

**CORRELATION AMONG STUDENTS' READING MOTIVATION
AND VOCABULARY SIZE TOWARD READING COMPREHENSION ON
EXPOSITORY TEXT**

THESIS



**BY
ELITA NUR AINA
NIM 1501121042**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2019 M/1440 H**

**CORRELATION AMONG STUDENTS' READING MOTIVATION AND
VOCABULARY SIZE TOWARD READING COMPREHENSION ON
EXPOSITORY TEXT**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



**BY
ELITA NUR AINA
NIM 1501121042**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2019 M/1440 H**

ADVISOR APPROVAL

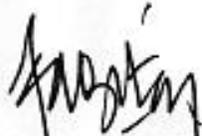
Thesis Title : CORRELATION AMONG STUDENTS'
READING MOTIVATION AND VOCABULARY
SIZE TOWARD READING COMPREHENSION
ON EXPOSITORY TEXT

Name : Elita Nur Aina
SRN : 1501121042
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/Munaqasyah by the Board of Examiners of the faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, May 20th 2019

Advisor I



Santi Erliana, M.Pd.

ORN. 198012052006042003

Advisor II



Akhmad Ali Mirza, M.Pd.

ORN. 198406222015031003

Acknowledged by:

Vice Dean in Academic Affairs

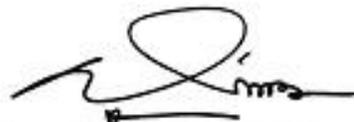


Dr. Nurul Wahdah, M.Pd.

ORN. 198003072006042004

Secretary,

Department of Language Education



Akhmad Ali Mirza, M.Pd.

ORN. 198406222015031003

THESIS APPROVAL

Thesis Title : Correlation among Students' Reading Motivation and Vocabulary Size toward Reading Comprehension on Expository Text
Name : Elita Nur Aina
NIM : 1501121042
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/*Munaqasyah* on:

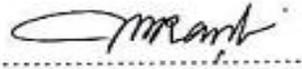
Day : Friday
Date : August, 9th 2019

BOARD OF EXAMINERS

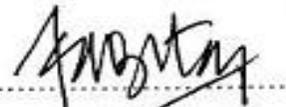
Zaitun Qamariah, M.Pd.
(Chair/Examiner)



Hj. Apni Ranti, M.Hum.
(Main Examiner)



Santi Erliana, M.Pd.
(Examiner)



Akhmad Ali Mirza, M.Pd.
(Secretary/Examiner)



Approved by:
Dean, Faculty of Teacher Training and
Education



Dr. Hj. Rodhatul Jennah, M.Pd.
ORN 196710031993032001

OFFICIAL NOTE

Palangka Raya, May 20th 2019

Hal : **Examination of
Elita Nur Aina's Thesis**

To
The Dean of Faculty of Teacher
Training and Education of State
Islamic Institute of Palangka Raya

In -
Palangka Raya

Assalamu'alaikum Wr. Wb.

By reading and analyzing of this thesis, we think the thesis in the name of:

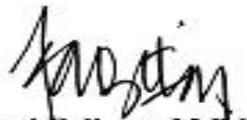
Name : Elita Nur Aina
SRN : 1501121042
Thesis Title : CORRELATION AMONG STUDENTS' READING
MOTIVATION AND VOCABULARY SIZE
TOWARD READING COMPREHENSION ON
EXPOSITORY TEXT

Can be examined in partial fulfillment of the requirements of the Degree of Sarjana Pendidikan in The Study Program of English Education of The Language Education of The Faculty of Education and Teacher Training of State Islamic Institute of Palangka Raya.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Advisor I,



Santi Erliana, M.Pd.
NIP. 198012052006042003

Advisor II,



Akhmad Ali Mirza, M.Pd.
NIP. 198406222015031003

MOTTO AND DEDICATION

“...Read and your Lord is Most Honorable. Who taught (to write) with the pen. Taught man what he knew not...”

(Q.S. Al-Alaq: 3-5)



This thesis is dedicated to:

My beloved father Sumari and mother Rusliana for their valuable endless prayer, sacrifice and support. My beloved brother Arief and my beloved sisters Rivia and Icha.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

Name : Elita Nur Aina
NIM : 1501121042
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequence that may be imposed to me.

Palangka Raya, July 29th 2019

Yours Faithfully



Elita Nur Aina

NIM 1501121042

ABSTRACT

Aina, E. N. 2019. *Correlation among Students' Reading Motivation and Vocabulary Size toward Reading Comprehension on Expository Text*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Santi Erlina, M. Pd., (II) Akhmad Ali Mirza, M.Pd.

Key Words: *Correlation, Reading Motivation, Vocabulary Size, Reading Comprehension, Expository Text*.

The purpose of this study was to find out the correlation among students' reading motivation and vocabulary size toward reading comprehension on expository text. The study was carried out on fourth semester of English Education Study Program at IAIN Palangka Raya.

The design of the study was correlational design in quantitative approach. The population of this research was fourth semester students of English Education Program at IAIN Palangka Raya in which consists of 48 students chosen by using purposive sampling. In order to collect the data, the researcher used questionnaire and test. The data was analyzed with Pearson product moment correlation.

The result showed that F_{observed} was higher than F_{table} ($11.382 > 3.20$) it means that there was a positive correlation among reading motivation, vocabulary size and reading comprehension of fourth semester students of English Education Program at IAIN Palangka Raya. The alternative (H_a) hypotheses was accepted and the null hypotheses was rejected. It means that reading motivation and vocabulary size give influence to students' reading motivation.

ABSTRAK

Aina, E. N. 2019. *Korelasi antara Motivasi Membaca Siswa dan Kosakata terhadap Pemahaman Membaca pada Teks Ekspositori*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Santi Erliana, M.Pd., (II) Akhmad Ali Mirza, M. Pd.

Kata kunci: *Korelasi, Motivasi Membaca, Kosakata, Pemahaman Membaca, Teks Ekspositori.*

Tujuan dari penelitian ini adalah untuk menemukan korelasi antara motivasi membaca dan kosakata siswa terhadap pemahaman membaca pada teks ekspositori. Penelitian ini dilakukan pada mahasiswa/i semester empat jurusan Pendidikan Bahasa Inggris di IAIN Palangka Raya.

Teknik penelitian ini adalah korelasi dengan pendekatan kuantitatif. Populasi penelitian ini adalah mahasiswa/i semester 4 jurusan Pendidikan Bahasa Inggris di IAIN Palangka Raya yang terdiri dari 48 mahasiswa/i yang dipilih menggunakan *purposive sampling*. Untuk mengumpulkan data, peneliti menggunakan angket dan tes. Data dianalisis menggunakan korelasi *Pearson Product Moment*.

Hasil penelitian menunjukkan bahwa F_{observed} lebih besar daripada F_{table} ($11.382 > 3.20$) yang artinya ada korelasi antara motivasi membaca, kosakata, dan pemahaman membaca pada mahasiswa semester empat jurusan Pendidikan Bahasa Inggris di IAIN Palangka Raya. Alternative hipotesis (H_a) diterima dan hipotesis nol (H_0) ditolak. Motivasi membaca dan kosakata memberikan pengaruh terhadap pemahaman membaca siswa.

ACKNOWLEDGEMENTS

The researcher would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya,
2. Vice Dean in Academic Affairs
3. Chair of Department of Language Education,
4. Chair of Department of Language Education, Zaitun Qomariah, M. Pd., for her invaluable assistance both in academic and administrative matters.
5. Her thesis advisors, Mrs. Santi Erliana, M.Pd. and Mr. Akhmad Ali Mirza, M.Pd., for their generous advice, valuable guidance and elaborated correction during their busy time to the completion of her thesis.
6. Both the members of the board examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.
7. All lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.
8. Her classmates of Study Program of English Education, especially the 2015 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish her study.

9. Her beloved parents, Sumari and Rusliana, for their moral support and endless prayer so that she is able to finish her study. May Allah SWT bless them all. *Aamiin.*

Palangka Raya,.....

The Researcher,

Elita Nur Aina
NIM 1501121042

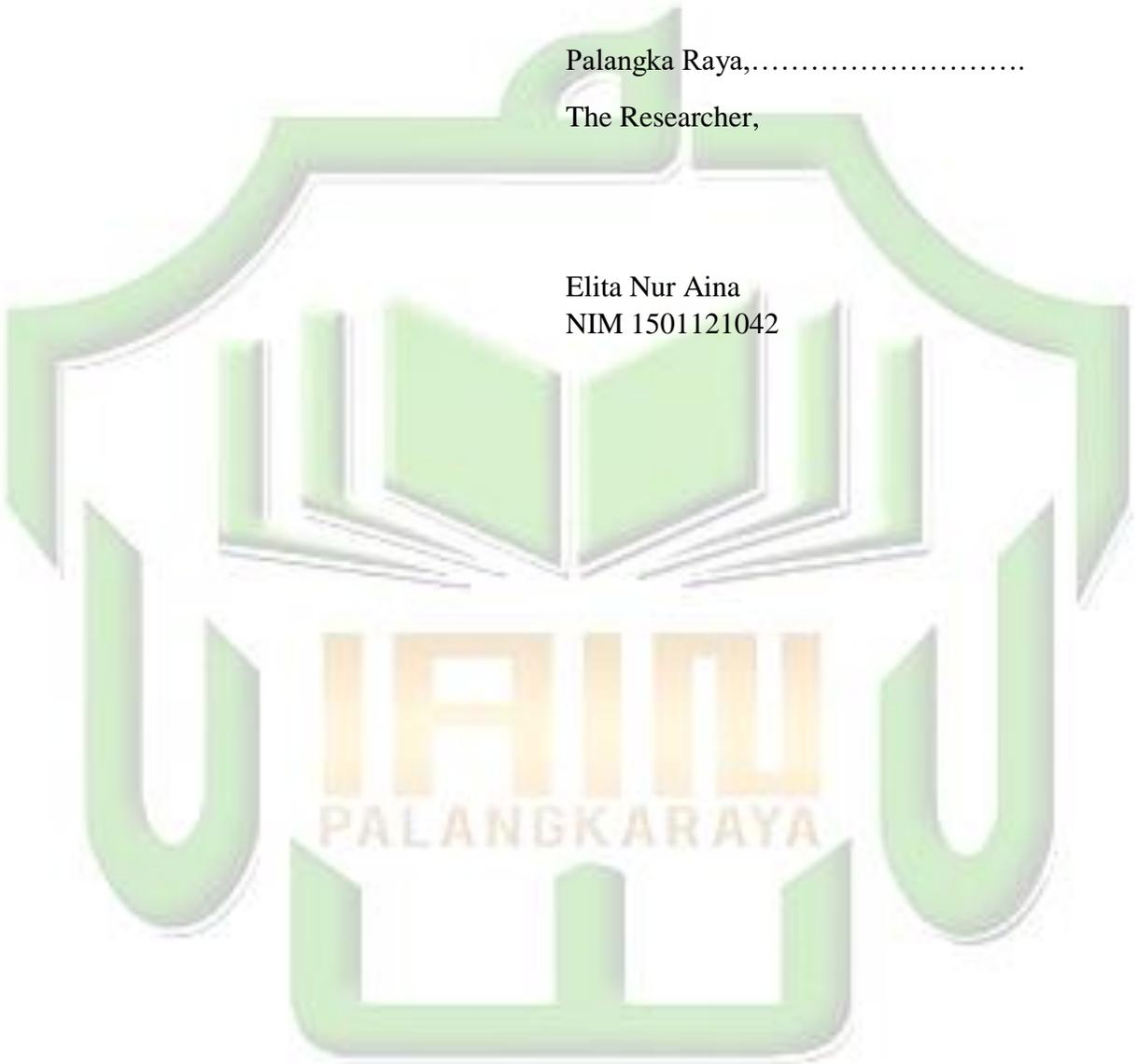
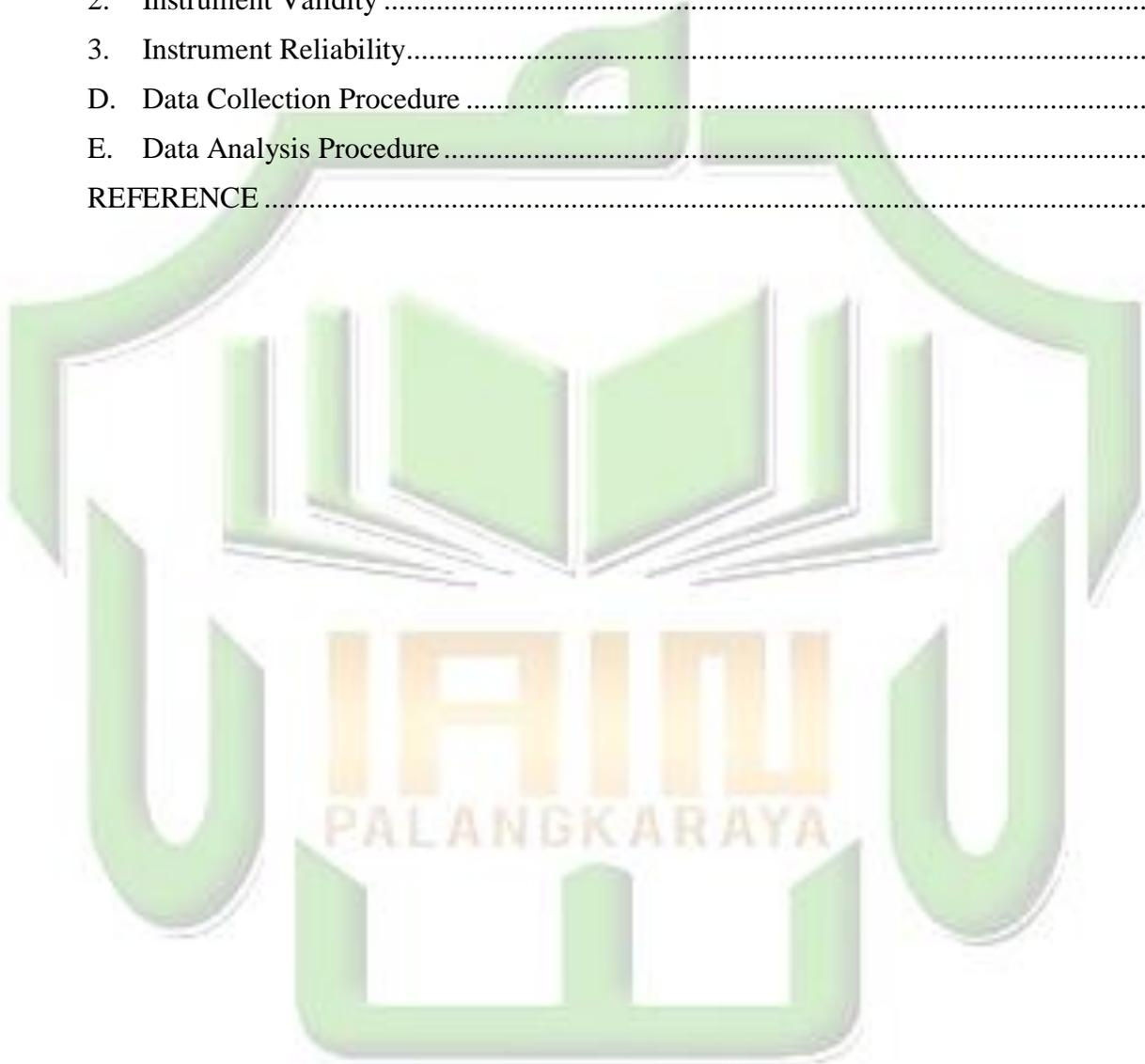


TABLE OF CONTENT

TABLE OF CONTENT	i
CHAPTER I	1
INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Problem.....	4
C. Objective of the Study.....	4
D. Hypothesis of the Study	5
E. Assumption	6
F. Variable of the Study	6
G. Scope and Limitation	6
H. Significance of the Study	7
CHAPTER II.....	9
REVIEW OF RELATED LITERATURE	9
A. Related Studies.....	9
B. Reading	12
C. Reading Comprehension	14
D. Reading Motivation.....	20
E. Vocabulary	25
F. Vocabulary Size	27
G. Expository Text.....	32
CHAPTER III.....	36
RESEARCH METHOD.....	36
A. Research Design.....	36
B. Population and Sample.....	38
1. Population	38
2. Sample.....	38
C. Research Instrument.....	39

1. Research Instrument Development	39
a. Vocabulary Test	39
b. Reading Comprehension Test	40
c. Reading Motivation Questionnaire	42
2. Instrument Validity	44
3. Instrument Reliability.....	46
D. Data Collection Procedure	47
E. Data Analysis Procedure	49
REFERENCE	61



LIST OF TABLES

Table	Page
2.1 Reading Comprehension Level.....	17
2.2 Vocabulary Size of Foreign Learners	28
2.3 The Vocabulary Size of EFL Students.....	29
3.1 Interpretation Correlation.....	37
3.2 Sample of Research.....	38
3.3 The Interpretation of Vocabulary Size Score.....	39
3.4 Level of Comprehension Test Item.....	39
3.5 Scoring Rubric for Students' Reading Comprehension.....	40
3.6 Reading Motivation Questionnaire Item.....	41
3.7 Reading Questionnaire Scoring Rubrics	42
3.8 Content Specification of Research Instruments	42
3.9 Criteria of Validity	44
3.10 Criteria of Reliability	45
4.1 The Result of Reading Motivation.....	50
4.2 Descriptive Analysis of Reading Motivation.....	52
4.3 Distribution of Students Reading Motivation	52
4.4 The Result of Vocabulary Size	53
4.5 Descriptive Analysis of Vocabulary Size	55
4.6 The Distribution of Students' Vocabulary Size	55
4.7 The Result of Reading Comprehension	56
4.8 Descriptive Analysis of Reading Comprehension	57
4.9 Distribution of Students' Reading Comprehension	58
4.10 Normality Test of Reading Motivation.....	59
4.11 Normality Test of Vocabulary Size	60
4.12 Normality Test of Reading Comprehension	61
4.13 Linearity Test	63

4.14 Homogeneity Test of Reading Motivation64

4.15 Homogeneity Test of Vocabulary Size64

4.16 Homogeneity Test of Reading Comprehension.....65

4.17 Correlation between Reading Motivation and Vocabulary Size.....66

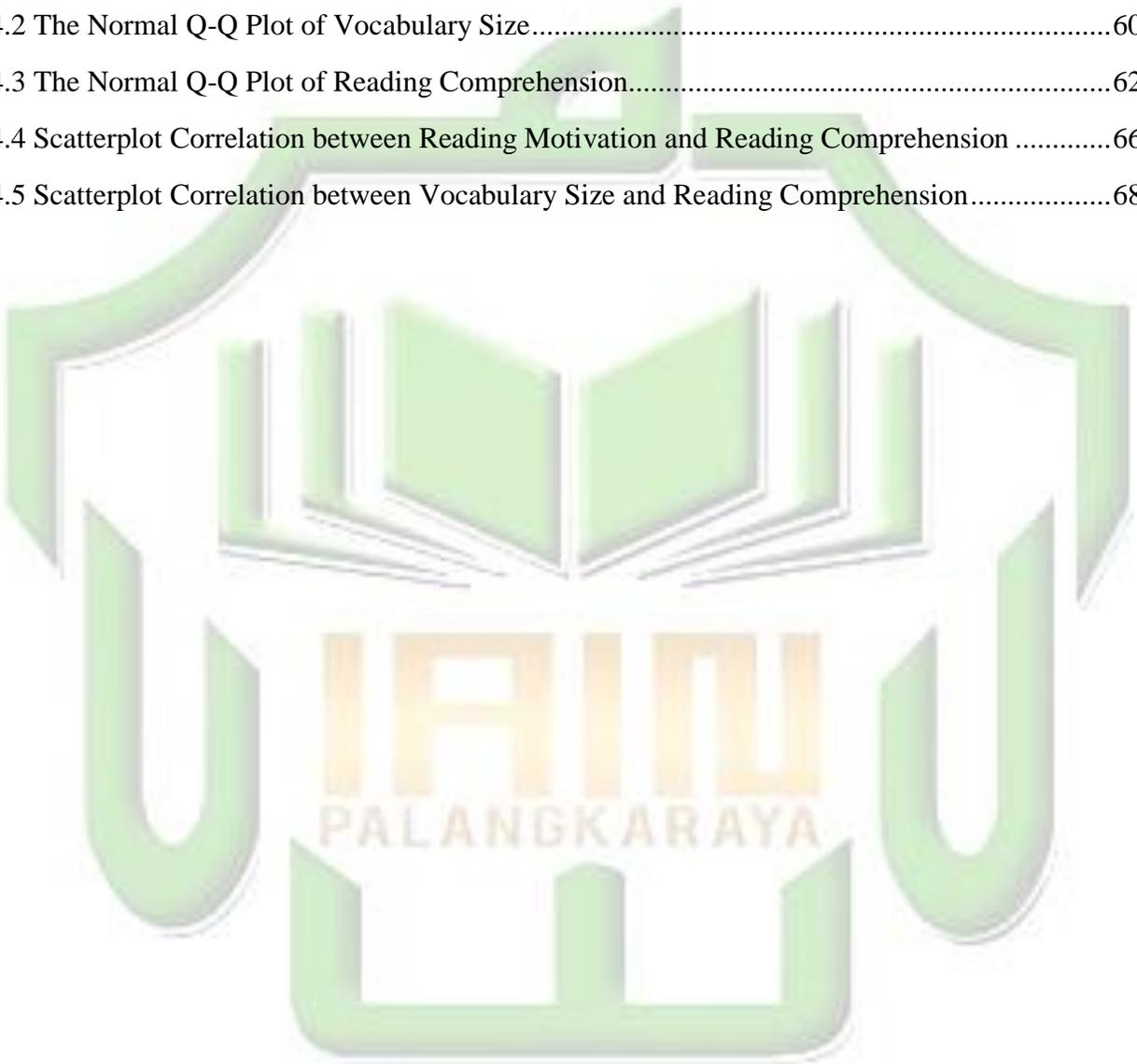
4.18 Correlation between Vocabulary Size and Reading Comprehension.....67

4.19 Multiple Correlation.....70



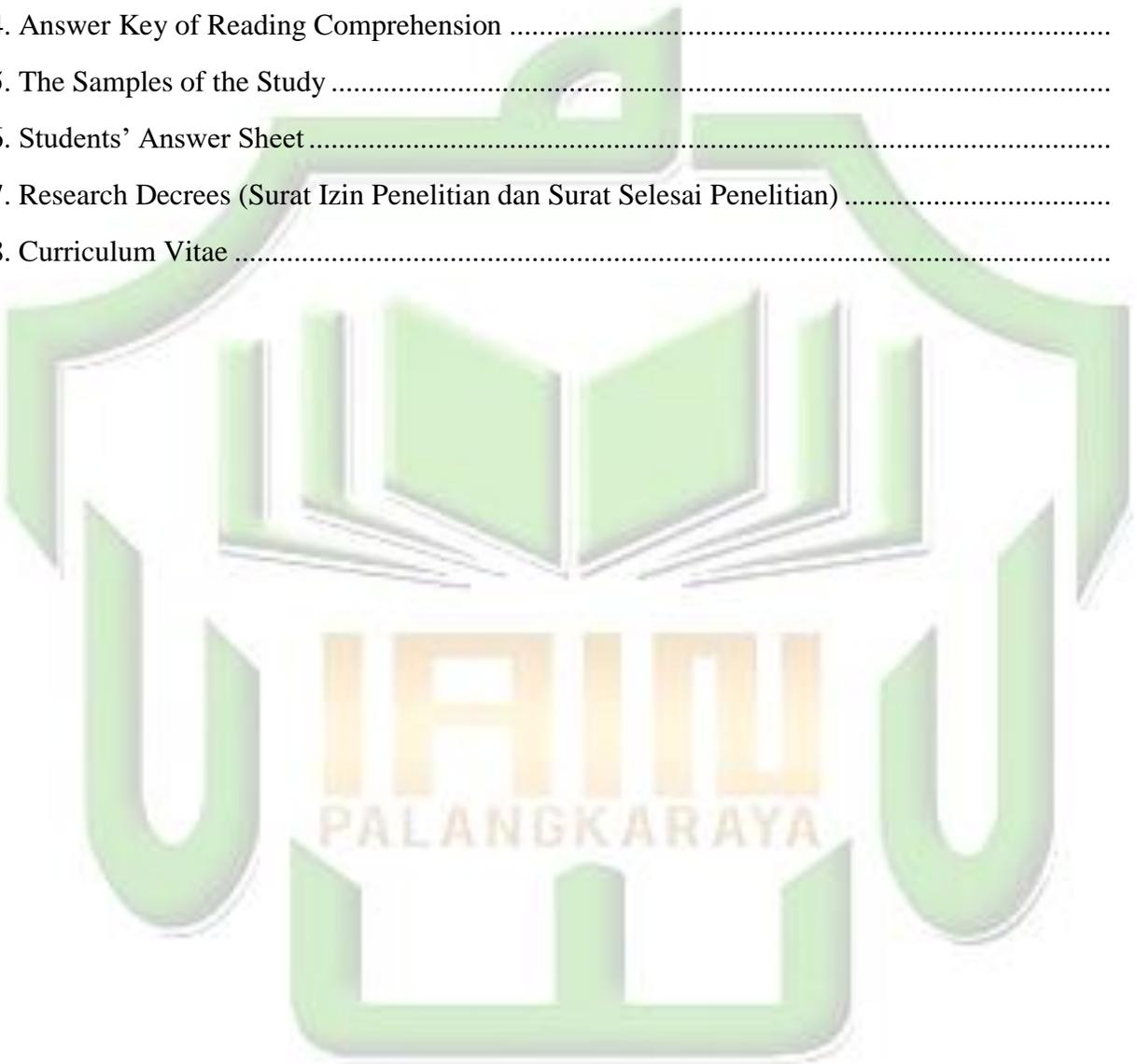
LIST OF FIGURES

Figure	Page
3.1 Variable of the Study	35
3.2 The Scatterplots	36
4.1 The Normal Q-Q Plot of Reading Motivation	59
4.2 The Normal Q-Q Plot of Vocabulary Size.....	60
4.3 The Normal Q-Q Plot of Reading Comprehension.....	62
4.4 Scatterplot Correlation between Reading Motivation and Reading Comprehension	66
4.5 Scatterplot Correlation between Vocabulary Size and Reading Comprehension.....	68



LIST OF APPENDICES

Appendix	Page
1. Reading Motivation Questionnaire	79
2. The Vocabulary Level Test.....	82
3. Reading Comprehension Test.....	86
4. Answer Key of Reading Comprehension	
5. The Samples of the Study	
6. Students' Answer Sheet	
7. Research Decrees (Surat Izin Penelitian dan Surat Selesai Penelitian)	
8. Curriculum Vitae	



LIST OF ABBREVIATION



H _a	: Alternative Hypotheses
H ₀	: Null Hypotheses
Df	: Degree of Freedom
SD	: Standard Deviation
L2	: Second Language
MA	: Madrasah Aliyah
Sig	: Significance
EFL	: English Foreign Language
ESL	: English Second Language
MRQ	: Motivation for Reading Questionnaire
IAIN	: Institut Agama Islam Negeri
SPSS	: Statistical Package for the Social Sciences
PIRLS	: Progress in International Reading Literacy Study
TOEFL	: Test of English as a Foreign Language

CHAPTER I

INTRODUCTION

This chapter will discuss the background of the study, problem of the study, objective of the study, hypotheses of the study, assumption of the study, scope and limitation of the study, significance of the study and definition of key terms.

A. Background of the Study

English is one of the important language in the world because English is international language that used by people around the world to communicate. Indonesian students learn English from an early age and English become one of the subject that Indonesian students must pass in national examination. English has four skills; reading, speaking, writing and listening. Every students must capable of those skills in order to fluent in English.

Reading is one of skill that important for students, because in our everyday life we read from many sources like books, newspapers, magazines and so on. Debat (2006, p.8) states that reading is crucial skill for students of English as foreign language (EFL) or second language (ESL). Dorkchandra (2010, p. 1) also states that reading is one of the language skills for those learning English as a second or foreign language (ESL/EFL), for academic success, and for professional development. Similarly, Nga (2012, p. 2) also states that, reading is an essential skill for English as a second or foreign language (ESL/EFL).

According to Grellet (1986, p. 4) there are two main reasons for reading, the first one is reading for pleasure and the second is reading for information. Those reasons may affect us to read as much as possible to get a lot of information, knowledge, enjoyment and even problem solutions from reading activity. All of that reasons can we interpret as reading motivation. Reading motivation is very important for students, because reading motivation will affect their behaviors of reading. English education students at IAIN Palangka Raya learn four kinds of reading subject, in the second semester they learn about literal reading, in the third semester they learn about inferential reading, in the fourth semester they learn critical reading, and in the fifth semester they learn appreciative reading. These reading subjects make the students read as much as they can and familiar with many various of reading texts, in conclusion reading motivation plays really important role for English education students of IAIN Palangka Raya.

Furthermore, to get the benefit of reading we need to understand and comprehend the reading materials, based on Department for Education and Skills (2005, p. 2), reading comprehension is an essential part of the reading process. Unfortunately, since English in Indonesia is a foreign language, most students at any levels of education get difficulty in reading English text, many research results indicate that the ability of Indonesian students to read English texts was very low (Syatriana, 2010, p. 28). Marsela (2017, p. 3) also states that based on the data from Progress in International Reading Literacy Study (PIRLS (2011, p. 3) Indonesian students' reading comprehension achievement

is ranked out 42 of 45 countries which implies that Indonesian students' reading comprehension is still insufficient.

Another important role that will affect students' reading comprehension is vocabulary. Hornby (1995) explains that vocabulary as "the total number of words in a language; vocabulary is a list of words with their meaning". Meanwhile, Cameron (2001) states that vocabulary as one of the knowledge areas in language, does an important role for students' in obtain a language. Harmon, Wood, & Keser (2009) also state that students' vocabulary improvement is a significant part of their language improvement. Limited of vocabulary size can make students suffer in communication skill. Laufer & Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) & Nation (2011) and others have realized that the obtain of vocabulary is fundamental for successful second language use and does a significant role in the creation of complete spoken and writing texts.

Many students of IAIN Palangka Raya found to be struggle in reading activity, in researcher's experience and interviewed with some of researcher's friends in senior year they stated that reading was a boring activity. Another stated that reading made them dizzy especially when they read reading texts because they found many unfamiliar vocabularies which that means some students is lack of vocabulary.

Based on the explanation above, related to students' reading motivation, students' vocabulary size and reading comprehension the researcher is interesting to investigate the relationship among the variable. Thus, the

researcher would like to conduct a study entitled: “The Correlation among Students’ Motivation and Students’ Vocabulary Size toward Reading Comprehension on Expository Text at IAIN Palangka Raya”.

B. Research Problem

The problem of the study is as follow:

1. Is there any correlation between students’ reading motivation toward reading comprehension on expository text?
2. Is there any correlation between students’ vocabulary size toward reading comprehension on expository text?
3. Is there any correlation between students’ reading motivation and vocabulary size toward reading comprehension on expository text?

C. Objective of the Study

1. To find out whether there is any significant correlation between students’ reading motivation and students’ reading comprehension.
2. To find out whether there is any significant correlation between students’ vocabulary size and students’ reading comprehension.
3. To find out whether there is any significant correlation between students’ reading motivation and vocabulary size toward students’ reading comprehension.

D. Hypothesis of the Study

The study has three hypotheses. The hypotheses are divided into two categories; they are alternative hypotheses and Null hypotheses that will be interpreted as follows:

1. Alternative hypotheses (Ha). There is a correlation between students' reading motivation toward reading comprehension on expository text on fourth semester students in English major at IAIN Palangka Raya in academic year 2018/2019.

Null hypotheses (Ho). There is no correlation between students' motivation toward reading comprehension on expository text on fourth semester students in English major at IAIN Palangka Raya in academic year 2018/2019.

2. Alternative hypotheses (Ha). There is a correlation between students' vocabulary size toward reading comprehension on expository text on fourth semester students in English major at IAIN Palangka Raya in academic year 2018/2019.

Null hypotheses (Ho). There is no correlation between students' vocabulary size toward reading comprehension on expository text on fourth semester students in English major at IAIN Palangka Raya in academic year 2018/2019.

3. Alternative hypothesis (Ha). There is correlation between students' reading motivation and vocabulary size toward students' reading

comprehension on expository text on fourth semester students in English major at IAIN Palangka Raya in academic year 2018/2019.

Null hypothesis (Ho). There is no correlation between students' reading motivation and vocabulary size toward students' reading comprehension on expository text on fourth semester students in English major at IAIN Palangka Raya in academic year 2018/2019.

E. Assumption

- 1) If the students have high reading motivation so, they will easily understand what they read.
- 2) If the students have many vocabularies, they will easily understand what they read and can solve their problem in reading.

F. Variable of the Study

Variables are conditions or characteristics that are manipulated, controlled, or observed by researcher (Faisal, 1982, p. 82). This study involves three continuous variables, they are reading motivation code as "X₁", vocabulary size code as "X₂" and reading comprehension code as "Y".

G. Scope and Limitation

This study only focuses on fourth semester students of English program in academic year 2018/2019 at IAIN Palangka Raya as the subject of the study and also limit on reading comprehension on expository text and also the reading comprehension in the level of literal and inferential reading comprehension.

H. Significance of the Study

The study has theoretical and practical significance:

- Theoretically

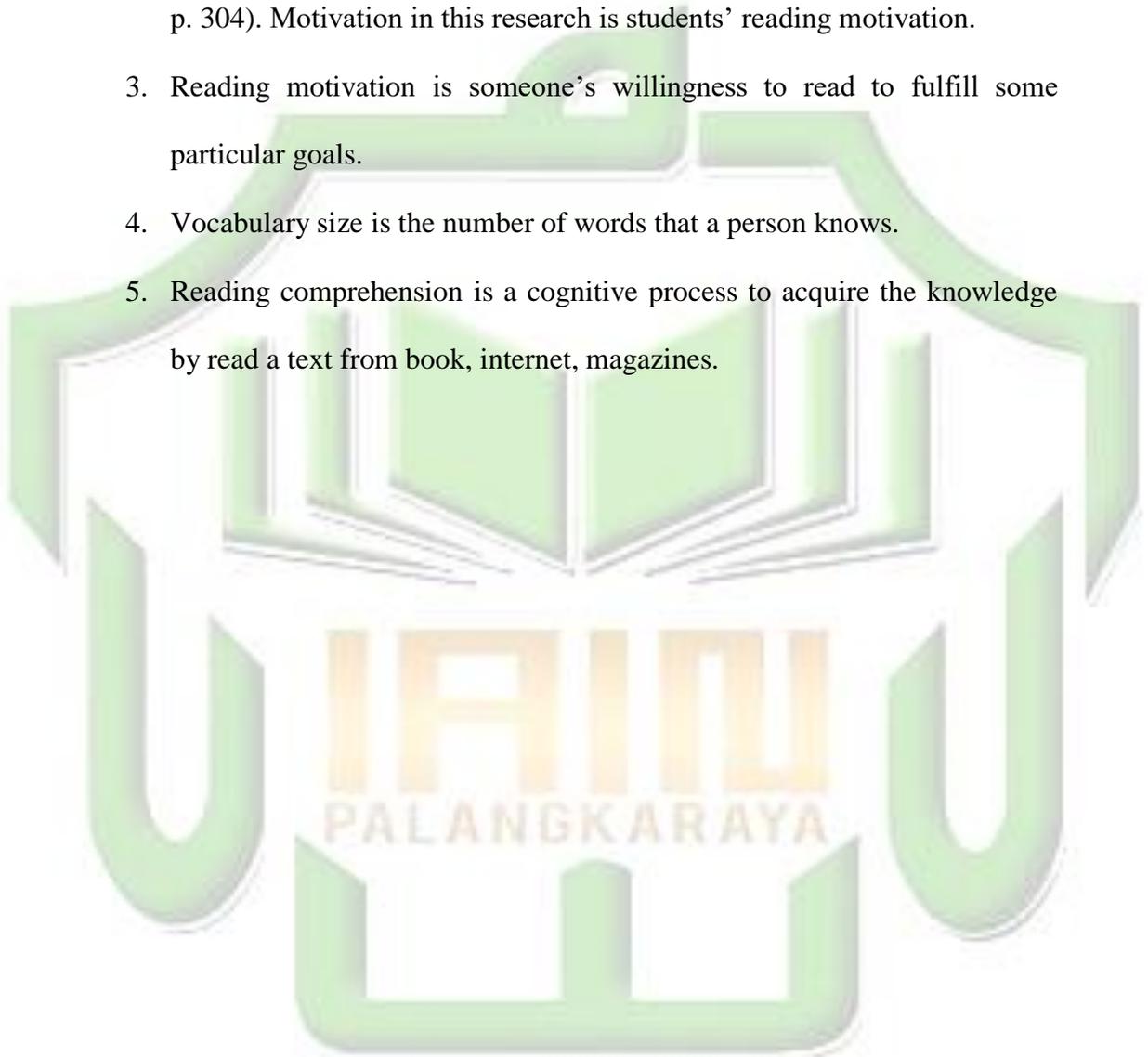
This study supports the theory of reading motivation, especially the correlation among students' reading motivation and their vocabulary size toward reading comprehension on expository text.

- Practically

For the students it will make the students realize that their reading motivation and vocabulary size will affect their reading comprehension so, the students can find a suitable strategy to read which that will motivate them to enhance their vocabulary size and reading comprehension. Benefit for the teacher or lecturer, it will make them realize that their students' reading motivation is very important in learn vocabulary and reading so, they can find an appropriate strategy that will motivate students to learn vocabulary and reading. Benefit for the next researcher this study can be a reference for them to conduct another research.

I. Definition of Key Terms

1. Correlation study assesses the relationship among two group or more variables in a single group (Ary et al. 2010, p. 349).
2. Motivation is a general for factors and conditions that cause a person to being an active and follow it eagerly (Clarizio, Craigh & Mehrens, 1987, p. 304). Motivation in this research is students' reading motivation.
3. Reading motivation is someone's willingness to read to fulfill some particular goals.
4. Vocabulary size is the number of words that a person knows.
5. Reading comprehension is a cognitive process to acquire the knowledge by read a text from book, internet, magazines.



CHAPTER II

REVIEW OF RELATED LITERATURE

Review of related literature consist of previous studies, definition of reading, reading motivation, reading comprehension, vocabulary size and expository text.

A. Related Studies

The first related study is a research entitled “The Correlation between Reading Motivation and Reading Comprehension of the third-year students of SMPN 12 Pekanbaru” by Luis, Hadriana & Edni. The purpose of the study was to find out the correlation between reading motivation and reading comprehension of the third-year students of SMPN 12 Pekanbaru. The study sample consist of 39 students. A questionnaire and a test were used for data collection. The result showed that there is moderate, significant and positive correlation between reading motivation and reading comprehension

Another research carried out by Saswita (2011) about students’ reading motivation in reading English textbook and their reading comprehension. The sample of the research were 30 students in their second year at MA Ittihadul Muslimin. The researcher used questionnaire and test to collect the data and she focused on only narrative text. The result showed that there is a positive correlation between the two variables.

Baleghizadeh & Golbin (2010) conducted a research entitled “The Effect of Vocabulary Size on Reading Comprehension of Iranian EFL Learners”. The

purpose of the study was to examine the effect of vocabulary size on reading comprehension ability of Iranian EFL learners. Total 83 Iranian students were participated in this research. The result showed a very significant correlation between vocabulary size and reading comprehension.

Astan & Tamah (2015) also conducted a research about the correlation vocabulary size and reading comprehension in Surabaya. Their sample were 30 students from English department in the second semester. The researcher focused on literal, inferential and critical reading ability. The result of their research showed that there is positive, strong and significant correlation between students' vocabulary size and their reading comprehension.

Similarly, Naori & Zerhouni (2016) conducted a research entitle "The Relationship between Vocabulary Knowledge and Reading Comprehension among Moroccan EFL Learners". The aims of their study were to examine the relationship between the two dimensions of vocabulary knowledge (size & depth) whether they have correlation with reading comprehension. 32 freshmen students participated in the study. The results show that there was a significant strong correlation between vocabulary depth and reading comprehension, but there was a low correlation between vocabulary size and reading comprehension.

There was also a research that conducted in Palangka Raya by Mutiara (2018). The aim of her research was to find out the correlation between vocabulary knowledge and reading comprehension of the eight grade students.

She used vocabulary knowledge test and reading test to collect the data. The result showed that there was a positive correlation between vocabulary knowledge and reading comprehension of eight grade students of SMPN 8 Palangka Raya.

Some similarities have been found with this present research. The present research used similar kind of instruments with all of the researches above, that were test and questionnaire. Other similarities also found, in this research the researcher also used university students as the sample of the research, it similar with Baleghizadeh & Golbin and Astan & Tamah's researches. In contrary some differences also found. The differences this present research with Luis, Hadriana, Erni & Saswita's researches was the sample of the research. This research used university students' as the sample of the research but their research used high school students as the sample. Other differences also found with Saswita. Her research focused in narrative text but this present research focused in expository text. This study also different with Nouri and Zerhouni's study because this study only focused in students' vocabulary size.

Based on the previous studies above, the researcher conducted different research, in this study the researcher used different subject, in this study the researcher's sample were fourth semester students in English major at IAIN Palangka Raya with three variables, they were reading motivation, vocabulary size and reading comprehension. In this study the researcher only focused to measure the correlation among students' reading motivation and students' vocabulary size toward their reading comprehension on expository text.

B. Reading

1. Nature of Reading

Reading is one of important aspect for students. Students need to master reading ability in order to success in their study. Every aspect in students learning activity involved reading. When they try to understand something new they need to read about it to understand it better. When they try to get an information not just in their learning activities but also in their daily life they need to read. Students need to practice their reading ability more and more, so that their reading ability will improve. They may find reading is a boring activity and they also may find some difficulties when reading especially in reading English text. Based on Bouchard and Spaventa (1984, p. 175) reading is a very important to the learner of English. Reading is an extremely complex process that no one can explain it satisfactorily.

2. Definition of Reading

Reading is an activity in which someone attempts to get an information or to understand and comprehend a written text. Someone develops their reading skill by use books, stories, newspaper or articles. Mukhroji (p. 57) states that reading is a means of communicating information between the writer and the reader. Based on Goodman (2008) reading means understanding the text or understanding what has been read. If readers can read the words but do not understand what they are reading, they are not really reading.

Reading is the process to get and understand, and also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible. According to Hill (1979, p. 4) reading is what the reader does to get the meaning he needs from textual sources. Meanwhile Bond & Eva (1969, p. 4) explained the meaning of reading as the process of acquiring and authors meaning and of interpreting, evaluating, and effecting upon those meaning. Mulianti (2017) also states that reading means a complex process of thinking in assigning meaning from printed materials which involves most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text.

The researcher conclude that reading is a process to get information, to understand and comprehend a written text and reading also a complex process of thinking.

3. The Importance of Reading

Reading tend to help people to understand variety of text like book, newspaper, magazine, brochures and so on. Someone's ability to reading will affect the result of the reading activity. Whether the reader get the idea or not. According to Djiwandono (1996, p. 62) reading is an important activity and becomes more important in this modern world, where he development in every life aspect occurs very quickly. As a part of language skill, reading play an important role for the success of language learning. In reading activity, we

are not only reading the text, but also trying to understand what we are reading.

Sabarun (2012, p. 37) also states that reading is one of the four language ability, which should be enhance in teaching English. Reading, as well as other skill, is one of important ability that students must be mastered. Teaching reading is important to preparing students with the basic reading skill with the aim to increase students' information and knowledge from any reading text.

Further, reading as a facility for getting and developing intellectual, spiritual, emotional, and self-confidence of individual. It means, reading will open many chances to absorb as much knowledge that is useful in life. Simultaneously, reading also will develop ability to think creatively, critically, analytically and imaginatively (Alhamdu, 2015, p. 1). Not just reading provide information and knowledge but also pleasure and enjoyment.

As mentioned above, reading is very important for individual improvement or even society to get success in life, because one success requirements are concerning to information and related to knowledge. So, when an individual has much information it referred that the individual has wider knowledge.

C. Reading Comprehension

1. Definition of Reading Comprehension

The purpose of reading comprehension is to get the meaning of a text. Reading comprehension is very important because it will affect our ability to

understand the meaning of a text. Especially for general activity in our live, every day we will face different kinds of written text like magazine, newspaper, or email so it is important for use to comprehend them. Snow (2002, p. 11) explains reading comprehension is a process of simultaneously extracting and construing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text and the activity purpose of reading.

Spears also states that there are eight important reading comprehension skill that help the students to read more systematically, they are comprehending main ideas, determining the author's purpose, distinguish between main idea and supporting details, making inference, distinguish facts and opinions, analyzing structures, annotating, paraphrasing and summarizing.

2. Level of Reading Comprehension

The following are levels of reading comprehension according to Smith, Wayne and Carnine (2004, p.255):

a. Level of reading comprehension according to Smith and Wayne are:

- 1) Level comprehension; that is the skill of getting primary direct literal meaning of a word, idea, or sentence in context.
- 2) Interpretation; that is to identify the idea and meaning that are not explicitly stated in the written text.
- 3) Critical reading; that is to evaluate what is read and examines critically the thought of the writer.

- 4) Creative reading; that is to apply ideas from the text to new situations and recombine author's ideas with other ideas from new concept or to expand the old ones.

b. Level of reading comprehension according to Carnine are:

1) Comprehension skill for the primary level consists of:

- a) Literal comprehension; that is to receive information stated in a passage.
- b) Sequencing comprehension; that is to understand several from a passage according to when they happened.
- c) Summarization; that is to receive information stated in a passage.

2) Comprehension skill for the intermediate level consists of:

- a) Inferential comprehension; that is to reveal relationship between two objects or events (stated or not stated).
- b) Critical reading; that is to identify the author's conclusion to determine what evidence is presented and to identify faulty argument.

c. Heilman, Blair & Rupley (1986, p. 190) also explain about level of understanding as follows:

- 1) Literal comprehension; understanding main ideas and information explicitly (explicit) stated in paragraph,
- 2) Interpretive understanding; understanding main ideas and information that is implicitly (implied) stated in paragraph,

- 3) Critical understanding; analysis, evaluation and personally relate to the information set forth in paragraph.

This study will focus on the level of literal and inferential comprehension because the sample of this research will be students in their fourth semester that have only taken literal and inferential reading subject. Suwanto (2014, p. 1) states that literal and inferential comprehension occupies a very important role in reading comprehension. Comprehension is quite good, if able to master the literal and inferential comprehension together and said to be bad if instead of understanding can only be mastered literal and inferential comprehension alone. Burns, Roe & Ross (1984, p. 177) state that a literal understanding of the reading includes basic ideas, detailed or descriptive, cause and effect, sequence or series of vocabulary and comprehension, sentence meaning and the meaning of the paragraph. Furthermore, the ultimate goal of reading is comprehension students can understand the content of any reading that include seven such capabilities. Literal understanding is that there are answers in the text and the students just need to select it. In other hand, interpretive understanding to build understanding and finding the main idea, determine implication, apply; task is an example of interpretive understanding. Level of literal and interpretive can be seen in Table 2.1 below based on Suwanto (2014, p. 2):

Table 2.1. Reading Comprehension Level

No	Comprehension Level	Indicator
1	Literal Comprehension	1.1 Express the main idea

		1.2 Details/explanatory
		1.3 Sequences/series
		1.4 Following instruction
		1.5 Understanding vocabulary
2	Inferential Comprehension	2.1 Implied main idea
		2.2 Guess a causal relationship
		2.3 Guess pronoun
		2.4 Guess adverb
		2.5 Guess the missing word
		2.6 Predicting mood
		2.7 Predicting the author's purpose
		2.8 Draw conclusion

3. Assessment of Reading Comprehension

Based on Alderson (2001, p. 207) there are some methods to assessing reading as follows:

a) The cloze test and gap filling tests

Cloze tests are typically constructed by deleting from selected texts every n-th word (usually being a number somewhere between 5 and 12) and simply requiring the test-taker to restore the word that has been deleted. Gap filling tests are somewhat different, in that test constructor does not use a pseudo-random procedure to identify words for deletion: she decides, on some rational basis, which words to delete, but tries not to leave fewer than five or six words between gaps (since such a lack of text can make gaps unduly difficult to restore).

b) Multiple-choice techniques

Multiple-choice questions are a common device for testing students' text comprehension. They allow tester to control the range of possible answers to comprehension questions, and to some extent to control the students' thought processes when responding.

c) Matching techniques

Here are two sets of stimuli have to be matched against each other as, for example, matching headings for paragraphs to their corresponding paragraph, titles of books against extracts from each book and so on.

d) Ordering tasks

In an ordering task, candidates are given a scrambled set of words, sentences, paragraphs or texts and have to put them into their correct order.

e) Dichotomous items

Students are presented with a statement which is related to a target text and have to indicate whether this is True or False, or whether the text agrees or disagrees with the statement.

f) Short-answer tests

Test-takers are simply asked a question which requires a brief response, in a few words.

The reading assessment in this research were multiple-choice questions from Longman Preparation Course for TOEFL books with 50 questions that the researcher has been selected for literal and inferential questions only, with the indicator at table 2.1 above.

D. Motivation

Horwitz (1990) defines motivation as the feeling of the learners toward a particular target language and its culture as well as learner's pragmatic reasons for acquiring a foreign language more broadly. Gardner (1985) also defines motivation as the single effective factor for foreign language learning. Moreover, Brown (1987, p.114) said that "countless studies and experiments in human learning have shown that motivation is a key success in foreign language learning". Motivation also defined by Oxford & Shearin (1994) as determination of the extent active and personal involvement in L2 learning. They also indicated that motivation affects learners' use of L2 learning strategies, how to interact with native speaker, general proficiency, and the perseverance of L2 skills after instruction and so on and so forth. Deci & Ryan (2000, 1985) divided motivation into two, they were intrinsic motivation and extrinsic motivation. Intrinsic motivation relates to an individual's performance of an activity because of innate desire and satisfaction rather than for any divisible outcomes. In contrast, extrinsic motivation relates with individual's obtaining of rewards and his/her relative lack of autonomy owing to external influence. In short, motivation is a condition or factor that will affect someone's willingness to do something and motivation is an important factor

in language learning and motivation divided into two, they were intrinsic and extrinsic motivation.

E. Reading Motivation

1. Nature of Reading Motivation

Motivation is someone's willingness when doing something to fulfill particular goals. Thus, the students need motivation particularly reading motivation in their studies because almost all of academic learning offering the students to read as many materials as they can. According to Geen (1995), motivation is related to the initiation, direction, intensity and persistence of behavior. Therefore, motivation in reading is the willing to read and get the meaningful sense of particular text.

2. The Importance of Reading Motivation

Motivation is another important key to success not just in language learning but specifically in reading activity. According to Grabe and Stoller (2005), motivation is another key to successful in reading comprehension. It has important impact on reading development. The low or high motivation to read English finally influenced the result of the reading.

Reading motivation can really affects students' habit in reading. Most of students reasoned that less motivation in reading make them less interested to do reading activity. According to Mihandoost (2011, p.18) motivation for reading is a crucial entity for successful engaging in the reading process because it is the element that was activates and maintains students' engagement throughout the entire reading process. Gambrell & Marinak

(2008) and Guthrie, Wigfield, and VonStecker (2002) also stated that the motivation plays the important role in reading. Students who have strong motivation to do reading can spend their time so much in reading activity. Meanwhile, students who lack motivation to do reading will try to avoid reading activity.

Without any motivation in read, students may never reach a full success in their learning activity. Because reading is the basic in learning activity. Moreover, Guthrie et al (2007) also mentioned that reading motivation influenced by motivation construct such as interest, perceived control, collaboration, involvement, and efficacy. Wigfield and Guthrie (1997) also noted that students are thought to be motivated extrinsically which is reading for an external reward or intrinsically that is for the sake or value of doing something and that an engaged reader is someone who reads for the sake of reading and not for a grade or for other external incentives. They claimed that reading motivation does not only explain why some children read more than others but also how the children utilized the strategic skills which allows him or her to engage in the reading.

3. Kinds of Motivation

Motivation was divided into two kinds, intrinsic and extrinsic motivation. Deci & Ryan (2000, p. 56) state that intrinsic motivation refers to doing activity for inherent satisfaction of the activity itself. A person intrinsically motivated if an activity is done for itself and for the pleasure that drives from doing the activity. In other hand, extrinsic motivation relates to the reward an

individual will get as a result of any instrumental action. Furthermore, Marsela (2017, p. 15) stated the extrinsic motivational factors need to be categorized in the area of their interest. Refer to the motivation that comes from outside rewards, such as money or grades.

4. Reading Motivation Assessment

Most of the researcher measured students' reading motivation using questionnaire. Some of the researchers do not only use questionnaire but also other instruments such as interview, observation, students' score, documentation and so on. But most of the instrument is questionnaire. A lot of researcher had made different kind of reading motivation scales.

Davis et. al. (2017) have identified some reading motivation student self-report scales used in researches. The article summarized 16 current reading motivation scales. The list of 16 scales included: *Children's motivations for Reading Scale, Young Reader Motivation Questionnaire, Young Children's Academic Intrinsic Motivation Inventory, Children's Academic Intrinsic Motivation Inventory, Elementary Reading Attitude Survey, Motivation to Read Profile, Motivation for Reading Questionnaire, Reader Self-Perception Scale, Reading Self-Concept Scale, SRQ-Reading Motivation Questionnaire, Adaptive Reading Motivation Measure, Adolescent Motivation to Read Profile, Adult Motivation for Reading Scale, Motivation for Reading Information Books, Reader Self-Perception Scale 2, and Survey of Adolescent Reading Attitudes*. Reliability was assessed using magnitudes recommended

by Sattler (2006), where coefficients above .80 are considered reliable, .70-.79 relatively reliable, .60-.69 marginally reliable and below .59 unreliable.

The instrument of this research was Motivation for Reading Questionnaire (MRQ) by Wigfield and Guthrie (1997). This questionnaire can be used by English reading teacher in order to know students' alteration in reading activities that might be accorded during the year; it can be used to generate individuals' profiles of reading motivation. The motivation for reading questionnaire is designed to assess different aspect. The aspects of reading motivation are; reading efficacy, reading challenge, reading curiosity, reading involvement, importance of reading, reading work avoidance, competition in reading, recognition for reading, reading for grade, social reason for reading and compliance (Guthrie et. al. 1996, p. 9). The example of the questionnaire is:

1. I like being the best at reading.

Very Different From Me	A little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

2. I read to improve my grades.

Very Different From Me	A little Different From Me	A Little Like Me	A Lot Like Me
1	2	3	4

F. Vocabulary

1. Nature of Vocabulary

Vocabulary is one of important aspect in learn a language. Vocabulary is a basic for another skill like speaking, writing and listening. We need many vocabularies to speak fluently in a language. When we have many vocabularies, we will get better in use a language. The more we have vocabulary the more we can understand a language. Meara (1996) explained that when a learner acquired a good amount of vocabulary, he or she will be more flexible in language use and comprehension than a learner with a small vocabulary size. Breadth of vocabulary influences a learner's performance of the four language skills: reading (Laufer, 1992; & Qian&Schedl, 2004), writing (Laufer & Nation, 1995; Yu, 2010), speaking (Daller, VanHout & Treffers-Daller, 2003; Hilton, 2008), and listening (Staehr, 2009).

Hocket (2011) stated that vocabulary was the easiest aspect of a second language to learn and that it hardly required formal attention in the classroom. Rivers has also argued, vocabulary is essential for successful second language use because without an extensive vocabulary, we will unable to use the structures and functions we may have learned for comprehensible communication. According to David Wilkins in Nobert Schmitt's book, he summed up the import and of vocabulary learning, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Schmitt, 2010, p. 3).

The researcher conclude that vocabulary is essential aspect in learn a language because vocabulary has important role in four skills of language: reading, writing, speaking and listening. Someone who has many vocabularies will easier to express feelings and ideas clearly.

2. The Importance of Vocabulary

Vocabulary is a basic knowledge for students to master a language including English. It also plays a great role for learners in acquiring a language (Cameron, 2001). Harmon, Wood, and Keser (2009) as well as Linse (2005) state that learners' vocabulary development is an important aspect of their language development.

Learning vocabulary is very important because without any vocabularies we cannot express our feeling and ideas clearly. Napa (1991, p. 10) states that vocabulary is one of components of language and that no language exists without words. Words are signs of symbol od idea. It means that words tell our ideas, feelings, thoughts, either spoken or written.

3. Kinds of Vocabulary

Hatch and Brown (1995) distinguish vocabulary into two kinds as follows:

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009).

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to other (Stuart Webb, 2005).

G. Vocabulary Size

1. Definition of Vocabulary Size

Vocabulary size refers to the number of words that a person knows. In the case of second language learners the goal is normally more modest: it is to estimate how many of the more common words they know based on a test of their knowledge of a sample of items from a word-frequency list (Read, 2000, p. 31-32).

Vocabulary is central language and critical important to typical language learner, without a sufficient vocabulary one cannot communicate effectively of express his idea in both in oral and written form. Having a limited vocabulary is also a barrier that preclude, learner from learning a foreign

language. When they do not know how much to enrich their vocabulary. The example, they often gradually lose interesting in learning (Fauzi, 2002, p. 15).

2. The Importance of Vocabulary Size

Vocabulary size is an important aspect to language acquisition. Vocabulary size can affect someone's achievement in language learning and will affect the way he expresses his feeling and ideas. Vocabulary also will affect someone's skill in speaking, because when some has many vocabularies he will speaks clearer. Jams and Zechmeister (1991, p. 109) state that estimates of vocabulary size based on an individuals' knowledge of words sample from a dictionary or on frequency counts of words. Vocabulary size is an important component of lexical competence and has been observed to be instrumental for both reading and writing. Vocabulary size is related to the quality of written composition and reading comprehensions skill.

Allen (1983, p. 7) states that vocabulary is one of the most important elements in a language. Many of the vocabulary in English textbook have to be learned. Without it, no one can speak or understand the language. It means that vocabulary is a language component which gives information or explanation in language term.

3. Level of Vocabulary Size

According to Nation (2006) research on the amount of vocabulary needed for receptive use indicates that learners need 6,000 words families to read novels written for teenagers, to watch movies and to participate in friendly

conversation. Around 8,000 to 9,000 words are needed to read newspaper, novels, and some academic texts.

Second and foreign language learners do not need to achieve vocabulary size like native speaker in order to use English well. The vocabulary size of foreign learners (Thornbury, 2002 : 59) can be seen in the table below :

Table 2.2 Vocabulary Size of Foreign Learners

Level	Words
Easystars	200 words
Level One Beginner	300 words
Level Two Elementary	600 words
Level Three Pre-Intermediate	1200 words
Level Four Intermediate	1700 words
Level Five Upper-Intermediate	2300 words
Level Six Advanced	3000 words

There are several studies that attempt to estimate the vocabulary size of university students (especially freshmen). According to Nation, learners from Japan or Indonesia study English for about “five hours a week for about 40 weeks a year for about five years – very approximately 1,000 hours” (“How Many”, p. 176). Based on Barnard’s and Quinn’s study, after these learning hours, Indian and Indonesian learners tended to have a vocabulary size of less than 2000 words. Similar result comes from Nurweni and Read’s (1999, p. 171) study in which 324 first-year students of Lampung University in Indonesia could only recognized

1226 words. Another findings of vocabulary size of EFL students from Yudyca Putra (2009, p. 21) can be seen below:

Table 2.3 The Vocabulary Size of EFL Students

Author	Subjects	Vocabulary Size
Barnard (1961); Quinn (1968)	Indonesian and Indian	less than 2000 words
Lin (1992)	Taiwanese	R: less than 2,000 words
Laufer (1998)	Israel	R: 1,900 - 3,500 words;
		P: 1,700 - 2,550 words;
Barrow, Nakanishi, Ishino (1999)	Japanese	2,304 words
Nurweni and Read (1999)	Indonesia	1226 words
Chen (1999)	Taiwanese	P: less than 2,000 words
Huang (2004)	Taiwanese	R: 2,838 words
Suteja (2007)	Indonesian	R: around 5,000 words

Note: R = receptive vocabulary; P = productive vocabulary

When there is no R or P label, then it refers to the vocabulary size in general.

4. Vocabulary Size Assessment

Nation (2013) mentions there are two kinds of methodology that can be used to measure vocabulary size. First method is Dictionary-based sampling. This kind of method relies on a dictionary. The steps are as follows: the researcher finds out how many words there are in a dictionary. Then the sample of these words was determined, so the ration between sample and number of words in dictionary is known. The second method is Frequency-based sampling. The person who has developed this way is Thorndike in 1920s and 1930s economic depression. He developed word frequency list

which then used to create vocabulary size test and sampling words were taken from the high, medium and low frequency. Read (2000) mentions Dictionary-based sampling is commonly used to take estimate native speakers' vocabulary, whereas for EFL learners, frequency-based sampling is normally employed.

Read (2000, p. 2) also mentions some well-known item types that are convenient to use for vocabulary testing, they are:

1. Multiple choice (*Choose the correct answer*)

Example: The principal was irate when she heard what the students had done.

- a. surprised
- b. interested
- c. proud
- d. angry

2. Completion (*Write the missing word*)

Example: At last the climbers reached the s_____ of the mountain.

3. Translation (*Give the L1 equivalent of the underline word*)

Example: They worked at the mill.

4. Matching (*Match each word with its meaning*)

- | | | | | |
|---|-------------|-------|----|------------------------------|
| 1 | accurate | _____ | a. | not changing |
| 2 | transparent | _____ | b. | not friendly |
| 3 | constant | _____ | c. | related to seeing things |
| 4 | visual | _____ | d. | greater in size |
| 5 | hostile | _____ | e. | careful and exact |
| | | | f. | allowing light to go through |
| | | | g. | in the city |

The researcher in this research adopted the Vocabulary Level Test Version 2 by Paul Nation that have been developed by Schmitt et al. (2001). The VLT is a word-definition matching test, the test-takers are required to match three definitions to three words out of a list of six target words that belong to a frequency list. Example of the test:

- 1 apparatus
- 2 compliment _____ expression of admiration
- 3 ledge _____ set of instruments or machinery
- 4 revenue _____ money received by the government
- 5 scrap
- 6 tile

H. Expository Text

1. Definition of Expository Text

The aims of an expository essay are to explain, to inform, or to give directions. It is usually arranging in time order. It gives factual details about a particular topic. It can be stated that expository essay is a kind of an essay which clarifies, explains and informs something. Eschoolz (1993, p. 637) states that the purpose of exposition is to clarify, explain and inform.

Expository text usually nonfiction or informational text, this type of text is not organized around a story-like structure but it instead organized based on the purposes and goals of the author or by content. The expository text consists of introductory paragraph, body paragraph and concluding paragraph.

This study only focused on expository text because students in university level focus on expository text, especially in TOEFL test most of the text is expository text.

2. Language Feature

The language features of expository text:

- Using relational process
- Using internal conjunction
- Using causal conjunction
- Using simple present tense
- Using compound and complex sentence

3. Text structure

Meyer (1985) classified these text structures as follows:

- a. **Descriptive or Concept/Definition:** This type of expository text involves the description and/or categorization of something such as a concept (freedom, civil, rights), a system such as the respiratory system, or an object such as element or compound studies in a science class. In short, in description the author describes a topic.
- b. **Sequence:** The author uses numerical or chronological order to list items or events.
- c. **Compare/Contrast:** The author compares and contrast two or more similar events, topics, or objects.

- d. Cause/effect: The author delineates one or more causes and then describes the ensuing effects.
- e. Problem/solution: The author poses a problem or question and then gives the answer.



Example:

The Rise of Teenage Gangs and Negative Consequences They Have

Teenagers constantly look for the place they belong. Isn't it everyone's dream to belong to a certain group of people, to find like-minded individuals and feel accepted? Unfortunately, a vast majority of teenagers take a wrong turn and get lost on their path to acceptance. It is not uncommon for them to join teen gangs feeling like their members understand them, but that is far from the truth. The rise of teenage gangs is a major problem nowadays. But, how serious this problem really is? Consequences of gang membership can scar a person for life in several ways.

Youth, teenage, or juvenile gang is defined as an organized group of adolescents and/or young adults who rely on group intimidation and violence to commit criminal acts with the purpose to gain power, recognition, and control. The rise of teenage gangs is perfectly explained in a study published in the Journal of Adolescent Health wherein researchers discovered there were 1,059,000 youth gang members in the United States in 2010. Moreover, on yearly basis 401,000 juveniles join gangs. The primary reason why this staggering number of gang members goes unnoticed is due to the fact that they may not conform to popular perceptions of teen gang demographics.

Another potential reason why the total number of gangs and gang members keeps increasing is because a great majority of crimes they commit usually goes unreported. As a result, government officials find it difficult to gather exact data about this growing issue. Youth gang members primarily focus on their peers, bully them, and force them to say nothing in order to avoid harsher consequences.

When discussing the issue of youth crime groups, one must wonder how one decides to join them. Risk factors that enhance a teenager's odds of joining a gang include drug or alcohol abuse, negative influences, peer pressure, a strong desire for recognition and belonging, lack of parental supervision, and limited attachment to the community. Most adults do not take this problem seriously enough and, usually, consider it as just another phase teenager go through. However, the American Journal of Public Health published a research showing that gang membership in the adolescence has severe consequences in adulthood, long after a person leaves the gang. Besides higher likelihood of criminal activities, people who were gang members in the adolescence also experienced financial issues and were in poor health in adulthood.

While most teenagers have a strong urge to feel accepted by their peers, others seek the solace and comfort or escape from their difficult family life in gangs. Although the current data shows the staggering number of gang members it is assumed the problem could be even more severe as most of them do not fit into the gang demographics and many crimes are not reported. Finally, there is a growing need for the entire society to take necessary measures and work on this issue. If not, the consequences could be far more severe.

CHAPTER III

RESEARCH METHOD

This chapter covers: a). Research Design, b). Population and Sample, c). Research Instrument, d). Data Collection Procedure, e). Data Analysis Procedure.

A. Research Design

The study used quantitative approach. The design of this study was multiple correlation design which assess the relationship among two or more variables in a single group (Ary, et al. 2010, p. 349). The design was used to know the relationship between continuous variables, they are students' reading motivation and students' vocabulary size toward students' reading comprehension on expository text.

The study was correlational research design, correlational is nonexperimental design which employs data derive from preexisting variable with the purpose to assess or understand the relationship among two or more variable in a single group (Ary, Jacobs, Sorensen, & Razavieh, 2010, p. 349). It can be seen as follows:

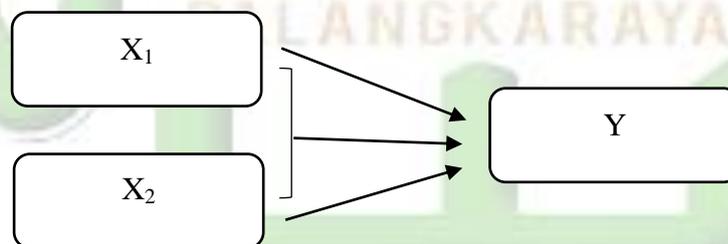


Figure 3.1. Variable of the Study

Where:

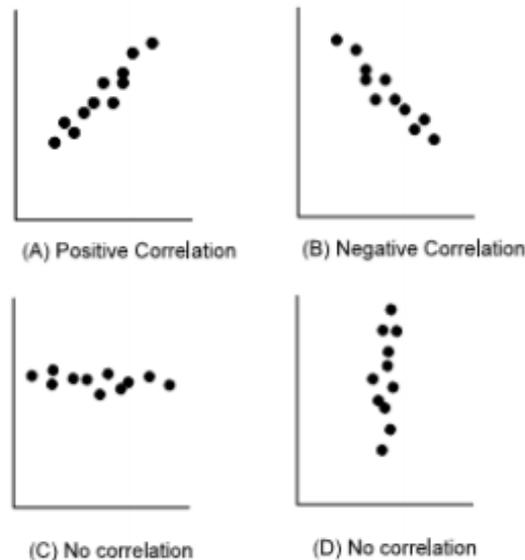
X₁ = Students' motivation

X₂ = Students' vocabulary size

Y = Reading comprehension

The data in correlational design are analyzed using correlational statistic resulting in correlation coefficient which shows the degree of relationship (how closely they are related) between the variables involved. The correlation coefficient is represented with r and is expressed as a number between -1 and +1. When r is -1, the variables have perfect negative correlation, when r is +1, the variables have perfect positive correlation, and when the r is 0, the variables have no correlation (Latief, 2014, p. 113).

Ary et. al. (2010, p. 132) also stated that a scatterplot illustrates the direction of the relationship between the variables. A scatterplot with dots going from lower left to upper right indicates a positive correlation. One with dots going from upper



left to lower right indicates a negative correlation.

Figure 3.2 The Scatterplots

Table 3.1 below shows the interpretation of correlation by Sudijono (2007, p. 193):

Table 3.1
Interpretation Correlation

The Amount of “r” Product Moment	Interpretation
0.00 – 0.20	There is correlation between variable X and variable Y, yet is very low so that it is regarded there is no correlation.
0.20 – 0.40	There is low correlation between variable X and variable Y.
0.40 – 0.70	There is average/moderate correlation between variable X and variable Y.
0.70 – 0.90	There is high/strong correlation between variable X and variable Y.
0.90 – 1.00	There is very high/strong correlation between variable X and variable Y.

B. Population and Sample

1. Population

Population is a group of individuals who have the same characteristic (Cresswell, 2012, p. 141). The population of the current study were all students of English major in the fourth semester academic years of 2018/2019 at IAIN Palangka Raya.

2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Cresswell, 2012, p. 141). The sample of the study was the whole number of population of English major at fourth

semester students at IAIN Palangka Raya. The sample chosen by using cluster sampling. Based on Ary et al. (2010, p. 154) in cluster sampling the unit chosen is not an individual but, rather, a group of individuals who are naturally together.

Table 3.2 **Sample of**
Research

No	Class	Number of Students
1	A	16
2	B	18
3	C	14
Total		48

C. Research Instrument

1. Research Instrument Development

a. Vocabulary Test

Hornby (1995, p. 1233) states that test is a short examination of knowledge and skill, consisting of questions that must be answered. The researcher used vocabulary test to measure the number of students' vocabulary size in English major students of IAIN Palangka Raya. The researcher in this research adopted the Vocabulary Level Test Version 2 by Paul Nation that have been developed by Schmitt et al. (2001). The VLT is a word-definition matching test, the test-takers are required to match three definitions to three words out of a list of six target words that belong to a frequency list. The total 90 items test in the level of 2000,3000 and academic vocabulary was used.

A formula was used to measure the students' vocabulary size score. If the samples' answer is right, the score is one (1) and if the samples' answer is

wrong, the score is zero (0). The test can be seen in the appendix 2. The researcher measured the score of the vocabulary test by using the following formula:

$$S = \frac{n}{N} \times 100$$

Where:

S = Students' score

n = Number of true answers

N = Number of test

The interpretation of the students' vocabulary size based on Nugraha et. al. (p, 5) can be seen in table below:

Table 3.3 The Interpretation of Vocabulary Size Score

Score	Interpretation
76-100	High
60-75	Moderate
40-59	Low

b. Reading Comprehension Test

The instrument of reading motivation construct in multiple-choice form which consist of 50 items. The test items adopted from Longman Preparation Course for TOEFL. If the samples' answer is right, the score is one (1) and if the samples' answer is wrong, the score is zero (0). The test item can be seen in the following table below:

Table 3.4 Level of Comprehension Test Item

No	Level of Comprehension	Item	Number of Items	Percentage
1	Literal	27	3,4,7,9,10,12,14,19,20,21,23,25,27,28,29,30,33,34,37,38,42,43,44,45,48,49,50	54%
2	Inferential	23	1,2,5,6,8,11,13,15,16,17,18,22,24,26,31,32,35,36,39,40,41,46,47	46%
Total		50	100%	

The reason why the test item constructed in multiple-choices because multiple-choices is an objective test, they are easier to measure than subjective test. The test can be seen in the appendix 3. This test used 50 items test in the form of multiple choice, the researcher measured the result of the test by using the formula:

$$S = \frac{n}{N} \times 100$$

Where:

S = Students' score

n = Number of true answers

N = Number of test

In connection with the score of the students' test, the researcher used scoring rubric from Luis, Hadriana & Erni (p. 5) that can be seen below:

Table 3.5 Scoring Rubric for Students' Reading Comprehension

No	Rubric Score	Category
1.	81-100	Excellent
2.	61-80	Good

3.	41-60	Moderate
4.	21-40	Poor
5.	0-20	Very Poor

c. Reading Motivation Questionnaire

Brown in Dornyei (2003, p. 6) states that questionnaire are any written instruments that present respondents with a series of question or statement to which they are to react either by writing out their answer or selecting from among existing answers. The researcher used questionnaire to get the data that related to the students' reading motivation that was adopted from Wigfield and Guthrie (1997) which consist 53 items. The aspect of reading motivation are; reading efficacy, reading challenge, reading curiosity, reading involvement, importance of reading, reading work avoidance, competition in reading, recognition for reading, reading for grade, social reason for reading and compliance (Guthrie et. al. 1996, p. 9). The questionnaire is constructed in the form of Likert scale ranging from 1 to 4, with scale 1 = very different from me, 2 = a little different from me, 3 = a little like me, 4 = a lot like me. The questionnaire can be seen in appendix 1 and the test item can be seen below:

Table 3.6 Reading Motivation Questionnaire Item

No	Aspect	Item	Percentage
1	Reading Efficacy	3 items	5,66%
2	Reading Challenge	5 items	9,43%
3	Reading Curiosity	6 items	11,32%
4	Reading Involvement	6 items	11,32%
5	Importance of Reading	2 items	3,77%

6	Reading Work Avoidance	4 items	7,54%
7	Competition in Reading	6 items	11,32%
8	Recognition for Reading	5 items	9,43%
9	Reading for Grades	4 items	7,52%
10	Social Reasons for Reading	7 items	13,20%
11	Compliance	5 items	9,43%
	Total	53 items	100%

Based on Oztruk and Grabuz (2012) there were three levels of reading motivation. The scoring rubrics can be seen below:

Table 3.7 Reading Questionnaire Scoring Rubrics

Score	Interpretation
161 - 212	High
107 - 160	Moderate
53-106	Low

Table 3.8 Content Specification of Research Instruments

No	Instrument Name	Language Skill and Component	Item of Test	Data to Obtain	Type of Instrument
1	Motivation for Reading Questionnaire (MRQ)	Reading Motivation	53 Items	Habit/characteristic	Close-ended Likert scale
2	Longman Preparation Course for TOEFL	Reading Comprehension	50 Items	Ability	Multiple-choice
3	Vocabulary Level Test	Vocabulary Size	90 Items	Ability	Matching test

2. Instrument Validity

Validity was defined as the extent to which scores on a test enable one to make meaningful appropriate interpretations (Donald Ary, p. 224). A measure was called valid if it measures what it was intended to measure (Donna M.J., p. 53). Every test of the research must as valid as the constructor can make it, whether the test was short, informal classroom test or a public examination (J.B. Heaton, 1987, p. 153). The focus of the recent research is on the instrument itself. There are three types of validity:

a. Content Validity

A test is said to have content validity if its content constitutes a representativeness sample of the language skill, structures, etc. with which it is meant to be concerned (Hughes, 2003, p. 26). The researcher in this study measured students' reading comprehension, the researcher used the multiple-choice reading comprehension test which the material includes some of text that can measure their comprehension on English text. Then researcher measured the test of vocabulary size and also the reading motivation questionnaire. The content validity of the reading questionnaire was supported through the literature (Baker & Wigfield, 1999; McKenna, Kear & Ellsworth, 1995; Oldfather & Wigfield, 1996; Wigfield & Guthrie, 1997; Chitra, 2017).

b. Face Validity

Face validity is an estimate of whether a test appear to measure a certain criterion; it would not guarantee that the actually measure

phenomena in that domain. The test intended to measure students' reading comprehension. Hughes (2003, p. 33) states that a test is said to have face validity if it looks as if it measures what it is supposed to measure.

c. Construct Validity

The main purpose of construct validity is to determine whether the inference made about the result of the assessment are meaningful and serve the purpose of the assessment. Whenever a certain attribute has to be measured, construct validity is involved, as it is the most applicable form of validity to assess measurements (Andrews, 1984; Creswell, 2005; Mahoney, 2008; Messick, 1981, 1989; Popham, 2003; Embretson & Gorin, 2001; Gay & Airasian, 2003; McMillan & Schumacher, 2006). The researcher used formula of product moment to measure the validity of the instruments, product moment formulation as follow (Anas S, 2007, p. 219):

Where:

r_{xy} = numeral of index correlation "r"

N = total sample

$\sum XY$ = amount X score and Y score

$\sum x$ = amount X score

$\sum Y$ = amount Y score

To know the validity level of instrument, the result of the test will interpret to the criteria coefficient correlation (Riduwan, 2007, p. 110):

Table 3.9 Criteria of Validity

Validity	Interpretation
0.800 - 1.000	Very High Validity
0.600 - 0.799	High Validity
0.400 - 0.599	Fair Validity
0.200 - 0.399	Poor Validity
0.000 - 0.199	Very Poor Validity

3. Instrument Reliability

A test is seen as being reliable when it can be used by a number of different researchers under stable condition, with consistent results and the results not varying. Reliability reflect consistency and replicability over time. Furthermore, reliability is seen as the degree to which a test is free from measurement errors, since the more measurement errors occurs the less reliable the test (Fraenkel & Wallen, 2003; McMillan & Schumacher, 2001, 2006; Moss, 1994; Neuman, 2003).

Reliability means that scores from an instrument are stable and consistent. Scores should remain nearly the same when researchers administer the instrument at different occasions. Also, scores need to be consistent. When an individual

answer certain question one way, the individual should consistently answer closely related question in the same way (Bayazidi & Saeb, 2016, p. 31).

To know the reliability level of instrument, the result of the test will be interpreted to the criteria coefficient correlation:

Table 3.10 Criteria of Reliability

Reliability	Interpretation
0.800 – 1.000	Very high reliability
0.600 – 0.799	High reliability
0.400 – 0.599	Fair reliability
0.200 – 0.399	Poor reliability
0.000 – 0.199	Very poor reliability

The reliability of vocabulary size test has been measured in the level of 2000, 3000, 5000, 10000 and the academic vocabulary and also for reading motivation questionnaire the reliability of the questionnaire has been measured by Chitra (2017) in which the result of the measurement showed that the coefficient of reliability analysis is 0.919 which means it has quite high reliability.

D. Normal Distribution Test

Many of the statistical procedures including correlation, regression, *t* tests, and analysis of variance, namely parametric tests, are based on the assumption that the data follows a normal distribution or a Gaussian distribution. The purpose of the

normal distribution test is to decide which statistic analyze type that will be used in the research, parametric or non-parametric. The data is categorized as normal if Z value > 0.05.

The normality tests are supplementary to the graphical assessment of normality. The researcher will use Kolmogorov-Smirnov D test because this test of normality for large samples.

E. Linear Regression Test

Linear regression is a basic and commonly used type of predictive analysis. In statistical terms correlation uses to denote association between two quantitative variables and also assumes that the association is linear, that one variable increases or decreases a fixed amount for a unit increase or decrease in the other. A technique that is often use is regression, which involves estimating the best straight line to summarize the association. The data is categorized as linear if the value of sig. deviation from linearity is > 0.05.

F. Homogeneity Test

If a parametric test of the correlation coefficient is being used, assumptions of bivariate normality and homogeneity of variance must be met. The formula of homogeneity is:

$$F = \frac{\textit{Bigger Variant}}{\textit{Smaller Variant}}$$

Where:

F: Frequency

The hypothesis in homogeneity:

$F_{\text{value}} \leq F_{\text{table}}$, means both of variants are homogeneity

$F_{\text{value}} \geq F_{\text{table}}$, both of variants are homogeneity

If calculation result of F was lower than F table by 5% degree of significance so H_0 was accepted, it meant that group have same variant.

G. Data Collection Procedure

The writer will use some steps in order to obtain the data as follows:

1. The researcher chose the place of the study.
2. The researcher asked permission to carry out the study.
3. The researcher gave the students a questionnaire of reading motivation and two kinds of test, vocabulary size test and reading comprehension test.
4. The researcher asked the students to answer in certain time.
5. The researcher checked the students answers and measure the answers.
6. Then the researcher analyzed the data.
7. The researcher interpreted the analysis result.

H. Data Analysis Procedure

1. Tabulate the data into the distribution of frequency of score table, then find out the mean of students' score and standard deviation of variable X1, X2 and Y by using the formula below:

- a. Mean of students' score (Ary, D. 2010, p. 108):

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

Where:

M = mean

ΣY = the sum of scores

N = number of students

b. Standard Deviation

$$x = X - \bar{X}$$

x = deviation score

X = raw score

\bar{X} = mean

Where:

2. Calculate the data by using Pearson Correlation Product Moment. The formula can be seen below:

$$r_{x_1x_2y} = \sqrt{\frac{rx_1y^2 + rx_2y^2 - 2(rx_1y)(rx_2y)(rx_1x_2)}{1 - (rx_1x_2)^2}}$$

Where:

$r_{x_1x_2y}$: The multiple correlation coefficient

rx_1y : The correlation coefficient between variable x_1 and y

rx_2y : The correlation coefficient between variable x_2 and y

rx_1x_2 : The correlation coefficient between variable x_1 and x_2

3. Interpret the data.
4. Make a discussion and conclude the result of the data analysis.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the data that have been collected. The data is the result of motivation for reading questionnaire, vocabulary size test, reading comprehension test, the research findings, and discussion.

A. Data Presentation

1. Motivation for Reading Questionnaire

The 53 items of questionnaire for reading motivation (MRQ) were employed to investigate the students' reading motivation. The MRQ was administered by the researcher herself. The MRQ have four-point Likert scale, from first point "very different from me" to fourth point "a lot like me". A higher score of questionnaire means higher degree for reading motivation. The result of reading motivation is shown below in table 4.1:

Table 4.1
The Result of Reading Motivation

NO	CODE	Reading Motivation (X_1)	X^2
1	S-1	126	15876
2	S-2	152	23104
3	S-3	129	16641
4	S-4	125	15625
5	S-5	136	18496
6	S-6	165	27225
7	S-7	141	19881
8	S-8	146	21316
9	S-9	123	15129
10	S-10	131	17161
11	S-11	123	15129
12	S-12	145	21025

13	S-13	159	25281
14	S-14	131	17161
15	S-15	116	13456
16	S-16	131	17161
17	S-17	136	18496
18	S-18	143	20449
19	S-19	134	17956
20	S-20	151	22801
21	S-21	207	42849
22	S-22	125	15625
23	S-23	121	14641
24	S-24	144	20736
25	S-25	148	21904
26	S-26	135	18225
27	S-27	134	17956
28	S-28	165	27225
29	S-29	142	20164
30	S-30	130	16900
31	S-31	163	26569
32	S-32	162	26244
33	S-33	148	21904
34	S-34	159	25281
35	S-35	131	17161
36	S-36	150	22500
37	S-37	159	25281
38	S-38	151	22801
39	S-39	162	26244
40	S-40	168	28224
41	S-41	173	29929
42	S-42	137	18769
43	S-43	157	24649
44	S-44	141	19881
45	S-45	135	18225
46	S-46	129	16641
47	S-47	144	20736
48	S-48	142	20164
TOTAL		6905	1006797
LOWEST SCORE		116	
HIGHEST SCORE		207	

MEAN	143.85
STANDARD DEVIATION	16.938

The descriptive analysis of the MRQ was shown above in table 4.1. The highest score was 207 while the lowest score was 116. The mean of reading motivation score was 143.85 and the standard deviation was 16.938. Then it was revealed from the questionnaire from the three level of reading motivation were all perceived by the students with different number. The details were as follow:

Table 4.2
Distribution of Students Reading Motivation

Category	Score Interval	Frequency	Percentage
High Motivation	161 - 212	8	16.67%
Moderate Motivation	107 - 160	40	83.33%
Low Motivation	53 - 106	0	0%

The result showed that there were 8 students (16.67%) who were indicated to have *high* motivation, then there were 40 students (83.33%) who were indicated to have *moderate* motivation and there was 0 (0%) student that indicated to has *low* motivation. It was concluded that “moderate” motivation was the most perceived type of reading motivation.

2. Vocabulary Size Test Result

Vocabulary Level Test Version 2 by Paul Nation that have been developed by Schmitt et al. (2001) was used in this study. It consists of 90 items in the form of matching test and the researcher gave the students 100 minutes to

answer the test. The result of vocabulary size score was shown below in table

4.3:

Table 4.3
The Result of Vocabulary Size

NO	CODE	Vocabulary Size (X₂)	X₂²
1	S-1	71	5041
2	S-2	71	5041
3	S-3	47	2209
4	S-4	83	6889
5	S-5	53	2809
6	S-6	74	5476
7	S-7	77	5929
8	S-8	70	4900
9	S-9	91	8281
10	S-10	51	2601
11	S-11	58	3364
12	S-12	64	4096
13	S-13	56	3136
14	S-14	76	5776
15	S-15	52	2704
16	S-16	52	2704
17	S-17	76	5776
18	S-18	76	5776
19	S-19	85	7225
20	S-20	86	7396
21	S-21	21	441
22	S-22	62	3844
23	S-23	63	3969
24	S-24	85	7225
25	S-25	43	1849
26	S-26	85	7225
27	S-27	85	7225
28	S-28	85	7225
29	S-29	83	6889
30	S-30	45	2025
31	S-31	33	1089
32	S-32	67	4489
33	S-33	76	5776

34	S-34	85	7225
35	S-35	82	6724
36	S-36	66	4356
37	S-37	66	4356
38	S-38	87	7569
39	S-39	66	4356
40	S-40	90	8100
41	S-41	47	2209
42	S-42	90	8100
43	S-43	76	5776
44	S-44	78	6084
45	S-45	83	6889
46	S-46	34	1156
47	S-47	68	4624
48	S-48	82	6724
TOTAL		3302	240648
LOWEST SCORE		21	
HIGHEST SCORE		91	
MEAN		68.79	
STANDARD DEVIATION		16.94667	

The descriptive analysis of vocabulary size shown above in table 4.3. The maximum score of students' vocabulary score was 91 and the minimum score was 21. The mean of students' vocabulary size was 68.79 and the standard deviation was 16.94667. The detail of each category of students' vocabulary size can be seen below in the table 4.4:

Table 4.4
The Distribution of Students' Vocabulary Size

Score Interval	Frequency	Category	Percentage
76 – 100	23	High	47.91%
60 – 75	12	Moderate	25%
40 - 59	13	Low	27.08%

The result showed that 23 students (47.91%) had included into *high* category, 12 students (25%) included into *moderate* category and 13 students (27.08%) included into *low* category. It can be concluded that “high” category was the most frequent level of students' vocabulary size.

3. Reading Comprehension Test Result

Reading comprehension section of TOEFL from Longman was used to measure students' reading comprehension. The test consists of 50 items in literal and inferential reading level and distributed in 100 minutes. The Result of reading comprehension shown below in table 4.5:

Table 4.5
The Result of Reading Comprehension

NO	CODE	Reading Comprehension (Y)	Y ²
1	S-1	38	1444
2	S-2	48	2304
3	S-3	46	2116
4	S-4	66	4356
5	S-5	36	1296
6	S-6	38	1444
7	S-7	32	1024
8	S-8	28	784
9	S-9	86	7396
10	S-10	34	1156
11	S-11	36	1296

12	S-12	40	1600
13	S-13	38	1444
14	S-14	50	2500
15	S-15	36	1296
16	S-16	30	900
17	S-17	38	1444
18	S-18	54	2916
19	S-19	40	1600
20	S-20	66	4356
21	S-21	18	324
22	S-22	66	4356
23	S-23	66	4356
24	S-24	36	1296
25	S-25	30	900
26	S-26	76	5776
27	S-27	58	3364
28	S-28	66	4356
29	S-29	28	784
30	S-30	28	784
31	S-31	28	784
32	S-32	44	1936
33	S-33	42	1764
34	S-34	52	2704
35	S-35	52	2704
36	S-36	66	4356
37	S-37	52	2704
38	S-38	70	4900
39	S-39	22	484
40	S-40	52	2704
41	S-41	20	400
42	S-42	46	2116
43	S-43	56	3136
44	S-44	70	4900
45	S-45	14	196
46	S-46	22	484
47	S-47	40	1600
48	S-48	56	3136
SUM		2156	109976
LOWEST SCORE		14	
HIGHEST		86	

SCORE	
MEAN	44.92
STANDARD DEVIATION	16.718

The descriptive statistical analysis of reading comprehension was shown in table 4.5. The maximum score was 86 and the minimum score was 14. The mean of reading score was 44.92 and standard deviation was 16.718. The distribution of students' reading comprehension category presented in table 4.6 below:

Table 4.6
Distribution of Students' Reading Comprehension

Score Interval	Frequency	Category	Percentage
81 -100	1	Excellent	2.08%
61 - 80	9	Good	18.75%
41 - 60	14	Moderate	29.16%
21 - 40	21	Poor	43.75%
0 - 20	3	Very Poor	6.25%

Based on the data above, it can be explained that there was 1 student (2.08%) that has *excellent* category, 9 students (18.75%) have *good* category, 14 students (29.16%) have *moderate* category, 21 students (43.75%) have *poor* category and 3 students (6.25%) have *very poor* category. It can be concluded that "poor" was the most frequent level of students' reading comprehension.

4. Normality Test

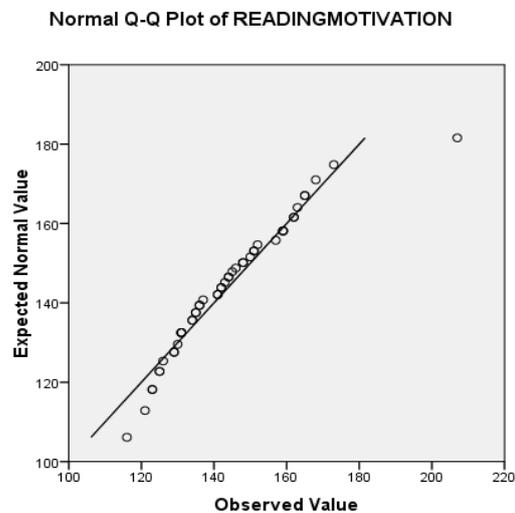
a. Normality Test of Reading Motivation

One-sample Kolmogorov-Smirnov test was used to see the normality of the instruments. The result of reading motivation normality shown in table 4.7 below:

Table 4.7
Normality Test of Reading Motivation

One-Sample Kolmogorov-Smirnov Test		READINGMOTIVATION
N		48
Normal Parameters ^a	Mean	143.85
	Std. Deviation	16.938
Most Extreme Differences	Absolute	.095
	Positive	.095
	Negative	-.068
Kolmogorov-Smirnov Z		.660
Asymp. Sig. (2-tailed)		.777

a. Test distribution is Normal.



b. Normality Test of Vocabulary Size

Table 4.8
Normality Test of Vocabulary Size

One-Sample Kolmogorov-Smirnov Test		VOCABULARYSIZE
N		48
Normal Parameters ^a	Mean	69.26
	Std. Deviation	16.960
Most Extreme Differences	Absolute	.148
	Positive	.099
	Negative	-.148
Kolmogorov-Smirnov Z		1.026
Asymp. Sig. (2-tailed)		.244

a. Test distribution is Normal.

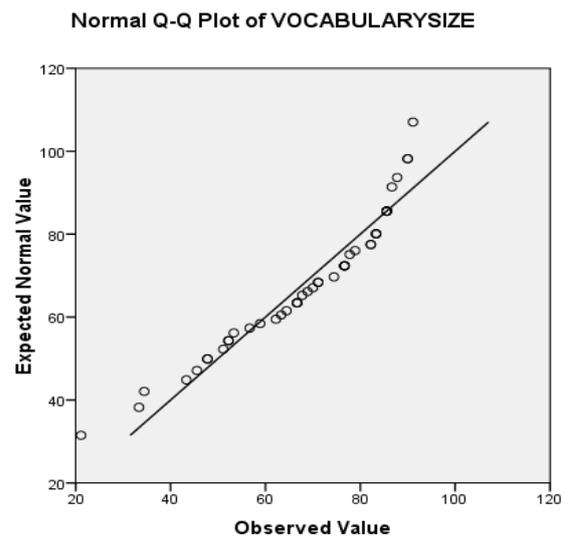


Figure 4.2

The Normal Q-Q Plot of Vocabulary Size

Based on the calculation of SPSS program, the asymptotic significance normality of vocabulary size was 0.244. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% ($\alpha = 0.05$). Because the asymptotic significance of vocabulary size = $0.244 > \alpha = 0.05$ then it could be concluded that the data has normal distribution. Also, from Q-Q plot shown that almost all of the data points of vocabulary size spread around the straight line which mean the has normal distribution.

c. Normality of Reading Comprehension

Table 4.9
Normality Test of Reading Comprehension

One-Sample Kolmogorov-Smirnov Test		READINGCOMP PREHENSION
N		48
Normal Parameters ^a	Mean	44.92
	Std. Deviation	16.718
Most Extreme Differences	Absolute	.116
	Positive	.116
	Negative	-.105
Kolmogorov-Smirnov Z		.801
Asymp. Sig. (2-tailed)		.542

a. Test distribution is Normal.

Normal Q-Q Plot of READINGCOMPPREHENSION

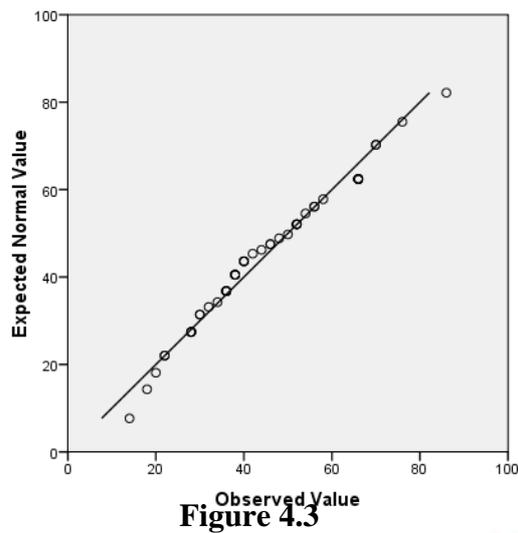


Figure 4.3

The Normal Q-Q Plot of Vocabulary Size

Based on the calculation using SPSS Program, the asymptotic significance normality of reading comprehension was 0.542. Then, the normality was consulted with the table Kolmogorov-Smirnov. The asymptotic significance of reading comprehension test = $0.542 > \alpha = 0.05$ so, it could be concluded that the data has normal distribution and also from Q-Q plot shown the data has normal distribution.

5. Linearity Test

- a. Linearity test of reading motivation and reading comprehension

Table 4.10
Linearity Test of Reading Motivation and Reading Comprehension

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
READINGCOMP	Between	(Combined)	7174.000	29	247.379	.747	.764
REHENSION *	Groups	Linearity	635.624	1	635.624	1.919	.183
READINGMOTIV		Deviation from	6538.376	28	233.513	.705	.802
ATION		Linearity					
	Within	Groups	5961.667	18	331.204		
	Total		13135.667	47			

From the table 4.10 above the linearity test was obtained. If the deviation from Linearity Sig. higher than 0.05 then the two variables are linear. The result showed that, the deviation from linearity between reading motivation and reading comprehension was 0.802. It could be concluded that $0.802 > 0.05$ so, reading motivation and reading comprehension were linear.

b. Linearity test of vocabulary size and reading comprehension

Table 4.11
Linearity Test of Vocabulary Size and Reading Comprehension

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
READINGCOMPRE HENSION * VOCABULARYSIZE	Between	(Combined)	8839.667	29	304.816	1.277	.298
	Groups	Linearity	4222.127	1	4222.127	17.690	.001
		Deviation from Linearity	4617.540	28	164.912	.691	.815
	Within Groups		4296.000	18	238.667		
Total			13135.667	47			

From the table above, the deviation from linearity between vocabulary size and reading comprehension was 0.815 in which $0.815 > 0.05$ it means that vocabulary size and reading comprehension were linear.

6. Homogeneity Test

a. Homogeneity of Reading Motivation

Table 4.12
Homogeneity Test of Reading Motivation

Test of Homogeneity of Variances

RESULT

Levene Statistic	df1	df2	Sig.
.860	1	46	.358

From table 4.12 above the significant was 0.358. If the significant higher than 0.05 it means that the data is homogeneous. From the calculation of reading motivation, the result shown that the significant

was $0.358 > 0.05$ which means the data of reading motivation was homogeneous.

b. Homogeneity of Vocabulary Size

Table 4.13
Homogeneity of Vocabulary Size

Test of Homogeneity of Variances

RESULT

Levene Statistic	df1	df2	Sig.
.343	1	46	.561

The table shown that the significance of vocabulary size was 0.561. It could be concluded that $0.561 > 0.05$ which means the data of vocabulary size was homogeneous.

c. Homogeneity of Reading Comprehension

Table 4.14
Homogeneity of Reading Comprehension

Test of Homogeneity of Variances

RESULT

Levene Statistic	df1	df2	Sig.
.753	1	46	.390

From table 4.14 the significance of reading comprehension was 0.390. So, it could be concluded that $0.390 > 0.05$ which means that the data of reading comprehension was homogenous.

B. Research Findings

1. The Correlation between Reading Motivation and Reading Comprehension

This section answered the first research problem *Is there any correlation between students' reading motivation toward reading comprehension on expository text?* by analyzing the result of reading motivation questionnaire and reading comprehension test. The result can be seen below:

Table 4.15
Correlation between Reading Motivation and Reading Comprehension

		Correlations	
		READINGMOTIVATION	READINGCOMPREHENSION
READINGMOTIVATION	Pearson Correlation	1	-.220
	Sig. (2-tailed)		.133
	N	48	48
READINGCOMPREHENSION	Pearson Correlation	-.220	1
	Sig. (2-tailed)	.133	
	N	48	48

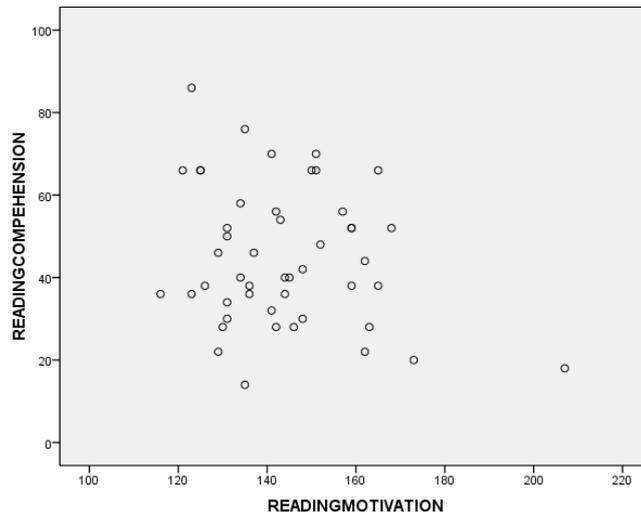


Figure 4.4

Scatterplot Correlation between Reading Motivation and Reading Comprehension

The calculation was used SPSS 16. It shown that from the table 4.15 on the Person Product Moment Correlation Coefficients was -0.220 for significance level 0.01. To prove the value of “r” based on the calculation degree of freedom was known that $df = N - nr$, $N = 48$, $nr = 2$ ($48 - 2 = 46$). It could be presented $r_{table} = 0.376$, then $-0.220 < 0.376$, it also shown that the sig. (2-tailed) was $0.133 > 0.05$. Which mean that there is a negative correlation between reading motivation and reading comprehension. It can be concluded that the null hypothesis (H_0) was accepted and alternative hypotheses (H_a) was rejected.

2. The Correlation between Vocabulary Size and Reading Comprehension

This section presented the answer for second research question *Is there any correlation between students’ vocabulary size toward reading comprehension on expository text?* by analyzing the result of vocabulary size test and reading comprehension test. The result can be seen below:

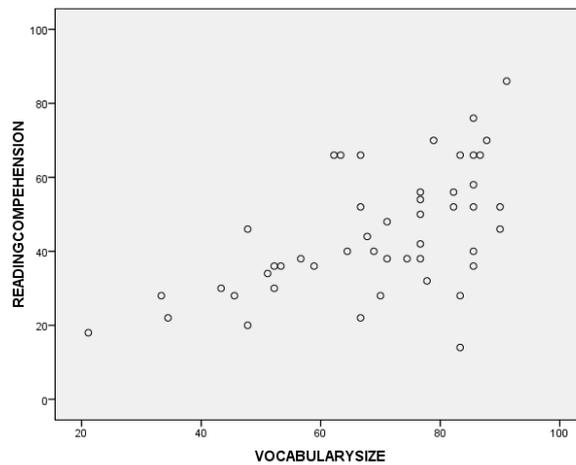
Table 4.16
Correlation between Vocabulary Size and Reading Comprehension

		VOCABULARY SIZE	READING COMPREHENSION
VOCABULARY SIZE	Pearson Correlation	1	.567**
	Sig. (2-tailed)		.000
	N	48	48
READING COMPREHENSION	Pearson Correlation	.567**	1
	Sig. (2-tailed)	.000	
	N	48	48

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 4.5

Scatter plot Correlation between



een Vocabulary Size and Reading Comprehension

Based on the calculation in SPSS program, the result of r_{observed} (correlation coefficient) between vocabulary size and reading comprehension was 0.567. Then, it presented that $r_{\text{observed}} > r_{\text{table}}$ ($0.567 > 0.376$) and the sig. (2-tailed) was $0.000 < 0.05$ which mean that there was a positive moderate

correlation between vocabulary size and reading comprehension. It can be concluded that the alternative hypotheses (Ha) was accepted and null hypotheses (Ho) was rejected.

3. The Correlation between Reading Motivation and Vocabulary Size

The result of the correlation between reading motivation and vocabulary size can be seen below:

Table 4.17

The Correlation between Reading Motivation and Vocabulary Size

		READINGMOTIVATION	VOCABULARYSIZE
READINGMOTIVATION	Pearson Correlation	1	-.179
	Sig. (2-tailed)		.224
	N	48	48
VOCABULARYSIZE	Pearson Correlation	-.179	1
	Sig. (2-tailed)	.224	
	N	48	48

From the calculation above it indicates there is a negative correlation between reading motivation and vocabulary size, in which r_{observe} is smaller than r_{table} ($-0.179 < 0.376$). It means that reading motivation does not affect the vocabulary size.

4. The Correlation among Reading Motivation, Vocabulary Size and Reading Comprehension

The researcher used multiple correlation formula to measure reading motivation, vocabulary size and reading comprehension. The result of the calculation can be seen below:

$$\begin{aligned} r_{x_1 x_2 y} &= \sqrt{\frac{r_{x_1 y}^2 + r_{x_2 y}^2 - 2(r_{x_1 y})(r_{x_2 y})(r_{x_1 x_2})}{1 - (r_{x_1 x_2})^2}} \\ r_{x_1 x_2 y} &= \sqrt{\frac{(-0.22)^2 + (0.567)^2 - 2(-0.22)(0.567)(-0.179)}{1 - (-0.179)^2}} \\ &= \sqrt{\frac{0.32523208}{0.967959}} \\ &= \sqrt{0.335997785} = 0.579 = 0.58 \end{aligned}$$

Then the researcher calculated the MDC (Multiple Determinant Coefficient):

$$\text{MDC} = (r_{x_1 x_2 y})^2 \times 100\%$$

$$\text{MDC} = (0.58)^2 \times 100\%$$

$$\text{MDC} = 33.64\%$$

Table 4.18
Multiple Correlation

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.580 ^a	.336	.306	13.923	.336	11.382	2	45	.000

a. Predictors: (Constant), VOCABULARYSIZE, READINGMOTIVATION

This section presented the answer of third research question. *Is there any correlation between students' reading motivation and vocabulary size toward reading comprehension on expository text?* by analyzing the result of all variable, reading motivation, vocabulary size and reading comprehension.

Based on the table above, the sig. F Change was 0.000. If the probability of multiple correlation signification (0.05) is higher than the sig. F Change then alternative hypotheses (Ha) accepted and null hypotheses (Ho) rejected, in other hand if the probability of multiple correlation signification (0.05) lower than the sig. F Change then alternative hypotheses (Ha) rejected and null hypotheses (Ho) accepted. The result shown that sig. F Change $0.000 < 0.05$ which mean that there was significant correlation and alternative hypotheses (Ha) accepted.

From the table above, it can be seen that the result of F observed was 11.382. The value of df1 was 2 and the value of df2 was 45. After being checked at the F table, the score of F table was 3.20. Then, the researcher compared the F observed and the F table ($11.382 > 3.20$) which mean that the null hypothesis (Ho) was rejected and the alternative hypotheses (Ha) was accepted. It can be concluded

that there was positive moderate correlation among reading motivation, vocabulary size and reading comprehension.

C. Discussion

Based on the calculation of linearity used Kolmogorov-Smirnov, the result showed that the variables have a linear association. Then, it can be concluded that the study can be analyzed using parametric statistic with multiple correlation. The discussion of every variable is explained below.

The first result was correlation between reading motivation and reading comprehension. Based on the calculation result using SPSS 16.0 it was shown that there was negative correlation between students' reading motivation and reading comprehension, in which r_{observe} was smaller than r_{table} ($-0.220 < 0.376$). The result of this study was different from the previous study by Saswita (2011), in her study the result showed that there was a high correlation between students' motivation in reading English textbook and their reading comprehension. Related with the first previous study, another research from Luis, Hadriana & Erni also shown that there was a positive correlation between the two variables. The different result of this study and another two previous studies because of different test that was used. This study used TOEFL test to measure students' reading motivation, when the researcher gathered the data some students complained that the reading comprehension test was quite difficult for them, because the test was different with that they usually have in their daily learning activity. The researcher recommended that the future similar study to use different test because the test have important impact to the result of the study.

Even most of the students have *moderate* motivation but their reading comprehension was in the level of *poor*.

The second was correlation between vocabulary size and reading comprehension. Based on the result it was shown that there was a positive correlation between vocabulary size and reading comprehension in which r_{observe} was higher than r_{table} ($0.567 > 0.376$). Previous research by Baleghizaden & Golbin (2010) also showed same result, their research showed that there was a very significant correlation between vocabulary size and reading comprehension. Similarly, another previous study from Astan & Tamah (2015) showed that there was a positive, strong and significant correlation between vocabulary size and reading comprehension. It can be assumed that if the students have many vocabularies then they will easily understand what they read and can solve their problem in reading. In line with previous studies above, Stahl (2003) stated that studies from readability formulae have 'found that the most important factor in determining the difficulty of a text is the difficulty of the words'.

The last was correlation among reading motivation, vocabulary size and reading comprehension. Based on the calculation, there was a positive moderate correlation among reading motivation, vocabulary size and reading comprehension. The value of F_{observed} showed that it was higher than F_{table} ($11.382 > 3.20$). Also, based on the calculation reading motivation and vocabulary size gave contribution for about 33.64% to reading comprehension. Even the result of reading motivation and reading comprehension was negative but the combination of all variables showed different result, it can be stated that reading motivation and vocabulary size can be as

predictors to the ability of students' reading comprehension. also, there was no previous study that explained about these three variables because there was no research that conducted about these three variables before.



CHAPTER V

CONCLUSION & SUGGESTION

This chapter consist of conclusion and suggestion of the study. The researcher explained about the conclusion of the study and some suggestions.

A. Conclusion

Based on the calculation using SPSS 16.0 program the result showed:

1. There was a negative correlation between students' reading motivation and reading comprehension of fourth semester students in English major at IAIN Palangka Raya in academic year 2018/2019. Because, r_{observe} was smaller than r_{table} ($-0.220 < 0.376$).
2. There was a positive moderate correlation between students' vocabulary size and reading comprehension of fourth semester students in English major at IAIN Palangka Raya in academic year 2018/2019. Because r_{observed} was higher than r_{table} ($0.567 > 0.376$).
3. There was a positive moderate correlation among students' reading motivation, vocabulary size and reading comprehension of fourth semester students in English major at IAIN Palangka Raya in academic year 2018/2019. Because, F_{observed} showed that it was higher than F_{table} ($11.382 > 3.20$).

B. Suggestion

Based on the result of the study, the researcher gave some suggestions for the students, teachers/lecturers and future researcher as follow:

1. For the students

It is really important to enhance their reading motivation and vocabulary size in order to make their reading comprehension better. To enhance reading motivation and vocabulary size the students need to find a strategy that appropriate with their interest in which will motivate them to improve their ability whether their vocabulary size or reading comprehension.

2. For the Teachers/lecturers

The teacher or lecturer should be a motivator for the students, and also the teacher or lecturer should know the students need to enhance their reading motivation. So, the teacher or lecturer needs to find suitable strategies for their students to learn vocabulary size and reading comprehension.

3. For the other or next Researchers

For the next researchers, it is very important to investigate another aspect in language learning, it can be strategies to enhance motivation or to learn vocabulary and also this study can be a reference for the future study.

REFERENCES

- Alderson, J. C. (2001). *Assessing Reading*. Cambridge: Cambridge University Press.
- Alhamdu. (2015). Interest and Reading Motivation. *Jurnal Psikologi Islami*, 1(1), 1-10.
- Anglada, L., & Benegas, D. (2012). Views on Motivation and Autonomy in ELT: Selected Papers from XXXVII FAAPI Conference. San Martin de los Andes: APIZALS.
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to Research in Education Eighth Edition*. Wadsworth: Nelson Education.
- Baleghizadeh, S., & Golbin, M. (2010). The Effect of Vocabulary Size on Reading Comprehension of Iranian EFL Learners. *Linguistic and Literary Broad Research and Innovation*, 1(2), 33-46.
- Bayazidi, A., & Saeb, F. (2017). Assessing Reliability of Two Version Vocabulary Level Tests Iranian Context. *Advance in Language and Literary Studies*, 8(1), 30-43.
- Black, K. (2010). *Business Statistics: Contemporary Decision Making 6th Edition*. University of Houston: John Wiley & Sons Inc.
- Bond, G. L., & Eva, B. G. (1969). *Teaching the child to Read*. New York: The Macmillan Company.
- Burns, P. C., Roe, B. D., & Ross, E. P. (1984). *Teaching Reading in Today's Elementary Schools*. Boston: Houghton Mifflin Company.
- Cameron, L. (2001). *Teaching Language to Children*. Cambridge: Cambridge University Press.
- Cameron, L. (2008). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Edwards Brother.
- Delzendehrouy, N., Zamanian, M., & Tayyebi, G. (2014). The Relationship Between Iranian EFL Learners' Motivation and the Use of Vocabulary Learning Strategies. *Journal of Studies in Learning and Teaching English*, 2(5), 19-39.
- Djiwandono, M. S. (2008). *Tes Bahasa: Pegangan Bagi Pengajar Bahasa*. Jakarta: PT Index

- Dornyei, Z., & Ushioda, E. (2009). *Motivation, Language Identity and the L2 Self*. Bristol: Multilingual Matters.
- Fatridha, A. (2014). *The Correlation between Learning Motivation and the Reading Comprehension of Freshman Students of English Study Program of STAIN Palangka Raya*. (Thesis). State Islamic College of Palangka Raya, Palangka Raya.
- Fontecha, A. F., & Gallego, M., T. (2012). The Role of Motivation and Age in Vocabulary Knowledge. *VIAL* 9, 39-62.
- Gabrys-Barker, D. & Bielska, J. (2013). *The Effective Dimension in Second Language Acquisition*. Bristol: Multilingual Matters.
- Gu, P. Y. (2003). Vocabulary Learning in a Second Language: Person, Task, Context and Strategies. *Language Learning*, 46, 643-679.
- Harmon, J. M., Wood, K. D., & Keser, K. (2009). Promoting Vocabulary Learning with Interactive Word Wall. *Middle School Journal*, 40(3), 58-63.
- Hatch, E., & brown, C. (1995). *Vocabulary, Semantics and Language Education*. Cambridge: Cambridge University Press.
- Heilman, A. W., Blair, T. R., & Rupley, W. H. (1986). *Principles and Practices of Teaching Reading*. Colombus: Charles E. Merrill.
- Hill, W. (1979). *Secondary School Reading: Process, Program, Procedure*. Boston: Allyn & Bacon.
- Lasagabaster, D. (2011). English Achievement and Student Motivation in CLIL and EFL Setting. *Innovation in Language Learning and Teaching*, 5, 3-18.
- Latief, M. A. (2014). *Research Methods on Language Learning an Introduction*. Malang: UM Press.
- Laufer, B., & Nation, P. (1999). A Vocabulary Size Test of Controlled Productive Ability. *Language Testing*, 16 (1), 33-51.
- Linse, C. T., & Nunan, D. (Ed). (2005). *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill ESL/ELT.
- Luis, V. H. P., Hadriana, & Erni. The Correlation between Reading Motivation and Reading Comprehension of the Third Year Students of SMPN 12 Pekanbaru. Pekanbaru: Universitas Riau.
- Maera, P. (1996). The Dimensions of Lexical Competence. In K. M. In G. Brown, *Performance and Competence in Second Language Acquisition* (pp. 35-53). Cambridge: Cambridge University Press.

- Maximo, R. (2000). Effects of Rote, Context, Keyword, and Context/Keyword Method on Retention of Vocabulary in EFL Classroom. *Language Learning*, 50(2), 385-412.
- Mehdi, G. *Reading Motivation in Students of English as a Foreign Language*. (Dissertation). Algeria: University of Mentouri.
- Mertler, C. A. (2005). *Designing Scoring Rubrics for Your Classroom, Practical Assessment, Research & Evaluation*.
- Meyer, J. B. F. (1985). Prose Analysis: Purpose, Procedure and Problems in B.K. Britten & J.B. Black (Eds), *Understanding Expository Text: A Theoretical and Practical Handbook for Analyzing Explanatory Text*. Hillsdale, NJ: Erlbaum.
- Mulianti, C. (2017). *The Students' Motivation in Reading and Reading Interest of Fifth Semester Students of IAIN Palangka Raya*. (Thesis). State Islamic Institute of Palangka Raya, Palangka Raya.
- Mutiara. (2018). *The Correlation between Vocabulary Knowledge and Reading Comprehension of Eight Grade Students of SMP Negeri 8 Palangka Raya*. (Thesis). Palangka Raya: IAIN Palangka Raya.
- Nation, P. (2011). Systematizing Vocabulary Learning. In I. M. Colpaert, *Peer Perspective on Systemization* (pp. 125-134). Antwerp: University of Antwerp.
- Nation, P. *The Vocabulary Test*, (Online), (www.uvic.ca/.../vocabulary_size_test_information), accessed December 20, 2018).
- Nouri, N., & Zerhouni, B. (2016). The Relationship between Vocabulary Knowledge and Reading Comprehension among Moroccan EFL Learners. *Journal of Humanities and Social Science*, 21(10), 19-26.
- Oxford, R. L., & Shearin, J. (1994). Language Learning Motivation: Expanding the Theoretical Framework. *Modern Language Journal*, 78(1), 12-28.
- Qashoa, S. H. H. (2006). *Motivation among Learners of English in the Eastern Coast of the UAE*. (Dissertation). Dubai: Institute of Education British University in Dubai.
- Read, J. (2000). *Assessing Vocabulary*. Cambridge: Cambridge University Press.
- Riduwan, Rusyana, A., & Enas. (2013). *Cara Mudah Belajar SPSS Versi 17.0 dan Aplikasi Statistik Penelitian*. Bandung: Alfabeta.
- Sabarun. (2012). Improving the Students' Reading Comprehension Ability through SQ3R Strategy. *Journal of English as a Foreign Language*, 2(1), 37-47.

- Schmidt, R., Borale, D., & Kassabgy, O. (1996). Foreign Language Motivation, Internal Structure and External Connections. In I. R. Oxford, *Language Learning Motivation: Pathways to the New Century*. Honolulu: Hawaii University Press.
- Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.
- Schmitt, N., Schmitt, D., & Clapham, C. (2001). Developing and Exploring the Behaviour of Two New Versions of the Vocabulary Level Test. *Language Testing* 18(1), 5-58.
- Siregar, S. (2014). *Statistik Parametrik untuk Penelitian Kuantitatif: Dilengkapi dengan Perhitungan Manual dan Aplikasi*. Jakarta: Bumi Aksara.
- Snow. (2009). *Language Teaching*, (Online), (<https://www.cambridge.org/core/journal/language>, accessed February 4, 2019).
- Sudijono, A. (2007). *Pengantar Statistika Pendidikan*. Jakarta: Grafindo.
- Suwanto. (2014). The Effectiveness of the Paraphrasing Strategy on Reading Comprehension in Yogyakarta City. *Journal of Literature, Languages and Linguistics*, 4,1-7.
- Urfa, S. (2017). *Multiple Correlation between Students' Vocabulary Mastery and Metacognitive Reading Strategy toward Reading Comprehension at the Tenth Grade Students of SMA Muhammadiyah 1 Palangka Raya*. (Thesis). Palangka Raya: IAIN Palangka Raya.
- Wigfield, A., & Guthrie, J. T. (1995). *Dimensions of Children Motivations for Reading: An Initial Study*. Athens, GA: National Reading Research Center.
- Wigfield, A., & Guthrie, J. T. (1997). Relation od Children's Motivation for Reading to the Amount and Breadth of their Reading. *Journal of Educational Psychology*, 89(3), 420-432.

