



**THE INFLUENCE OF VOCABULARY MASTERY TOWARD  
STUDENTS' READING COMPREHENSION  
AT SMK NEGERI 1 ANGKOLA TIMUR**

**A THESIS**

*Submitted to the English Department of State College for Islamic Studies (STAIN)  
Padangsidempuan as Partial Fulfillment of the Requirements for the Degree of  
Islamic Educational Scholar (S.Pd.I) in English Education Program*

Written by:  
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**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTMENT  
THE STATE COLLEGE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2013**



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Appendix : 5 (five) exemplars

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*Assalamu 'alaikum Wr. Wb*

After reading, researching, and providing suggestions for improvement as necessary to the thesis of Janna Haryati entitled "*The Influence of Vocabulary Mastery Toward Students' Reading Comprehension at SMK Negeri 1 Angkola Timur*" we argue that this thesis has been accepted to complete the tasks and requirement in order to achieve an Islamic Education Scholar (S.Pd.I) in English Education Program of STAIN Padangsidimpuan.

As soon, we hope Janna Haryati can be called to account her thesis in Munaqosah. That's all, thanks for your attention.

*Wassalamu 'alaikum Wr. Wb*

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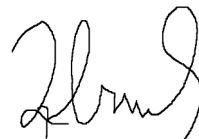
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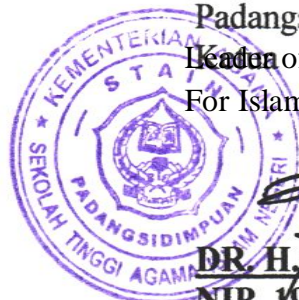
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Praise to Allah the Almighty for giving healthy, opportunity, and ability to complete this thesis. Peace and Salutation to our beloved prophet Muhammad SAW who has guided to have good life.

This thesis is “The Influence of Vocabulary Mastery Toward Students’ Reading Comprehension at SMK Negeri 1 Angkola Timur”. In writing this thesis, I have found various difficulties. Fortunately, there are many people who help me to finish this thesis. By their helped and supported, this thesis would be finished better. Therefore researcher would like to thanks to:

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Researcher realizes this thesis is imperfect. Therefore, critics and suggestions are really needed to make this thesis become better in the future.

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## ABSTRACT

Name : Janna Haryati  
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The problems were that the students have less vocabulary so that they didn't know the meaning of what they have been read and listened. They also less practice, because they are lazy and uninterest to learn English, and they also had less motivation from the environment or family. Another problem from the teacher, he didn't graduated from English department and didn't use English teaching methods well. The aims of research were to know the students' vocabulary mastery at eleventh grade of SMK Negeri 1 Angkola Timur, to know the students' reading comprehension, to know the influence of vocabulary mastery toward students' reading comprehension at eleventh grade of SMK Negeri 1 Angkola Timur.

This research was done in SMK Negeri Angkola Timur. The population of research is all students eleventh grade of SMK Negeri 1 Angkola Timur and the sample of the research is a part of the population, they were 30 students. The kind of this research was quantitative research by using descriptive method. The instrument of data collecting was test. The research used the product moment for analyzing data.

In this occasion, mean score of vocabulary mastery = 69.9 and the mean score of reading comprehension = 55.3. In which the product moment result  $r_{xy} = 0,661$  more than  $r_{table}$  on taraf significant 5% = 0,339 and on taraf significant 1% = 0,436, so it is categorized enough influence. Based on the result above, hypothesis is received that there are significant influence between vocabulary mastery toward students' reading comprehension at SMK Negeri 1 Angkola Timur.

## TABLE OF CONTENTS

	Page
<b>TITTLE PAGE</b>	
<b>LEGALIZATION ADVISOR SHEET</b>	
<b>AGREEMENT ADVISOR SHEET</b>	
<b>DECLARATION OF SELF THESIS COMPLETION</b>	
<b>LEGALIZATION EXAMINATION SHEET</b>	
<b>AGREEMENT CHIEF SHEET</b>	
<b>ABSTRACT.....</b>	<b>i</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>ii</b>
<b>TABLE OF CONTENTS.....</b>	<b>iii</b>
<b>LIST OF TABLES.....</b>	<b>iv</b>
<b>LIST OF DIAGRAM.....</b>	<b>v</b>
<b>LIST OF APPENDICES.....</b>	<b>vi</b>
<b>CHAPTER I: INTRODUCTION</b>	
A. Background of the Problem.....	1
B. Identification of the Problem.....	5
C. Limitation of the Problem.....	5
D. Formulation of the Problem.....	6
E. Purpose of the Problem.....	6
F. Significances of the Research .....	7
G. Outline of the Thesis .....	7
<b>CHAPTER II: LITERATURE REVIEW</b>	
A. Theoretical Description	
1. Vocabulary Mastery .....	10
a. Purpose of vocabulary.....	12
b. Factor of Vocabulary.....	15
c. Kinds of Vocabulary.....	15
d. Examples of Vocabulary.....	18
2. Reading Comprehension.....	19
a. Purpose of Reading.....	22
b. Aspect of Reading.....	23
c. Types of Reading.....	25
d. Reading Process.....	28
e. Strategies for Reading Comprehension.....	30
B. Review Related Findings .....	33
C. The Frame of Thinking.....	35
D. The Hypothesis.....	35

**CHAPTER III: RESEARCH METHODOLOGY**

A. Place and Time of Research..... 37  
B. The method of Research..... 37  
C. Population and Sample..... 38  
D. Instruments of the Research..... 40  
E. Validity Instrument..... 43  
F. Techniques of Collecting Data..... 45  
G. Technique for Data Analysis..... 45

**CHAPTER IV: ANALYSIS OF THE DATA**

A. Data Description ..... 48  
    1. Result of Vocabulary Mastery..... 48  
    2. Result of Reading Comprehension..... 50  
B. The Testing Hypothesis..... 53  
C. Discussion..... 55

**CHAPTER V: CONCLUSION AND SUGGESTIONS**

A. Conclusions..... 57  
B. Suggestions..... 58

**REFERENCES**

**APPENDICES**

**CURRICULUM VITAE**

## LIST OF TABLES

Table I	: Examples of Vocabulary.....	18
Table II	: The Population .....	38
Table III	: The Sample .....	40
Table IV	: Indicator of Vocabulary Mastery.....	41
Table V	: Indicator of Reading Comprehension.....	42
Table VI	: Interpretation of Mean Score .....	43
Table VII	: Interpretation of “r” Product Moment .....	47
Table VIII	: The Resume of Variable Score of Vocabulary Mastery.....	48
Table IX	: Frequency Distribution of Vocabulary Mastery.....	49
Table X	: The Resume of Variable Score of Reading Comprehension.....	51
Table XI	: Frequency distribution of Reading Comprehension.....	52

## LIST OF DIAGRAMS

Diagram 1	: The Bar Chart of Vocabulary Mastery.....	50
Diagram 2	: The Bar Chart of Reading Comprehension.....	52

## LIST OF APPENDICES

Appendix I	: Vocabulary Test
Appendix II	: Key Answer
Appendix III	: Reading Comprehension Test
Appendix IV	: Key Answer
Appendix V	: Test Result of Vocabulary Mastery
Appendix VI	: Test Result of Reading Comprehension
Appendix VII	: Variable X Vocabulary Mastery
Appendix VIII	: Variable Y Reading Comprehension
Appendix IX	: The Statistical Analysis of Data
Appendix X	: Interpretation “r” Product Moment
Appendix XI	: Letters

## APPENDIX I

### TEST VOCABULARY

I. In this part of the test, choose and underline one of word on the right which is closed to synonym to the left.

1. Account = Banker, Number, Story, Total.
2. Charge = Different, Money, Pay, Price.
3. Commerce = Buy, Business, Merchant, Stop.
4. Value = Worth, Reduces tax, Loan, Pay interest.
5. Currency = Delivered, Involved, Sterling, Sacked.
6. Salary = Cost, Tax, Earn, Discount.
7. Tax cuts = Interest rates, Tax reduction, Finance,  
Obligation.
8. Consumer = Produced, Distribution, Client, Investment.
9. Manufacture = Order, Inspect, Made, Retailer.
10. Rapid = Low, Fast, Large, Small.
11. Supply = Provide, Increase, Shift, Retail.
12. Massive = Become lower, Slow moving, Fast, Extremely  
large.
13. Association = Alone, all, Group, Together.
14. Declining = Massive, Become lower, Injection, Increased.
15. Sales = Shop assistant, New agent, Marketing  
manager, Greengrocer.



II. Choose the appropriate antonym of the underline words.

16. There has been a slow rise in sales.

- a. Fall
- b. Decrease
- c. Increase
- d. Rise sharply

17. The public expenditure risen or fallen in the last year.

- a. Tax
- b. Income
- c. Profit
- d. Loan

18. The period of economy at the moment in inflation.

- a. Thrive
- b. Delivery
- c. Devaluation
- d. Loan

19. One main aims of a company, is to make profit.

- a. Breakeven
- b. Overhead
- c. Trends
- d. Make loss

20. In order to expand and proper is the main objective many companies.

- a. Insolvent
- b. Dramatic
- c. Increase
- d. Fall slowly

21. I help them to assemble the different parts.

- a. Loading
- b. Delivered
- c. Retailers
- d. Pakaged

22. I don't want a full time job.

- a. Over time
- b. Flexible time

c. Part time

d. Shift work

23. The cost living is very high in many place in Indonesia.

a. Expensive

c. Income

b. Buy

d. Spend

24. The restaurant was quite expensive.

a. Took over

c. Discount

b. Cheap

d. Slow

25. The supermarket will be built in my country.

a. Store

b. Shopping centre

c. Shopping list

d. Traditional market

III. Choose and underline one word on the right which is meaning to the left.

26. Break even = Pulang pokok, Rugi, Laba, Seimbang.
27. Raw material = Bahan jadi, Bahan mentah, Siap pakai, Kulit mentah.
28. Labour = Pengangguran, Pekerjaan, Buruh, Pramuniaga.
29. Interest rate = Untung, Rugi, Suku bunga, Diskont.
30. Customer = Pelanggan, Pembeli, Sales, Penghasilan.
31. Market value = Suku bunga, Pasar bursa, Nilai pasar, Pasaran.
32. Overhead = Pengeluaran tambahan, Diatas, Melewati batas,  
Lebih.
33. Cash = Kredit, Kontrak, Utang, Tunai.
34. Retail = Eceran, Kontan, Modal, Berkurang.
35. Shift = Lembur, Kerja, Pergantian, Pejabat.
36. Qualified = Bermutu, Jelek, Mengukur, Bagus.
37. Office worker = Pekerja rumah, Pekerja swasta, Pekerja kantor, Buruh.
38. Self-employed = Pengangguran, Wiraswasta, Pegawai, Pejabat.
39. Finance = laporan keuangan, Rekening, Biaya, Keuangan.
40. Shopping centre = Pusat perbelanjaan, Pasar tradisional, Supermarket,  
Warung.

## APPENDIX II

### Answer key of multiple choice on vocabulary mastery

#### I. Synonym

- |                    |                     |
|--------------------|---------------------|
| 1. Total           | 9. Made             |
| 2. Price           | 10. Fast            |
| 3. Business        | 11. Provide         |
| 4. Worth           | 12. Extremely large |
| 5. Delivered       | 13. Group           |
| 6. Earn            | 14. Become lower    |
| 7. Tax reductional | 15. Shop assistant  |
| 8. Client          |                     |

#### II. Antonym

- |       |       |
|-------|-------|
| 16. D | 21. A |
| 17. B | 22. C |
| 18. C | 23. C |
| 19. D | 24. B |
| 20. A | 25. D |

#### III. Meaning

26. Pulang pokok
27. Bahan mentah
28. Buruh
29. Suku bunga
30. Pelanggan
31. Nilai pasar
32. Pengeluaran tambahan
33. Tunai
34. Eceran
35. Pergantian
36. Bermutu
37. Pekerja kantor
38. Wiraswasta
39. Keuangan
40. Pusat perbelanjaan

## APPENDIX III

### TEST READING COMPREHENSION

1. Bacalah teks dengan baik dan benar!
2. Bubuhkanlah tanda x pada salah satu “a, b, c, dan d” dengan jawaban yang benar!

#### Text 1

Good evening. Our speaker tonight is Dr. Jamie Raditya, professor of chemistry at International University. Dr. Raditya is a naturalist by hobby, and will speak to us about his recent hiking trip in Kalimantan rain forest where he went in search of wild orchids and other exotic flowers. Following the talk, Dr. Raditya will answer your questions. If you haven't got any question yet, please enjoy his wonderful photographs of his trip on display in the lobby.

1. The topic of passage is....
  - a. Dr. Jamie Raditya recent hiking in Kalimantan rain forest.
  - b. Dr. Raditya answers our questions.
  - c. Wonderful photographs.
  - d. A naturalist by hobby.
2. Why did Dr. Raditya go to Kalimantan rain forest?
  - a. Visiting his family.
  - b. Doing some research.
  - c. Exploring the life of the Kalimantan people.
  - d. Searching wild orchids and other exotic flower.
3. “Dr. Raditya is a naturalist by hobby,...” What does the synonym of the underline of the word?
  - a. Biologist.
  - b. Scientist.
  - c. Expert.
  - d. Socialist.
4. “....., please enjoy his wonderful photographs....” What does the antonym of the underline of the word?
  - a. Beautiful.

- b. Amazing.
  - c. Poor.
  - d. Strange.
5. What is the function of “lobby” word in the text?
- a. Noun
  - b. Verb
  - c. Adjective
  - d. Adverb

## Text 2

### Hotel Receptionist

When guests arrive at hotel or call to make bookings, the hotel receptionist is usually the first person they speak to. It is up to the receptionist to make guests feel welcome and to deal efficiently with enquiries. Their tasks are likely to include: allocating rooms to guests, taking and passing on messages, putting together bills and taking payment, handling foreign exchange, helping guests with requests, e.g. asking housekeeping for extra bedding or storing valuables in the hotel safe.

In a large hotel, receptionists use a computer to handle reservations, and may also use a telephone switchboard. They may employ sales skills to encourage guests to upgrade to a better room or eat in the restaurant, for example.

In large hotels, there might be a small team of receptionists, each with specific duties. In a small hotel, they might do non-reception tasks too-like serving drinks.

Reception desks in larger hotels often stay open all night, but in smaller hotels night-time duties might be taken over by the porter. Working hours can include days, night, weekends and public holiday. Receptionists might work shifts. There are opportunities for working part time or only in the holiday seasons.

6. What is the main job of the text described?
- a. Hotel manager.
  - b. Hotel porter.
  - c. Hotel receptionist.
  - d. Hotel room boy.
7. What are ideas from the text above?
- a. Receptionists usually use a computer to handle reservations.
  - b. The tasks of hotel receptionist.
  - c. Receptionist might work shifts.
  - d. Receptionist is usually the first person they speak to.

8. What is the function of “arrive” word?
- Adverb
  - Verb
  - Noun
  - Adjective
9. “It is up to the receptionist to make guests feel welcome and to deal efficiently”, which word is the adverb phrase?
- Receptionist.
  - Feel welcome.
  - Efficiently.
  - Feel welcome and to deal efficiently.
10. “Their tasks are likely to include: allocating rooms.....” what is the synonym of underline word above?
- Delivery
  - Make
  - Taking
  - Handle
11. “Receptionists use a computer to handle reservations” which word is the noun phrase?
- Receptionist
  - Handle
  - Reservations
  - Computer
12. What is the synonym of “reservations” word in paragraph two?
- Ask
  - Arrangement
  - Keep
  - Take
13. What is the meaning of “switchboard” word?
- Exchange one thing for another.
  - Hate each other.



- c. Moving quickly.
  - d. Central part of a telephone system.
14. What is the meaning of “encourage” word?
- a. Good qualities.
  - b. Trust.
  - c. Give support.
  - d. Feeling of trust.
15. What is the function of “working” word in last paragraph?
- a. Pronoun
  - b. Noun
  - c. Verb
  - d. Adverb
16. The following statement is not correct based on the text.
- a. Receptionist might work shifts.
  - b. There are opportunities for hotel receptionist working part time.
  - c. In smaller hotels, there might be a small team of receptionists.
  - d. Reception desks in larger hotels often stay open all night.
17. From the text above, we may conclude.....
- a. Allocating rooms to guests.
  - b. Employ sales skill to encourage guests.
  - c. Receptionist is the important person in the hotel.
  - d. They might do non-reception tasks too-like serving drinks.

### Text 3

#### Dakota Fanning: A Brilliant Young Talent

Dakota Fanning was born on February 23, 1994 in Georgia, United States. Her father was baseball player, and her mother was a tennis player. Unlike her parent, Dakota never dreamed of being an athlete. Instead, she decided to be an actress at very young age.

In 2001, she starred in a movie called *I Am Sam*. She portrayed Lucy Diamond Dawson, whose father was mentally retarded. At the age of eight, she won a Screen Actor Guild Award and was the youngest person to ever win that award. After that, Dakota starred in other movies such as *Uptown Girl*, *the Cat in the Hat*, *War of The World*, and *hide and seek*. Her movies have varied from drama, comedy, action, to horror. Almost all of **them** have received good responses from the audience.

Now, Dakota has grown into a 16 year old teenager. Her upcoming movie is *The Runaway*. In the movie, she plays a singer of an all-girl band. She's also now a high school student. She loves to hang out with her friends and her younger sister, Elle. She lives her life as normal as **adolescents** do.

18. Dakota Fanning is...
  - a. A young actress
  - b. A famous athlete
  - c. A singer of a band
  - d. A movie producer
19. Which of these fact shows that Dakota lives normally just like other girls at her age?
  - a. She was the youngest winner of Screen Actor guild Award.
  - b. She still goes to school and spends her time with family and friends.
  - c. Many people like her movies and they love to hang out with her.
  - d. Her parents are athletes who support her dream of being an actress.
20. The word "them" in the second paragraph refers to...
  - a. Dakota's friends
  - b. Movies
  - c. Awards
  - d. Dakota's parents
21. Which one on the text are categories of sequence of event...
  - a. So

- b. At different time
  - c. Because
  - d. At the same time
22. What is the main idea of paragraph 1 of the text above?
- a. Dakota never dreamed of being an athlete
  - b. Dakota's father was a baseball player
  - c. Dakota's mother was a tennis player
  - d. Decided to be an actress
23. What is the supporting sentence of paragraph 2?
- a. Star in a movie
  - b. Good responses from the audiences
  - c. The cat in the hat
  - d. Dakota's movies have varied from drama, comedy, action, to horror.
24. Which one is Dakota's newest movie?
- a. I am sam
  - b. Uptown girls
  - c. The runaways
  - d. War of the worlds
25. What are ideas from the text above?
- a. A brilliant young talent
  - b. Screen actor guide award
  - c. Dakota live her life as normal as other people do
  - d. Upcoming movie
26. What is the function of "movie" word?
- a. Verb
  - b. Adjective
  - c. Noun
  - d. Adverb
27. "Almost all of them have received good responses from the audience" which word is the verb phrase?
- a. Them

- b. Received
  - c. Audience
  - d. Almost
28. “Almost all of them have received good responses from the audience” which word is the adjective phrase?
- a. All of them
  - b. Good responses
  - c. From
  - d. Have received
29. “She decided to be an actress at very young age” which word is the noun phrase?
- a. To be
  - b. Decided
  - c. Very young
  - d. An actress
30. The word “adolescents” in the last line means....
- a. Teenagers
  - b. Adults
  - c. Children
  - d. Girls

#### **Text 4**

##### Hateful horror

Watching a movie is one of my hobbies. I like to watch any kind of movie, such as action, thriller, comedy, drama, even romance. The important thing is the movie has to be good, entertaining, and make sense to me. I also prefer movies with a deep meaning or movies that can help me learn something from them. However, there is one genre of movies that I don't like at all. It is horror movie. I really hate horror movies, and I can't myself watch **them** no matter what.

I don't like horror movies because I think it is ridiculous to pay money just to be scared. Besides, I can't stand being afraid and **anxious** all the time, wondering when the ghost will appear. I also can't bear to watch the appearance of the ghostly figures. Moreover, when we watch horror movies, most people will cover their eyes and will be scared to see what's

happening for almost half the time of the movie's duration. So, why bother to watch it? I think I'd rather watch other movies that I will surely enjoy than watch horror movies which I won't fully watch and obviously won't enjoy.

31. What kind of movies does the writer enjoy?
  - a. All kinds of movies
  - b. Romantic comedies
  - c. Horror movies
  - d. Any kind of movies except horror
32. According to the writer, what do most of us do when we watch horror movies?
  - a. Enjoy it.
  - b. Cover our eyes and get too scared to watch the movie.
  - c. Choose another movie that we enjoy.
  - d. Become too afraid and leave the cinema.
33. Why doesn't she like horror movies?
  - a. They don't make sense.
  - b. They are expensive.
  - c. They are already been watched.
  - d. They are scary.
34. Them in the last sentence of the first paragraph refer to....
  - a. Movies
  - b. Teeters
  - c. Horror movies
  - d. Genre of movies
35. "Movies that can help me learn something from them" which word is the verb phrase?
  - a. Movies
  - b. Can help
  - c. From them
  - d. Learn something
36. What is the function of "appear" word?
  - a. Noun

- b. Adjective
  - c. Adverb
  - d. Verb
37. What are ideas from the text above?
- a. Movies can help me learn something.
  - b. Horror movie is scary.
  - c. The movies has to be good, entertaining, and make sense.
  - d. The kind of movie.
38. Anxious has a similar meaning to....
- a. Fearful
  - b. Eager
  - c. Annoyed
  - d. Glad
39. What is the function of “figures” word?
- a. Noun
  - b. Verb
  - c. Adverb
  - d. Adjective
40. “Movies that can help me learn something from them” which word is the noun phrase?
- a. Help
  - b. Movies
  - c. Learn
  - d. Something

## APPENDIX IV

### Answer key of multiple choice on reading comprehension

- |       |       |
|-------|-------|
| 1. A  | 21. B |
| 2. D  | 22. A |
| 3. A  | 23. D |
| 4. C  | 24. A |
| 5. D  | 25. C |
| 6. C  | 26. C |
| 7. B  | 27. B |
| 8. A  | 28. B |
| 9. D  | 29. D |
| 10. A | 30. A |
| 11. C | 31. C |
| 12. B | 32. B |
| 13. D | 33. D |
| 14. C | 34. B |
| 15. C | 35. D |
| 16. C | 36. D |
| 17. C | 37. C |
| 18. A | 38. A |
| 19. D | 39. A |
| 20. B | 40. B |

## APPENDIX VII

### Variable X

#### Vocabulary Mastery

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

40	50	55	55	57.5
60	60	60	65	65
65	70	70	70	70
72.5	72.5	72.5	72.5	75
75	75	77.5	80	80
82.5	82.5	85	85	87.5

2. High score = 87.5
3. Low score = 40
4. Range = high score – low score =  $87.5 - 40 = 47.5$
5. The total of classes (BK)  $= 1 + 3.3 \log n$   
 $= 1 + 3.3 \log (30)$   
 $= 1 + 3.3(1.4771)$   
 $= 1 + 4.8774$   
 $= 5.8774$



$$= 6$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{47.5}{6} = 7.916 = 8$$

$$\sum f_i x_i$$

7. Mean Score ( $\bar{x}$ ) =  $\frac{\sum f_i x_i}{\sum f_i} =$

Interval	$f_i$	$x_i$	$f_i x_i$
40 – 47	1	43.5	43.5
48 – 55	3	51.5	154.5
56 – 63	4	59.5	238
64 – 71	8	67.5	540
72 – 79	7	75.5	528.5
80 – 87	6	83.5	501
88 – 95	1	91.5	91.5
$\Sigma f_i = 8$	30	472.5	2097

$$\sum f_i x_i \quad 2097$$

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} = \frac{2097}{30} = 69.5$$

$$\bar{x} = \frac{2097}{30} = 69.5$$

## 8. Median

$\frac{1}{2}n-F$

$$Me = b + p \left[ \frac{\quad}{\quad} \right]$$

$f$

$$\frac{1}{2}n = \frac{1}{2} 30 = 15$$

$$64 + 63$$

$$b = \frac{\quad}{2} = 63.5$$

2

$$p = 8$$

$$F = 8$$

$$f = 8$$

$\frac{1}{2}n-F$

$$Me = b + p \left[ \frac{\quad}{\quad} \right]$$

$f$

$$15 - 8$$

$$= 63.5 + 8 \left[ \frac{\quad}{\quad} \right]$$

8

7

$$= 63.5 + 8 \left[ \frac{\quad}{\quad} \right]$$

8

56

$$= 63.5 + \left[ \frac{\quad}{\quad} \right]$$

8

$$= 63.5 + 7$$

$$= 70.5$$

### 9. Modus

$$Mo = u - \left[ \frac{f_a}{f_a + f_b} \right] \times i$$

$$= 71.50 - \left[ \frac{4}{4 + 7} \right] \times 8$$

$$= 71.50 - \frac{32}{11}$$

$$= 71.50 - 2.90$$

$$= 68.6$$

## APPENDIX VIII

### Variable Y

#### Reading Comprehension

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

35	40	42.5	45	45
45	47.5	47.5	52.5	52.5
52.5	55	55	55	55
55	55	55	57.5	60
60	60	62.5	62.5	62.5
62.5	65	65	71	73

2. High score = 73
3. Low score = 35
4. Range = high score – low score =  $73 - 35 = 38$
5. The total of classes (BK) =  $1 + 3,3 \log n$   
=  $1 + 3.3 \log (30)$   
=  $1 + 3.3(1.4771)$   
=  $1 + 4.8774$   
=  $5.8774$

$$= 6$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{38}{6} = 6.3$$

$$\sum fixi$$

7. Mean Score ( $\bar{x}$ ) =  $\frac{\sum fixi}{fi}$  =

Interval	fi	xi	fixi
35 – 40	1	37.5	37.5
41 – 46	5	43.5	217.5
47 – 52	5	49.5	247.5
53 – 58	8	55.5	444
59 – 64	7	61.5	430.5
65 – 70	2	67.5	135
71 – 76	2	73.5	147
$\Sigma i= 6$	30	388.5	1659

$$\sum fixi \quad 1659$$

$$\bar{x} = \frac{\sum fixi}{fi} = \frac{1659}{30} = 55.3$$

$$fi \quad 30$$

## 8. Median

$\frac{1}{2}n-F$

$$Me = b + p \left[ \frac{\quad}{\quad} \right]$$

$f$

$$\frac{1}{2}n = \frac{1}{2} 30 = 15$$

$$53 + 52$$

$$b = \frac{\quad}{2} = 52.5$$

2

$$p = 6$$

$$F = 11$$

$$f = 8$$

$\frac{1}{2}n-F$

$$Me = b + p \left[ \frac{\quad}{\quad} \right]$$

$f$

$$15-11$$

$$= 52.5 + 6 \left[ \frac{\quad}{\quad} \right]$$

8

4

$$= 52.5 + 6 \left[ \frac{\quad}{\quad} \right]$$

8

24

$$= 52.5 + [\text{---}]$$

8

$$= 52.5 + 3$$

$$= 55.5$$

### 9. Modus

$$Mo = u - \left[ \frac{fa}{fa + fb} \right] \times i$$

$$= 58.50 - \left[ \frac{5}{5 + 7} \right] \times 6$$

$$= 58.50 - \frac{30}{12}$$

$$= 58.50 - 2.5$$

$$= 56$$

## APPENDIX V

### TEST RESULT OF VOCABULARY MASTERY

No	Students	Score
1	AA	65
2	AP	60
3	AS	65
4	DA	57,5
5	DM	70
6	EA	87,5
7	EW	55
8	FA	60
9	FH	60
10	HA	85
11	IA	82,5
12	IP	70
13	JH	75
14	LS	75
15	MI	70
16	MH	72,5
17	MY	40
18	NT	65
19	NUS	72,5
20	NM	72,5



21	RY	55
22	RS	75
23	SS	70
24	SP	80
25	SW	72,5
26	UD	50
27	PM	80
28	WP	82,5
29	YS	85
30	ZK	77,5
Total		2087,5

## APPENDIX VI

### TEST RESULT OF READING COMPREHENSION

No	Students	Score
1	AA	60
2	AP	55
3	AS	42,5
4	DA	45
5	DM	60
6	EA	55
7	EW	40
8	FA	55
9	FH	47,5
10	HA	65
11	IA	55
12	IP	47,5
13	JH	65
14	LS	62,5
15	MI	45
16	MH	60
17	MY	35
18	NT	55
19	NUS	55
20	NM	62,5

21	RY	55
22	RS	73
23	SS	57,5
24	SP	52,5
25	SW	52,5
26	UD	45
27	PM	62,5
28	WP	52,5
29	YS	71
30	ZK	62,5
Total		1651,5

## APPENDIX IX

**TABLE**  
**THE STATISTICAL ANALYSIS OF DATA**

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	X.Y
1	65	60	4225	3600	3900
2	60	55	3600	3025	3300
3	65	42,5	4225	1806,25	2762,5
4	57,5	45	3306,25	2025	2587,5
5	70	60	4900	3600	4200
6	87,5	55	7656,25	3025	4812,5
7	55	40	3025	1600	2200
8	60	55	3600	3025	3300
9	60	47,5	3600	2256,25	2850
10	85	65	7225	4225	5525
11	82,5	55	6806,5	3025	4537,5
12	70	47,5	4900	2256,25	3325
13	75	65	5625	4225	4875
14	75	62,5	5625	3906,25	4687,5
15	70	45	4900	2025	3150
16	72,5	60	5256,25	3600	4350
17	40	35	1600	1225	1400
18	65	55	4225	3025	3570

19	72,5	55	5256,25	3025	3987,5
20	72,5	62,5	5256,25	3906,25	4531,25
21	55	55	3025	3025	3025
22	75	73	5625	5329	5475
23	70	57,5	4900	3306,25	4025
24	80	52,5	6400	2756,25	4200
25	72,5	52,5	5256,25	2756,25	3806,25
26	50	45	2500	2025	2250
27	80	62,5	6400	3906,25	5000
28	82,5	52,5	6806,25	2756,25	4331,25
29	85	71	7225	5041	6035
30	77,5	62,5	6006,25	3906,25	4843,75
Total	$\sum x = 2087,5$	$\sum y = 1651,5$	$\sum x^2 = 148.956,25$	$\sum y^2 = 93.213,75$	$\sum xy = 116847,5$

## APPENDIX X

Table interpretation “r”product moment

N	Taraf		N	Taraf		N	Taraf	
	5 %	1 %		5 %	1 %		5 %	1 %
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,612	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,261
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115

20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,517	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

## **CURRICULUM VITAE**

### **A. Identity**

Name : JANNAH HARYATI  
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Place and Birthday : Pasir Ampolu 02 Februari 1989  
Sex : Female  
Religion : Islam  
Address : Pargarutan Pasir Ampolu

### **B. Parents**

Father's name : Nahrin Suardi Siagian  
Mother's name : Rantianna Hutabarat

### **C. Educational Background**

1. Graduated from elementary school in SDN 142479 Palsabolas from 1994-2000.
2. Graduated from junior high school in MTsS. Roudhotul Jannah Batang Onang from 2000-2004.
3. Graduated from senior high school in MAN 2 Model Padangsidempuan from 2004-2007.
4. Be University student in State Collage for Islamic Studies (STAIN) Padangsidempuan.



# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

English is not only as a mean of communication, but also it is a medium to transform the knowledge and technology. Most of the countries in all over the world regard it an important subject to be learnt. In Indonesia, English has succeeded to take part as an important subject to be learnt by the students. English is considered as a foreign language that has been taught to the elementary school up to the university.

Considering how important the English is, it is necessary to the students whether they are the students in elementary school, junior high school senior high school and universities to know English, because many books as the source of the knowledge are written in English. The learner is expected to master the structure of English as well as its vocabulary and idiom order to be able to use language for communication. Teaching English is concentrated on four skills that should be achieved in English, namely: reading, listening, speaking, and writing. In reaching this may not ignore the role of vocabulary the easier the task of speaking, listening, writing, and reading become.

By remembering how useful the reading, so the student should learn reading and able to overcome their difficulties. Soedarso in Mulyono quotation

proposed that: Reading as complex activity that needed a great number in separated action, it include to using of understand, imagine observation and memories. Human are impossible could reading without to activity eyes and intelligence.<sup>1</sup> While Bond said that: reading as identification symbol which written as stimulus that can help the process of remembering of reading. To built up understood through of experience had owned.

Reading is the process of communication between the reader and writer. Reading is process to understand the text to obtain information and also the process of eyes movement, exercises brain to get the massages. Effective reading is able to read accurately and efficiency and understand the purpose, it includes reading strategies to make easier in understanding reading. Comprehension is the ability to understand written and spoken language. So, reading comprehension is the power of understands about the reading text.

The aims of reading are to develop students' reading skills. Also students can read and comprehend not only text but also context for their knowledge. Reading is the process of eyes movement to print materials or immaterial to understand the textual and contextual.

It is clearly implied above that mastering vocabularies partly determines how qualified the language of learner is. The learner may not be interested in learning new vocabulary and they may not give their attention and enthusiasms

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<sup>1</sup>Abdurrahman Mulyono. *Pendidikan Bagi Anak yang Berkesulitan Belajar* ( Jakarta: Rineka Cipta, 1999), p. 2000.



to the task. Without interest, they will not pay attention and the students will be easy to be bored and finally they cannot understand and memorize vocabulary well, to the teaching actually it is true that language learning is a hard work and complex process. One must make an effort to understand vocabulary and to use the whole range of known vocabulary.

In fact, the students still found difficult in understanding words. Moreover, students still cannot take the message from the text because of lack vocabularies. Students also do not interest to do reading. They do not understand the meaning, and they do not study hard about new vocabularies. So, they cannot build knowledge when they want to be read.

Further, vocabulary is the total number of words used by individual in his language activities, while in this research vocabulary mastery means the students ability to recognize and understand the total number of vocabulary presented. Mastery is complete knowledge or great skill in comprehending and using the knowledge or skill. So, vocabulary mastery is the complete knowledge and understands the total number of word present.

Vocabulary must not only be known, it must be readily available for use. The fluency development strand of a course aims at helping learners make the best use of what they already know. It is important to see fluency as being related to reading, with fluency needing to be developed independently in each of this skill.

In mastering vocabulary, most of the students find difficult to understand the meaning of the new words and to use it in an appropriate context. Also, they often fail to use the words that have been learned to express their ideas, feeling, thought and desires in English.

Vocabulary mastery is one aspect from four aspects in reading, for many years has occupied a large portion of time in teaching and learning activities in school. In learning reading, the students have to realize that the aim of reading text is to improve them in their effort to expend and enrich their knowledge. Through of reading, the learner should know many kinds of sentences beginning from simply sentence forms up to difficult sentence forms. On the other hand, reading will increase students' vocabularies, with vocabulary mastery the students are hoped should be to communicate English. According to explanation above, it is understandable that vocabulary mastery is most influence ability in reading comprehension.

Further, students lack of exercises too. It is because they are lazy to read the books because they have poor vocabularies or even they do not understand what they read in the text and they did not care about it and there is no support and motivation from their environment. So, they are lack in reading.

Based on the explanation above, the writer decided to conduct a research on the titled **THE INFLUENCE OF VOCABULARY MASTERY TOWARD STUDENTS' READING COMPREHENSION AT SMK NEGERI 1 ANGKOLA TIMUR.**

## **B. Identification of the Problem**

In mastering vocabulary, the students should understand the meaning of the new words and to use it in an appropriate context. By mastering vocabulary the students is hoped be able to communicate English, but in fact they lack vocabulary and lazy to read.

Based on the above explanation, it is assumed that vocabulary mastery has a great influence to the reading comprehension. The students who don't mastery in vocabulary will be poor in reading comprehension and finally will make the students low in quality. There are many factors that can influence reading comprehension, such as background knowledge, grammar, structure, and vocabulary.

## **C. Limitation of the Problem**

According to identification of the problem above, that there are many factors that can influence reading comprehension, such as background knowledge, grammar, structure, and vocabulary. The writer did not discuss all the factors. The writer discussed one factor only, that is vocabulary. Vocabulary must not only be known, it must be readily available for use.

The researcher chose this factor because vocabulary is regarded has a strong influence in understanding reading comprehension. So, the researcher wanted to see the influence students' vocabulary mastery toward reading comprehension.

#### **D. Formulation of the Problem**

The writer formulated the problem of this research as follows:

1. To what extend is the vocabulary mastery of the eleventh grade students of SMK Negeri 1 Angkola Timur?
2. To what extend is the reading comprehension of the eleventh grade students of SMK Negeri 1 Angkola Timur?
3. Is there a significant influence between vocabulary mastery toward reading comprehension of the eleventh grade student of SMK Negeri 1 Angkola Timur?

#### **E. Aims of the Research**

Based on the formulation above, this research aimed as follow:

1. To know the students' vocabulary mastery of the eleventh grade SMK Negeri 1 Angkola Timur.
2. To know the students' reading comprehension of the eleventh grade SMK Negeri 1 Angkola Timur.
3. To know whether there is a significant influence between vocabulary mastery toward reading comprehension of the eleventh grade students of SMK Negeri 1 Angkola Timur or not.

## **F. Significances of the Research**

The significances of this research as follow:

1. As an input for the head master in guiding English teacher.
2. As an input for English teacher in teaching and learning process especially in learning vocabulary and reading.
3. As input for the readers especially the English learners that this research is expected to be able to improve their knowledge in learning vocabulary and reading.

## **G. Outline of the Thesis**

The systematics of this research was divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In the chapter one, it was consisted of background of the problems, they were most of students have less vocabulary, less practice, and less motivation from the environment or family, another problem the students lazy to read. The limitation of the problem is vocabulary. The formulation of the problems are what extend is the vocabulary mastery, what extend is the reading comprehension, and is there a positive influence between vocabulary mastery toward reading comprehension of the eleventh grade students of SMK Negeri 1 Angkola Timur? The aims of the research where to know the students' of vocabulary mastery, to know the students' of reading comprehension, and to know whether there is a significant influence between vocabulary mastery toward reading comprehension of the eleventh grade students of SMK Negeri 1

Angkola Timur or not. The significances of the research are as an input for the head master in guiding English teacher, as an input for English teacher in teaching and learning process especially in learning vocabulary and reading, and as input for the readers especially the English learners that this research is expected to be able to improve their knowledge in learning vocabulary and reading.

In the chapter two, it was consisted of the theoretical description consisted of explanation about vocabulary mastery and reading comprehension. Then review related findings where from Eka Sustri Harida, Nur Misbah, and Sri Dingin. The frame of thinking, and the last hypothesis that there is the significant influence of vocabulary mastery toward students' reading comprehension,.

In chapter three, it was consisted of research methodology consisted of schedule and location of the research; schedule of the research was january until finish, and location of the research was SMK Negeri 1 Angkola Timur. Kinds of the research was descriptive method. Population of research was all the eleventh grade of SMK Negeri 1 Angkola Timur, and samples took 30 students from population are choosen by random sampling. The instrument of collection data was test multiple choise, the last, the technique of data analysis was product moment.

In chapter four, it was consisted of the result of the research, the result of the research consisted of the description of data was variable vocabulary mastery (X) and reading comprehension (Y). Testing hypothesis was significant influence



to students' reading comprehension. Discussion and the finally, the threats of research.

In the chapter five consisted of conclusion, implication and suggestion from the researcher.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Theoretical Description

##### 1. Vocabulary Mastery

Vocabulary is one aspect should be owned by every student to make them understand and master English language. Considering that English language consists of skills that have a mutual affect to the achievement of vocabulary. Hornby says “the total numbers of words with rules combining them which make up a language are called vocabulary”.<sup>1</sup> Howard Jackson said “vocabulary is a representative collection of the words that exist in English language”.<sup>2</sup> It means that vocabulary is a collection of English words or it can be another language and has a part to make that collection be easier to find out. Penny Ur also defines vocabulary as “the words we teach in foreign language”.<sup>3</sup> It means vocabulary is the list of words that work in language and it is taught by the teacher based on the student’s level.

In other words, it must be right to say that vocabulary is the total number of words used by individual in his language activities, while in this

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<sup>1</sup>A.S Hornby, *Oxford Advanced Learner’s Dictionary of Current English* (London: Oxford University Press, 1985), p. 59.

<sup>2</sup>Howard Jackson, *Words, Meaning and Vocabulary* (London: Casel, 2000), p. 118.

<sup>3</sup>Penny Ur, *A Course in Language Teaching* (United Kingdom: University Press, 2000), p. 60.

research vocabulary mastery means the students' ability to recognize and understand the total number of vocabulary presented.

Mastery comes from the word master. Master is a person very skilled and able in some work, profession, science, etc. while mastery is the expert skill or knowledge.<sup>4</sup> On Oxford Advanced Learner Dictionary by Hornby state that mastery is complete knowledge or great skill.<sup>5</sup> While in Indonesian dictionary state that mastery is comprehension or capability to use knowledge or skill.<sup>6</sup> From those definition above, it can be taken the conclusion that mastery is complete knowledge or great skill in comprehending and using the knowledge or skill.

So, vocabulary mastery is the complete knowledge and understands the total number of word present.

In fact, very little attentions is paid to vocabulary in teaching English, some teachers regard that vocabulary mastery can automatically be improved the students themselves. Some regards that improving vocabulary can done by simply learning the other skills such as reading.

On the other hand, no matter the people say about how they treatment vocabulary, still in fact, it is important to component of language since language consist of words Mary sprat as quoted by Gustinawati states: "Our

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<sup>4</sup>A.S Hornby, *Op. Cit.*, p. 833.

<sup>5</sup>*Ibid.*, p. 721.

<sup>6</sup>Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 1077.

aims must be able out students to function accurately and fluently in the situation they will find themselves but one of the tools that enable them to do just this is the ability to recognize and produce a wide range vocabulary items.”<sup>7</sup> So the aims can help the student to find tem selves recognize and produce vocabulary items.

#### a. Purpose of Vocabulary

The purposes of mastering vocabulary in SMK is to enable the students to use a certain number of words.<sup>8</sup>

##### 1) Aims

Generally aims of the 1994 curriculum is to built up the communication competence and the communicative function of the language. In the case of vocabulary, words and idioms are taught from several language domains which have relation to the language level of the students.

According to the 1994 GBPP ( Garis – Garis Besar Program Pengajaran ) English Language SMK class II, the general objective of teaching vocabulary is : the students can speak in english language with 4000 words vocabulary and understand how important english.

##### 2) Quantity

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<sup>7</sup>Gustinawati, *The Correlation Between Students Mastery of Vocabulary and Reading* (Padang: Unpublished S1 Thesis IKIP,1990), p. 14.

<sup>8</sup> Michael J. Wallace, *Teaching Vocabulary* (ELBS, 1989), p. 235.

Quantity means number of words to counting a lesson. In connection with the quantity of words, subyakto (1998) says that the minimal number of words for junior high school is around 1500 words, while senior high school is about 4000 word.

### 3) Need

To determine the students need vocabulary, the writer based it on the stated aims in which they should be able to use and communicate the words. These word cover special vocabulary for business. The special vocabulary still consist of general word's in that domain.

### 4) Presentation

In teaching vocabulary, the students must have a clear and specific understanding in the meaning of the words being learnt since meaning involves many things, this requires the teaching in which the words are presented in such away that it's denotation or reference is perfectly clear and unambiguous.

Based on the above explanation, it seem that the study vocabulary is one of important things in learning something, especially in learning foreign language, to increase our knowledge, because vocabulary is one of the knowledge to speak well, because without knowing vocabulary it is impossible for us to speak well.

The development of vocabulary grows from childhood to adulthood. Although that motivation is a strong factor in all aspect of

language learning and each desire on the part of the student should not be shunted off simply because the requested vocabulary items do not form part of the lesson. Some linguist suggest that language improve the vocabulary through reading materials, structure, etc. how ever, the importance of lexical item are no means neglected. Mary Sprat as quoted by Gustinawati states that : “There are many lesson in which no new vocabulary occur, but when working on reading or listening text during a discussion lesson, it is quite common for ten or so, new words to occur and when teaching a new structure of functional exponents four or five words many will be needed to built up the situation.”<sup>9</sup>

Learning vocabulary through reading is regarded to have some advantage particularly because when words is put in context or sentence, it has at least shown one of its way how it should be put in a certain environment. It is not only coveys the lexical meaning but also one of it is grammatical function. This also help the students guess what a certain word means, based on the context. However, this also reason why the learner can not entirely master a certain word that it makes difficult for the students to determine the lexical meaning and to put in to their productive vocabulary inventory.

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<sup>9</sup>*ibid*, p. 12.

## b. Factor of Vocabulary

According to Wikipedia, there are four kinds of vocabulary, they are:

- 1) Reading vocabulary  
A person's reading vocabulary is all words he or she can recognize when reading. This is largest of vocabulary simple because it includes to other three.
- 2) Listening vocabulary  
A person's listening vocabulary is all the words he or she can recognize when listening to speeds. This vocabulary is aided in size by context and tone of voice.
- 3) Writing vocabulary  
A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types. The writing vocabulary is stimulated by its user.
- 4) Speaking vocabulary  
A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This missued-though slight and unintentional-may be compensated by facial expression, tone of voice or hand gesture.<sup>10</sup>

Vocabulary varies in the four skills of language. Generally student will absorb listening and speaking vocabulary before coming to the reading and writing vocabulary. But in real situation, the process may change, especially in foreign language teaching.

## c. Kinds of Vocabulary

According to the Thornbury, there are two kinds of vocabulary, as follows:

- 1) Receptive Vocabulary or Passive Vocabulary

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<sup>10</sup> [www.wikipedia.com](http://www.wikipedia.com)

Receptive vocabulary can be understood only through listening and reading. Someone doesn't need to know much about the receptive vocabulary because someone rarely uses the receptive vocabulary and it is impossible for someone to memorize all the vocabularies of a certain language but someone can understand the ideas of the utterance contextually not word by word.

## 2) Productive Vocabulary or Active Vocabulary

Productive vocabulary involves of knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with.<sup>11</sup>

Vocabulary, actually is asset of absolute way to which the language must be learned realized how important the vocabulary mastery.

There are some kinds that have to be understood in understanding vocabulary. They are: meaning, synonym, antonym, and idiom.

### 1) Meaning

The meaning of the word is defined to get the information from the context. It means to get the meaning from a word or sentence, the speaker should write or pronounce it well, so that the listener get the information and the speaker's feeling of course in a certain language.

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<sup>11</sup>Jeremy Harmer, *The Practical of English Language Teaching* (London: Longman, 2001), p.158.



## 2) Synonym

The term 'synonym' come from a Greek word (sunonumon) means 'having the same name'.<sup>12</sup> Synonym also a word or phrase with the same or nearly the same meaning as another in the same language.<sup>13</sup>

Synonym is the word or phrase having the same meaning. It means a word that has the same meaning with another word can be used in the same context to make another reader understand easily. Below are the examples of words that synonymous:

- a) Beautiful – pretty
- b) Near – close
- c) Lazy – indolent
- d) Accept – receive
- e) Allow – permit

## 3) Antonym

Antonym is the opposite or contrastive meaning. Antonym is a word that is opposite in meaning to another word.<sup>14</sup> So, antonym is the oppositeness of word or phrase, for example:

- a) Leave >< arrive
- b) Big >< small
- c) Wide >< narrow

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<sup>12</sup>Howard Jackson, *Op. Cit.*, p. 92.

<sup>13</sup>A.S Hornby, *Op. Cit.*, p. 1212.

<sup>14</sup>Ibid. p. 44.

d) Expensive >< cheap

e) Begin >< end.

#### 4) Idiom

Idiom is the word that have not clearly meaning or rather strange for the other person but must be learn and understand.<sup>15</sup> Every language has its own idioms and they are an integral part of the language. They add beauty and charm to the language. English is rich in idioms. For example:

a) Fifty – fifty

b) Up and downs

c) Take it easy

d) Far and near

e) So far, so good

#### d. Example of Vocabulary

Below are the examples of teaching vocabulary material in SMK's book:

Table I

No.	Word	Pronunciation	Meanings
1.	Department	/d'par:tmənt/	Division

<sup>15</sup>Idi Supono, *BBC English Grammar* (Jakarta : Wahyu Media, 2007), p. 425.

2.	Vendor	/'vendə(r)/	Seller
3.	Director	/də'rektə(r)/	Person in management
4.	Career	/kə'riə(r)/	Worker
5.	Labor	/'leibə(r)/	Occupation
6.	Executive	/ig'zækjʊtɪv/	A leader
7.	Technician	/tek'niʃn/	Expert in machinery
8.	Professional	/prə'feʃənl/	A person qualified
9	Recruitment	/ri'kru:tmənt/	New member
10.	Qualification	/kwəlɪfɪ'keɪʃn/	Quality of skill <sup>16</sup>

## 2. Reading Comprehension

Reading is interactive skills, it is a transactional between a reader and writer. The writer can communicate with a reader through a text. An interactive procs happens when the readers try to understand the text, the reader wants to communicate with ideas posed by the writers. Therefore, reading is the process of communication between the reader and writer.

“Reading is a process negotiating meaning; the reader brings to the text a set of schemata for understanding it, and it is taking the product of that interaction.”<sup>17</sup> So, reading is interaction between readers in writer.

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<sup>16</sup>Sularto & Istiqomah, *English for SMK Grade XI* (Bogor: Yudistira, 2012),p. 34.

<sup>17</sup>Douglas Brown, *Language Assessment* (USA: Longman, 2004), p.189.

“Reading is the meaningful interpretation of written or printed verbal symbol. It can apply also to the interpretation of mathematical symbols, usical notation, codes, and other symbolic systems. Reading is extension of oral communication and builds upon listening and speaking skills”.<sup>18</sup>

Furthermore, Nunan stated “reading is the process of cognition, interpretation and perception of a written or printed material. Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.”<sup>19</sup> So, it can be concluded that reading is interactive process between the reader and text, so to make the students to be able in reading.

While E. P Hutabarat says “Membaca adalah proses dimana pikiran kita menerjemahkan lambang – lambang yang tertulis atau tertulis atau yang tercetak menjadi gagasan yang ingin disampaikan penulis, dan upaya memahami gagasan itu, kita katakan kita berhasil membaca jika kita menangkap isi dan memahami yang disampaikan oleh penulis.”<sup>20</sup>

(Reading is process where our intelligence to translate the clue have written or printed, be in idea want to say by writer and to understand that idea, we can said we success in reading if we take up understand the order have given by writer).

Based on the explanation above can understand that reading isn't only simply understand about the symbols that written but also tried to understand,

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<sup>18</sup>Albert J. Haris, *How to Increase Reading Ability* (New York: David Mckay Company, 1969), p. 3.

<sup>19</sup>David Nunan, *Practical English Language Teaching* (New York : MC. Grow Hill, 2003), p. 68.

<sup>20</sup>E.P. Hutabarat, *Cara Belajar di Perguruan Tinggi* (Jakarta: Gramedia, 1990), p. 28.

to rejected, to comparative and to certainly the opinion which is given by a writer. Because of that the process of reading as same with process when somebody have thinking or have logical reasoning. On the other hand reading is process which is demand the eider to do change idea with writer through of text.

The meaning or definition had given by expert are most variously. That importance's not to memorize that definition. Reading is not active process. It means the reader must be active to understand the contents of the text which is reading, and it can not only accept it. So, reading is an interactive process that happen in human minds to reconstruct the meaning for what they have read.

Comprehension is the ability to understand written and spoken language. According to Oxford's Dictionary "comprehension is the power of understand."<sup>21</sup> According to Webster's Dictionary "comprehension is the act of grasping with the mind, understanding or knowledge that results from this, the capacity for understanding ideas, facts."<sup>22</sup> So, comprehension is understands of written or spoken.

According to David Nunan "reading comprehension is the goal of reading."<sup>23</sup> Reading comprehension means understanding what has been read. It is an active or good process that depends not only on comprehension but

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<sup>21</sup>A.S Hornby, *Op.Cit.*, p. 235.

<sup>22</sup>Victoria Newfeldt, *Webster's New World College Dictionary* ( USA: Macmillan, 1991), p. 286.

<sup>23</sup>David Nunan, *Op.Cit.*, p.63.

also the students' experiences and prior knowledge. For examples, students who needs to comprehend the reading passage or reading materials.

While Jeremy Harmer stated "reading comprehension is not stopping for every word, not analyzing everything that the writer or speaker includes in the text."<sup>24</sup> It is means the readers are able to take in a stream of discourse and understand the gist of it without worrying too much about the details. So, reading comprehension is the power of understands about the reading text.

**a. Purpose of Reading**

The aims of reading are to develop students' reading skills. And also students can read and comprehend not only text but also context for their knowledge. Reading is the process of eyes movement to print materials or immaterial to understand the textual and contextual.

Reading can take to times before, and beyond, our own, and to places not yet visited, or even to return to places of happy memories. A good writer can make hear those familiar sounds, and see with that 'inward eye' once again, happy or even sad, moments long gone.

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<sup>24</sup>Jeremy Harmer, *The Practice of English Language Teaching* ( Malaysia: Longman, 2003), p. 202.

## b. Aspect of Reading

Some aspects of reading based on normal reading situation consist of three kinds. They are word recognition, comprehension and reflections.<sup>25</sup>

### 1) Word recognition

The degree of excellence in reading is determined, to a large extent, by the ability to recognize and pronounce words. The core of view that reading is chiefly skill in recognizing words can be accuated by the form of the word itself. Decoding the printed page is one of examples of recognizing the oral equivalent of the written symbol.

### 2) Comprehension

Comprehension is one of competence that must be had by the readers. Reading just is not transferring the symbol printed from page to the brain but the readers have to comprehend the content of the reader's read. Comprehension in reading becomes important because it makes the readers have meaningful in their reading. In other word, their reading is not useless.

There are three levels of reading comprehension. First: literal reading, second: Aesthetic reading, and third is Critical reading.

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<sup>25</sup>Dick Dickinson, *The Importance of Vocabulary in Reading* retrieved from <http://www.shvoong.com/writing-and-speaking/copywriting/2099897-definition-aspects-reading/#ixzz2KcMGG3UD>

Literal reading is the ability to know all of the directions in the text and also understand exact words, meanings and characters. Aesthetic reading is the ability to appreciate what the reader's read before. Critical reading consists of making factual distinction between common ideas, facts and opinion. This capability is needed for valid interpretation and analysis. It means that the readers able to analyze what the reader's read after.

### 3) Reflection

Many educators have pointed out that word recognition and reading more advantages for the readers when they apply what they read after. Globally, this aspect involves comprehension and word recognition.

Look, the process of reading necessary to be able to hold ideas they occur and to conceptualize meaningful interpretation through reflection. This process compares the written stimuli with the reader's experiences.

From three aspects of reading above, the writer hopes to the readers that all of the readers who read any book are needed to know the aspects of reading. In order to make their reading more meaningful, of course by comprehend all of those aspects above.



c. Types of reading

There are three types of reading as follow:<sup>26</sup>

1) Developmental reading

a) Skill in the mechanics of reading; developing of large sig vocabulary, development of skill in identifying unfamiliar words, development of good eye movement habits, development of proper habits of posture, holding books, and soon, development of speed and fluency in silent reading, development of oral reading skill, phrasing, expression, pitch, volume, enunciation.

b) Skill in reading comprehension; acquisition of a rich, extensive, and accurate vocabulary, ability to grasp the meaning of units Of increasing size; phrase, sentence, paragraph, whole selection, ability to find answers to specific questions, ability to select and understand a sequence of events, ability to note and recall details, ability to grasp the organization of the author's plan, ability to follow directions accurately, ability to evaluate what one reads, ability to remember what one has read.

2) Functional reading

a) Ability to locate needed reading material; use of index, use table of contents, use of dictionary, use of encyclopedia, use of library card

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<sup>26</sup>Albert J. Harris, *Op. Cit.*

files, use of other bibliographic aids, use of skimming in reach for information.

- b) Ability to comprehend informational material, development of specific skills needed by special subject matter e.g; reading of arithmetic problems, reading of maps, charts, and graphs, ability to select the material needed, ability to organize what is read; ability to summarize, ability to outline.
- 3) Reactional reading
- a) Development of interest; enjoyment of reading as a voluntary leisure time activity, skill in selecting appropriate reading matter for one self, satisfaction of present interests and tastes through reading.
  - b) Improvement and refinement of reading interest; development of more varied reading interest, development of more nature reading interest, achievement of personal development through reading.
  - c) Refinement of literary judgment and taste; establishment of differential criteria for fiction and nonfiction prose, and poetry and drama, development of appreciation for style and beauty of language, learning to seek for deeper symbolic messages.

In other side teacher should be often to connect the lesson with student interest based on their behavior and result of learning. If the

teacher has seen the student interest, so the sense of interest is needed to keep with:<sup>27</sup>

- a) use various activity of study such as with working group
- b) adjust the lesson with the difference of individual
- c) adjust the lesson with phase of student rapidness
- d) giving a sense of success
- e) giving help and guidance.

If the teacher had succeed to build up student in reading interest. With reading the student might know the phonetic and intonation, understandable the words which is read, and have a skill to using their knowledge, be in speaking or be up against any kinds of lesson that can carried conscience to appearance new term and idiom.

These are three major types of reading purpose cannot and should not be kept entirely separate. In a developmental lesson children must read material which is either recreational or functional in character. An enjoyable story may be used for the cultivation of particular reading skills, and developmental lessons can be planned to help the pupils in their reading of science material.

A sound reading program must have balance among these major types of reading. If the desire to read for fun is killed by overemphasis on drills and exercise, one of the major aims of reading instruction is defeated

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<sup>27</sup>Abdurrahman Mulyono, *Loc. Cit.*

and the result is the pathetic graduate who never opens a book after commencement. What that balance should be changes grade by grade. For the beginner, nearly all reading activities are primarily developmental; by the upper elementary grades functional reading is most important and developmental lessons take the least amount of time.

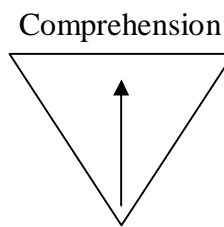
**d. Reading Process**

The models can be divided into three categories, there are:<sup>28</sup>

1) Bottom – up model

Typically consist of lower – level reading process. Students start with fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition. Followed by word recognition, building up to identification of grammatical true, sentence, and longer texts and finally meaning is the order in achieving comprehension.

Many teacher and research suggest that for reader to be successful they must be able to break a word down into it's smallest part the individual sound. All material is carefully reviewed so that students are not expose to vocabulary that is too difficult or that contains sound, that they have not yet introduce to.




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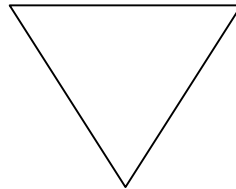
<sup>28</sup>David Nunan, *Op. Cit.*, p.70.

This picture representation of bottom – up approach to reading. The reader begins with the smallest elements and build up to comprehension of what is being read.

## 2) Top – down models

Within top – down approach to the teacher shall focus on meaning generating active rather than on mastery of word recognition. A strong advocate of top – down models of reading criticizes bottom – up models because the reader became “word caller” who can read the words on the page but don’t understand what they have read.

Reading begins with reader background knowledge



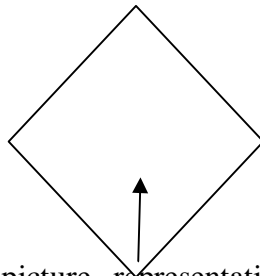
This picture representation of top – down approach to reading. The reader begins with the largest elements and works down toward smaller to build comprehension of what is being read.

## 3) Interactive model

The models that are accepted as the most comprehensive description of the reading process. This type combines elements of both bottom – up and top – down models assuming that a pattern is synthesized based on information provided simultaneously from several knowledge sources. Stresses that the best second language

reader are those who can efficiently integrate both bottom – up and top – down process.

Reader background knowledge



This picture representation of an interactive model. The reader combines elements of both bottom – up and top – down models of reading to reach comprehension.

That the interactive model is the best description of what happen when we read. Second language reader do many bottom – up things when they read (decode unfamiliar vocabulary, struggle with poor print quality, wonder about part of speech of particular word) and they do many top – down things when they read (anticipate what is coming next in the text, draw on their previous experience).

#### e. Strategies for Reading Comprehension

Aside from attending to genres of text, the skills and strategies for accomplishing reading emerge as a crucial consideration in the assessment of reading ability. The micro- and macro skills below represent the

spectrum of possibilities for objectives in the assessment of reading comprehension.<sup>29</sup>

Below are the micro and macro skills in reading comprehension:<sup>30</sup>

Micro skills

1. Discriminate among the distinctive graphemes and orthographing patterns of English.
2. Retain chunks of language of different lengths in short – term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of word, and interpret word order patterns and their significance.
5. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may be expressed in different grammatical forms.
7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro skills

8. Recognize the rhetorical forms of written discourse and their significance for interpretation.
9. Recognize the communicative functions of written texts, according to form and purpose.
10. Infer context that is not explicit by using background knowledge.
11. From described events, ideas, etc., infer links and connections between event, deduce causes and effects, and detects, such relations as main idea, supporting idea, new information, generalization, and exemplification.
12. Distinguish between literal and implied meanings.
13. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
14. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of text.

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<sup>29</sup>Douglas Brown, *Op Cit.*, p.187-189.

<sup>30</sup>*Ibid.*

Besides, there are also some principle strategies for reading comprehension:<sup>31</sup>

1. Identify your purpose in reading a text.
2. Apply spelling rulers and conventions for bottom-up decoding.
3. Use lexic analysis (prefixes, roots, suffixes, etc.) to determine meaning.
4. Guess at meaning (of words, idioms, etc.) when you aren't certain.
5. Skim the text for the gist and for main ideas..
6. Scan the text for specific information (names, dates, key words).
7. Use silent reading techniques for rapid processing.
8. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
9. Distinguish between literal and implied meanings.
10. Capitalize on discourse markes to process relationships.

There is strong connected between reading with advanced and joviality a nation, society who live in Pascal industrial era the ability of reading as an absolutely regulation that can't insipid. As Indonesian people be demanded to become a society that have reading interest, a society which making reading activity as a part of civilizing life, because skill in reading as an introduction that most effective and efficiently that resources of Indonesian people that have great number.

Based on the description above, the researcher decided the indicators of reading comprehension as: ability to state topic, ability to find main idea, ability to find out supporting ideas, understand the function of tenses, ability to organize what is read, ability to find out the

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<sup>31</sup>*Ibid.*



organization of idea/ conclusion, Recognize grammatical word classes, ability to grasp the meaning of units of increasing size; phrase, sentence, paragraph, ability to select and understand a sequence of events.

It is clearly stated that in reading comprehension as recommended by Jeremy Harmer “reading comprehension is not stopping for every word, not analyzing everything that the writer or speaker includes in the text.”<sup>32</sup> Added by Dick Dickinson “vocabulary is important.”<sup>33</sup> Further, Albert J Harris stated “developmental reading such as skill in the mechanics of reading and skill in reading comprehension.”<sup>34</sup>

They stated that reading comprehension is not stopping for every word, words can be uses by the readers to analyze text. It’s also stated that in the aspect of reading word recognize is one important thing, it is the ability to recognize and to pronounce words.

It can be concluded that vocabulary is needed for the people who want to understand text. The indicator of vocabulary mastery as: synonym, antonym, and meaning.

## **B. Review Related Findings**

There are some related findings that discuss about vocabulary mastery and reading comprehension: the first, research done by Eka Sustri Harida which title “Reading Comprehension Used by the Third Semester Students of English

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<sup>32</sup>Jeremy Harmer, *Loc. Cit.*,

<sup>33</sup>Dick Dickinson, *Loc. Cit.*,

<sup>34</sup>Albert J Harris, *Loc. Cit.*,

Section at Tarbiyah Department of State Collage For Islamic Studies in Padangsidempuan on The Year 2011”<sup>35</sup> in which the result that the students are to be able to read simple texts by knowing the topics above and understand what they read, besides having good reading ability.

The second, research done by Nur Misbah in 2009/2010 academic year which title “The Correlation Between the Eight Grade Students’ Sentences Mastery and Reading Comprehension at MTs Subulussalam Kotanopan in 2009/2010 Academic Year”<sup>36</sup>. The result was there was significant correlation sentences mastery and reading comprehension.

Next, research done by Sri Dingin in 2007/2008 academic year which title “The Influence of Reading Interest to Vocabulary Mastery at SMK Negeri 1 Padangsidempuan”<sup>37</sup>. The result that there is a positive influence between reading interest to vocabulary mastery.

Based on related findings, above the researcher wanted to do a reasearch on the influence of vocabulary mastery toward students’ reading comprehension at SMK Negeri 1 Angkola Timur.

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<sup>35</sup>Eka Sustri Harida. Reading Comprehension Used By the Third Year English Department of State Collage For Islamic Studies in Padangsidempuan on The Year 2011, Padangsidempuan : STAIN, 2011.

<sup>36</sup>Nur Misbah. The Correlation Between The Eight Grade Students’ Sentences Mastery and Reading Comprehension at MTs Subulussalam Kotanopan in 2009/2010 Academic Year (unpublised script), (Padangsidempuan: UMTS, 2010).

<sup>37</sup>Sri Dingin. The Influence of Reading Interest to Vocabulary Mastery at SMK Negeri 1 Padangsidempuan (unpublised script), (Padangsidempuan: STKIP, 2008).

### **C. The Frame of Thinking**

Vocabulary mastery is an element of language which plays very important role. Study something is one of important thing in learning something, especially in learning foreign language, to increased the knowledge, because without knowing it is impossible to speak well, it's can suggest that vocabulary mastery can improving through reading comprehension.

Reading comprehension has an important position, because reading comprehension as one factor of supported in somebody self to make and increasing the resulted of reading activity, because with reading the knowledge will more increased, the perception will widest and getting information about many things.

The more high vocabulary mastery so the more high the reading comprehension can reach. Because vocabulary mastery is one part of aspect in reading comprehension. By mastering vocabulary the student is hoped be able to communicate English. Good English having a big vocabulary.

Based on explanation above the researcher assumes that there is the significant influence of vocabulary mastery toward students' reading comprehension.

### **D. Hypothesis**

Hypothesis is in essential element in research, it is a tentative answer, therefore it needs testing, it will be accepted if the data prove the otherwise, in

which its truth can be gotten through the collected data and the analysis of data. Its mean it needs testing. It is also relevant to the statements of Suharsimi Arikunto<sup>38</sup> who stated that if a research has collected and analyzed the collected data as the materials in testing therefore hypothesis, of course will come to the calculations accept or reject the hypothesis.

Based on that explanation the researcher can formulated her hypothesis as follows: “there is a significant influence of vocabulary mastery toward students’ reading comprehension at SMK Negeri 1 Angkola Timur.”

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<sup>38</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1997), p.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Place and Time of the Research**

By looking up the topic of the research, that is, “ the influence of vocabulary mastery toward students’ reading comprehension at SMK Negeri 1 in 2012/2013 academic year”. It is known that this research is carried out in SMK Negeri 1 Angkola Timur. it situated in jalan Sapirook Km.15, Pargarutan, Angkola Timur.

The researcher has done research on 7<sup>th</sup> January until 19<sup>th</sup> January 2013.

#### **B. The Method of the Research**

The method of the research was descriptive method, and this research was conducted by correlational research. The correlation is a quantitative measure of the degree of correspondence between two or more variables.<sup>1</sup> It was to know the influence of the students’ ability in using vocabulary mastery (variable x) and student’s reading comprehension (variable y).

So, the writer wanted to find out the influence of vocabulary mastery toward students’ reading comprehension at SMK Negeri 1 Angkola Timur.

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<sup>1</sup>L.R. Gay. *Educational Research*, (USA: Hall, inc, 2000), P. 12

## C. Population and Sample

### 1. Population

From the topic of this discussion, it has been clear that the population of this research is all the eleventh grade students in accounting department of SMK Negeri 1 Angkola Timur in 2012/2013 academic year. It is relevant to suharsimi's opinion that state : "population adalah keseluruhan subject penelitian."<sup>2</sup> (The population is total number of researched subject).

Based on the explanation above, the eleventh grade students in accounting department of SMK Negeri 1 Angkola Timur can be seen in table II.

Table II

The population of the eleventh grade students at SMK NEGERI 1 Angkola Timur.

No.	Class	Total
1	XI <sub>A</sub>	30
2	XI <sub>B</sub>	30
3	XI <sub>C</sub>	29
4	XI <sub>D</sub>	31
	Total	120

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<sup>2</sup>Suharsimi Arikunto. *Prosedur Penelitian suatu pendekatan praktek*, (Jakarta: PT. Rineka Cipta, 1989), p. 102.

## 2. Sample

As the writer mentioned above that the eleventh grade students of SMK Negeri 1 Angkola Timur in accounting department consisted of 120 students as population.

Arikunto stated that “apabila subjeknya kurang dari 100 lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. Selanjutnya jika subjeknya besar dapat diambil antara 10-15% atau 20- 25% atau lebih tergantung kemampuan peneliti dari berbagai macam segi.”<sup>3</sup>

(it is necessary for estimation, if the number of population is less than 100, it is better for us to take all, so that the research can be stated as the population research. Furthermore, if the number of population is more than 100, we can take between 10 – 15% or 20 – 25% or more than it). According to above quotation the researcher does not take all the eleventh grade students of accounting department at SMK Negeri 1 Angkola Timur, but only 30 students of them (25%) of the population. This percentage is taken the population is  $25/100 \times 120 = 30$ , those samples are chosen by random sampling it can be seen in the table III.

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<sup>3</sup>*Ibid.*, p. 112.

Table III

The sample of the eleventh grade students at SMK Negeri 1 Angkola Timur

No.	Class	Total	Sample
1	XI <sub>A</sub>	30	7
2	XI <sub>B</sub>	30	7
3	XI <sub>C</sub>	29	7
4	XI <sub>D</sub>	31	9
	Total	120	30

So, the researcher took 30 students to collect the data, in eleventh grade students of accounting department at SMK Negeri 1 Angkola Timur in 2012/2013 academic year.

#### **D. The Instrument of the Research**

In order to answer the research problem and to examine the hypothesis that has been formulated, researcher needs the data and in order to get the data need the instrument it in this case the writer applied test vocabulary mastery and test reading comprehension.

The instrument in this research was test, it was to test the students' vocabulary mastery. The researcher choose test vocabulary mastery to take data, it was 40 items, it was 15 for synonym test, 10 for antonym test, and 15 for meaning test. The test was given to the XI grade students of SMK Negeri 1



Angkola Timur in three parts. The first and the third part consist of 30 choose and underline word questions, 15 for synonym and 15 for meaning, for each correct answer was given 2.5 value, while the incorrect answers was not given a value. The second part consist of 10 multiple choice questions about antonym, every question correctly was given 2.5 value, and did not got the value for wrong answers. For each questions to make the total score to be 100.

Table IV  
The indicators of vocabulary mastery

No.	Indicator	Number of test	Items	Score
1	Synonym	1 – 15	15	37.5
2	Antonym	16 – 25	10	25
3	Meaning	26 - 40	15	37.5
		Total	40	100

Test also used to get data of students' reading comprehension. The kinds of the test was multiple choise, it was 40 items. In which, it was scored 2.5 for each question to make the total score to be 100.

Table V

## The Indicators of Reading Comprehension

No	Reading Comprehension	Total Test	Number of Test	Score
1.	Ability to state topic	2	1, 13	5
2.	Ability to find main idea	5	2, 4, 14,22	10
3.	Ability to find out supporting ideas	6	3, 5, 15., 23, 30, 33	15
4.	Understand the function of sturcture	4	8, 16, 24, 26, 36 39	15
5.	Ability to organize what is read	3	17, 25, 37	7,5
6.	Ability to find out the organization of idea/ conclusion	2	6, 31	5
7.	Recognize grammatical word classes	8	9,10, 11, 27, 28, 29, 35, 40	20
8.	Ability to grasp the meaning of units of increasing size; phrase, sentence, paragraph.	6	12, 18, 19, 20, 34, 38.	15
9.	Ability to select and understand a sequence of events	2	21, 32	5
<b>Total</b>		<b>40</b>	<b>40</b>	<b>100</b>

The result should be appropriated with the interpretation to the index of means score. The interpretation of the result can be seen in the following table.<sup>4</sup>

Table VI

The table interpretation of mean score

No.	Interval	Predicate
1.	80 – 100	Very good
2.	70 – 79	Good
3.	60 – 69	Enough
4.	50 -59	Less
5.	0 – 49	Fail

## E. Validity Instrument

### 1. Test of Validity

Validity is the most important quality of a test. It is the degree to which a test measures what it is supposed to measure, and consequently, permits appropriated interpretations of test scores.

According to Arikunto says:

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<sup>4</sup>Nana Sudjana dan Ibrahim. *Penelitian dan Penilaian Pendidikan*, (Jakarta: Sinar Baru Algesindo, 2002), p. 153.

“Validitas adalah suatu ukuran yang menunjukkan tingkat-tingkat kevalidan atau kesahihan sesuatu instrumen. Suatu instrumen yang valid atau sah mempunyai validitas tinggi. Sebaliknya instrumen yang kurang valid berarti memiliki validitas rendah.”

This research used with correlation “r” Product Moment as the following formula:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

When:

$r_{xy}$  = Number of Index Correlation “r” Product Moment

N = Number of Cases

$\sum XY$  = count of times score X and score Y

$\sum X$  = Count of Score X

## 2. Result of Test Validity

The calculation of items test show that from 50 items is tried there are 40 items valid. From the table of validity of instrument about vocabulary mastery, it could be gotten concluding that some items were invalid. They were 16, 17, 18, 19, 20. So, the researcher change the items were invalid by other items. (see appendix I)

Next, from the table of validity of instrument about reading comprehension, it could be gotten concluding that some items were invalid. They were 36, 37, 38, 39, and 40. So, the researcher change the items were invalid by other items.

#### **F. The Techniques of collecting Data**

To collect the data in this research was by test. The researcher did: firstly, the researcher prepared the list of the instrument. The second, chose sample. Third, students took seat. The fourth, she explained about test which would be answered by them. The fifth, distributed the test. The sixth, gave time 90 minutes to them to answer. The last, collected their answer to be scored. The writer checked the students answer both in vocabulary mastery and reading comprehension and concrete them as the raw scores. Than, the score are grouped into parts of vocabulary mastery and reading comprehension.

#### **G. The Technique of Data Analyzing**

After collecting the data, the researcher would analyze the data, the technique of data analysis would be used by quantitative data; it would be presented in statistic formula. In this case the students score in the vocabulary mastery become X variable, while the students score in reading comprehension become Y variable. The statistic formula which used by researcher was correlation of product moment:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

When:

$\sum xy$  = Number of Index Correlation between X and Y variable

N = Number of Cases

$\sum XY$  = count of times score X and score Y

$\sum X$  = Count of Score X

The result should be appropriated with the interpretation to the index of correlation “r” product moment. The interpretation of the result can be seen in the following table.<sup>6</sup>

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<sup>5</sup>*Ibid.*, p.207.

<sup>6</sup>Anas Sodikono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2008), p.

Table VII

The table interpretation of “r” product moment

No.	Interval	Predicate
1.	0,00 – 0,20	Fail
2.	0,20 – 0,40	Low
3.	0,40 – 0,70	Enough
4.	0,70 – 0,90	High
5.	0,90 – 1,00	Very high

**CHAPTER IV**  
**ANALYSIS OF THE DATA**

**A. Data Description**

To understand this research easily, it was described based on variables. There were two variables in this research and was started from the variable of vocabulary mastery (X), the variable of reading comprehension (Y) and also was continued to the testing of hypothesis. It would be described further as follows:

1. Result of Vocabulary Mastery

In the description of result vocabulary mastery the researcher had given vocabulary test. The researcher used the instrument to collect the data. It is the test, and it consists of 40 items and every item is given.

The test score become the data that were needed of testing hypothesis; the data are tabulated as follows:

Table VIII  
The Resume of Variable Score of Vocabulary Mastery

No	Statistic	Variable X
1.	High score	87,5
2.	Low score	40
3.	Mean score	69.9
4.	Median	70.5
5.	Modus	68.6



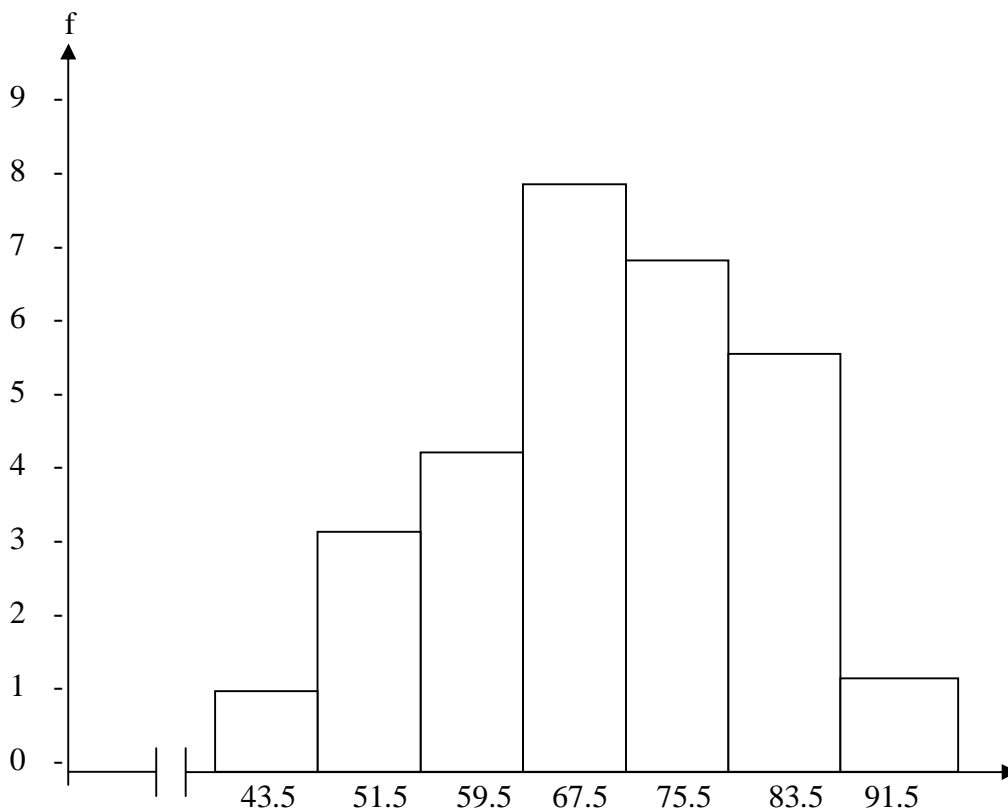
From the table above, it was known that the high score of variable of vocabulary mastery had been searched by 30 students based on the total of sample research were high score 87.5 and low score 40, mean score 69.9, median 70.5, modus 68.6 (see appendix VII ).

Based on the calculation means score above, 69.9. So, application of vocabulary mastery is enough, it's can be known from the table interpretation mean score in chapter III. To know revelation of data was done to grouped the variable score of vocabulary mastery which interval 8.

Table IX

Frequency Distribution of Vocabulary Mastery

Interval Class	Frequency Absolute	Frequency Relative
40 – 47	1	3.33%
48 – 55	3	10%
56 – 63	4	13.33%
64 – 71	8	26.66%
72 – 79	7	23.33%
80 – 87	6	20%
88 – 95	1	3.33%
$i = 8$	30	100%



Based on the table above, it was known that the variable revelation of vocabulary mastery shown that the respondent at interval 40 – 47 were 1 student ( 3.33%), interval 48 – 55 were 3 students (10%), interval 56 – 63 were 4 students (13.33%), interval 64 – 71 were 8 students (26.66%), interval 72 – 79 were 7 students (23.33%), interval 80 – 87 were 6 students (20%), and interval 88 – 95 were 1 student (3.33%).

## 2. Result of Reading Comprehension

The resume score of variable reading comprehension at eleventh grade of SMK Negeri 1 Angkola Timur has been gotten as table below:

Table X  
The Resume of Variable Score of Reading Comprehension

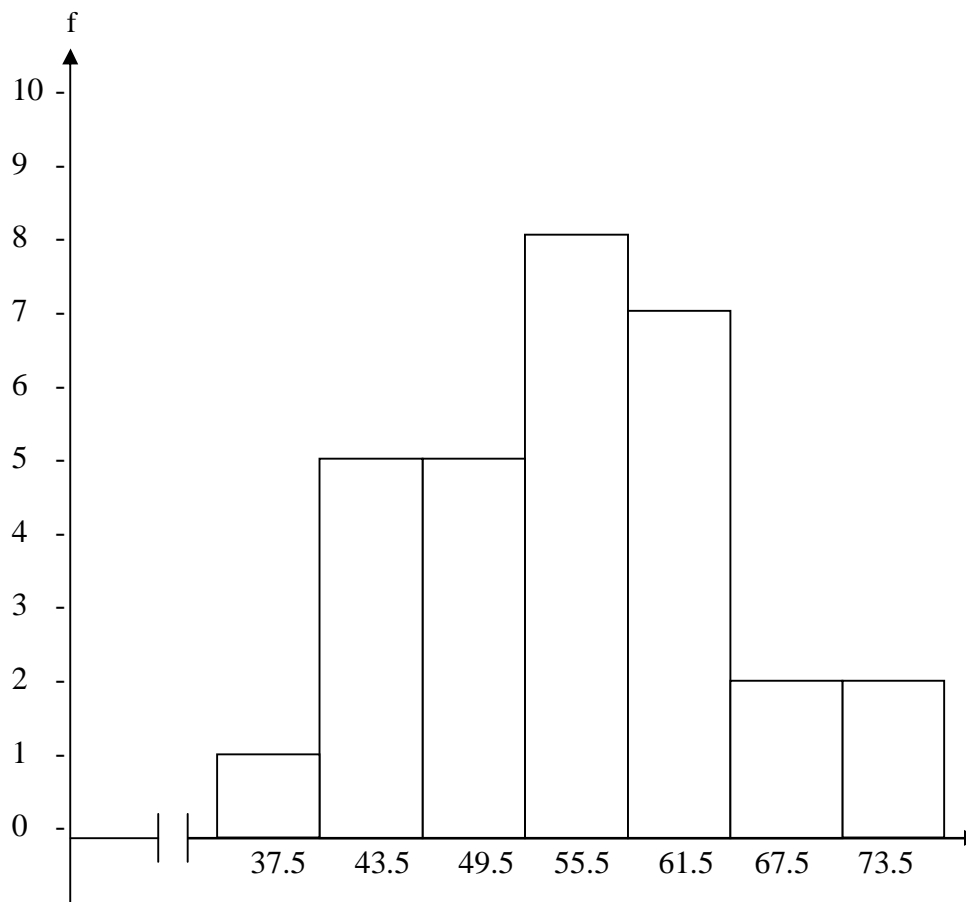
No	Statistic	Variable X
1.	High score	73
2.	Low score	35
3.	Mean score	55.3
4.	Median	55.5
5.	Modus	56

From the table above, it was known that the high score of variable of reading comprehension had been searched by 30 students based on the total of sample research were high score 73 and low score 35, mean score 55.3, median 55.5, modus 56 (see appendix VIII ).

Based on the calculation means score above, it was 55.3. It means that the students reading comprehension were in less predicate, it's can be known from the table mean score in chapter III. So it can be stated that application of reading comprehension of students is bad. To know revelation of data was done to grouped the variable score of vocabulary mastery which interval 8.

Table XI  
Frequency Distribution of Reading Comprehension

Interval Class	Frequency Absolute	Frequency Relative
35 – 40	1	3.33%
41 – 46	5	16.66%
47 – 52	5	16.66%
53 – 58	8	26.66%
59 – 64	7	23.33%
65 – 70	2	6.66%
71 – 76	2	6.66%
$i = 6$	30	100%



Based on the table above, it was known that the variable revelation of reading comprehension shown that the respondent at interval 35 – 40 were 1 student ( 3.33%), interval 41 – 46 were 5 students (16.66%), interval 47 – 52 were 5 students (16.66%), interval 53 – 58 were 8 students (26.66%), interval 59 – 64 were 7 students (23.33%), interval 65 – 70 were 2 students (6.66%), and interval 71 – 76 were 2 students (6.66%).

## **B. The Testing of Hypothesis**

The hypothesis of this research was significant influence to students' reading comprehension at eleventh grade of SMK Negeri 1 Angkola Timur. It was tested by using product moment correlation.

The analysis of the data can be seen in appendix IX. Based on the data, it was gotten the each of score variable which is used to do calculation of product moment and the each of the variable score as follow:

$$\sum x = 2087,5$$

$$\sum y = 1651,5$$

$$\sum x^2 = 148.956,25$$

$$\sum y^2 = 93.213,75$$

$$\sum xy = 116.847,5$$

By using the values above, calculated the value of correlation between variable x and y.

$$\begin{aligned}
r_{xy} &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}} \\
&= \frac{30.11168475 - (2087,5)(1651,5)}{\sqrt{\{30.14895625 - (2087,5)^2\} \{30.9321375 - (1651,5)^2\}}} \\
&= \frac{3505425 - 3447506,2}{\sqrt{\{4468687,5 - 4357656,2\} \{2796412,5 - (2727452,2)\}}} \\
&= \frac{57918,8}{\sqrt{\{111031,3\} \{68960,3\}}} \\
&= \frac{57918,8}{\sqrt{76567517}} \\
&= \frac{57918,8}{87502} \\
&= 0,661
\end{aligned}$$

The hypothesis which said there were the influence vocabulary mastery toward students' reading comprehension at eleventh grade of SMK Negeri 1 Angkola Timur could be accepted. It can be seen from the calculating of product moment by getting correlation coefficient  $r_{xy} = 0,661$  was more than  $r_{table} = 0,339$  on taraf 5%, and on taraf 1%  $r_{table} = 0,436$ , it's can be seen from the table interpretation "r" product moment in chapter III. So, there were enough influence of vocabulary mastery on students' reading comprehension at eleventh grade of SMK Negeri 1 Angkola Timur. It has been written in the table of coefisien correlation interpretation value r.

To look for the contribution of variable x to variable y as follows:

In which:

Kp = The score of determine coefisient

r = The score of the coefisient correlation

$$\begin{aligned} Kp &= r^2 \times 100\% \\ &= 0,661^2 \times 100\% \\ &= 0,4369 \times 100\% \\ &= 43,69\% \end{aligned}$$

Based on the calculation above, so the contribution of eleventh grade using vocabulary mastery on students' reading comprehension at SMK Negeri 1 Angkola Timur was 43,69% and the less 56,31% was divided by other variabels.

### C. Discussion

Based on the data analysis above, it has proven that vocabulary mastery gave significant influence toward reading comprehension. According to Howard "determine what types of context can recognize as relevant for the description of vocabulary. The ways in which language varies according to context and how this leads to the development of specialist vocabularies."<sup>1</sup> Recommended by Jeremy Harmer "reading comprehension is not stopping for every word, not analyzing everything that the writer or speaker includes in the text."<sup>2</sup> Add Dick

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<sup>1</sup>Howard Jackson, *Op Cit.*, p. 120.

<sup>2</sup>Jeremy Harmer, *Loc. Cit.*,

Dickinson “vocabulary is important.”<sup>3</sup> Further, Albert J Harris stated “developmental reading such as skill in the mechanics of reading and skill in reading comprehension.”<sup>4</sup> In additional Eka says “reading comprehension has aims: they are understanding the given passage or stories and getting idea or opinion from the text.”<sup>5</sup>

They state that reading comprehension is not stopping for every word, words can be uses by the readers to analyze text. It’s also stated that in the aspect of reading word recognize is one important thing, it is the ability to recognize and to pronounce words.

For supporting that, it was proved by hypothesis of this research, vocabulary mastery had the significant influence to students’ reading comprehension at eleventh grade of SMK Negeri 1 Angkola Timur.

Based on the result of the research and theoretical description, the vocabulary mastery and reading comprehension have significant influence.

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<sup>3</sup>Dick Dickinson, *Loc. Cit.*,

<sup>4</sup>Albert J Harris, *Op. Cit.*, p. 1970.

<sup>5</sup>Eka Sustris Harida, *Op. Cit.*, p. 5.



## CHAPTER V

### CONCLUSIONS & SUGGESTIONS

#### A. Conclusions

After getting the result of her research work, the research came to her conclusions as follows:

1. In SMK Negeri 1 Angkola Timur, the eleventh grade in vocabulary mastery was “enough” by getting mean score were 69.9.
2. The reading comprehension students’ at the eleventh grade of SMK Negeri 1 Angkola Timur was “less predicate” by getting mean score were 55.3.
3. So, based on the result calculating which was gotten the value of the correlation product moment ( $r_{xy}$ ) between variable of SMK Negeri 1 Angkola Timur in vocabulary mastery, and variable of vocabulary mastery were 0,661. Next, the significant correlation level was done by locking  $r_{table}$  ( $r_t$ ) on taraf significant 5% was 0,339 an on taraf significant 1% was 0,436. the hypothesis in this research was received namely  $r_{count} > r_{table}$ . It means there are significant influence between in vocabulary mastery on students’ reading comprehension.

**B. The Suggestions**

Based on conclusions above, the writer gave some suggestion as follows:

1. To Headmaster of SMK Negeri 1 Angkola Timur always to motivate the English teacher to increase her ability in teaching English.
2. To the English teacher to motivate the students to improve their abilities in learning vocabulary and reading.
3. To the reader especially English learners more improve their knowledge in learning vocabulary and reading.

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