# THE STUDENTS' MASTERY OF ENGLISH GRAMMAR AND VOCABULARY TOWARD THE STUDENTS' LISTENING COMPREHENSION SCORE

# THESIS

Presented to the Department of Education of the State Islamic College of Palangka Raya in Partial Fulfillment of the Requirements For the Degree of Sarjana Pendidikan Islam



By:

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THE STATE ISLAMIC COLLEGE OF PALANGKA RAYA THE DEPARTMENT OF EDUCATION THE STUDY PROGRAM OF ENGLISH EDUCATION 1430 H / 2009 M

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#### ABSTRAK

Juliansyah, 2009, the Students' Mastery of English Grammar and Vocabulary toward the Students' Listening Comprehension Score. Skripsi. Jurusan Tarbiyah. Program Studi Tadris Bahasa Inggris. Sekolah Tinggi Agama Islam Negeri Palangka Raya. Pembimbing (I) Dra. Halimah, M.Pd. (II) Ristati, M.Hum.

Tujuan dasar dilakukannya penelitian ini adalah untuk menjawab permasalahan mengenai apakah ada hubungan secara bersamaan yang signifikan antara penguasaan tata bahasa dan kosa kata siswa terhadap nilai pemahaman mendengar mereka. Oleh karena itu, tujuan dari penelitian ini adalah untuk menemukan hubungan secara bersamaan yang signifikan antara penguasaan tata bahasa dan kosa kata siswa terhadap nilai pemahaman mendengar secara bersamaan yang signifikan antara penguasaan tata bahasa dan kosa kata siswa terhadap nilai pemahaman mendengar siswa.

Pada penelitian ini, penulis menggunakan pendekatan kuantitatif dengan desain penelitian korelasi ganda untuk menjawab masalah penelitian. Populasi pada penelitian ini adalah semua siswa kelas sebelas di Sekolah Menengah Atas Muhammadiyah 1 Palangka Raya dengan jumlah total sebanyak 179 siswa. 100 orang dari mereka dijadikan sampel. Penelitian ini menggunakan teknik penyampelan acak. Sampel diberi beberapa tes meliputi tes penguasaan tata bahasa, penguasaan kosa kata dan pemahaman mendengar untuk mendapatkan data dari masing-masing kemampuan tersebut.

Untuk mendapatkan nilai korelasi ganda (R), pertama, penulis mengukur nilai hubungan antara penguasaan tata bahasa  $(X_1)$  terhadap pemahaman mendengar (Y) yang mana didapatkan nilai sebesar 0.258. Kedua, mengukur nilai hubungan antara penguasaan kosa kata  $(X_2)$  terhadap pemahaman mendengar (Y) dan didapatkan nilai sebesar 0.272. ketiga, mengukur nilai hubungan antara penguasaan tata bahasa  $(X_1)$  terhadap kosa kata  $(X_2)$  dan didapatkan nilai sebesar 0.272. ketiga, mengukur nilai hubungan antara penguasaan tata bahasa  $(X_1)$  terhadap kosa kata  $(X_2)$  dan didapatkan nilai sebesar 0.694.

Temuan utama dari penelitian ini adalah berkenaan hasil analisis yang menunjukkan nilai korelasi ganda dari penguasaan tata bahasa dan kosa kata siswa terhadap nilai pemahaman mendengar siswa (R) = 0.288. Hasil dari R tersebut menunjukkan bahwa terdapat hubungan yang positif antara variabel bebas terhadap variabel terikat. Hubungan tersebut merupakan sebuah hubungan yang lemah. Koefisien determinasi ganda mengukur bahwa koefisien determinasi dari variabel bebas terhadap veriabel terikat hanya sebesar 8.30%. Hasil pengukuran dari  $F_{hitung}$  = 4.837 lebih besar daripada nilai  $F_{tabel}$  = C (Interpolasi) = 2.267. Nilai tersebut mengindikasikan bahwa hipotesis alternatif (H<sub>a</sub>) yang menyatakan bahwa ada hubungan secara bersamaan yang signifikan antara panguasaan tata bahasa dan kosa kata bahasa Inggris siswa terhadap nilai pemahaman mendengar siswa diterima dan hal ini berarti hipotesis nihil (H<sub>o</sub>) yang menyatakan bahwa tidak ada hubungan secara bersamaan yang signifikan antara panguasaan tata bahasa dan kosa kata bahasa Inggris siswa terhadap nilai pemahaman mendengar siswa ditolak.

#### ABSTRACT

Juliansyah, 2009, the Students' Mastery of English Grammar and Vocabulary toward the Students' Listening Comprehension Score. Thesis. The Department of Education. The English Education Program. The State Islamic College of Palangka Raya. Advisor (I) Dra. Halimah, M.Pd. (II) Ristati, M.Hum.

The principle purpose of the study was aimed at finding out the problem about is there any significant simultaneous correlation among the students' mastery of English grammar and vocabulary toward the students' listening comprehension score. Because of that, the purpose of this study was to find the significant simultaneous correlation among the students' mastery of English grammar and vocabulary toward the students' listening comprehension score.

In this study, the writer used quantitative approach with multiple correlation design in finding out the answer of the research's problem. The population of the study was all the students of eleventh year students at SMA Muhammadiyah 1 of Palangka Raya with the total number were 179 students. They were 100 students who taken as the sample. This study applied random sampling technique. The sample was given the test of grammar mastery, vocabulary mastery and listening comprehension mastery to get the data of each skill.

To get the multiple correlation value (R), first, the writer measured the value of correlation between grammar mastery  $(X_1)$  toward listening comprehension (Y) that was gotten the value of r = 0.258. Second, the value of correlation between vocabulary mastery  $(X_2)$  toward listening comprehension (Y) that was gotten the value of r = 0.272. Third, the value of correlation between grammar mastery  $(X_1)$  toward vocabulary mastery  $(X_2)$  that was gotten the value of r = 0.694.

The main finding of the research was the result of analysis shown that the multiple correlation of the students' mastery of English grammar and vocabulary toward the students' listening comprehension score (R) = 0.288. The result of R indicated that there was a positive simultaneous correlation among the independent variables to the dependent variable. The correlation was in a low correlation. The multiple determination coefficient measured the determination coefficient of independent variables to the dependent variable was only 8.30%. The measurement result of  $F_{observe} = 4.387$  was greater than the  $F_{table} = C$  (Interpolation) = 2.627. The result indicated that the alternative hypothesis (H<sub>a</sub>) stating that there was the significant simultaneous correlation among the students' mastery of English grammar and vocabulary toward the students' listening comprehension score was accepted and it meant that the null hypothesis (H<sub>o</sub>) stating that there was no correlation among the students' mastery of English grammar and vocabulary toward the students is the result of the students' listening comprehension score was rejected.

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- Hj. Hamidah, MA., as the chair of the Department of Education for her permission so that the writer can complete the requirements for writing this thesis;

.

- Drs. H. Abdul Qodir, M.Pd., as the Coordinator of the English Education Study Program for the advice, support and suggestion in conducting the research;
- Dra. Halimah, M.Pd. and Ristati, M.Hum., as the first and second advisor for the guidance and encouragement that they provided during writing this thesis;
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Last, the writer's very sincere thanks go to his parents, sisters and brothers who always give their supports, praying, and affections sincerely to the writer's effort in doing the study. In addition, for the writer's big family, the writer says the deepest grateful for their support morally and spiritually.

The writer realizes that this thesis still far from the perfect, therefore some constructive critical and suggestions are warmly welcome. Hopefully, may Allah keeps us on the straight path and rewards us for what we have done and this can be useful for all of us.

2

Palangka Raya, June 11, 2009

Juliansyah SRN. 0501120170

## **DECLARATION OF AUTHENTICATION**

In the name of God

I myself make declaration that this thesis entitles THE STUDENTS' MASTERY OF ENGLISH GRAMMAR AND VOCABULARY TOWARD THE STUDENTS' LISTENING COMPREHENSION SCORE is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis one day so. I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

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## DEDICATION

Sincerely, this thesis is dedicated to: My parents, with their biggest Prays and affections; My Brothers and Sisters, with their sincere supports and advices; Syaraa, with all she gives and shares to me;

\* My friends of TBI 2005...

## ΜΟΤΤΟ

# "Tanpa mimpi dan semangat orang seperti kita akan mati..."

(Arai's says in "Sang Pemimpi" the second book of Tetralogy of "Laskar Pelangi" by Andrea Hirata)

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## LIST OF ABBREVIATIONS

Df: Degree of FreedomKTSP: Kurikulum Tingkat Satuan PendidikanMAN: Madrasah Aliyah NegeriMDC: Multiple Determination CoefficientNS: Natural ScienceSMA: Sekolah Menengah AtasSS: Social Science

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# **CHAPTER I**



# INTRODUCTION

# CHAPTER I INTRODUCTION

#### A. Background of the Study

Listening comprehension has an important position in learning English. It is a determinant aspect in developing the other skills of English. Lack of listening comprehension skill limits the students gain a good ability at all aspects in English. This is appropriate to what Hyslop and Tone say that listening is the first language mode that children acquire, and it provides a foundation of all aspects language and cognitive development.<sup>1</sup> Because of that, the mastery of listening comprehension should not be ignored.

According to Brown, the importance of listening cannot be overestimated. Through reception, we internalize linguistics information which we could not produce language.<sup>2</sup> The achievement of listening comprehension skill in the school must be improved considering the skill contributes the improvements toward the students' language learning. According to Mead and Rubin, the ability to listen effectively affects a student's achievement in the school and contributes to success later in life. Furthermore, they state, although some students master basic listening skill, researchers argue that listening skill must be taught, practiced and improved.<sup>3</sup>

<sup>&</sup>lt;sup>1</sup> Hyslop and Tone, in: *Enhancing the Students Achievement through the Improvement of Listening Skills*, Lori Barr and all, Illinois: Saint Xavier University. Thesis Unpublished, 2002, p. 11.

<sup>&</sup>lt;sup>2</sup> Douglas H. Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, New York: A Pearson Education Company, 2001, p. 249.

<sup>&</sup>lt;sup>3</sup> Mead and Rubin, in: Enhancing the Students Achievement through the Improvement of Listening Skill, p. 11

Furthermore, According to Brown, in classroom students always do more listening than speaking. Brown also argues if listening competence is universally "larger" than speaking competence, because of that, in recent years the language teaching profession has placed a concerted emphasis on listening comprehension.<sup>4</sup> The teachers should realize the Brown's statement moreover by the students who are learning English. The students must develop their listening comprehension skill and concern to develop other skills that very influential in supporting the acquisition of their listening comprehension, because the skills are more used by the students during the learning process.

In the process of improving the listening comprehension skill, the students must know that is not enough when they want to improve their listening comprehension ability, they just concern to the rules inside listening comprehension itself. Learn listening comprehension is not merely learn to listen but also refine the other skills which very influential for improving listening comprehension skill.

Howatt and Dakin state:

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary and grasping his meaning.<sup>5</sup>

In addition, According to Kline there are three key variables related to informative listening. Knowing these variables can help us begin to improve our informative listening skills; that is, we will become increasingly successful in

<sup>&</sup>lt;sup>4</sup> Ibid.

<sup>&</sup>lt;sup>5</sup> Fan Yagang, Listening: Problems and Solutions. (Ed) Thomas Kral, *Teacher Development Making Right Moves*, Washington, D.C: English Language Program Division, 1993, p. 189.

understanding what speaker means. They are vocabulary, concentration and memory.<sup>6</sup>

In fact, there are many skills influence the listening comprehension skill. Grammar and vocabulary are included as the essentials skill in learning English. Greenbaum and Nelson argue that the grammar is the central component of language. It mediates between the system of sounds or of written symbols, on the one hand, and the system of meaning, on the other.<sup>7</sup> Meanwhile, related to vocabulary, Richek quotes that one of the most enduring findings in educational research is that the meaning vocabulary is closely associated with educational achievement.<sup>8</sup> These theories indicate if the mastery of grammar and vocabulary in learning English, especially listening comprehension are very crucial.

SMA Muhammadiyah 1 Palangka Raya as one of educational institution purposes to establish a well-done education process in order the students can improve and implement their knowledge in life. In fact, during the process of English learning, most of the students still cannot participate successfully in listening comprehension lesson. It indicates that the students still have low ability in the lesson. Does the students' lack mastery in listening comprehension have a correlation with the low mastery in other skills especially grammar and vocabulary? This problem must be solved if the students eager to get a good ability at English.

<sup>&</sup>lt;sup>6</sup> John A. Kline, *Listening Effectively*, Washington: US. Government Printing Office, 1996, p. 30.

<sup>&</sup>lt;sup>7</sup> Sidney Greenbaum and Gerald Nelson, an Introduction to Grammar. Second Edition, London: Pearson Education Limited, 2002, p. 1.

<sup>&</sup>lt;sup>8</sup> Margareth Ann Richek, 2008, Vocabulary for Achievement Research Base, (Online), (http://www.greatsource.comgrants/downloadsVFA\_Research\_1220.pdf, accessed on April 6, 2008).

Based on the problem that is happened in the school, the writer is interested in finding out the answer of the problem about correlation among the influential skills toward listening comprehension progress, they are the mastery grammar and vocabulary. The writer is interested in measuring how far the change in the mastery of English grammar and vocabulary influences the change in listening comprehension score.

In relation to the study, the writer reviews some related previous literatures. These previous studies give a view about the issues that are discussed in the study. First, related to the study about grammar, Faurina had conducted a study entitle "The Mastery of Passive Voice by The Second Year Students of Islamic Senior High School of *MAN* Sampit". In the objectives of the study, Faurina wanted to describe the mastery of the students' in passive voice especially in past tense, past continuous tense and perfect tense. Besides that, Faurina would like to describe the difficulties of the second year students of *MAN* Sampit in passive voice especially in past tense, past continuous and past perfect tense. Based on the Faurina's research finding, it was concluded that the students in the school still had lack of grammar mastery especially in passive voice.

Second, related to the study of vocabulary, Puspita had conducted a study entitle "The Correlation between Vocabulary Mastery and Speaking Ability of Third Semester Students of English Department of Sarjanawiyata Tamansiswa University". In the study, Puspita would like to know whether there is a positive and significant correlation between vocabulary mastery as the independent variable and speaking as dependent variable. The finding of the study was the

hypothesis in the study was accepted. It meant there is a positive and significant correlation between vocabulary mastery as the independent variable and speaking as dependent variable.

In addition, the difference of the study which writer conducts to the previous related studies mainly is in the research design that is used and the variables that are studied. The writer studies three variables at once using multiple correlation. The variables are the mastery of English grammar, vocabulary and listening comprehension. The study is aimed at finding out the answer whether there is or not the significant simultaneous correlation among the students' mastery of English grammar and vocabulary toward listening comprehension score of eleventh year students at SMA Muhammadiyah 1 of Palangka Raya.

Based on the background of the study above, the writer conducts the research entitle: the Students' Mastery of English Grammar and Vocabulary toward the Students' Listening Comprehension Score (A Multiple Correlation Study on the Eleventh Year Students at SMA Muhammadiyah 1 Academic Year 2008/2009 of Palangka Raya).

#### **B.** Problem of the Study

Based on the background of the study above, the problem of the study as follows:

Is there any significant simultaneous correlation among the students' mastery of English grammar and vocabulary toward the students' listening comprehension score of the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya?

### C. Objective of the Study

The objective of the study based on the problem of the study as follows: To find the significant simultaneous correlation among the students' mastery of English grammar and vocabulary toward the students' listening comprehension score of the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya.

#### **D.** Assumptions

There are two assumptions in the study. The assumptions as follows:

- The mastery of English grammar and vocabulary has a significant correlation toward the improvement of students' listening comprehension score.
- The students' listening comprehension score will increase along with the increased improvement of English grammar and vocabulary mastery.

#### E. Significance of the Study

The study has two significances. The first is theoretical significance and the second is practical significance. Theoretically, it is to find the significant simultaneous correlation among the mastery of students' English grammar and vocabulary toward the students' listening comprehension score.

Practically, the result of the study is hoped to increase knowledge to the writer about the problem that studied in the study. To give a contribution to the teachers about the correlation among the students' mastery of English grammar and vocabulary toward students' listening comprehension score. The study purposes to help the students solve their grammar and vocabulary acquisition problems and the problems in listening comprehension. Furthermore, the result of this study is probably gives support to the teachers and students in developing the

mastery of English grammar and vocabulary and the students' listening comprehension score.

## F. Variables of the Study

Variable is the object of study or anything that becomes the point of attention in the study.9 In the study, as a multiple correlation study, there are three variables become the keywords of the study. They consist of:

- 1. The first independent variable of the study is the students' mastery of English grammar  $(X_1)$ .
- 2. The second independent variable of the study is the students' mastery of English vocabulary (X<sub>2</sub>).
- 3. The dependent variable of the study is the students' listening comprehension score (Y).



Figure 1.1 Multiple Correlation<sup>10</sup>

## **G. Definition of Key Terms**

1. Correlation

Correlation is connection two things in which one thing changes as the other

<sup>&</sup>lt;sup>9</sup> Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktek, Jakarta: PT. Rineka Cipta, 2000, p. 118. <sup>10</sup> Riduwan, Metode dan Teknik Menyusun Tesis, Bandung: Alfabeta, 2007, p. 139.

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#### 2. Multiple Correlation

Multiple linear correlation is a measurement device of the correlation that is happened among dependent variable (Y) toward two or more independent variables (X<sub>1</sub>, X<sub>2</sub>, X<sub>3</sub>, ..., X<sub>n</sub>). Through this multiple linear correlation, the tight or strong or not a correlation (strong, low or no correlation) among variables can be known.<sup>12</sup>

3. Mastery

Mastery is great knowledge about or understanding of a particular thing.<sup>13</sup>

4. Grammar

Grammar is the rules in a language for changing the form of word and combining them into sentences.<sup>14</sup> English grammar is a body of rules (grammar) specifying how phrases and sentences are constructed in the English language.<sup>15</sup>

5. Vocabulary

Vocabulary is all the words that a person knows or uses.<sup>16</sup> Vocabulary is the complete collection of the words in a language.<sup>17</sup>

6. Listening Comprehension

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his

<sup>&</sup>lt;sup>11</sup> A. S Hornby, Oxford Advanced Learner's Dictionary of Current English, New York: Oxford University Press, 2000, p. 296.

<sup>&</sup>lt;sup>12</sup> M. Iqbal Hasan, Pokok-Pokok Materi Statistik 1, Jakarta: PT. Bumi Aksara, 2003, p. 263.

<sup>&</sup>lt;sup>13</sup> A. S Hornby, Oxford Advanced Learner's Dictionary of Current English, p. 822.

<sup>&</sup>lt;sup>14</sup> Ibid., p. 517.

<sup>&</sup>lt;sup>15</sup> Wikipedia, 2009, English Grammar, (Online),

<sup>(</sup>http://en.wikipedia.org/wiki/English\_grammar, accessed on March 7, 2009)

<sup>&</sup>lt;sup>16</sup> A. S Hornby, Oxford Advanced Learner's Dictionary of Current English, p. 1506.

<sup>&</sup>lt;sup>17</sup> Michael Strumpf and Auriel Douglas, the Complete Grammar, New Delhi: Good Will Publishing House, p. 431.

vocabulary and grasping his meaning.<sup>18</sup> Comprehension is defined as the mental processes by which listeners take in the sounds uttered by a speaker and use them to construct an interpretation of what they think the speaker intended to convey".<sup>19</sup>

Listening comprehension is viewed theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge.<sup>20</sup>

7. Score

Score or the specifically in the study is a test score defined as a piece of information, usually a number, that conveys the performance of an examinee on a test. One formal definition is that it is "a summary of the evidence contained in an examinee's responses to the items of a test that are related to the construct or constructs being measured".<sup>21</sup>

# **H.** Hypothesis

Hypothesis is the alternative prediction of the answer made by the researcher toward the problems that proposed in his research. The prediction of the answer is truth of temporary answer, which is tested the truth using the data that collected to

<sup>&</sup>lt;sup>18</sup> Fan Yagang, Listening: Problems and Solutions, (Ed) Thomas Kral, *Teacher Development Making Right Moves*, p. 189.

<sup>&</sup>lt;sup>19</sup> Endang Fauziaty, *Teaching of English as Foreign Language*, Surakarta: Muhammadiyah University Press, 2001, p. 117.

<sup>&</sup>lt;sup>20</sup> J. Michael O'Malley, and all, 2008, *Listening Comprehension Strategies in Second Language Acquisition*, (Online), (http://applij.oxfordjournals.org/cgi/content/abstract/10/4/418 accessed on May 2, 2008).

<sup>&</sup>lt;sup>21</sup> Wikipedia, 2009, *Test Score*, (Online), (http://en.wikipedia.org/wiki/Test\_score, accessed on March 7, 2009)

the research. On that stand, the hypothesis can change into the truth, yet it also can fall as the truth.<sup>22</sup>

In the study, there are two hypotheses. The hypotheses are divided into two categories; they are Alternative Hypothesis and Null Hypothesis. They are interpreted as follows:

1. Alternative Hypothesis (Ha):

There is a significant simultaneous correlation among the students' mastery of English grammar and vocabulary toward the students' listening comprehension score of the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya.

2. Null Hypothesis (Ho):

There is no significant simultaneous correlation among the students' mastery of English grammar and vocabulary toward the students' listening comprehension score of the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya.

To give the interpretation of this hypothesis, there are two ways. The first way is using simple way:<sup>23</sup>

Table 1.1 Interpretation of "r" Value

The value of "r" Product Moment	Interpretation
00,0-0.20	There is correlation between variable X and Variable Y, yet it is very low so that it is regarded there is no correlation.

<sup>&</sup>lt;sup>22</sup> Suharsimi Arikunto, Manajemen Penelitian, Jakarta: PT. Rineka Cipta, 2003, p. 71.

<sup>&</sup>lt;sup>23</sup> Anas Sudijono, Pengantar Statistik Pendidikan, Jakarta: PT. Raja Grafindo Persada, 2005, p. 193.

0,20-0,40	There is low correlation between variable X and variable Y.
0,40-0,70	There is average 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.

#### I. Scope and Limitation

The study is only conducted at the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya. The study is conducted limited only to measure the correlation among the mastery of English grammar and vocabulary toward students' listening comprehension score of the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya.

The part of grammar that the writer uses in the study is only related to the tenses, especially the simple present tense and simple past tense. The kind of vocabulary that is discussed in the study is part of speech. Meanwhile, the listening materials in the study are the materials that are chosen related to the materials in the school such as talk and story.

Besides that, the limitation of the study is the result which is found in the study is cannot be generalized commonly. The result of the problem in the study is only limited to the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya.

# J. Framework of the Discussion

The frameworks of the discussion of the study as follows:

- Chapter I : Introduction consists of the background of study, problem of the study, objective of the study, assumptions, significance of the study, variables of the study, definitions of key terms, hypothesis, scope and limitation, and framework of the discussion.
- Chapter II : Review to English grammar and vocabulary mastery toward listening comprehension score consists of the definition of grammar, Part of grammar, the problems in mastering grammar, teaching grammar, the definition of vocabulary, the kinds of vocabulary, the problems in mastering vocabulary, teaching vocabulary, definition of listening comprehension, the problems in developing listening comprehension, the teaching listening comprehension, framework of thinking, English teaching material for senior high school students based on KTSP curriculum, multiple correlation study and review of related previous studies.
- Chapter III : The research method consists of the research design, approach of the study, population and sample, source of the data, data collection procedures, instruments of the study, instruments try out, and data analysis procedures.
- Chapter IV : The research finding consists of the test of data normality, the test of data homogeneity, the test of data linearity, the correlation between the students' mastery of English grammar (X<sub>1</sub>) toward

the students' listening comprehension score (Y), the correlation between the students' mastery of English vocabulary (X<sub>2</sub>) toward the students' listening comprehension score (Y), the correlation between the students' mastery of English grammar (X<sub>1</sub>) toward the students' mastery of English Vocabulary (X<sub>2</sub>), the multiple correlation among the students' mastery of English grammar (X<sub>1</sub>) and Vocabulary (X<sub>2</sub>) toward the students' listening comprehension score (Y).

Chapter V : Closing consists of the conclusions and suggestions.

# **CHAPTER II**



THE MASTERY OF ENGLISH GRAMMAR AND VOCABULARY TOWARD LISTENING COMPREHENSION SCORE

#### **CHAPTER II**

## THE MASTERY OF ENGLISH GRAMMAR AND VOCABULARY TOWARD LISTENING COMPREHENSION SCORE

#### A. The Definition of Grammar

The discussion of grammar serves us with a wide range of meaning. According to Hornby, "Grammar is the rules in a language for changing the form of word and combining them into sentences".<sup>24</sup> In another statement, the English grammar is defined as a body of rules (grammar) specifying how phrases and sentences are constructed in the English language.<sup>25</sup>

In addition, Williams states:

Grammar is a term used to mean many different things. When teachers and administrators grow frustrated over errors in student writing, they often call for a return to "the basics," which they define as *grammar*. And English teachers know very well what the response will be when they tell anyone what they do for a living: "Oh, I better watch what I say!" In this situation, grammar is being defined as how one speaks.<sup>26</sup>

Besides that, Hartwell organizes some of these different meanings in an attempt to clarify our understanding of grammar by offering five different definitions, summarized here:<sup>27</sup>

- A set of formal patterns in which the words of a language are arranged to convey a larger meaning.
- The branch of linguistics concerned with the description, analysis, and formulation of formal language patterns.

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<sup>&</sup>lt;sup>24</sup> A. S Hornby, Oxford Advanced Learner's Dictionary of Current English, p. 517.

<sup>&</sup>lt;sup>25</sup> Wikipedia, 2009, English Grammar, (Online),

<sup>(</sup>http://en.wikipedia.org/wiki/English\_grammar, accessed on March 7, 2009).

<sup>&</sup>lt;sup>26</sup> James D. Williams, *the Teachers' Grammar Book*, London: Lawrence Erlbaum Associates, 2005, p. 1.

<sup>&</sup>lt;sup>27</sup> Ibid.

- 3. Linguistic etiquette.
- 4. School grammar, or the names of the parts of speech.
- 5. Grammatical terms used in the interest of teaching writing.

Furthermore, Djiwandono states,

Tata bahasa sebagai bagian dari paparan tentang bahasa berkaitan dengan kemampuan tentang kata pada tataran morfologi, dan kemampuan tentang kalimat pada tataran sintaksis.<sup>28</sup> (Grammar as part of language discussion related to the ability of words in the scope of morphology, and the ability of sentence in the scope of syntax).

In other hand, grammar is also classified into two parts, which are called descriptive and prescriptive rules. Descriptive rule is a rule that describes how people use their language. Prescriptive rule is rules that specify which usages should be adopted or avoided.<sup>29</sup> The descriptivist describes the grammatical system of English and the prescriptivist, which does not describe English grammar but rather sets out a small list of social regulations that attempt to govern the linguistic behavior of native speakers.<sup>30</sup>

Based on the explanation above, the writer concludes if grammar is the rules in a language for changing the form of word and combining them into sentences to convey a meaning. Grammar is included in the branch of linguistics that concern to describe, analyze and formulate a formal language pattern. Simply, grammar often defined as a fixed set of word forms and rules of usage.

<sup>&</sup>lt;sup>28</sup> M. Soenardi Djiwandono, Tes Bahasa dalam Pengajaran, Bandung: ITB, 2008, p. 131.

 <sup>&</sup>lt;sup>29</sup> Sidney Greenbaum and Gerald Nelson, An Introduction to Grammar. Second Edition, p. 5.
 <sup>30</sup> Wikipedia, 2009, English Grammar, (Online),

<sup>(</sup>http://en.wikipedia.org/wiki/English\_grammar, accessed on March 7, 2009)

# **B.** Part of Grammar

There are many parts of English grammar. One of them is tenses. Hornby states, "Tense is any of the forms of a verb that may be used to indicate the action or state expressed by the verb: the present/past/future tense".<sup>31</sup>

In addition, Mas'ud states:

Tense adalah bentuk dari sebuah kata kerja (verb) yang menunjukkan: (1). Waktu terjadinya suatu peristiwa/perbuatan, (2). Tingkat kesempurnaan suatu perbuatan pada waktu dilakukan atau peristiwa yang terjadi. (akan dilakukan, sedang terjadi, baru saja dimulai, atau telah selesai).<sup>32</sup>(Tense is a form of verb that indicates: (1). The time of the action or event, (2). Perfectness degree of the action or event at the time it is done. (Will be done, it is still running, just starts or has done).

Schrampfer discusses the tenses as follows:33

- 1. Simple Present Tense
- The simple present says that something was true in the past, is true in the present, and will be true in the future. It is used for the *general statement of*

fact.

The simple present it is used to express habitual or everyday activity.



Figure 2.1 Simple Present Tense Chart

<sup>&</sup>lt;sup>31</sup> A. S Hornby, Oxford Advanced Learner's Dictionary of Current English, p. 1231.

<sup>&</sup>lt;sup>32</sup> Fuad Mas'ud, Essentials of English Grammar: A Practical Guide, Yogyakarta: BPFE, 2005, p. 18.

<sup>&</sup>lt;sup>33</sup> Betty Schrampfer Azar, Understanding and Using English Grammar: Second Edition, New Jersey: Prentice Hall Regent, 1989, p. 11-53.

Examples:

- a) Water consists of hydrogen and oxygen.
- b) Most animals kill only for food.
- c) The world is round.
- 2. Present Progressive Tense



**Figure 2.2 Present Progressive Tense Chart** 

- The present progressive expresses an activity that is in *progress at the moment of speaking*. It began in the recent past, is continuing at present, and will probably end at some point in the future.
- Often the activity is of a generally in progress this week, this month, this year.

- a) John is sleeping right now.
- b) I need an umbrella because it is raining.
- c) John and Mary are talking on the phone.

3. Present Perfect Tense



**Figure 2.3 Present Perfect Tense Chart** 

 The present perfect expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important. If there is a specific mention of time, the simple past is used.

Examples:

a) They have moved into a new apartment.

b) Have you ever visited Mexico?

The present perfect also expresses the repetition of an activity before now.

The exact time of the repetition is not important.

- a) I have flown on an airplane many times.
- b) I have met many people since I come here in June.
- The present perfect also, when used with *for* or *since*.
  Examples:
  - a) I have been here since seven o'clock
  - b) I have known him for many years.

4. Present Perfect Progressive Tense



Figure 2.4 Present Perfect Progressive Tense Chart

 This tense is used to indicate the duration of an activity that began in the past and continues to the present. When the tense has this meaning, it is used with time such as for, since, all morning, all day, all week.

Examples:

- a) I have been sitting here since seven o'clock.
- b) It has been raining all day. It is still raining right now.
- When the tense is used without any specific mention of time, it expresses a general activity in progress recently, lately.

- a) I have been thinking about changing my major.
- b) All of the students have been studying hard. Final exams start next week.
- 5. Simple Past Tense



**Figure 2.5 Simple Past Tense Chart** 

- Simple past indicates that an activity or situation began and ended at a particular time in the past.
- If a sentence contains when and has the simple past both clauses, the action in the "when clause" happens first.

Examples:

- a) I walked to school yesterday.
- b) He lived in Paris for ten years, but now he is living in Rome.
- c) I stood under a tress when it began to rain.

6. Past Progressive Tense



Figure 2.6 Past Progressive Tense Chart

 The past continuous (progressive) tense is chiefly used for past action which continued for sometime but whose exact limits are not known and not important.<sup>34</sup>

- a) I was walking down the street when it began to rain.
- b) It was raining this morning.

<sup>&</sup>lt;sup>34</sup> A. J. Thompson and A. V. Martinet, *A practical English Grammar*, Ney York: Oxford University Press, 1995, p. 163.

7. Past Perfect Tense

Figure 2.7 Past Perfect Tense Chart

 The past perfect expresses an activity that was completed before another activity or time in the past.

Examples:

- a) My parents had already eaten by the time I got home.
- b) Until yesterday, I had never heard about it.
- c) Sam had already left when we got there.
- 8. Past Perfect Progressive Tense



Figure 2.8 Past Perfect Progressive Tense Chart

 The past perfect progressive emphasizes the *duration* of an activity that was in progress before another activity or time in the past.

Examples:

 a) The police had been looking for the criminals *for* two years before they caught him.

- b) He finally came at six o'clock. I had been waiting for him since fourthirty.
- This tense also may express an activity in progress recent to another time or activity in the past.

Examples:

- a) When Judy got home, her hair was still wet because she had been swimming.
- b) Her eyes were red because she had been crying.
- 9. Simple Future Tense



**Figure 2.9 Simple Future Tense Chart** 

Will or be going to is used to express future time.

- a) He will finish his work tomorrow.
- b) He is going to finish his work tomorrow.

10. Future Progressive Tense



**Figure 2.10 Future Progressive Tense Chart** 

 The future progressive expresses an activity that will be in progress at a time in the future.

Examples:

- a) I will begin to study at seven. You will come at eight. I will be studying when you come.
- b) Right now I am sitting in class. At this same time tomorrow, I will be sitting in class.
- Sometimes, there is little or no difference between the future progressive and the simple future, especially when the future event will occur at an indefinite time in the future.

- a) Don't get impatient. She will be coming soon.
- b) Don't get impatient. She will come soon.

11. Future Perfect Tense



**Figure 2.11 Future Perfect Tense Chart** 

 The future perfect expresses an activity that will be completed before another time or event in the future.

Examples:

- a) I will graduate in June. I will see you in July. By the next time I see you, I
  will have graduated.
- b) I will have finished my homework by the time I go out on a date tonight.
- 12. Future Perfect Progressive Tense



Figure 2.12 Future Perfect Progressive Tense Chart

 The future perfect progressive emphasizes the duration of an activity that will be in progress before another time or event in the future.

- a) I will go to bed at ten P.M. He will get home at midnight. At midnight, I will be sleeping. I will have been sleeping for two hours by the time he gets home.
- Sometimes the future perfect and the future perfect progressive give the same meaning as the following examples. Also, notice that the activity expressed by either of these two tenses may begin in the past.

Examples:

- a) When Professor Jones retires next month, he will have taught for 45 years.
- b) When Professor Jones retires next month, he will have been teaching for 45 years.

## C. The Problems in Mastering Grammar

In learning grammar, there are many problems will be faced by the students. The different pattern between the native language and the target language seems become a big problem that causes the problems in mastering grammar. The case makes the students get difficulties to improve their grammar ability.

Furthermore, when learning English, most of the students have low consciousness to learn about grammar whereas the grammar mastery is very helpful for their improvement of another English skill. The students should avoid this problem. Schiffman states:

Many persons think that learning Grammar is a burdensome task. While this is true sometimes, learning Grammar can also be an enriching and rewarding experience. There can be little doubt that the act of comprehending the Grammar of a language is important for being adept in that language and using it with precision. It is not different with English. In his journey towards mastering English, the student will doubtless find English Grammar books of great help.<sup>35</sup>

Another problem is the students seldom practicing the patterns of grammar in

daily. Related to this problem stated that:

However, if you just go through English Grammar books, your task of achieving proficiency in the language is far from being over. What is needed is practice and still more practice. You should let friends and relatives point out mistakes that you are making in Europe oral and written use of English. You should learn from your mistakes. It is a good practice to not only go through English Grammar books but also books on various topics, novels, magazines etc., published by reputed organizations, in order to enrich your knowledge. Furthermore, you should make it a point to listen to audio-visual material in order to get more insight into pronunciations and correct usage of different words and phrases.36

Based on the reason above, the writer concludes that the problems might be happened in the students' grammar learning caused of several problems. The wide scope of grammar discussion and lack of practicing the grammar in daily seems to be the main problem that cause the students get difficulties in improving their grammar ability. In the school, the little special time to learn grammar entirely becomes the big problem that causes the students have low skill in mastering grammar. In addition, it is important to solve this problem if the students want to get their English ability develop well.

#### **D.** Teaching Grammar

Grammar is central to the teaching and learning of languages. It is also one of the most difficult aspects of language to teach well. Language teachers and language learners are often frustrated by the disconnect between knowing the

<sup>&</sup>lt;sup>35</sup> Harold Schiffman, 2009, Developing Grammar Activities, (Online),

<sup>(</sup>http://ccat.sas.upenn.edu/~haroldfs/popcult/handouts/intro/node5.html, accessed on March 10, (hur 2009) <sup>36</sup> Ibid.

rules of grammar and being able to apply those rules automatically in listening, speaking, reading, and writing.

Grammar is a fundamental element in learning a language. According to Greenbaum and Nelson grammar is the central component of language. It mediates between the system of sounds or of written symbols, on the one hand, and the system of meaning, on the other.37

The study of language is a part of general knowledge. Studying the English language has a more obvious practical purpose. The purpose is the language can help us to use the language more effectively. In the effort to reach the purpose, learning about grammar is inseparable. Therefore, this becomes the teachers' duty to stand comprehensive grammar learning in the class.

Related to this issue, Greenbaum and Nelson state:

In the study of language, grammar occupies a central position. But there is also a practical reason to emphasize the study of grammar. It is easy to learn to use dictionaries by yourself to find the pronunciation, spelling, or meanings of words, but it is difficult to consult grammar books without a considerable knowledge of grammar.38

Furthermore, teaching grammar has many advantages for the students' learning a language, especially English. The students will be able to develop their language competency well if they master the grammar well. Related to the advantages, there are several advantages of grammatical study. The advantages mainly:39

A recognition of grammatical structures is often essential for punctuation;

<sup>&</sup>lt;sup>37</sup> Sidney Greenbaum and Gerald Nelson, An Introduction to Grammar. Second Edition, p. 1. <sup>38</sup> *Ibid.*, p. 5.

<sup>39</sup> Ibid., p. 6.

- A study of one's native grammar is helpful when one studies the grammar of a foreign language;
- A knowledge of grammar is a help in the interpretation of literary as well as nonliterary texts, since the interpretation of a passage sometimes depends crucially on grammatical analysis;
- A study of the grammatical resources of English is useful in composition: in particular, it can help you to evaluate the choices available to you when you come to revise an earlier written draft.

Based on the explanations above, the writer concludes that in learning grammar at school, the teachers are the central to transfer the knowledge of grammar to the students, although, it is not an easy activity to be done in the class of second language learner. The teachers have a big responsibility to improve the students' grammar and solve the problem during the learning process, because the functions of grammar for the students are very important.

#### E. The Definition of Vocabulary

Vocabulary is all the words that a person knows or uses.<sup>40</sup> According to Djiwandono, vocabulary is a part of language components. Vocabulary consists of the words that are used in language communication either spoken or written. In addition, in communication, vocabulary is a very important element. The meaning of an expression mostly is determined by the vocabulary which is used. From the

<sup>&</sup>lt;sup>40</sup> A. S Hornby, Oxford Advance Learner's Dictionary of Current English, p. 1506.

vocabulary, the meaning of the expression is gained, besides from other elements such as intonation and stressing.<sup>41</sup>

Furthermore, related to the definition of vocabulary, Strumpf and Douglas define if vocabulary is the complete collection of the words in a language. They argue that the true mark of an educated person is a well-organized vocabulary. That statement gives a view of how important is the vocabulary.<sup>42</sup>

Based on the explanation above, the writer concludes that vocabulary is a part of language component. Vocabulary has a complex function in human being's life. Vocabulary is the form of all words that human being use to communicate each other. Through vocabulary, people convey what they one to say and receive what they want to hear.

# F. The Kinds of Vocabulary

According to Thornbury, the words that play the role in the sentence are classed into eight parts; they are nouns, pronouns, verbs, adjectives, adverb, prepositions, conjunction and determiner.<sup>43</sup> Furthermore, related to the kinds of vocabulary, Mas'ud argues that in English, all of the words are classified into the eight parts. They are known as the eight parts of speech. The parts of speech consist of:<sup>44</sup>

1. Nouns

Nouns are words that indicate people, thing, place, plant, animal, idea, etc.

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<sup>&</sup>lt;sup>41</sup> M.Soenardi Djiwandono, Tes Bahasa dalam Pengajaran, p. 42-43.

<sup>42</sup> Michael Strumpf and Auriel Douglas, the Complete Grammar, p. 431

<sup>&</sup>lt;sup>43</sup> Scott Thornbury, How to Teach Vocabulary, p. 3.

<sup>44</sup> Fuad Mas'ud, Essentials of English Grammar: A Practical Guide, p. 44-116.

a) Kinds of Nouns

In English, there are five kinds of noun. They are:

1) Abstract and Concrete Nouns.

a. Abstract Nouns

Abstract nouns are the nouns that cannot be touched by the five senses.

Examples:

Happiness, freedom, health, honesty, courage, etc.

b. Concrete Nouns

Concrete Nouns are the nouns that can be touched by the five senses.

Examples:

Chair, bread, people, car, perfume, etc.

## 2) Common Nouns

Common Nouns are the nouns that indicate the kinds, class of things, places and etc.

Examples:

- Book, invention, city, soldier, tool, etc.
- 3) Proper Nouns

Proper Nouns are the name of person, place that only for it.

Example:

Totti, Yogyakarta, Indonesia, Australia, Canada, etc.

4) Collective Nouns

Collective Nouns are the names of units or groups as the groups or units of its members.

Example:

A team, a committee, a jury, a club, a convoy, etc.

5) Material Nouns

Material Nouns are the names that indicate the name of materials.

Examples:

- Gold, water, fish, iron, blood, etc.
- 2. Pronouns

Pronouns are the words that replace the place of nouns.

a) Personal Pronouns

Personal Pronouns are pronouns which indicate the first, second and third speaker.

1) Nominative Subjective

The pronouns function as the subject in sentence.

Examples:

- I, You, He, She, It (Singular)
- We, You, They (Plural)

2) Objective/Accusative Pronouns.

The pronouns function as the object in sentence.

Example:

Me, You, Him, Her, It (Singular)

• Us, You, Them (Plural)

b) Demonstrative Pronouns

Demonstrative pronouns are pronouns that used to indicate.

Example:

- This, That (Singular)
- These, Those (Plural)
- The former the latter
- c) Indefinite Pronouns

Indefinite pronouns are the pronouns that characteristically are not definite.

Examples:

Another, anybody, someone, much, everybody, etc.

d) Interrogative Pronouns

Interrogative Pronouns are the questions words.

Examples:

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Who, what, whom, which.

e) Reflexive Pronouns

Reflexive pronouns are the reflexive of pronouns itself.

- Myself, yourself, himself, herself.
- Ourselves, yourselves, themselves.

f) Reciprocal Pronouns

Reciprocal pronouns are pronouns that show the interrelationship between the two or more people.

Examples:

Each other

One another

g) Relative Pronouns

Relative Pronouns are the words that replace the previous subject that is mentioned before and functions as linking between noun and adverb.

Examples:

Who, Whom, Whose, That, Which.

h) Possessive Pronouns

Possessive Pronouns are pronoun that indicates or show the possession of something.

Examples:

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Following by noun:

Mine, your, his, her, its (singular)

Our, your, their (Plural)

Without following by noun:

mine, yours, his, her, its (singular)

ours, theirs, yours (plural)

3. Adjectives

Adjectives are words that are used to clarify the nouns or pronouns.

# Examples:

- · Good, long, sad, tall, happy, beautiful, etc.
  - a) Adjective of Quality

Adjective of Quality shows form, piece or condition of noun or pronoun.

Examples:

Small, fat, large, poor, short, etc.

b) Adjective of Quantity

Adjective of quantity is adjective that shows the uncountable thing.

Examples:

Much, little, some, all, bit, etc.

c) Adjective of Numeral

Adjective of numeral is adjective that shows definite or indefinite amount or sequence.

Examples:

- One, two, three, etc. (Cardinal)
- First, second, third, etc. (Ordinal)
- Double, single, triple, etc. (Multiplication)

d) Demonstrative Adjective

Demonstrative adjective is the adjective to indicate something.

- Definite: this, that, those, these, such other, etc.
- Indefinite: another, any certain, some, a, an, any, etc.

e) Proper Adjective

Proper adjective comes from the proper noun that usually indicates the nationality of language.

Examples:

· English, Dutch, Javanese, Canadian, etc.

f) Interrogative Adjective

Interrogative adjective is the adjective that is used a question.

Example;

- What time will you come?
- Which man do you mean?
- g) Possessive Adjective

Possessive adjective is the adjective that is used to show the possession.

Examples:

My, our, your, his, her, its, their.

h) Distributive Adjective

Distributive adjective is that adjective that indicates the one of the all amount.

Example:

Each, every, either, neither.

4. Verbs

Verbs are the words that indicate the name of action that is done of the subject or may be indicate the situation.

a) Finite Verb

Finite Verb is the usual verb. The characteristics are:

- In negative sentence, it is using do, does or did.
- Can be changed by the tenses.
- Usually it has forms: past tense, present tense, past participle.

b) Auxiliary Verb

Auxiliary verbs are verbs that used with other verbs to express an action or situation.

Examples:

- To be: being, been, am, is, are, was & were
- To do: does and did
- Have: has and had
- Modal auxiliary: can, could, shall, should, will, would, may, might, must, had to, ought to, used to, need, dare.
- c) Linking Verbs

Linking Verbs are verbs that have function to connect the subject and its complement.

Examples:

- Appear, become, feel, be (am, is, are), look, etc.
- d) Transitive Verbs

Transitive Verbs are verbs that need an object to complete the sentence.

- He struck the board.
- A dog bites the man.
- e) Intransitive Verbs

Intransitive Verbs are verbs that do not need an object, because it has a complete meaning.

Examples:

- The sun shines.
- The cat slept.

f) Regular and Irregular Verbs.

 Regular verbs are verbs that change according to the form of tenses and its changes are regular.

Examples:

**Table 2.1 Examples of Regular Verb** 

Infinitive Band Enjoy Talk	Past Tense Banded Enjoyed Talked	Past Participle      Banded      Enjoyed      Talked	Meaning Menyambung Menikmati Berbicara
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 Irregular verbs are verbs that have a same function with the regular verb but the changes are not regular.

# Table 2.2 Examples of Irregular Verb

Infinitive	Past Tense	Past Participle	Meaning
Bite	Bit	Bitten	Menggigit
Buy	Bought	Bought	Membeli
Forgive	Forgave	Forgiven	Memaafkan

# 5. Adverbs

Adverbs are words that clarify verbs, adjective, noun phrase, another adverb or whole sentence.

# a) Adverb of Manner

Adverb of Manner is adverb that expresses how an action is done or happened.

Examples:

- He runs quickly.
- Julia sings sweetly.

b) Adverb of Place and Direction

Adverb of Place and Direction is adverb that expresses the place of action or event.

- They will go abroad.
- They walk down.

c) Adverb of Time

Adverb of Time is adverb that expresses the time of an action or event.

Examples:

I am studying English now.

She arrived here yesterday.

d) Adverb of Degree.

Adverb of Degree is adverb that expresses the level, degree of something.

Examples:

The coffee is very hot.

She became quite angry with me.

e) Adverb of Frequency.

Adverb of Frequency is the adverb that expresses the frequency of the event.

Examples:

Almost, nearly, partially, wholly, etc.

f) Adverb of Quantity

Adverb of Quantity is adverb that expresses the amount of event or action.

Examples:

• He studies English *a little*.

He has won the price twice.

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g) Interrogative Adverb

Interrogative Adverb is adverb that is used to make a question.

Examples:

• Why, where, how, when, how long, etc.

h) Relative Adverb.

Relative Adverb is adverb that has function as linking in a sentence.

Examples:

Therefore, accordingly, moreover, besides, however, etc.

6. Prepositions

Prepositions are words that show the correlation among noun, pronoun,

and others words in a sentence.

a) Prepositions consist of one syllable.

Examples:

At, ahead, about, across, below, before, round, since, till, etc.

b) Prepositions consist of two syllables.

Examples:

According to, instead of, next to, etc.

7. Conjunction

Conjunctions are words that are used to connect a word and word, a sentence and other sentence.

a) Coordinating Conjunction

Coordinating Conjunctions are words that connect two sentences in a same level.

## Examples:

- both.....and.....
- either.....or.....
- neither....nor.....

b) Subordinating Conjunction

Subordinating Conjunctions are words that connect subordinate clause.

Examples:

After, before, when, while, as soon as, etc.

8. Interjection

A short sound, word or phrase that is spoken suddenly to express an emotion.

Examples:

- What a pity!
- Oh God!, etc.

## G. The Problems in Mastering Vocabulary

In learning vocabulary, the students still get barriers in the process. The barriers arise from many things. Related to this problem, according to Thornbury, in learning vocabulary of second language the learners will get challenges covers:<sup>45</sup>

<sup>45</sup> Scott Thornburry, How to Teach Vocabulary, p. 2.

Each question forces successively deeper levels of processing, Craik and Lockhart found that there was superior retention and recall when words were related to questions 4 or 5 than 1 or 2.

9. Formal grouping

Certain vocabulary items can be memorized by teaching students to recognize basic form of words and how they combine with certain affixes. For example, students could be taught of word such as *tele* (far, distance), *phone* (sound), *photo* (light) *graph* (write, mark) and then given lists of vocabulary items containing these words and asked to guess the meanings of these compound words.

### 10. Word families

This is an extension of formal grouping technique. Exercise can be developed to show how word 'families' are developed from a single root. vattinger provides the following example: part, partition, partly, partner, participant, particular, particle).

### 11. Historical, orthographical similarities

This involves the development of associations based on historical, nographical similarities between cognate language. For example, there are words in languages such as Spanish and Italian, or English and German, are common or closely related meanings which can be exploited to assist expand their target vocabulary.


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# 12. Collocation

Collocations are words, which are commonly associated. Nattinger suggest that exercises to develop and strengthen these associations can greatly facilitate learning. The following sample collocational exercise is from Brown:

Choose the items that collocate most usefully with each verb. The number of lines left after each verb is a guide to the number of useful collocations possible.

1.	To appeal	The slow student
		againts the judge's decision
		to my friend for help
		him to learn from his
2.	To encourage	mistakes
		etc.

Based on the explanation above, the writer concludes if in teaching vocabularies there are many strategies can be used. Some of the strategies are like explained by Nunan. In the process of developing students' vocabularies, the teachers should implement various strategies in the classroom. It purposes to encourage the students to be more able to master vocabulary.

#### I. Definition of Listening Comprehension

Listening is different from hearing. Hearing is simply the act of perceiving sound by the ear. Listening, however, is something we consciously choose to do. Listening requires concentration so that our brain processes meaning from words and sentences. Hence, listening leads to learning.

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary and grasping his meaning. An able listener is capable of doing these four things simultaneously. Willis lists a series of micro-skills of listening, which Willis calls enabling skills. They are:<sup>48</sup>

- Predicting what people are going to talk about
- Guessing at unknown words or phrases without panicking
- Using one's own knowledge of the subject to help one understand
- Identifying relevant points; rejecting irrelevant information
- Retaining relevant points (note-taking, summarizing)
- Recognizing discourse markers, e.g., well; oh, another thing is; now, finally; etc.
- Recognizing cohesive devices, e.g., such as and which, including link words,
- Pronouns, references, etc.
- Understanding different intonation patterns and uses of stress, etc., which give clues to meaning and social setting
- Understanding inferred information, e.g., speakers' attitude or intentions

In addition, Anderson and Lynch assert the two facts about listening. Firstly, they argue listening skills are as important as speaking skill; we cannot communicate face-to-face unless the two types of skill are developed in tandem. Rehearse production is useless if we are unable to respond to the reply that it generates from our interlocutor.

Furthermore, Anderson and Lynch state that the second point about listening is, under many circumstances, it is a reciprocal skill. We cannot practice listening

<sup>&</sup>lt;sup>48</sup> Fan Yagang, Listening: Problems and Solutions, in: *Teacher Development Making Right Moves*, p. 189-196.

in the same way as we can rehearse speaking, or at least the part of speaking that has to do with the pronunciation, because we cannot usually predict what we will have to listen to.<sup>49</sup>

Douglas defines:

Listening is not one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet-the first step-of listening comprehension is the psychomotor process of receiving sound wave through the ear and transmitting nerve impulse to the brain. But it just the beginning of what clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms.<sup>50</sup>

In addition, according to Arnold listening is an active not a passive operation. Arnold emphasizes three things: The importance of understanding this concept of listening is being an active engagement. That is, as a listener, the mind is actively searching for the meaning.<sup>51</sup>

Therefore, Listening comprehension defines comprehension as the mental processes by which listeners take in the sounds uttered by a speaker and use them to construct an interpretation of what they think the speaker intended to convey.<sup>52</sup>

Based on the explanation above, the writer concludes if listening is not merely passive skill. Listening is the ability to identify and understand what others are saying. In listening, the listener's ability involves understanding the speaker's accent or pronunciation, grammar and vocabulary and grasping the meaning. By developing the students' ability to listen well, we develop our students' ability to

<sup>&</sup>lt;sup>49</sup> Anne Anderson and Tony Lynch, *Listening*, New York: Oxford University Press, 1988, p. 3.

<sup>&</sup>lt;sup>50</sup> Brown H. Douglas, *Teaching by Principle*, p. 249.

<sup>&</sup>lt;sup>51</sup> Wendy Arnold, 2005, Listening for Young Learners, (Online),

<sup>(</sup>http://www.teachingenglish.org.uk/think/listen/listen\_yl.shtml ne2005, accessed on April 6, 2008) <sup>52</sup> Endang Fauziaty, *Teaching of English as Foreign Language*, p. 117.

become more independent learners, as by listening accurately, refine their understanding of grammar and develop their own vocabulary.

# J. The Problems in Developing Listening Comprehension

The effort to develop the listening comprehension skill is not a simple one. Between the teacher and learner often get difficulties because of the problems in developing the skill. According to Yagang, there are some problems in developing listening skill. The evidence that shows why listening is difficult comes mainly from four sources: the message to be listened to, the speaker, the listener, and the physical setting.<sup>53</sup>

# 1. The Message

a) Content.

Many learners find it more difficult to listen to a taped message than to read the same message on a piece of paper, since the listening passage comes into the ear in the twinkling of an eye, whereas reading material can be read as long as the reader likes. The listening material may deal with almost any area of life. It might include street gossip, proverbs, new products, and situations unfamiliar to the student. In addition, in a spontaneous conversation speakers frequently change topics.

The content is usually not well organized. In many cases listeners cannot predict what speakers are going to say, whether it is a news report on the radio, an interviewer's questions, an everyday conversation, etc. Messages on the radio or recorded on tape cannot be listened to at a slower speed. Even in conversation, it

<sup>&</sup>lt;sup>53</sup> Fan Yagang, Listening: Problems and Solutions, in: Teacher Development Making Right Moves, p. 189-196.

is impossible to ask the speaker to repeat something as many times as the interlocutor might like.

b) Linguistic Features.

Liaison (the linking of words in speech when the second word begins with a vowel, e.g., an orange /@nOrIndZ/) and elision (leaving out a sound or sounds, e.g., suppose may be pronounced /sp@uz/ in rapid speech) are common phenomena that make it difficult for students to distinguish or recognize individual words in the stream of speech. They are used to seeing words written as discrete entities in their textbooks.

If listening materials are made up of everyday conversation, they may contain a lot of colloquial words and expressions, such as stuff for material, guy for man, etc., as well as slang. Students who have been exposed mainly to formal or bookish English may not be familiar with these expressions.

In spontaneous conversations people sometimes use ungrammatical sentences because of nervousness or hesitation. They may omit elements of sentences or add something redundant. This may make it difficult for the listener to understand the meaning.

# 2. The Speaker

Ur points out that "in ordinary conversation or even in much extempore speech-making or lecturing we actually say a good deal more than would appear to be necessary in order to convey our message. Redundant utterances may take the form of repetitions, false starts, re-phrasings, self-corrections, elaborations, tautologies, and apparently meaningless additions such as I mean or you know." This redundancy is a natural feature of speech and may be either a help or a hindrance, depending on the students' level. It may make it more difficult for beginners to understand what the speaker is saying; on the other hand, it may give advanced students more time to "tune in" to the speaker's voice and speech style.

Learners tend to be used to their teacher's accent or to the standard variety of British or American English. They find it hard to understand speakers with other accents. Spoken prose, as in news broadcasting and reading aloud written texts, is characterized by an even pace, volume, pitch, and intonation. Natural dialogues, on the other hand, are full of hesitations, pauses, and uneven intonation. Students used to the former kinds of listening material may sometimes find the latter difficult to understand.

# 3. The Listener

Foreign-language students are not familiar enough with clichés and collocations in English to predict a missing word or phrase. They cannot, for example, be expected to know that rosy often collocates with cheeks or to predict the last word will be something like rage when they hear the phrase he was in a towering. This is a major problem for students.

Lack of sociocultural, factual, and contextual knowledge of the target language can present an obstacle to comprehension because language is used to express its culture.

Foreign-language learners usually devote more time to reading than to listening, and so lack exposure to different kinds of listening materials. Even our

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college students majoring in English have no more than four hours' regular training per week.

Both psychological and physical factors may have a negative effect on perception and interpretation of listening material. It is tiring for students to concentrate on interpreting unfamiliar sounds, words, and sentences for long periods.

4. Physical Setting

Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage. Listening material on tape or radio lacks visual and aural environmental clues. Not seeing the speaker's body language and facial expressions makes it more difficult for the listener to understand the speaker's meaning. Unclear sounds resulting from poor-quality equipment can interfere with the listener's comprehension.

In addition, based on the observation, the writer found if still many students in SMA Muhammadiyah 1 still regard if listening is the most difficult learning activity to learn. In fact, the students' listening score in learning English is still low. It is related to the fact that the students still cannot success in gaining good listening comprehension score and they still get problems in listening comprehension.

Considering the listening comprehension is very determinant skill to get the progress in another skill, the problem should be solved as soon as possible. The efforts to reduce this problem should be known by the teacher. So that, they can implement some strategies in the class to make the students get better score than before.

# K. Teaching Listening Comprehension

Teaching listening is not an easy thing to do. It takes more attention in the process. The fact many students are fearful of listening, and can be disheartened when they listen to something but feel they understand very little. It is also harder to concentrate on listening if the students have little interest in a topic or situation. This problem must be changed in order the students will be able to comprehend of speakers convey well.

In recent teaching listening, there are two ways, which are regarded as the best models to teach listening to the students. The models are bottom up processing and top down processing. In teaching listening comprehension there are some principles. According to Fauziaty, in teaching listening comprehension or any language skill, involve considering the objectives of teaching and learning and the micro-skills the procedure will cover, the approach to the teaching of listening comprehension should emphasize two complementary process involve in listening.<sup>54</sup>

### Fauziaty states:

The model of bottom up processing is as well as top down processing. The bottom up processing involves decoding the incoming utterance or message and making use of the linguistics signals actually transmitted. It involves the identification of words, structures, grammar, and other linguistics features of the messages. While the second type of processing the listener making use of the previous knowledge and information as a basis for interpreting the message. The classroom activities, therefore,

<sup>&</sup>lt;sup>54</sup> Endang Fauziaty, Teaching of English as Foreign Language, p. 123.

should cover those that help students improve their active information processing skill.<sup>55</sup>

Furthermore Gebhard states:

In addition to bottom-up and top-down processing, we can consider interactional and transactional functions of language. When language is used to fulfill and communicative function, the focus is on creating harmonious interaction among individuals....unlike interactional use of language, transactional use focuses attention on the content of the message. Emphasis is on transferring information, and unlike the interactional uses of language, it is important for the listener to comprehend the content of the speaker's message.<sup>56</sup>

Hence, the writer concludes that in teaching listening comprehension, there are two kinds of processes as the purpose of listening skill they are bottom-up and top-down processing. We can consider them as two functions of language. When language is used to as interactional communicative function, the focus is on creating communication among individual. While the transactional function is focused on the context of the message. Emphasis is on transferring information.

# L. Framework of Thinking

Based on the theories previously, the framework of thinking is constructed on the correlation between the students' mastery of English grammar and vocabulary toward the students' listening comprehension score. This framework of thinking is aimed at focusing the study on the problem concerned.

Greenbaum and Nelson state:

Grammar is the central component of language. It mediates between the system of sounds or of written symbols, on the one hand, and the system of meaning, on the other.<sup>57</sup>

<sup>55</sup> Ibid., p. 124.

<sup>&</sup>lt;sup>56</sup>Jerry G. Gebhart, *Teaching English as a Foreign or Second Language*, USA: The University of Michigan Press, 2000, p. 146.

<sup>57</sup> Sidney Greenbaum and Gerald Nelson, An Introduction to Grammar. Second Edition, p. 1.

Related to vocabulary, Richek quotes that one of the most enduring findings in educational research is that the meaning vocabulary is closely associated with educational achievement.<sup>58</sup> Meanwhile, in relation to listening comprehension, Listening comprehension is viewed theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge.<sup>59</sup>

To achieve a good ability at listening comprehension, the students should be able to have the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary and grasping his meaning. An able listener is capable of doing these four things simultaneously. The requirement to master the grammar and vocabulary in listening comprehension theoretically, states that among them has the correlation each other.

Based on this framework of thinking, the writer would like to conclude that the adequate mastery of grammar and vocabulary could encourage the students in establishing a good listening comprehension skill. The listening skill that students achieve is influenced by the grammar and vocabulary.

<sup>&</sup>lt;sup>58</sup> Margareth Ann Richek, 2008, Vocabulary for Achievement Research Base, (Online), (http://www.greatsource.comgrants/downloadsVFA\_Research\_1220.pdf, accessed on April 6,

 <sup>2008).
 &</sup>lt;sup>59</sup> J. Michael O'Malley, and all, 2008, Listening Comprehension Strategies in Second Language Acquisition, (Online), (http://applij.oxfordjournals.org/cgi/content/abstract/10/4/418 accessed on May 2, 2008).

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Figure 2.13 Framework of Thinking



Figure 2.13 Framework of Thinking

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# M. English Teaching Material for Senior High School Students Based on KTSP Curriculum

KTSP (Educational Unit Level Curriculum), generally, the teaching-learning activity is developed based on some principles. The principles point on national standard of education to guarantee the teaching of national education purpose. The principles are:<sup>60</sup>

- Centering on the potency, development, necessity and the urgency of students and their surroundings.
- Various and Integrated.
- Perceptive to the development of knowledge, technology and art.
- Relevant to the life's necessity.
- Comprehensive and continual.
- Long life Learning
- Balance between the necessity of national and region.

Based on the KTSP, the English teaching materials especially for eleventh grade in senior high school are composed to support the gaining of basic competence by considering students' potency, relevancy of religion characteristic, physic development level, intellectuality, emotional, social and spiritual of students. This basic competence becomes the standard reference to develop the four skills of English. The materials must be related to the development of knowledge.

<sup>&</sup>lt;sup>60</sup> BSNP, Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah, Jakarta: Diknas, 2006, p. 3-4.

The basic competences as follows:

# 1. Listening

- a) To respond the meaning in transactional conversation (to get things done) and interpersonal (to socialize) both formal and sustained using the oral language accurately, fluently and acceptable using the kind of simple oral language in daily context involves language acts: expressing attitude, love and sorrow.
- b) To respond the meaning in transactional conversation (to get things done) and interpersonal (to socialize) both formal and sustained using the oral language accurately, fluently and acceptable using the kind of simple oral language in daily context involves language acts: expressing embarrassment, anger and annoyance.
- c) To respond the meaning in transactional conversation (to get things done) and interpersonal (to socialize) both formal and informal using the oral language accurately, fluently and acceptable in daily context.
- d) To respond the meaning in monologue text using the oral language accurately, fluently and acceptable using the kind of simple oral language in daily context with narrative, spoof and hortatory exposition form.

# 2. Speaking

a) To express the meaning in transactional conversation (to get things done) and interpersonal (to socialize) both formal and sustained using the oral language accurately, fluently and acceptable using the kind of simple oral language in daily context involves language acts: expressing attitude, love and sorrow.

- b) To express the meaning in transactional conversation (to get things done) and interpersonal (to socialize) both formal and sustained using the oral language accurately, fluently and acceptable using the kind of simple oral language in daily context involves language acts: expressing embarrassment, anger and annoyance.
- c) To express the meaning in short functional oral text (example banner, poster, pamphlet, etc.) formal and informal accurately, fluently and acceptable in various daily context.
- d) To express the meaning in monologue text using the oral language accurately, fluently and acceptable using the kind of simple oral language in daily context with narrative, spoof, and hortatory exposition text form.
- 3. Reading
  - a) To respond the meaning in short functional text (example banner, poster, pamphlet, etc.) formal and informal accurately, fluently and acceptable in various daily context.
  - b). To respond the meaning and rhetoric step in essay using written language accurately, fluently, and acceptable in daily context and to access the knowledge in narrative, spoof, recount and hortatory exposition text form.

## 4. Writing

- a) To express the meaning in short functional text (example banner, poster, pamphlet, etc.) formal and informal accurately, fluently and acceptable in various daily context.
- b) To express the meaning and rhetoric step in essay using the written language accurately, fluently, and acceptable in daily context in narrative, spoof, recount and hortatory exposition text form.

# N. The Multiple Correlation Study

The multiple correlation analysis has a function to find the value of influence

or the correlation between two or more independent variable (X) simultaneously

toward the independent variable (Y).61

Hasan states:

Korelasi linear berganda merupakan alat ukur mengenai hubungan yang terjadi antara variabel terikat (Y) dengan dua atau lebih variabel bebas  $(X_1, X_2, X_3, ..., X_n)$ . Dengan korelasi linear berganda ini, keeratan atau kuat tidaknya hubungan (kuat, lemah, atau tidak ada hubungan sama sekali) antara variabel tersebut dapat diketahui.<sup>62</sup>(Multiple linear correlation is a measurement device of the correlation that is happened among dependent variable (Y) toward two or more independent variables  $(X_1, X_2, X_3, ..., X_n)$ . Through this multiple linear correlation, the tight or strong or not a correlation (strong, low or no correlation) among variables can be known).

In addition, According to Sukardi, multiple correlation shows three variables or more that work together simultaneously.<sup>63</sup> To find the multiple correlation result, there are several steps, as follows:<sup>64</sup>

<sup>&</sup>lt;sup>61</sup> Riduwan, Metode dan Teknik Menyusun Tesis, p. 139.

<sup>&</sup>lt;sup>62</sup> M. Iqbal Hasan, Pokok-Pokok Materi Statistik I, Jakarta: PT. Bumi Aksara, 2003, p. 263.

<sup>&</sup>lt;sup>63</sup> Sukardi, Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya, Jakarta: PT. Bumi Aksara, 2007, p. 168.

 Measure the correlation between the first independent variable (X<sub>1</sub>) toward the dependent variable (Y).



Figure 2.14 The Correlation between X1 and Y

$$r_{x1.y} = \frac{n(\Sigma X_1 Y) - (\Sigma X_1).(\Sigma Y)}{\sqrt{\{n. \Sigma X_1^2 - (\Sigma X_1)^2\}.\{n. \Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where:

 $r_{x1,y}$  = Index Correlation Number " $r_{x1,y}$ " Product Moment

n = Number of Cases

 $\sum X_1 Y$  = Multiplication Result between Score  $X_1$  and Score Y

 $\sum X_1$  = Total Value of Score  $X_1$ 

 $\sum Y$  = Total Value of Score Y

<sup>&</sup>lt;sup>64</sup> Sambas Ali Muhidin and Maman Abdurahman, Analisis Korelasi, Regresi, dan Jalur dalam Penelitian, Bandung: Pustaka Setia, 2007, p. 132.

 Measure the correlation between the second independent variable (X<sub>2</sub>) toward the dependent variable (Y).



Figure 2.15 The Correlation between  $X_2$  and Y

$$r_{x2.y} = \frac{n(\Sigma X_2 Y) - (\Sigma X_2).(\Sigma Y)}{\sqrt{\{n. \Sigma X_2^2 - (\Sigma X_2)^2\}.\{n. \Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where:

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$$r_{x2.y}$$
 = Index Correlation Number " $r_{x2.y}$ " Product Moment  
n = Number of Cases  
 $\sum X_2 Y$  = Multiplication Result between Score X<sub>2</sub> and Score Y  
 $\sum X_2$  = Total Value of Score X<sub>2</sub>  
 $\sum Y$  = Total Value of Score Y

 Measure the correlation between the first independent variable (X<sub>1</sub>) toward the second independent variable (X<sub>2</sub>).



Figure 2.16 The Correlation between X1 and X2

$$r_{x1.x2} = \frac{n(\Sigma X_1 X_2) - (\Sigma X_1).(\Sigma X_2)}{\sqrt{\{n.\Sigma X_1^2 - (\Sigma X_1)^2\}.\{n.\Sigma X_2^2 - (\Sigma X_2)^2\}}}$$

Where:

 $r_{x1,x2}$  = Index Correlation Number " $r_{x1,x2}$ " Product Moment

n = Number of Cases

 $\sum X_1 X_2$  = Multiplication Result between Score  $X_1$  and Score  $X_2$ 

 $\sum X_1$  = Total Value of Score  $X_1$ 

 $\sum X_2$  = Total Value of Score X<sub>2</sub>

 Measure the multiple correlation (a value that gives strength of correlation between two or more the independent variables (X) simultaneously toward the dependent variable (Y)). The coefficient of multiple correlation is formulated as follows:



Figure 2.17 The Correlation between X1 and X2 toward Y

$$R_{x1.x2.y} = \sqrt{\frac{r_{x1.y}^2 + r_{x2.y}^2 - 2(r_{x1.y}).(r_{x2.y}).(r_{x1.x2})}{1 - r_{x1.x2}^2}}$$

Where:

 $R_{x1,x2,y}$  = Linear Correlation Coefficient Three Variables

 $r_{x1,y}$  = Correlation Coefficient variable X<sub>1</sub> and Y

 $r_{x2,y}$  = Correlation Coefficient variable X<sub>2</sub> and Y

 $r_{x1,x2}$  = Correlation Coefficient variable X<sub>1</sub> and X<sub>2</sub>

- Positive Correlations: Both variables increase or decrease at the same time.
   A correlation coefficient close to +1.00 indicates a strong positive correlation.
- Negative Correlations: Indicates that as the amount of one variable increases, the other decreases (and vice versa). A correlation coefficient close to -1.00 indicates a strong negative correlation.
- No Correlation: Indicates no relationship between the two variables. A correlation coefficient of 0 indicates no correlation.<sup>65</sup>

Positive Coefficient Correlation (+)					Negative Coefficient Correlation (-					
		•	Or	•	•		•	Or	•	
One Direction Correlation				Two Directions Correlation						

# Direction of Correlation

# Figure 2.18 Direction of Correlation<sup>66</sup>

# **O. Review of Related Previous Studies**

In relation to the study, before conducting the study, the writer reviews some related previous studies. These previous studies give a view about the issues that are discussed in the study. The first is related to the study about grammar, Faurina had conducted a study entitle "The Mastery of Passive Voice by The Second Year Students of Islamic Senior High School of *MAN* Sampit". In the objectives of the study, Faurina described the mastery of the students' in passive voice especially in

<sup>&</sup>lt;sup>65</sup> Kendra Van Wagner, 2008, *Correlational Studies: Psychology with Correlational Studies*, (Online), (http://psychology.about.com/od/researchmethods/a/correlational.htm accessed on May 25, 2008).

<sup>&</sup>lt;sup>66</sup> Sambas Ali Muhidin and Maman Abdurahman, Analisis Korelasi, Regresi, dan Jalur dalam Penelitian, p. 106.

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#### of Review of Related Previous Studies

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past tense, past continuous tense and perfect tense. Besides, she described the difficulties of the second year students of *MAN* Sampit in passive voice especially in past tense, past continuous and past perfect tense.

The design of the study that was used by Faurina in the study was descriptive method. Faurina took the second year students of *MAN* Sampit in academic year 2006/2007 as the subject, which consisted of 86 students. Meanwhile, the techniques of data collection that was used by Faurina were test and questionnaire. To analyze the data, was used some procedure namely tabulating and scoring, seeking the average result. Based on Farhrina's research finding, it was concluded that the students in the school still had lack of grammar mastery especially in passive voice.

Secondly, related to the study of vocabulary, Puspita had conducted a study entitle "the Correlation between Vocabulary Mastery and Speaking Ability of Third Semester Students of English Department of Sarjanawiyata Tamansiswa University". In the study, Puspita would like to know whether there is a positive and significant correlation between vocabulary mastery as the independent variable and speaking as dependent variable. The finding of the study was the hypothesis in the study is accepted. It means there was a positive and significant correlation between vocabulary mastery as the independent variable and speaking as dependent variable.

In the study, Puspita took the third semester students of Sarjanawiyata Tamansiswa University of Yogyakarta as the population of her study. Meanwhile, the sample of her study was 40 students. In collecting the data, Puspita used the tests of vocabulary and speaking. Furthermore, in analyzing the data, Puspita used two kinds of techniques they were descriptive analysis and inferential analysis. Based on the finding, Puspita stated there is the significant correlation between vocabulary mastery and the speaking ability of English Department of Sarjanawiyata Tamansiswa University.

In addition, the difference of the study which writer conducts to the previous related studies mainly is in the research design that is used and the variables that are studied. The writer studies three variables at once using multiple correlation. The variables are the mastery of English grammar, vocabulary and listening comprehension. The study is aimed at finding out the answer whether there is or not the significant simultaneous correlation among the students' mastery of English grammar and vocabulary toward listening comprehension score of eleventh year students at SMA Muhammadiyah 1 of Palangka Raya.

Furthermore, the population in the study is all students of the eleventh year in the school. Sample in the study is some of the eleventh grade students at SMA Muhammadiyah 1 of Palangka Raya, consists of 100 students who will be the sample. The writer uses tests of grammar, vocabulary and listening comprehension to collect the data in the study. Another difference of the study is in the data analysis procedures, the writer uses multiple correlation formula that will find the simultaneous correlation among two or more independent variables at once simultaneously.

# **CHAPTER III**



# **RESEARCH METHOD**

# CHAPTER III RESEARCH METHOD

#### A. Research Design

Related to the function of design, Kerlinger states:

Desain penelitian menjadikan peneliti mampu menjawab pertanyaan penelitian dengan sevalid, seobjektif, setepat dan sehemat mungkin. Desain penelitian disusun dan dilaksanakan dengan penuh perhitungan agar dapat menghasilkan petunjuk empirik yang kuat relevansinya dengan masalah penelitian.<sup>67</sup> (Research design makes the researcher can answer the question of research question as valid as, as objective as, as precise as and as efficient as possible. Research design is arranged and done based on full consideration in order can produce the empirical clue that has the strong relation to the research problem).

The research design used multiple correlation design, this design afforded to

find the correlation among two or more independent variables (X) toward the

dependent variable (Y). Riduwan states:

Analisis korelasi ganda berfungsi untuk mencari besarnya pengaruh atau hubungan antara dua variable bebas (X) atau lebih secara simultan (bersama-sama) dengan variable terikat (Y).<sup>68</sup> (Multiple correlation analysis functions as to find the value effect or correlation among two or more independent variables (X) simultaneously toward the dependent variable (Y).

In addition, Hasan states:

Korelasi linear berganda merupakan alat ukur mengenai hubungan yang terjadi antara variabel terikat (Y) dengan dua atau lebih variabel bebas  $(X_1, X_2, X_3, ..., X_n)$ . Dengan korelasi linear berganda ini, keeratan atau kuat tidaknya hubungan (kuat, lemah, atau tidak ada hubungan sama sekali) antara variabel tersebut dapat diketahui.<sup>69</sup> (Multiple linear correlation is a measurement device of the correlation that is happened among dependent variable (Y) toward two or more independent variables  $(X_1, X_2, X_3, ..., X_n)$ . Through this multiple linear correlation, the tight or

<sup>&</sup>lt;sup>67</sup>Fred N. Kerlinger, Asas-Asas Penelitian Behavioral, (Trans) Landung R. Simatupang, Jogjakarta: Gadjah Mada University Press, 2006, p. 484-485.

<sup>68</sup> Riduwan, Metode dan Teknik Menyusun Tesis, p. 139.

<sup>69</sup> M. Iqbal Hasan, Pokok-Pokok Materi Statistik 1, p. 263.

# CHAPTERIN RESEARCH METHOD

#### Acventiful Design

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in addition. Husan states:

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<sup>&</sup>lt;sup>1</sup>127<sup>1</sup> Kenarger Line Eas Province defensions, (Prans) Landong R. Shelmann, device Cadjab Made University Press Lines p. 484-485.

<sup>&</sup>lt;sup>b</sup> showing October days fathing, framerican Leasure, 130.

strong or not a correlation (strong, low or no correlation) among variables can be known).

Meanwhile, Wirawan states:

Korelasi ganda (Multiple Correlation) adalah suatu nilai yang memberikan kuatnya hubungan dua atau lebih variabel bebas X secara bersama-sama dengan variabel tak bebas Y.<sup>70</sup> (Multiple correlation is a value that gives the correlation strength of two or more independent variables X simultaneously with the independent variable Y).

Based on the definitions of multiple correlation above, this design (multiple

correlation) efforts to find the correlation among two or more independent

variables (X) toward the dependent variable (Y).

# B. Approach of the Study

In working out this study, the writer used quantitative approach. Rahardjo

states:

Landasan filosofis penelitian kuantitatif adalah positivisme yang berpendapat bahwa realitas dapat dipisahkan dari subjeknya. Oleh karena itu, subjeknya dapat diteliti atau dikenai treatment (perlakuan) di luar realitasnya. Jadi tekanannya terletak pada realitas eksternal.<sup>71</sup> (The philosophical fundament of quantitative study is positivism that states about the reality can be separated from its subject. Because of that, its subject can be given a treatment outside its reality. So, it emphasizes on the external reality).

In addition, Sugiyono states:

Metode penelitian kuantitatif dapat diartikan sebagai metode penelitian yang berlandaskan pada filsafat positivisme, digunakan untuk meneliti pada populasi atau sampel tertentu, teknik pengambilan sampel pada umumnya dilakukan secara random, pengumpulan data menggunakan instrumen penelitian, analisis data bersifat kuantitatif/statistik dengan tujuan untuk menguji hipotesis yang telah ditetapkan.<sup>72</sup> (Quantitative

<sup>&</sup>lt;sup>70</sup> Sambas Ali Muhidin and Maman Abdurahman, *Analisis Korelasi, Regresi, dan Jalur dalam Penelitian*, p. 132.

 <sup>&</sup>lt;sup>71</sup> Mudjia Rahardjo, *Pengantar Penelitian Bahasa*, Malang: Cendekia Paramulya, 2002, p.
 47.

<sup>&</sup>lt;sup>72</sup> Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D, Bandung: Alfabeta, 2007, p. 14.

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research method can be defined as research method that based on the positivism philosophy, it is used to research on the population or definite sample, the sampling technique generally random, the data collection uses instruments of the research, data analysis is quantitative/statistic that purposed to exams the hypotheses that have been stated).

The writer used this approach because the research problem in the study must be answered with the quantitative approach.

# C. Population and Sample

According to Arikunto population is the whole of research subject, if someone wants to research all of the elements in research area its research is called population research or census study.<sup>73</sup>

The population of the research was all the students of the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya. The number of population was 176 students. The eleventh year students were divided into five classes. They were three classes of Natural Science and two classes of Social Science. The number of students for each class was 37 students of XI Natural Science 1, 34 students of XI Natural Science 2, 31 students of XI Natural Science 3, 38 students of Social Science 1 and 36 students of Social Science 2.

**Table 3.1 The Number of Population** 

Class	XI NS 1	XI NS 2	XI NS 3	XI SS 1	XI SS 2			
Students	37	34	31	38	36			
Total	176							

According to Arikunto, sample is some or represent of population that is researched.<sup>74</sup> The writer used random sampling technique to choose the sample.

<sup>&</sup>lt;sup>73</sup> Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktek, p. 108.

<sup>&</sup>lt;sup>74</sup> Ibid., p. 131.

The writer randomized the subjects in the population. All the subjects in the population had a same chance to be the sample.<sup>75</sup> Therefore, in the study the writer took 100 students as the sample of the study. The reason why the writer took 100 students as the sample of the study because in correlation study, the number of 50-100 persons was regarded enough to represent the total population. This was appropriate to what Arikunto quotes.

Arikunto quotes:

*Ciri dari penelitian korelasional adalah bahwa penelitian tersebut tidak menuntut subjek penelitian yang terlalu banyak. Menurut Donald Ary, 50 sampai 100 subjek penelitian sudah dianggap cukup.*<sup>76</sup> (The characteristic of correlational research is the research does not insist too many research subjects. According to Donald Ary, 50 to 100 subjects of the research are enough).

# D. Source of the Data

The source of the data in the study was the result of the tests. "Test is the instrument to collect the data that consists of a series question or exercise, which is used to measure the knowledge, intelligence, ability or skill of person or group".<sup>77</sup> The tests were given three times to the students. They were grammar test, vocabulary test and listening comprehension test. The source data for English grammar and vocabulary mastery was taken from the test of students' grammar and vocabulary mastery. Meanwhile, the data for students' listening comprehension score was taken from the test of listening comprehension.

The writer used the tests as the source of the data because according to Riduwan, the test is defined as a set of questions, exercises, or other instruments

<sup>&</sup>lt;sup>75</sup> Ibid., p. 134.

<sup>&</sup>lt;sup>76</sup> Suharsimi Arikunto, Manajemen Penelitian, Jakarta: PT. Rineka Cipta, 2003, p. 108.

<sup>77</sup> Riduwan, Metode dan Teknik Menyusun Tesis, p. 105.

that was used to measure the skill, knowledge, intellegence, ability or talent that has been possessed by individual or group. It means a test is appropriate to be used when the writer needs to know the students' mastery of grammar, vocabulary and listening comprehension.

# **E. Data Collection Procedures**

To get the data of students' mastery of English grammar and vocabulary toward students' listening comprehension score, the subjects of the study were given three tests. They were grammar mastery test, vocabulary mastery test and listening comprehension test to know their acquisition level in each skill.



**Figure 3.1 Data Collection Procedures** 

# F. Instruments of the Study

The data were very important in the study. They were needed to support and prove the study itself. The writer was helped by them to find the aims of the study, they were, to measure the significant simultaneous correlation among the students' mastery of English grammar and vocabulary toward the students' listening comprehension score of the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya. In addition, to know the interpretation of the calculated result, the writer used the test as the instrument of the study.

Arikunto states:

*Tes adalah serentetan pertanyaan atau latihan serta alat lain yang digunakan untuk mengukur keterampilan, pengetahuan, intelegensi, kemampuan atau bakat yang dimiliki oleh individu atau kelompok.*<sup>78</sup> (The test is a set of questions, exercises, or other instrument that is used to measure the skill, knowledge, intellegence, ability or talent has been possessed by individual or group).

Nurkancana states:

Tes adalah suatu cara untuk mengadakan penilaian yang berbentuk suatu tugas atau serangkaian tugas yang harus dikerjakan oleh anak/sekelompok anak sehingga menghasilkan suatu nilai tentang tingkah laku/prestasi anak tersebut yang dapat dibandingkan dengan nilai yang dicapai oleh anak-anak lain atau dengan nilai standar yang ditetapkan.<sup>79</sup>(Test is the way to arrange the valuation of a task or a set of task that have to do by a student or a group of students, so it results the students' valuation of behavior/achievement that can be compared to other students' valuation or the standard value).

The test of English grammar, vocabulary and listening comprehension as the

instruments of the study were constructed refer to the Language Testing book

written by J.B. Heaton.

#### G. Instruments try out

The writer tried out the test instrument before it was applied to the real sample in the study. The writer analyzed the test instrument to gain the

<sup>&</sup>lt;sup>78</sup> Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktek, p. 127.

<sup>&</sup>lt;sup>79</sup> Wayan Nurkancana & P. P. N Sumartana, *Evaluasi Pendidikan*, Surabaya: Usaha Nasional, 1986, p. 25.

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#### C. Instruments try out

The order tried out the test instrument before It to supplied to the nursmalle in the study. The writer analyzed the test instrument to juin the

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the result is analyzed by using several formulas that can be used to measure the reliability.<sup>90</sup>

One of the formulas that can be used to measure the reliability is the formula of Spearman Brown (Split Half). The formula as follows:<sup>91</sup>

$$r_i = \frac{2_{rb}}{1+r_b}$$

Where:

1

 $r_i$  = internal reliability whole instrument

 $r_b$  = Product moment correlation of first and second split

In measuring the item validity and reliability, the writer used the SPSS

17. The measurements of the validity and reliability as follows:

1). the Test of Grammar Validity and Reliability

In the measurement of validity and reliability using SPSS 17, the criteria were:

- If the value of r<sub>observe</sub> is greater than (>) r<sub>table</sub>, it means the item of tryout is valid and reliable and can be used.
- If the value of r<sub>observe</sub> is lower than (<) r<sub>table</sub>, it means the item of tryout is not valid and reliable and cannot be used.

 <sup>&</sup>lt;sup>90</sup> Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D, p.
 131.
 <sup>91</sup> Ibid

The value of  $r_{table}$  can be seen at alpha = 5% and df = n-2. df = 30-2. = 28 = 0.361.

From the measurement of validity using SPSS 17, it was known that there were nine items = 22.5 % invalid. They were item number 2 (0.354), 12 (0.059), 22 (0.334), 25 (0.321), 26 (0.267), 32 (0.084), 35 (0.179), 38 (0.269), 40 (0.268). The other valid items were 31 items = 77.5 %. Because of that, the writer only took 30 items to be the instrument of grammar test. The table of validity measurement can be seen at the appendices.

	Reliabi	lity Statistics	
Cronbach's Alpha	Part 1	Value	.896
		N of Items	20 <sup>a</sup>
	Part 2	Value	.895
		N of Items	20 <sup>b</sup>
		Total N of Items	40
		Correlation Between Forms	.948
Spearman-Brown		Equal Length	.973
Coefficient		Unequal Length	.973
		Guttman Split-Half Coefficient	.973

Table 3.2	Grammar	Instrument	Reliability
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a. The items are: item1, item2, item3, item4, item5, item6, item7, item8, item9, item10, item11, item12, item13, item14, item15, item16, item17, item18, item19, item20.

b. The items are: item21, item22, item23, item24, item25, item26, item27, item28, item29, item30, item31, item32, item33, item34, item35, item36, item37, item38, item39, item40.

Based on the measurement of reliability above, it was known that the coefficient of reliability = 0.973. It meant the r<sub>observe</sub> of reliability was

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greater than  $r_{table}$  (0.973 > 0.361). Because of that, the instrument was reliable and could be used.

2). the Test of Vocabulary Validity and Reliability

In the measurement of validity and reliability, the criteria were:

- If the value of r<sub>observe</sub> is greater than (>) r<sub>table</sub>, it means the item of tryout is valid and can be used.
- If the value of r<sub>observe</sub> is lower than (<) r<sub>table</sub>, it means the item of tryout is not valid and cannot be used.
- The value of  $r_{table}$  can be seen at alpha = 5% and df = n-2. df = 30-2. = 28 = 0.361.

From the validity measurement using SPSS 17, it was found that there were nine items = 18% invalid. They were item number 17 (0,263), 19 (0.210), 21 (0.315), 26 (0.197), 27 (0.065), 39 (-0.012), 40 (0.210), 41 (0.191), 44 (0.329). The other valid items were 41 items = 82%. Because of that, the writer only took 40 items to be the instrument of vocabulary test. The table of validity measurement can be seen at the appendices.

**Table 3.3 Vocabulary Instrument Reliability** 

	Reliabi	lity Statistics	
Cronbach's Alpha	Part 1	Value	.898
		N of Items	25 <sup>a</sup>
	Part 2	Value	.903
		N of Items	25 <sup>b</sup>
		Total N of Items	50
		Correlation Between Forms	.945

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Reliability Statics

Spearman-Brown	Equal Length	.972
Coefficient	Unequal Length	.972
	Guttman Split-Half Coefficient	.972

a. The items are: item1, item2, item3, item4, item5, item6, item7, item8, item9, item10, item11, item12, item13, item14, item15, item16, item17, item18, item19, item20, item21, item22, item23, item24, item25.

b. The items are: item26, item27, item28, item29, item30, item31, item32, item33, item34, item35, item36, item37, item38, item39, item40, item41, item42, item43, item44, item45, item46, item47, item48, item49, item50.

Based on the measurement of reliability above, it was found that the coefficient of reliability = 0.972. It meant that the  $r_{observe}$  of reliability was greater than  $r_{table}$  (0.972 > 0.361). Because of that, the instrument was reliable and could be used.

3). the Test of Listening Comprehension Validity and Reliability

In the measurement of validity and reliability, the criteria were:

- If the value of r<sub>observe</sub> is greater than (>) r<sub>table</sub> it means the item of tryout is valid and can be used.
- If the value of r<sub>observe</sub> is lower than (<) r<sub>table</sub>, it means the item of tryout is not valid and cannot be used.
- The value of  $r_{table}$  can be seen at alpha = 5% and df = n-2. df = 30-2. = 28 = 0.361.

From the measurement using SPSS 17, it was found that there were twelve items = 24% invalid. They were item number 7 (0.180), 16 (0.024), 19 (0.355), 22 (0.222), 25 (0.344), 26 (0.003), 31 (0.358), 32 (0.089), 35

(0.012), 39 (0.309), 40 (0.254), 49 (-0.048). The other valid items were 38 items = 76%. Because of that, the writer only took 35 items to be the instruments of listening comprehension test. The table of validity measurement can be seen at the appendices.

	Reliabi	lity Statistics	
Cronbach's Alpha	Part 1	Value	.913
		N of Items	25 <sup>a</sup>
	Part 2	Value	.887
		N of Items	25 <sup>b</sup>
		Total N of Items	50
		Correlation Between Forms	.868
Spearman-Brown		Equal Length	.930
Coefficient		Unequal Length	.930
		Guttman Split-Half Coefficient	.927

Table 3.4 Listening Comprehension Instrument Reliability	Tab	le	3.4	Listening	Compr	ehension	Instrument	Reliability
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a. The items are: item1, item2, item3, item4, item5, item6, item7, item8, item9, item10, item11, item12, item13, item14, item15, item16, item17, item18, item19, item20, item21, item22, item23, item24, item25.

b. The items are: item26, item27, item28, item29, item30, item31, item32, item33, item34, item35, item36, item37, item38, item39, item40, item41, item42, item43, item44, item45, item46, item47, item48, item49, item50.

Based on the measurement of reliability above, it was known that the coefficient of reliability was 0.930. It meant that the  $r_{observe}$  of reliability was greater than  $r_{table}$  (0.930 > 0.361). Because of that, the instrument was reliable and could be used.

#### c) Index of difficulty

According to Arikunto, index of difficulty is the test ability in taking the subjects to answer correctly. If many subjects can answer correctly, it means the index of difficulty is high. On the contrary, if only little subject can answer correctly, it means the index of difficulty is low.<sup>92</sup> The formula as follows:<sup>93</sup>

$$F.V = \frac{R}{N}$$

Where:

F.V = Index of Difficulties
R = the number of correct answer
N = Total of the subjects who follow the test

The value of the formula above was connected to the F.V value below:

F.V = 
$$0.00 - 0.30$$
 = Difficult  
=  $0.30 - 0.70$  = Fair  
=  $0.70 - 1.00$  = Easy<sup>94</sup>

The table of index difficulties measurement can be seen in the appendices. Meanwhile the summarizations of it as follows:

<sup>92</sup> Suharsimi Arikunto, Manajemen Penelitian, p. 230.

<sup>93</sup> J.B. Heaton, Language Testing, p. 172

<sup>&</sup>lt;sup>94</sup>Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan, Jakarta: Bumi Aksara, 1999, p. 210.

1). Index of Difficulties of Grammar Test

After measuring the index of difficulties, was gotten the number of fair items as 38 item = 95%. Meanwhile, the number of easy items as 2 number = 5%.

2). Index Difficulties of Vocabulary Test

After measuring the index of difficulties, was gotten the number of fair items as 49 item = 98%. Meanwhile, the number of easy items as 1 number = 2%.

3). Index Difficulties of Listening Comprehension Test

After measuring the index of difficulties, was gotten the number of fair items as 50 item = 100%. Meanwhile, the number of easy items as 0 number = 0%.

#### **H. Data Analysis Procedures**

The data analysis in the study was statistical analysis, which was consisted of two steps in the procedures. The first step was scoring and the second was comparing. Firstly, the results of the tests were given the score to get the data of the students' mastery of English grammar and vocabulary toward their listening comprehension score.

To give the score of the students' test, the writer used the formula:95

$$S = \frac{F}{N} X \ 100$$

<sup>&</sup>lt;sup>95</sup> Depdiknas, Pedoman Khusus Pengembangan Silabus dan Penilaian Mata Pelajaran Bahasa Inggris SMA, 2004, p. 12.

Where:

- S =Score
- F = Frequency of Right answer
- N =Total item

Furthermore, the writer compared the data to measure the correlation between the mastery of English grammar and vocabulary toward the students' listening comprehension score.

In analyzing the data to measure the correlation between the mastery of English grammar and vocabulary toward the students' listening comprehension score, the writer used the formula of multiple correlation.

The Formula:96

$$R_{x1x2y} = \sqrt{\frac{r_{X1.y}^2 + r_{X2.y}^2 - 2(r_{x1.y}).(r_{x2.y}).(r_{x1.x2})}{1 - r_{x1.x2}^2}}$$

Where:

 $R_{x1.x2.y}$  = Linear Correlation Coefficient Three Variables

- $r_{x1,y}$  = Correlation Coefficient variable  $X_1$  and Y
- $r_{x2.y}$  = Correlation Coefficient variable X<sub>2</sub> and Y
- $r_{x1,x2}$  = Correlation Coefficient variable  $X_1$  and  $X_2$

<sup>96</sup> Riduwan, Metode dan Teknik Menyusun Tesis, p. 105.

After getting the result of multiple correlation coefficient, the writer measured

the Multiple Determination Coefficient (MDC).

Hasan states,

Jika koefisien korelasi berganda dikuadratkan, diperoleh Koefisien Penentu Berganda (KPB) atau Koefisien Determinasi Berganda (KDB). Koefisien penentu ini digunakan untuk mengukur besarnya sumbangan dari beberapa variabel  $(X_1, X_2, X_3, ..., X_n)$  terhadap naik turunnya (variasi) variabel Y.<sup>97</sup>(If the multiple correlation coefficient is squared, will be gained Multiple Determiner Coefficient/Multiple Determination Coefficient (MDC). This determiner coefficient is used to measure the value of contribution of several variables  $(X_1, X_2, X_3, ..., X_n)$  toward the raise and down the variation of variable Y).

The formula as follows:98

$$MDC = R_{x1.x2.y}^{2} x \ 100 \ \%$$

Where:

MDC = Multiple Determination Coefficient

 $R_{x1x2y}$  = Coefficient Correlation of Multiple Correlation

Testing the significant using F observe formula:

$$F_{o} = \frac{\frac{R^2}{k}}{\frac{\left(1 - R^2\right)}{n - k - 1}}$$

Where:

R = Multiple Correlation Value

k = the number of Independent Variable

<sup>&</sup>lt;sup>97</sup> M. Iqbal Hasan, Pokok-Pokok Materi Statistik 1, p. 266.

<sup>98</sup> Ibid.

n =the number of sample

 $F_o =$  the value of observed F

Formula of Interpolation:<sup>99</sup>

Interpolation defined as:

Interpolasi linier merupakan metode yang digunakan untuk mengetahui nilai dari sesuatu yang berada didalam sebuah interval atau diantara dua buah titik yang segaris.<sup>100</sup> (Linear interpolation is the method that used to know the value of something different in an interval of between two points of a same line).

$$C = C_o + \frac{(C_l - C_0)}{(B_l - B_0)}. \quad (B - B_0)$$

Where:

B = Value of "df".

 $B_0 =$  Value of the first available "df"

 $B_1 =$  Value of the end available "df"

 $C = Value of F_{table}$  that is observed

 $C_0 =$  Value of the first available  $F_{table}$ 

 $C_1 =$  Value of the end available  $F_{table}$ 

To analyze the data, the writer also used the SPSS 17 for Windows (Statistical Product and Service Solution) 17.

100 Bambang Hadi P, Interpolasi, 2009, (Online),

<sup>99</sup> Riduwan, Metode dan Teknik Menyusun Tesis, p. 144.

<sup>(</sup>http://id.answers.yahoo.com/question/index?qid=20080801051427AAMUE9t, accessed on June 7, 2009)

## **CHAPTER IV**



# **RESEARCH FINDINGS**



#### **CHAPTER IV**

#### **RESEARCH FINDINGS**

#### A. The Test of Data Normality, Homogeneity and Linearity

As the requirement of the parametric research, before analyzing the data, the

writer examined the normality, homogeneity and linearity assumption of the data.

This was related to what Muhidin and Abdurahman state:

Asumsi yang paling lazim pada uji parametrik adalah sampel acak yang berasal dari populasi yang berdistribusi normal, data bersifat homogen dan bersifat linier.<sup>101</sup> (The most common assumption in parametric test is the random sample of the population has a normal distribution, the data is homogenous and linear).

Meanwhile, the assumptions are the requirements in the use of product

moment correlation. Sudijono states:

Teknik Korelasi Product Moment kita gunakan apabila kita berhadapan dengan kenyataan berikut ini: (a). Variabel yang kita korelasikan berbentuk gejala atau data yang bersifat kontinu. (b). Sampel yang diteliti bersifat homogen, atau setidak-tidaknya mendekati homogen. (c). Regresinya merupakan regresi linier.<sup>102</sup> (We use the Product Moment Correlation technique if we face the reality: (a). the variable we correlate is continuum data. (b). the sample in the research is homogenous or at least close to homogenous. (c). the Regression is linear regression).

To test these requirements, the writer used SPSS 17, which is displayed as

follows:

<sup>&</sup>lt;sup>101</sup> Sambas Ali Muhidin and Maman Abdurahman, Analisis Korelasi, Regresi dan Jalur dalam Penelitian, p. 73.

<sup>102</sup> Anas Sudijono, Pengantar Statistik Pendidikan, p. 190-191.

1. The test of data normality

The test of normality is important to be conducted to know whether normal or not the data distribution.<sup>103</sup>

Related to data normality, Irianto states:

Data populasi akan berdistribusi normal jika rata-rata nilainya sama dengan modenya serta sama dengan mediannya. Ini berarti bahwa sebagian nilai (skor) mengumpul pada posisi tengah sedangkan frekuensi skor yang rendah dan tinggi menunjukkan kondisi yang sedikit semakin seimbang. Oleh karena penurunan frekuensi pada skor yang semakin rendah dan skor yang semakin tinggi adalah seimbang, maka penurunan garis kurva ke kanan dan ke kiri akan seimbang.<sup>104</sup> (The data of population will be normal if the mean same with the modus and median. It means that some of scores gather in the middle position, meanwhile the frequency of average and low score show the descent that more balance. Because of the descent of the low score frequency and the high score is balance, so that the down of curve line to right and left will be balance).

The normality test using SPSS 17 as follows:

a) The test normality of grammar data

After entering the data of grammar test into the SPSS 17 program, it is

known the result the normality test. The measurement as follows:

Table 4.1 The Test Normality of Grammar Data Using SPSS 17

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Grammar Mastery	.140	100	.000	.947	100	.000

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a. Lilliefors Significance Correction

<sup>104</sup> Agus Irianto, Statistik: Konsep Dasar dan Aplikasinya, Jakarta: Prenada Media, 2004, p.
 62.

<sup>&</sup>lt;sup>103</sup> *Ibid.* 

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The criteria of test is if the value of r (probability value/critical value) is lower than or equal to the level of significance alpha defined, it means that H<sub>o</sub> is rejected.<sup>105</sup> Based on the calculation using SPSS 17 above, the value of r in Kolmogorov-Smirnov table was lower than level of significance alpha used or r = 0.000 < 0.05 then the H<sub>o</sub> was rejected. It meant that the grammar variable had a normal distribution.

b) The test normality of vocabulary data

After entering the data of vocabulary test into the SPSS 17 program, it is known the result the normality test. The measurement as follows:

Table 4.2 The Test Normality of Vocabulary Data Using SPSS 17

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary Mastery	.137	100	.000	.959	100	.003

Tes	ts	of	N	or	m	ali	itv

a. Lilliefors Significance Correction

Same as the previous explanation of grammar data normality, the criteria of test is if the value of r (probability value/critical value) is lower than or equal to the level of significance alpha defined, it means that Ho is rejected.<sup>106</sup> Based on the calculation using SPSS 17 above, the value of r in Kolmogorov-Smirnov table was lower than level of significance alpha used or r = 0.000 <0.05 then the Ho was rejected. It meant that the vocabulary variable had a normal distribution.

<sup>105</sup> *Ibid.*, p. 83. <sup>106</sup> *Ibid.* 

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Xina informg the astronometer ended in the rest and the SPSS of reception (1) known the result the normality their time communications is Table 4.2 The Test Samaility or Societation Data Using SPSS of

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a spinie (b) And c) The test normality of listening comprehension data

The step to test the listening comprehension normality is same with another normality test. After entering the data of vocabulary test into the SPSS 17 program, it is known the result the normality test. The measurement as follows:

Table 4.3 The Test Normality of Listening Comprehension Data Using SPSS 17

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Listening Comprehension Score	.121	100	.001	.920	100	.000

**Tests of Normality** 

a. Lilliefors Significance Correction

Same as the previous explanation of grammar and vocabulary data normality, the criteria of test is if the value of r (probability value/ critical value) is lower than or equal to the level of significance alpha defined, it means that  $H_0$  is rejected. Based on the calculation using SPSS 17 above, the value of r was lower than level of significance alpha that was used or r = 0.001 < 0.05 then the  $H_0$  was rejected. It meant that the listening comprehension variable had a normal distribution. 2. The test homogeneity of grammar and vocabulary data

One of the requirements of parametric test is about the data homogeneity.

Test of homogeneity is the test about whether similar or not the variances of

two or more data.107

Related to the homogeneity, Wikipedia states:

In statistics, homogeneity arises in describing the properties of a dataset, or several datasets, and relates to the validity of the often convenient assumption that the statistical properties of any one part of an overall dataset are the same as any other part.<sup>108</sup>

After entering the data of grammar test into the SPSS 17 program, it is

known the result the homogeneity test. The measurement as follows:

#### Table 4.4 The Test Homogeneity of Grammar and Vocabulary Data Using **SPSS 17**

#### **Test of Homogeneity of Variances**

Grammar Mastery

Levene Statistic	dfl	df2	Sig.
3.274	14	79	.000

The criteria of test is if the value of r (probability value/critical value) is lower than or equal to the level of significance alpha defined, it means that H<sub>0</sub> is rejected.<sup>109</sup> Based on the calculation using SPSS 17 above, the value of r in Levene Statistic table was lower than the level of significance alpha that was used or r = 0.000 < 0.05 then the H<sub>o</sub> was rejected. It meant that the grammar variable and vocabulary variable had a homogenous distribution.

<sup>107</sup> Ibid., p. 84.

<sup>108</sup> Wikipedia, 2009, Homogeneity Statistic, (Online),

<sup>(</sup>http://en.wikipedia.org/wiki/Homogeneity\_(statistics), accessed on June 1, 2009) <sup>109</sup> Sambas Ali Muhidin and Maman Abdurahman, Analisis Korelasi, Regresi dan Jalur dalam Penelitian, p. 89.

3. The test of data linearity

One of the requirements of the parametric test is related to the data linearity. Related to linearity, Massofa states:

Pasangan nilai X dan Y yang diwujudkan dalam bentuk titik XY, disebut koordinat. Kalau koordinat-koordinat ini dihubungkan satu sama lain secara berurutan maka akan terbentuk satu garis, yang disebut garis regresi. Jika garis regesi membentuk satu garis lurus, maka garis tersebut dinamakan fungsi linier. Namun kalau tidak membentuk garis lurus, garis regresinya dinamakan fungsi kulve linier. Fungsi linier dapat menunjukan bentuk hubungan yang positif atau negatif.<sup>110</sup> (The couple of X and Y value that state in the form of point XY, is called coordinate. If the coordinates is connected each other orderly, so will be formed a straight line, and the line is named as linear function. Yet, if it does not so, the regression line is named curve linear function. The linear function can show the form of positive or negative correlation).

Based on the theory above, then, the writer tested the linearity to know the

correlation linearity between independent and dependent variable.

a) The test linearity of grammar data

After entering the data of grammar test into the SPSS 17 program, it is

known the result the normality test. The measurement as follows:

#### Table 4.5 The Test Linearity of Grammar Data Using SPSS 17

			Sum of Squares	df	Mean Square	F	Sig.
Grammar Mastery *	Between Groups	(Combined)	9181.357	20	459.068	2.033	.014
Listening Comp. Score		Linearity	1791.738	1	1791.738	7.934	.006
		Deviation from Linearity	7389.619	19	388.927	1.722	.050

#### **ANOVA Table**

<sup>&</sup>lt;sup>110</sup> Massofa, *Linieritas*,(Online),( http://massofa.wordpress.com/2008/02/05/teori-ekonomimatematika-dan-statistika/, accessed on June 1, 2009)

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Table 4.5 The Test Linearity of Groundse Data Using SPSS 17

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Within Groups	17840.093	79	225.824	1
Total	27021.450	99		

The criteria of test is if the value of r (probability value/critical value) is lower than or equal to the level of significance alpha defined, it means that  $H_o$ is rejected.<sup>111</sup> Based on the calculation using SPSS 17 above, the value of r in the table above was lower than the level of significance alpha used or r =0.006 < 0.05 then the  $H_o$  was rejected. It meant that the grammar variable was linear.

b) The test linearity of vocabulary data

After entering the data of grammar test into the SPSS 17 program, it is known the result the normality test. The measurement as follows:

Table 4.6 The Test Linearity of Vocabulary Data Using SPSS 17

		Sum of Squares	df	Mean Square	F	Sig.
Vocabulary Between	(Combined)	13959.111	20	697.956	1.556	.086
Mastery * Groups Listening	Linearity	3654.092	1	3654.092	8.149	.006
Comp. Score	Deviation from Linearity	10305.019	19	542.369	1.209	.272
Within Gr	oups	35425.639	79	448.426		
Total		49384.750	99			

ANOVA Table

The criteria of test is if the value of r (probability value/critical value) is lower than or equal to the level of significance alpha defined, it means that  $H_0$ 

<sup>&</sup>lt;sup>111</sup> Ibid., p. 98.

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is rejected.<sup>112</sup> Based on the calculation using SPSS 17 above, the value of r in the table above was lower than the level of significance alpha that was used or r = 0.006 < 0.05 then the H<sub>o</sub> was rejected. It meant that the grammar variable was linear.

## B. The Correlation between the Students' Mastery of English Grammar (X1) toward the students' listening comprehension score (Y)

To measure the significant simultaneous correlation among the students' mastery of English grammar and vocabulary toward the students' listening comprehension score, it was needed to measure each correlation among the variables. The values of each correlation (r) would be entered into the formula of multiple correlation. Furthermore, the value of multiple correlation (R) was the value that would determine the degree of the multiple correlation.

The first step was the writer measured the correlation between the students' mastery of English grammar toward the students' listening comprehension score. Before measuring the correlation coefficient, the writer stated the hypothesis as follows:

 $H_o: \rho = 0$ , There is no significant correlation between the students' mastery of English grammar and the students' listening comprehension score of the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya.

 $H_a: \rho \neq 0$ , There is a significant correlation between the students' mastery of English grammar and the students' listening comprehension score of the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya.

<sup>&</sup>lt;sup>112</sup> Ibid.

Statistical Symbol	Statistical Value
n	100
$\sum X_1$	4265.2
$\Sigma Y$	4367.4
$\Sigma X_1^2$	208940.76
$\Sigma Y^2$	209070.12
$\Sigma X_1 Y$	192008.92

Statistics summarization of correlation value between X1 and Y:

Table 4.7 The Statistical Summarization of Correlation Value between X1 and Y

 To measure the correlation between grammar mastery as the first independent variable (X<sub>1</sub>) toward listening comprehension score as dependent variable (Y) was analyzed using the formula as follows:



Figure 4.1 The Correlation between X1 and Y

$$r_{x1.y} = \frac{n(\Sigma X_1 Y) - (\Sigma X_1).(\Sigma Y)}{\sqrt{\{n. \Sigma X_1^2 - (\Sigma X_1)^2\}.\{n. \Sigma Y^2 - (\Sigma Y)^2\}}}$$

In the data analysis using SPSS 17, it was found that the result of correlation between students' grammar mastery and students' listening comprehension score as follows:

Table 4.8	The	Measurement	of	Correlation	Coefficient	between	Grammar
	Mast	tery and Listeni	ng C	omprehension	n Score Using	SPSS 17	

	Correlations		
		Grammar Mastery	Listening Comprehension Score
Grammar Mastery	Pearson Correlation	1	.258**
	Sig. (1-tailed)		.005
	Ν	100	100
Listening Comprehension	Pearson Correlation	.258**	• 1
Score	Sig. (1-tailed)	.005	
	Ν	100	100

### Correlation coefficient-



Graph 4.1 Scatter Diagram of Positive Correlation between Grammar Mastery and Listening Comprehension Score

Actually, the measurement for calculating the value of multiple correlation was enough when the value of correlation coefficient was known as above (0.258), but the writer still continued the measurement to the measurement of ttest to complete the data of each correlation among variables. After finding the correlation coefficient value, the value of t-test was:

$$t_o = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

Where:

t = Distribution Student

r = Correlation Coefficient

N = Number of Case

$$t_o = \frac{0.258 \sqrt{100 - 2}}{\sqrt{1 - 0.258^2}}$$
$$t_o = \frac{0.258 \times 9.899494937}{\sqrt{1 - 0.066564}}$$
$$t_o = \frac{2.553942}{0.966144916}$$
$$t_o = 2.643567907$$
$$t_o = 2.643$$

(Rounding off three numbers after comma)

The measurement was continued with the measurement of degree of freedom at the level of significance 5 % = 0.05

df = n - 2df = 100 - 2 = 98 = 0.195

0.195 was "r" value at the level of significance 5% for the degree of freedom = 98. Because of the value of 98 as the degree of freedom was unavailable, so that the value was taken from the nearest value of 98 that was 100.<sup>113</sup>

Based on the value of  $t_{observe}$  and  $t_{table}$ , the value of  $t_{observe}$  was greater than  $t_{table}$ (2.643 > 0.195), it meant the hypothesis stating that there is no the significant correlation between the students' mastery of English grammar and the students' listening comprehension score (H<sub>o</sub>) was rejected. Meanwhile, the hypothesis stating that there is the significant correlation between the students' mastery of English grammar and the students' listening comprehension (H<sub>a</sub>) was accepted.

In conclusion, based on the test of grammar mastery and listening comprehension given to the 100 students of the eleventh year at SMA Muhammadiyah 1 of Palangka Raya, it was found that there is a significant correlation between the students' mastery of English grammar and the listening comprehension score.

# C. The correlation between the students' mastery of Vocabulary (X<sub>2</sub>) toward the students' listening comprehension score (Y)

The second step to measure the significant simultaneous correlation among the students' mastery of English grammar and vocabulary toward the students' listening comprehension score was the writer measured the correlation between

<sup>&</sup>lt;sup>113</sup> Anas Sudijono, Pengantar Statistik Pendidikan, p. 285.

the students' mastery of English vocabulary toward the students' listening comprehension score.

Before measuring the correlation coefficient, the writer stated the hypothesis as follows:

 $H_o: \rho = 0$ , There is no significant correlation between the students' mastery of English vocabulary and the students' listening comprehension score of the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya.

 $H_a: \rho \neq 0$ , There is a significant correlation between the students' mastery of English vocabulary and the students' listening comprehension score of the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya.

Statistic summarization of correlation value between X<sub>2</sub> and Y:

Table 4.9 Statistical Summarization of Correlation Value between X2 and Y

Statistical Symbol	Statistical Value	
N	100	
$\sum X_2$	5345	
$\Sigma \mathbf{Y}$	4367.4	
$\sum X_2^2$	335075	
$\sum Y^2$	209070.12	
$\sum X_2 Y$	241621.25	

 To measure the correlation between the students' vocabulary mastery as the second independent variable (X<sub>2</sub>) toward the students' listening comprehension score as the dependent variable (Y) was analyzed using the formula as follows:



Figure 4.2 The Correlation between X2 and Y

$$r_{x2.y} = \frac{n(\Sigma X_2 Y) - (\Sigma X_2).(\Sigma Y)}{\sqrt{\{n.\Sigma X_2^2 - (\Sigma X_2)^2\}.\{n.\Sigma Y^2 - (\Sigma Y)^2\}}}$$

In the data analysis using SPSS 17, it was found that the result of correlation between students' vocabulary mastery and listening comprehension score as follows:

Table	4.10	The	Measurement	of	Correlation	Coefficient	between	Vocabulary
		Mas	stery and Listen	ing	Comprehens	ion Score Us	ing SPSS	17

Correlations

		Vocabulary Mastery	Listening Comprehension Score
Vocabulary Mastery	Pearson Correlation	1	.272**
	Sig. (2-tailed)		.006
	N	100	100
Listening Comprehension	Pearson Correlation	.272**	•1
Score	Sig. (2-tailed)	.006	
	N	100	100

Figure 4.2 The Correlation between N<sub>2</sub> end Y

$(3Z_{2})(\sqrt{3}Z_{1}) = (3\sqrt{3}Z_{1})$	
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Fable 4.18. The Measulement of Correlation Coefficient between Vocabulars, "actory and Externing Comprehess on Score Using SPSS 17.

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Graph 4.2 Scatter Diagram of Positive Correlation between Vocabulary Mastery and Listening Comprehension Score

After finding the correlation coefficient value, it was continued to calculate the value of t-test as follows:

$$t_o = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

Where:

t = Distribution Student

r = Correlation Coefficient

N = Number of Case

$$t_o = \frac{0.272\sqrt{100 - 2}}{\sqrt{1 - 0.272^2}}$$
$$t_o = \frac{0.272x9.899494937}{\sqrt{1 - 0.073984}}$$

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$$t_o = \frac{2.692662623}{0.962297251}$$
$$t_o = 2.798160984$$
$$t_o = 2.798$$

#### (Rounding of three numbers after comma)

The measurement was continued with the measurement of degree of freedom at the level of significance 5 % = 0.05

$$df = n - 2$$
  
 $df = 100 - 2 = 98 = 0.195$ 

0.195 was "r" value at the level of significance 5% for the degree of freedom = 98. Because the value of 98 as the degree of freedom was unavailable, so that the value was taken from the nearest value of 98 that was 100.

Based on the value of  $t_{observe}$  and  $t_{table}$ , the value of  $t_{observe}$  was greater than  $t_{table}$  (2.798 > 0.195), it meant the hypothesis stating that there is no significant correlation between the students' mastery of English vocabulary and the students' listening comprehension score (H<sub>o</sub>) was rejected. Meanwhile, the hypothesis stating that there is the significant correlation between the students' mastery of English vocabulary and the students.

In conclusion, based on the test of vocabulary mastery and listening comprehension given to the 100 students of the eleventh year at SMA Muhammadiyah 1 of Palangka Raya, it was found that there is a significant correlation between the students' mastery of English vocabulary and the students' listening comprehension score.

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## D. The correlation between the students' mastery of English grammar (X<sub>1</sub>) toward the students' mastery of vocabulary (X<sub>2</sub>)

The third step to measure the simultaneous multiple correlation among the students' mastery of English grammar and vocabulary toward the students' listening comprehension score was the writer measured the correlation between the students' mastery of English grammar and vocabulary.

Before measuring the correlation coefficient, the writer stated the hypothesis as follows:

 $H_o: \rho = 0$ , There is no significant correlation between the students' mastery of English grammar and vocabulary of the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya.

 $H_a: \rho \neq 0$  There is a significant correlation between the students' mastery of English grammar and vocabulary of the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya.

Statistic summarization of correlation value X1 and X2:

Table 4.11 the Statistical Summarization of Correlation Value X1 and X2

Statistical Symbol	Statistical Value
N	100
$\sum X_1$	4265.2
$\Sigma X_2$	5345
$\sum X_1^2$	208940.76
$\sum X_2^2$	335075
$\sum X_1 X_2$	253344

 To measure the correlation between the students' grammar mastery as the first independent variable (X<sub>1</sub>) toward students' vocabulary mastery as the second independent variable (X<sub>2</sub>) was analyzed using the formula as follows:


Figure 4.3 The Correlation between X1 and X2

$$r_{x1x2} = \frac{n(\Sigma X_1 X_2) - (\Sigma X_1).(\Sigma X_2)}{\sqrt{\{n.\Sigma X_1^2 - (\Sigma X_1)^2\}.\{n.\Sigma X_2^2 - (\Sigma X_2)^2\}}}$$

In the data analysis using SPSS 17, it was found that the result of correlation between students' mastery of grammar and vocabulary as follows:

Table 4.12 The Correlation Coefficient of Grammar Mastery and Vocabulary

	Correlation	Grammar	Voorbulers
		Mastery	Mastery
Grammar Mastery	Pearson Correlation	1.	.694**
	Sig. (2-tailed)		.000
	N	100	100
Vocabulary Mastery	Pearson Correlation	.694**	1
	Sig. (2-tailed)	.000	
	N	100	100

### Correlation coefficient = 0.694-

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Graph 4.3 Scatter Diagram of Positive Correlation Grammar Mastery and Vocabulary Mastery

After finding the correlation coefficient value, it was continued to calculate the value of t-test as follows:

$$t_o = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

Where:

t = Distribution Student

r = Correlation Coefficient

N = Number of Case

$$t_o = \frac{0.694\sqrt{100-2}}{\sqrt{1-0.694^2}}$$
$$t_o = \frac{0.694 \times 9.899494937}{\sqrt{1-0.481636}}$$

$$t_o = \frac{6.870249486}{0.719974999}$$
$$t_o = 9.54234452$$
$$t_o = 9.542$$

(Rounding off three numbers after comma)

The measurement was continued with the measurement of degree of freedom at the level of significant level 5 % = 0.05

$$df = n - 2$$
  
 $df = 100 - 2 = 98 = 0.195$ 

0.195 was "r" value at the level of significance 5% for the degree of freedom = 98. Because the value of 98 as the degree of freedom was unavailable, so that the value was taken from the nearest value of 98 that was 100).

Based on the value of  $t_{observe}$  and  $t_{table}$ , the value of  $t_{observe}$  was greater than  $t_{table}$ (9.542 > 0.195), it meant the hypothesis stating that there is no the significant correlation between the students' mastery of English grammar and vocabulary (H<sub>o</sub>) was rejected. Meanwhile, the hypothesis stating that there is the significant correlation between the students' mastery of English grammar and vocabulary (H<sub>a</sub>) was accepted.

In conclusion, based on the test of grammar mastery and vocabulary given to the 100 students of the eleventh year at SMA Muhammadiyah 1 of Palangka Raya, it was found that there is a significant correlation between the students' mastery of English grammar and vocabulary.

# E. The Multiple Correlation among the Students' Mastery of English Grammar (X<sub>1</sub>) and Vocabulary (X<sub>2</sub>) toward the Students' Listening Comprehension Score (Y)

The fourth step to measure the simultaneous multiple correlation among the students' mastery of English grammar and vocabulary toward the students' listening comprehension score was the writer measured the correlation among all variables.

Before measuring the correlation coefficient, the writer stated the hypothesis as follows:

 $H_o: \rho = 0$ , There is no significant simultaneous correlation among the mastery of English grammar and vocabulary toward the students' listening comprehension score of the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya.  $H_a: \rho \neq 0$ , There is a significant simultaneous correlation among the mastery of English grammar and vocabulary toward the students' listening comprehension

To measure the simultaneous multiple correlation among the students' mastery of English grammar and vocabulary toward the students' listening comprehension score ( $R_{x1,x2,y}$ ), it was used the formula as follows:

score of the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya.

 Measure the multiple correlation (a value that gives strength of correlation between two or more the independent variables (X) simultaneously toward the dependent variable (Y)).



Figure 4.4 The Correlation between  $X_1$  and  $X_2$  toward Y

$$R_{x1x2y} = \sqrt{\frac{r_{x1.y}^2 + r_{x2.y}^2 - 2(r_{x1.y}).(r_{x2.y}).(r_{x1.x2})}{1 - r_{x1.x2}^2}}$$

The summarization of r-values:

## Table 4.13 the Statistical Summarization of r-values

Statistical Symbol	Statistical Value
r <sub>xl.y</sub>	0.258
r <sub>x2.y</sub>	0.272
<b>r</b> <sub>x1.x2.</sub>	0.694

$$R_{x1x2y} = \sqrt{\frac{r_{x1.y}^2 + r_{x2.y}^2 - 2(r_{x1.y}) \cdot (r_{x2.y}) \cdot (r_{x1.x2})}{1 - r_{x1.x2}^2}}$$
$$= \sqrt{\frac{0.258^2 + 0.272^2 - 2(0.258) \cdot (0.272) \cdot (0.694)}{1 - (0.694)^2}}$$
$$= \sqrt{\frac{0.140548 - 0.097404288}{0.518364}}$$
$$= \sqrt{0.083230532}$$

= 0.288

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From the analysis using the formula of multiple correlation above, it was gotten that the value of the simultaneous multiple correlation among the students' mastery of English grammar and vocabulary toward the students' listening comprehension score ( $\mathbf{R}$ ) = 0.288.

Meanwhile, the analysis using SPSS 17 as follows:

### Table 4.14 The Value R Result

Model	R 🖌	R Square	Adjusted R Square	Std. Error of the Estimate
1	.288ª	.083	.064	13.1620

From the data analysis using SPSS 17 above, it was gotten that the R

value = 0. 288



# Grammar Mastery & Vocabulary Mastery



After getting the result of coefficient multiple correlation, the writer measured the Multiple Determination Coefficient (MDC).

$$MDC = R_{x1x2y}^2 x \ 100 \ \%$$
$$= (0.288)^2 x \ 100 \ \%$$
$$= 8.2944 \ \%$$
$$= 8.30 \ \%$$

Based on the analysis of Multiple Determination Coefficient above, it was known that the progress and regress variation of the students' listening comprehension score as the dependent variable (Y) caused by the students' grammar mastery as the first independent variable (X1) and students' vocabulary mastery as the second independent variable (X1) was only 8.30 %. It meant that the predictor variables (Grammar and vocabulary mastery) gave a low contribution toward the change of the students' listening comprehension score. Meanwhile, the rest as big as 91.70 % was determined by other variables.

To know the significant value of R, it was used the formula as follows:

$$F_{observe} = \frac{\frac{R^2}{k}}{\frac{(1-R^2)}{n-k-1}}$$

Where:

- R = Multiple Correlation Value
- k = the number of Independent Variable
- n =the number of sample
- $F_o =$  the value of F observed

$$F_{observe} = \frac{\frac{0.288^2}{2}}{\frac{(1-0.288^2)}{100-2-1}}$$
$$= \frac{\frac{0.082944}{2}}{\frac{(1-0.82944)}{97}}$$
$$= \frac{0.041472}{9.454185567}$$
$$= 4.38662851$$
$$= 4.387$$

(Rounding off three numbers after comma)

Formula of Interpolation:

$$C = C_0 + \frac{(C_1 - C_2)}{(B_1 - B_0)} \cdot (B - B_0)$$

Where:

B = Value of "df".

 $B_0 =$  Value of the first available "df"

 $B_1 =$  Value of the last available "df"

 $C = Value of F_{table}$  that is observed

 $C_0 = Value of the first available F_{table}$ 

 $C_1 =$  Value of the last available  $F_{table}$ 

$$C = 3.44 + \frac{(3.09 - 3.44)}{(100 - 80)} \cdot (97 - 80)$$
$$= \frac{3.09}{20} \cdot 17 \checkmark$$
$$= 0.1545 \times 17^{\circ}$$
$$= 2.6265 \checkmark$$
$$= 2.627 \checkmark$$

(Rounding off three numbers after comma)

Interpretation:

After the writer analyzed the data at the level of significance alpha ( $\alpha$ ) = 5% it was found that F<sub>observe</sub> was greater than F<sub>table</sub> (F<sub>observe</sub> > F<sub>table</sub>) or 4.387 > 2.627, it meant that the null hypothesis (H<sub>o</sub>) was rejected and the alternative hypothesis (H<sub>a</sub>) was accepted. The values implied that there is a significant positive simultaneous correlation among the students' mastery of English grammar and vocabulary toward the students' listening comprehension score of the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya.

# **CHAPTER V**



# CLOSING

#### **CHAPTER V**

### CLOSING

This chapter will present the conclusion of the study. Some suggestions related to the results of the study are also included in the end of this chapter. The suggestions are expected to give contribution in the teaching English grammar, vocabulary and listening comprehension.

### **A.** Conclusions

Based on the results of the study, some conclusions can be drawn as follows:

1. There was a significant positive correlation between the students' mastery of English grammar and the students' listening comprehension score of the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya academic year 2008/2009. The correlation was in low level proved by the finding of rvalue that was only 0.258. If it was consulted to the table of r-interpretation, it meant that the value of 0.258 was included in the range value of 0.20-0.40 that the interpretation is "There is low correlation between variable X and variable Y". After testing the r-value using t-test, it was gained that the value of t<sub>observe</sub> was 2.643. Meanwhile, the value of t<sub>table</sub> was 0.195 (df = n -2, df = 100 - 2 = 98 = 0.195). Based on the value of t<sub>observe</sub> and t<sub>table</sub>, the value of t<sub>observe</sub> was greater than t<sub>table</sub> (2.643 > 0.195), it meant the hypothesis stating that there is no the significant correlation between the students' mastery of English grammar and the students' listening comprehension score (H<sub>o</sub>) was rejected and the hypothesis stating that there is significant correlation between the students' mastery of English grammar and the students' listening comprehension score (H<sub>a</sub>) was accepted. The implication of the result was that if the students' mastery of English grammar increased, the students' listening comprehension score would also increase. On the contrary, if the students' mastery of English grammar decreased, the students' listening comprehension score would also decrease.

There was a significant positive correlation between the students' mastery of 2. English vocabulary and the students' listening comprehension score of the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya academic year 2008/2009. The correlation was in low level proved by the finding of rvalue that was only 0.272. If it was consulted to the table of r-interpretation, it meant that the value of 0.272 was included in the range value of 0.20-0.40 that the interpretation is "There is low correlation between variable X and variable Y". After testing the r-value using t-test, it was gained that the value of  $t_{observe}$  was 2.798. Meanwhile, the value of  $t_{table}$  was 0.195 (df = n -2, df = 100 - 2 = 98 = 0.195). Based on the value of t<sub>observe</sub> and t<sub>table</sub>, the value of  $t_{observe}$  was greater than  $t_{table}$  (2.798 > 0.195), it meant the hypothesis stating that there is no the significant correlation between the students' mastery of English vocabulary and the students' listening comprehension score (Ho) was rejected and the hypothesis stating that there is significant correlation between the students' mastery of English grammar and the students' listening comprehension score (Ha) was accepted. The implication of the result was that if the students' mastery of English vocabulary increased, the students'

listening comprehension score would also increase. On the contrary, if the students' mastery of English vocabulary decreased, the students' listening comprehension score would also decrease.

There was a significant positive correlation between the students' mastery of 3. English grammar and vocabulary of the eleventh year students at SMA Muhammadiyah 1 of Palangka Raya academic year 2008/2009. The correlation was in average level proved by the finding of r-value that was 0.694. If it was consulted to the table of r-interpretation, it meant that the value of 0.694 was included in the range value of 0.40-0.70 that the interpretation is "There is average correlation between variable X and variable Y". After testing the r-value using t-test, it was gained that the value of  $t_{observe}$  was 9.542. Meanwhile, the value of  $t_{table}$  was 0.195 (df = n -2, df = 100 - 2 = 98 = 0.195). Based on the value of t<sub>observe</sub> and t<sub>table</sub>, the value of  $t_{observe}$  was greater than  $t_{table}$  (9.542 > 0.195), it meant the hypothesis stating that there is no the significant correlation between the students' mastery of English grammar and vocabulary (Ho) was rejected and the hypothesis stating that there is significant correlation between the students' mastery of English grammar and vocabulary (Ha) was accepted. The implication of the result was that if the students' mastery of English grammar increased, the students' mastery of English vocabulary would also increase. On the contrary, if the students' mastery of English grammar decreased, the students' mastery of English vocabulary would also decrease.

- 4. There was a significant positive simultaneous correlation among the students' mastery of English grammar and vocabulary toward the students' listening comprehension score. After gaining the significant values of correlation coefficient (r) from each correlations (grammar mastery-listening comprehension score, vocabulary mastery-listening comprehension score and grammar mastery-vocabulary mastery), it was known that the significant value of multiple correlation (R) from the correlation among the students' mastery of English grammar and vocabulary toward the students' listening comprehension score was 0.288. If it was consulted to the table of r-interpretation, it meant that the value of R = 0.288 was included in the range value of 0.20-0.40 that the interpretation is "There is low correlation between variable X and variable Y".
- 5. Based on the calculation of Multiple Determination Coefficient, it was gained that the variations of increase and decrease the listening comprehension score as the dependent variable that caused by the students' mastery of English grammar and vocabulary as the independent variables was only 8.30%. It meant that the predictor variables (Grammar and vocabulary mastery) gave a low contribution toward the change of the students' listening comprehension score. Meanwhile the rest as big as 91.70 % was determined by other variables.
- 6. After testing the F-value using F-test, it was gained that the value of F<sub>observe</sub> was 4.387. Meanwhile, the value of F<sub>table</sub> (Interpolation) was 2.627. Based on the value of F<sub>observe</sub> and F<sub>table</sub>, the value of F<sub>observe</sub> was greater than F<sub>table</sub> (4.387)

> 2.627), it meant the hypothesis stating that there is no the significant simultaneous correlation among the students' mastery of English grammar and vocabulary toward the students' listening comprehension score ( $H_o$ ) was rejected and the hypothesis stating that there is the significant simultaneous correlation among the students' mastery of English grammar and vocabulary toward the students' listening comprehension score ( $H_a$ ) was accepted. The implication of the result was that if the students' mastery of English grammar and vocabulary increased, the students' listening comprehension score would also increase. On the contrary, if the students' mastery of English grammar and vocabulary decreased, the students' listening comprehension would also decrease.

### **B. Suggestions**

In this part, three suggestions are proposed. They are directed to the students, teachers and other researchers.

1. Suggestions to the students

This study shows that the mastery of English grammar and vocabulary give significant contribution toward the students' listening comprehension score. To make their listening comprehension score better, the students must increase the mastery of their English grammar and vocabulary. Although the result of the study shows the contribution is low, but these two skills must not be ignored if they want to gain a good ability at listening comprehension. It is hoped that, they will be more able in listening comprehension.

### 2. Suggestion to the teachers

The teachers should give more attention to the learning of grammar and vocabulary toward the students. The teachers also should give the attention to other skills that influence the students' listening comprehension score besides grammar and vocabulary entirely.

### 3. Suggestion to the other researchers

For the other researchers, the study may encourage them to conduct the further studies about listening comprehension and the skills that influence the listening comprehension, not only vocabulary and grammar but also the other skills. To the researchers who want to continue the study, they may study about the correlation of other skills such as speaking or reading toward the listening comprehension. Considering the students' ability in listening comprehension is very influential for them to gain further progress of learning English.

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# APPENDICES

The Measurement of Grammar Instrument Validity Using SPSS 17

## The Measurement of Grammar Instrument Validity Using SPSS 17

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Criteria of Validity	Cronbach's Alpha if Item Deleted
item1	25.63	112.102	.831	Very high validity	.944
item2	25.67	116.782	.354	Poor validity	.947
item3	25.63	112.792	.761	High validity	.944
item4	25.70	113.941	.619	High validity	.945
item5	25.70	113.390	.672	High validity	.945
item6	25.60	114.041	.654	High validity	.945
item7	25.67	116.092	.420	Fair validity	.947
item8	25.67	114.023	.622	High validity	.945
item9	25.63	114.171	.621	High validity	.945
item10	25.73	115.375	.475	Fair validity	.946
item11	25.63	112.930	.747	High validity	.944
item12	25.70	119.872	.059	Very poor validity	.949
item13	25.67	114.506	.574	Fair validity	.946
item14	25.67	116.023	.427	Fair validity	.947
item15	25.67	112.920	.730	High validity	.944
item16	25.63	114.723	.566	Fair validity	.946
item17	25.63	116.033	.436	Fair validity	.946
item18	25.63	115.413	.498	Fair validity	.946
item19	25.63	116.447	.395	Poor validity	.947
item20	25.70	116.010	.420	Fair validity	.947
item21	25.63	112.447	.796	High validity	.944
item22	25.67	116.989	.334	Poor validity	.947

**Item-Total Statistics** 

item23	25.67	116.437	.387	Poor validity	.947
item24	25.57	111.840	.917	Very high validity	.943
item25	25.63	117.206	.321	Poor validity	.947
item26	25.63	117.757	.267	Poor validity	.948
item27	25.63	112.102	.831	Very high validity	.944
item28	25.60	112.662	.797	High validity	.944
item29	25.60	113.352	.725	High validity	.944
item30	25.63	112.447	.796	High validity	.944
item31	25.63	115.620	.477	Fair validity	.946
item32	25.60	119.697	.084	Very poor validity	.949
item33	25.53	113.913	.727	High validity	.945
item34	25.67	112.644	.758	High validity	.944
item35	25.60	118.731	.179	Very poor validity	.948
item36	25.67	112.782	.744	High validity	.944
item37	25.60	112.593	.805	Very high validity	.944
item38	25.60	117.834	.269	Poor validity	.948
item39	25.67	116.161	.413	Fair validity	.947
item40	25.67	117.678	.268	Poor validity	948

The Measurement of Vocabulary Instrument Validity Using SPSS 17

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## The Measurement of Vocabulary Instrument Validity Using SPSS 17

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Criteria of Validity	Cronbach's Alpha if Item Deleted
item1	31.40	163.145	.449	Fair validity	.949
item2	31.30	159.321	.813	Very high validity	.947
item3	31.33	163.954	.401	Fair validity	.949
item4	31.43	161.495	.574	Fair validity	.948
item5	31.30	161.941	.585	Fair validity	.948
item6	31.30	160.010	.753	High validity	.947
item7	31.30	163.114	.485	Fair validity	.949
item8	31.37	160.171	.701	High validity	.947
item9	31.33	163.402	.446	Fair validity	.949
item10	31.40	162.110	.532	Fair validity	.948
item11	31.30	162.769	.514	Fair validity	.948
item12	31.33	159.954	.735	High validity	.947
item13	31.37	163.344	.441	Fair validity	.949
item14	31.40	163.972	.383	Poor validity	.949
item15	31.37	160.861	.644	High validity	.948
item16	31.43	162.530	.492	Fair validity	.948
item17	31.37	165.551	.263	Poor validity	.950
item18	31.37	158.861	.810	Very high validity	.947
item19	31.43	166.116	.210	Poor validity	.950
item20	31.43	161.702	.558	Fair validity	.948
item21	31.33	164.989	.315	Poor validity	.949
item22	31.43	164.047	.372	Poor validity	.949

**Item-Total Statistics** 

item23	31.40	163.972	.383	Poor validity	.949
item24	31.37	164.102	.379	Poor validity	.949
item25	31.40	163.559	.416	Fair validity	.949
item26	31.40	166.317	.197	Very poor validity	.950
item27	31.37	168.033	.065	Very poor validity	.951
item28	31.37	160.171	.701	High validity	.947
item29	31.30	163.803	.426	Fair validity	.949
item30	31.30	158.355	.898	Very high validity	.946
item31	31.30	158.355	.898	Very high validity	.946
item32	31.33	163.747	.418	Fair validity	.949
item33	31.37	158.861	.810	Very high validity	.947
item34	31.30	160.217	.735	High validity	.947
item35	31.40	162.662	.487	Fair validity	.949
item36	31.30	158.355	.898	Very high validity	.946
item37	31.40	159.834	.716	High validity	.947
item38	31.30	164.148	.397	Poor validity	.949
item39	31.40	169.007	012	Very poor validity	.951
item40	31.43	166.116	.210	Poor validity	.950
item41	31.37	166.447	.191	Very poor validity	.950
item42	31.30	158.355	.898	Very high validity	.946
item43	31.37	163.275	.446	Fair validity	.949
item44	31.37	164.723	.329	Poor validity	.949
item45	31.43	162.254	.514	Fair validity	.948
item46	31.30	159.321	.813	Very high validity	.947
tem47	31.37	161.344	.604	High validity	.948
tem48	31.37	164.171	.374	Poor validity	.949
tem49	31.47	163.361	.423	Fair validity	.949
tem50	31.20	162.510	.620	High validity	.948

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The Measurement of Listening Comprehension Instrument Validity Using SPSS 17

## <u>The Measurement of Listening Comprehension Instrument Validity</u> <u>Using SPSS 17</u>

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Criteria of Validity	Cronbach's Alpha if Item Deleted
item1	30.23	158.116	.803	Very high validity	.944
item2	30.23	160.461	.609	High validity	.945
item3	30.30	160.355	.599	Fair validity	.945
item4	30.23	158.875	.740	High validity	.944
item5	30.27	161.099	.546	Fair validity	.945
item6	30.20	163.131	.400	Fair validity	.946
item7	30.30	165.666	.180	Very poor validity	.948
item8	30.23	160.530	.603	High validity	.945
item9	30.23	157.564	.849	Very high validity	.944
item10	30.30	161.459	.511	Fair validity	.946
item11	30.30	159.321	.682	High validity	.945
item12	30.27	162.133	.463	Fair validity	.946
item13	30.27	158.478	.760	High validity	.944
item14	30.23	162.668	.428	Fair validity	.946
item15	30.30	163.183	.374	Poor validity	.946
item16	30.33	167.678	.024	Very poor validity	.948
item17	30.23	158.254	.792	High validity	.944
item18	30.23	161.771	.501	Fair validity	.946
item19	30.23	163.564	.355	Poor validity	.947
item20	30.33	162.644	.414	Fair validity	.946
item21	30.27	162.409	.441	Fair validity	.946
item22	30.27	165.168	.222	Poor validity	.947

**Item-Total Statistics** 

item23	30.23	157.564	.849	Very high validity	.944
item24	30.20	159.545	.700	High validity	.945
item25	30.23	163.702	.344	Poor validity	.947
item26	30.23	167.978	.003	Very poor validity	.948
item27	30.27	159.030	.715	High validity	.944
item28	30.20	161.200	.561	Fair validity	.945
item29	30.20	161.338	.549	Fair validity	.945
item30	30.20	157.062	.912	Very high validity	.943
item31	30.27	163.444	.358	Poor validity	.947
item32	30.20	166.924	.089	Very poor validity	.948
item33	30.23	162.599	.433	Fair validity	.946
item34	30.27	162.754	.413	Fair validity	.946
item35	30.27	167.857	.012	Very poor validity	.948
item36	30.23	159.151	.717	High validity	.944
item37	30.30	160.010	.627	High validity	.945
item38	30.20	162.166	.480	Fair validity	.946
item39	30.27	164.064	.309	Poor validity	.947
item40	30.27	164.754	.254	Poor validity	.947
item41	30.20	161.407	.543	Fair validity	.945
item42	30.23	160.737	.586	Fair validity	.945
item43	30.23	162.461	.445	Fair validity	.946
item44	30.27	159.651	.664	High validity	.945
item45	30.23	157.564	.849	Very high validity	.944
item46	30.17	160.902	.604	High validity	.945
item47	30.27	162.271	.452	Fair validity	.946
item48	30.23	157.633	.844	Very high validity	.944
item49	30.30	168.631	048	Very poor validity	.949
item50	30.27	161.582	.507	Fair validity	.946

Index Difficulties of Grammar Instrument

Number of Item	The Number of Correct Answer (R)	Number of Subject (N)	Index of Difficulties = (R:N)	Interpretation
Item 1	20	30	0,66	fair
Item 2	19	30	0,63	fair
Item 3	20	30	0,66	fair
Item 4	18	30	0,60	fair
Item 5	18	30	0,60	fair
Item 6	21	30	0,70	fair
Item 7	19	30	0,63	fair
Item 8	19	30	0,63	fair
Item 9	20	30	0,66	fair
Item 10	17	30	0,56	fair
Item 11	20	30	0,66	fair
Item 12	18	30	0,60	fair
Item 13	19	30	0,63	fair
Item 14	19	30	0,63	fair
Item 15	19	30	0,63	fair
Item 16	20	30	0,66	fair
Item 17	20	30	0,66	fair
Item 18	20	30	0,66	fair
Item 19	20	30	0,66	fair
Item 20	18	30	0,60	fair
Item 21	20	30	0,66	fair
Item 22	19	30	0,63	fair
Item 23	19	30	0,63	fair
Item 24	22	30	0,73	easy
Item 25	20	30	0,66	fair
Item 26	20	30	0,66	fair
Item 27	20	30	0,66	fair
Item 28	21	30	0,70	fair
Item 29	21	30	0.70	fair

# Index Difficulties of Grammar Instrument

Item 30	20	30	0,66	fair
Item 31	20	30	0,66	fair
Item 32	21	30	0,70	fair
Item 33	23	30	0,73	easy
Item 34	19	30	0,63	fair
Item 35	21	30	0,70	fair
Item 36	21	30	0,70	fair
Item 37	21	30	0,70	fair
Item 38	21	30	0,70	fair
Item 39	19	30	0,63	fair
Item 40	21	30	0,70	fair

Index Difficulties of Vocabulary Instrument
Number of Item	The Number of Correct Answer (R)	Number of Subject (N)	Index of Difficulties = (R:N)	Interpretation
Item 1	18	30	0,60	fair
Item 2	21	30	0,70	fair
Item 3	20	30	0,66	fair
Item 4	17	30	0,56	fair
Item 5	21	30	0,70	fair
Item 6	21	30	0,70	fair
Item 7	21	30	0,70	fair
Item 8	20	30	0,66	fair
Item 9	20	30	0,66	fair
Item 10	18	30	0,60	fair
Item 11	21	30	0,70	fair
Item 12	20	30	0,66	fair
Item 13	19	30	0,63	fair
Item 14	18	30	0,60	fair
Item 15	19	30	0.63	fair
Item 16	17	30	0.57	fair
Item 17	19	30	0,63	fair
Item 18	19	30	0,63	fair
Item 19	17	30	0,57	fair
Item 20	17	30	0,57	fair
Item 21	20	30	0,66	fair
Item 22	17	30	0,57	fair
Item 23	18	30	0,60	fair
Item 24	19	30	0,63	fair
Item 25	18	30	0,60	fair
Item 26	18	30	0,60	fair
Item 27	19	30	0,63	fair
Item 28	19	30	0,63	fair
Item 29	21	30	0,70	fair
Item 30	21	30	0.70	fair

## Index Difficulties of Vocabulary Instrument

Item 31	21	30	0,70	fair
Item 32	20	30	0,66	fair
Item 33	19	30	0,63	fair
Item 34	21	30	0,70	fair
Item 35	18	30	0,60	fair
Item 36	21	30	0,70	fair
Item 37	18	30	0,60	fair
Item 38	21	30	0,70	fair
Item 39	18	30	0,60	fair
Item 40	17	30	0,56	fair
Item 41	19	30	0,63	fair
Item 42	21	30	0,70	fair
Item 43	19	30	0,63	fair
Item 44	19	30	0,63	fair
Item 45	17	30	0,56	fair
Item 46	21	30	0,70	fair
Item 47	19	30	0,63	fair
Item 48	19	30	0,63	fair
Item 49	16	30	0,53	fair
Item 50	24	30	0,80	easy

Index Difficulties of Listening Comprehension Instrument

Number of Item	The Number of Correct Answer (R)	Number of Subject (N)	Index of Difficulties = (R:N)	Interpretation
Item 1	19	30	0,63	fair
Item 2	19	30	0,63	fair
Item 3	17	30	0,56	fair
Item 4	19	30	0,63	fair
Item 5	18	30	0,60	fair
Item 6	20	30	0,66	fair
Item 7	17	30	0,56	fair
Item 8	19	30	0,63	fair
Item 9	19	30	0,63	fair
Item 10	17	30	0,56	fair
Item 11	17	30	0,56	fair
Item 12	18	30	0,60	fair
Item 13	18	30	0,60	fair
Item 14	19	30	0,63	fair
Item 15	17	30	0,56	fair
Item 16	16	30	0,53	fair
Item 17	19	30	0,63	fair
Item 18	19	30	0,63	fair
Item 19	19	30	0,63	fair
Item 20	16	30	0,53	fair
Item 21	18	30	0,60	fair
Item 22	18	30	0,60	fair
Item 23	19	30	0,63	fair
Item 24	20	30	0,66	fair
Item 25	19	30	0,63	fair
Item 26	19	30	0,63	fair
Item 27	18	30	0,60	fair
Item 28	20	30	0,66	fair
Item 29	20	30	0,66	fair

### Index Difficulties of Listening Comprehension Instrument

Item 30	20	30	0.66	fair
Item 31	18	30	0,60	fair
Item 32	20	30	0,60	fair
Item 22	10	30	0,00	
item 33	19	30	0,63	fair
Item 34	18	30	0,60	fair
Item 35	18	30	0,60	fair
Item 36	19	30	0,63	fair
Item 37	17	30	0,56	fair
Item 38	20	30	0,66	fair
Item 39	18	30	0,60	fair
Item 40	18	30	0,60	fair
Item 41	20	30	0,66	fair
Item 42	19	30	0,63	fair
Item 43	19	30	0,63	fair
Item 44	18	30	0,60	fair
Item 45	19	30	0,63	fair
Item 46	21	30	0,70	fair
Item 47	18	30	0,60	fair
Item 48	19	30	0,63	fair
Item 49	17	30	0,56	fair
Item 50	18	30	0,60	fair

The Students' Score of the Mastery of Grammar and Listening Comprehension Test

NO	CODE OF SAMPLE	X1	Y	X1 <sup>2</sup>	Y	X1.Y
1	S1	16,6	25,7	275,56	660,49	426,62
2	S2	26,6	34,2	707,56	1169,64	909,72
3	<b>S</b> 3	33,3	37,1	1108,89	1376,41	1235,43
4	S4	23,3	31,4	542,89	985,96	731,62
5	<b>S</b> 5	23,3	51,4	542,89	2641,96	1197,62
6	<b>S6</b>	26,6	37,1	707,56	1376,41	986,86
7	<b>S7</b>	30	31,4	900	985,96	942
8	<b>S</b> 8	33,3	25,7	1108,89	660,49	855,81
9	<b>S</b> 9	13,3	45,7	176,89	2088,49	607,81
10	S10	16,6	20	275,56	400	332
11	S11	20	45,7	400	2088,49	914
12	S12	16,6	31,4	275,56	985,96	521,24
13	S13	13,3	34,2	176,89	1169,64	454,86
14	S14	26,6	31,4	707,56	985,96	835,24
15	S15	33,3	34,2	1108,89	1169,64	1138,86
16	S16	60	88,5	3600	7832,25	5310
17	S17	53,3	48,5	2840,89	2352,25	2585,05
18	S18	20	40	400	1600	800
19	S19	20	22,8	400	519,84	456
20	S20	46,6	34,2	2171,56	1169,64	1593,72
21	S21	40	40	1600	1600	1600
22	S22	46,6	60	2171,56	3600	2796
23	S23	50	85,7	2500	7344,49	4285
24	S24	26,6	85,7	707,56	7344,49	2279,62
25	S25	40	34,2	1600	1169,64	1368
26	S26	26,6	42,8	707,56	1831,84	1138,48
27	S27	43,3	57,1	1874,89	3260,41	2472,43
28	S28	43,3	34,2	1874,89	1169,64	1480,86
29	S29	60	51,4	3600	2641,96	3084
30	S30	50	71,4	2500	5097,96	3570

### The Students' Score of the Mastery of Grammar and Listening Comprehension Test

31	S31	40	40	1600	1600	1600
32	S32	26,6	42,8	707,56	1831,84	1138,48
33	S33	16,6	80	275,56	6400	1328
34	S34	20	45,7	400	2088,49	914
35	S35	63,3	48,5	4006,89	2352,25	3070,05
36	S36	60	45,7	3600	2088,49	2742
37	S37	63,3	51,4	4006,89	2641,96	3253,62
38	S38	53,3	45,7	2840,89	2088,49	2435,81
39	S39	53,3	51,4	2840,89	2641,96	2739,62
40	S40	53,3	42,8	2840,89	1831,84	2281,24
41	S41	70	54,2	4900	2937,64	3794
42	S42	63,3	54,2	4006,89	2937,64	3430,86
43	S43	56,6	48,5	3203,56	2352,25	2745,1
44	S44	63,3	22,8	4006,89	519,84	1443,24
45	S45	66,6	42,8	4435,56	1831,84	2850,48
46	S46	50	40	2500	1600	2000
47	S47	63,3	54,2	4006,89	2937,64	3430,86
48	S48	56,6	42,8	3203,56	1831,84	2422,48
49	S49	66,6	57,1	4435,56	3260,41	3802,86
50	S50	56,6	54,2	3203,56	2937,64	3067,72
51	S51	50	40	2500	1600	2000
52	\$52	60	25,7	3600	660,49	1542
53	S53	53,3	42,8	2840,89	1831,84	2281,24
54	S54	36,6	54,2	1339,56	2937,64	1983,72
55	S55	50	48,5	2500	2352,25	2425
56	S56	63,3	48,5	4006,89	2352,25	3070,05
57	S57	56,6	57,1	3203,56	3260,41	3231,86
58	S58	43,3	37,1	1874,89	1376,41	1606,43
59	S59	53,3	25,7	2840,89	660,49	1369,81
60	S60	56,6	62,8	3203,56	3943,84	3554,48
61	S61	63,3	45,7	4006,89	2088,49	2892,81
62	S62	70	77,1	4900	5944,41	5397
63	S63	26,6	40	707,56	1600	1064
64	S64	20	34,2	400	1169,64	684
65	S65	46,6	42,8	2171,56	1831,84	1994,48
66	S66	60	42,8	3600	1831,84	2568
67	S67	56,6	40	3203,56	1600	2264

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68	S68	63,3	28,5	4006,89	812,25	1804,05
69	S69	50	51,4	2500	2641,96	2570
70	S70	33,3	51,4	1108,89	2641,96	1711,62
71	S71	56,6	60	3203,56	3600	3396
72	S72	46,6	48,5	2171,56	2352,25	2260,1
73	S73	53,3	57,1	2840,89	3260,41	3043,43
74	S74	26,6	37,1	707,56	1376,41	986,86
75	S75	56,6	37,1	3203,56	1376,41	2099,86
76	S76	66,6	28,5	4435,56	812,25	1898,1
77	S77	60	45,7	3600	2088,49	2742
78	S78	53,3	42,8	2840,89	1831,84	2281,24
79	\$79	35	25,7	1225	660,49	899,5
80	S80	33,3	37,1	1108,89	1376,41	1235,43
81	S81	10	42,8	100	1831,84	428
82	S82	33,3	42,8	1108,89	1831,84	1425,24
83	S83	33,3	34,2	1108,89	1169,64	1138,86
84	S84	36,6	51,4	1339,56	2641,96	1881,24
85	S85	40	28,5	1600	812,25	1140
86	S86	53,3	37,1	2840,89	1376,41	1977,43
87	S87	53,3	25,7	2840,89	660,49	1369,81
88	S88	20	40	400	1600	800
89	S89	10	40	100	1600	400
90	S90	33,3	37,1	1108,89	1376,41	1235,43
91	S91	40	25,7	1600	660,49	1028
92	S92	63,3	40	4006,89	1600	2532
93	\$93	23,3	31,4	542,89	985,96	731,62
94	S94	36,6	28,5	1339,56	812,25	1043,1
95	\$95	40	37,1	1600	1376,41	1484
96	S96	43,3	57,1	1874,89	3260,41	2472,43
97	S97	33,3	40	1108,89	1600	1332
98	S98	13,3	45,7	176,89	2088,49	607,81
99	S99	53,3	45,7	2840,89	2088,49	2435,81
100	S100	53,5	42,8	2862,25	1831,84	2289,8
	Statistic	$\sum X_1$	$\sum Y$	$\sum X_1^2$	$\sum Y^2$	$\sum X_1 Y$
	Total	4265,2	4367,4	208940,76	209070,12	192008,92

The Students' Score of the Mastery of Vocabulary and Listening Comprehension Test

NO	CODE OF SAMPLE	X <sub>2</sub>	Y	X2 <sup>2</sup>	Y <sup>2</sup>	X <sub>2</sub> .Y
1	S1	37,5	25,7	1406,25	660,49	963,75
2	<b>S</b> 2	35	34,2	1225	1169,64	1197
3	<b>S</b> 3	42,5	37,1	1806,25	1376,41	1576,75
4	S4	42,5	31,4	1806,25	985,96	1334,5
5	<b>S</b> 5	40	51,4	1600	2641,96	2056
6	<b>S6</b>	37,5	37,1	1406,25	1376,41	1391,25
7	<b>S7</b>	42,5	31,4	1806,25	985,96	1334,5
8	<b>S8</b>	42,5	25,7	1806,25	660,49	1092,25
9	<b>S9</b>	42,5	45,7	1806,25	2088,49	1942,25
10	S10	27,5	20	756,25	400	550
11	S11	35	45,7	1225	2088,49	1599,5
12	S12	37,5	31,4	1406,25	985,96	1177,5
13	S13	42,5	34,2	1806,25	1169,64	1453,5
14	S14	37,5	31,4	1406,25	985,96	1177,5
15	S15	40	34,2	1600	1169,64	1368
16	S16	95	88,5	9025	7832,25	8407,5
17	S17	40	48,5	1600	2352,25	1940
18	S18	70	40	4900	1600	2800
19	S19	15	22,8	225	519,84	342
20	S20	45	34,2	2025	1169,64	1539
21	S21	15	40	225	1600	600
22	S22	50	60	2500	3600	3000
23	S23	42,5	85,7	1806,25	7344,49	3642,25
24	S24	37,5	85,7	1406,25	7344,49	3213,75
25	S25	15	34,2	225	1169,64	513
26	S26	35	42,8	1225	1831,84	1498
27	S27	17,5	57,1	306,25	3260,41	999,25
28	S28	40	34,2	1600	1169,64	1368
29	S29	45	51,4	2025	2641,96	2313
30	S30	45	71,4	2025	5097,96	3213

### <u>The Students' Score of the Mastery of Vocabulary and</u> <u>Listening Comprehension Test</u>

31	S31	22,5	40	506.25	1600	900
32	S32	65	42,8	4225	1831,84	2782
33	S33	52,5	80	2756.25	6400	4200
34	<b>S34</b>	42,5	45,7	1806,25	2088,49	1942.25
35	S35	75	48,5	5625	2352.25	3637.5
36	S36	70	45,7	4900	2088,49	3199
37	S37	72,5	51,4	5256,25	2641,96	3726.5
38	S38	80	45,7	6400	2088,49	3656
39	S39	77,5	51,4	6006,25	2641,96	3983.5
40	S40	72,5	42,8	5256,25	1831,84	3103
41	S41	87,5	54,2	7656,25	2937,64	4742.5
42	S42	82,5	54,2	6806,25	2937,64	4471.5
43	S43	70	48,5	4900	2352,25	3395
44	S44	77,5	22,8	6006,25	519,84	1767
45	S45	82,5	42,8	6806,25	1831.84	3531
46	S46	75	40	5625	1600	3000
47	S47	77,5	54,2	6006,25	2937,64	4200,5
48	S48	72,5	42,8	5256,25	1831,84	3103
49	S49	87,5	57,1	7656,25	3260,41	4996,25
50	S50	70	54,2	4900	2937,64	3794
51	S51	75	40	5625	1600	3000
52	S52	82,5	25,7	6806,25	660,49	2120,25
53	S53	65	42,8	4225	1831,84	2782
54	S54	65	54,2	4225	2937,64	3523
55	S55	75	48,5	5625	2352,25	3637,5
56	S56	67,5	48,5	4556,25	2352,25	3273,75
57	S57	77,5	57,1	6006,25	3260,41	4425,25
58	S58	47,5	37,1	2256,25	1376,41	1762,25
59	S59	65	25,7	4225	660,49	1670,5
60	S60	65	62,8	4225	3943,84	4082
61	S61	45	45,7	2025	2088,49	2056,5
62	S62	95	77,1	9025	5944,41	7324,5
63	S63	17,5	40	306,25	1600	700
64	S64	20	34,2	400	1169,64	684
65	S65	50	42,8	2500	1831,84	2140
66	S66	65	42,8	4225	1831,84	2782
67	S67	47,5	40	2256,25	1600	1900
68	S68	67,5	28,5	4556,25	812,25	1923,75

	Total	5345	4367,4	335075	209070,12	241621,25
	Statistic	$\sum X_2$	$\sum \mathbf{Y}$	$\sum X_2^2$	$\sum Y^2$	$\sum X_2 Y$
00	S100	67,5	42,8	4556,25	1831,84	2889
99	S99	65	45,7	4225	2088,49	2970,5
98	S98	5	45,7	25	2088,49	228,5
97	S97	62,5	40	3906,25	1600	2500
96	<b>S96</b>	82,5	57,1	6806,25	3260,41	4710,75
95	S95	37,5	37,1	1406,25	1376,41	1391,25
94	S94	10	28,5	100	812,25	285
93	S93	52,5	31,4	2756,25	985,96	1648,5
92	S92	52,5	40	2756,25	1600	2100
91	S91	32,5	25,7	1056,25	660,49	835,25
90	S90	72,5	37,1	5256,25	1376,41	2689,75
89	S89	5	40	25	1600	200
88	S88	7,5	40	56,25	1600	300
87	S87	62,5	25,7	3906,25	660,49	1606,25
86	S86	67,5	37,1	4556,25	1376,41	2504,25
85	S85	80	28,5	6400	812,25	2280
84	S84	55	51,4	3025	2641,96	2827
83	S83	70	34,2	4900	1169,64	2394
82	S82	67,5	42,8	4556,25	1831,84	2889
81	S81	5	42,8	25	1831,84	214
80	S80	62,5	37,1	3906,25	1376,41	2318,75
79	S79	32,5	25,7	1056,25	660,49	835,25
78	S78	72,5	42,8	5256,25	1831,84	3103
77	S77	60	45,7	3600	2088,49	2742
76	S76	70	28,5	4900	812,25	1995
75	\$75	80	37,1	6400	1376,41	2968
74	S74	17,5	37,1	306,25	1376,41	649,25
73	S73	65	57,1	4225	3260,41	3711,5
72	S72	52,5	48,5	2756,25	2352,25	2546,25
71	\$71	75	60	5625	3600	4500
70	\$70	45	51,4	2025	2641,96	2313
-	509	57,5	51,4	3306,25	2641,96	2955,5

The Students' Score of the Mastery of Grammar and Vocabulary Test

NO	CODE OF SAMPLE	X <sub>1</sub>	X2	X1 <sup>2</sup>	X2 <sup>2</sup>	X1 .X2
1	S1	16,6	37,5	275,56	1406,25	622,5
2	S2	26,6	35	707,56	1225	931
3	\$3	33,3	42,5	1108,89	1806,25	1415,25
4	S4	23,3	42,5	542,89	1806,25	990,25
5	S5	23,3	40	542,89	1600	932
6	<b>S6</b>	26,6	37,5	707,56	1406,25	997,5
7	<b>S7</b>	30	42,5	900	1806,25	1275
8	<b>S8</b>	33,3	42,5	1108,89	1806,25	1415,25
9	<b>S</b> 9	13,3	42,5	176,89	1806,25	565,25
10	S10	16,6	27,5	275,56	756,25	456,5
11	S11	20	35	400	1225	700
12	S12	16,6	37,5	275,56	1406,25	622,5
13	S13	13,3	42,5	176,89	1806,25	565,25
14	S14	26,6	37,5	707,56	1406,25	997,5
15	S15	33,3	40	1108,89	1600	1332
16	S16	60	95	3600	9025	5700
17	S17	53,3	40	2840,89	1600	2132
18	S18	20	70	400	4900	1400
19	S19	20	15	400	225	300
20	S20	46,6	45	2171,56	2025	2097
21	S21	40	15	1600	225	600
22	S22	46,6	50	2171,56	2500	2330
23	S23	50	42,5	2500	1806,25	2125
24	S24	26,6	37,5	707,56	1406,25	997,5
25	S25	40	15	1600	225	600
26	S26	26,6	35	707,56	1225	931
27	S27	43,3	17,5	1874,89	306,25	757,75
28	S28	43,3	40	1874,89	1600	1732
29	S29	60	45	3600	2025	2700
30	S30	50	45	2500	2025	2250

### The Students' Score of the Mastery of Grammar and Vocabulary Test

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31	\$31	40	22,5	1600	506,25	900
32	S32	26,6	65	707,56	4225	1729
33	S33	16,6	52,5	275,56	2756,25	871,5
34	S34	20	42,5	400	1806,25	850
35	\$35	63,3	75	4006,89	5625	4747,5
36	S36	60	70	3600	4900	4200
37	\$37	63,3	72,5	4006,89	5256,25	4589,25
38	S38	53,3	80	2840,89	6400	4264
39	\$39	53,3	77,5	2840,89	6006,25	4130,75
40	S40	53,3	72,5	2840,89	5256,25	3864,25
41	S41	70	87,5	4900	7656,25	6125
42	S42	63,3	82,5	4006,89	6806,25	5222,25
43	S43	56,6	70	3203,56	4900	3962
44	S44	63,3	77,5	4006,89	6006,25	4905,75
45	S45	66,6	82,5	4435,56	6806,25	5494,5
46	S46	50	75	2500	5625	3750
47	S47	63,3	77,5	4006,89	6006,25	4905,75
48	S48	56,6	72,5	3203,56	5256,25	4103,5
49	S49	66,6	87,5	4435,56	7656,25	5827,5
50	S50	56,6	70	3203,56	4900	3962
51	S51	50	75	2500	5625	3750
52	S52	60	82,5	3600	6806,25	4950
53	\$53	53,3	65	2840,89	4225	3464,5
54	S54	36,6	65	1339,56	4225	2379
55	S55	50	75	2500	5625	3750
56	S56	63,3	67,5	4006,89	4556,25	4272,75
57	\$57	56,6	77,5	3203,56	6006,25	4386,5
58	S58	43,3	47,5	1874,89	2256,25	2056,75
59	S59	53,3	65	2840,89	4225	3464,5
60	S60	56,6	65	3203,56	4225	3679
61	S61	63,3	45	4006,89	2025	2848,5
62	S62	70	95	4900	9025	6650
63	S63	26,6	17,5	707,56	306,25	465,5
64	S64	20	20	400	400	400
65	S65	46,6	50	2171,56	2500	2330
66	S66	60	65	3600	4225	3900
67	S67	56,6	47,5	3203,56	2256,25	2688,5

68	S68	63,3	67,5	4006,89	4556,25	4272,75
09	569	50	57,5	2500	3306,25	2015
70	S70	33,3	45	1108,89	2025	1498,5
71	S71	56,6	75	3203,56	5625	4245
72	S72	46,6	52,5	2171,56	2756,25	2446,5
73	S73	53,3	65	2840,89	4225	3464,5
74	S74	26,6	17,5	707,56	306,25	465,5
75	S75	56,6	80	3203,56	6400	4528
76	S76	66,6	70	4435,56	4900	4662
77	S77	60	60	3600	3600	3600
78	S78	53,3	72,5	2840,89	5256,25	3864,25
79	S79	35	32,5	1225	1056,25	1137,5
80	S80	33,3	62,5	1108,89	3906,25	2081,25
81	S81	10	5	100	25	50
82	S82	33,3	67,5	1108,89	4556,25	2247,75
83	S83	33,3	70	1108,89	4900	2331
84	S84	36,6	55	1339,56	3025	2013
85	S85	40	80	1600	6400	3200
86	S86	53,3	67,5	2840,89	4556,25	3597,75
87	S87	53,3	62,5	2840,89	3906,25	3331,25
88	S88	20	7,5	400	56,25	150
89	S89	10	5	100	25	50
90	S90	33,3	72,5	1108,89	5256,25	2414,25
91	S91	40	32,5	1600	1056,25	1300
92	S92	63,3	52,5	4006,89	2756,25	3323,25
93	S93	23,3	52,5	542,89	2756,25	1223,25
94	S94	36,6	10	1339,56	100	366
95	S95	40	37,5	1600	1406,25	1500
96	<b>S96</b>	43,3	82,5	1874,89	6806,25	3572,25
97	<b>S97</b>	33,3	62,5	1108,89	3906,25	2081,25
98	S98	13,3	5	176,89	25	66,5
99	S99	53,3	65	2840,89	4225	3464,5
100	S100	53,5	67,5	2862,25	4556,25	3611,25
	Statistic	$\sum X_1$	$\sum X_2$	$\sum X_1^2$	$\sum X_2^2$	$\sum X_1 X_2$
	Total	4265,2	5345	208940,76	335075	253344

The Students' Score of the Mastery of Grammar, Vocabulary and Listening Comprehension Test

NO	CODE OF	X <sub>1</sub>	X <sub>2</sub>	Y
1	SAMPLE	16.6	27.5	25.7
	51	10,0	37,5	25,7
2	52	26,6	35	34,2
3	83	33,3	42,5	37,1
4	S4	23,3	42,5	31,4
5	S5	23,3	40	51,4
6	S6	26,6	37,5	37,1
7	S7	30	42,5	31,4
8	S8	33,3	42,5	25,7
9	S9	13,3	42,5	45,7
10	S10	16,6	27,5	20
11	S11	20	35	45,7
12	S12	16,6	37,5	31,4
13	S13	13,3	42,5	34,2
14	S14	26,6	37.5	31,4
15	S15	33,3	40	34.2
16	S16	60	95	88.5
17	S17	53,3	40	48.5
18	S18	20	70	40
19	S19	20	15	22.8
20	S20	46.6	45	34.2
21	S21	40	15	40
22	S22	46.6	50	60
23	S23	50	42.5	85.7
24	S24	26.6	37.5	85.7
25	\$25	40	15	34.2
26	\$26	26.6	35	42.8
27	\$27	43.3	17.5	57 1
28	\$28	43.3	40	34.2
29	\$29	60	40	51.4
30	\$30	50	45	71.4
31	\$31	40	22.5	40
32	\$32	26.6	65	40
33	\$33	16.6	52.5	42,0
34	\$34	20	12,5	45.7

### The Students' Score of the Mastery of Grammar, Vocabulary and Listening Comprehension Test

35	\$35	63,3	75	48.5
36	S36	60	70	45.7
37	\$37	63.3	72.5	51.4
38	S38	53.3	80	45.7
39	S39	53.3	77.5	51.4
40	S40	53.3	72.5	42.8
41	S41	70	87.5	54.2
42	S42	63.3	82.5	54.2
43	S43	56.6	70	48.5
44	S44	63.3	77.5	22.8
45	S45	66.6	82.5	42.8
46	S46	50	75	40
47	S47	63.3	77.5	54.2
48	S48	56.6	72.5	42.8
49	S49	66.6	87.5	57.1
50	S50	56.6	70	54.2
51	S51	50	75	40
52	S52	60	82.5	25.7
53	S53	53.3	65	42.8
54	S54	36.6	65	54.2
55	S55	50	75	48.5
56	S56	63.3	67.5	48.5
57	S57	56.6	77.5	57.1
58	S58	43.3	47.5	37.1
59	S59	53.3	65	25.7
60	S60	56.6	65	62.8
61	S61	63,3	45	45.7
62	S62	70	95	77.1
63	S63	26,6	17.5	40
64	S64	20	20	34.2
65	S65	46,6	50	42.8
66	S66	60	65	42.8
67	S67	56,6	47.5	40
68	S68	63,3	67.5	28.5
69	S69	50	57.5	51.4
70	S70	33,3	45	51.4
71	S71	56,6	75	60
72	S72	46,6	52.5	48.5
73	S73	53,3	65	57.1
74	S74	26,6	17,5	37.1
75	S75	56,6	80	37,1
76	S76	66,6	70	28.5

	Total	4265,2	5345	4367,4
	Statistic	$\sum X_1$	$\sum X_2$	$\sum \mathbf{Y}$
100	S100	53,5	67,5	42,8
99	S99	53,3	65	45,7
98	S98	13,3	5	45,7
97	S97	33,3	62,5	40
96	S96	43,3	82,5	57,1
)5	S95	40	37,5	37,1
94	S94	36,6	10	28,5
3	S93	23,3	52,5	31,4
2	S92	63,3	52,5	40
91	<b>S91</b>	40	32,5	25,7
0	<b>S90</b>	33,3	72,5	37.1
39	S89	10	5	40
38	S88	20	7,5	40
37	S87	53,3	62,5	25.7
36	<b>S86</b>	53,3	67,5	37,1
35	S85	40	80	28,5
34	S84	36,6	55	51,4
33	S83	33,3	70	34,2
82	S82	33,3	67,5	42,8
81	S81	10	5	42,8
80	S80	33,3	62,5	37,1
79	S79	35	32,5	25,7
78	S78	53,3	72,5	42,8
77	S77	60	60	45,7

Name of Sample

NO	NAME	CODE
1	Ahmad Sahafuddin	S1
2	Adisvia Agustian W.	S2
3	Ali Maturrahman	S3
4	Bayu Kurniawan	S4
5	Don Supriyadi	S5
6	Fitri Ningsih	S6
7	Hendra	S7
8	Hery Gunawan	S8
9	Ibrahim	S9
10	Khairullah	S10
11	Muhammad Darmawan	S11
12	Muhammad Mulia	S12
13	Riky	S13
14	Ririn Erma Susanti	S14
15	Sukma Adenata	S15
16	Ahmad Lutfi	S16
17	Ahmad Danizal Juhari	S17
18	Aji Setiawan	S18
19	Akhmad Riyansyah	S19
20	Annisa	S20
21	Dewi Sartika	S21
22	Evi Riani	\$22
23	Ghazali Jailani	S23
24	Hairil	S24
25	Harryanor	S25
26	Jiwi Wahyono	S26
27	Muhammad Adi Yusuf	\$27
28	Muhammad Ridwan	S28
29	Nita Purnama Sari	S29
30	Silvia Dewi	S30
31	Weni	S31
32	Arya P.	\$32
33	Nelson Mandela	\$33

### Name of Sample

-

34	Selviana	S34
35	Ahmad Hari Mubarok	\$35
36	Apriana Rahmadani	\$36
37	Dewi Yulianingsih	\$37
38	Dita Apriliana	S38
39	Eko Sri Hariyanto	\$39
40	Heny Oktaviasari	S40
41	Kurnia Sari	S41
42	Lely Khairani	S42
43	Muhammad Zailani	S43
44	Madya Putra	S44
45	Noor Jannah	S45
46	Nurhidayah	S46
47	Nurul Hidayatun Nisa	S47
48	Oktarina Wulandari	S48
49	Rabiatul Adawiyah	S49
50	Ratna Fitriyah	S50
51	Ririn Hartatik	S51
52	Riyani Ningsih	S52
53	Siti Nur Adawiyah	S53
54	Windarsih	S54
55	Luky Noviantoro	S55
56	Ady Adha	S56
57	Aisatur Ridha	S57
58	Ajmila Fitria	S58
59	Oktavia Anggraini	S59
60	Andry G.	S60
61	Aprina Nindya A.	S61
62	Aulia Nizmah	S62
63	Eka Suryani	\$63
64	Evie Puspita Nugraha	S64
65	Fajar Adi Putra	S65
66	Ganda Saputra	S66
67	Hidayatullah	\$67
68	Ika Wahyuti Ningsih	S68
69	Kiki Arianto	S69
70	Norhidayati	\$70
71	Norlaila	S71
72	Raudah	\$72
73	Rusiana	\$73
74	Siti Nurohmah	\$74

75	Hariani	\$75
76	Tri Yuliasih Sholehah	S76
77	Wahyudi	S77
78	Yayu Handayani	S78
79	Ahmad Khoirul	S79
80	Amelia	S80
81	Ani Suprapti	S81
82	Anita	S82
83	Berliani	S83
84	Ernawati	S84
85	Ervin Purwasih	S85
86	Fera Yulistina	S86
87	Ita Ardila	S87
88	Muhammad Armansyah Lubis	S88
89	Muhammad Firdaus	S89
90	Marlina	S90
91	Nursela Damayanti	S91
92	Rabiatul Adawiyah	S92
93	Salasiah (A)	\$93
94	Salasiah (B)	S94
95	Sidik Rahajo	S95
96	Sri Normi	S96
97	Yuni Setya K.	S97
98	Tiara Agustini	S98
99	Vevi Mei Mahastya	S99
100	Tri Wahyuningtyas	S100

# Name of Sample Try Out

NO	NAME	CODE
1	Baazis Husein	ST1
2	Selvia Mega Astuti	ST2
3	Trisna Wati	ST3
4	Maisarah Hasanah	ST4
5	Nina Ariyanti	ST5
6	Rusmiyati	ST6
7	Nur Indah Y	ST7
8	Yudi A.	ST8
9	Muhammad Mulkan	ST9
10	Dewi Hariyani	ST10
11	Anis Wulandari	ST11
12	Muhammad Norhakim	ST12
13	Jariah	ST13
14	Purwati	ST14
15	Indah Febriati	ST15
16	Nuris Robianto	ST16
17	Evita Sari	ST17
18	Ria	ST18
19	Sugiarto Hanafi	ST19
20	Dimas Seno	ST20
21	Annisa Rahayu	ST21
22	Vina Agus Andriana	ST22
23	Gusti Saiful	ST23
24	Novan Bagus	ST24
25	Niki Astusti	ST25
26	Mandastana	ST26
27	Setya Narindra	ST27
28	Puji Astuti	ST28
29	Nia Novita Ratna	ST29
30	Noraini	ST30

### Name of Sample Try Out

## The Instrument of Grammar Mastery Test

### GRAMMAR MASTERY TEST

### Complete each blanks by supplying the correct form of the verb in brackets!

#### The Effects of Increase in the Prices of Fuels

Increase in the effect of fuels has..... (result) in the 'social disaster', although it is rationally..... (plan) to improve the social welfare of the people.

Increase in prices of fuels...... (result) in the increase in the cost of transport. Transportation......(be) the core of economic development and safety. The more expensive cost of transport will be surely results in the more expenses to pay by the suppliers of distributors. This condition will result in the more expensive products to sell people as to compensate the cost spent on the transport.

Increase in prices of fuels.....(result) in the increase of prices in many consumed-daily living products, such as food and beverage products, health and beauty products, clothing products, products for schooling, etc. This negative impact.....(be) unavoidable because the production of those products will certainly cost more.

The more expensive cost of living, which is not......(accompany) by the increase in income of the people, will result in the 'imbalanced life', and this means 'disaster'. More people begin to decrease their expenses, more children cannot go to school, and more companies begin to close down the production activities, as people begin to lose their buying power.

Briefly, increase in the prices of fuels has.....(result) in the more expensive cost of daily living needs, which possibly leads to 'social disaster'.

#### Additional Classes

Additional Classes in the afternoon for better preparation of having the final exam for high school students......(be) superfluous.

To help guarantee students to pass the exam with excellent score, most high schools begin to launch annual school programs. Each high school has a program of giving additional classes to the students that are carried out in the afternoon after the regular classes. Although this school policy seems helpful to students rationally, most parents think that it is not effective at all. They say that it's just wasting time and energy. Their children.....(be) reluctant to come and join. If only they come, the just mean to please the school management.

They.....(be) reluctant to come, as they get bored to have classes with the same teachers and the same friends, in the same classroom with the monotone atmosphere. Psychologically, they get very tired, bored and not excited. This condition really never...... (give) any positive contributions for the improvement or progress in studying to students.

It is always suggested to the school management to make a program evaluation for this program to decide whether it is to be continued or stopped.

### Drought

Droughts are extreme water shortages that last for a long time. Rain......(fall) at a different rate in different areas of Australia. Droughts occur when the average rainfall......(drop) bellow what is expected for that area and stays there for an extended time. What would be a normal rainfall in Alice Springs would be a drought in Sidney.

There.....(be) more droughts in the drier interior areas of Australia than in the coastal areas. The inland areas have more dramatic changes in rainfall.

Droughts from the past can be seen in the rings made on trees as they grow wood each year. In wet years the layer of wood is thick, in dry years the layer of wood is thin.

No one can predict when drought will occur in the future.

#### Lake Toba

Once upon a time in Batakland.....(live) a fisherman name Bhatara Guru Sahala. He caught a fish that could talk one day, that could turn into a beautiful woman whose anger could shake the earth and make the volcano erupt.

As a though fisherman, he.....(go) fishing every morning. One day he.....(catch) an unusual fish in his old fishing net. It was unusual fish because it could talk like human. What made him more surprised was that the fish .....(ask) him to set it free back to the river.

He could do nothing except to agree, and soon he set it free back to the river. As soon as he set the fish free back to the river, it......(change) into beautiful woman. She was with long black hair and big round eyes. "She was really beautiful," Sahala thought. He finally......(fall) in love with her and asked her to marry him. He promised to be faithful and would take care of her day and night. The woman agreed to marry him with one very important promise. She asked him not to let anyone know that she was once a fish. Sahala agreed and promised to do so, and would always hold up the deal.

They......(be) happily married, and got two beautiful smart daughters. As a fisherman to live his happy days, Sahala.....(go) fishing every morning with his daughters who used to bring him food and drink. Day by day, nothing seemed to go wrong. He was very happy and......(enjoy) the food and drink very much while fishing. Unfortunately, his two daughters really ......(make) he was very unhappy one day. He was very mad to them. They......(eat) up the food and drink instead of serving them to his beloved father. As he was so upset and got very angry, his uncontrolled emotion blew up and came out dirty words from his mouth. He shouted, "You behaved exactly like the daughters of a fish!"

The two daughters didn't understand what their father had just......(talk) about. They didn't understand why he said like that to them. They soon went home

and told everything to their mother. Their mother .....(be) very annoyed and didn't feel too well with the situation. Sahala came home and explain everything and apologized to his wife and. He realized everything about what he was just said to his daughters and begged to her pardon. Unfortunately, it seemed his crying didn't work. His wife didn't care to much to his apology. She could not forgive Sahala.

Suddenly, another unusual thing occurred! She trembled severally and everything around her was shacking. The earth began to shake and the volcano began to erupt. The earth began to crack down to form a large hole. The hole......(grow) larger and larger, and......(fill) in it with much water. The large hole grew up to form a lake, and it was then called LAKE TOBA.

It is very famous as a place of interest for domestic and foreign visitor up to now. It has lovely view and natural beauty. This legend is still well known for people of this country and is still held up as one of the famous folktales of the nation.

## The Instrument of Vocabulary Mastery Test

### VOCABULARY MASTERY TEST

Write the correct words from the following list at the side of every number on your answer sheet. (Use each word only)!

### Crime in Cities

Why is the problem so serious now? This is not an easy question to answer. There may not be a (3).....answer. Many (4).....seem to make cities so dangerous from time to time.

One of the problems is (5)..... To fight crime a city needs (6)..... officers, cars and guns. These cost a lot of money. But right now cities do not have much extra money. So there are not enough police officers, cars and guns for the cities.

Another problem is Drugs. Crime studies have shown that many (7)..... use and sell drugs. After they start taking drugs, they want to have more. However, drugs are very (8)...... So, these people have to sell drugs to other people to make money or they may steal money to get more drugs.

There is an even more important cause of crime. Cities have rich and poor (9)..... In the poor neighborhoods, jobs are hard to find. Many young people don't have much hope a better life. They only know one way to make a better

living for themselves, that way is to sell drugs or steal. So, some of these young people have become criminals.

It is not going to be easy to (10)..... these crime problems. We must first change many of laws about drugs. We must change the way cities spend their money. Until then, the crime problem will not go away and we will live our lives in fear.

Worse	police	
single	criminals	
problems	expensive	
money	change	
Dangerous	neighborhoods	
#### **Spiders**

Do you know about arachnids? I mean its spider. Spiders are not insects. I mean spiders are arachnids. Arachnids have (1).....of legs but they only have (2)..... body part, but insects have three pairs of (3)..... and three bogy parts. The most surprising this is that spiders have two four pairs of eyes. They can see (4)..... well.

Spiders eat (5)..... insects such as fly and the mosquitoes and you know what? They sometimes (6)..... people. when a spider bites an insect, it doesn't kill the insect (7)..... but a special poison passes through its fang and this poison (8)..... the body of the unlucky insect. Most spiders make their own (9)..... They do this with a special substance produced by their bodies. In the corner of some rooms it is (10).....to find a spider's web where the spider is waiting for its next dinner guest.

extremely	
two	
paralyzes	
immediately	
possible	
	extremely two paralyzes immediately possible

### **Cars Should be Banned**

Cars should be banned in a city. As we all (1)....., cars create pollution, and cause a lot of road (2)..... and other accidents. Firstly, cars, as we all know, (3).....to most of the pollution in the world. Cars (4)..... a deadly gas that causes illness such as (5)....., lung cancers, and triggers' asthma. Some of the illnesses are so bad that people that can death from them.

(6)....., a city is very busy. The pedestrians wander (7)..... and cars commonly (8)..... pedestrians in a city, which causes (9)..... to die. Cars, today, are the best killer on the road.

In (10)..... cars should be banned from a city for the reason listed above.

dust	Conclusion
know	contribute
them	Secondly
emit	bronchitis
everywhere	hit

### Why Do Hawks Hunt Chicks?

Well, this is the story. Long, long time ago, a hawk (1)..... in love with a hen. The hawk flew (2)..... from the sky and asked the hen, "Will you marry me?"

You know what? The hen loved the (3)....., strong hawk and wished to marry him. But she said, "I cannot fly as high as you can. If you (4)..... me time, I may learn to fly as high as you. Then we can fly together."

The hawk agreed. (5)..... he went away, he gave the hen a ring. "This is to show that you have (6)..... to marry me," said the hawk.

It so happened that the hen had (7)..... promised to marry a rooster. So when the rooster saw the ring, he became very angry. "Throw that ring (8)..... at once!" should the rooster. Then the hen so was frightened at the rooster's (9)..... that she threw away the ring immediately.

When the hawk came a few months (10)....., the hen told him the truth. Te hawk was so furious that he cursed the hen, "Why don't you tell me earlier? Now, you'll always be scratching the earth, and I always be flying above to catch you children." said the hawk.

Felt	
Brave	
Before	
already	
anger	
	Felt Brave Before already anger

The Instrument of Listening Comprehension Test

### LISTENING COMPREHENSION TEST

Listen to the cassette and then answer the questions based on the talk! Part 1 (Text in the cassette)

#### Crime in Cities

Crime is a serious problem in big cities and it is getting worse every year. This is what police departments around the country said in their reports last week. The subways and streets are more dangerous. You may not even be safe in your own houses.

Why is the problem so serious now? This is not an easy question to answer. There may not be a single answer. Many problems seem to make cities so dangerous from time to time.

One of the problems is money. To fight crime a city needs police officers, cars and guns. These cost a lot of money. But right now cities do not have much extra money. So there are not enough police officers, cars and guns for the cities.

Another problem is drugs. Crime studies have shown that many criminals use and sell drugs. After they start taking drugs, they want to have more. However, drugs are very expensive. So, these people have to sell drugs to other people to make money or they may steal money to get more drugs.

There is an even more important cause of crime. Cities have rich and poor neighborhoods. In the poor neighborhoods, jobs are hard to find. Many young people don't have much hope a better life. They only know one way to make a better living for themselves, that way is to sell drugs or steal. So, some of these young people have become criminals. It is not going to be easy to change these crime problems. We must first change many of laws about drugs. We must change the way cities spend their money. Until then, the crime problem will not go away and we will live our lives in fear.

#### Choose the best answer based on the talk!

#### **Questions:**

- 1. What is the topic of the talk?
  - a. Crime in the big city
  - b. Drugs
  - c. Criminal
  - d. Money
- 2. What are the more dangerous places in the big cities?
  - a. Streets and subways
  - b. Village and market
  - c. Market and Streets
  - d. Prison and Village
- 3. Why the big cities cannot fight the crime?
  - a. The big cities are getting worse every year
  - b. The big cities do not have extra money to fight the crime
  - c. There are not enough Police offices in the big cities
  - d. The big cities have extra money to fight the crime
- 4. What is another problem that causes crime?
  - a. Criminals
  - b. Monetary crisis
  - c. Earthquake
  - d. Drugs
- 5. Which one is the true statement based on the talk?
  - a. The subway and street are safe place in a big city
  - b. Crime studies have shown that many criminals use and sell drugs
  - c. Cities have no rich and poor neighborhoods

- d. In the poor neighborhoods, jobs are easier to find
- 6. What is the relationship between drugs and crime?
  - a. Drugs are very expensive
  - b. Drugs is easy to sell
  - c. Drugs stimulate crime problems
  - d. Drugs are harmful for healthy
- 7. What is the more important cause of crime problems according to the talk?
  - a. Jobs
  - b. Drugs
  - c. Neighborhoods
  - d. Politics
- 8. How is the way to change the crime problem?
  - a. Change the laws of drugs and the way cities spend their money
  - b. Catch the criminals to the prison
  - c. Change the law of education
  - d. Stop stealing and drugs selling
- 9. The crimes in the big cities are caused by the following, except...
  - a. Money
  - b. Neighborhood
  - c. Drugs
  - d. Criminals
- 10. What we call the people make the crime?
  - a. Criminals
  - b. Police Officers
  - c. Thief
  - d. Killer

#### Part 2 (Text in the cassette)

### **Spiders**

Do you know about arachnids? I mean its spider. Spiders are not insects I mean spiders are arachnids. Arachnids have four pairs of legs but they only have two body parts but insects have three pairs of legs and three body parts. The most surprising this is that spiders have two to four pairs of eyes. They can see extremely well.

Spiders eat small insects such as fly and the mosquitoes and you know what? They sometimes bite people. When a spider bites an insect, it doesn't kill the insect immediately but a special poison passes through its fang and this poison paralyze the body of the unlucky insect. Most spiders make their own homes. They do this with a special substance produced by their bodies. In the corner of some rooms it is possible to find a spider's web where the spider is waiting for its next dinner guest.

#### **Questions:**

11. What is the similar meaning of Arachnids?

- a. Insects
- b. Spiders
- c. Mosquitoes
- d. Flies

12. How many pairs of leg that arachnids have?

- a. Five
- b. Six
- c. Four
- d. Two

13. How many body parts that Arachnids have?

- a. One
- b. Two
- c. Three
- d. Four

14. How many pairs of eyes that spiders have?

- a. Six
- b. Two to four
- c. One
- d. Three
- 15. Spiders eat the following, except...
  - a. Small insects
  - b. Mosquitoes
  - c. Flies
  - d. Butterflies
- 16. Which one is the true statement about insects bellow is...
  - a. Spiders sometime bite people
  - b. Spiders have one eye
  - c. Spiders cannot see well
  - d. Spiders do not have poison
- 17. The word 'web' in talk means...
  - a. A spider's home
  - b. A spider's poison
  - c. A spider's legs
  - d. A spider' eyes
- 18. Spiders have special teeth called ...
  - a. Fangs
  - b. Poison
  - c. Arachnid
  - d. Paralyze
- 19. The spiders make their homes by using ...
  - a. Web
  - b. Small insect
  - c. Corner of some rooms

d. Special substance produced by their body

20. How is the way spiders get their food?

- a. Special poison of spiders paralyze the body of the insect
- b. The spiders are waiting for in the corner of some room
- c. Spiders bite people to eat
- d. Spiders make webs everywhere

#### Part 3 (Text in the cassette)

#### Cars Should be Banned

Cars should be banned in a city. As we all know, cars create pollution, and cause a lot of road dust and other accidents. Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illness such as bronchitis, lung cancers, and triggers' asthma. Some of the illnesses are so bad that people that can death from them.

Secondly, a city is very busy. The pedestrians wander everywhere and cars commonly hit pedestrians in a city, which causes them to die. Cars, today, are the best killer on the road. In conclusion, cars should be banned from a city for the reason listed above.

#### Questions:

- 21. What is the topic of the text in the cassette?
  - a. cars should be banned in cities
  - b. cars create pollution
  - c. cars emit deadly gas
  - d. cars made a city is very busy

#### 22. What do cars emit?

- a. pedestrians
- b. deadly gas
- c. traffic jam

d. Pollution

- 23. Who mostly are the victims in car accidents?
  - a. driver
  - b. people
  - c. pedestrian
  - d. city

24. Which one is the disease that caused by deadly gas of the cars?

- a. Headache
- b. lungs cancer
- c. fever
- d. death

25. What is the best killer on the road according to the text?

- a. plane
- b. motorcycle
- c. pedestrian
- d. cars.

#### Part 4 (Text in the Cassette)

#### Why Do Hawks Hunt Chicks?

Well, this is the story. Long, long time ago, a hawk felt in love with a hen. The hawk flew down from the sky and asked the hen, "will you marry me?"

You know what? The hen loved the brave, strong hawk and wished to marry him. But she said, "I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then we can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

It so happened that the hen had already promised to marry a rooster. So when the rooster saw the ring, he became very angry. "Throw that ring away at once!" should the rooster. Then the hen so was frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came a few months later, the hen told him the truth. Te hawk was so furious that he cursed the hen, "Why don't you tell me earlier? Now, you'll always be scratching the earth, and I always be flying above to catch you children." said the hawk.

#### **Questions:**

26. What is the story about?

a. why do hawks hunt chicks

b. why do roosters hunt chicks

c. why does hawks hunt chicks

d. the hen and the hawk

27. What did hawk give to the hen to show they have promised?

a. flying

b. gold

c. chick

d. a ring

28. Why was the rooster angry at the hen?

a. rooster cannot fly as high as hen

b. the rooster saw the ring given by hawks

c. the hen threw the ring away

d. the hen flies away from the rooster

29. Why did the hawk curse the hen?

a. the hen lost the ring

b. the hawk could not catch the chicks

c. the hawk was so furious because the hen pretend to him

d. the hawk wanted to marry the hen

30. What was hawk's curse?

a. he will hunt the hen's children

- b. he will eat the chicks
- c. he will down to the earth
- d. he will marry the hen later

#### Part 5

#### Questions for no. 31-35.

# Listen to the short dialogue in the cassette then read five possible answers in your answer sheet and decide which one would be the best answer to the question you've just heard!

- 31. a. The woman's father
  - b. The woman
  - c. The man's father
  - d. The man
  - e. The man and the woman's father
- 32. a. Pleasure
  - b. Gratitude
  - c. Satisfaction
  - d. Uncertainty
  - e. Dissatisfaction
- 33. a. She feels disappointed
  - b. She feels guilty
  - c. She hates the man
  - d. She feels happy
  - e. She likes the man

### 34. a. He offers help

- b. He asks for permission
- c. He expresses sympathy
- d. He refuses the invitation
- e. He accepts the invitation

35. a. Inability

- b. Uncertainty
- c. Impossibility
- d. Disagreement
- e. Dissatisfaction

The Answer Key of Grammar Mastery Test

### Answer Key of Grammar Mastery Test

<ul> <li>The Effect of Increase in the Prices of Fuels</li> <li>I. resulted</li> <li>2. planned</li> <li>3. results</li> <li>4. is</li> <li>5. results</li> <li>6. is</li> <li>7. were</li> <li>7. accompanied</li> <li>8. resulted</li> <li>9. enjoyed</li> <li>10. made</li> <li>10. made</li> <li>11. are</li> <li>12. talked</li> <li>13. was</li> <li>14. grew</li> <li>15. filled</li> </ul>		
• Drought 1. falls 2. drops 3. are	<ul> <li>The Effect of Increase in the Prices of Fuels <ol> <li>resulted</li> <li>planned</li> <li>results</li> <li>is</li> <li>results</li> <li>is</li> <li>results</li> <li>is</li> </ol> </li> <li>Additional Classes <ol> <li>are</li> <li>are</li> <li>are</li> <li>gives</li> </ol> </li> <li>Drought <ol> <li>falls</li> <li>drops</li> <li>are</li> </ol> </li> </ul>	<ul> <li>Lake Toba <ol> <li>lived</li> <li>went</li> <li>caught</li> <li>asked</li> <li>changed</li> <li>thought</li> <li>were</li> <li>went</li> <li>enjoyed</li> <li>made</li> <li>ate</li> <li>talked</li> <li>was</li> <li>grew</li> <li>filled</li> </ol></li></ul>

The Answer Key of Vocabulary Mastery Test

### Answer Key of Vocabulary Mastery Test

<ul> <li>Crime in Cities</li> </ul>	<ul> <li>Cars Should be Banned</li> </ul>
1. worse	1. know
2. dangerous	2. dust
3. single	3. contribute
4. problems	4. emit
5. money	5. bronchitis
6. police	6. secondly
7. criminals	7. everywhere
8. expensive	8. hit
9. neighborhoods	9. them
10. change	10. conclusion
Spiders	<ul> <li>Why Do Hawks Hunt Chick</li> </ul>
1. four pairs	1. felt
2. two	2. down
3. legs	3. brave
4. extremely	4. give
5. small	5. before
6. bite	6. promised
7. immediately	7. already
8. paralyzes	8. away
9. homes	9. anger
10. possible	10. later

The Answer Key of Listening Comprehension Test

### Answer Key of Listening Comprehension Test

#### Listening Test 1

- 1. a. Cars should be banned in cities
- 2. b. Deadly gas
- 3. c. Pedestrian
- 4. b. Lungs cancer
- 5. d. Cars

#### Listening Test 2

- 6. a. Crime in the big city
- 7. a. Streets and subways
- 8. b. The big cities do not have extra money to fight the crime
- 9. d. Drugs
- 10. b. Crime studies have shown that many criminal uses and sell drugs
- 11. c. Drugs stimulate crime problems
- 12. c. Poor Neighborhoods
- 13. a. Change the laws of drugs and the way cities spend their money
- 14. d. Criminals
- 15. a. Criminals

#### **Listening Test 3**

- 16. b. Spiders
- 17. c. 4 pairs of legs
- 18. b. 2 body parts
- 19. b. 2-4 pairs of eyes
- 20. d. Butterflies
- 21. a. Spiders sometime bite people
- 22. a. A spider's home
- 23. a. Fangs
- 24. d. Special substance produced by their body
- 25. a. Special poison of spiders paralyze the body of the insect

Listening Test 4

26. a. Why do hawks hunt chicks

27. d. a ring

28. b. the rooster saw the ring given by hawk

29. c. the hawk was so furious because the hen pretended to him

30. a. He would hunt the hen's children

Listening Test 5 (Language Expression)

31. a. The woman's father

32. e. Dissatisfaction

33. b. She feels guilty

34. d. He refuses the invitation

35. e. Dissatisfaction

The Research Schedule at SMA Muhammadiyah 1 of Palangka Raya

# Research Schedule at SMA Muhammadiyah 1 of Palangka Raya

No	Day & Date	Time	Class	Activity
1	Tuesday, April 7, 2009	6:30-8:30 a.m.	Sample of Try Out	Instruments Try Out of Grammar and Vocabulary Test
2	Tuesday, April 7, 2009	8:00-9:30 a.m.	Sample of Try Out	Instruments Try Out of Listening Comprehension Test
3	Monday, April 13, 2009	9:30-11:15 a.m.	XI IPS-2	Test of Grammar and Vocabulary Mastery
4	Tuesday, April 14, 2009	6:30-8:30 a.m.	XI IPA-2	Test of Grammar and Vocabulary Mastery
5	Tuesday, April 14, 2009	8:00-9:30 a.m.	XI IPA-1	Test of Grammar and Vocabulary Mastery
6	Tuesday, April 14, 2009	9:45-11:15 a.m.	XI IPS-1	Test of Grammar and Vocabulary Mastery
7	Thursday, April 15, 2009	8:00-9:30 a.m.	XI IPA-3	Test of Grammar and Vocabulary Mastery
8	Monday, April 27, 2009	9:30-11:15 a.m.	XI IPS-2	Test of Listening Comprehension
9	Tuesday, April 28, 2009	6:30-8:30 a.m.	XI IPA-2	Test of Listening Comprehension
10	Tuesday, April 28, 2009	8:00-9:30 a.m.	XI IPA-1	Test of Listening Comprehension
11	Tuesday, April 28, 2009	9:45-11.15 a.m.	XI IPS-1	Test of Listening Comprehension
12	Thursday, April 30, 2009	8:00-9:30 a.m.	XI IPA-3	Test of Listening Comprehension

# Data of Grammar Validity and Reliability Test

### Data of Grammar Validity and Reliability Test

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8	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1		1	1	1	1	0	1	1	1	1	1	0	1	1	1	10	10	10	10	10	6
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29	1	0	1	1	0	1	1		0	1	1	1	1	1	1	1	0	1	0	1	1	ti	+			+	1	+	+	1	+	+	1	0	1	1	1	0	1	1	0	1	29
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R Table	0.361	0.361	0.361	0.361	0.361	0.36	1 0.3	61 0.	.361 1	9.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.36	1 0.3	61 0 3	61 0	361	0.361	0.361	0.361	0.165	0,170	0.4//	9,084	0.727	0.758	0,179	0.744	0,805	0.269	0.413	0.268	
Classification	v	IV	v	v	v	v	V		v	v	v	v	IV	v	v	v	v	v	v	v	v	v	IV	v	1,	1	IV	IV	v	v	v	v	V	IV	0.361 V	0.361 V	0.361 IV	0.361 V	0.361 V	0.361	0.361	0.361	

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# Data of Vocabulary Validity and Reliability Test

# Data of Vocabulary Validity and Reliability Test

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ST2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1 0		0	1	1	1	0	1	1
ST3	1	1	0	1	1	0	1	1	1	1	1	0	1 i	1 i	1	1	+ -	1	1 1	10	0	0	0	1	0
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ST5	1	0	1	1	1	1	1	TI	0	ti	tî	1 î	1	1	+ i	1	1 0	+ +	1	++	1	1	0	1	1
ST6	1	1	0	1	1	1	0	1	ti	Ti	0	ti	ti	ti	$+\frac{1}{1}$	0	1	+	1	1	1	0	1	1	0
ST7	1	0	1	1	0	0	0	0	0	0	0	0	ti	0	1 0	0	+ +		1	0	0	1	1	0	1
ST8	0	0	1	0	0	0	0	0	0	0	1	0	1 0	1	1 0	0	+ +	1 0	1 0	0	1 1	0	0	1	1
ST9	1	1	1	1	1	1	1	1	1	1	ti	1		1	1	1	1 0	1	1 1	0	1	+ +	1	0	0
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ST14	1	1	1	1	1	TT	0	1	Ť	1	0	1	1	1	1 0	1	1	1 0	0	0	0	0	0	0	0
ST15	0	1	1	0	1	I	1	0	ti	ti	1	1	0	1	1	+ +	1	++	1		1	0	1	1	1
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ST17	0	1	1	0	1	1	Î	ti	1	1	ti	1	0	0	1		1	0	1		1	0	1	0	1
ST18	1	1	1	1	1	1	1 i	ti	1	ti	1 i	1	1	1	1		1	++-	0		1	1	0	1	1
ST19	0	0	0	0	0	0	i	0	0	0	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1
ST20	1	1	1	1	1	1	1	1	1	1	1 i	1	1	+ i	0	1	0	0	+ +	0	0	0	1	0	0
ST21	1	1	1	1	0	1	0	1 i	1	0	0	1	1	0	1	1	+		1	0	0	0	1	1	1
ST22	0	1	1	0	1	1	1	0	0	1	1	1	1	1	+ +	1	1	0	0		1	1	0	1	0
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ST24	1	1	1	1	1	1	1	1	1 i	0	1	1	1	1	+÷	1	1	++	1	0	1	1	1	1	0
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ST26	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1		1	1	0	0	0	0	0	0	1
ST27	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	1	1
ST28	0	1	1	0	1	1	i	1	0	1	1	1	1	0	1	1	1	1	1		1	1	1	1	0
ST29	1	0	1	1	0	1	1	i	0	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1	1
ST30	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	1	0	1	1	0	1	0	0
Total	18	21	20	17	21	21	21	19	20	18	21	20	10	19	10	17	10	10	17	0	0	0	0	0	0
R Observe	0.449	0.813	0.401	0.574	0.585	0.753	0.485	0.701	0.446	0.532	0.514	0.735	0.441	0.383	19	1/	19	19	17	17	20	17	18	19	18
R Table	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	9,361	0.361	0.361	0.361	0.341	0.361	0.203	0.810	0.210	0.358	0.315	0.372	0.383	0,379	0.416
Classification	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	9.301 V	0.301	u.36]	0.361	0.361	0.361	0.361	0.361	0.361	0.361

**Data of Vocabulary Validity and Reliability Test** 

Continue of the data vocabulary validity and reliability

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# Data of Listening Comprehension Validity and Reliability Test

### Data of Listening Comprehension Validity and Reliability Test

No. Sample										N	UMBI	EROF	INST	RUM	ENT I	TEM									
of Try Out	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	117	18	1 19	1 20	1 21	1 22	1 22	T 24	1 25
ST1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	1 0	0	0	25	24	23
ST2	0	1	0	0	0	0	0	1	0	0	0	1	0	Ti	0	1 i	10	1	1 0	1	10	1	1 0	0	1 0
ST3	1	1	1	1	1	1	1	1	1	1	1	0	1	0	Ť	0	1 i	ti	1	ti	1	1 0	1 1	0	1
ST4	0	0	0	0	0	1	1	0	0	0	0	0	0	0	ti	1 i	0	1 0	1	1 0	1 0	1	1	1 1	0
ST5	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	+ i	1	1	1 0	1	+ 1	1 0	1	+ +	0
ST6	1	1	1	1	1	0	1	1	1	1	0	1	1	1 i	1	0	1 î	1 i	1	1 0	1	1 1	+ +	1	1
ST7	0	0	0	0	0	0	1	0	0	0	0	0	0	i	0	0	1 0	0	1 0	1	1	1	1	1	1
ST8	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1		1	1 1	1 0	0	0
ST9	1	0	1	1	1	1	0	1	1	1	1	1	ti	1	0	1 i	1	1 0	1	$+\frac{1}{1}$	++	1	+ +	0	1
ST10	0	1	0	0	1	1	1	0	0	0	0	0	0	0	Ť	1 0	+ 1		1		1	1	+ -	+ +	1
ST11	1	0	1	1	0	1	0	1	1	1	1	1	0	1	ti	0	1	+ +	1	1	1 1	1	0	1 1	0
ST12	1	1	1	1	1	1	1	1	1	1	i	1	1	1	1	1	1	1	+ +	+ +	1	1 0	1	1	1
ST13	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1 0	1 0	1	1 0	1	1	1	1		1
ST14	1	1	0	1	1	1	1	1	1	0	i	1	1	1	0	1	1	1	1	1	1	0	0	0	0
ST15	1	1	1	1	0	1	0	1	0	1	1 i	1 i	$\pm i$	ti	1	ti		1	1 0	++	1	1	+ +	1	1
ST16	1	1	1	0	1	0	1	1	1	1	i	1	ti	ti	1 i	1	1	1	1		1	0	1	1	1
ST17	0	1	1	1	1	1	1	0	1	0	1	0	1	ti	1	1	0	1	1	0	1	1	0	1	1
ST18	1	0	0	0	1	0	1	0	0	1	0	0	0	0	ti	1	0	0	1	0		1	1	1	0
ST19	0	0	0	1	0	1	0	1	0	1	0	0	0	1	0	1	0	1	0	0	1	1	0	1	1
ST20	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0		0	1	0	1	10	0	0	1
ST21	1	1	1	1	0	1	0	1	1	0	1	1 i	ti	1	1 î	10	++	1		1	0	1	1	1	1
ST22	1	1	0	1	1	0	1	0	1	I	0	1 i	i	1	0	1	1	1 1	++	0	1	1	1	1	0
ST23	0	1	1	1	1	1	0	1	1	1	1	ti	ti	1 i	0	+÷	0	++	+	1	1	0	1	1	0
ST24	1	1	1	1	1	1	1	1	1	1	i	0	ti	ti	1	1 0	1	1	0	1	1	1	1	0	1
ST25	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0		1	0	1	1	1
ST26	1	1	1	1	1	1	0	1	1	1	1	i	0	1		0	1	1	1	0	0	1	0	0	0
ST27	1	1	1	1	1	1	1	1	1	1	0	1	1	1 i	0	1	1	1	1	1	1	1	1	1	1
ST28	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1		0	1	1	0	1	1	1
ST29	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	1
ST30	1	1	0	0	0	1	1	0	1	1	1	1	1	0	0	0	1	0	1	0	1	1	1	1	0
Total	19	19	17	19	18	20	17	19	19	17	17	18	18	10	17	16	10	10	10	1	1	1	1	1	1
R Observe	0.803	0,609	0.549	0.740	0.546	0.400	0.180	0.603	0.846	0.511	9.682	0.463	0,760	0,428	0.372	0.024	0.792	19	19	10	18	18	19	20	19
R Table	0,361	6,361	0,361	0,361	0,361	0,361	9,361	0,361	0,361	0,361	0,361	0,361	0,361	0.361	0.361	0.341	0.361	0.301	0.355	0.414	0.441	0.222	0.849	0,700	0.344
lassification	v	v	v	v	v	v	IV	v	v	v	v	v	v	V	V	10,001	9,301 V	0,001	0,361	6,361	0,361	0,361	0,361	0,361	0,361

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### **Table Values of F Distribution**

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# TABLE VALUES OF F DISTRIBUTION

### Top line for 5%

Down line for 1%

V <sub>2</sub> = df	$V_1 = df$ Numerator																							
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	20			-				
1	101	200	218	225	230	234	237	239	241	242	243	244	245	10	20	24	30	40	50	75	100	200	500	00
0.25	18 51	9.8898	5.403	5.825	5.784	5.859	5.928	5.981	8.022	6.056	6.082	6.106	6.147	6 160	8 248	249	250	251	252	253	253	254	254	25
2	08 40	19,00	19,16	19,25	19,30	19,33	19,36	19,37	19,38	19.39	19 40	19 41	10 42	10.42	0.200	0.234	0.258	6.286	6.302	8.223	6.334	6.352	8.361	6.38
	10,40	88,01	88,17	99,25	99,30	89,33	99,34	99,38	99,38	99,40	99.41	89.42	00 42	18,43	19,44	19,45	19,46	19,47	19,47	19,48	19,49	19.49	19 50	19.50
3	10,13	9,55	9,28	9,12	9,01	8,94	8,88	8.84	8.81	8 78	8 78	8 74	00,40	88,44	99,45	99,48	99,47	99,48	99,48	99,49	99,49	99,49	99.50	89.50
	34,12	30,81	29,48	28,71	28,24	27,91	27,67	27,49	27.34	27 23	27 13	27.05	8,/1	8,69	8,66	8,64	8,62	8,60	8,58	8.57	8 56	854	954	00,00
4	7,71	6,94	6,59	6,39	6,26	6,16	8.09	8.04	8.00	Ene	E.00	27,05	20,82	26,83	26,69	28,80	26,50	26,41	26,30	26,27	28.23	28 18	28 14	0,53
1094	21,20	18,00	16,89	15,98	15,52	15,21	14,98	14.80	14 68	5,90 14 EA	5,83	5,81	5,87	5,84	5,80	5,77	5,74	5,71	5.70	5 68	5 88	6.00	5.04	20,12
5 5	8,61	5,79	5,41	5,19	5,05	4.95	4 88	4.82	4 70	14,04	14,45	14,37	14,24	14,15	14,02	13,93	13,83	13,74	13,69	13.61	13 57	13.52	3,04	5,63
te l	18,26	13,27	12,08	11,39	10,97	10,87	10.45	10 27	4,/8	4,/4	4,70	4,68	4,64	4,60	4,56	4,53	4,50	4 48	4 44	4 47	4 40	13,52	13,40	13,40
5 6	5,99	5,14	4,78	4,53	4.39	4 28	4 21	4 15	10,15	10,05	9,96	9,89	9,77	9,68	9,55	9,47	9,38	9,29	8 24	9.17	4,40	4,38	4,37	4,38
Ē	13,74	10,92	9,78	9,15	8,75	8.47	8 28	9,15	4,10	4.06	4,03	4,00	3,96	3,92	3,87	3,84	3.81	377	1 75	3 73	0,10	0,07	8,04	9,02
27	5,59	4,74	4,35	4,12	3.97	3.87	3 70	3 73	7,80	7,87	1,79	7,72	7,60	7,52	7,39	7,31	7,23	7.14	7.09	7.02	3,/1	3,69	3,68	3,67
e í	12,25	9,55	8,45	7,85	7,46	7,19	7.00	6.R4	J,08	3,63	3,80	3,57	3,52	3,49	3,44	3,41	3.38	3.34	3 32	2 20	0,00	0,84	6,90	6,88
8	5,32	4,46	4,07	3,84	3.60	3 58	3 50	2 44	0,71	0,02	8,54	6,47	6,35	8,27	6,15	8,07	5,98	5,90	5.85	5 78	5.75	3,25	3,24	3,23
-	11,28	8,65	7,59	7,01	8,63	6.37	6 19	8.03	3,38	3,34	3,31	3,28	3,23	3,20	3,15	3,12	3.08	3.05	3.03	2.00	3,75	5,70	5,67	5,00
9	5,12	4.28	3,88	3.63	3 48	3 37	2 20	0,00	5,81	5,82	5,74	5,87	5,56	5,48	5,38	5,28	5,20	5.11	5.08	5,00	2,88	2,96	2,94	2,93
~	10,56	8,02	6,99	6,42	6.06	5 80	5.62	5,23	3,18	3,13	3,10	3,07	3,02	2,98	2,93	2.90	288	282	7 00	3,00	4,80	4,81	4,88	4,86
10	4,96	4,10	3.71	3.48	3 23	3.22	3,02	5,47	5,35	5,26	5,18	5,11	5,00	4,92	4,80	4,73	4.84	458	4.51	2,11	2,78	2,73	2,72	2,71
10	0,04	7,58	8,55	5.89	5.84	5 20	5,14	3,07	3,02	2,97	2,94	2,91	2,86	2.82	2.77	2 74	2 70	1.00	4,51	9,40	4,41	4,36	4,33	4,31
	4,84	3.98	3 59	3 38	2 20	3,00	5,21	5,08	4,95	4,85	4,78	4,71	4,80	4,52	4.41	4.33	4 25	4.17	2,04	2,61	2,59	2,56	2,55	2,54
	9,65	7,20	6.22	5,50	5 32	5,09	3,01	2,95	2,90	2,88	2,82	2,79	2.74	2 70	2.85	2.81	7,25	4,17	4,12	4,05	4,01	3,98	3,93	3,91
	4.75	3 88	3.40	2.20	0,02	3,07	4,88	4,74	4,83	4,54	4,48	4,40	4,29	4.21	4 10	4.02	2,5/	2,53	2,50	2,47	2,45	2,42	2,41	2,40
12	8.33	8.93	5.05	J,20	3,11	3,00	2,92	2,85	2,80	2,78	2,72	2.69	2 84	2.80	254	4,02	3,84	3,00	3,80	3,74	3,70	3,66	3,82	3,60
	4 R7	2 00	0,00	0,41	5,00	4,82	4,85	4,50	4,39	4,30	4,22	4,18	4.05	3.88	3.88	2.70	2,46	2,42	2,40	2,38	2,35	2,32	2,31	2.30
13	9.07	8,00 8,70	574	3,18	3,02	2,92	2,84	2,77	2,72	2,67	2.63	2 60	2 55	2 5 1	2.40	3,78	3,70	3,81	3,58	3,49	3,48	3,41	3,38	3,38
	4 00	0,70	5,74	5,20	4,88	4,62	4,44	4,30	4,19	4,10	4,02	3.98	3.85	3 78	2,40	2,42	2,38	2,34	2,32	2,28	2,26	2,24	2.22	2 21
14	4,00	3,74	3,34	3,11	2,98	2,85	2,77	2,70	2.65	2 60	258	2 5 2	2.40	0,70	3,0/	3,59 3	3,51	3,42	3,37	3,30	3,27	3,21	3,18	3.16
	0,00	0,51	5,58	o,03 4	4,69 4	1,46	4,28	4,14	1,03	3.94	3.86	3.80	2,48	2,44	2,39	2,35	2,31	2,27	2,24	2,21	2,19	2.18	2 14	217
													3,70 .	3,82	3,51	3,43 3	3,34	3,28	3,21 3	3,14	3,11	3.06	3 02	in

**APPENDIX 23**
-	- 1	c	-	-	4	-			-	1 = 1	#	Nume	rator								5		
4 6 7	4 0	*			•	-		5		E	12	14	16	20	24	8	-	20	75	8	200	8	8
1 3,08 3,20 3,08 2,	3.20 3,08 2,	3,08 2,	2 ·	8	2,78	2,70	2,84	2,59	2,55	2,51	2,48	2,43	2,30	2,33	2,28	2,25	2.21	2.18	2.15	212	2 10	3 0.8	207
5 0,30 5,42 4,89 4,	5,42 4,89 4,	4,89 4,	4	28	4,32	4,14	4,00	3,89	3,80	3,73	3,67	3,56	3,48	3,36	3,20	3,20	3,12	3,07	3,00	2,87	2,92	2,89	2.87
1 3,63 3,24 3,01 2,8	3,24 3,01 2,8	3,01 2,8	2.	5	2,74	2,68	2,50	2,54	2,40	2,45	2.42	2,37	2,33	2.28	2.24	2,20	2,18	2.13	2,09	2.07	2.04	2.02	2.01
1/14 A7'C C7'D A'	1/1 4/1 4/1	4.// 4.4	4	1	4,20	4,03	3,89	3,78	3,69	3,61	3,55	3,45	3,37	3,25	3,18	3,10	3,01	2,96	2,69	2,88	2,80	117	2.75
2,942 3,20 2,96 2,8 1 5 10 2,0 4 57 4 7	3,20 2,96 2,8	2,94 2,8	8'Z	- 1	2,70	2,82	2,55	2,50	2,45	2,41	2,38	2,33	2,29	2,23	2,18	2,15	2,11	2,08	2,04	2,02	1.00	1.87	1.96
0,11 0,10 4,07 4,0	0,10 4,01 4,	4,0/ 4,	+	5 1	4,10	PR'r	3./8	88.77	3,58	3,52	3,45	3,35	3.27	3,18	3,08	3,00	2,82	2,88	2,78	2,78	2,70	2,87	2.66
3,55 3,16 2,93 2,7	3,18 2,93 2,7	2.83 2.1	~		2,60	2,58	2,51	2,48	2,41	12,37	2,34	2,29	2,25	2,19	2,15	2.11	2,07	2.04	2.00	1.98	1.85	1 83	1 87
2'4 9C'4 80'C 10'0	7 A 8C'F 80'C	4 90,4	4	0	4,01	3,85	3,71	3,80	3,51	3,44	3,37	3,27	3,19	3.07	3,8	2,81	2,83	2.78	2,71	2,688	2,62	2.59	2.57
3,52 3,13 2,90 2,7	3,13 2,90 2,7	2,90 2,7	2	4	2,63	2,55	2,48	2,43	2,38	2,34	2,31	2,28	2,21	2,15	2.11	2,07	2,02	2,00	1,96	1.84	1.81	981	1 88
0.81 0.01 4.50 4.	9,01 4,50 4,	4,50 4,	d' i	2	3,84	3,17	3,63	3,52	3,43	3,36	3,30	3,19	3,12	3,00	2,92	2,84	2.78	2,70	2,83	2,00	2,54	2,51	2,48
3,49 3,10 2,87 2,7	3,10 2,87 2,7	2,87 2,7	2.		2,60	2,52	2,45	2,40	2,35	2,31	2,28	2,23	2,18	2,12	2,08	2.04	66,1	1,86	1,82	1.90	1.87	1.85	1 84
2,00 4,84 4,43 4,1	4,84 4,43 4,1	4,4.3 4,1	4		19'5	3./1	3,56	3,45	3,37	3,30	3,23	3,13	3,05	5,94	2,86	11.	2,680	5,63	2,58	2,53	2.47	2,44	2.42
3,4/ 3,0/ 2,84 2,8	3,0/ 2,84 2,6	2,84 2,6	2,8		2,57	2.40	2,42	2.37	2.32	2,28	2,25	2,20	2,15	5,08	58	00'	1,96	1.83	1,89	1,87	1.84	1.82	1.81
1,14 10,4 10,4 01,0	1. F 10'F 10'F			+	10'F	8		3,40	3,31	3,24	3,17	3,07	2,99	2,88	80	.72	2.63	5.58	15'2	2.47	2.42	2,38	2.38
3,44 3,05 2,82 2,8 5 77 4 87 4 71 7 0	3,05 2,82 2,8 4 87 4 71 7 0	2,82 2,8	2,8		2,55	2,47	2,40	8.2	2,30	2,28	2,23	2,18	2,13	2,07	1 10	1 88	1,03	16'	1,87	1,84	1,81	1,80	1.78
B'r Ir't 70't 71'r	A'T IT'+ 70'+	10'T 10't	B'7		0/'r	AC'P	3,45	5	3,28	3,18	3,12	3,02	2,84		22	.87	2,58	53	2,48	2,42	2,37	2,33	2,31
3,42 3,03 2,80 2,64 5,88 4,78 4,28 2,04	3,03 2,80 2,64	2,80 2,64	2.9		2,53	5.45	5,38	2,32	2,28	2,24	2,20	2,14	2,10	2,04	8	1 98	181	88	1.84	1,82	82.1	11.1	1.78
	60'0 07'E 01'E	10'0 07'L	0,0	_	1.0	+C'D	141	05'5	3,21	3,14	3,07	2,87	2,89	.78	.70 2	.02 2	2,53 2	84	2,41	2.37	2,32	2,28	2,28
5.81 4.72 4.22 3.90	4.72 4.22 3.80 4.72 4.22 3.80	4 22 3 90	3,82		2,61	2.43	2,36	8.3	2,28	2,22	2,18	2,13	80.2	102	8	84	1 88'	.86	1,82 1	88,	1,78	1,74	1.73
09 C 87 C 00 C 87 F	700 978 978 00C	0 2 R 2 R	100		076					00'0	3	C'8'	8	14	88,	3	48 2	4	86,38	E.	2,27	2,23	2.21
5,57 4,68 4,18 3.86	4,68 4,18 3,86	4,18 3,86	3.88		3.63	3.48	137 3	87'	113		2,18	11.2	80,9	8,8	88, 8	82	.87	.84	8	1	1,74	1,72	1.71
3.7 7.8 9.7 7.50	789 774 760	774 760	2 60					191	21.0	3	RA'7	R0'7	10'	2 11	20.	54 2	.45 2	4	2,32	23	5.23	2,18	2.17
5,53 4,64 4,14 3,82	4,64 4,14 3,82	4,14 3,82	3,82		3,59	3,42	1,20 3	11	801	1.02	2,198	2,10	85	98, 98	8,3	8,5	- S8, -	1 82	82,0	2.4	27	2	80.1
3,35 2,96 2,73 2,57	2,98 2,73 2,57	2,73 2,57	2,57		2,48	2.37 2	2.30 2	2 52	20 2	2.18	5 13	80.4	101	87 1	1 8					3, 7	5	2 8	2.7
5,40 4,60 4,11 3,79	4,60 4,11 3,70	4,11 3,79	3,70		3,58	3,30 3	3,28 3	14 3	1,08 2	866'2	2,83	2,83	74 2	8	3 18	47 2	5.8		2 %	5	11	8 2	101 0
3,34 2,85 2,71 2,56	2,85 2,71 2,56	2,71 2,56	2,56	-	2.44	2,36 2	2,29 2	.24 2	.19 2	2,15	2,12 2	2,08 2	02 1	98	1 18	87 1	81 1	28	2	2	8	87	
5,45 4,57 4,07 3,76	4,57 4,07 3,76	4,07 3,76	3,76	-	3.53	1,36 3	1,23 3	.11 3	,03 2	58	2,90	2,80 2	71 2	.00 2	52 2	44 2	35 2	30	22 2	18	1	28	80.0
3,33 2,60 2,70 2,54	2,80 2,70 2,54	2,70 2,54	2,5	-	2.43	5.35 2	.28 2.	22 2	.18 2	14	2,10 2	05 2	8	84 1	90	85 1.	80 1	1 1	1 52	1	88		2
0,02 4,04 4,U4 3,/7	4,54 4,04 3,7	4,04 3,7	3.1	_	3,50	5	,20 3,	80	00 2	,82	2,87 2	2 11. 2	.688 2	57 2	49 2	41 2.	32 2.	27 2	18 2	15 2	19	80	5.8
3,32 2,82 2,69 2,55	2,82 2,69 2,55	2,69 2,53	2,5	_	2.42 2	34 2	27 2.	21 2	,18 2	,12 2	2,099 2	04 1	1 96	83 1,	89 1,	84 1.	78 1.	78 1	.72 1	88	88	2	6
/'E 20'b 10'b 10'c	7'F 10'F 10'F	4,02 3,7			3,47 3	00.	.17 3.	08 2.	.98 2	. 80	2,84 2	.74 2	,08 2,	88	47 2,	38 2,	28 2.	24 2	.18 2	13 2	107	8	107
2,2 10,2 U8,2 U8,4 2,07 2,02	C'Z /0'Z 08'Z	G'Z /0'Z			2.40 2	32	200	19 2.	14 2	,10 2	2,07 2	02 1	.87 1,	91 1,	86 1,	82 1,	78 1,	74 1	1 68	1 1	8	19	58
1'n /a'n nt't tn'n				2 5	7 74'5	8	12 21	10	94 Z	,86 2	0.80 2	2	82 2	51 2.	42 2,	34 2,	25 2.	20 2	.12 2	88	1 20	8	88
5,20 4,42 3,03 3,6	4,42 3,93 3,6	3,83 3,6	3.8		1.38 3.	21 3	2 80	17 2, 87 2,	12 2 89 2	80, 08	78 2	00, 88 - , e	58.8	1 68	1.	1.0	74 1.	24	1 1	18	1 18	28	,57
			1	1							-	3	2	1 2	· 7 DC	30 F	7 17	10	,UB Z	1	1	94	1.6

V2 =	df -											V1 =	df =	N	um	erate	or									
	1		2	3	4	5	6	7	8	9	1 1	0 1	11 1	2	14	16	20	74	20							
36	4.	11 <u>3</u> 39 5	28	2,80	2,63	2,48	2,3	16 Z.2	18 2,3	21 2.	15 2	.10 2	2,06 2	03	1 89	1.07	1 1 0	7 10	30	40	50	75	10	0 20	500	) 00
	4	10 3	25	9,00	3,08	3,58	3,3	5 3,1	8 3,0	14 2	84 2	.88 2	2.78 2	.72	2,62	2.54	24	1,8 13 2.3	2 1,7	8 1.7	2 1,8	0 1.8	5 1,6	12 1.5	9 1,5	9 1,5
38	173	5 5	21 .	4.34	1.62	2,46	23	5 2.2	8 2,1	9 2,	14 2	.09 2	.05 2	.02	1.98	1.92	1.8	5 1.9	0 17	0 21	/ 2,1	2 2,0	4 2.0	0 1,9	4 1,94	1.8
	40	r 8	27	0.04	2.00	3,34	3,3	2 3,1	5 3,0	2 2.1	91 2.	.82 2	.75 2	.89	2,59	2,51	2.4	0 23	2 2 2 2 2	2 2 1./	1 1,6	7 1.8	3 1.0	0 1,5	7 1,5-	1.5
40	73	1 5	18	131	1.81	2,45	2,3	4 2.2	5 2,1	8 2,1	12 2.	07 2	.04 2	.00	1.95	1.90	1.8	A 170			4 2,00	8 Z,O	0 1,9	7 1,90	1,86	1,8
4.2	4.0	7 3	22 2	87	2 50	3,51	J, 2	9 3,1	2 2,9	9 2,8	X8 2,	80 2	.73 2	.86	2,58	2,49	23	7 7 7 7	3 7.24	1,06	1,60	8 1.6	1 1,5	9 1,58	1,5	1.5
42	7.2	7 5.	15 4	29	1,09	2,44	23	2 2.2	2,1	7 2,1	1 2.	06 1.	.99 1,	94	.89	1.87	1.75	A 17	1 1 00	2,11	2,0	5 1,9	/ 1,9	4 1.8	1,84	1.8
	40	8 3	21 2	87	3.50	3,48	3,20	5 3,10	J 2,9	6 2,8	8 2.	77 2.	70 2.	61 2	2,54	2,48	2.35	5 2 24	7 17	2,04	1,80	1,5	7 1.5	1 1,54	1,51	1,44
44	172	1 51	17 4	28	2,58	2,43	2,31	2,23	3 2,1	8 2,1	0 2,1	05 2.	01 1.	96 1	.97	1.88	1.91	1 1 70	1.17	2,00	2.02	1,94	1,9	1 1,85	1,80	1,78
	4.0			.20	3,70	3,40	3,24	3,07	2,9-	2,8	4 2,	75 2.	68 2,	62 2	.52	2.44	2 32	7 7 7 7	2.15	1,68	1,63	1,56	3 1,50	1,52	1,50	1,48
46	1 7.21	51	0 1	24	2,5/	2,42	2,30	2,22	2.14	2,0	9 2,0	4 2	00 1	97 1	01	1.87	1.00		2,15	2,08	2.00	1,92	1,88	1,82	1,78	1.75
	1			~	3,78	3,44	3,22	3,05	2,92	2,8	2 2,7	3 2,	86 2.	80 2	50	7 47	7 30	1,/5	1,71	1,65	1.62	1,57	1,54	1,51	1,48	1.48
48	7 19	5.0	8 4	20	2.58	2,41	2,30	2.21	2,14	2,08	2.0	3 11	89 10	HR 1	00	1.00	1.70		2,13	2,04	1,98	1,90	1,86	1,80	1,78	1,72
	400	3,0	9 7, 9 7	70 4	3,74	3,42	3,20	3,04	2,90	2,80	2.7	1 2,6	84 2.5	8 2	48	2 40	7.78	1,74	1,70	1.64	1,61	1,56	1,53	1,50	1,47	1.45
5 50	7.17	5.0	A 1	20 2	2.38	2,10	2,29	2,20	2,13	2,07	2.0	2 1.8	8 1.9	5 1	90	1.85	1 70	2,20	2,11	2,02	1,98	1,88	1,84	1.78	1,73	1,70
H cr	1.07	31	7 7	70 1		3,11	3,18	3.02	2,88	2,78	2,7	0 2.6	12 25	8 2	18	2.39	7.78	7.18	1,69	1,63	1,80	1,55	1,52	1,48	1,46	1,44
55	7,12	5.0	i i	8 3	1.98	2,38	2,27	2,18	2,11	2,05	2,0	0 1,9	7 1.9	3 1	88	1.83	1 78	1,70	210	2,00	1,91	1.88	1,82	1.78	1.71	1,68
50	4.00	3.15	2 2	78 7	57	3,37	3,15	2,98	2,83	2,75	2,6	8 2,5	9 2,5	3 2,	43	2.35	2 23	2 15	1,6/	1,81	1,58	1,52	1,50	1,48	1.43	1,41
2 00	7,08	4,96	4.1	3 3	66	3.31	2,23	2,17	2,10	2,01	1,96	1,8	5 1,9	2 1,1	86	1.81	1.75	1 70	1.82	1,80	1,80	1,82	1,78	1,71	1,66	1,81
0 65	3,90	3,14	27	5 2	51	2 38	3.74	2,85	2,82	2,72	2,00	3 2,5	8 2,5	2,4	40	2,32	2,20	2.12	203	1,58	1,58	1,50	1,48	1,44	1,41	1.39
203	7,04	4,95	4,1	0 3	82	3.34	3.00	2.15	2,08	2.02	1,96	1,84	4 1,90	1,8	is .	1,80	1.74	1.88	1.83	1.57	1,07	1,78	1,71	1,68	1.63	1,80
70	3,96	3,13	27	4 2	50	235	2 32	2,03	2,78	2,70	2,61	2,54	4 2.4	2.3	37	2,30	2,18	2,09	2.00	1.90	1,54	1,49	1,40	1.42	1.39	1,37
	7,01	4,92	4,0	8 3,	80	3,29	3.07	2.91	2 77	2,01	1,97	1,93	1,89	1,8	4	1,79	1,72	1,87	1.62	158	1.54	1,70	1./1	1.04	1,60	1,56
80	3,98	3,44	2,7	2 2,	48	2.33	2.21	2 12	2.06	2,07	2,50	2,51	2,45	2,3	5	2,28	2,15	2,07	1,98	1,88	1.82	1.74	1,45	1,40	1,37	1.35
	6,96	4,88	4.0	4 3,	58 :	3,25	3,04	2.87	2.74	2.61	1,85	1,91	1,88	1,8	2 1	1,77	1.70	1,65	1,80	1.54	1.51	1.45	1.42	1,00	1,50	1,53
100	3,94	3,00	2,70	2,4	48 :	2,30	2,19	2.10	2 03	1.97	1.03	440	2,44	2,3	2 3	2,24	2,14	2,03	1,94	1,84	1,78	1.70	1.85	1,30	1,50	1,32
	6,90	4,82	3,96	3,5	51 ;	3,20	2,99	2.82	2,65	2.59	251	7.47	1,85	1,7	9 1	1.75	1,68	1,63	1,57	1,51	1,48	1.42	1.39	1.24	1.30	1,48
125	3,92	3,07	2,66	2,4	4 2	2,29	2,17	2.08	2.01	1.95	1 00	1 00	2,30	2,2	0 2	2,19	2,06	1,98	1,89	1,79	1,73	1,64	1,59	1.51	1.48	1.47
	0,04	4,78	3,94	3,4	17 3	1,17	2,95	2,79	2,65	2.58	2 47	7 40	1,83	1,7	/ 1	.72	1,65	1,60	1,55	1,49	1,45	1.39	1.38	131	1 27	1 2
50	3,91	3,08	2,87	2,4	3 2	.27	2,18	2,07	2,00	1.94	1.89	1.95	1.03	1.4	3 2	4,15	2,03	1,84	1,85	1,75	1,68	1,50	1,54	1,48	1.40	1 37
	2,01	4,/5	3,91	3,4	4 3	,13	2,92	2,78	2,62	2.53	2.44	2.37	2 30	1./0	1 1	./1	1,64	1,59	1,54	1.47	1.44	1,37	1.34	1.29	125	1 22
00	3,58	3,04	2,65	2,4	1 2	.26	2,14	2,05	1,96	1.82	1.87	1.87	1.00	4,20		.12	2,00	1,94	1,82	1,72	1,86	1.58	1,51	1,43	1.37	1.33
_	200	9,/4	3,88	3,4	1 3,	.11 ;	2,90	2.73	2,80	2,50	2.44	2.34	2 28	2 17	1.	.09	1,82	1,57	1,52	1,45	1,42	1,35	1,32	1.26	1 22	1 10
00	8 20	J,02	2,62	2,3	8 2	23 2	2,12	2.03	1,96	1.90	1.85	1.81	1 70	1.72	4	60,	1,97	1,88	1,79	1,69	1,82	1,53	1,48	1,39	1.33	1 28
1		1,00	3,65	3,30	5 J,	08 2	2,85	2,69	2,55	2,18	2,37	2,29	2.73	212	2	04 1	1,60	1,54	1,49	1,42	1,38	1.32	1,28	1.22	1.18	113
00	J,85 8 89	3,00	2.81	2,38	2	22 3	2.10	2.02	1,95	1,89	1.84	1.80	1.78	1 30		or i	.02	1,04	1,74	1,64	1,57	1,47	1,42	1,32	1.24	1,19
	0,00	4,02	3,80	3,34	3.	04 3	2,82	2,66	2,53	2,43	2.34	2.28	2,20	2.00	1,1	00 1	,58	1,53	1,47	1,41	1,36	1,30	1,28	1,19	0.13	1.08
	3,84	2,99	2,60	237	2	21 -	00	2.01	1.04		5311 (A) 1 (A) (284)		-,	2,00	4	1	,08	1,01	1,71	1,64	1.54	1,44	1,38	1,28	1,19	1,11
	6,64	4,80	3,78	3,32	3.	02 2	2.80	2.01	1,94	1,88	1,83	1,79	1,75	1,69	1,6	64 1	.57	1,52	1.46	1 40	1 75	1 20	1.74		111115	
_						2			201	2,41	2,32	2,24	2,18	2.07	1.6	99 1	87	1.79	1.80	1 50	1,35	1,20	1.24	1.17	1.11	1.00

# **APPENDIX 24**

# Table Critical Values of r Product Moment

### **APPENDIX 24**

# Table Critical Value of the r Product Moment

df	r value of sign level	nificance	df	r value of	significance vel
Contraction of the	95%	99%		95%	99%
1	0.997	1.000	24	0.388	0.496
2	0.950	0.990	25	0.381	0.487
3	0.878	0.959	26	0.374	0.478
4	0.811	0.917	27	0.367	0.470
5	0.754	0.874	28	0.361	0.463
6	0.707	0.834	29	0.355	0.456
7	0.666	0.798	30	0.349	0.449
8	0.632	0.765	35	0.325	0.418
9	0.602	0.735	40	0.304	0.393
10	0.576	0.708	45	0.288	0.372
11	0.533	0.684	50	0.273	0.354
12	0.532	0.661	60	0.250	0.325
13	0.514	0.641	70	0.232	0.302
14	0.497	0.623	80	0.217	0.283
15	0.482	0.606	90	0.205	0.267
16	0.468	0.590	100	0.195	0.254
17	0.456	0.575	125	0.174	0.228
18	0.444	0.561	150	0.159	0.208
19	0.433	0.549	200	0.138	0.181
20	0.423	0.537	300	0.113	0.148
21	0.413	0.526	400	0.098	0.128
22	0.404	0.515	500	0.088	0.115
23	0.396	0.505	1000	0.062	0.081



# PHOTOS OF THE RESEARCH

# PICTURES OF THE STUDY



Picture 1. Instruments Try Out of Grammar and Vocabulary Mastery



Picture 2. Instruments Try Out of Listening Comprehension

PICTURES OF THE STUDY



electron & "more on the Coulor associated concrements of



Picture 3. The Students of Natural Science-3 do the test of Grammar and Vocabulary Mastery



Picture 4. The Students of Natural Science-3 do the test of Listening Comp.



Picture 5. The Students of Social Science-1 do the test of Grammar Mastery and Vocabulary



Picture 6. The Students of Social Science-1 do the test of Listening Comp.



and an ine set 100 is the local Scale and the loss and the loss and the set of the set o

#### CURRICULUM VITAE

Juliansyah was born in Pangkalan Bun July 25, 1987. He is the sixth son of six. He started his elementary school at SDN Mendawai – 4 and graduated on 1998. He continued his junior high school at MTsN - 1 Pangkalan Bun and graduated on 2001. Then he continued to study at SMU – 1 Pangkalan Bun and graduated on 2004. On 2005, he started to study at the State Islamic College of Palangka Raya and chose the English Education Program as his study program.

The writer father's name is Ramlan Burhana and his mother's name is Syamsul Lam'ah. The writer lives on Jl. Hasanuddin RT. 17 No. 70 Mendawai, Pangkalan Bun, Kotawaringin Barat. He has two bothers Fauziansyah and Muliansyah, and three sisters Rina Wati, Lidia Wati and Lesti Ana Sari.

The writer likes so much playing football, reading books, playing and listening music. After he has graduated from the State Islamic College of Palangka Raya, now, the writer focuses to reach his dreams.



#### DEPARTEMEN AGAMA RI SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73111 Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain\_pry@yahoo.com

Nomor : Sti.15/5/PP.00.09/654/2008 Hal : Persetujuan Judul dan Penetapan Pembimbing

Palangka Raya, 6 Mei 2008

Kepada Yth. Sdr. Juliansyah NIM. 0501120170

#### Assalamu'alaikum Wr, Wb.

Setelah membaca, menalaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai hasil seleksi judul skripsi Jurusan Tarbiyah STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut:

"English Vocabulary Mastery Through Listening Comprehension by The Second Year Students of SMA Muhammadiyah Palangka Raya"

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

- 1. Halimah, M.Pd sebagai Pembimbing I
- 2. Ristati, M.Hum sebagai Pembimbing II

Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu'alaikum Wr, Wb

An. Ketua Ketua Jurusan Tarbiyah, ANAH. HM. M. Ag IP. 150246249

Tembusan:

- 1. Yth. Halimah, M.Pd sebagai Pembimbing I
- 2. Yth. Ristati, M.Hum sebagai Pembimbing II

# CORRECTION NOTE OF PROGRAM STUDY SEMINAR

NAME : JULIANSYAH

SRN : 0501120170

TITLE : THE CORRELATION BETWEEN THE STUDENTS' MASTERY OF ENGLISH VOCABULARY AND LISTENING COMPREHENSION ACHIEVEMENT

CONSULTANTS : 1. Dra. Halimah, M.Pd.

2. Ristati, M.Hum.

EXAMINER : Sabarun, M.Pd.

- 1. Add the data analysis
- 2. Put the SPSS Program in the data
- 3. Insert the research instrument
- 4.
- 5.

Palangka Raya, December 22, 2008 Moderator,

Agus Handy S.



## PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA SEKOLAH TINGGI AGAMA ISLAM NEGERI STAIN PALANGKA RAYA

JI.G.Obos Komplek Islamic Center Tlp. (0536) 3239447/3226356 Fax. 3222105 Palangka Raya 73112

# SURAT KETERANGAN

No: 009 /PAN-SPSM/SG/III/2009

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa :

Nama	: JULIANSYAH
NIM	: 050 112 0170
Jurusan / Prodi	: TARBIYAH/TBI
Judul Proposal	: A STUDY ON THE MASTERY OF ENGLISH GRAMMAR AND
	VOCABULARY TOWARD THE STUDENTS' LISTENING
	COMPREHENSION SCORE

Telah melaksanakan Seminar Proposal Skripsi pada tanggal 2 Maret 2009 di Ruang Aula STAIN Palangka Raya dengan Penanggap Utama : Drs.H.ABDUL QODIR,M.Pd Moderator : AGUS HANDIS,S.PdI dan dinyatakan lulus dapat diterima sebagai syarat penyelesaian skripsi.

Palangka Raya, 13 Maret 2009

PANITIA Ketua,. "Sekretaris, PPOPOSA TIASIS ASMAWATI, M.Pd HARLES ANWAR, M.S. NIP. 150 311 460 NIP.150 292 523



### PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA SEKOLAH TINGGI AGAMA ISLAM NEGERI STAIN PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Center Telp. (0536) 3239447/3226356 Fax 3222105 Palangka Raya 73112

## CATATAN HASIL SEMINAR

Penyaji / NIM	: Juliansyah / 0501120170
Jurusan / Prodi	: Tarbiyah / TBI
Judul	: The Correlation between the Students' Mastery of English Vocabulary and Listening Comprehension Achievement
Penanggap Utama	: Drs. H. Abdul Qodir, M.Pd.
Pembimbing	: 1. Dra. Halimah, M.Pd.
	2. Ristati, M.Hum.

#### **CATATAN PERBAIKAN :**

- 1. Revise the word "achievement" into "score".
- Revise the title into "the Students' Mastery of English Vocabulary and Listening Comprehension Achievement (A Correlation Study on the Eleventh Grade Students of SMA 1 Muhammad 1 of Palangka Raya).
- 3. Revise the cover into: State Islamic College of Palangka Raya.
- 4. Put the Academic Year into the background of the study.
- 5. Make the schema to explain the dependent and independent variable (page 7).
- 6. Use the footnote only.

7. Put the previous research in chapter 2 (the thesis related to research).

8. Take 100 students as the sample of the study.

9. Be careful in writing the test.

10.

Palangka Raya, March 2, 2009 Moderator,

<u>Agus Handi S.</u> NIP.



#### DEPARTEMEN AGAMA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PALANGKA RAYA

Alamat JI. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

Palangka Raya, 1 April 2009

Nomor : Sti. 15.8/TL.00/ &47/2009. Lampiran : 1 (Satu) Proposal. Perihal : <u>Mohon Ijin Observasi /Penelitian.</u>

Kepada

Yth. Kepala Kantor Dinas Pendidikan Pemuda Dan Olahraga Palangka Raya di – Palangka Raya

Sehubungan dengan salah satu tugas mahasiswa untuk mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya adalah membuat Skripsi, maka dengan ini kami mohon kiranya Bapak berkenan memberikan Izin Penelitian Lapangan kepada :

Nama	: Juliansyah
NIM	: 0501120170
Jurusan/Prodi	: Tarbiyah / TBI.
Jenjang	: Strata 1 (S.1)
Lokasi Penelitian	- SMA -I Muhammadiyah Palangka Raya
Judul Skripsi	"A STUDY ON THE STUDENTS' MASTERY OF ENGLISH GRAMMAR AND VOCABULARY TOWARD THE STUDENTS' LISTENING
Metode	Kuantitatif
Waktu Pelaksanaan	<ul> <li>2 (Dua) bulan, terhitung sejak tanggal 2 April s/d 2 Juni 2009.</li> </ul>

Sebagai bahan pertimbangan terlampir Proposal Penelitian, demikian atas perhatian dan pertimbangan Bapak disampaikan terima kasih.

An. Ketua Pembantu Ketua AR HM, M.Ag. w 213 517 50

Ternbusan :

1. Yth. Ketua STAIN Palangka Raya (Sebagai Laporan)

2. Yth. Kepala SMA - I Muhammadiyah Palangka Raya

3. Arsip.



# PEMERINTAH KOTA PALANGKA RAYA DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA

Jalan R.A. Kartini Telp. (0536) - 3222372 Fax. (0536) - 3221654

PALANGKA RAYA 73111

Palangka Raya, 01 April 2009

K e p a d a Yth. Ketua Sekolah Tinggi Agama Islam Negeri Palangka Raya di-

Palangka Raya.

Menindak lanjuti surat saudara Nomor : Sti.15.8/TL.00/847/2009 TANGGAL 1 April 2009 perihal Mohon Ijin mengadakan Observasi/Penelitian bagi mahasiswa untuk menempuh tugas akhir melaksanakan penelitian, diberikan kepada :

Nama	: JULIANSYAH
NIM	: 0501120170
Jenjang	: Strata (S1).
Jurusan /Prodi	: Tarbiyah /TBI
Judul Skripsi	: A STUDI ON THE STUDENTS' MASTERY OF ENGLISH GRAMMAR AND VOCABULARY TOWARD THE STUDENTS' LISTENING COMPREHENSION SCORE.

Pada prinsipnya dapat kami ijinkan pada SMA 1 MUHAMMADIYAH Palangka Raya dengan memperhatikan hal-hal sebagai berikut :

- Pelaksanaan diatur dengan Kepala Sekolah yang bersangkutan agar tidak mengganggu pelaksanaan kegiatan kursus.
- Apabila setelah selesai mengadakan Obsevasi/Penelitian agar membuat laporan tertulis kepada Kepala Dinas Pendidikan, Pemuda dan Olah Raga Kota Palangka Raya dengan tembusan Kepala Sekolah yang bersangkutan.
- Surat ijin Observasi/Penelitian ini berlaku sejak tanggal 02 April s/d 02 Juni 2009 ( selama 2 bulan ).
- 4. Surat ijin Observasi/Penelitian ini tidak dapat dipergunakan untuk kegiatan lain, sebagaimana perihal diatas.

Demikian Surat Ijin Observasi/Penelitian ini diberikan, atas perhatian dan kerja sama yang baik diucapkan terima kasih.



nbusan kepada Yth :

Walikota Palangka Raya di Palangka Raya. Kepala SMA 1 MUHAMMADIYAH di Palangka Raya Sdr. JULIANSYAH Arsip.

Nomor : 420// 1405 /870.Um-Peg/IV / 2009. Lampiran : -Perihal : Ijin Observasi/Penelitian a.n. JULIANSYAH



#### MAJLIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH PIMPINAN WILAYAH KALIMANTAN TENGAH SMA MUHAMMADIYAH 1 PALANGKARAYA DISAMAKAN TERAKREDITASI A Jalan RTA Milono Km. 1,5 Telepon (0536) 3222717 Palangkaraya 73111 e-mail : smam.plk77@yahoo.co.id

## SURAT KETERANGAN No : 420/7" /IV.421/SMA-1M/Pht/VI/2009

Yang bertanda tangan dibawah ini Kepala SMA Muhammadiyah 1 Palangka Raya status " Akreditasi A" di Palangka Raya , menerangkan :

Nama	:	<b>JULIANSYAH</b>
NIM	:	0501120170
Jenjang	:	Strata 1 (S-1)
Jurusan / Prodi	:	Tarbiyah / TBI

Bahwa yang bersangkutan benar telah melaksanakan Observasi -Penelitian di SMA Muhammadiyah 1 Palangka Raya mulai tanggal 02 April s.d 02 Juni 2009 dengan Judul Skripsi :

" A STUDY ON THE STUDENTS' MASTERY OF ENGLISH GRAMMAR AND VOCABULARY TOWARD THE STUDENTS' LISTENING COMPREHENSION SCORE "

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

CASAR DAA ingka Raya, 2 Juni 2009 Senala Sekolah, MENENGAH NUHANIMADIYAH-1 ALANGKARAYA SUBARI, BA IP.130 516 756 HAMMADIYAH WI



## DEPARTEMEN AGAMA SEKOLAH TINGGI AGAMA ISLAM NEGERI PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 3239447/3226356 Fax 3222105 Palangka Raya Kalimantan Tengah 73112

> BERITA ACARA CATATAN HASIL MUNAQASAH

0.	/Tar-STAIN/	/2008.

Pada hari ini	Acmunaqasahkan Skripsi : bulan Juni Juni
Nama Mahasiswa	Juliansyah
Tempat/Tgl.Lahir	Pangledon Bun, 25-7-1987
Jurusan/Prodi/NIM	: Tarbiyah / T.B.] / 050 112 0170

Catatan Hasil Munaqasah

NO	CATATAN
	Add your lexplanation to acknowledgement pland your possage to your Declaration. Revise the title you should omit the protecte A stray or
erbaika	n Skripsi
Drs.1 Drs.1 Sa Dra Ris	H. Abdul Godir, M. Pol barun, M. Pol Halimah, M. Pol Talimah, M. Pol NIP.