. Dekan FPBS IKIP Sadar Yk;

7. ds;

8. ertinggal.



RISMO SUKIRDO.
NIP. 010078644.



DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
KANTOR WILAYAH PROPINSI
DAERAH ISTIMEWA YOGYAKARTA

Jalan Cendana 9 Telepon : 2515, 3491, 3696 Yogyakarta

Surat Keterangan / Ijin

Nomor : 71509 / I. 13. 11 / N / 1987

Perhatikan Surat Keterangan / Ijin dari Direktorat Sosial Politik Daerah Istimewa Yogyakarta,
tanggal 20 Nopember 1987. Nomor : 070/1132.
Surat ini diberikan ijin kepada :

Nama : NATIE POSUMAH.
Pekerjaan : Mahasiswa FPBS IKIP Sanata Dharma Yogyakarta.
Fakultas/No. Mhs. : FPBS IKIP Sadar Yogyakarta / 822175 .
Tingkat/Jurusan : Sarjana / Bahasa Inggris.
Alamat : d.a. FPBS IKIP Sanata Dharma , Jl. Mrican Yogyakarta.
Bermaksud : Mengumpulkan data secara observasi, angket kepada res-
ponden setempat dilokasinya guna menyusun Tesis yang
berjudul:

"THE MASTERY OF VOCABULARY OF THE FIRST SEMESTER STUDENTS
OF STELLA DUCE SENIOR HIGH AND THEIR ACHIEVEMENT IN
READING COMPREHENSION."

Pelaksanaan ini dalam rangka menyelesaikan studi sarjana.

Pembimbing :
Lokasi : - SMAK Stella Duce Yogyakarta.

Untuk itu kepada Kepala Sekolah yang bersangkutan diharapkan bantuannya.

Surat keterangan/ijin ini berlaku sejak dikeluarkan s/d 5 Januari 1987.

Setiap peneliti setelah selesai melaksanakan tugasnya diharapkan menyerahkan hasil karya tulisnya sebanyak
1 eksp. kepada Sub Bagian Penerangan.

Yogyakarta, 26 Nopember 1987.

TEMBUSAN YTH :

1. Ka. Kanwil Depdikbud Propinsi DIY sebagai laporan.
2. Rektor IKIP SADAR Yogyakarta,
3. Ka. Kandep DIKEMUD Kodya Yk,
4. Ka. Bidang Dikmenum,
5. Sekolah Ybs.

A. n. Kepala

Ka. Bagian Tata Usaha

Kepala Sub Bagian Penerangan

