

**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**

**A Thesis  
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The Department of English Language  
and Literature  
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of the Requirement for the  
Sarjana Degree  
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"Ah, but a man's reach should exceed his grasp,

Or what's a heaven for ?"

Robert Browning, Andrea del Sarto

Giving thanks always for all things

unto God and the Father in the name

of our Lord Jesus Christ

(Eph 5:20)

Casting all your care upon Him

for He careth for you

(I Peter 5:7)

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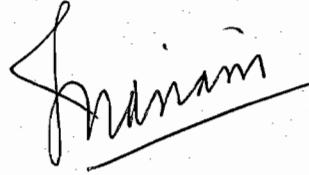
I owe a special debt to all my dearest lecturers who have equipped me with the basic ability to finish my study at the English Department of IKIP Sanata Dharma,

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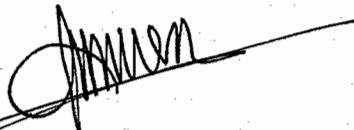
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## CHAPTER I

### INTRODUCTION

#### 1.1. BACKGROUND OF THE STUDY

It is undeniable that now, in our modern life while the development of technology keeps on increasing, English plays a very important role as a means of communication. Students who want to continue their study in university must equip themselves with English. Besides, a lot of better-paying job in both foreign and domestic bonafide companies will provide opportunities to those who have good proficiency in English. Some people say that English is considered a 'mere science' which must be studied completely and in detail. The main function, however, is actually as a support to the national development. The reasons of it are that firstly, a lot of sciences and new inventions are written and explained in English. Secondly, the important role of the language itself in the worldwide communication is definitely crucial.

The general instructional objective of the 1984 English Senior High curriculum is that the students are expected to comprehend the content of a certain passage or article of a certain topic written in English.<sup>1)</sup>

Based on the objective above, Senior High School students need to equip themselves with reading ability

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1) Departemen P & K ; 1985

in order to be able to comprehend a certain passage or article of a certain topic in English.

Realizing that the function of reading comprehension ability is really important, some innovation, construction, and enrichment of the quality of reading instruction in Senior High Schools are obviously needed.

The success of reading instruction in Senior High Schools does not merely depend on the skillful teachers, but also on the students' reading interest in the English passages. If the passages given by teachers are in accordance with students' interest and needs, they will continue to read or even seek to comprehend, and at last they will be able to answer comprehensive questions concerning the content of the passages.

So far the attempts toward innovation and construction on the field of reading instruction in Senior High Schools have been done. The change of the 1975 English Senior High Schools Curriculum to 1984 English Senior High School Curriculum is the evidence of the government's efforts especially on the added time allotment and various reading passages.

Although some efforts have been done to better students' proficiency in reading comprehension and to overcome some hindrances dealing with reading skills, the result now seems still far from being satisfactory, meaning that they have not been well equipped with good

reading comprehension ability. On the one hand the government hopes to be successful in reading instruction, on the other hand it seems there has been no suitable solution to cope with the problems.

Some educational experts and scholars, then, make approaches to the problems. Some say that "students' lack of vocabulary" is the cause of the problem. Arunee Wiriyachitra and Chanya Apichattrakul say that in reading any kind of material in English, students face a crucial problem. They do not know the meanings of words. This prevents them from understanding what they are reading.<sup>2)</sup>

Some also suspect that it is caused by the shortage of the time allotment in the curriculum. Some others give their opinion that the selection of English reading passages is incorrectly applied.

What is meant in the curriculum, however, is reading with understanding, and not reading for learning grammar or vocabulary. Grammar, for instance, should be put in such a way as a means to support reading comprehension. Consequently only the most important parts of grammar should be taught.

In comprehensive reading, teachers should be aware of students' interest and needs. There is no doubt that students' point of views are very important in determining the success of reading instruction,

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2) Wiriyachitra and Apichattrakul; p.17

especially reading comprehension.

Based on the facts and statements above, it seems really necessary to conduct a field research that has to do with the problem.

In this study, we will examine whether students' reading interest in English passages affects or correlates with their achievement in reading comprehension.

In order to come to the heart of the matter, the writer takes a golden middle way to conduct a field research at the S1 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma. This study is then under the title "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".

#### 1.2. REASONS FOR CHOOSING THE TOPIC

There are two reasons why the writer chooses the topic :

1. Some English teachers do not realize that students' reading interest in English passages are definitely important in determining the success of reading instruction especially reading comprehension. So, hopefully through this study, teachers will realize the importance of

students' reading interest, particularly when they are selecting the reading passages for their students.

2. There are several factors which may influence the success of reading comprehension instruction, such as : structure, vocabulary, teaching method, time allotment, and so on. The writer, however, has an opinion that students' reading interest in the English passages have a closest relationship with their achievement in reading comprehension.

### 1.3. FORMULATION OF THE PROBLEMS

Because of the important function of reading, especially reading comprehension, in the English language instruction and its worldwide communication, the writer wants to know what factors may affect or influence the success of it. So the problems of the study are formulated in the form of the following questions :

1. What is the reading interest of the S1 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma in English passages ?
2. What is the objective achievement of the S1 1985/1986 Second Semester Students of the Indonesian Department of IKIP

Sanata Dharma in reading comprehension ?

3. What is the mean of both the scores in the students' reading interest and in reading comprehension of the S1 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma?
4. Is there any significant correlation between students' reading interest in the English passages and their achievement in reading comprehension ?
5. By considering another control variable, such as students' mastery in vocabulary, is there a higher and more significant correlation between students' reading interest in English passages and their achievement in reading comprehension ?
6. If there is no significant correlation between the two variables, are there any other variables which may influence the dependent variable ?

#### 1.4. PURPOSES OF THE STUDY

Dealing with the problems or questions above, the purposes of this study are actually to answer those six problems. So the writer wants to find out information about :

1. The reading interest of the S1 1985/1986 Second Semester Students of the Indonesian Department

of IKIP Sanata Dharma in English passages.

2. The objective achievement of the S1 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma in reading comprehension.
3. The mean of both the scores in students' reading interest and in reading comprehension of the S1 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma.
4. How far the reading interest of the S1 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma in English passages influences or correlates with their achievement in reading comprehension.
5. Whether the two control variables used make a higher and more significant correlation if they are correlated with the particular dependent variable.
6. Other independent variables which may exist and affect the students' achievement in reading comprehension as the dependent variable.

#### 1.5. HYPOTHESES

Hypotheses are very important in any research, because hypotheses give provisional assumptions from the fact that is noticed. From hypotheses, we will be able to know the guessing statement from the correlation

between the two variables.

In this study, there will be two hypotheses. They are alternative hypothesis and null hypothesis. The former is formulated to be received while the later is formulated to be rejected.

Based on the purposes of this study, the writer presents the following hypotheses :

1. By considering students' mastery in vocabulary as a control variable, it is hypothesized that there is a positive correlation between students' reading interest in English passages and their achievement in reading comprehension.

In other words "The higher the students' reading interest in English passages is, the higher their achievement in reading comprehension will be" or "The lower the students' reading interest in English passages is, the lower their achievement in reading comprehension will be".

2. By considering students' mastery in vocabulary as a control variable, the null hypothesis is that there is no significant correlation between students' reading interest in English passages and their achievement in reading comprehension.



#### 1.6. ORGANIZATION OF THE THESIS

Before arriving at the core of this thesis, the writer would like, in the first place, to expose in the first chapter the background of this study which discusses the importance of reading and some independent variables which may influence the results of the particular dependent variable. This chapter will also discuss the reasons of choosing the topic of this study; the formulation of the problems; the purposes of the study; the hypotheses presented by the writer; and the review of the related literatures which, hopefully, can be employed to lead to the essence of this thesis.

Chapter II is the discussion of the identification of the problems. This chapter will particularly focus on the definition of the key terms that defines the following terms: "the students' reading interest in the English passages"; "the students' achievement in reading comprehension"; and "the SI 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma".

The next chapter, chapter III, will examine the identification of the research variables. In this discussion, the writer presents the particular dependent variable and the independent variables used in this study. The methods of collecting raw data; the research instruments; and how to obtain respondents will be covered in this chapter, too. In discussing the research

instruments, the writer also verifies that the tests used meet the criteria of good tests which are based on validity; reliability; objectivity; economy; simplicity of administration, scoring, and interpretation; and interest. It is in this chapter, too, that the writer exposes the techniques of data analysis.

The following chapter, chapter V, is the conclusion which constitutes the summary of the main points and the results of the study previously discussed in the earlier chapters. It is by all means an appreciable effort to conduct further studies on the same topic which will bring about better results. So to end this chapter, the writer offers some relevant ideas or suggestions.

#### 1.7. REVIEW OF THE RELATED LITERATURES

##### 1.7.1. Reading and the various theories of it.

There are 4 types of skills in learning a language. those are : speaking, listening, reading, writing.

Reading is the most important skill that should be taught to Senior High School Students as well university students. In fact, Gayle L. Nelson adopts Hatch's suggestion (1979) to confirm her opinion : "For foreign students in universities, reading is probably the most important language skill for academic success".<sup>3)</sup>

Why is 'reading' the most important language skill? ↑

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3) Nelson; 1984; p.2

There are actually many reasons, one of them is that the graduates of Senior High Schools who want to continue their study at universities have to equip themselves with this skill.

They have to read and understand scientific books that are mostly written and explained in English. So it is no longer enough just to equip themselves with the ability in grammar, for example.

4)

Mc Neil, Donant, and Alkin give their explanations on the most important reasons why pupils have to learn to read. The ordering of the items does not imply priority and there is some overlap.

1. To be accepted by parents, teacher, 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.
4. To solve problems related to obtaining food, shelter, and other other basic needs.
5. To engaged in intellectual study, hobbies, and other interest.

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4) Neil/Donant/Alkin; 1980; p.7

6. To attain a satisfying economic level by holding a job that requires particular reading skills 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 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, Julia Dobson, is also aware of the importance of reading. She says :

"Reading can bring exciting dimensions into classes where English is taught as a foreign or second language. (1) It gives students access to information written in English. (2) It combines with and reinforces other English language learning activities, providing fruitful practice of these activities". 5)

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5) Dobson; 1973; p.3

Because reading plays a very important role in teaching English, the writer intends to present some definitions of reading and some theories of it which up to this present days have been so varied.

What is actually meant by reading ?

Some linguists and experts have sought to give their own definitions concerning reading. Generally speaking, they do not quite agree with various definitions given by their pioneers in this field of study. So they usually try to formulate their definitions. Some, however, have similar meaning but different words.

Broughton (1978), for instance, gives <sup>6)</sup> definition that reading is a complex skill, that is to say that it involves a whole series of lesser skills.

Tito Villa Villegas defines reading as 'the ability or capacity to recognize the intrinsic information in a linguistic chain or structure and <sup>7)</sup> the extrinsic information that results from it'.

So through reading, the readers (in this case, the students) can find information which is formulated in the form of symbols.

Another expert, Widdowson (1979), says :

"Reading is an interaction between

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6) Broughton; 1978; p.89

7) Villegas; 1978; p.29

writer and reader mediated through the text. It is not a reaction to a text". 8)

Widdowson supposes that there is indirect communication between the writer of the text (the sender of information) and the reader (the receiver of information) in reading.

Fraida Dubin states :

"Reading is a multifaceted, complex skill made up of a number of psychological, physical, and social elements". 9)

The other definitions are also presented by some other experts and scholars who say that : '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; 'reading' is an activity to give meaningful interpretation of written or printed language symbols; 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 reading itself. Because of those two factors that

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8) Widdowson as quoted by Dubin; 1982; p.15

9) Dubin; 1982; p.14

elicit such various definitions and descriptions of reading, the new definitions 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 opinion of reading as a complex skill that should be learned through a complex process. The writer, now, wants to talk about theory of reading. It is absolutely necessary to assign reading as one of their students' lessons that constitutes a must to be taught to their students.

There are five types of reading. They are comprehensive reading, reading aloud, intensive reading, extensive reading and speed reading. What we deal with here is the first mentioned type of reading, that is comprehensive reading or reading with understanding. In this type of reading, the readers are expected to understand the contents of the passages or articles they are facing.

Talking about the aspects of reading, Arunee<sup>10)</sup> Wiriyachitra says that there are four different aspects of reading : 'Skimming, Scanning, comprehensive reading, and critical reading'. The followings are the explanation of them :

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10) Wiriyachitra; 1982; p.20

- Skimming : it will enable the student to select only those that are worth reading.
- Scanning : it will help the student search quickly for the specific information he wishes to get from the material.
- Comprehensive reading : it will enable the students to extract information and understand the material.
- Critical reading : the students must learn to read critically. This will enable him to understand the author's purpose, to distinguish facts from opinions, etc.

Still concerning the aspects of reading Amy  
11) L.Sonka also presents the scheme that shows the various aspects of reading which provide guidelines for organizing the reading program :

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11) Sonka; 1979; p.3



reading

extensive

intensive

efficiency

comprehension

general reading  
skills

skills for reading  
different types of  
material

### 1.7.2. Factors which may influence the success of reading instruction

In the foregoing discussion, we see that reading is really a complex and a unique experience. Therefore it is a heavy task for teachers of English who want to help students to read with clear understanding. It is confirmed by James Ward :

"Reading is perhaps the most difficult language skill to teach, for it involves so many different elements : mechanical eye movement, grammar, vocabulary, phonetic, spelling, and intellectual comprehension". 12)

The writer, however, thinks that the most visible factors which may influence or affect the success of reading instruction are :

- the teachers
- the curriculum
- the selection of passages
- the students

Some experts say that teachers play a very important role in supporting the success of reading instruction. Bir Singh states :

"The teacher can help his students by encouraging them and making them interested in reading". 13)

By his statement above he wants to emphasize that

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12) Ward; 1980; p.2

13) Singh; 1974; p.41

teachers can determine the success of reading instruction. Teachers can encourage students to continue their efforts to improve their reading skills, especially comprehensive skill.

Another expert, Robert M. Stevenson, says :

"A good teacher can encourage the student to have confidence in himself to realize that he can understand new written material after his own silent reading of it without using a dictionary as a crutch". 14)

The curriculum also have a great influence in determining the success of reading instruction. If, for instance, the time allotment in the curriculum is very limited, how can the teacher get successful in reading instruction? As the goal of teaching English in Indonesia is reading with understanding, the government gives the most time allotment in reading. The 1984 English Senior High School Curriculum states :

"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". 15)

"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".

14) Stevenson; 1973; p.11

15) Departemen P & K; 1984

The next two factors (the selection of passages and the students factor) have a very close relationship since the selection of passages are often based on the students factor. They are interrelated.

So many experts and scholars talk about these two factors. Carmine and Silbert (1979) state :

"Much has been written about the need to provide students with reading materials that appeal to their tastes and interest". 16)

In this case Carmine and Silbert want to emphasize that in selecting reading passages, the passages should be in students' interest, because such condition will encourage students to read and even comprehend the passages given. The teacher, thus, will be able to teach reading comprehension successfully.

Another expert , Jiang Hua-shang, says :

"The most important thing is that the students enjoy what they read. Where there is interest, there can be speed, accuracy, and improvement in reading efficiency".

He also adds :

"We must select materials that are not too difficult". 17)

Gayle L.Nelson also states that from the list

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16) Carmine and Silbert as quoted by Marquez; 1984; p.40  
17) Shang; 1984; p.37

of students interest, the teacher select  
18) appropriate reading.

From the statement above, we see the close relationship between passages teachers, and students, in selecting reading passages.

19) Timothy C. Standal also gives suggestion :  
"When choosing materials for students, a teacher should also consider pupil's background and interest along with readability".

Some suggestions and statements above prove that if language teachers want to be successful in teaching reading, they should pay attention to the students' interest and needs in choosing passages.

Some other scholars say that students' mastery in vocabulary may also influence students' proficiency in reading comprehension. As what Julia Dobson says :

"It goes without saying that a sizeable vocabulary is crucial to success in reading". 20)

Jiang Hua-shang is also interested in the importance of vocabulary and grammar in selecting English reading passages. He suggests that the vocabulary level be appropriate, the grammatical structures be not too complex, and the number of

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18) Nelson; op. cit.; p.3

19) Standal as quoted by Neil, Donant, Alkin; 1980; p.367

20) Dobson; op. cit.; p.4

21)

idioms be not too dense.

Based upon the experts' and scholars' suggestions, it is now obvious that there are many factors which may affect students' ability in comprehending a certain article or passage.

From the various independent variables, the writer has an opinion that students' reading interest in English passages is the closest independent variable that will have a positive correlation with the particular dependent variable.

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21) Shang; op. cit.; p.37

## CHAPTER II

### IDENTIFICATION OF THE PROBLEMS

In this study, there are three terms that need to be operationally defined. The title of this study is : "The correlation between the reading interest of the SI 1985/1986 Second Semester Students in English passages and their achievement in reading comprehension". So, the first thing that should be defined is "The students' reading interest in English passages" the second is "The students' achievement in reading comprehension", and the third is "the SI 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma".

#### 2.1. Definition of key terms

##### 2.1.1. Students' reading interest in English passages

It is not unusual if someone has an 'interest' in something when he likes to it. If one concerns oneself with something, he is usually able to do it in a pleasant atmosphere, without any force. The results, then, will be satisfactory. For example : if one likes to be a teacher and has interest in it, he will try to study at IKIP. Another example is : if one has a great interest in the field of politics, he will be very interested to come to a political discussion. On the contrary,

if he does not have any interest in politics, he will just keep silent and easily get bored when someone talks about it.

But what is actually meant by 'interest' itself ?

"The Oxford Advanced Learner's Dictionary of Current English" says that 'interest' is :

"Condition of wanting to know or learn about something or somebody". 22)

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

"A feeling of intentness, concern, or curiosity about something". 23)

From the two definitions above, it is clear that there is something interesting and pleasant to know about. So the term "Students' reading interest in the English passages" means "students' condition of wanting to know or learn about the English reading passages". The students' reading interest in the English passages then, will be showed by the scores found through questionnaires. The questionnaire consists of 25 items.

#### 2.1.2. Students' achievement in reading comprehension

The word that has a closest relationship with the word 'achievement' is 'result'. So "Students'

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22) Hornby; 1974; p.445

23) Kechnie; 1983; p.956



achievement in reading comprehension test given to them".

In this case the students will be given three different kinds of reading passages. They should choose one of the three which is most interesting for them. Their interest is hoped to have aroused when they notice the titles of three passages and have a glance on each passage. Each passage is followed by ten comprehensive questions. The scores achieved by the students will show their ability in reading comprehension.

#### 2.1.3. The S1 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma

What is meant by "the S1 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma" is "all the 1985/1986 students who are studying Indonesian at the Indonesian Department of IKIP Sanata Dharma". They take the Sarjana Degree (S1 program) and now are in the second semester. The writer is aware of the different status, conditions and situations, equipment, facilities and other different factors which may affect the results of the study. So the writer chooses the S1 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma. Besides, they as the products



Senior High Schools, may become the sample from public schools, private schools, and also subsidized schools. So hopefully the results of the study will be valid.

### CHAPTER III

#### RESEARCH METHODOLOGY AND PROCEDURE

##### 3.1. IDENTIFICATION OF THE RESEARCH VARIABLES

According to Winarno Surachmad, there are two variables in a research :

1. Independent Variable or experimental variable or variable X. It is the variable , its influences of which will be probed.
2. Dependent Variable or variable Y. It is the variable which will appear as the result of independent variable' influence. It is supposed to appear in the correlation  
24) with independent variable.

This study will also use those two variables above :

- The independent variable is : "The reading interest of the S1 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma".
- The dependent variable is : "The achievement of the S1 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma in reading comprehension".

The writer also considers the other factors which may influence or affect the dependent variable and arise

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24) Surachmad; 1970; p.63

both with and without the particular independent variable.

So, this study adopts another device as a control variable, that is "The vocabulary mastery of the S1 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma".

### 3.2. METHODS OF COLLECTING DATA

#### 3.2.1. Questionnaire Method

Statistical data are frequently obtained through a process in which the desired informations are gained from the informants by sending them a list of questions.

In this study, the writer also uses such method (questionnaire) in order to get some information about the reading interest of the S1 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma in English passages.

#### 3.2.2. Achievement Test Method

Another method of collecting data is achievement test method. This method is used to obtain some information about the students' achievement in reading comprehension. The information about the students' mastery in vocabulary is also known by this method.

### 3.3. RESEARCH INSTRUMENTS

#### 3.3.1. Kinds of the research instruments

In this study three kinds of instruments are used. In order to get some information about the students' interest, the writer uses the first instrument. This instrument is a questionnaire which asks some questions dealing with the students' interest in English passages.

The second instrument is a reading comprehension test which functions as a device to record the students' achievement in reading comprehension. This instrument consists of 3 reading passages. From those three passages, the writer has a hope that one of them will interest the students so that they will choose one that is the most interesting according to them. The reading passages, then, are followed by 10 comprehensive questions in each passages which should be answered by the sample students.

The third instrument is an additional control device. So it is a complementary one. This instrument is a vocabulary test which functions as a device to record the students' mastery in vocabulary. This instrument comprises 10 vocabularies in each passage which should be answered too by the sample students. All vocabularies have something to do with the passage

given.

The three instruments appear in appendices A and B respectively.

### 3.3.2. Characteristics of the research instruments

The instruments used in any research should fulfil the following test requirements or criteria<sup>25)</sup> as the so-called qualities of a good test :

- a. Validity.
- b. Reliability.
- c. Objectivity.
- d. Economy.
- e. Simplicity of administration, scoring, and interpretation.
- f. Interest.

#### 3.3.2.1. Validity

The first and foremost question to be asked with respect to any testing procedure is whether the test used is valid or not.

When we ask such a question, we are inquiring whether the test measures what we want to measure.

<sup>26)</sup> Suharsimi Arikunto states that a test is valid if it can measure what it is intended to measure.

<sup>27)</sup> Another expert J.B. Heaton also says that the

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25) Best; 1970; p.193 - 195

26) Arikunto; 1984; p.47

27) Heaton; 1975; p.153

validity of a test is the extent to which it measures what it is supposed to measure and nothing else.

The validity of any instrument usually depends on the situation and particular aim of the using of the instrument. As an example : a comprehensive or interpretation test may not be valid when it is used to measure a test which requires deep memorization.

There are four kinds of validity according to Heaton<sup>28)</sup> namely: face validity, content validity, construct validity, and empirical validity. Since this study refers to statistic computation and deals with empirical relationship between test scores and a certain criterion, this study then applies the empirical validity.

In order to measure whether the test instruments are empirically valid, we may use the so-called Pearson's Product Moment Correlation formula. There are three different instruments used in this study, the validity of which must be measured i.e. :

- Questionnaire which is intended to measure the students' reading interest in English passages.
- Reading comprehension test, an

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28) *ibid*; p.153 - 154

instrument used to measure the students' ability or achievement in reading comprehension.

- Vocabulary test, as a complementary test which is regarded as a control instrument.

The validity of the questionnaire and reading comprehension test can be found by correlating the raw score of the students' reading interest with the raw score of the students' achievement in reading comprehension. 29)

As the result of the correlation coefficient is .648 with the significant level of .01, it can be said that the first two instruments have a high degree of empirical validity.

In testing the empirical validity of the third instrument, that is the vocabulary test, we can correlate it with the criterion of the students' reading interest. The coefficient of the correlation 30) shows .294 with the significant level of .05. It then can also be regarded that the test has an adequate level of empirical validity.

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29) The correlation computation is presented in the Analysis of the total data

30) The correlation computation can also be seen in the Analysis of the total data



### 3.3.2.2. Reliability

The second and the same important question we have to inquire with respect to research instrument is : How reliable is it? John W. Best<sup>31)</sup> says that a test is reliable to the extent that it measures accurately and consistently, from one time to another. So reliability deals with accuracy and consistency of the test itself.

A test may be reliable, even though it is not valid. A valid test, however, is always reliable.

Still concerning the reliability of the test David P. Harris<sup>32)</sup> gives the idea that by reliability is meant the stability of test scores. A test cannot measure anything well unless it measures consistently. While Scarvia B. Anderson et al.<sup>33)</sup> state undoubtedly the same idea, i.e. : a reliable measure is one that provides consistent and stable indication of the characteristic being investigated.

According to Arief Furchan<sup>34)</sup>, index reliability can be estimated in a number of methods. They are : Retesting method, Equivalent-Forms, Split-half method, and Rationale Equivalent method. Although Retesting method, may be the

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31) Best; op. cit.; p.194

32) Harris; 1969; p.14

33) Anderson et. al.; 1976; p.325

34) Furchan; 1982; p.302 - 306

simplest one, by considering the limit of ability, energy, and time, the writer then decides to employ firstly Rationale Equivalence method in order to estimate the reliability of the questionnaire, and secondly : Split-Half method to measure the reliability of the achievement tests. Rationale Equivalence has many procedures, among others: Alpha by Cronbach, variant analysis by Hoyt, and 20 and 21 formula by Kuder Richardson.

The formula employed here is Alpha which is developed by Cronbach with the formula :

$$r_{11} = \left( \frac{n}{n-1} \right) \left( 1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

$r_{11}$  = the coefficient of reliability.

$n$  = the number of the items.

$\sum \sigma_i^2$  = the number of score variance of each item.

$\sigma_t^2$  = the total variance.

By means of this formula, the estimation of the reliability of the questionnaire computed in this study results in .797 coefficient of reliability. Naturally, the reliability indices of homemade tests will tend to run in the .70s or .80s.

35) *ibid*; p.306

36) Arikunto; *op. cit.*; p.81

37) The computation of the reliability of the questionnaire appears in appendix C

The figure above, then, indicates that the questionnaire used is reliable and, therefore, can be employed to collect intended data. <sup>38)</sup>

In order to estimate the reliability of the achievement test, the writer uses Split-Half method. The idea of Split-Half method is based on the principle that, if an accurate measuring instrument were broken into two equal parts, the measurements obtained with the other. <sup>39)</sup> This method makes the writer possible to measure the reliability from a single administration of the test. By such Split-Half method, the writer uses the most common formula which is developed by Spearman-Brown. <sup>40)</sup>

$$r_{11} = \frac{2 * r_{\frac{11}{22}}}{(1 + r_{\frac{11}{22}})}$$

Where :

$r_{\frac{11}{22}}$  = The correlation r Pearson between the two equal parts.

$r_{11}$  = The estimation of reliability of the whole test.

Using the above formula, the coefficient of reliability of the reading comprehension

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38) Harris; op. cit.; p.17

39) Heaton; op. cit.; p.156

40) Thorndike and Hagen; 1977; p.80

achievement test in this study is .748.<sup>41)</sup> The coefficient indicates that the test is reliable.

Using the same formula, the coefficient of reliability of the vocabulary achievement test is .837<sup>42)</sup> which proves that the test is also reliable.

### 3.3.2.3. Objectivity

John W. Best's idea<sup>43)</sup> concerning the objectivity of the test suggests that a test should yield a clear score value for each performance, the score being independent of the personal's judgement of the scorer. Whereas Suharsimi Arikunto<sup>44)</sup> says that a test is objective if there is no subjective factor which influences the scoring. Following the ideas of objectivity above the three instruments used in this study are objective because there is no subjective factor especilly in scoring the test.

### 3.3.2.4. Economy

The administration of the tests in this study does not need a great a great expense, energy and time so it can be said that the tests are economically suitable.

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42) The computation of the coefficient of vocabulary appears in appendix E

43) Best; op. cit. p.195

44) Arikunto; op. cit.; p.49

3.3.2.5. Simplicity of Administration, Scoring, and Interpretation.

The fact shows that the tests fulfil those criteria. The tests are easily administrated, scored, and interpreted because they are not too elaborate.

3.3.2.6. Interest

Considering the interest criterion of the test John W. Best says :

"tests that are interesting and enjoyable help to gain the cooperation of the subject. Those that are dull or seem silly may discourage or antagonize the subject. Under these unfavorable conditions, the test is not likely to yield useful results". 45)

Since the tests used in this study provide some choices in accordance with the sample students' interest which particularly can be observed through the achievement tests, the tests used are designed on purpose to meet the sample students' interest. Hopefully they can do at ease and the data obtained will be good for analysis.

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45) Best; loc. cit.

### 3.4. SAMPLES J

The forty-five respondents who participated in this study were selected randomly from a population of ninety students studying at the Indonesian Department of IKIP Sanata Dharma.

The population as samples consisted of the S1 1985/1986 Second Semester Students of S1 program studying at the Indonesian Department, both male and female. The determination of the samples were done operationally as follows :

#### 3.4.1. Determination of the Sample School

In this study, the writer actually wants to study the products of Senior High Schools. So the scope and orientation here is Senior High Schools. In Yogyakarta, there are many Senior High Schools which have different backgrounds concerning : conditions, facilities, status, and so on.

Having a sample from each of the Senior High Schools we will probably have more valid results. Unfortunately limitations on man power, ability, chance, and economical factor make it impossible for the writer to do it. Considering the factors above, the writer chooses the Indonesian Department of IKIP Sanata Dharma as the sample school.

The assumptions of choosing the school as

sample are :

1. The students of the Indonesian Department of IKIP Sanata Dharma, are the products of Senior High Schools.
2. The students of the Indonesian Department of IKIP Sanata Dharma, come from almost all kinds of Senior High Schools, they may come from public, private, or even subsidized Senior High Schools.

So the sample school taken in this study is supposed to be representatives of the whole population, therefore the results which are going to be obtained will not seem likely to be invalid and unreliable.

#### 3.4.2. Determination of the Sample Students

The Indonesian Department, as the other departments at IKIP Sanata Dharma, has at least 8 semesters or 4 years of the school terms.

The samples are taken from the second semester students of the sample school.

The assumptions of choosing the students as samples are :

1. The SI 1985/1986 students of the second semester studying at the Indonesian Department of IKIP Sanata Dharma have got more or less all of the English

materials which must be taught Senior High Schools level. By this statement they can be called as the products of Senior High Schools.

2. All these students have completed eight years of English lesson, or even more.
3. They come from various Senior High Schools with different backgrounds.
4. The S1 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma have not yet so long graduated from Senior High Schools.

They also get some English lessons at IKIP Sanata Dharma, but the lessons are just the repetition of what they once got in their Senior High Schools and are considered simple and basic.

It is unwise if the writer chooses the upper semester because the upper semester students have been influenced by many factors that make them unlikely to be probed. or example : they have long enough graduated from Senior High Schools and they may perhaps have forgotten many about English.

Based on the assumptions stated above, the S1



1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma are the most suitable samples, from whom forty-five questionnaires for analysis can be found.

### 3.5. DATA COLLECTION PROCEDURES ✓

In the efforts of collecting data, the writer carries out the following steps :

1. Distributing the first instrument, that is questionnaires on students' interest, to the sample students and then collecting them.
2. Distributing the second instrument, that is students' achievement test. This instrument comprises a reading comprehension test and a vocabulary test. After the tests have been done by the sample students, they are then gathered.

### 3.6. DATA ORGANIZING ✓

The data organizing and processing are done with the use of descriptive statistics. It is operationally done as the following :

The raw score data of the students' reading interest in English passages and the raw score data of the students' achievement in reading comprehension and in students' mastery in vocabulary are presented in the following table :

Table 1

Scores of the Sample Students

Sample students	Score on students' interest X	Score on reading comprehension Y	Score on Vocabulary Z
1	---	---	---
2	---	---	---
3	---	---	---
etc	---	---	---

3.7. TECHNIQUE OF DATA ANALYSIS ✓

After presenting the raw data as in table 1 above the next step is to compute the correlation among the variables determined in this study. There are several techniques of computing correlation, by which we can estimate the correlation between X and Y.

Anyhow in order to study the actual effect of students' reading interest in English passages and their achievement in reading comprehension, the writer will have to investigate the relationship between X and Y with all other possible factors which may affect the results of the dependent variable. It is merely his limited knowledge, time, and energy that leads him to choose only the other one of the possible independent variables, that is the students' mastery in vocabulary as a control variable.

Since there are more than one independent variable,

it has been found that a statistic called the Partial Correlation Coefficient does a fair job of eliminating the interference of other variables. Writing the ordinary correlation coefficient for X and Y as  $r_{xy}$ , that for X and Z as  $r_{xz}$ , and that for Y and Z as  $r_{yz}$ , the partial correlation coefficient measuring the strength of the correlation between X and Y is defined as :

$$r_{xy.z} = \frac{(r_{xy}) - (r_{xz})(r_{yz})}{\sqrt{1 - (r_{xz})^2} \sqrt{1 - (r_{yz})^2}}$$

Where :

- $r_{xy}$  = the correlation coefficient between X and Y.
- $r_{xz}$  = the correlation coefficient between X and Z.
- $r_{yz}$  = the correlation coefficient between Y and Z.

Another statistician, Dr. Sudjono, M Sc, says that if  $k = 3$ , so the variables are Y,  $X_1$ , and  $X_2$  will be computed the partial correlation coefficient  $r_{y1.2}$  with the formula of :

$$r_{y1.2} = \frac{(r_{y1}) - r_{y2} r_{12}}{\sqrt{(1 - r_{y2}^2)(1 - r_{12}^2)}}$$

The problem now appears, how to find out  $r_{xy}$ ,  $r_{xz}$ ,  $r_{yz}$ . In line with the characteristic and the aim of

46) Freud and Williams; 1973; p.332

47) Sudjono; 1975; p.263

this study, the first technique of data analysis which will be used in this study before arriving at Partial Correlation is Pearson's Product Moment Correlation.

Table 1 will be then developed as shown in the following table :

Table 2

Table intended to find out  
the correlation of variables

N	X	Y	Z	XY	XZ	YZ	X <sup>2</sup>	Y <sup>2</sup>	Z <sup>2</sup>
1									
2									
3									
etc									
To- tal	X	Y	Z	XY	XZ	YZ	X <sup>2</sup>	Y <sup>2</sup>	Z <sup>2</sup>

Where :

X : the scores on the students' interest.

Y : the scores on the reading comprehension.

Z : the scores on the vocabulary.

XY : the times of the scores on the students' interest and the scores on the reading comprehension.

XZ : the times of the scores on the students' interest and the scores on the vocabulary.

YZ : the times of the scores on the reading

comprehension and the scores on the vocabulary

$X^2$  : the square of the scores on the students' interest.

$Y^2$  : the square of the scores on the reading comprehension.

$Z^2$  : the square of the scores on the vocabulary.

The correlation between X and Y, X and Z, Y and Z  
48) will be found out by using :

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

The result of the computation of the correlation above is almost always stated in figure. The figure of the correlation is called correlation coefficient. The correlation coefficient will be obviously seen if it is presented as in the following table :

Table 3

Table of Correlation Coefficient

Variables	Correlation Coefficient
1. X and Y	-----
2. X and Z	-----
3. Y and Z	-----

From the third table above, we can compute the correlation between students' reading interest in English passages and their achievement in reading comprehension while considering students' mastery in vocabulary as a control variable by using Partial Correlation Coefficient  $r_{xy.z}$

In the next step, we interpret the degree of the correlation coefficient  $r_{xy.z}$ . The interpretation is based on the categorizations which statisticians have made, one of them from the table "r" Product Moment. 49)

From the interpretation of the degree of correlation we can draw the conclusion whether our hypotheses are accepted or rejected.

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49) Hadi; 1977; p.359

CHAPTER IV  
TREATMENT OF THE DATA  
AND INTERPRETATION OF FINDINGS

This chapter will specially focus on the treatment of the data and interpretation of findings. It is unquestionable that testing hypotheses is very important. So it is also in this chapter that the readers can follow the writer to confirm or to reject the hypotheses stated in the beginning of this thesis.

The data obtained will by no means be significant and cannot anyway be used for accepting or rejecting the hypotheses if they are not operationally treated and then carefully analysed.

So operationally this chapter will comprise :

- Data of questionnaires
- Data of achievement tests
- Treatment of the data of questionnaires
- Treatment of the data of achievement tests
- Analysis of the total data

#### 4.1. DATA OF QUESTIONNAIRES

To get some information about the reading interest English passages, the students were asked to complete a questionnaire anonymously in a classroom. As this questionnaires did not need much time to think about, the students took an average of twenty-five minutes to complete the form. The questionnaires were administered

at the beginning of the new school semester (16<sup>th</sup> and 17<sup>th</sup> February, 1986). As it was the beginning of the new semester, the writer hoped not to disturb their terms, so the expected students were available. Altogether there were 55 questionnaires administered and the same number were returned. Incompletely filled questionnaires or double answers were rejected, then, leaving 45 questionnaires for analysis.

The data from questionnaires were counted by summing up the scores filled by the student samples. The questionnaires which were compiled of 25 items, were differentiated between preferable questions and unpreferable questions.

The preferable questions were the questions number 3-14, 50)  
16, 17, 19-25.

The unpreferable questions were the questions number 1, 51)  
2, 15, 18.

The items are scored on a range from 1 through 4. They are then scored as follows :

The unpreferable questions :

"selalu"	is scored 1
"sering"	is scored 2
"kadang-kadang"	is scored 3
"tidak pernah"	is scored 4

-----  
50) The preferable questions can be observed in appendix A

51) The unpreferable questions can also be observed in appendix A



The preferable questions :

"selalu"	is scored 4
"sering"	is scored 3
"kadang-kadang"	is scored 2
"tidak pernah"	is scored 1

The total number of questionnaires for analysis was 45, although altogether there were 55 questionnaires which had been administered. It was due to there were incompletely filled questionnaires or double answers which were not taken into account. The result of the raw data of the questionnaires can be observed through the following page :

Table 4

The Raw Data of the Questionnaires

Sample	Scores on	Sample	Scores on
Students	Students' interest	Students	Students' interest
01	62	24	51
02	56	25	68
03	42	26	51
04	47	27	49
05	49	28	72
06	49	29	51
07	58	30	59
08	53	31	42
09	60	32	47
10	54	33	53
11	77	34	57
12	51	35	56
13	57	36	56
14	54	37	54
15	60	38	57
16	58	39	64
17	56	40	56
18	38	41	44
19	74	42	37
20	69	43	56

21	64	44	58
22	52	45	50
23	49		
		Total	2477

#### 4.2. DATA OF ACHIEVEMENT TESTS

The data from the achievement tests comprised the data of the students' achievement test in reading comprehension and the students' mastery in vocabulary. The data were found by counting the right answers from the ten comprehensive questions and the ten questions on vocabulary which followed each reading passage given.

As stated in the "Research Instrument" in chapter III, there were three reading passages. It was solely intended to provide the students with a freedom to choose one of the provided reading passages which went to their interest. Hopefully, if the passages they read were in accordance with their interest, they would be able to answer the comprehensive questions concerning the contents of the passages. The scores of the items either for the reading comprehension or the vocabulary test are as follows : the right answer is scored 1 and the wrong answer is scored 0.

The results of the raw data of the achievement tests appear as the following :



Table 5

The Raw Data of the Achievement Tests

Sample Students	Scores on Reading C	Scores on Vocabulary	Sample Students	Scores on Reading C	Scores on Vocabulary
01	9	9	24	6	6
02	9	7	25	8	8
03	6	9	26	5	8
04	6	7	27	7	9
05	8	9	28	8	10
06	6	8	29	7	9
07	10	9	30	10	7
08	9	8	31	3	8
09	10	10	32	4	8
10	9	9	33	8	9
11	10	9	34	8	9
12	4	8	35	6	9
13	8	9	36	8	8
14	6	9	37	7	7
15	10	9	38	8	5
16	8	10	39	8	10
17	10	8	40	9	8
18	6	8	41	8	8
19	10	9	42	5	6
20	10	6	43	9	6
21	9	10	44	10	10
22	9	9	45	4	8
23	8	6			
			Total	346	371

4.3. TREATMENT OF THE DATA OF QUESTIONNAIRES

From the 45 questionnaires which could be successfully collected, the writer can draw the mean of the scores of the students' interest. The mean of a series of items is obtained by adding the values of the items and then divided by the number of the items.

52)

So the formula of the mean is :

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52) Croxton and Crowden; 1939; p.195

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

in which :

$\sum$  = sum up sign.

X = scores of the students' reading interest.

N = number of the sample students.

The computation of the mean of the scores of the students' reading interest :

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

$$= \frac{2477}{45}$$

$$= 55$$

( The maximum score is 100 )

Having found the mean of the scores of X, the writer concludes that the average of the SI 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma have rather low interest.

#### 4.4. TREATMENT OF THE DATA OF ACHIEVEMENT TESTS

In computing the mean of both the scores of the students' reading comprehension and the scores of the students' mastery in vocabulary, the writer uses the same formula as to compute the mean of the scores of the students' reading interest.

The computation of the mean of the scores of the

students' achievement in reading comprehension is as follows :

$$\begin{aligned}\bar{Y} &= \frac{\sum Y}{N} \\ &= \frac{346}{45} \\ &= 7.69\end{aligned}$$

( The maximum score is 10 )

Since the maximum score is 10, it can be said that the S1 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma have a fair achievement in reading comprehension test.

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

$$\begin{aligned}\bar{Z} &= \frac{\sum Z}{N} \\ &= \frac{371}{45} \\ &= 8.24\end{aligned}$$

( The maximum score is 10 )

So the average students of the S1 1985/1986 Second Semester Students of the Indonesian Department of IKIP Sanata Dharma have a high mastery in vocabulary.

#### 4.5. ANALYSIS OF THE TOTAL DATA

It is on the writer's point of view and as far as this study concerns, that the data obtained and

tabulated in tables 4 and 5 are supposed to be adequate to test the hypotheses stated in the foregoing chapter.

The statistical procedure, Pearson's Product Moment Correlation, is employed to compute the correlation of the dependent variable with each of the two independent variables themselves. These are done to have an idea of the nature and the strength of the relationship between the variables.

It is, however, not the end of the work. In order to test the hypotheses, it is considered not enough if we only employ Pearson's Product Moment Correlation. So Partial Correlation must be applied. By having the correlation coefficient of the variables, we can immediately judge whether the hypotheses are rejected or accepted.

Before the analysis of the data can be started, it is helpful to have the data systematically arranged on the form of table. The coming table is the affiliation of all the data of the variables. The computation and the analysis of the obtained raw data can be immediately observed after the table below :

Table 6

The affiliation of all the data of the variables

-----									
:No:	X	: Y	: Z	: XY	: XZ	: YZ	: $X^2$	: $Y^2$	: $Z^2$
=====									
:01:	62	: 9	: 9	: 558	: 558	: 81	: 3844	: 81	: 81
:02:	56	: 9	: 7	: 504	: 392	: 63	: 3136	: 81	: 49
:03:	42	: 6	: 9	: 252	: 378	: 54	: 1764	: 36	: 81
:04:	47	: 6	: 7	: 282	: 329	: 42	: 2209	: 36	: 49

05	49	8	9	392	441	72	2401	64	81
06	49	6	8	294	392	48	2401	36	64
07	58	10	9	580	522	90	3364	100	81
08	53	9	8	477	424	72	2809	81	64
09	60	10	10	600	600	100	3600	100	100
10	54	9	9	486	486	81	2916	81	81
11	77	10	9	770	693	90	5929	100	81
12	51	4	8	204	408	32	2601	16	64
13	57	8	9	456	513	72	3249	64	81
14	54	6	9	324	486	54	2916	36	81
15	60	10	9	600	540	90	3600	100	81
16	58	8	10	464	580	80	3364	64	100
17	56	10	8	560	448	80	3136	100	64
18	38	6	8	228	304	48	1444	36	48
19	74	10	9	740	666	90	5476	100	81
20	69	10	6	690	414	60	4761	100	36
21	64	9	10	576	640	90	4096	81	100
22	52	9	9	468	468	81	2704	81	81
23	49	8	9	392	441	72	2401	64	81
24	51	6	6	306	306	36	2601	36	36
25	68	8	8	544	544	64	4624	64	64
26	51	5	8	255	408	40	2601	25	64
27	49	7	9	343	441	63	2401	49	81
28	72	8	10	576	720	80	5184	64	100
29	51	7	9	357	459	63	2601	49	81
30	59	10	7	590	413	70	3481	100	49
31	42	3	8	126	336	24	1764	9	64
32	47	4	8	188	376	32	2209	16	64
33	53	8	9	424	477	72	2809	64	81
34	57	8	9	456	513	72	3249	64	81
35	56	6	9	336	504	54	3136	36	81
36	56	8	8	448	448	64	3136	64	64
37	54	7	7	378	378	49	2916	49	49
38	57	8	5	456	285	40	3249	64	25
39	64	8	10	512	640	80	4096	64	100
40	56	9	8	504	456	72	3136	81	64
41	44	8	8	352	352	64	1936	64	64
42	37	5	6	185	222	30	1369	25	36
43	56	9	6	504	336	54	3136	81	36
44	58	10	10	580	580	100	3364	100	100
45	50	4	8	200	400	32	2500	16	64
=====									
Σ X = 12477 Σ Y = 346 Σ Z = 371 Σ XY = 19517 Σ XZ = 20562 Σ YZ = 2873 Σ X <sup>2</sup> = 136619 Σ Y <sup>2</sup> = 2882 Σ Z <sup>2</sup> = 3129									
-----									

1. The correlation between the students' reading interest and their achievement in reading comprehension, without considering the effect of the

students' mastery in vocabulary is as follows :

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{45 * 19517 - 2477 * 346}{\sqrt{\{45 * 139619 - (2477)^2\} \{45 * 2822 - (346)^2\}}} \\
 &= \frac{878265 - 857042}{\sqrt{(6282855 - 6135529) (126990 - 119716)}} \\
 &= \frac{21223}{\sqrt{(147326) (7274)}} \\
 &= \frac{21223}{32736.055}
 \end{aligned}$$

$$r_{xy} = .648$$

$$\alpha = .01$$

The table r Product Moment in table 8 shows :

if N = 45 and  $\alpha = .01$  -----> r = .380

The correlation coefficient, r, between the students' reading interest and their achievement in reading comprehension = .648 at the level of .01. It is found that the r figure is higher than the correlation coefficient  $\alpha = .01$  in the table r Product Moment. So there is a statistically significant association between the students, reading interest and their achievement in reading comprehension.



2. The correlation between the students' reading interest and their mastery in vocabulary :

$$\begin{aligned}
 r_{xz} &= \frac{N \sum XZ - (\sum X)(\sum Z)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Z^2 - (\sum Z)^2\}}} \\
 &= \frac{45 * 20562 - 2477 * 371}{\sqrt{\{45 * 139616 - (2477)^2\} \{45 * 3129 - (371)^2\}}} \\
 &= \frac{925290 - 918963}{\sqrt{(6282855 - 6135529) (140805 - 137641)}} \\
 &= \frac{6327}{\sqrt{(147326) (3164)}} \\
 &= \frac{6327}{21590.263}
 \end{aligned}$$

$$r_{xz} = .294$$

$$\alpha = .05$$

The table r Product Moment shows :

$$\text{if } N = 45 \text{ and } \alpha = .05 \text{ -----} \rightarrow r = .294$$

Whereas the correlation coefficient,  $r$ , between the students' reading interest and their mastery in vocabulary is also .294, at the .05 level. It is found to be significant. So the students' reading interest correlates with their mastery in vocabulary.

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

$$\begin{aligned}
 r_{yz} &= \frac{N \sum YZ - (\sum Y)(\sum Z)}{\sqrt{\{N \sum Y^2 - (\sum Y)^2\} \{N \sum Z^2 - (\sum Z)^2\}}} \\
 &= \frac{45 \times 2873 - 346 \times 371}{\sqrt{\{45 \times 2822 - (346)^2\} \{45 \times 3129 - (371)^2\}}} \\
 &= \frac{129285 - 128366}{\sqrt{(126990 - 119716)(140805 - 137641)}} \\
 &= \frac{919}{\sqrt{(7274)(3164)}} \\
 &= \frac{919}{4797.388}
 \end{aligned}$$

$$r = .192$$

$$r_{yz} = .05$$

$$\alpha = .05$$

The table r Product Moment shows :

$$\text{if } N = 45 \text{ and } \alpha = .05 \text{ -----} \rightarrow r = .294$$

The correlation coefficient,  $r$ , between the students' achievement in reading comprehension and their mastery in vocabulary is .192. The  $r$  figure found is lower than the correlation coefficient  $\alpha = .05$  and  $N = 45$  in table r Product Moment. So there is no statistically significant correlation or in other words the students' mastery in vocabulary does not affect the results of the students' achievement in reading comprehension.

Table 7

The results of the correlation coefficient

Variables	Correlation Coefficient
1. X and Y	.648
2. X and Z	.294
3. Y and Z	.192

4. The correlation between the students' reading interest in English passages and the students' achievement in reading comprehension by considering the students' mastery in vocabulary as a control variable is as follows :

$$\begin{aligned}
 r_{xy.z} &= \frac{(r_{xy}) (r_{xz}) (r_{yz})}{\sqrt{\{1 - (r_{xz})^2\} \{1 - (r_{yz})^2\}}} \\
 &= \frac{.648 - (.294) (.192)}{\sqrt{\{1 - (.294)^2\} \{1 - (.192)^2\}}} \\
 &= \frac{.648 - .055}{\sqrt{(1 - .086) (1 - .037)}} \\
 &= \frac{.593}{\sqrt{(.914) (.963)}} \\
 &= \frac{.593}{\sqrt{.880}}
 \end{aligned}$$

$$= \frac{.593}{.938}$$

$$r_{xy.z} = .632$$

$$\alpha = .01$$

The table r Product Moment shows :

$$\text{if } N = 45 \text{ and } \alpha = .01 \text{ -----} \rightarrow r = .380.$$

Whereas the result of the correlation,  $r$ , from the computation using the Partial Correlation formula above is .632, at the .01 level.

We can see now, that there is more or less the same positive degree of correlation which is significant between the students' reading interest in English passages and the students' achievement in reading comprehension, with the students' mastery in vocabulary as a control variable.

It then means that we reject the null hypothesis and confirm the alternative hypothesis that says : "The higher the students' reading interest in English passages is, the higher their achievement in reading comprehension will be".

## CHAPTER V

### CONCLUSION

#### 5.1. CONCLUSION

There are actually many independent variables which may affect the success of reading instruction. Students' mastery in vocabulary, students' proficiency in English grammar, teachers' methods in teaching, curriculum, and students' reading interest in English passages may be the possible independent variables. The writer, however, considers that the last mentioned variable is the independent variable which has the closest relationship with the chosen dependent variable.

After conducting the study, the writer can now draw the following conclusions :

1. It is found that there is a positive correlation between the students' reading interest in English passages and their achievement in Reading comprehension. So if English teachers want to be successful in teaching reading and helping their students to be able to read comprehensively, the teachers may not ignore the significance of students' reading interest in English passages. Teachers should be wise and clever in providing their students with English passages which fit in with the students' interest. If the students

are interested in the certain reading passages, they will read with ease and try to comprehend the contents of the passages they read. However, how to choose or select reading passages which are in accordance with the students' interest is not the writer's purpose in this study. The writer solely tries to probe whether or not the students' reading interest in English passages correlates with their achievement in reading comprehension.

2. It can also be concluded through this study that the students' mastery in vocabulary does not correlate with their achievement in reading comprehension.

To end this thesis the writer wants to state once again that English teachers should pay attention to students' reading interest in English passages without putting aside other independent variables which have been stated above. By doing so, they will be able to teach reading, especially reading comprehension, successfully.

## 5.2. DISCUSSION

The results of the statistical analysis show a positive and significant association between students' reading interest in English passages and their achievement in reading comprehension. This means that if

students have a high reading interest in English passages, they will be able to achieve good proficiency in reading comprehension.

Since the result of this study proves that the variable of the students' reading interest in English passages is very important to develop students' proficiency in reading comprehension, English teachers should be able to select kinds of English passages wisely. The passages should interest students highly and should be at the reading level of their students.

On the other hand, DEPDIKBUD should pay attention to the English Senior High School curriculum, especially to the unit of reading comprehension. If they find it necessary to reconstruct it they should do it. They should also be able to provide suitable English reading passages which may encourage Senior High School students to read and understand the contents well. Hopefully, the teaching of reading comprehension in Senior High Schools can be successfully developed.

### 5.3. SUGGESTIONS

From the conclusion drawn through this study, the writer then suggests :

1. English teachers should be able to evoke students' reading interest. In the first step, they should provide their students with reading passages which are in accordance with their

students' interest. By doing so, step by step they will be able to help their students develop a taste for reading which is very useful in increasing students' reading proficiency.

2. Further studies should be conducted on the same topic with a hope that the upcoming studies will be more completely and accurately done, so it can give a contribution to the success of teaching reading in Senior High Schools.
3. Further studies should be conducted on how to select English reading passages which appeal to students' interest because this study only probes into whether or not there is correlation between students' reading interest in English passages and their achievement in reading comprehension. Such suggested studies are important to help English teachers to select reading passages wisely, so their students can increase their proficiency in reading comprehension.



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**LAMPIRAN**

Kepada Yth;  
Ketua Jurusan Bahasa dan  
Sastra Indonesia,  
IKIP Sanata Dharma,  
Yogyakarta.

Yogyakarta, 6 Pebruari 1986

Dengan hormat,

Kami yang bertanda tangan di bawah ini, dosen  
pembimbing dari mahasiswa :

Nama : Antonius Edy Haryanto.

Jurusan : Bahasa Inggris.

No. Mhs. : S1 / 822139 / I

mohon kepada Romo agar sudi mengijinkan mahasiswa  
tersebut yang akan mengadakan pengumpulan data lapangan  
berupa kuesioner di jurusan yang Romo pimpin, dalam  
rangka penulisan tesis sebagai prasyarat ujian sarjana.

Demikian surat permohonan ini kami buat agar Romo  
memakluminya, dan atas perhatian Romo, sebelum dan  
sesudahnya kami mengucapkan banyak terima kasih.

Hormat kami,

Mengetahui,

Dra. M.I. Indriani Arief  
Dosen pembimbing.

Dr. Soepomo Poelosoedarmo  
Ketua jurusan Bahasa Inggris  
IKIP Sanata Dharma.

APPENDIX A

English Department

IKIP Sanata Dharma

Yogyakarta

=====

Nama : .....

No. Mahasiswa : .....

Semester : .....

Jurusan : .....

I. PETUNJUK PENGISIAN

1. Di bawah ini ada sejumlah kalimat yang diikuti oleh 4 pilihan jawaban.
2. Berilah tanda silang (X) di bawah jawaban yang anda anggap paling sesuai dengan keadaan sebenarnya.
3. Tidak ada jawaban yang benar atau salah, semua jawaban dapat diterima asal benar-benar sesuai dengan keadaan yang sebenarnya.
4. Kerjakan sebaik-baiknya dan jangan ada yang dilewati.
5. Selamat bekerja.

II. DAFTAR PERNYATAAN

P e r t a n y a a n	selalu	sering	kadang-	tidak
			kadang	pernah
01. Membaca artikel berbahasa				
Inggris merupakan beban				
bagi saya.	.....	.....	.....	.....

02. Dalam memahami bacaan ber- : : : :  
 bahasa Inggris, saya mene- : : : :  
 mui kesulitan pada perben- : : : :  
 daharaan kata. :.....:.....:.....:.....
03. Di rumah, saya membaca ar- : : : :  
 tikel berbahasa Inggris. :.....:.....:.....:.....
04. Jika membaca artikel ber- : : : :  
 bahasa Inggris, saya ber- : : : :  
 usaha memahami sedalam : : : :  
 mungkin. :.....:.....:.....:.....
05. Saya senang dengan disku- : : : :  
 si kelompok yang membica- : : : :  
 rakan pemahaman artikel : : : :  
 berbahasa Inggris. :.....:.....:.....:.....
06. Saya tertarik pada cerita : : : :  
 kepahlawanan dalam bahasa : : : :  
 Inggris. :.....:.....:.....:.....
07. Pengetahuan tentang kebu- : : : :  
 dayaan lain saya dapatkan : : : :  
 dari bacaan berbahasa Ing : : : :  
 gris. :.....:.....:.....:.....
08. Saya bertanya pada guru : : : :  
 tentang kata-kata sulit : : : :  
 yang saya jumpai dalam ar- : : : :  
 tikel berbahasa Inggris. :.....:.....:.....:.....
09. Saya senang dengan cerita : : : :  
 rakyat berbahasa Inggris. :.....:.....:.....:.....

10. Cerita roman berbahasa: | | | |  
 Inggris pada umumnya mena: | | | |  
 rik perhatian saya. |.....|.....|.....|.....|
11. Dalam membaca artikel: | | | |  
 Inggris, saya membuat per: | | | |  
 tanyaan sendiri dan beru- | | | |  
 saha menjawabnya. |.....|.....|.....|.....|
12. Artikel berbahasa Inggris: | | | |  
 tentang olah raga menarik: | | | |  
 perhatian saya. |.....|.....|.....|.....|
13. Setelah membaca salah sa- | | | |  
 tu jenis artikel berbaha- | | | |  
 sa Inggris, saya ingin: | | | |  
 membaca yang lainnya. |.....|.....|.....|.....|
14. Untuk mengisi waktu luang: | | | |  
 saya membaca cerita fiksi: | | | |  
 (Khayal) berbahasa Ing- | | | |  
 gris. |.....|.....|.....|.....|
15. Saya menemui kesulitan da: | | | |  
 lam pemahaman tata kali- | | | |  
 mat artikel berbahasa Ing: | | | |  
 gris. |.....|.....|.....|.....|
16. Cerita tentang riwayat hi: | | | |  
 dup orang-orang terkenal, | | | |  
 saya dapatkan dari arti- | | | |  
 kel berbahasa Inggris. |.....|.....|.....|.....|
17. Selain buku pegangan baha: | | | |



- sa Inggris yang dipakai: | | | |  
 di sekolah, saya juga men: | | | |  
 cari tambahan bacaan baha: | | | |  
 sa Inggris. |.....|.....|.....|.....|
- 18.Membaca artikel berbahasa: | | | |  
 Inggris, bagi saya sangat: | | | |  
 membosankan. |.....|.....|.....|.....|
- 19.Saya tertarik pada jenis: | | | |  
 artikel berbahasa Inggris: | | | |  
 yang berbentuk dialog. |.....|.....|.....|.....|
- 20.Saya tertarik pada berita: | | | |  
 hangat yang disajikan su- | | | |  
 rat khabar atau majalah: | | | |  
 berbahasa Inggris. |.....|.....|.....|.....|
- 21.Kemajuan ilmu pengetahuan: | | | |  
 lebih mudah dipahami mela: | | | |  
 lui artikel berbahasa Ing: | | | |  
 gris |.....|.....|.....|.....|
- 22.Cerita-cerita detektif da: | | | |  
 lam bahasa nggris lebih: | | | |  
 menarik perhatian saya. |.....|.....|.....|.....|
- 23.Kalau membeli buku bacaan: | | | |  
 saya memilih yang berbaha: | | | |  
 sa Inggris. |.....|.....|.....|.....|
- 24.Saya senang jika mendapat: | | | |  
 pekerjaan rumah untuk me- | | | |  
 mahami suatu bacaan berba: | | | |

hasa Inggris. ....  
 25. Saya tertarik pada anek! .....  
 dot (cerita pendek yang! .....  
 lucu) yang berbahasa Ing-! .....  
 gris. ....

Yogyakarta, 11-Nopember-1985

## APPENDIX B

Di bawah ini terdapat tiga buah bacaan berbahasa Inggris. Anda diharap untuk memilih salah satu dari ketiga bacaan tersebut. Bacalah dan kemudian kerjakan soal-soal yang terdapat di bawah bacaan yang anda pilih.

### READING I

#### LUDWIG VAN BEETHOVEN

Ludwig Van Beethoven was one of the greatest musicians in the world. The wonderful pieces of music which he composed such as the famous "Moonlight Sonata" are still listened to by millions of people all over the world.

Beethoven was born in December 1770 in the German town of Bonn. His father, who was a singer in the King's court, was a selfish man who wanted Beethoven to earn fame and money for him.

Despite the father's efforts to teach him music, Beethoven did not become a genius at music overnight. He was a good musician, though. When he was twenty-two years old, Beethoven was sent to Vienna for music lessons.

Soon, he became known as a good musician among the gentlemen who paid him to play the piano for them.

Beethoven was a good musician, but his manners were bad. He was clumsy, untidy, and rude. Although he was loving, he was grumpy, moody and quarrelsome.

At the age of thirty, Beethoven made a shocking discovery. He was going deaf ! His deafness soon became so severe that he had to give up music.

For the months that followed, Beethoven - whose musical life had come to a standstill - was desperate and miserable. Then came the breakthrough. He discovered that he could compose music in spite of his deafness and that he could hear the music in his mind.

He began to compose music and became famous again. It was during this period of his life that he wrote some of the loveliest and most exiting pieces of music ever written.

Beethoven, whom everyone has heard about, never became rich. He died in 1827 after many months of illness.

Pertanyaan : Lingkarkanlah jawaban yang anda anggap betul!

01. Ludwig van Beethven was a :

- |              |                  |
|--------------|------------------|
| A. painter.  | D. choir-master. |
| B. singer.   | E. carpenter.    |
| C. musician. |                  |

02. Beethoven was born in :

- |             |              |
|-------------|--------------|
| A. Vienna.  | D. Denmark.  |
| B. Bonn.    | E. New York. |
| C. Jakarta. |              |

03. Beethoven's father was a :

- |                |                 |
|----------------|-----------------|
| A. clumsy man. | D. selfish man. |
|----------------|-----------------|



- B. loving man. E. kind-hearted man.  
C. moody man.
04. At the age of twenty-two Beethoven went to :  
A. German. D. King's court.  
B. Bonn. E. London.  
C. Vienna.
05. Beethoven was sent to Vienna :  
A. to work. D. for music lesson.  
B. for sightseeing. E. to visit another musician.  
C. to visit a relative.
6. Beethoven gave up music at the age of about thirty because :  
A. he had become deaf. D. he could not walk.  
B. he had become blind. E. he did not like music.  
C. he had become a doctor.
07. One of Beethoven's bad qualities was :  
A. loving. D. genius.  
B. shocking. E. untidy  
C. selfish.
08. When Beethoven was thirty years old, he was going :  
A. blind. D. deaf.  
B. crazy. E. happy.  
C. selfish
09. Beethoven died because of :  
A. many months of illness. D. his father's illness.  
B. his bad habit E. many years of illness.  
C. his richness.

10. Which is right according to the passage :

- A. Beethoven was the smallest musician in the world.
- B. Beethoven was born in December 1827.
- C. At the age of thirty-two, Beethoven died.
- D. In spite of his deafness he could compose music.
- E. Beethoven died in the King's c

VOCABULARY :

01. Wonderful :

- A. mencemaskan.
- B. sangat bagus.
- C. sangat jelek.
- D. terlalu keras.
- E. sangat berbahaya.

02. Court :

- A. kebun.
- B. kursi.
- C. istana.
- D. pakaian.
- E. ruangan.

03. Selfish :

- A. egois.
- B. baik hati.
- C. murah hati.
- D. kejam.
- E. bijaksana.

04. Fame :

- A. ketenangan.
- B. kecerdasan.
- C. kekuatan.
- D. kemasyuran.
- E. kegelisahan.

05. Rude :

- A. murah senyum.
- B. baik hati.
- D. suka menangis.
- E. bersih.

C. kasar.

06. Quarrelsome :

A. suka bertengkar.

D. kaku.

B. hati-hati.

E. rapi.

C. rajin.

07. Shocking :

A. melelahkan.

D. menggelikan.

B. mengejutkan.

E. mempopulerkan.

E. menggembirakan.

08. Deaf :

A. bisu.

D. gila.

B. tuli.

E. lumpuh.

C. buta.

09. Desperate :

A. iba hati.

D. putus asa.

B. sombong.

E. tinggi hati.

C. tangkas.

10. Famous :

A. bodoh.

D. terkenal.

B. sakit.

E. rendah hati.

C. buruk.

READING IIGOING FISHING

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

Voice : Yes, hold on, please.

Umar : This 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. Won't you come along?

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

Karno : There's a stream behind hamran's house. He says there is 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 has 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'am



sure Hamran will be able to provide us with some drinks.

Umar : Fine. When and where shall we meet ?

Karno : I'll be going to Hamran'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 : Lingkarilah jawaban yang anda anggap betul!

01. Karno invited Umar to :

- A. go fishing.
- B. go on a picnic.
- C. go to visit Hamran.
- D. stay with him for the weekend.
- E. go fishing and have a picnic as well.

02. Who picked up the telephone when Karno called ?

- A. Umar.
- B. Umar's mother.
- C. Umar's cousin.
- D. Umar's sister.
- E. Hamran.

03. Who suggested having a picnic as well ?

- A. Umar.
- B. Umar's mother.
- C. Umar's cousin.
- D. Karno.
- E. Hamran.

04. Who would provide the drinks for the picnic ?

- A. Umar.
- D. Hamran.

- B. Karno. E. Umar's cousin.  
C. Umar's mother.
05. Who were speaking on the phone ?  
A. Karno and Hamran. D. Karno and his mother.  
B. Karno and Umar. E. Karno, Umar, and Hamran.  
C. Umar and Hamran.
06. Umar's favorite pastime is :  
A. speaking. D. fishing.  
B. jogging. E. reading.  
C. climbing.
07. Umar's mother has just made :  
A. some drinks. D. a net.  
B. some worms. E. a tin.  
C. some cakes.
08. 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 Karno's house.  
E. the stream behind Umar's house.
09. Karno and Umar went to Hamran's house at about :  
A. a quarter past three. D. a quarter past four.  
B. a quarter to three. E. a quarter past five.  
C. a quarter to four.
10. Which is the right sentence according to the passage :  
A. The boys would go to school.

- B. Swimming was Umar's favorite pastime.
- C. Umar would bring some drinks.
- D. There was a lake behind Hamran's house.
- E. Karno would provide some tidbits.

VOCABULARY :

01. Picked up :

- |                 |                  |
|-----------------|------------------|
| A. mematikan.   | D. menyimpan.    |
| B. mengangkat.  | E. membersihkan. |
| C. memperbaiki. |                  |

02. Cousin :

- |                    |           |
|--------------------|-----------|
| A. ayah.           | D. kakek. |
| B. kakak.          | E. nenek. |
| C. saudara sepupu. |           |

03. Come along :

- |                |             |
|----------------|-------------|
| A. berlari.    | D. mengail. |
| C. menelepon.  | E. memasak. |
| D. ikut serta. |             |

04. Stream :

- |                   |           |
|-------------------|-----------|
| A. laut.          | D. selat. |
| B. aliran sungai. | E. waduk. |
| C. danau.         |           |

05. Fish :

- |           |           |
|-----------|-----------|
| A. penyu. | D. ikan.  |
| B. belut. | E. udang. |
| C. ular.  |           |

06. Net :

- |            |           |
|------------|-----------|
| A. ember.  | D. jala.  |
| B. roti.   | E. pisau. |
| C. cacing. |           |

07. Worm :

- |                   |            |
|-------------------|------------|
| A. minuman.       | D. sepatu. |
| B. kaleng.        | E. cacing. |
| C. ikat pinggang. |            |

08. Tidbits :

- |             |                   |
|-------------|-------------------|
| A. minuman. | D. topi.          |
| B. ember.   | E. makanan kecil. |
| C. tali.    |                   |

09. Ready :

- |               |             |
|---------------|-------------|
| A. hati-hati. | D. siap.    |
| B. teliti.    | E. gembira. |
| C. bebas.     |             |

10. A quarter past three :

- |              |              |
|--------------|--------------|
| A. pk. 2.45. | D. pk. 3.15. |
| B. pk. 3.30. | E. pk. 2.15. |
| C. pk. 3.45. |              |

### READING III

#### KI HADJAR DEWANTARA

As one of the pioneers of the national movement during the Dutch period, Ki Hadjar Dewantara was very successful in developing national consciousness among the Indonesian people. It was upon this national consciousness that further movement towards the independence of Indonesia were based. He got his own education from his father who taught him the Javanese culture. A man of deeds Ki Hadjar Dewantara did not only voice his ideals, but he also acted and devoted all of his activities to his ideals. The Dutch government, of course, did not like what he did and sent him into exile in 1913. First he was sent to Bangka but later he was allowed to go to Holland together with two other pioneers, namely Douwes Dekker and Tjipto Mangunkusumo. He studied education there. During his stay in Holland he developed a plan for a national system, and in 1922 he founded the "Taman Siswa" Schools. He wanted to turn his fellow Indonesians away from the western type of schools which he considered too intellectual and materialistic. Wisdom, beauty, art, and science from abroad were welcome, but they should be integrated into the national culture. His ideal was to educate people to become men and women of independent judgement, whose life was upon the Indonesian ideal of harmony.

Many great Indonesians were educated at the Taman

Siswa Schools, which developed steadily despite opposition from the government. By 1940 there were 250 schools, but during the Japanese occupation they were all closed. Only after independence they could fully develop, and at his death in 1959 Dewantara was well on the way to realize his ideals. His basic principles are still used in many Indonesian schools. He is now well-known as the father of Indonesian education.

Pertanyaan : Lingkarkanlah jawaban yang anda anggap betul!

01. Ki Hadjar Dewantara was first taught by :

- A. the Javanese culture.      D. the Taman Siswa School.
- B. his father.                      E. Douwes Dekker and
- C. the Dutch.                      Tjipto Mangunkusumo.

02. Western culture should, according to Ki Hadjar Dewantara :

- A. be taught Indonesian schools.
- B. be integrated into Indonesian culture.
- C. be integrated into Indonesian culture.
- D. be completely rejected.
- E. be completely accepted.

03. Men and women of independence judgement were :

- A. Indonesian judges.
- B. people from abroad.
- C. judges of Indonesian countries.
- D. people who founded the Taman Siswa Schools.
- E. people who could think and decide for themselves.

04. When he was in Holland, Ki Hadjar Dewantara :
- A. founded some schools.
  - B. studied Javanese culture.
  - C. taught education.
  - D. studied education.
  - E. founded the Taman Siswa Schools.
05. The Taman Siswa Schools were fully developed :
- A. during the Japanese occupation.
  - B. before Indonesia got its independence.
  - C. at Ki Hadjar Dewantara's death.
  - D. after Indonesia its independence.
  - E. when the Dutch was ruling Indonesia.
06. Ki Hadjar Dewantara considered that :
- A. western education was too intellectual.
  - B. western education could develop national consciousness.
  - C. western education was really suitable for Indonesian people.
  - D. western education was based on nationalism.
07. Who developed a plan for a national system and founded the "Taman Siswa" ?
- A. Douwes Dekker.
  - B. the Dutch.
  - C. Ki Hadjar Dewantara's father.
  - D. Tjipto Mangunkusumo.
  - E. Ki Hadjar Dewantara.
08. Ki Hadjar Dewantara was "a man of deeds". It means that :
- A. in addition to producing great ideas, Dewantara

always tried to realize them.

B. he had so much work to do that he had no time to do anything else.

C. he was fond of reading various kinds of books.

D. he always voiced interesting ideals.

E. he was always conscious of the ideals.

09. Which is wrong according to the passage :

A. Ki Hadjar Dewantara acted and devoted all of his activities to his ideals.

B. Ki Hadjar Dewantara was sent into exile by the Dutch government.

C. Ki Hadjar Dewantara was first sent to Holland.

D. Ki Hadjar Dewantara developed a plan for a national educational system.

E. Ki Hadjar Dewantara founded the "Taman Siswa" schools.

10. Which is right according to the passage :

A. Ki Hadjar Dewantara got his education from his uncle.

B. Ki Hadjar Dewantara only voiced his ideals.

C. Wisdom, beauty, art, and science from abroad were not welcome.

D. The Taman Siswa Schools developed steadily despite opposition from the government.

E. His basic principles are not used anymore in many Indonesian schools.



VOCABULARY

## 01. Pioneer :

- |                 |              |
|-----------------|--------------|
| A. pengkhianat. | D. pengagum. |
| B. musuh.       | E. hadirin.  |
| C. pelopor.     |              |

## 02. Consciousness :

- |                |               |
|----------------|---------------|
| A. kemiskinan. | D. kelemahan. |
| B. kesadaran.  | E. kebaikan.  |
| C. kesuburan.  |               |

## 03. Culture :

- |               |                |
|---------------|----------------|
| A. kesetiaan. | D. kecerdasan. |
| B. kemalasan. | E. kebudayaan. |
| C. kesabaran. |                |

## 04. Ideal :

- |                   |               |
|-------------------|---------------|
| A. cita-cita.     | D. kelalaian. |
| B. pikiran.       | E. kehadiran. |
| C. kebaikan hati. |               |

## 05. Founded :

- |                |                   |
|----------------|-------------------|
| A. mendirikan. | D. menyingkirkan. |
| B. membantah.  | E. memugar.       |
| C. merobohkan. |                   |

## 06. Wisdom :

- |                 |                   |
|-----------------|-------------------|
| A. kesenian.    | D. kebijaksanaan. |
| B. kecantikan.  | E. kebiadaban.    |
| C. kesombongan. |                   |

## 07. Abroad :

- |                |                 |
|----------------|-----------------|
| A. dalam kota. | D. luar negeri. |
|----------------|-----------------|

B. luar kota.

E. luar desa.

C. dalam negeri.

08. Occupation :

A. peperangan.

D. pemberantasan.

B. penganiayaan.

E. pendudukan.

C. pengusiran.

09. Develop :

A. sakit.

D. berpengalaman.

B. berbeda.

E. bertanggung jawab.

C. berkembang.

10. Well-known :

A. terkuat.

D. terbaik.

B. terkenal.

E. termasuk.

C. terpilih.

## OF THE QUESTIONNAIRE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	The Total Score	The Square of Total Score	
1	1	2	2	2	3	2	3	2	3	2	3	2	2	3	2	2	2	3	4	2	2	3	2	3	4	62	3844	
2	2	3	2	2	3	2	2	2	2	2	2	2	2	1	2	2	2	3	2	2	3	3	2	2	2	56	3136	
3	3	3	2	2	4	1	1	1	2	1	2	1	1	1	2	1	2	1	1	2	2	1	1	2	2	42	1764	
4	4	2	1	1	1	1	3	1	3	4	2	1	1	1	3	1	2	2	4	2	2	1	1	2	4	47	2209	
5	5	3	2	2	2	1	3	1	1	1	2	1	1	3	1	1	2	4	3	2	2	2	1	1	3	3	49	2401
6	6	4	3	1	1	4	3	1	1	2	1	1	3	4	1	3	1	3	4	4	4	1	1	4	2	49	2401	
7	7	3	2	2	4	1	2	1	1	3	2	2	1	2	1	3	2	2	3	4	1	1	2	1	3	4	58	3364
8	8	3	2	2	1	2	2	2	3	3	3	1	2	2	2	1	2	2	3	1	2	3	2	1	2	4	53	2809
9	9	3	3	2	3	1	2	2	2	1	3	2	1	3	2	3	3	2	3	2	4	2	2	2	3	4	60	3600
10	10	4	4	1	4	3	2	2	2	2	2	1	3	1	2	1	2	1	2	1	1	1	1	3	2	54	2916	
11	11	4	3	4	4	4	4	3	3	4	3	4	3	2	3	2	3	3	2	3	2	3	2	3	4	77	5929	
12	12	3	3	2	3	4	4	3	2	2	3	2	1	2	1	1	2	3	2	4	4	3	2	1	3	3	51	2661
13	13	3	2	2	2	1	4	3	2	2	3	1	2	2	1	2	2	2	3	4	3	2	3	1	2	3	57	3249
14	14	2	1	1	1	4	1	1	1	4	1	1	2	3	1	1	3	3	3	3	2	1	4	1	2	4	54	2916
15	15	4	3	2	2	2	2	2	4	2	2	2	1	2	1	3	2	1	4	4	2	2	4	1	2	4	60	3600
16	16	3	3	2	3	3	2	3	2	3	3	2	2	2	2	3	1	2	3	2	3	2	1	2	2	2	58	3364
17	17	3	2	3	2	2	3	2	1	2	2	1	1	3	2	3	1	2	4	4	2	1	2	2	3	3	56	3136
18	18	3	3	1	3	1	1	1	2	1	1	1	1	1	1	2	1	2	3	2	1	1	1	1	2	1	38	1444
19	19	4	3	2	4	3	4	2	1	4	3	4	2	4	2	3	3	4	4	2	3	2	1	2	4	4	74	5476
20	20	4	2	2	3	4	4	2	2	2	4	3	2	1	1	2	3	3	4	2	2	2	2	2	4	4	69	4761
21	21	3	3	2	2	2	4	3	2	2	4	1	2	2	2	3	3	4	4	2	2	2	2	3	4	64	4096	
22	22	3	3	1	2	2	3	3	2	2	1	1	2	2	2	2	2	2	3	3	2	2	1	1	2	3	52	2704
23	23	2	3	1	3	1	2	3	2	2	1	1	1	2	1	2	2	1	3	4	2	2	2	1	2	3	49	2401
24	24	2	3	1	2	3	3	4	4	3	2	2	3	1	2	2	2	3	3	4	3	3	4	1	2	2	51	2661
25	25	4	3	2	3	3	2	2	4	2	2	3	3	2	2	2	4	4	4	4	2	2	3	2	4	2	68	4624
26	26	3	2	2	2	1	1	2	1	2	2	3	2	2	3	2	3	2	3	2	1	2	1	1	3	2	51	2661
27	27	2	2	2	3	1	2	2	1	3	2	2	1	3	1	3	1	2	3	3	1	1	1	1	3	3	49	2401
28	28	3	3	2	4	3	3	2	1	4	4	3	2	4	2	3	2	2	4	4	3	2	4	2	2	4	72	5184
29	29	3	2	2	3	2	1	1	2	3	3	2	4	2	2	2	2	2	2	1	2	1	1	1	2	3	51	2661
30	30	3	3	2	4	4	2	2	1	4	1	1	1	3	2	3	2	2	4	1	1	2	2	2	2	4	59	3481
31	31	2	3	2	3	1	2	2	3	3	3	2	2	2	3	3	3	3	3	3	1	2	3	1	3	2	42	1764
32	32	2	1	1	2	1	1	2	4	2	1	1	1	2	1	1	1	2	2	1	4	3	1	4	4	4	47	2209
33	33	3	3	1	3	1	2	2	3	2	2	1	1	2	1	2	3	2	3	3	2	2	3	1	2	3	53	2809
34	34	3	3	2	2	2	3	2	3	2	2	1	3	3	3	2	2	2	2	2	2	1	1	2	3	3	57	3249
35	35	3	4	2	3	3	3	3	1	2	2	3	3	2	3	2	2	2	2	2	2	3	3	2	2	3	56	3136
36	36	3	3	2	4	1	4	2	3	1	1	2	1	3	3	1	1	2	3	2	1	1	3	1	3	4	56	3136
37	37	2	2	1	2	1	2	2	1	2	2	1	1	2	1	1	4	2	4	4	2	4	2	1	4	4	54	2916
38	38	3	3	3	4	2	1	2	2	2	1	2	2	1	2	2	1	3	4	2	2	2	2	4	3	57	3249	
39	39	3	3	2	4	3	4	2	2	3	2	1	2	3	2	2	2	3	3	2	3	2	2	3	4	64	4096	
40	40	3	3	2	3	1	1	1	2	1	1	3	2	2	1	4	1	4	4	4	2	1	1	1	4	4	56	3136
41	41	3	2	1	2	1	2	1	2	4	1	1	1	2	2	2	2	1	2	2	1	1	1	2	2	4	44	1936
42	42	1	3	1	2	1	2	1	4	1	1	1	2	1	1	1	1	1	1	1	1	1	1	2	1	1	37	1369
43	43	3	2	2	3	1	1	1	3	1	1	1	1	1	2	1	1	2	2	3	1	1	1	1	2	3	56	3136
44	44	1	2	1	2	2	2	1	3	2	3	2	3	1	2	1	2	2	3	3	2	2	3	1	1	3	58	3364
45	45	3	3	2	2	2	1	2	2	1	2	1	1	2	2	2	2	3	3	2	2	2	2	2	2	3	50	2500
To:129:115: 80:128: 86:104: 88:103:101: 98: 80: 84:102: 71: 99: 87: 95:131:131: 93: 88: 96: 63:120:139:																												
Total: 2477 139459																												
To:1393:315:160:398:206:288:196:277:271:246:174:196:258:129:254:191:225:402:429:219:198:250: 99:348:474:																												
Total:-----																												
lof the square:																												

$$\alpha_1^2 = \frac{393 - \frac{129^2}{45}}{45} = \frac{393 - 369.8}{45} = \frac{23.2}{45} = .516$$

$$\alpha_2^2 = \frac{315 - \frac{115^2}{45}}{45} = \frac{315 - 293.89}{45} = \frac{21.11}{45} = .469$$

$$\alpha_3^2 = \frac{160 - \frac{80^2}{45}}{45} = \frac{160 - 142.22}{45} = \frac{17.78}{45} = .395$$

$$\alpha_4^2 = \frac{398 - \frac{128^2}{45}}{45} = \frac{398 - 364.09}{45} = \frac{33.91}{45} = .754$$

$$\alpha_5^2 = \frac{206 - \frac{86^2}{45}}{45} = \frac{206 - 164.36}{45} = \frac{41.64}{45} = .925$$

$$\alpha_6^2 = \frac{288 - \frac{104^2}{45}}{45} = \frac{288 - 204.36}{45} = \frac{41.64}{45} = 1.059$$

$$\alpha_7^2 = \frac{196 - \frac{88^2}{45}}{45} = \frac{196 - 172.09}{45} = \frac{23.91}{45} = .531$$

$$\alpha_8^2 = \frac{277 - \frac{103^2}{45}}{45} = \frac{277 - 235.76}{45} = \frac{41.24}{45} = .916$$

$$\alpha_9^2 = \frac{271 - \frac{101^2}{45}}{45} = \frac{271 - 226.69}{45} = \frac{44.31}{45} = .985$$

$$\alpha_{10}^2 = \frac{246 - \frac{98^2}{45}}{45} = \frac{246 - 213.42}{45} = \frac{32.58}{45} = .724$$

$$\alpha_{11}^2 = \frac{174 - \frac{80^2}{45}}{45} = \frac{174 - 142.22}{45} = \frac{31.78}{45} = .706$$

$$\alpha_{12}^2 = \frac{196 - \frac{84^2}{45}}{45} = \frac{196 - 156.80}{45} = \frac{39.20}{45} = .871$$

$$\alpha_{13}^2 = \frac{258 - \frac{102^2}{45}}{45} = \frac{258 - 231.20}{45} = \frac{26.80}{45} = .596$$

$$\alpha_{14}^2 = \frac{129 - \frac{71^2}{45}}{45} = \frac{129 - 112.02}{45} = \frac{16.98}{45} = .377$$

$$\alpha_{15}^2 = \frac{254 - \frac{99^2}{45}}{45} = \frac{254 - 217.80}{45} = \frac{36.20}{45} = .804$$

$$\alpha_{16}^2 = \frac{191 - \frac{87^2}{45}}{45} = \frac{191 - 168.20}{45} = \frac{22.80}{45} = .507$$

$$\alpha_{17}^2 = \frac{225 - \frac{95^2}{45}}{45} = \frac{225 - 200.56}{45} = \frac{24.44}{45} = .543$$

$$\alpha_{18}^2 = \frac{402 - \frac{131^2}{45}}{45} = \frac{402 - 381.36}{45} = \frac{20.64}{45} = .459$$

$$\alpha_{19}^2 = \frac{429 - \frac{131^2}{45}}{45} = \frac{429 - 381.36}{45} = \frac{47.64}{45} = 1.059$$

$$\alpha_{20}^2 = \frac{219 - \frac{93^2}{45}}{45} = \frac{219 - 192.20}{45} = \frac{26.80}{45} = .596$$

$$\alpha_{21}^2 = \frac{198 - \frac{88^2}{45}}{45} = \frac{198 - 172.09}{45} = \frac{25.91}{45} = .576$$

$$\begin{array}{r} \quad \quad \quad 2 \\ \quad \quad \quad 96 \\ 250 - \hline \quad \quad \quad 45 \\ \hline \end{array} \quad \begin{array}{r} 250 - 204.80 \\ \hline \end{array} = \frac{45.20}{45} = 1.004$$

$$\begin{array}{r} \quad \quad \quad 2 \\ \quad \quad \quad 63 \\ 99 - \hline \quad \quad \quad 45 \\ \hline \end{array} \quad \begin{array}{r} 99 - 88.20 \\ \hline \end{array} = \frac{10.80}{45} = .240$$

$$\begin{array}{r} \quad \quad \quad 2 \\ \quad \quad \quad 120 \\ 348 - \hline \quad \quad \quad 45 \\ \hline \end{array} \quad \begin{array}{r} 348 - 320 \\ \hline \end{array} = \frac{28}{45} = .262$$

$$\begin{array}{r} \quad \quad \quad 2 \\ \quad \quad \quad 139 \\ 474 - \hline \quad \quad \quad 45 \\ \hline \end{array} \quad \begin{array}{r} 474 - 429.36 \\ \hline \end{array} = \frac{44.64}{45} = .992$$

$$\sum \mathcal{L}_i^2 = 16.27$$

$$\begin{array}{r} \quad \quad \quad 2 \\ \quad \quad \quad 2477 \\ 139459 - \hline \quad \quad \quad 45 \\ \hline \end{array}$$

$$= \frac{139459 - 136345.0889}{45}$$

$$= \frac{3113.9111}{45}$$

$$= 69.198$$

THE COMPUTATION OF THE COEFFICIENT OF RELIABILITY USING  
THE ALPHA FORMULA

$$r_{11} = \left( \frac{n}{n-1} \right) \left( 1 - \frac{\sum \alpha_i^2}{\alpha_t^2} \right)$$

$$= \left( \frac{25}{25-1} \right) \left( 1 - \frac{16.27}{69.198} \right)$$

$$= \left( \frac{25}{24} \right) (1 - .235)$$

$$= 1.042 * .765$$

$$= .79713$$

$$r_{11} = .797$$

Where :  $r_{11}$  = coefficient of reliability of the instrument.

$n$  = number of the items.

$\sum \alpha_i^2$  = number of score variance of each item.

$\alpha_t^2$  = total variance.



## APPENDIX D

THE SLIT-HALF METHOD OF COMPUTING THE RELIABILITY OF THE  
READING COMPREHENSION TEST INSTRUMENT.

N	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
01	5	4	20	25	16
02	5	4	20	25	16
03	4	2	8	16	4
04	5	1	5	25	1
05	4	4	16	16	16
06	3	3	9	9	9
07	5	5	25	25	25
08	4	5	20	16	25
09	5	5	25	25	25
10	5	4	20	25	16
11	5	5	25	25	25
12	1	3	3	1	9
13	4	4	16	16	16
14	3	3	9	9	9
15	5	5	25	25	25
16	4	4	16	16	16
17	5	5	25	25	25
18	4	2	8	16	4
19	5	5	25	25	25
20	5	5	25	25	25
21	4	5	20	16	25
22	5	4	20	25	16
23	5	3	15	25	9
24	3	3	9	9	9
25	5	3	15	25	9
26	4	2	8	16	4
27	4	3	12	16	9
28	4	4	16	16	16
29	4	3	12	16	9
30	5	5	25	25	25
31	3	2	6	9	4
32	1	3	3	1	9
33	4	4	16	16	16
34	3	5	15	9	25
35	4	2	8	16	4
36	4	4	16	16	16
37	3	4	12	9	16
38	4	4	16	16	16
39	3	5	15	9	25
40	4	5	20	16	25
41	3	5	15	9	25
42	2	3	6	4	9
43	5	4	20	25	16
44	5	5	25	25	25

	45		2		2		4		4		4	
=====												
	45		176		170		699		742		703	
-----												

$$\begin{aligned}
 r_{xy}^2 &= \frac{\{N \sum XY - (\sum X)(\sum Y)\}^2}{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}} \\
 &= \frac{\{(45 * 699) - (176 * 170)\}^2}{\{(45 * 742) - (176)^2\} \{(45 * 703) - (170)^2\}} \\
 &= \frac{(31455 - 29920)^2}{(33390 - 30976) (31635 - 28900)} \\
 &= \frac{(1535)^2}{(2414) (2735)} \\
 &= \frac{2356225}{6602290} \\
 &= .356879961 \\
 r_{xy} &= \sqrt{.356879961} \\
 &= .597394309 \\
 &= .597
 \end{aligned}$$

Where : N = number of the testees.

X = scores of the odd items.

Y = scores of the even items.

$X^2$  = square of the scores of the odd items.

$Y^2$  = square of the scores of the even items

$r_{xy}$  = coefficient of reliability of half of the test.

$\sum$  = sum up sign.

THE COMPUTATION OF THE COEFFICIENT OF RELIABILITY OF  
THE ENTIRE TEST

$$\begin{aligned}
 r_{11} &= \frac{2 * r_{\frac{1}{2}\frac{1}{2}}}{1 + r_{\frac{1}{2}\frac{1}{2}}} \\
 &= \frac{2 * .597}{1 + .597} \\
 &= \frac{1.194}{1.597} \\
 &= .747651847 \\
 &= .748
 \end{aligned}$$

Where :  $r_{11}$  = coefficient of reliability of the entire test.

$r_{\frac{1}{2}\frac{1}{2}}$  = coefficient of reliability of the half of the test.

## APPENDIX E

THE SPLIT-HALF METHOD OF COMPUTING THE RELIABILITY OF  
THE VOCABULARY TEST INSTRUMENT

N	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
01	5	4	20	25	16
02	4	3	12	16	9
03	4	5	20	16	25
04	4	3	12	16	9
05	5	4	20	25	16
06	4	4	16	16	16
07	5	4	20	25	16
08	4	4	16	16	16
09	5	5	25	25	25
10	4	5	20	16	25
11	5	4	20	25	16
12	3	5	15	9	25
13	5	4	20	25	16
14	4	5	20	16	25
15	5	4	20	25	16
16	5	5	25	25	25
17	4	4	16	16	16
18	4	4	16	16	16
19	5	4	20	25	16
20	4	2	8	16	4
21	5	5	25	25	25
22	5	4	20	25	16
23	3	3	9	9	9
24	4	2	8	16	4
25	4	4	16	16	16
26	4	4	16	16	16
27	5	4	20	25	16
28	5	5	25	25	25
29	5	4	20	25	16
30	3	4	12	9	16
31	4	4	16	16	16
32	4	4	16	16	16
33	4	5	20	16	25
34	5	4	20	25	16
35	4	5	20	16	25
36	5	3	15	25	9
37	3	4	12	9	16
38	2	3	6	4	9
39	5	5	25	25	25
40	4	4	16	16	16
41	5	3	15	25	9
42	3	3	9	9	9
43	2	4	8	4	16
44	5	5	25	25	25



45	4	4	16	16	16
45	186	185	789	802	795

$$\begin{aligned}
 r_{xy}^2 &= \frac{\{N \sum XY - (\sum X)(\sum Y)\}^2}{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}} \\
 &= \frac{\{(45 * 789) - (186 * 185)\}^2}{\{(45 * 802) - (186)^2\} \{(45 * 795) - (185)^2\}} \\
 &= \frac{(35505 - 34410)^2}{(36090 - 34596) (35775 - 34225)} \\
 &= \frac{(1095)^2}{(1494) (1550)} \\
 &= \frac{1199025}{2315700} \\
 &= .5177808 \\
 r_{xy} &= \sqrt{.5177808} \\
 &= .719569872 \\
 &= .720
 \end{aligned}$$

Where : N = number of the testees.

X = scores of the odd items.

Y = scores of the even items.

$\sum X^2$  = square of the scores of the odd items.

$\sum Y^2$  = square of the scores of the even items.

$r_{xy}$  = coefficient of reliability of half of  
the test.

$\Sigma$  = sum up sign.

THE COMPUTATION OF THE COEFFICIENT OF RELIABILITY OF THE ENTIRE TEST.

$$\begin{aligned}
 r_{11} &= \frac{2 * r_{\frac{1}{2}\frac{1}{2}}}{1 + r_{\frac{1}{2}\frac{1}{2}}} \\
 &= \frac{2 * .72}{1 + .72} \\
 &= \frac{1.44}{1.72} \\
 &= .837209302 \\
 &= .837
 \end{aligned}$$

Where :  $r_{11}$  = coefficient of reliability of the entire test.

$r_{\frac{1}{2}\frac{1}{2}}$  = coefficient of reliability of half of the test.



Table 8

TABLE r PRODUCT MOMENT

N	Signif.	Level	N	Signif.	Level
	5%	1%		5%	1%
03	.997	.999	38	.320	.413
04	.950	.990	39	.316	.408
05	.878	.959	40	.312	.403
06	.811	.917	41	.308	.398
07	.754	.874	42	.304	.393
08	.707	.834	43	.301	.389
09	.666	.798	44	.297	.384
10	.632	.765	45	.294	.380
11	.602	.735	46	.291	.376
12	.576	.708	47	.288	.372
13	.553	.684	48	.284	.368
14	.532	.661	49	.281	.364
15	.514	.641	50	.279	.361
16	.497	.623	55	.266	.345
17	.482	.606	60	.254	.330
18	.468	.590	65	.244	.317
19	.456	.575	70	.235	.306
20	.444	.561	75	.227	.296
21	.433	.549	80	.220	.286
22	.423	.537	85	.213	.278
23	.413	.526	90	.207	.270
24	.404	.515	95	.202	.263
25	.396	.505	100	.195	.256
26	.388	.496	125	.176	.230
27	.381	.487	150	.159	.210
28	.374	.478	175	.148	.194
29	.367	.470	200	.138	.181
30	.361	.463	300	.113	.148
31	.355	.456	400	.098	.128
32	.349	.449	500	.088	.115
33	.344	.442	600	.080	.105
34	.339	.436	700	.074	.097
35	.334	.430	800	.070	.091
36	.329	.424	900	.065	.086
37	.325	.418	1000	.062	.081

