

**MULTIPLE CORRELATIONS BETWEEN STUDENTS VOCABULARY  
MASTERY AND METACOGNITIVE READING STRATEGY TOWARD  
READING COMPREHENSION AT THE TENTH GRADE STUDENTS OF  
SMA MUHAMMADIYAH 1 PALANGKA RAYA**

**THESIS**

**Presented in Partial Fulfillment of the Requirement for the Degree of Sarjana  
Pendidikan**



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Reading Strategy Toward Reading  
Comprehension At The Tenth Grade Students  
of SMA Muhammadiyah 1 Palangka Raya

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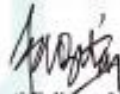
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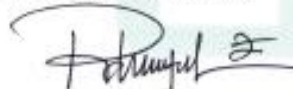
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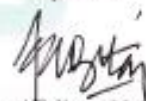


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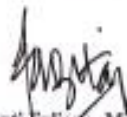
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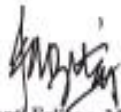
Judul Skripsi : Korelasi Berganda Antara Penguasaan Kosa Kata dan  
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Kelas X di SMA Muhammadiyah 1 Palangka Raya

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Terima kasih atas perhatian bapak/ibu.


*Wassalamu'alaikum Wr. Wb.*

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## DECLARATION OF AUTHENTICATION

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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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# **Multiple Correlations between Students Vocabulary Mastery And Metacognitive Reading Strategy Toward Reading Comprehension At The Tenth Grade Students Of SMA Muhammadiyah 1 Plangka Raya**

## **ABSTRACT**

The purpose of this research is to find out; (1) the correlation between vocabulary mastery ( $X_1$ ) and reading comprehension (Y), (2) the correlation between metacognitive reading strategy ( $X_2$ ) and reading comprehension (Y), and (3) multiple correlation vocabulary mastery and metacognitive reading strategy and reading comprehension. It was carried out to the tenth grade students of SMA Muhammadiyah 1 Palangka Raya.

This research applied quantitative research with correlation design. The population of this research was the Tenth Grade IPA Students at SMA Muhammadiyah 1 Palangka Raya which consist of 46 students. The writer used purposive sampling in this research and took two classes to get the data. To collect the data, the writer used multiple choice test and questionnaire.

Then the writer used regression linier SPSS 18.0 to analyze the data and the result showed that (a) there was positive correlation between vocabulary mastery and reading comprehension with  $F_{\text{value}}$  was higher than  $F_{\text{table}}$  ( $88.906 \geq 3.21$ ) with  $H_a$  was accepted and  $H_o$  was refused. (b) there was negative correlation between metacognitive reading strategy and reading comprehension with  $F_{\text{value}}$  was lower than  $F_{\text{table}}$  ( $0.663 \leq 3.21$ ) with  $H_a$  was refused and  $H_o$  was accepted. (c) there was positive correlation between vocabulary mastery and metacognitive reading strategy toward reading comprehension with  $F_{\text{value}}$  was higher than  $F_{\text{table}}$  ( $56.434 \geq 3.21$ )  $H_a$  was accepted and  $H_o$  was refused.

**Key Words:** *Multiple Correlation, Vocabulary Mastery, metacognitive reading strategy, Reading Comprehension*



**Korelasi ganda antara penguasaan kosakata dan metakognitif strategi  
membaca terhadap pemahaman membaca siswa kelas X SMA  
Muhammdaiyah 1 Palangka Raya**

**ABSTRAK**

Tujuan dari penelitian ini untuk menemukan; (1) hubungan antara penguasaan kosakata ( $X_1$ ) dan pemahaman membaca ( $Y$ ), (2) hubungan antara metakognitif strategi membaca ( $X_2$ ) dan pemahaman membaca ( $Y$ ), dan korelasi berganda antara penguasaan kosakata dan strategi membaca metakognitif terhadap pemahaman membaca. Penelitian ini dilaksanakan pada siswa kelas X di SMA Muhammadiyah 1 Palangka Raya.

Penelitian ini menggunakan metode kuantitatif dengan desain korelasi. Populasi dari penelitian ini adalah siswa kelas X di SMA Muhammadiyah 1 Palangka Raya yang terdiri dari 46 siswa. Penulis menggunakan purposif sampling dalam penelitian ini dan mengambil dua kelas untuk mengambil data, untuk memperoleh data penulis menggunakan tes pilihan ganda dan angket.

Kemudian penulis menggunakan linier regression SPSS 18.0 untuk menganalisa data dan hasilnya menunjukkan bahwa (a) terdapat korelasi positif antara penguasaan kosakata dan pemahaman membaca dengan  $F_{hitung}$  lebih besar dari  $F_{tabel}$  ( $88.906 \geq 3.21$ ) dengan  $H_a$  di terima dan  $H_o$  ditolak. (b) terdapat korelasi negatif antara strategi membaca metakognitif dan pemahaman membaca dengan  $F_{hitung}$  lebih rendah dari  $F_{tabel}$  dengan  $H_a$  ditolak dan  $H_o$  diterima. (c) terdapat positif korelasi berganda antara penguasaan kosakata dan strategi membaca metakognitif terhadap pemahaman membaca dengan  $F_{hitung}$  lebih besar dari  $F_{tabel}$  ( $56.434 \geq 3.21$ ) dengan  $H_a$  di terima dan  $H_o$  ditolak.

**Kata kunci:** *Korelasi ganda, penguasaan kosa kata, strategi membaca metakognitif, pemahaman bacaan.*

# MOTTO

*If we want to be happy someday,  
we have to be ready for sadness,  
sweat, and tears  
Siti Urfa*

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The writer realizes that the study is still far from the perfectness, therefore some constructive critical and suggestions are welcomed. Finally, may Allah always blesses us.

**Palangka Raya, Desember 2016**

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## DEDICATION

Thanks to Allah SWT for giving me everything and also my prophet Muhammad Shalallahu 'alaihi wasallam. This thesis is dedicated to some special for me:

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## **CHAPTER I INTRODUCTION**

In this chapter the writer explains about the background of the study, the problem of the study, objectives of the study, assumption, variable of the study, significance of the study, definition of key term, hypothesis.

### **A. Background of the study**

Language has very important rule our live; language is a basic for human communication in expressing idea, thought and feeling. English language is a compulsory lesson in every level such as; elementary up to high school that functions as a means in the students' self development in knowledge, technology, art, and culture. Learning English has become necessity for everyone who to engage in international interaction, mastering this language is not a simple thing to do. There are some skills in learning English such as listening, speaking, reading and writing.

One of the skills that should be learnt and practiced is reading. Reading is considered the most important foreign language skills; Harry Madox said that "Reading is the most important single skills in study".<sup>1</sup> In addition, reading is a good thing in life because it is a factor of great importance in the individual development and the most important activity in school, Nuttall believes that the view of reading is fundamentally related to meaning, particularly with the transfer of meaning from mind to mind i.e., the transfer of a message from writer to reader.<sup>2</sup>

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<sup>1</sup> Harry Madox, *How to Study*, Greenwich: Fawcet Premier, 1963, p. 76.

<sup>2</sup>Christine Nuttall, *Teaching reading skills in a foreign language*, Oxford: Heinemann International, 1996, p. 11.

One of the purpose of teaching English as a foreign language to Indonesian peoples is that they can read, grasp the idea and understand the book written in English. To achieve those purposes, the students need a lot of word of English to master, as Taylor said “Vocabulary may have a special importance for adult’s learners, since it is the one area of language learning that does not appear to be slowed down by age”.<sup>3</sup>

In this study discusses about three points, they are vocabulary mastery, reading strategies and reading comprehension. Vocabulary is important to reading comprehension because readers cannot understand what they read without knowing what most the words mean. Burton said that without a large vocabulary, it is impossible to use English language precisely and vividly.<sup>4</sup> Then, Reading strategies are techniques or styles that students choose in their reading comprehension.<sup>5</sup> Finally, Durkin defines reading comprehension as an intentional thinking during which meaning is constructed through interactions between text and reader.<sup>6</sup>

Most of the student when they read in a foreign language, there is often a tendency to focus more on new words or structures than on content or opinions. This happens not because the readers are incapable of reading for content due to their limited knowledge of the target language, but because they very often do not know *how* to make reading more meaningful. For example, language

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<sup>3</sup> Linda Taylor, *Teaching and Learning Vocabulary*, New York: Cambridge University Press, 1990, p. 1.

<sup>4</sup> Burton, *mastering English language*, London: The Macmilan Press Ltd, 1993, p.98.

<sup>5</sup> A. D. Cohen, *Meta-Linguistic Measures in Reading Strategies Research: Some Recent Findings*, English for Special Purposes, 5, 1986, p.131-145.

<sup>6</sup> Daniel Durkin, *Teaching them to Read*, Boston: MA. Allyn and Bacon. (6<sup>th</sup> Ed.). 1993, p.3

learners should know that numerous strategies are available to obtain information from the text as well as to get aesthetic pleasure out of reading.<sup>7</sup>

In addition, some of students if they found difficult word, they still just continue their reading without think about the importance or its meaning will become clear later on. But sometime the word that we passed usually is the key word of their reading and understanding. They cannot catch or grasp the idea from their reading as well as possible, so looking up the difficult words in a dictionary is better for them.

From the explanation mentioned above, the writer interested in doing a study entitled **MULTIPLE CORRELATIONS BETWEEN STUDENTS VOCABULARY MASTERY AND METACOGNITIVE READING STRATEGY TOWARD READING COMPREHENSION AT THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 1 PALANGKA RAYA.**

#### **B. Problem of the study**

1. Is there any correlation between vocabulary mastery and reading comprehension of the tenth grade students at SMA Muhammadiyah 1 Palangka Raya?
2. Is there any correlation between metacognitive reading strategies and reading comprehension of the tenth grade students at SMA Muhammadiyah 1 Palangka Raya?

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<sup>7</sup>University of New South Wales (UNSW) Learning Centre, 2013, *First steps: A beginner's guide to uni*. Retrieved February 2, 2014.  
from [http://www.lc.unsw.edu.au/firststeps/diff\\_ind.html](http://www.lc.unsw.edu.au/firststeps/diff_ind.html).

3. Are there any correlations between vocabulary mastery and metacognitive reading strategies toward reading comprehension of the tenth grade students at SMA Muhammadiyah 1 Palangka Raya?

### **C. Objectives of the study**

1. To find out the correlation between vocabulary mastery and reading comprehension of the tenth grade students at SMA Muhammadiyah 1 Palangka Raya.
2. To find out the correlation between metacognitive reading strategies and reading comprehension of the tenth grade students at SMA Muhammadiyah 1 Palangka Raya.
3. To find out the correlations between vocabulary mastery and metacognitive reading strategies toward reading comprehension of the tenth grade students at SMA Muhammadiyah 1 Palangka Raya.

### **D. Assumptions**

The more English vocabularies mastered by the students, it will make the students' reading strategy and reading comprehension will be better and it can also increasing their English vocabularies.

### **E. Variable of the study**

Variables are conditions or characteristics that are manipulated, controlled, or observed by writer.<sup>8</sup> In this study involved three variables which all of them are continuous variables.<sup>9</sup> Continuous variable is a variable whose measure can

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<sup>8</sup> Sanapiah Faisal, *Metodologi Penelitian Pendidikan*, Surabaya: Usaha Nasional, 1982, p.82.

<sup>9</sup> Jennifer Larson Hall, *A Guide to Doing Statistics in Second Language Research Using SPSS*, New York: Routledge Taylor and Francis Group, 2010, p.148.

take an infinite number of points within a range.<sup>10</sup> The continuous variables in this study are students' vocabulary mastery is code as 'X1', and metacognitive reading strategy is code as 'X2' and students' reading comprehension scores as dependent variable, it is code as 'Y'.

#### **F. Limitation of the study**

Limitations of this study are the correlation between students vocabulary mastery and metacognitive reading strategy to reading comprehension. There are based on the skills, text-type, level comprehension and reading strategies. First of all, the study focuses only on reading instead of the other skills. Then, from the many of text-types on reading, this study only discuss about descriptive text. Next, the level of comprehension to be investigated in the study is at the literal and inferential comprehension. Finally, the type of reading strategy is metacognitive.

#### **G. Significance of the study**

The writer expected this study can give benefits, both theoretical and practical:

##### **1. Theoretical benefits**

The writer hopes this study can solve the students problem in reading, and can get more information to identify the problem in mastering both vocabulary and reading comprehension.

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<sup>10</sup> Donald Ary, et al., *Introduction to Research in Education*, Australia: Wadsworth Cengage Learning, 2010, p.639.

## 2. Practical benefits

- a. The study can give contribution for the English teacher in SMA Muhammadiyah I Palangka Raya.
- b. The students can get some information to identify their problems in mastering both vocabulary and reading comprehension. Furthermore, they can also increase their ability in vocabulary and reading strategy also reading comprehension.

## H. Definition of key term

In order to avoid misunderstanding, some key terms are defined.

1. **Correlation** is the extent to which the two variables vary directly (positive correlation) or inversely (negative correlation).<sup>11</sup> The relationships to investigate in the study are between vocabulary mastery and reading strategies to reading comprehension.
2. **Vocabulary** is the total of number of words in a language.<sup>12</sup> It means that who has much vocabulary, it easier to understand the meaning of passage or text that they read.
3. **Mastery** is complete control or knowledge. In this case, mastery of grasping meaning in the reading text and how far the mastery of vocabulary with the meaning that students know.
4. **Reading comprehension** is the action of a person who reads and understands something fully, Rubin states that reading comprehension is a

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<sup>11</sup> Donald Ary and friends, *Introduction to Research in Education*, Canada, Nelson Education, 1076, hal 27

<sup>12</sup> As Hornby, *Oxford Advanced Learner's Dictionary Press of Curent English*, Oxford Univirsity Press, 1995. P. 1331



complex intellectual process involving a number of abilities.<sup>13</sup> In this case, how students comprehend the reading text.

5. **Reading strategies** are techniques or styles that students choose in their reading comprehension.<sup>14</sup>

## I. Hypothesis

There are two hypotheses on this study; the writer should propose Alternative hypothesis ( $H_a$ ) and Null hypothesis ( $H_o$ ) as follow:

1. Alternative hypothesis ( $H_a$ ): there is correlation between students vocabulary mastery toward reading comprehension at SMA Muhammadiyah I Palangka Raya. Null hypothesis ( $H_o$ ): there is no correlation between students vocabulary mastery toward reading comprehension at SMA Muhammadiyah I Palangka Raya.
2. Alternative hypothesis ( $H_a$ ): there is correlation between students metacognitive reading strategy toward reading comprehension at SMA Muhammadiyah I Palangka Raya. Null hypothesis ( $H_o$ ): there is no correlation between students metacognitive reading strategy toward reading comprehension at SMA Muhammadiyah I Palangka Raya.
3. Alternative hypothesis ( $H_a$ ): there is correlation between students vocabulary mastery and metacognitive reading strategy toward reading comprehension at SMA Muhammadiyah I Palangka Raya. Null hypothesis ( $H_o$ ): there is no correlation between students' vocabulary mastery and

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<sup>13</sup> Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, New York: CBS College Publishing, 1982, p.207

<sup>14</sup> A. D. Cohen, *Meta-Linguistic Measures in Reading Strategies Research: Some Recent Findings*, English for Special Purposes, 5, 1986, p.131-145.

metacognitive reading strategy toward reading comprehension at SMA Muhammadiyah I Palangka Raya.

## **J. Frame of Discussion**

The framework of the discussion of this study could be drawn as follows:

- Chapter I : Introduction, that consists of background of the study, problem of the study, objective of the study, assumption of the study, significances of the study, definition of key terms, hypothesis of the study, the scope and limitation of the study, and framework of the discussion.
- Chapter II : Review of related literature, that consists of the previous studies, the definition of vocabulary mastery, kind of vocabulary, level of vocabulary, the importance of vocabulary mastery, problem in mastering vocabulary, assessing vocabulary, the nature of reading strategy, definition reading, reading strategy, the importance of using reading strategy, metacognitive reading strategy, assessing metacognitive reading strategy, the nature of reading comprehension, the problems in reading, the level of reading comprehension, assessing reading comprehension.
- Chapter III : This chapter consists of research type, research design, variables of the study, population and sample, instrument of the study, data collecting, data analysis, and data analysis procedure.
- Chapter IV : This chapter consists of description of the data, result of data analysis, and discussion.

Chapter V :This chapter consists of conclusion and suggestion.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter the writer explains about previous related study vocabulary mastery, definition of vocabulary mastery, type of vocabulary related to the skill, kinds of vocabulary, level of vocabulary. Reading and definition of reading, reading process, type of reading. Finally, reading comprehension and definition of reading comprehension, levels of reading comprehension, type of reading comprehension, and factors that influence reading comprehension, assessing reading comprehension.

#### **A. Previous Studies**

Some studies have related to the study: First of all Nur Hidayah (2012) tried to measure the correlation between students' mastery in vocabulary and reading ability of the Eighth grade students at Mts Darul Amin Palangka Raya. Her study showed that there was positive correlation between reading and vocabulary.<sup>15</sup> Second, Misbahudin (2011) was investigated the correlation between students mastery of vocabulary and their reading ability (a case study at the second grade students of SMP YMJ Ciputat), was found there is a significant correlation between students mastery of vocabulary and their reading ability.<sup>16</sup> Third, study is is Ikah's study who investigated the

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<sup>15</sup> Nur Hidayah, *the correlation between students' mastery in vocabulary and reading ability of the Eighth grade students at Mts Darul Amin Palangka Raya*, Thesis, Palangka Raya: STAIN, 2012.

<sup>16</sup> Misbahudin, *the correlation between students mastery of vocabulary and their reading ability (a case study at the second grade students of SMP YMJ Ciputat)*, Thesis, Jakarta: UIN Syarif Hidayatullah, 2011.

correlation between students, achievement in vocabulary and reading ability on the second year students of MAN II Bekasi.<sup>17</sup>

Another related, Kouider Mokhtari and Carla A. Reichard's. This study investigated Assessing Students' Metacognitive Awareness of Reading Strategies. the Metacognitive Awareness of Reading Strategies Inventory, which is designed to assess adolescent and adult readers' metacognitive awareness and perceived use of reading strategies while reading academic or school related materials. There were 3 strategy subscales or factors: Global Reading Strategies, Problem-Solving Strategies, and Support Reading Strategies. The reliability and factorial validity of the scale were demonstrated. After a brief review of the literature, the development and validation of the instrument are described, and its psychometric properties are discussed. In addition, directions for administering and scoring the instrument are provided, and suggestions for interpreting the results obtained are offered. Finally, the scales' implications for reading research and instruction are discussed.<sup>18</sup> And also, Lawrence Jun Zhang's is study which intended to find out whether Chinese senior high school EFL students' metacognitive awareness and reading-strategy use. The results showed that the students reported using the 3 categories of strategies at a high-frequency level. Both the main effect for strategies and the main effect for learners' proficiency were significant. The high-proficiency group outperformed the intermediate group and the low-

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<sup>17</sup> Ikah, *The Correlation between Students' Achievement and Reading ability, at the second grade students of Madrasah Aliyah Negeri (MAN) II Narogong Bekasi*, Thesis, Jakarta, 2006

<sup>18</sup> Kouider Mokhtari and Carla A. Reichard. 2002 *Assessing Students' Metacognitive Awareness of Reading Strategies*. Oklahoma State University, Journal of Educational Psychology. P.1

proficiency group in 2 categories of reading strategies: global and problem-solving; but no statistically significant difference was found among the 3 proficiency groups in using support strategies. Pedagogical implications of these findings are discussed in relation to the changing Chinese society.<sup>19</sup>

In addition, the differences between the previous studies with the writer are related to the approach of the study that is used, the class and the material that use. The previous study used quantitative research. Meanwhile, this study was correlational research that applied linier regression. The purpose of the study is to measure the correlation between vocabulary mastery toward reading comprehension at the tenth grade students of SMA Muhammadiyah 1 Palangka Raya, the correlation between metacognitive reading strategy and reading comprehension at the tenth grade students of SMA Muhammadiyah 1 Palangka Raya, the correlation between vocabulary mastery and metacognitive reading strategy toward reading comprehension at the tenth grade students of SMA Muhammadiyah 1 Palangka Raya. Then the previous studies correlated the students' vocabulary mastery and reading ability. It is different because in this study the writer correlates the students' vocabulary mastery and metacognitive reading strategy toward reading comprehension.

## **B. The Nature of Vocabulary Mastery**

Vocabulary is one of the elements to developing skills, so people who want master those language skills; they have to master the vocabulary of English first. According to Anthony if the mastery of words or vocabulary much, they

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<sup>19</sup>Lawrene jun zang, Chinese senior high school EFL students' metacognitive awareness and reading-strategy use, Singapore: Nanyang Technological University, *Reading in a Foreign Language*. April 2009, Volume 21, No. 1.p.1

can help students increasing their speaking, listening, writing and reading ability.<sup>20</sup> So, the mastery of vocabulary must be developed by all learners if they want to mastery all skills.

### **1. Definition of Vocabulary**

Vocabulary is the base of language. It is one component of language likes reading and speaking, vocabulary is a key to reading, writing, verbal expression, building analytical and critical thinking. How good your language depending on how good you can master the vocabulary. Vocabulary is important to reading comprehension because readers cannot understand what they read without knowing what most the words mean. Burton said that without a large vocabulary, it is impossible to use English language precisely and vividly.<sup>21</sup>

David Grambs said that ‘vocabulary is a list of words usually defined and alphabetized as a dictionary or specialized glossary complete word stock of a language.’<sup>22</sup> Schmitt gave the definition of vocabulary as a basis of a language: it is very important to be mastered first, people cannot speak well and understand written materials if they do not master it. Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings,

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<sup>20</sup> H.R. Anthony, *Mastering Basic Language*, Surabaya: Study Group, 1978, p.5.

<sup>21</sup> Burton, *mastering English language*, London: The Macmilan Press Ltd, 1993, p.98.

<sup>22</sup> David Grambs, *Words about Word*, New York: Mc Graw Hill Book Company, 1984, p.73

communication in a foreign language just cannot happen in any meaningful way.<sup>23</sup>

Wilkins assumed that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.<sup>24</sup> For this reason, people must master the vocabulary first before they learn a foreign language. That’s why vocabulary is a key for language.

Therefore, vocabulary mastery is the skill of the language speaker to choose the appropriate lexical items or words in oral communication. Vocabulary mastery is not merely giving the meaning of every word in communication whether oral or written text but good vocabulary mastery must support of each of language skills, both receptive and productive.

## **2. Kinds of vocabulary**

Vocabulary means a list of word usually arranged in alphabetical order and defined. It means that vocabulary is contained of many words which is needed to be know and mastered. Vocabulary is all the word that can be combined into one sentence and had certain meaning. It means that no one can communicate with other if there is no word that they know. It can be said that vocabulary is the most important thing that we need to communicate a specific purpose.

Surely, there are some words in a sentence and those collections of words include to the vocabulary because vocabulary is a list or collections of

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<sup>23</sup> Nobert Schmitt, *Vocabulary in Language Teaching*, USA: Cambridge University Press, 2002, p. 231.

<sup>24</sup> Scott Thornbury, *How to Teach Vocabulary*, Harlow: Longman Pearson Education Ltd, 2002, p.13



words arranged in alphabetical order and explained. Those words could be Noun which is usually used as subject or object, Verb or it is usually used as predicate in a sentence, Adverbs etc.

a) Content word

A word that conveys information in a text or speech act, also known as a *lexical word*. Content words which include nouns, lexical verbs, adjectives, and adverbs belong to open classes of word: that is, new members are readily added. Contrast with function word.

**Table 2.1**  
**Category and Description of content word**

Category	Description	Examples
Nouns	People, places, things, and ideas	Patty, Seattle, cars, happiness
Main verbs	Verbs without auxiliaries	Ran, swim, thinks
Adjectives	Words that describe nouns	Red, soft, careful
Adverbs (except adverbs of frequency)	Words that describe nouns	Calmly, quickly, carefully <sup>25</sup>

b) Function word

A word that grammatical relationships. Also known as a grammatical word, function words include determiners, conjunctions, and prepositions.

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<sup>25</sup>Content Words and Function Words, 2011, <http://www.Pronouncian.com/Lessons/Default.aspx?Lesson=58,html>, (online), (Accessed on April 20, 2015).

**Table 2.2**  
**Category and Description of function word**

Category	Description	Examples
Prepositions	Words that tell relation to other words	At, on, to, near
Conjunctions	Words that tie clauses together	and, so, but, however
Determiners	Words that give detail to nouns	A, an, the, some, any <sup>26</sup>

### 3. Levels of vocabulary

Thornbury classify the scale of the words level as follow:

**Table 2.3**  
**The scale of the words level**

Easy stars	200 words
Level one beginner	300 words
Level two elementary	600 words
Level three Pre- Intermediate	1200 words
Level four Intermediate	1700 words
Level five Upper-Intermediate	2300 words
Level six Advanced	3000 words

Source,<sup>27</sup>

### 4. The importance of learning vocabulary

The importance of vocabulary is demonstrated daily in and out the school, vocabulary must be mastered and enriched to gain a higher level of proficiency. Nunan states that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will unable to use the structures and functions we way have learned for comprehensible communication.<sup>28</sup>

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<sup>26</sup> ibid

<sup>27</sup> Scoot Thornbury, *How to Teach Vocabulary*, England: Pearson Education Limited, 2002, p.59

<sup>28</sup> David Nunan, *Language Teaching Methodology*, Amsterdam: Prentice Hall, 1999, p.117

Thornbury also show the importance of vocabulary in language learning. “if you spend most of your time studying grammar, your English will not improve much. You will see most improvement if you learn more words and expression. You can see little with grammar, but you can say almost anything with words”.<sup>29</sup>

Those are shown that the more words are known, the more information is able to be transferred in the language.

### **5. Problem in mastering vocabulary**

According to David Riddell, there are some problems when learning new vocabularies, such as:

#### **a. Meaning**

- 1) A word may have than one meaning (e.g. odd, cut, patient)
- 2) First language (L1) interference such as “false friend”, word with a similar appearance or sound to words in their L1 but with different meaning.
- 3) Words may have different connotations, i.e. the meaning can be interpreted in different ways (e.g. slim/thin/skinny)
- 4) A student may understand the meaning of a word, but not the appropriate context in which to use it. This is particularly true of the language which is especially formal and informal.

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<sup>29</sup> Scott Thornbury, *How to teach Vocabulary*, London: Pearson Education Limited, 2002, p.13

b. Form

The spelling may be very different from the sound (e.g. cough).

Students may be competent speaker of the language but poor writers.

- 1) A word may be more than one part of speech (e.g. cough)
- 2) Some words are irregular (e.g. the plural of *person* is *people*; the plural of *sheep* is *sheep*)
- 3) Different varieties of English have different spelling (e.g. *color/colour*)
- 4) Spelling patterns are not obvious (e.g. *happy/happier*, *hit/hitting*)

c. Pronunciation

- 1) The sounds may not correspond to the spelling.
- 2) It is hard to know which syllable is stressed
- 3) Some word with different spelling and meanings are pronounced the same (e.g. *bear/bare*)

**6. Assessing vocabulary**

Assessment is the gathering of information to answer specific questions. What type of information you gather and how you analyze it depend on the nature of the questions you are asking. Vocabulary assessment is seen from the point of view breadth and depth. Breadth refers to the number of words a learner knows and depth refers to what the learner

knows about these words.<sup>30</sup> Common formats for assessing vocabulary recognition is multiple choice questions (MCQs).<sup>31</sup>

a. Multiple-Choice Question Formats

MCQs are one of the most common formats in professionally-developed language tests. They are widely used to assess learning at the recall and comprehension levels. MCQs take many forms but their basic structure is stem and response options, which include the key or correct answer and the distracters or incorrect responses. The student must then identify the correct or best response choice. The MCQ format can be use to assess vocabulary knowledge in a variety of ways. These include: synonym recognition, definition, meaning in context.

a) Synonym recognition (word in isolation or with context).

The teacher was *furious* when she heard the students talking during the test.

- A. angry
- B. calm
- C. happy
- D. delighted

b) Definition recognition (word level, minimal sentence context).

She is someone I absolutely *adore*.

- A. give a round of applause to

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<sup>30</sup> Anis Silvia, *Assessing Vocabulary: what, why and how*, Jakarta: UIN Syarif Hidayatullah, 2012, p.04.

<sup>31</sup> Cristine Coombe, *Assessing Vocabulary in the Classroom*, Arab: Dubai Men's College, 2013, p.116-118.

B. feel affection for

C. am revolted by

D. disapprove of

If something is *vague* it means it is \_\_\_\_\_.

A. unclear

B. abnormal

C. precise

D. specific

c) Meaning in context (sentence and paragraph level).

The townspeople were \_\_\_\_\_ by the typhoon that hit their coastline. Everyone had to move to a new area.

A. minimized

B. violated

C. displaced

D. rewarded

New Year is a time for making \_\_\_\_\_. Everyone thinks carefully about the lifestyle changes they want to make in the coming year.

A. indications

B. resolutions

C. summaries

D. obligations

Normally most kids love summer vacations. However, for me, the end of the school year is not a time to celebrate. I dread the dull, *humdrum* existence of sitting at home and doing the same things day after day. There is only so much television one can watch. I am counting the days till school begins in September.

The word *humdrum* in line two probably means \_\_\_\_\_.

- A. interesting
- B. exciting
- C. boring
- D. motivating

## **C. The Nature of reading Strategies**

### **1. Definition of Reading**

Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader, which enhances the knowledge acquired, consistently. The habit of reading also helps students to receive new words and phrases that they come across in everyday conversations. The habit can become an aid to the information available on various topics. It helps students to stay in-touch with contemporary writers as well as those from the days and makes students aware to global issues.

Millrood's defined it as a visual and cognitive process to extract meaning from writing by understanding the written text, processing

information, and relating it to existing experience.<sup>32</sup> Nuttall believes that the view of reading is fundamentally related to meaning, particularly with the transfer of meaning from mind to mind i.e., the transfer of a message from writer to reader.<sup>33</sup>

According to Hill 'Reading is what the reader does to get the meaning he needs from textual sources.'<sup>34</sup> And Lado stated that "Reading in a foreign language consist of grasping meaning in that language though its written representation".<sup>35</sup>

From some opinion above we can conclude that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.

## **2. Reading strategies**

Strategies are defined as learning techniques, behaviors, and problem solving or study skills, which make learning more effective and efficient (Oxford).

Reading strategies are deliberate, conscious technique that readers employ to enhance their comprehension or retention of the textual information. There are following characteristic: First are deliberate,

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<sup>32</sup>Radislav Millrood, *Teacher development series*, Modular course in English teaching methodology, 2001, p.117.

<sup>33</sup>Christine Nuttall, *Teaching reading skills in a foreign language*, Oxford: Heinemann International, 1996, p. 11.

<sup>34</sup>Walter R Hill, *Secondary School Reading Process, Program and Procedure*, Boston: Allyn and Bacon, 1979, p.4.

<sup>35</sup> Robert Lado, *Language Teaching as A Scientific Approach*, USA: Mc Graw Hill Inc, 1964, p.132.



conscious plans, techniques and skills. Second, aiming to enhance reading comprehension and overcome comprehension failures. Third, behavior and mental.<sup>36</sup>

### **3. The importance of using reading strategies**

There are some importance of reading strategies, as follow:

- a. Assist readers in being active, constructive readers who can gain and use information.<sup>37</sup>
- b. reader will be more motivated in their reading comprehension.<sup>38</sup>
- c. reading strategy provides learning opportunities, facilitates learning and recalling of information as well as strengthening the reading comprehension ability of language learners.<sup>39</sup>
- d. Through the employment of reading strategy such as metacognitive instruction in English class, students will be able to improve their reading comprehension and experience a higher level of competency which will further motivate them to read on a regular basis.<sup>40</sup>

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<sup>36</sup> Fenfang Li, A study of English Reading Strategies Used by Senior Middle School Students, Asian Social Science, 6(10), China: 2010, p.185

<sup>37</sup> Camille Blachowicz and Donna Ogle, *Reading Comprehension*, New York: The Guilford Press, 2008, p.35.

<sup>38</sup> Mohammad Reza Ahmadi Gilani, *Impacts of Learning Reading Strategy on Students' Reading Comprehension Proficiency*, The international Journal of Language Learning and Applied Linguistics World (IJLLALW), 1(1), Copyright IJLLALW, Norway, 2012, p.04.

<sup>39</sup> A. Dehnad, *Graphic Organizers as An Effective Study Technique in An ESP Class*, In Kiani & Khayamdar (Eds) *Proceeding of the first National ESP/EAP Conference*, vol. II, Tehran, SAMT Publication, 2005.

<sup>40</sup> E. L. Block, *See How They Read: Comprehension Monitoring of L1 and L2 readers*, TESOL Quarterly, 26, 1992, p.319-343.

#### 4. Metacognitive Strategy

Metacognitive means beyond, beside, or with the cognitive. Therefore, metacognitive are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process.<sup>41</sup> Moreover, metacognitive strategies are techniques that the reader employs for managing and monitoring cognitive strategies.<sup>42</sup>

According to Cohen proposed that the strategies are divided into three categories: (1) pre-reading strategies (planning), e.g., conjecturing the information from its context and scanning; (2) while-reading strategies (monitoring), e.g., self-questioning, self-monitoring, and solving problems; and (3) post-reading strategies (evaluating), e.g., evaluations of reading behaviors and responses to evaluations.<sup>43</sup>

Iwai concluded strategies specific to reading can be classified in the following three clusters of metacognition: *planning, monitoring, and evaluating strategies*.<sup>44</sup>

##### a. Planning

Planning strategies are used before reading; activating learners' background knowledge to get prepared for reading is an example of planning strategies. Also, previewing a title, picture, illustration, heading, or subheading can help readers grasp the overview of the text.

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<sup>41</sup> Rebecca L. Oxford, *Language Learning Strategies: what every teacher should know*, Boston: Heinle Publishers a Division of Wadsworth Inc, 1990, p.74

<sup>42</sup> Flavell, J. H. Cognitive monitoring. In W. P. Dickson (Ed.). *Children's oral...*,

<sup>43</sup> Cohen, A. D, *Strategies in learning and using a second language*. Harlow, Essex: Longman, 1998,

<sup>44</sup> Yuko Iwai, The effect of Metacognitive Reading Strategies: Pedagogical Implications for EFL/ESL Teachers, *The Reading Matrix*, 11(2), 2011, p.152-153

b. Monitoring

Monitoring strategies occur during reading. Some examples of monitoring strategies are comprehension of vocabulary, self-questioning (reflecting on whether they understood what they have read so far), summarizing, and inferring the main idea of each paragraph. Readers may also identify and focus on key information or key words, including *but*, *however*, *on the other hand*, *in addition*, *also*, and *in conclusion*. Determining which part of the passage can be emphasized or ignored based on the purpose of the task is another monitoring strategy.

c. evaluating

Evaluating strategies are employed after reading. For example, after reading a text, learners may think about how to apply what they have read to other situations. They may identify with the author, a narrative, or main character, and may have a better perspective of the situation in the book than they did at first.

In summary, metacognitive reading strategies are classified into three groups of planning (pre-reading), monitoring (during reading), and evaluating (post-reading) strategies.

## 5. Assessing metacognitive strategy

Mokhtari and Sheorey stated that was developed to measure the metacognitive awareness and perceived use of reading strategies of adolescent and adult learners of English as a second language (ESL) “while reading school related materials in English”. It comprises 30 items measuring three broad categories of reading strategies: global reading strategies (henceforth “GLOB”), problem-solving strategies (henceforth “PROB”), and support strategies (henceforth “SUP”). Categorization and description of EFL reading strategies.<sup>45</sup>

**Table 2.4**  
**Category and Description of EFL reading strategies**

Category	Description	Example	Item
Global reading strategies (GLOB)	The intentional, carefully planned techniques by which learners monitor or manage their reading	Having the purpose in mind; previewing the text	1–13
Problem-solving strategies (PROB)	The localized, focused techniques used when problems develop in understanding textual information	Adjusting reading speed; rereading the text	14-21
Support strategies (SUP)	The basic support mechanisms intended to aid the reader in comprehending the text	Using dictionaries; taking notes	22–30

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<sup>45</sup>KouiderMokhtari and Carla A. Reichard.2002*Assessing Students' Metacognitive Awareness of Reading Strategies*.Oklahoma State University, Journal of Educational Psychology. P.5

## **D. The Nature of Reading Comprehension**

### **1. Reading comprehension**

Comprehension means to understand what is being communicated. Reading comprehension is the degree to which we understand what we read and to gather information from text. When we pick up the newspaper and grab a novel of the shelf of the local bookstore, we are using our comprehension skills to gather information from text. Rubin states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities concern word meanings and reasoning with verbal concepts.<sup>46</sup> Durkin defines reading comprehension as an intentional thinking during which meaning is constructed through interactions between text and reader.<sup>47</sup>

Snow defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Words extracting and constructing are used to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.<sup>48</sup> Comprehension entails three elements:

- 1 - The reader who is doing the comprehending
- 2- The text that is to be comprehended
- 3- The activity in which comprehension is a part.

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<sup>46</sup> Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, New York: CBS College Publishing, 1982, p.207

<sup>47</sup> Daniel Durkin, *Teaching them to Read*, Boston: MA. Allyn and Bacon, (6<sup>th</sup> Ed.), 1993, p.3

<sup>48</sup> Catherine Snow, *Reading for understanding: Toward an R&D program in reading comprehension*, Washington DC: Santa Monica CA Rand, 2002, p.20.

## 2. Problem in reading comprehension

According to Gebhard there are some problems in reading, they are:

### 1) The “I want reading faster” problem

Some students want to read faster but they do not know increase their reading speed. Some of them complain that they read too slowly, one reason is because the material is too difficult, there are too many new words, the grammar is too complex, they does not have the background knowledge to process the intended meaning, or more likely, they are faced with a combination of these problems. Another reason students read slowly involves they way they read. Some students read a word at a time and look up many words in dictionary, event words they know.

### 2) The “vocabulary building” problems

It is not just beginner who needs to work constantly on building vocabulary. Some students have problems in comprehending the content of reading material because they limited vocabulary.

### 3) The “background knowledge” problem

Students’ ability to comprehend the content of reading material depends on their knowledge about the topic of the reading selection.

### 4) The “getting students to read” problem

It is sometimes difficult to get students to read in and out of class. Students, young and old are not always motivated to read.<sup>49</sup>

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<sup>49</sup> Jerry G. Gebhard, *Teaching Englis as a Foreign Language*, Amerika: The University of Michigan Press, 1996, p.209.

### 3. Levels of reading comprehension

The following are levels of reading comprehension according to Smith and Carnine:<sup>50</sup>

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

1. Literal comprehension; that is the skill of getting primary direct literal meaning of a word, idea, or sentence in context.
2. Interpretation; that is to identify ideal and meaning that are not explicitly stated in the written text.
3. Critical reading; that is to evaluate what is read, and examines critically the thought of the writer.
4. Creative reading; that is to apply ideas from the text to new situations and to recombine author's ideas with other ideas to form new concepts or to expand old ones.

b. Level of reading comprehension according to Carnine are:

1. Comprehension skill for the primary level consists of:
  - a. Literal comprehension; that is to receive information stated in a passage
  - b. Sequencing comprehension; that is to understand several from a passage according to when they happened.
  - c. Summarization; that is to receive information stated in a passage.
2. Comprehension skill for the intermediate level consist of:

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<sup>50</sup>Paul C. Burns and Friends, *Teaching Reading in Today's Elementary Schools*, Boston: Mifflin Company, 2004, p.255

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

Comprehension skill for the advanced level that is the appreciation of the author's work.<sup>51</sup>

#### 4. Assessing reading comprehension

The assessment of reading comprehension has been controversial. At the center of this controversy rests incongruence between the insights provided by theory and empirical evidence concerning the nature of this construct and the manner in which it commonly is assessed.<sup>52</sup> Theory and empirical evidence have demonstrated that reading comprehension is variable and multi-dimensional. Yet, the traditional reliance has been on tests with little variation in the material read and relatively little variation in the response formats used within tests<sup>53</sup>.

##### a. Kind of Questions in Reading Comprehension

- 1) According Loughed and TOEFL Information Bulletin in Djiwandono, usually the questions in reading comprehension tests are about: Main idea, supporting details, Inferring meaning, Passage

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<sup>51</sup> *Ibid*, p.256

<sup>52</sup> Pearson, P. D., & Hamm, D. N, *Children's reading comprehension and assessment*, Mahwah, NJ: Erlbaum Associates Publishers.2005, p.13.

<sup>53</sup> Sweet, A. P.). *Assessment of reading comprehension: The RAND reading study group vision*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.2005, p.3.



structure, Author's aim, Knowledge about certain vocabulary,  
Defining vocabulary based on the context.<sup>54</sup>

Furthermore, the followings are the descriptions for some of kinds question above:

#### 1) Main Ideas

The question about main idea asks the reader to determine the main idea or topic from a reading text, and commonly it is signed by word such as: *main point; mainly discussed; main idea; best title; main purpose; mainly concerned; main topic.*

Here are some examples of questions about main idea:

- a) What is the main idea of the passage?
- b) With which of the following is the passage mainly concerned?
- c) What is the main part of the passage?
- d) Which of the following does the author mainly discuss?
- e) Which of the following would be the best title?<sup>55</sup>

#### 2) Supporting Details

The question about supporting details asks the reader to find detail information that is printed explicitly in the text. It is commonly signed by words such as: *according to author...; according to the passage...; who, what, when, where, why, how, which.* Some questions in supporting details also can be called as

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<sup>54</sup>Djiwandono, P. I. STRATEGI MEMBACA BAHASA INGGRIS. Jakarta: PT. Gramedia Pustaka Utama, 2002, p. 97.

<sup>55</sup>Ibid, p. 98.

Factual Negative Questions. It is commonly signed by words such as: NOT; EXCEPT; LEAST; MOST.

Here are some examples of question about supporting details:

- a) Which of the following question does passage answer?
- b) According to the passage, which statement is true?
- c) When did 'something' happen?
- d) Who did 'something'?
- e) The author discusses all of the following in the passage EXCEPT. . .
- f) Which of the following is NOT mentioned in the passage?<sup>56</sup>

### 3) Inferring Meaning

The question about inferring meaning asks the reader to find the implicit meaning of the written words. Implicit meaning is not printed explicitly in text, but its meaning can be got from the explicit word. It is commonly signed by words such as: *it can be inferred that...; the author implied that...; likely agree with...; most likely to.*

Here are some examples of questions about inferring meaning:

- a) Which of the following does the author imply?
- b) Which of the following can be inferred from the passage?
- c) Which the following statements would be author most likely to agree with?
- d) Which of the following is most likely to be true?<sup>57</sup>

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<sup>56</sup>*Ibid.* p.98.

#### 4) Passage Structure

Every kind of text is arranged based on certain rhetoric pattern, such as problem-solving problem, general-specific, and other. The question about passage structure asks the reader to determine how author arranges his/her idea writtenly. It is commonly signed by word such as: *which details; present this discussion; in which ways*.

Here are some examples of questions about passage structure:

- a) Which of the following details does the author use support this opinion?
- b) How does the author present his discussion?<sup>58</sup>

#### 5) Defining Vocabulary Based on the Context

The question about defining vocabulary based on the context asks the reader to determine the meaning of a word in the text. Commonly, this word is used in the context of the sentence, when the reader is asked to determine the meaning of the word. It is commonly signed by words such as: *refers to; means in this context*.

Here are some examples of questions about defining vocabulary based on the context:

- a) The word “this” in this last sentence refers to...
- b) What does the word “indelible” mean in this context?<sup>59</sup>

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<sup>57</sup>*Ibid*, p.100.

<sup>58</sup>*Ibid*, p. 101.

<sup>59</sup>*Ibid*, p. 102.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

In this chapter the writer explains about the research methodology. This chapter consists of research design and research approach type of the study, place and time of the study, the population and sample of the study, the data collecting procedure and the data analysis procedure.

##### **A. Research type and research design of the study**

This study applied quantitative research. Quantitative research is inquiry employing operational definition to generate numeric data to answer predetermined hypotheses or question.<sup>60</sup> This study gathered data from two variables those were correlated.

The design in this study was correlation design which assessed the relationships among two or more variables in a single group.<sup>61</sup> The design will use to know the relationship between three continuous variables. There are vocabulary mastery and reading strategies to reading comprehension. This study involved the measurement of the correlation degree.<sup>62</sup> The data in correlational design are analyzed using correlational statistic resulting in correlation coefficient which shows the degree of the relationship (how closely they are related) between the variables involved. The correlation coefficient is represented with  $r$  and is expressed as a number between -1 and +1. When  $r$  is -1, the variables have perfect

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<sup>60</sup> Donald Ary, et, al., *Introduction to Research in Education*, Canada: simultaneously, 1972, P.648.

<sup>61</sup> Daniel Muijs, *Doing Quantitative Research in Education with SPSS*, London: SAGE Publications Ltd, 2004, p.1.

<sup>62</sup> Syamsudin and Vismaina S. Damaianti, *Metode Penelitian Pendidikan Bahasa*, Bandung: Rosda, 2006, p.25

negative correlation, when the  $r$  is +1, the variables have perfect positive correlation, and when the  $r$  is 0, the variables have no correlation.<sup>63</sup>

## **B. Place and Time of the study**

The place of the study was SMA Muhammadiyah I Palangka Raya, Jl. RTA. Milono, Km. 1,5, Palangka Raya Kalimantan Tengah 73111. In this study the writer was collect the data in two months.

## **C. Population and sample of the study**

### **1. Population**

Donald Ary et.al stated that population is defined as all members of any well-defined class of people, events or object meanwhile the sample is a part of population.<sup>64</sup> The population of this study was all the students' of Tenth Grade Students' at SMA Muhammadiyah I Palangka Raya. The population of this study was all of the tenth grade students of SMA Muhammadiyah 1 palangka Raya, in academic year 2060/2017.

### **2. Sample**

A sample is a portion of a population. In this study the whole population was not taken to be investigated. There were only some samples of the population taken. The samples were chosen by using purposive sampling. It means that the 70 students were chosen as the samples from 142 students of population.

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<sup>63</sup> Mohammad Adnan Latief, *Research Methods On Language Learning An Introduction*, Malang, UM PRESS, 2014, p.113

<sup>64</sup> Donald Ary and friends, *Introduction to Research in Education*. Canada: simullataneously.1972.P.138

The samples are class X.IPA 2 and class X.IPA 4 as the class to test the instruments; also class X.IPA 3 is becomes try out class for instruments of the test.

**Table 3.1**  
**The schema of instruments research class**

Class	Name	Number of students
X.IPA 2	Test Instruments sample	24
X.IPA 4	Test Instrument sample	22
X.IPA 3	Try Out Instruments sample	24
TOTAL		70

#### **D. Instrument of the study**

##### **1. Research instrument**

According to Ary, et al.,instrument is a device for operationally defining a variable.<sup>65</sup> Selecting appropriate and useful measuring instruments in critical to the success of any research study. One must select or develop scales and instruments that can measure complex constructs such as intelligence, achievement, personality, motivation, attitudes, aptitudes, interests, and self-concept.<sup>66</sup>

There are two instruments used in this study, namely, test and questionnaire:

##### **1)Test**

According to Heaton, test may be constructed primarily as devices to reinforce learning and to motivate student, or primarily as a means of as seeing the student's performance the language.<sup>67</sup>

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<sup>65</sup>Donald Ary, Lucy Cheser Jacobs, Chir Soronce and Asqar Razavieh, *Introduction to Research in Education*, EightEdition, New York: Wadsworth/Thomson Learning, 2010, p. 643

<sup>66</sup>*Ibid*,p.200.

<sup>67</sup>J.B.Heaton, *Language Testing*, 1987, p. 1.

Achievements tests are widely used in educational research, as well as in school systems. They are use to measure what individuals have learned. Achievement tests are generally classified as either standardized or teacher/researcher made.

In this study, all samples were given a test. The test was constructed in the form of multiple choices question which was consisting of 100 items test. The items are vocabulary test were 50 items test and reading comprehension were 50 items test. If the samples' answer is right, the score is two (2) and if the samples' answer is wrong, the score is zero (0).

**Table 3.2**  
**Content Specification of Items of in Research Instruments**

Indicator	Language skill & component	Items of test	Type of test	Descriptive test items
The students are able to respond the meaning descriptive text, accurately, fluently, and acceptable. In addition, the social function, generic structure of the text, and language component of descriptive text. Such as sight and historical building, etc	Reading comprehension	50 items	Multiple choice	Short and long text, the students are required to choose the correct answer based on the test.
The students are able to understand the meaning narrative text, accurately, fluently, and acceptable. In addition, the social function, generic structure of the text, and language component of descriptive text. Such as sight and historical building, etc.	Vocabulary	50 items	Multiple choice	The students are required to choose the correct answer based on the test.

**Table 3.3**  
**Distribution of students' score criteria of Vocabulary**

No	Category	Frequency
1	Score 80-100	12
2	Score 70-80	13
3	Score 60-70	16
4	Score 50-60	4
5	Score 0-50	1
Total		46

Based on the data above, can be seen that from 46 students' of the tenth grade of X IPA students at SMA Muhammadiyah 1 Palangka Raya the value of the students is different. Based on the calculation there were twelve students that got score in 80-100, then thirteen students that got score 70-80, sixteen students that got score 60-70, four students that got score 50-60, and one student that got score 0-50.

**Table 3.4**  
**Level of vocabulary Test Items**

No.	Level of Comprehension	Items	Percentage
1.	Definition	15 Items	30%
2.	Synonym	18 Items	36%
3	Antonym	17 items	34%
Total		50 Items	100%

Based on the data above, the writer used definition, synonym and antonym test of vocabulary mastery. First, were 15 items of definition and the percentage of the test items was 30%. Second, 18 items of synonym and the percentage of the test items were 36%. Third, 17 items of antonym and the percentage were 34%.

**Table 3.5**  
**Level of Comprehension Test Items**

No.	Level of Comprehension	Items	Percentage
1.	Literal	33 Items	66%
2.	Inferential	17 Items	34%
Total		50 Items	100%

Based on the table above, the writer only focus on literal and inferential level comprehension was took the test of reading comprehension. There was 33



items of literal level and the percentage of the test items was 66%, also 77 items of inferential level and the percentage of the test items was 34%.

The reason why the test item was constructed in multiple choices from was because multiple choice is an objective test. Objective test is frequently criticized on the grounds that they are simpler to answers than subjective examinations. Item in an objective test, however, can be made just as easy or as difficult as the test constructor wishes. Beside of having the strength, a test in form of multiple choices also has a weakness. Multiple choice test type encourages guessing. It can be solved by doing try out of the test items to find out the test validity and reliability.

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Because this test used 50 items test in the form of multiple choice, the writer gave to the students' result test by using the formula:

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

Where:

S = Students' score

n = Number of true answers

N = Number of the test

In connection with the score of students' test, the writer used scoring rubric as seen in table 3.5 as follows:

**Table 3.6**  
**Scoring Rubric for Students' Reading Comprehension<sup>69</sup>**

Rubric Score	Grade	Category
80-100	A+	Excellent

<sup>68</sup> J.B.Heaton, *Language Testing*, 1987, p. 12.

<sup>69</sup> Craig A. Mertler, *Designing Scoring Rubrics for Your Classroom*, Practical Assessment, research & evaluation, 7(25).2005 Retrieved July 8, 2016, p.4-5.

65-70	A	Excellent
55-60	B+	Good
45-50	B	Good
35-40	C+	Fair
25-30	C	Fair
15-20	U	Unsatisfactory
5-10	U	Unsatisfactory
0	U	Unsatisfactory

The performance of the test items was obvious importance as compiling future tests. Since a great deal of time and effort are usually spent on the construction of good objective items, in this case is multiple choice items, most teachers and test constructors will be desirous of either using them again without further changes or else adapting them future use. It is thus useful to identify these items which were answered correctly by the more able students taking the test and badly by the less able students. The identification of certain difficult items in the test, together with a knowledge of the performance of the individual distractors in multiple choice items, can prove just as valuable in its implications for teaching for testing.<sup>70</sup>

## 2) Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. This instrument is used to gain data related to the use of reading strategy. Mokhtary and Sheorey's Metacognitive Awareness Questionnaire is used to identify the reading. First of all, reading strategy survey with 28 items from three aspects of students' reading

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<sup>70</sup>J. B. Heaton, *Language Testing...*, p. 172

strategies use (global strategies, problem solving strategies, and support strategies) with five scales (never/almost never, occasionally, sometimes, usually, always/almost) will be used. Categorization and description of EFL reading strategies:<sup>71</sup>

**Table 3.7**  
**Categorization and description of EFL reading strategies**

Category	Description	Example	Item
Global reading strategies (GLOB)	The intentional, carefully planned techniques by which learners monitor or manage their reading	Having the purpose in mind; previewing the text	1–13
Problem-solving strategies (PROB)	The localized, focused techniques used when problems develop in understanding textual information	Adjusting reading speed; rereading the text	14-21
Support strategies (SUP)	The basic support mechanisms intended to aid the reader in comprehending the text	Using dictionaries; taking notes	22–30

The averages for metacognitive strategy use based on the SILL scale value by Oxford in Zhang journal applied to indicate the level of usage. The frequency scales of strategy use based on SILL (Oxford, 1990) and its interpretation were shown in Table 3.8 below:

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<sup>71</sup>KouiderMokhtari and Carla A. Reichard.2002*Assessing Students' Metacognitive Awareness of Reading Strategies*.Oklahoma State University, Journal of Educational Psychology. P.5

**Table 3.8**  
**Frequency Scales of Strategy Use**

Mean Score	Frequency	Evaluation
4.5-5.0	High	Always or almost always used
3.5-4.49		Usually used
2.5-3.49	Medium	Sometimes used
1.5-2.49		Generally not used
1.0-1.49	Low	Never or almost never used

### **E. Instrument Try Out**

The tryout of instruments was conducted in class X.IPA 3 with the number of students was 24 students on Tuesday, 8 November 2016. The writer conducted a try out test before it applied to the real sample of this study. Try out of the instrument was necessary to know how valid, or reliable and difficult the instruments before it apply to the real sample. The writer obtained the instrument quality consists of instrument validity, reliability, index difficulty. The procedures of the try out as follows:

- a. The writer gave try out to the respondents.
- b. The writer collected the answers and gave score to the respondents' answer.
- c. The writer analyzed the obtain data to know the instrument validity, reliability, and index difficulty.
- d. After the writer knew the instrument validity, reliability, and index difficulty, the writer tested the test for the real sample.

## F. Research instrument reliability

The good instrument in a study is not only the instrument valid but also reliable to measure what suppose to be measured. Reliability is a necessary characteristic of any good test for be valid at all, a test must first be reliable as a measuring instrument.<sup>72</sup> The writer was examining the reliability of the item by using formula:<sup>73</sup>

- 1) The reliability of the test the writer using formula *KR21*:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{x(k-x)}{k \cdot s^2} \right)$$

Where:

- $r_{11}$  = Reliability of instrument
- $k$  = the number of items
- $s$  = the standard deviation
- $x$  = Mean ( rerata total skor )

- 2) The steps in determining the reliability of the test were:

- a. Making tabulating of testes' scores.
- b. Measured the mean of the testees' scores with the formula:  $M = \frac{\sum Y}{N}$
- c. Measured the total variants with the formula:

$$V_t = \frac{\sum y^2 - \frac{(\sum Y)^2}{N}}{N}$$

Where:

$V_t$  : the total variants

$\sum Y$  : the total of score

$\sum Y^2$  : the square of score total

$N$  : the number of testes

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<sup>72</sup>J.B. Heaton. *Language Testing*. 1987. p. 155

<sup>73</sup>J.B. Heaton. *Language Testing*. P. 157

- d. Calculated the instrument reliability using KR-21.
- e. The last decision was compared the value of  $\Gamma_{11}$  and  $\Gamma_t$

$\Gamma_{11} > \Gamma_{table}$	=	Reliable
$\Gamma_{11} < \Gamma_{table}$	=	Nor
		Reliable

3) The reliability of questionnaire are the write used formula:

- a. Measuring the mean of the respondents scores with the formula:

$$M = \frac{\sum X}{N} \times 100$$

- b. Measuring the total variants with the formula:

$$S^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

Where:

$S^2$  = the total variants

$\sum X$  = the total of score

$\sum X^2$  = the square of score total

$N$  = the number of testers

- c. Calculating the instruments of questionnaire by used Cronbach Alpha:

$$r_{11} = \frac{k}{k-1} \left[ 1 - \frac{\sum \delta^2}{\sum t^2} \right]$$

Where:

$r_{11}$  = Reliability of instrument

$k$  = the number of items

$\sum \delta_b^2$  = the total of items

$\sum \delta_t^2$  = the variants of score total<sup>74</sup>

- 4) Knowing the level of reliability of instrument, the value of  $\Gamma_{11}$  was interpreted based on the qualification of reliability as follows:

$\Gamma_{11} > r_{\text{table}} = \text{Reliable}$

$\Gamma_{11} < \Gamma_{\text{table}} = \text{Not Reliable}$

To interpret the reliability of instrument, the writer used the criteria of reliability as shown below:

**Table 3.9**  
**Criteria of Reliability**

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

From the measurement of instrument try out reliability it is known that the whole numbers of test items are reliable and can be used as the instrument of the study.

## **G. Research instrument validity**

### **1. Content Validity**

According to Heaton, a good test should posses' validity: that is it should measure what it is intended to measure and nothing else.<sup>75</sup> If a test does this,

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<sup>74</sup><http://www.askapep13.wordpress.com>, AnalisisAngket

<sup>75</sup> J.B. Heaton, *English Language Test*, Longman, 1974, P.10

it said to be valid. All of the test items must relate to what students learn. (see appendix 3)

## 2. Construct Validity

According to Heaton construct validity assumes the existence of certain learning theories and constructs underlying the acquisition of abilities and skills. If a test has construct, it is capable of measuring certain specific characteristics in accordance with a theory of language.<sup>76</sup>

To measure the validity of the instrument, the writer used the formulation of Product Moment by Pearson as follows<sup>77</sup>:

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

Where:

$r_{xy}$  : The coefficient of correlation

$\sum X$  : Total Value of Score X

$\sum Y$  : Total Value of Score Y

$\sum XY$  : Multiplication Result between Score X and Score Y

N : Number of students

After gathering the results  $r_{11}$ , the writer interpreted the result by used coefficient correlation interpretation table as below:

**Table 3.10**  
**Coefficient correlation interpretation<sup>78</sup>**

0.800 – 1.000	Very High Validity
0.600 – 0.799	High Validity

<sup>76</sup>J.B. Heaton. *Language Testing*...p. 154.

<sup>77</sup>Riduwan, *Metode dan Teknik Menyusun Thesis*, Bandung: Alfabeta, 2007, p. 110.

<sup>78</sup>*Ibid*,



0.400 – 0.599	Fair Validity
0.200 – 0.399	Poor Validity
0.000 – 0.199	Very Poor Validity

## H. Data Collecting Procedure

In this study, the writer used some procedures to collect the data, the procedures consist of some steps as follows:

1. The writer observed to SMA Muhammadiyah 1 Palangka Raya.
2. The writer given a test to measure the students' achievement of vocabulary and readings comprehend by the tests, especially in narrative text. According to J.B.Heaton test is geared to the teacher taken place, whereas in the latter case the teaching in geared to the test, standardized tests and public examination.<sup>79</sup>
3. The writer given the questionnaire of metacognitive strategies.
4. The writer analyzed the test result to collect the data
5. The writer took documentation to support the data.

## I. Data analysis procedure

To analysis the data obtain, the writer was use the SPSS 18 program with the regression linear, and also manual calculating with the formula as below:

1. Tabulated the data into the distribution of frequency of score table, then found out the mean of students' score, standard deviation, and standard error of variable X1, X2 and (Y) by using the formulas below:

a. Mean of students' score :  $\bar{X} = \frac{\sum FX_i}{n}$

Where:

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<sup>79</sup> J.B.Heaton, *Language Testing*. P.1

$\sum FX_i$  = total of score

n = total of the students

b. Standard Deviation

$$S = \sqrt{\frac{n \sum F_{xi}^2 + (\sum F_{xi})^2}{n(n-1)}}$$

c. Standard Error

$$SE_{md} = \frac{S}{\sqrt{N-1}}$$

Where:

S= Standard deviation

$n_1$ = the number of the experimental group

$n_2$ = the number of the control group

$SE_{md}$ = Standard error

N= Number of Case

d. Normality Test

It is used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. Chi square was used.

$$X^2_{\text{observed}} = \sum_{i=1}^k \frac{(f_o - f_e)^2}{f_e}$$

Where:

$X^2_{\text{observed}}$  = Chi square

$f_o$  = frequency from observation

$f_e$  = expected frequency

Calculation result of  $X^2_{\text{observed}}$  was compared with  $X^2_{\text{table}}$  by 5% and 1% degree of significance. If  $X^2_{\text{observed}}$  was lower than  $X^2_{\text{table}}$  so the distribution list was normal.

Then, in this study, the researcher used **One-Sample Kolmogorov-Smirnov Test** to test the normality.

e. Homogeneity Test

It is used to know whether experimental group and control group, that were decided, come from population that has relatively same variant or not. The formula was:

$$X^2_{\text{observed}} = (\log 10) \times (B - \sum (dk) \log S^2_i)$$

Where:

$$B = (\log S^2_i) \times \sum (n_i - 1)$$

Notice:

$X^2_{\text{observed}} \leq X^2_{\text{table}}$ , is homogeneity.

$X^2_{\text{observed}} \geq X^2_{\text{table}}$ , is not homogeneity.

If calculation result of  $X^2_{\text{observed}}$  was lower than  $X^2_{\text{table}}$  by 5% degree of significance, it meat both groups had same variant.

In this study, the writer used **Levene Test Statistic** to test the homogeneity of variance.

f. To find out the correlation coefficient all of them, the writer used the formula as bellow:

a) By product moment formula:

$$R_{X1.X2.Y} = \sqrt{\frac{r^2_{X1.Y} + r^2_{X2.Y} - 2(r_{X1.Y})(r_{X2.Y})(r_{X1.X2})}{1 - r^2_{X1.X2}}}$$

Where:

$R_{X1.X2.Y}$  = Correlation between X1 and X2 with Y

$R_{x1y}$  = Product Moment Correlation between X1 and Y

$R_{x2y}$  = Product Moment Correlation between X2 and Y

$R_{x1x2}$  = Product Moment Correlation between X1 and X2

b) To know the significant of multiple correlation X1, X2 and Y

the writer used formula:<sup>80</sup>

$$f_{value} = \frac{\frac{R^2}{k}}{\frac{(1 - R^2)}{n - k - 1}}$$

Where:

R = score of multiple correlation

K = total of independent variable

N = total of sample

F = comparison between  $F_{value}$  and  $F_{table}$

c) To know the score of  $F_{value}$  the writer used F table with formula:<sup>81</sup>

$$F_{table} = F_{(1-\alpha)\{(db=k),(db=n-k-1)\}}$$

Standard of significant is  $\alpha = 0,01$  or  $\alpha = 0,05$

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<sup>80</sup>Riduwan, *Dasar-dasar Statistika* (edisi revisi), Bandung: Alfabeta cv, 2013, p.238.

<sup>81</sup>Ibid, p. 239.

## CHAPTER IV

### RESULT OF THE STUDY

In this chapter the writer presents the data which had been collected from the research in the field of study which consists of description of the data, result of data analysis, and discussion.

#### A. Description of the Data

##### 1. The result of Students Vocabulary Score

The Vocabulary test had been conducted in class X.IPA 4 and X.IPA 2 with the number of participants is 46 students on Wednesday, 16<sup>th</sup> November 2016. The vocabulary score of students (participants) were presented in table 4.1 below:

**Table 4.1**  
**The Result of the Score Students' Vocabulary Mastery**

No.	Students Code Name	Score	Predicate
1	B1	50	Poor
2	B2	65	Fair
3	B3	70	Good
4	B4	82	Very good
5	B5	80	Very good
6	B6	76	Good
7	B7	78	Good
8	B8	84	Very good
9	B9	70	Good
10	B10	85	Very good
11	B11	70	Good
12	B12	63	Fair
13	B13	70	Good
14	B14	85	Very good
15	B15	57	Poor
16	B16	71	Good
17	B17	68	Fair
18	B18	60	Fair
19	B19	80	Very good
20	B20	83	Very good

21	B21	68	Fair
22	B22	80	Very good
23	B23	79	Good
24	B24	60	Fair
25	B25	68	Fair
26	B26	80	Very good
27	B27	86	Very good
28	B28	83	Very good
29	B29	84	Very good
30	B30	91	Very good
31	B31	65	Fair
32	B32	56	Poor
33	B33	70	Good
34	B34	87	Very good
35	B35	85	Very good
36	B36	67	Fair
37	B37	80	Very good
38	B38	69	Fair
39	B39	78	Good
40	B40	77	Good
41	B41	65	Fair
42	B42	70	Good
43	B43	80	Very good
44	B44	81	Very good
45	B45	77	Good
46	B46	70	Good
Sum		3403	
Highest score		91	
Lowest score		50	
Mean		73.978	
Standard Deviation		9.41	

It can be seen from the table above based on the result of research in class X.IPA 4 and X.IPA 2 that had given the vocabulary test, the highest score of students was 91 and the lowest score was 50 with sum of the score was 3403, mean was 73.978 and standard deviation was 9,41.

## 2. The result of students' questionnaire score in Reading Strategies

The reading strategies test had been conducted in class X.IPA 4 and X.IPA 2 with the number of participants is 46 students on Wednesday, 9 November 2016. The reading strategy score of students (participants) were presented in table 4.2 below:

**Table 4.2**  
**The Result of Students' questionnaire Score Reading Strategy**

No	Students Code Name	Score	Mean	Level	Interpretation
1	B1	100	3.57	H	Usually Used
2	B2	105	3.75	H	Usually Used
3	B3	116	4.14	H	Usually Used
4	B4	98	3.50	H	Usually Used
5	B5	96	3.43	M	Sometimes Used
6	B6	101	3.61	H	Usually Used
7	B7	105	3.75	H	Usually Used
8	B8	103	3.68	H	Usually Used
9	B9	117	4.18	H	Usually Used
10	B10	104	3.71	H	Usually Used
11	B11	102	3.64	H	Usually Used
12	B12	107	3.82	H	Usually Used
13	B13	92	3.29	M	Sometimes Used
14	B14	121	4.32	H	Usually Used
15	B15	118	4.21	H	Usually Used
16	B16	116	4.14	H	Usually Used
17	B17	108	3.86	H	Usually Used
18	B18	107	3.82	H	Usually Used
19	B19	125	4.46	H	Always Used
20	B20	108	3.86	H	Usually Used
21	B21	109	3.89	H	Usually Used
22	B22	127	4.54	H	Always Used
23	B23	100	3.57	H	Usually Used
24	B24	105	3.75	H	Usually Used
25	B25	116	4.14	H	Usually Used
26	B26	96	3.43	M	Sometimes Used
27	B27	98	3.50	H	Usually Used
28	B28	99	3.54	H	Usually Used
29	B29	105	3.75	H	Usually Used
30	B30	103	3.68	H	Always Used
31	B31	114	4.07	H	Usually Used

32	B32	98	3.50	H	Usually Used
33	B33	98	3.50	H	Usually Used
34	B34	100	3.57	H	Usually Used
35	B35	89	3.18	H	Sometimes Used
36	B36	119	4.25	H	Usually Used
37	B37	108	3.86	H	Usually Used
38	B38	111	3.96	H	Usually Used
39	B39	100	3.57	H	Usually Used
40	B40	103	3.68	H	Usually Used
41	B41	117	4.18	H	Usually Used
42	B42	99	3.54	H	Usually Used
43	B43	105	3.75	H	Usually Used
44	B44	119	4.25	H	Usually Used
45	B45	115	4.11	H	Usually Used
46	B46	101	3.61	H	Usually Used
Sum		4903	175.11		
Highest score		127	4,54		
Lowest score		92	3,18		
Mean		106.587	3,81	H	Usually Used
Standard Deviation		8.835			

It can be seen from the table above based on the result of research in class X.IPA 4 and X.IPA 2 that had given the reading strategies test, the highest score of students was 127 and the lowest score was 92 with sum of the score was 4903, mean was 106.587 and standard deviation was 8.835.

**Table 4.3**  
**The Percentage Calculation of the Questionnaire Result Students' reading Strategies use of the tenth grade students SMA Muhammadiyah 1 Palangka Raya**

No	Declaration	Number & Percent	Scale					Total
			1	2	3	4	5	
1	<i>I have a purpose in mind when I read</i>	Number	0	2	25	19	0	46
		Percent	0%	4.3%	54.3%	41.3%	0%	100%
2	<i>I think about whether the content of the text fits my reading purpose</i>	Number	2	6	29	1	8	46
		Percent	4.3%	13.0%	63.0%	2.2%	17.4%	100%



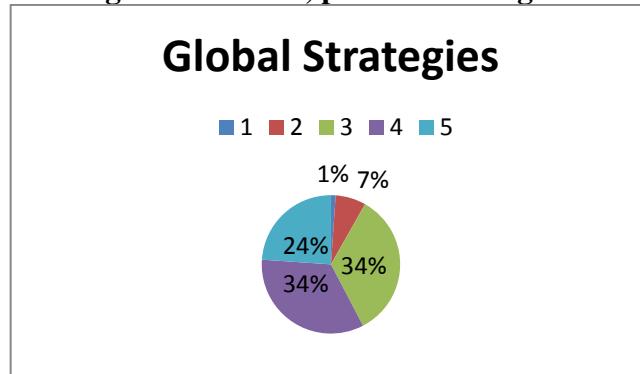
3	<i>I review the text to know about its length, organization and idea</i>	Number	2	3	12	16	13	46
		Percent	4.3%	6.5%	26.1%	34.8%	28.3%	100%
4	<i>When reading, I decide what to read closely and what the ignore</i>	Number	2	3	14	21	6	46
		Percent	4.3%	6.5%	30.4%	45.7%	13.0%	100%
5	<i>I use my prior knowledge(ex : knowledge about the theme of the text, or grammar knowledge) to help me understand what I read</i>	Number	0	1	7	11	27	46
		Percent	0%	2.2%	15.2%	23.9%	58.7%	100%
6	<i>I use tables, figures, and pictures in text to increase my understanding</i>	Number	0	2	3	17	20	46
		Percent	0%	4.3%	6.5%	37.0%	43.5%	100%
7	<i>I use context clues to help me better understand what I am reading</i>	Number	0	1	10	25	10	46
		Percent	0%	2.2%	21.7%	54.3%	21.7%	100%
8	<i>I use typographical features like bold face and to identify key information</i>	Number	0	8	14	16	8	46
		Percent	0%	17.4%	30.4%	34.8%	17.4%	100%
9	<i>I check my understanding when I come across new information</i>	Number	0	2	21	10	13	46
		Percent	0%	4.3%	45.7%	21.7%	28.3%	100%
10	<i>I try to guess what the content of the text is about when I read</i>	Number	0	2	17	21	6	46
		Percent	0%	4.3%	37.0%	45.7%	13.0%	100%
11	<i>I check to see if my guesses about the text are right or wrong</i>	Number	0	3	9	20	14	46
		Percent	0%	6.5%	19.6%	43.5%	30.4%	100%

12	<i>I critically analyze and evaluate the information presented in the text rather than passively accept everything</i>	Number	0	6	26	8	6	46
		Percent	0%	13.0%	56.5%	17.4%	13.0%	100%
13	<i>I read slowly and carefully to make sure I understand what I read</i>	Number	0	0	3	20	23	46
		Percent	0%	0%	6.5%	43.5%	50%	100%
14	<i>I adjust my reading speed according to what I am reading</i>	Number	0	1	12	24	9	46
		Percent	0%	2.2%	26.1%	52.2%	19.6%	100%
15	<i>I stop from time to time and think about what I am reading</i>	Number	0	2	15	11	18	46
		Percent	0%	4.3%	32.6%	23.9%	39.1%	100%
16	<i>I try to picture or visualize information to help remember what I read</i>	Number	0	0	24	9	13	46
		Percent	0%	0%	52.2%	19.6%	28.3%	100%
17	<i>When text becomes difficult, I re-read it to increase my understanding</i>	Number	0	3	18	17	8	46
		Percent	0%	6.5%	39.1%	37.0%	17.4%	100%
18	<i>When I read, I guess the meaning of unknown words or phrases</i>	Number	0	3	14	22	7	46
		Percent	0%	6.5%	30.4%	47.8%	15.2%	100%
19	<i>I try to get back on track when I lose</i>	Number	2	2	16	9	17	46
		Percent	4.3%	4.3%	34.8%	19.6%	37.0%	100%
20	<i>I take note of the key expressions and ideas while reading to help me understand what I read</i>	Number	0	1	8	28	9	46
		Percent	0%	2.2%	17.4%	60.9%	19.6%	100%
21	<i>I underline or circle information</i>	Number	0	1	5	33	7	46
		Percent	0%	2.2%	10.9%	71.7%	15.2%	100%

	<i>in the text to help me remember it</i>							
22	<i>When text becomes difficult, I read aloud to help me understand what I read</i>	Number	19	6	8	4	9	46
		Percent	41.3%	13.0%	17.4%	8.7%	19.6%	100%
23	<i>I use reference materials(ex: a dictionary) to help me understand what I read</i>	Number	0	0	11	21	14	46
		Percent	0%	0%	23.9%	45.7%	30.4%	100%
24	<i>I paraphrase(restate ideas in my own words) to better understand what I read</i>	Number	0	4	18	18	6	46
		Percent	0%	8.7%	39.1%	39.1%	13.0%	100%
25	<i>I go back and forth in the text to find relationships among ideas in it</i>	Number	0	2	18	9	17	46
		Percent	0%	4.3%	39.1%	19.6%	37.0%	100%
26	<i>I ask myself questions I like to have answered in text</i>	Number	3	1	7	22	13	46
		Percent	6.5%	2.2%	15.2%	47.8%	28.3%	100%
27	<i>when reading, I translate from English into my native language</i>	Number	0	1	6	13	26	46
		Percent	0%	2.2%	13.0%	28.3%	56.5%	100%
28	<i>When reading, I think about information in both English and my mother tongue</i>	Number	0	1	2	13	30	46
		Percent	0%	2.2%	4.3%	28.3%	65.2%	100%

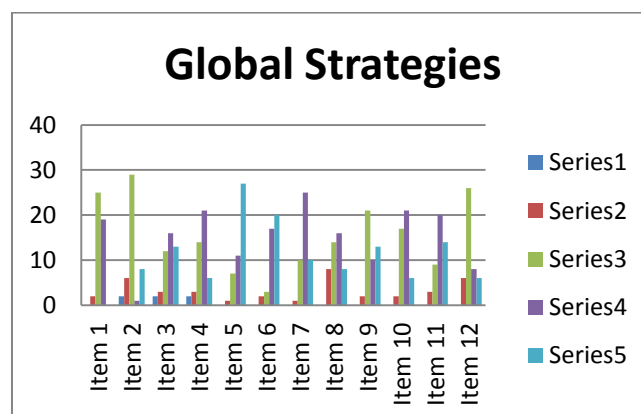
Based on the table above the questionnaire result of percentage tenth grade students, the good response all of the items is the students answer *usually used* reading strategy.

**Figure 4.4**  
The percentage students' respond in global strategies use by the tenth grade students, presented in figure below:



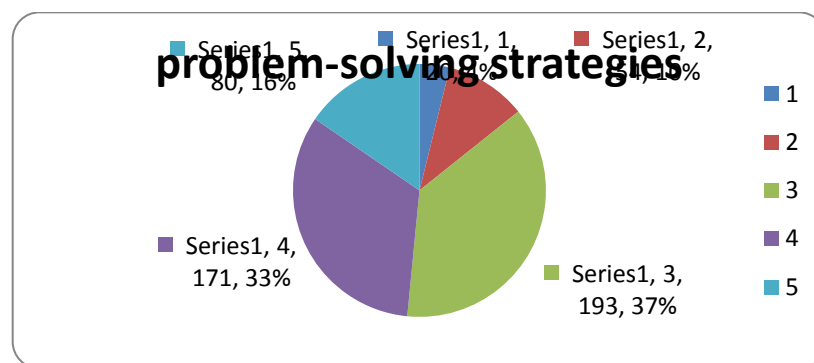
Based on the figure 4.4 above the questionnaire result of percentage tenth grade students response, the response of students to global strategies in statement (1) *I never or almost never do this*, 1% students response, (2) *I do this only occasionally*, 7% students response, (3) *I sometimes do this*, 34% students response, (4) *I usually do this*, 34% students response, (5) *I always or almost do this*, 24% students response. The questionnaire result of percentage tenth grade students *sometimes used* global strategies. The students' respond in global strategies use by the tenth grade students students, presented in chart 4.5 below:

**Chart 4.5**  
The Students' Respond in Global Strategies



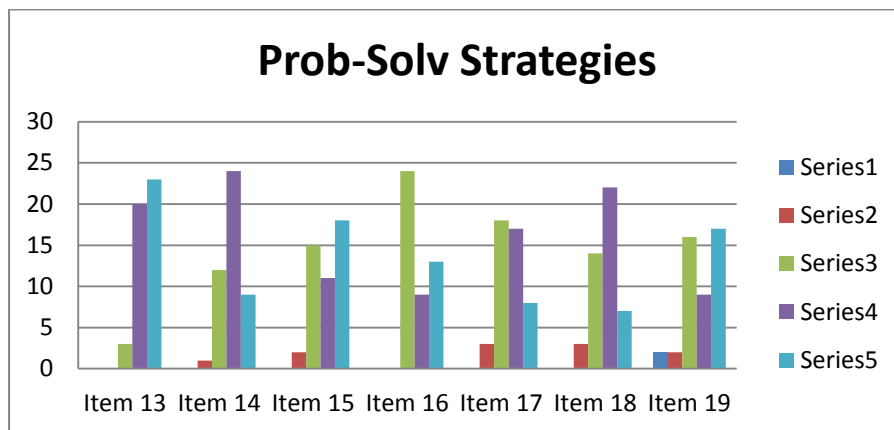
It could be seen from chart 4.5 above that students' reading strategy use of tenth grade students sometimes used global strategy in reading strategy. The percentage students' respond in problem-solving strategies use by tenth grade students, presented in figure 4.6 below:

**Figure 4.6**  
**The Percentage Students' Respond in Problem Solving Strategies**



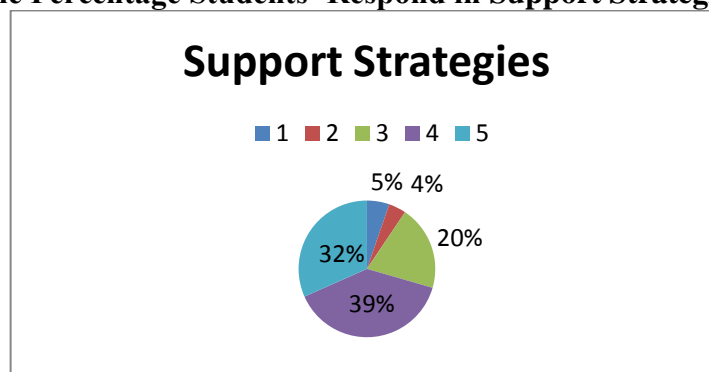
Based on the figure 4.6 above the questionnaire result of percentage tenth grade students response, the response of students to problem-solving strategies in statement (1) *I never or almost never do this*, 1% students response, (2) *I do this only occasionally*, 3% students response, (3) *I sometimes do this*, 32% students response, (4) *I usually do this*, 35% students response, (5) *I always or almost do this*, 29% students response. The questionnaire result of percentage tenth grade students *usually used* problem-solving strategies. The students' respond in problem-solving strategies use by tenth grade students, presented in chart 4.7 below:

**Chart 4.7**  
**The Students' Respond in Prob-Solv Strategies**



It could be seen from chart 4.7 above that students' reading strategy use of tenth grade students usually used problem-solving strategy in teaching reading. The percentage students' respond in support strategies use by tenth grade students, presented in figure 4.8 below:

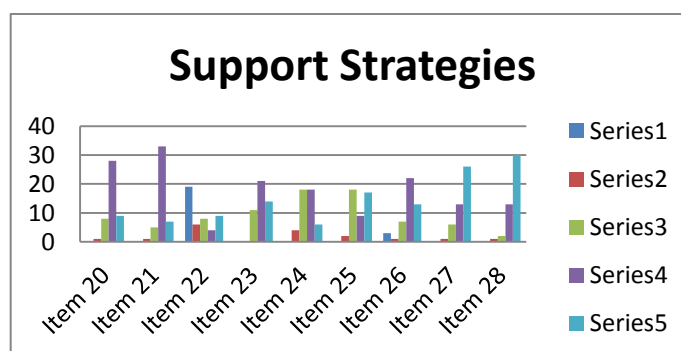
**Figure 4.8**  
**The Percentage Students' Respond in Support Strategies**



Based on the figure 4.8 above the questionnaire result of percentage tenth grade students response, the response of students to support strategies in statement (1) *I never or almost never do this*, 5% students response, (2) *I do this only occasionally*, 4% students response, (3) *I sometimes do this*, 20% students response, (4) *I usually do this*, 39% students response, (5) *I always or almost do this*, 32% students response. The questionnaire result of percentage tenth grade students *usually used* support strategies. The

students' respond in support strategies use by tenth grade students, presented in chart 4.9 below:

**Chart 4.9**  
**The Students' Respond in Support Strategies**



It could be seen from chart 4.9 above that students' reading strategy use of tenth grade students usually used support strategy in teaching reading

### 3. The result of students score in Reading Comprehension

The reading comprehension test had been conducted in class X.IPA 4 and X.IPA 2 with the number of participants is 46 students on Wednesday, 16<sup>th</sup> November 2016. The vocabulary score of students (participants) were presented in table 4.10 below:

**Table 4.10**  
**The result of students score in Reading Comprehension**

No.	Students Code Name	Score	Grade	Predicate
1	B1	60	B+	Good
2	B2	68	A	Excellent
3	B3	72	A	Excellent
4	B4	70	A	Excellent
5	B5	75	A	Excellent
6	B6	71	A	Excellent
7	B7	80	A+	Excellent
8	B8	86	A+	Excellent
9	B9	77	A	Excellent
10	B10	83	A+	Excellent
11	B11	68	A	Excellent

12	B12	66	A	Excellent
13	B13	73	A	Excellent
14	B14	84	A+	Excellent
15	B15	65	A	Excellent
16	B16	79	A	Excellent
17	B17	78	A	Excellent
18	B18	63	A	Excellent
19	B19	84	A+	Excellent
20	B20	87	A+	Excellent
21	B21	69	A	Excellent
22	B22	85	A+	Excellent
23	B23	80	A+	Excellent
24	B24	71	A	Excellent
25	B25	68	A	Excellent
26	B26	77	A	Excellent
27	B27	74	A	Excellent
28	B28	80	A+	Excellent
29	B29	83	A+	Excellent
30	B30	88	A+	Excellent
31	B31	65	A	Excellent
32	B32	62	A	Excellent
33	B33	60	A	Good
34	B34	86	A+	Excellent
35	B35	79	A	Excellent
36	B36	70	A	Excellent
37	B37	80	A+	Excellent
38	B38	67	A	Excellent
39	B39	81	A+	Excellent
40	B40	83	A+	Excellent
41	B41	77	A	Excellent
42	B42	75	A	Excellent
43	B43	80	A+	Excellent
44	B44	80	A+	Excellent
45	B45	78	A	Excellent
46	B46	70	A	Excellent
Sum		3457		
Highest score		88		
Lowest score		60		
Mean		75.152		
Standard deviation		7.70		

It can be seen from the table above based on the result of research in class X.IPA 4 and X.IPA 2 that had given the reading comprehension test,



the highest score of students was 88 and the lowest score was 60 with sum of the score was 3457, mean was 75,152 and standard deviation was 7,70.

## B. Result of Data Analysis

### 1. Normality Test

In this study, the writer used One-Sample Kolmogorov-Smirnov Test to test normality.

#### One-Sample Kolmogorov-Smirnov Test

			X1	X2	Y
N			46	46	46
Normal Parameters <sup>a,b</sup>					
	Mean		73.98	106.59	75.15
	Std. Deviation		9.408	8.836	7.700
Most	Extreme	Absolute	.130	.136	.117
Differences		Positive	.120	.136	.075
		Negative	-.130	-.096	-.117
Kolmogorov-Smirnov Z			.883	.926	.791
Asymp. Sig. (2-tailed)			.416	.358	.560

a. Test distribution is Normal.

b. Calculated from data.

Based on the calculation used SPSS program, the asymptotic significance normality of vocabulary mastery was 0.416 and reading strategy was 0.358, also reading comprehension was 0.560. Then, the normality all of them was consulted with the table of Kolmogorov-Smirnov with the level significance 5% ( $\alpha=0.05$ ). Because asymptotic significance of vocabulary mastery test =  $0.416 \geq \alpha = 0.05$ , and asymptotic significance of reading strategy =  $0.358 \geq \alpha = 0.05$ , also asymptotic significance of reading comprehension test =  $0.560 \geq \alpha = 0.05$ . It could be concluded that the data was normal distribution.

## 2. Homogeneity

In this study, the writer used Levene Test Statistic to test the homogeneity of variance.

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
VAR00001	6.964	12	21	.000
VAR00002	3.942	12	21	.003

Based on the calculating used SPSS 18 program, the data showed was significance. The significant of the levene test statistic was lower than  $\alpha = 0.05$ , it meant that the scores were not veiled the homogeneity.

## 3. Testing hypothesis

The writer used regression linearity analysis in SPSS to test the hypothesis with significance level  $\alpha = 0.05$ . The hypothesis in this study to aimed the test of correlation between vocabulary mastery ( $X_1$ ), metacognitive reading strategy ( $X_2$ ), and reading comprehension ( $Y$ ).

### a. Correlation between vocabulary mastery ( $X_1$ ) and reading comprehension ( $Y$ )

The first hypothesis in this study is there any correlation between vocabulary mastery toward reading comprehension. To measure manual calculation SPSS 18.0 statistic program was conducted in this study.

# ANOVA<sup>b</sup>

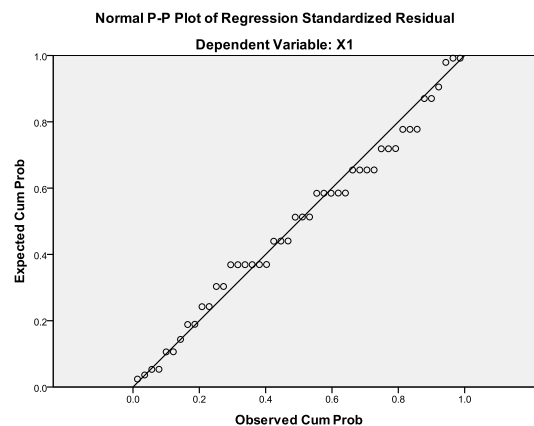
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2664.371	1	2664.371	88.906	.000 <sup>a</sup>
	Residual	1318.608	44	29.968		
	Total	3982.978	45			

a. Predictors: (Constant), Y

b. Dependent Variable: X1

Based on SPSS 18.0 statistic program calculation, the result showed that Degree of Freedom regression = 1, and Degree of Freedom residual = 44 ( $F_{table} = 3.21$ ) and  $F_{value}$  was 88.906. It showed  $F_{value}$  was higher than  $F_{table}$  ( $88.906 \geq 3.21$ ). So,  $H_0$  was refused and  $H_a$  was accepted. There was positive correlation between vocabulary mastery toward reading comprehension, with  $F_{value}$  was 88.906 and the significant level was lower than alpha ( $\alpha$ ) ( $0.00 \leq 0.05$ ).

Knowing that there was significant between vocabulary mastery toward reading comprehension, based on the scatter plot it shown below.



**b. Correlation between metacognitive reading strategy (X<sub>2</sub>) and reading comprehension (Y)**

The second hypothesis in this study is there any correlation between metacognitive reading strategy toward reading comprehension. To measure manual calculation SPSS 18.0 statistic program was conducted in this study.

**ANOVA<sup>b</sup>**

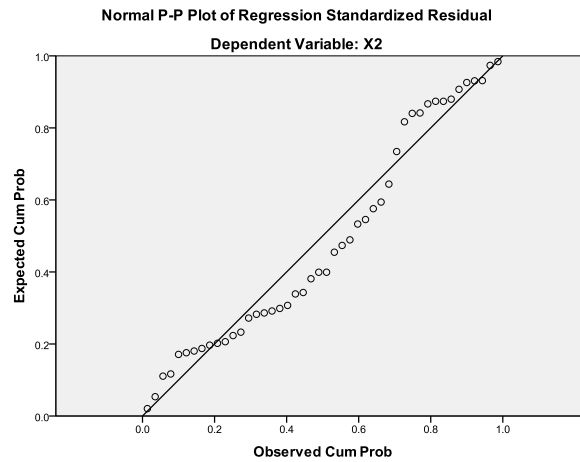
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	52.118	1	52.118	.663	.420 <sup>a</sup>
	Residual	3461.034	44	78.660		
	Total	3513.152	45			

a. Predictors: (Constant), Y

b. Dependent Variable: X<sub>2</sub>

Based on SPSS 18.0 statistic program calculation, the result showed that Degree of Freedom regression = 1, and Degree of Freedom residual = 44 ( $F_{table} = 3.21$ ) and  $F_{value}$  was 0.663. It showed  $F_{value}$  was lower than  $F_{table}$  ( $0.663 \leq 3.21$ ). So,  $H_o$  was accepted and  $H_a$  was refused. There was negative correlation between metacognitive reading strategy toward reading comprehension, with  $F_{value}$  was 0.663 and the significant level was higher than alpha ( $\alpha$ ) ( $0.420 \geq 0.05$ ).

Knowing that there was negative between metacognitive reading strategy toward reading comprehension, based on the scatter plot it shown below.



**c. Multiple correlation between vocabulary mastery ( $X_1$ ) and metacognitive reading strategy ( $X_2$ ) toward reading comprehension ( $Y$ )**

The last aim of this study is to know is there any correlations between vocabulary mastery and metacognitive reading strategy toward reading comprehension. To measure manual calculation SPSS 18.0 statistic program was conducted in this study.

**ANOVA<sup>b</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1931.916	2	965.958	56.434	.000 <sup>a</sup>
	Residual	736.019	43	17.117		
	Total	2667.935	45			

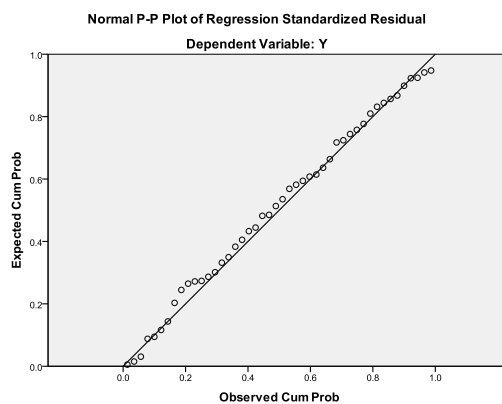
a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

Based on SPSS 18.0 statistic program calculation, the result showed that Degree of Freedom regression = 2, and Degree of Freedom residual = 43 ( $F_{\text{table}} = 3.21$ ) and  $F_{\text{value}}$  was 56.434. It showed  $F_{\text{value}}$  was higher than  $F_{\text{table}}$  ( $56.434 \geq 3.21$ ). So,  $H_0$  was refused and  $H_a$  was accepted. There was

positive correlation between vocabulary mastery and metacognitive reading strategy toward reading comprehension, with  $F_{\text{value}}$  was 56.434 and the significant level was lower than alpha ( $\alpha$ ) ( $0.00 \leq 0.05$ ).

Knowing that there positive correlation between vocabulary mastery and metacognitive reading strategy toward reading comprehension, based on the scatter plot it shown below.



## C. Discussion

The result of analysis the data it can be seen below.

### 1. Vocabulary mastery toward reading comprehension

The result of regression indicates that vocabulary mastery give contribution to reading comprehension, it meant that every improvement of vocabulary mastery will be followed by the improvement of reading comprehension. In other word the better students master vocabulary knowledge the better they to comprehend a text. In this case, there positive correlation between vocabulary mastery toward reading comprehension with the significant value was lower than alpha ( $\alpha$ ) ( $0.00 \leq 0.05$ ).

Vocabulary and reading cannot be separated, because both of them relate to each other. It meant, by having and mastering vocabulary we will know the meaning of vocabulary in context. It can also help the students to avoid making mistake in misunderstanding. Vocabulary is very important to reading comprehension; readers cannot understand what they are reading without knowing what most of the word mean.<sup>82</sup>

## **2. Metacognitive reading strategy toward reading comprehension**

The result of regression showed that was negative correlation between metacognitive reading strategy toward reading comprehension, with the significant level was higher than alpha ( $\alpha$ ) ( $0.420 \geq 0.05$ ). It meant, the students reading strategy was uncontrolled during reading to comprehend a text.

Iwai concluded strategies specific to reading can be classified in the following three clusters of metacognition: *planning, monitoring, and evaluating strategies*.<sup>83</sup> Good reader use metacognitive reading strategy is to think about and have control over their reading. In this case we can seen that the students reading strategies used still low.

## **3. Multiple correlation between vocabulary mastery and metacognitive reading strategy toward reading comprehension**

The multiple correlation regression showed that the data positive correlation between students vocabulary mastery and metacognitive reading strategy toward reading comprehension, with  $F_{\text{value}}$  was 56.434 and

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<sup>82</sup> Hhttp://www.abc-read.com/vocabulary

<sup>83</sup> Yuko Iwai, The effect of Metacognitive Reading Strategies: Pedagogical Implications for EFL/ESL Teachers, *The Reading Matrix*, 11(2), 2011, p.152-153

the significant level was lower than alpha ( $\alpha$ ) ( $0.00 \leq 0.05$ ). It meant that if the students master vocabulary well and control their reading strategy it will be easy to comprehending a text.

The finding of this study can support the previous study which found that both vocabulary mastery and metacognitive reading strategy have strong and gave distribution to reading comprehension. It was assumed that the more vocabulary someone has the better understands the text comprehensively. In addition, good control of students metacognitive reading strategy use will better to help them easy understanding the text. In fact, there were significant correlations between three of variables partially or multiple, the strength of the correlations was 64%.



## **CHAPTER V**

### **CLOSING**

In this chapter consists of conclusion and suggestion of the study. The writer explains about the conclusion of the study and some suggestion in order to the future researcher better than this study.

#### **A. Conclusion**

Based on the calculating using SPSS 18 regression linear and post hoc test, the result showed:

1. There was positive correlation between vocabulary mastery and reading comprehension at the tenth grade students of SMA Muhammadiyah 1 Palangka Raya. It was shown that the result showed the significant value was lower than alpha ( $\alpha$ ) ( $0.00 \leq 0.05$ ). It meant that vocabulary mastery give contribution to reading comprehension.
2. There was negative correlation between metacognitive reading strategy toward reading comprehension at the tenth grade students of SMA Muhammadiyah 1 Palangka Raya. It was shown that the result showed the significant value was higher than alpha ( $\alpha$ ) ( $0.420 \geq 0.05$ ). It meant that, the students reading strategy was uncontrolled during reading to comprehend a text.
3. There was positive correlation between vocabulary mastery and metacognitive reading strategy toward reading comprehension at the tenth grade students of SMA Muhammadiyah 1 Palangka Raya. It was shown that the result showed the significant value was lower than alpha ( $\alpha$ ) ( $0.00$

$\leq 0.05$ ). It meant that the students master vocabulary well and control their reading strategy and will be easy to comprehending a text.

## **B. Suggestion**

According to the conclusion of the study result, the writer would like to propose some suggestion for the students, teacher, and the future researcher as follow:

### **1. For the Students**

The students should be practice anything that can be improve their English vocabulary and their reading strategies to better comprehend written text in English. If we have much vocabulary and use strategy in read it will easy to comprehend the text.

### **2. For the Teacher**

The teacher is a motivator and stimulator. The teacher should support the students' to improve their vocabulary and also gave motivation to the students to read and read more literature with used some strategies in doing reading to increase their vocabulary and to comprehend the text.

### **3. For the Future Researcher**

In this study, the writer realized that design of the study was very simple. There are still many weaknesses that could be seen. Therefore, for further writer; it is expected that the other writers can improve this study with better design and different object in order to support the result finding. In other word, the other writer can use this study as the reference for conducting their research.

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