

**THE CORRELATION OF VOCABULARY AND GRAMMAR MASTERY
TOWARDS STUDENTS' READING COMPREHENSION ABILITY AT
FIFTH SEMESTER OF THE ENGLISH
DEPARTMENT OF IAIN KERINCI
2020/2021**

A THESIS



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**ENGLISH EDUCATION PROGRAM FACULTY OF EDUCATION AND
TEACHER TRAINING KERINCI**

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A THESIS

**Submitted as One of Partial Fulfilment of the Requirement For getting
Undergraduate Degree at English Education Program in Faculty of English
Education and Teacher Training at State Islamic Institute (IAIN) Kerinci**

BY :

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K E R I N C I**

**ENGLISH OF EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
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
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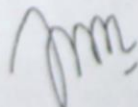
Assalamu 'alaikum...Wr..wb..

After guiding,analyzing, briefing, concluting, and correcting, the writing of Masrinoor Thesis (The Student's Number is 08.933.15) entitled : **The Contribution of Vocabulary and Grammar Mastery Toward Student's Reading Comprehension ability at Fifth Semester of The English Department of IAIN Kerinci. 2019 /2020**, we are of the opinion that his thesis has met qualification as one of patial of fulfillment of the requirement for a degree in English Teaching in Faculty of English Education and Teacher Teaching, State Islamic Institute of Kerinci (IAIN) Kerinci .

Thus, we proceed this thesis to the faculty for an immediate administrative process for final examination .

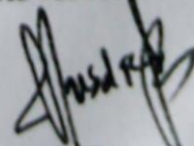
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APPROVAL AND ACCEPTANCE

This thesis which entitled **THE CORRELATION OF VOCABULARY AND GRAMMAR MASTERY TOWARD STUDENT'S READING COMPREHENSION ABILITY AT FIFTH SEMESTER OF THE ENGLISH DEPARTMENT OF IAIN KERINCI. 2019 /2020** has been defended in front of the board of examiners in examination (Munaqasah) by Faculty of Education and Teacher Training at IAIN Kerinci on 05 April ,2021 and accepted as one the requirements for getting undergraduate degree at English Education Program (S.Pd) in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci

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In the name of Allah, the beneficent, the merciful. All praises be to Allah the lord of the world. And the sequel is for those who keep their duties unto him, further will be no hostility expect against wrongdoers. Peace and salutation be upon the honorable prophet and messenger Muhammad SAW (peace be upon him) Who has brings us from the darkness to the lightness in the light of Islam and those who follow in his faith till the day of judgement.

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Finally the researcher has limitation to make this thesis perfect. Therefore any constructive criticism and suggestion are welcome as the better improvement for the researcher in making such writing at any other time. Hopefully, the thesis will be useful to the process of teaching English.

Sungai Penuh, January 2021
The Researcher

MASRI NOOR
NIM. 08.933.15

DEDICATION AND MOTTO

Dedication

Deeply from my heart I dedicatethis thesis for:

My Beloved Father Mr. Saregar and My beloved Mother Mrs.Marwiyah

And for my Dearest Sister Amanda Zaskia Fitri

For your Motivation, Effort and Support for me

And praying for my success in the future

Through this appreciation short note I would like to say thank you for your

Support , motivation during my study

Motto:

مَرَعَلَّمَ الَّذِي ۞ الْأَكْرَمُ وَرَبُّكَ أَقْرَأُ ۞ عَلَّقَ مِنْ الْإِنْسَانِ خَلْقًا ۞ خَلَقَ الَّذِي رَبِّكَ بِاسْمِ أَقْرَأُ

يَعَلِّمُ لَمْ مَا إِلَّا نَسَنَ عَلَّمَ بِالْقَلَمِ ۞

Artinya : (1). Bacalah dengan menyebut nama tuhan mu yang menciptakan (2) Dia telah menciptakan manusia dari segumpal darah (2) bacalah ! Dan Tuhanmlah yang paling pemurah (3) Yang mengajar (manusia) dengan perantaraan kalam (4) Dia mengajarkan kepada manusia apa yang tidak di ketahuinya

The Meaning : (1) Proclaim! (or read!) In the name of Thy Lord and Cherisher, who created (2). Created man, out of a (mere) clot of congealed Blood: (3) Proclaim! and Thy Lord is Most Bountiful (4). He who taught (the use of) the pen, (5) Taught man that which He knew not.

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KERINCI

CERTIFICATE OF ORIGINALITY

The researcher hereby declare that the thesis entitled **“The Correlation of Vocabulary and Grammar Mastery Toward Student’s Reading Comprehension ability at Fifth Semester of The English Department of IAIN Kerinci. 2020 /2021”** is my own and that, to the best of my knowledge and belief, it contains no material previously published or written by another person, no material which to substansial extent has been accepted for the award of any other educational institution, except where due acknowledgement is made in the thesis. Any contribution to the research by other, with whom I have worked at IAIN Kerinci or else where, is fully acknowledged.

The researcher also declare that the intellectual content of this thesis the product of my own work, accept to the extent that assistance from other in the projects design and conception or in style, presentation and linguistic expression is acknowledged.

Sungai Penuh, 05 April 2021



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ABSTRACT

Makhyaruddin : **The Correlation Of Vocabulary And Grammar Mastery Towards The Students Reading Comprehension Ability At Fifth Semester Of The English Department of IAIN Kerinci 2019/2020**

Advisors : **1. Rodi Hartono, S.Pd., M.Pd**
2. Musdzal, S.Pd., M.Pd

Reading is one of the language skill that must be mastered generally by everybody who wants to master English language and especially the students in using english language correctly. the people will not be able to comprehend or interpret the message from reading text without knowing english reading properly. but it is not enough without mastering the vocabulary and grammar mastery, because to know the real meaning of the text , to comprehend the text, the students must master both of them, more precisely, vocabulary and grammar mastery are the main things in reading comprehension because it has connection each other, the students will not get the deeply information from the text without pay attention to the structural of the words such as, what is tense that author use in the sentence, and how the sentence connect to the other sentence in building a paragraph.

In addition As at English Department program.it is absolutely triggered reading as one of the courses that must be taken by the students. getting the information from the text easily, It is not enough without mastering vocabulary and grammar mastery. there were 2 research questions that must be overcome. Firstly,Is there any contribution between vocabulary towards reading comprehension ?. Secondly, Is there any contribution grammar mastery towards reading comprehension? And thirdly, How the contribution of vocabulary and grammar mastery towards the students reading comprehension ability at fifth semester of the english department of iain kerinci? The researcher used SPSS 22 in calculating all of the data

The result of the research showed us that firstly, based on statistical analysis shown us that there was significant correlation between students' vocabulary mastery and reading comprehension was significant ($p < .05$; $p = .000$) and the coefficient value was 0,720 was interpreted strong. Secondly, there was significant correlation between students' grammar mastery and reading comprehension was significant ($p < .05$; $p = .000$) and the coefficient value was 0,762 was interpreted strong. And thirdly, The value of Sig F change was 0,000 ($< 0,05$) so, it can be concluded that the vocabulary mastery variable (X 1), Grammar Mastery (X 2), had simultaneously significant correlation. towards reading comprehension (Y).The value of R (coefficient correlation) was 1000 The coefficient correlation is higher than critical value of r table (1000. > 0.000). was interpreted very strong it meant that there was significant contribution between vocabulary mastery and grammar mastery towards reading comprehension.

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CHAPTER 1

INTRODUCTION

A. Background of The Problem

reading is one of the language skill that must be mastered generally by everybody who wants to master English language and especially the students in using english language correctly. there are four language skills must be learned and mastered consist of : reading, writing, speaking, and listening . Especially Reading, the people will not be able to comprehend or interpret the message from reading texts without knowing english reading properly, how to read english text which hard to interpret, and how to understand and to get information from the text on the other hand without mastering english reading, our language skill ability will be minus although they are really expert in the other language skill

In searching and getting information, reading is very important. Therefore, learning English reading is very important by the students, If the students understand and getting information from the text it is mean that their reading ability skill have improved as well as the teacher has achieved the purpose of the learning. in addition reading learning process is success on the contrary, if the students still very hard to understand the text, and can not get information from the text the teacher must ask the students to read the text in depth in order to the students can get the point of the text as well as the students can get the knowldege from the text which can be the source of their centre information or the source of

their knowledge on the other hand the teacher just guide the students during learning process because they are enjoy reading class and they interest to it.

Allah SWT said in Holy Qur'an Chapter Al-'Alaq Verse 1-5 :

مَرَعَلَّمَ الَّذِي ۝ الْأَكْرَمَ وَرَبُّكَ أَقْرَأُ ۝ عَلَّقَ مِنْ الْإِنْسَانِ خَلَقَ ۝ خَلَقَ الَّذِي رَبِّكَ بِاسْمِ أَقْرَأُ ۝
يَعَلِّمَ لِمَا لَا يُدْرِكُهُ الْإِنْسَانُ عِلْمًا ۝ بِالْقَلَمِ ۝

Artinya: Bacalah dengan menyebut nama tuhanmu yang menciptakan (1). Dia telah menciptakan manusia manusia dari segumpal darah (2). Bacalah ! dan tuhan mu lah yang paling pemurah (3). Yang mengajar manusia dari perantaraan kalam (4) Dia mngajar manusia kan manusia apa yang tidak di ketahuinya (5).¹

Meaning : Proclaim! (or read !) In the name of thy Lord and Cherister who created (1).Created man, out of a mere clot of Congealed blood (2) Proclaim ! and thy Lord is most Bountiul (3) He who taught (the use of) the pen (4) Taught man that which he knew not(5)²

Based on the verse above Allah SWT hascommanded to Prophet Muhammad SAW (Peace Be Upon Him) to read the nature, to read many things obvious or unobviously, and actually it is not just for the prophet, it is also a command to us, in order to we read everything, just not read or recite holy qur'an but also read everything in this universe, it is can be a phenomenon of this life, the things that happened and the things are happening in this life. It is such as a

¹ Departemen Agama RI, *Al qur'an dan Terjemahnya*, (Jakarta: PT Tanjung Mas Inti, 1992), p.597

² Abdullah yusuf Ali. *The meaning of the holy qur'an* (Beltsville Mary land, U,S,A: Amana Publication,1996), p 1672

biggest article that must be read by us, it is continuously along the journey of our life in order to we have a readiness in facing all of possibility that probably comes in the future and It is relate to reading comprehension which every student must to read in getting Information

Reading is about understanding written text. It is a complex activity that involves both perception and thought. Reading consist of two related process : word recognition and comprehension³ beside, Reading Comprehension is a consuming, continuous, and complex activity, but one that, for good readers, is both satisfying and productive⁴

In spite of reading comprehension is very important in language skill , in comprehending the text, in getting information and knowledge from the text, it is not enough without mastering the vocabulary and grammar mastery, because to know the real meaning of the text , to comprehend the text, the students must master both of them, more precisely, vocabulary and grammar mastery are the main things in reading comprehension because it has connection each other, the students will not get the deeply information from the text without pay attention to the structural of the words such as, what is tense that author use in the sentence, and how the sentence connect to the other sentence in building a paragraph.

The researcher find that Most of students lack vocabulry, and they do not know how to understand the text, on the other hand, one of their difficulties arre

³Celce Murcia , *Teaching English As Second language Third Edition* (USA. Thompson Learning Company 2001), 64.

⁴Duke , David Pearson “*Effective Practices for Developing Reading Comprehension*” (Article In Journal Of Education 2009)P.1

they do not know the text form, because they do not know the type of the sentence, they were really hard to understand the structure of some of textbooks and the tenses. Hence, These problems can be affected by some factors related to the components of reading ability, grammar mastery, and vocabulary mastery. in every grammar of every language. Students who want to get a message of a text, they have to know about the text form.

Besides, vocabulary mastery, a reading comprehension skill will be completed, If the students also mastering the grammar mastery, because grammar mastery one of the important skill in supporting the students to comprehend the text more precisely, it was can help the students to know the content of the text, to know what was the message has been delivered by the author. It was dealing with Weaver's statement that Grammar is a set of perceptions or rule for using language, the construction clear of readable sentences and style, and deliberate use syntactic constructions for particular effects.⁵

In Addition, as the students who used english as foreign language. it was a priceous when the students also has a grammar mastery ability, because as we know that only the native speakers students who had grammar mastery ability in high level, so it is obviously has a difference thing. But if that thing can make they able to comprehend a reading text easily it is a something value.

The researcher was motivated to conduct this research, because the researcher want to know if there was any correlation about the grammar mastery

⁵ Weaver C. *Teaching Grammar in context*

and writing achievement especially in. The researcher was interested to conduct the research entitled “*The Contribution Of Vocabulary And Grammar Mastery Towards The Students Reading Comprehension Ability At Fifth Semester Of The English Department of IAIN Kerinci 2019/2020* ”

B. Identification of the Problem

Based on the background of the problem above, there were some problems which can be identified in this research:

Most of students lack the vocabulary, and they did not know how to understand the text, on the other hand, one of their difficulties was they did not know the text form, because they did not know the type of the sentence, on the other hand, some of textbooks were really hard to understand the structure of it

These problems can be affected by some factors related to the components of reading ability, grammar mastery, and vocabulary mastery.

C. Limitation of the Problem

Based on the problem above, to investigate and seek the evidence of the result, whether there was or no contribution of vocabulary and grammar mastery towards reading comprehension, The researcher focused on conducting the research with the limitation of the research was investigating about the contribution between vocabulary and students grammar mastery toward reading comprehension.

D. Research Question

Based on the background of the problem above , The researcher defined some research questions as follow:

1. Is there any contributin between vocabulary towards reading comprehension ?
2. Is there any contribution grammar mastery towards reading comprehension?
3. How the the contribution of vocabulary and grammar mastery towards the students reading comprehension ability at fifth semester of the englsih department of iain kerinci?

E. Purpose of the research

Generally the purpose of the research was to find out there was correlation between variable X1 (Vocabulary), and X2 (Grammar Mastery) towards Variable Y (Reading Comprehension) and Based on the research questions above, the researcher concluted some purpose of the research of the research as follow:

- 1.To investigate whether or not there iscorrelation between students' vocabulary and reading comprehension. Dealing with the tittle “ *The Contribution Of Vocabulary And Grammar Mastery Towards The Students Reading Comprehension Ability At Fifth Semester Of The Englsih Department of IAIN Kerinci Academic Year 2019/2020* ”
- 2.To investigate whether or not there iscorrelation between students' grammar mastery and reading comprehension. . Dealing with the tittle

“ The Contribution Of Vocabulary And Grammar Mastery Towards The Students Reading Comprehension Ability At Fifth Semester Of The English Department of IAIN Kerinci Academic Year 2019/2020

3.To Investigate Whether or not there is correlation of vocabulary mastery and grammar mastery towards students' reading comprehension simultaneously . Dealing with the title “ *The Contribution Of Vocabulary And Grammar Mastery Towards The Students Reading Comprehension Ability At Fifth Semester Of The English Department of IAIN Kerinci Academic Year 2019/2020*

F. Hypothesis

There are null hypothesis (H_0) and the researcher (H_1).

H_0 = There was no significant The correlation Of Vocabulary And Grammar Mastery Towards The Students Reading Comprehension Ability At Fifth Semester Of The English Department of IAIN Kerinci Academic Year 2019/2020

H_1 = There was significant The correlation Of Vocabulary And Grammar Mastery Towards The Students Reading Comprehension Ability At Fifth Semester Of The English Department of IAIN Kerinci Academic Year 2019/2020.

G. Significance of the research

There are some advantages that from this research:

1. The result of this research provided the researcher an understanding whether the students' vocabulary mastery and grammar had the contribution to the students' reading comprehension.
2. It expect that this research willsimulated the other researchers to conduct The research in similar fields
3. For English teachers, the result of this research will hopefully be an input to improve teaching learning process especially in teaching and learning reading skill by giving more attention on the improvement of students'vocabulary mastery, and grammar mastery students' motivation in learning process

H. Definition of Key Terms

To distinguish the terms and to avoid misinterpretation and misunderstanding of the terms that used in this research , the researcher defined them as follow:

1. The Contribution is something that you contribute or do to help produce or achieve something together with other people, or to help make something successful.⁶

In this research, The researcher defined that contribution was a supporting help in getting knowledges towards the other things,in this case the contribution was a supporting help towards reading comprehension

⁶<https://dictionary.cambridge.org/dictionary/english/contribution>

2. Vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication⁷

In this research, the researcher defined that vocabulary mastery ability that must be possessed by everyone who wanted to master language, either English language or the other language seekers, needed vocabulary mastery in acquiring the language to support them in mastering all of language skills such as reading, speaking, writing and listening all of them need vocabulary ability as the important thing in helping to acquire the language.

3. Grammar Mastery

Grammar is the study of words and the ways words work together; an invisible force that guides us as we put words together into sentences. Any person who communicates using a particular language, consciously or unconsciously becomes aware of the grammar of that language⁸

Based on Cambridge dictionary Grammar is the study or use of the rules about how words change their form and combine with other words to make sentences. and mastery is complete control of something⁹

Mofareh Alqathani *The Importance of Vocabulary in Language Learning and How to be Taught* (International Journal of Teaching and Education, Vol. III 2015) , p. 22

⁸Dr. Pradeep Kumar Debata, M.A., M.Phil., Ph.D *The Importance of Grammar in English Language Teaching - A Reassessment* Language in India www.languageinindia.com ISSN 1930-2940 Vol. 13:5 May 201

⁹<https://dictionary.cambridge.org/dictionary/english>

In this research the researcher defined that Grammar mastery was the language seekers ability in dig up deeply a written text to know the real meaning of the text in raeding, to know what the other speaker saying in speaking, to know the structure of sentences of the text, as well as to know the real time, tense, adverb, in writing, and the last is, grammar is ability must be possessed by every language seekers (students, public figure, teacher, lecturers,) for everyone in listening.

4. English Department

English department is a program that produces the students who have the potential to use English in the academic world and public places both actively and passively, and the next prospect is the students will become competent teachers in teaching English.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. The Nature of Reading

1. The Concept Of Reading

Reading is one of the important English skill that must be mastered by everyone who wants to be expert in language and also who wants to learn English language, especially the students. In addition, as Indonesian people that still state English as the second language we absolutely find around us, most of people who wants to master English language must know how to get information easily, and reading is the one of English skill that will help everyone who wants to get information, instead of the people who learn English in formal education or informal education. It is involved all of the member of education, teacher and students. Because with reading the students and the teachers will easily to get information from articles. Either the teachers or the students need to master English reading skill, at least can understand the text easily and can get the information of the text as well as can reflect from the text which they read are the targets of to learn reading deeply.

Therefore, The students must be able to master English reading skill beside the others English language skill such as writing, speaking, and listening, it is a purpose of the learning process that must be emphasize by the teacher, as well as the students can be able to explore what they read with their

own story by writing for example their daily activity it is must be conducted after they read and the teacher have to ask them to do it.

Reading is a set of skill that involves making sense and deriving meaning from the print word, in order to read we must able to decode (sound out) the printed words and also comprehend what we read¹⁰

Based on the statement above the researcher can summarize that reading is the way to get the message and to comprehend the information, knowledges, it is also a stimulation for the students in getting message by doing any activities as a reflection for them. for example after they read they tell back about what they read and make the important points about the text.

Here, There are various definition of reading by scientifics , ast the following:

- a. Reading is an interactive process in two ways, as noted above reading combines many cognitive process working together at the same time
- b. Reading is centrally a comprehending process which we read to understand what the writer intended to convey in writing, though we also do more . on the other hand one reason to point out that reading assumes comprehension is to be clear that all cognitive processing involved in reading is related to this fundamental goal. A second reason to highlight comprehension is to point out that reading is not the only comprehending process there may be visual comprehension as well

¹⁰ Linse T caroline. *Practical English language teaching young learners* (Mc Graw Hill Companies. Inc . New York 2005)P.69

- c. Reading is a linguistic process, it is not possible to read without making graphemic phonemic connections, without recognizing the words to be read and the structural phases organizing the words and without having a reasonable store of linguistic knowledge (morphological, semantic, syntactic) of the language of the text ¹¹

Hence, based on the various definitions by the scientists above, it is important to know that reading is very important, besides the interactive process, it is also to understand what the writer intended to convey in writing by comprehending process. In addition, it is also a linguistic process which recognizes the words by making graphemic phonemic connections.

2. The Importance Of Reading

Reading is an important skill that must be mastered by everyone which is not just for academic scope it is also important to the people who like to read in order to whoever wants to get the knowledge more. She/He must read and to become a good reader, it is important to master reading skill. On the contrary it is emphasized especially for the students about the importance of reading.

Therefore, Harrison, stated that reading not only increases our life skills and extends our knowledge, it goes much deeper. In addition Harrison also stated that reading determines how we are able to think, that it has a fundamental effect on the development of the imagination, and thus exerts a

¹¹Grabe . W .*Reading In A Second Language , Moving From Theory To Practise* (USA ,Cambridge University Press 2009) P.14-16

powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person we are capable of becoming¹²

3. The Purpose Of Reading

The purpose of reading must be a goal which can be an important thing that must be possessed by the teacher in teaching reading in order to reading learning process can be success and can producing the students ability in reading comprehension on the other hand the purposes of reading is the targets that must be reached by the students after learning process and it is should be conducted by the teacher.

There are four purposes of reading stated by Celce Marriane as follow:

1. Reading is for to research information
2. Reading is for general comprehension
3. Reading is for to learn new information
4. Reading is to synthesize and evaluate information¹³

In this case we notice that there is different purposes of reading, we can call it Types of reading , The difference of reading purposes as follow:

1. Reading to evaluate, critique, and use information often also represents

¹²Harrison Collin .*Understanding Reading Development*(Great Britain ,SAGE Publications Inc 2004) P.3

¹³Marriane Celce. M, *Teaching English as a second language*, (USA : Thomson Learning Company,2001), P .154

Reading to evaluate, critique often also represents and increased level of demand and more complex interaction of reading process.

2. Reading for general comprehension

Reading for general comprehension is the most common purpose for reading among fluent readers. and it is the default assumption for the term reading comprehension, this reading takes place when we read any reading books such as novel, magazine and articles we are relaxing.¹⁴

In conducting a reading class, the teacher should emphasize to the students that reading skill has the purposes above which these purposes are to remain them that they just not reading a book without knowing the goal which must be they possessed in order to they can get the point of the reading. In addition, they can understand the text and can get the information, and can adding their knowledges as well as they have ability to understand the content of the text

4. Five Essential Components Of Reading

In mastering reading, the students should know the part of reading components in order to they can identify which one of the components that they select. there are five essential components of reading, as following

1) Phonemic awareness

Phonemic Awareness is commonly defined as the understanding that spoken words are made up of separate units of sound that are blended together when words are pronounced

¹⁴*Ibid* P..10 (p13)

2) Phonics

phonics as a set of rules that specify the relationship between letters in the spelling of words and the sounds of spoken language. For the English language, these relationships are predictable, but not completely consistent

3) Fluency

Fluency is understanding to mean rapid word recognition that freed up space in the reader's working memory for use in comprehending the message of the text

4) Vocabulary

The term *vocabulary* refers to words we need to know to communicate with others. There are four types of vocabulary: listening, speaking, reading, and writing. Listening and speaking vocabularies are sometimes referred to collectively as oral vocabulary..

5) Comprehension

Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood.¹⁵

¹⁵A *Closer Look at the Five Essential Components of Effective Reading Instruction* A Review of Scientifically Based Reading Research for Teacher Learning Point Associates. 1120 East Diehl Road Suite 200, Naperville, IL 60563-1486. Tel: 800-252-0283; Fax: 630-649-6722; Web site: <http://www.learningpt.org>

5. Reading Skill

According to Brown, there are two skills of reading. They are micro skills and macro skills

1. Micro Skills

- a. Discriminate among the distinctive graphemes and orthographic patterns of English
- b. Retain chunks of language of different lengths in short-term memory
- c. Process writing at an efficient rate of speed to suit the purpose
- d. Recognize a core of words, and interpret word order patterns and their significance
- e. Recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, and pluralisation), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms
- g. Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.

2. Macro Skills

Macro Skills Consist of :

- a. Recognize the rhetorical forms of written discourse and their significance for interpretation

- b. Recognize the communicative functions of written texts, according to form and purpose
- c. Infer context that is not explicit by using background knowledge
- d. Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
- e. Distinguish between literal and implied meanings
- f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata
- g. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of text.¹⁶

Based on both of type of reading skill above, the suitable part of reading skill that dealing with this research is micro skills because it is completely suitable with the aim of the research. such as : recognize a core of words, and interpret word order patterns and their significance , Recognize grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, and pluralisation), patterns, rules, and elliptical forms.. Recognize that a particular meaning may be expressed in different grammatical forms. So,

¹⁶Douglass Brown H, *Language Assessment Principles and Classroom Practices* (New York, Person Education Inc ,2004) P.187-188

Micro skill is consider to be the direction of the researcher in conducting the research.

6. Reading Comprehension

Reading comprehension is defines as the level of understanding of a messege or a text . This understanding comes from the interaction between the words that are written knowledge outside the text or message. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

Reading comprehension should not be seperated from the other skills, as in our life when we do not read more about something information,we are exactly can not get the knowledges

Reading comprehension activities should be suited to the texts and to one's reasons for reading them, it is essential to take in to account the author's point of view, intention, and tone for a full understanding of the text.

There are some steps in reading comprehension, consist of :

1. Proactive, because a reader must be actively thinking and constantly monitoring the meaning.
2. Tentative, because predictions made in one moment may change in the next moment.

3. Personal, in that meaning resides in the reader's interpretation, which in turn is controlled by his or her prior knowledge.
4. Transactive, because the reader's background interacts with the author's intention.
5. Thoughtful, because you must always analyze the clues the author provides.
6. Imagistic, because (in narrative text particularly) you use the author's descriptive language to create a picture in your mind of what is happening
7. Inferential, because the reader can •• only make a calculated guess about the author's meaning since the author was operating from one set of experiences and the reader from another.
8. Reflective, in that good readers evaluate what they have read and determine its significance and/or how it can be used after finishing reading.¹⁷

Based on the branch of the steps of reading comprehension above, the researcher agree about that, and it is helpful to the researcher in knowing the condition of the readers, before conducting the research. On the other hand, the researcher deal that the readers must be involved in order to know their character during the reading class occur.

¹⁷Gerald G Duffy , *Explaining Reading a Resource for teaching concepts , Skill and Strategies Second Edition* (The Guilford Press , New york ,USA 2009) P.18

7. Components of Reading Comprehension

There are five components of reading comprehension. The components of reading comprehension consist of main idea, factual or details information, vocabulary, referent and inference.

1) Main Idea

Main Idea is the most important thing should be written in a paragraph or text. The reader are supposed to define and understand the main idea or the topic from the reading text. The difference between main idea and topic is the main idea is in the form of sentence while topic is usually in form of phrase ; main idea is the central idea of the text.

There are three characteristics of main idea , they are :

1. Inductive process, the process of searching the main ideas of text that is assumed in the beginning lines of the text.
2. Deductive process, the process of searching the main ideas of the text that is assumed in the last lines of the text.
3. Beyond the lines, the process of searching the main ideas of the text is assumed that the ideas are not mentioned in lines (written)

2) Finding factual Information

Finding actual or Detail Information, the detail information usually is the answer of 5W 1H questions. Finding detail information is reading selectively to achieve very specific reading goals, e.g finding a name, place, number, date. It is used when the reader wants to locate a

particular piece of information without necessarily understanding the rest of the text. The way to find out detail information can be done by scanning.

3) Vocabulary

Vocabulary requires the readers to guess certain word or phrase from the context. In reading text, the students will meet some words or phrases in the sentences. Of course, each word or phrase has its own meaning as its single position ; however, in reading comprehension the students should not define every word or phrase they meet because the words or phrase might have different meaning when they join together with other words.

4) Reference

reference word is repeating the same word or phrase several times, after it has been used. students can usually refer to it rather than repeat it. Referent words are usually short and very frequently pronouns, such as she, he, it, they. this, her / him, and many others.

When the students can understand the use of referent word and know the use in the reading text, it can help the students to comprehend the whole content of the text. It also helps to avoid misunderstanding or misinterpretation of the reading content.

5) Inference

Inference is an idea which is implied or not directly stated in the text. It is the way for the readers to draw conclusions about the content of the text.¹⁸

Reading Comprehension has some indicators

Table 1 .Reading Comprehension indicators

No	Components	Indicators
1	Identifying main idea	The students can identify, define and understand the main idea or the topic, and paragraph from the reading text
2	Finding factual Information	The students can find the detail factual information about the name, place, number, and date.
3	Vocabulary	the students can choose and define some words or phrases in the sentences.
4	Reference	The students can refer the words meaning, which referent words are usually short and very frequently pronouns, such as she, he, it, they. this, her / him, and many others. The students can find out the
5	Inference	conclusion or resolution of the text.

¹⁸*Ibid* p.16

J. The Theory of Vocabulary

1. The Nature of Vocabulary

Vocabulary cannot be separated from language skills because it plays an important role in understanding the language holistically.

Generically, vocabulary is the knowledge of meaning of words. Consist of : oral and print. Knowledge of words also comes in at least two forms, receptive—that which we can understand or recognize and productive the vocabulary we use when we write or speak.

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition. part in foreign language learning. Although it has been neglected for many decades, during the 80s it became a 'hot' topic for researchers. Lexical knowledge is central to communicative competence and to the acquisition of a second/foreign language and a lack of vocabulary knowledge is an obstacle to learning. An attempt is made to review the trends in the area of teaching vocabulary through various techniques ESL/EFL teachers use when teaching .Before presenting the meaning or form of vocabulary items, teachers need to notice the type of the vocabulary, the students' level and characteristics, and also the value of the techniques for the learners. In other words, students' age, level of education as well as English proficiency may affect their learning, so teachers need to be aware of these differences when applying their teaching

technique's. They can further provide their students with vocabulary learning strategies with opportunities to encounter words repeatedly and in more than one context.

Marion and Nation and others have realised that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all language skills (i.e. listening, speaking, reading, and writing). Rivers and Nunan, furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.

2. The Importance of Vocabulary

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.

Vocabulary development is about learning one or more words, formulaic phrases, chunks, finding words inside them and learning even more about those words. In Addition, Vocabulary is important in word recognition. Young readers use the pronunciations and meanings of words in their oral vocabulary to help them recognize words they see in print. When children sound out an unfamiliar word, they use the trial pronunciation they have created to search their oral vocabulary. If they find a match and it makes sense in the sentence, they resume reading. If the word is not

in their oral vocabulary, they will have a difficult time recognizing that word in print even if they are able to produce an accurate pronunciation by decoding.

Vocabulary also plays an important role in reading comprehension. Much of the research dealing with the effects of vocabulary instruction on comprehension has involved children in upper elementary grades and above; however, the findings have implications for improving reading comprehension in younger children as well¹⁹

3. Kinds of Vocabulary

Hatch and Brown indicated two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. They are:

a. Receptive Vocabulary

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

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active

¹⁹Mofareh Alqathani *The Importance of Vocabulary in Language Learning and How to be Taught* (International Journal of Teaching and Education, Vol. III 2015), p. 25

process, because the learners can produce the words to express their thoughts to others.²⁰

In relation to kinds of vocabulary, Nation in Cameron stated that there are four categories of vocabulary in the non-fiction text, they are:

- 1) High frequency words. These words are almost 80% of the running words in the text.
- 2) Academic words. Typically, these words make up about 9% of the running words in the text.
- 3) Technical words. These words make up about 5% of the running words in the text. It is used by people working in a specialized field.
- 4) Low-frequency words. There are the words of moderate frequency that does not manage to get into the high-frequency list. They make up over 5% of the words in an academic text

Cameron also defined two kinds of vocabulary :

- a. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally.
- b. Print vocabulary consists of those words for which the meaning is known when we write or read silently.

These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasingly larger role in literacy than does

²⁰*Ibid* P.26 ,(p. 25)

the oral vocabulary. *Productive vocabulary* is the set of words that an individual can use when writing or speaking.²¹

Based on the statement of Cameron above, we can get information about the kinds of vocabulary such as : oral vocabulary and print vocabulary . actually both of them has connection each other but the suitable one with this research is print vocabulary because it is consists of the words which the meaning is known in writing and reading silently.

4. Vocabulary in Teaching and Learning

Schmitt Stated that vocabulary can be acquired through exposure to words in context, the most frequent 2000 words are essential enough to warrant explicit attention but less frequent words may have to be largely acquired incidentally. On the other hand, When explicitly teaching vocabulary, it is beneficial to avoid cross-association, to teach underlying meanings and complete word families when possible, and to be aware of the intralexical and cross-linguistic factors that may make certain words difficult for our learners²²

According to Al-Qathani In his journal, Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain

²¹Cameron Lynn. *Teaching Language To Young Learner* (UK Cambridge University Press 2001).P 82

²²Norbert Schmit, *Vocabulary In Language Teaching* (USA, Cambridge University Press 2000) P.157-158

satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.²³

In relation to kinds of vocabulary, Nation states that there are four categories of vocabulary in the text, they are:

- a. High frequency words. These words are almost 80% of the running words in the text.
- b. Academic words. Typically, these words make up about 9% of the running words in the text.
- c. Technical words. These words make up about 5% of the running words in the text. It is used by people working in a specialized field.
- d. Low-frequency words. There are the words of moderate frequency that does not manage to get into the high-frequency list. They make up over 5% of the words in an academic text.

Based on the four of categories of vocabulary above, It can be conclude that there are four categories of vocabulary that can be a direction to the reader in knowing information about the words in the text, to define the

²³*Ibid* P.26 , (p. 24)

type of the sentence of the author write , which one academic text, which one the words that suitable to the field workers or it can be defined that usual text.

5. Indicator Of Vocabulary

Based on the element of Vocabulary, the researcher define some indicators

Table 2. Indicator Of Vocabulary

Indicator	
Element	Indicators
Words Form	Word types The students can knowing all of the words
	Words meaning Knowing the equivalent meaning of the word in first language (Translation)
Words Meaning	Concept and Knowing what the words refer to reference
	Word class Knowing the right word parts
	Association Knowing antonym and synonym particular words

a. Word Class

Word Class is an important feature in semantic feature analysis, the classification of words of a language is dependent on their function in communication²⁴

Table 3. Class of Word

Parts Of Speech	Description	Examples (Words)	Examples (Sentences)
Noun(Noun Phrase)	A word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea. Noun can be used as subject or subject of a verb.	Book Plan The man sitting in the corner Town hall	I recomended this <i>book</i> . Our <i>plan</i> to surprise them succeeded brilliantly. Do you know <i>the man sitting in the corner?</i> Meet me at the <i>town hall</i> .
Pronoun	word that is used in place of a noun or a noun phrase.	Her She Him They	Jane's husband loves <i>her</i> . <i>She</i> met him two years ago. Look at <i>him</i> ! <i>They</i> don't talk much
Adjective	A word that gives more information about a noun or pronoun	Kind Better Impetuous	What a <i>kind</i> man! We all want a <i>better</i> life. She is so <i>impetuous</i> .

²⁴Evelyn, Brown *Vocabulary Semantic and Language Education* (England cambrige University Press 1996) P.218

		Best	That's the <i>best</i> thing about her
Verb	A word (or group of words) which is used describing an action, expression or state.	Buy Ride Be Set out	She <i>bought</i> a book. He likes <i>riding</i> horses. We <i>are</i> not amused. She <i>set out</i> on her journey.
Adverb (adverbial phrase)	A word (or group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence.	Sensibly Carefully At home Tomorrow	Please talk <i>sensibly</i> . He walked across the bridge <i>carefully</i> . I like listening to music <i>at home</i> . See you <i>tomorrow</i> .
Preposition (prepositional phrase)	A word (or group of words) which is used to show the way in which other words are connected.	For Of In On top of	A plan <i>for</i> life. Bring me two bottles <i>of</i> wine. Put it <i>in</i> the box. You'll find it <i>on top of</i> the cupboard

b. Word Meaning

1) Synonyms

Synonyms are words with one or more similar or same meanings

Example :

✓ Allow = Permit

✓ Watch = look

✓ Ask = Request

2) Antonyms

Antonym are words with opposite meanings

Example :

✓ Arrive <> Depart Happy <> Sad

✓ Comfort <> Disturb Teacher <> Students

✓ Polite <> Rude Man <> Woman²⁵

3) Hyponym

Hyponym is a specific term used to designate a member of a class. For instance, *oak* is a hyponym of *tree*, and *dog* is a hyponym of *animal*.

The opposite of a hyponym is a hypernym.²⁶

Example

✓ Cat is hyponym of Animal

✓ Strawberry is hyponym of Fruits

✓ Biology is hyponym of science subject (lesson)

✓ Spinach is hyponym of vegetables

K. The Concept of Grammar Mastery

1. Definition of Grammar

Grammar is the study of words and the ways words work together; an invisible force that guides us as we put words together into sentences. Any

²⁵Jo ann gordon. *Vocabulary building with synonym,antonym,homophone and homographs* (Sout h Carolina,Super Duper Publication 1998) P.1 and 41

²⁶All about Semantichttps://semantic-introduction.weebly.com/synonyms-antonyms-and-hyponyms.html

person who communicates using a particular language, consciously or unconsciously becomes aware of the grammar of that language

2. The Importance Of Grammar

Grammar is a set of perceptions or rules for using language, sentence, style construction of sentences, and deliberate use of syntactic construction for particular effect²⁷

Grammar is fundamental to language. Without grammar, language does not exist. However, nothing in the field of language pedagogy has been as controversial as the role of grammar teaching. The controversy has always been whether grammar should be taught explicitly through a formal presentation of grammatical rules or implicitly through natural exposure to meaningful language use.

Pradeep state the importance of English grammar is to speak in a clearer and more effective manner we have to study grammar. For the person who has unconscious knowledge of grammar, it may be sufficient for simple language use. But the persons who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offer²⁸

Grammar became an important component of the school system. Even when other foreign languages began to be taught in educational settings, the

²⁷Weaver C. *Teaching Grammar in Context*

²⁸Pradeep Kumar D(2013). *The Importance of Grammar in English Language Teaching - A Reassessment*.p.482. ISSN 1930-2940

study of Latin grammar was still used as a model for language learning. Studying Latin grammar was also viewed as a means of developing the mind²⁹

1. Teaching Grammar

In recent research in second language acquisition (SLA) has led to a reconsideration of the importance of grammar. Many researchers now believe that grammar teaching should not be ignored in second language classrooms. Language teaching professionals have also become increasingly aware that grammar instruction plays an important role in language teaching and learning. There are a number of reasons for this re-evaluation of the role of grammar.

2. Grammar Mastery

The benefits of grammar mastery in learning consist of :

1. The study of grammar is important simply because language is a supreme human achievement that deserves to be studied as such
2. The study of grammar can be an important vehicle for learning to study something the way scientist does.
3. The study of grammar will help form the mind by promoting “mental discipline”
4. The study of grammar will help the students score better on standardized test that include, grammar, usage and punctuation
5. The study of grammar will help master another language more readily

²⁹Hossain N, Sandra S *Teaching Grammar in Second Language Classroom- integrating form-focused instruction in communicative Context.*(New York , Roulodge 2011) P.1-2

6. The study of grammar will help master the socially prestigious convntions of spoken and /or written usage.
7. The study of grammar will help people become better uses of the language, that is more effetive as listeners and speakers and especially as readers and writers.³⁰

3. Indicator of Grammar Mastery

The indicator of Grammar Mastery taken by the researcher based on Part of Speech of English Grammar and the researcher consider the indicators as the following table:

Table 4. Indicator of Grammar Mastery

		Indicator
Element	Indicators	
Tense Form	Tenses mastery	The students can identify the tense formula
	Tense Exercise	The students can practising the tense in speaking and writing
Verb	Sentence Construction	Identify the use of grammar in a sentence, paragraph, a text.
Adverb		The students can knowing how to construct the sentence by using part of speech (Tense, Verb, Adverb, Noun, Pronoun, Conjunction, Adjective, Preposition)
Noun		
Pronoun		
Conjunction		
Adjective		Creating the new sentence by exercise

³⁰Weaver C. *Teaching Grammar in Context* P.7-8

Preposition

The students can use grammar in action (verb) in connecting a sentence to the other sentence (Conjunction, preposition) and show express the feeling (Adjective).

L. Review of Related Findings

Based on the research finding, it can be concluded that vocabulary mastery gives contribution to reading comprehension. The implication of this study is that there is a need to increase students' vocabulary mastery³¹

There is significant correlation between students' vocabulary and grammarmastery and their achievement in reading comprehension. It means that the higherstudents' master vocabulary and grammar, the higher students' get achievementreading comprehension.³²

There is positive correlation between vocabulary mastery, grammar mastery towards reading comprehension. The statistical analysis showed that there is correlation between students' vocabulary mastery, grammar mastery and reading comprehension is significant. It is proven that there is significant influence of vocabulary mastery and grammar mastery towards reading comprehension, as seen from the result that ($\text{sign} < \alpha, 0.000 < 0.05$). It is

³¹Skripsi "*the contribution of vocabulary mastery toward reading comprehension*" (Tri dayanti , Universitas Negeri Yogyakarta 2015)<https://eprints.uny.ac.id/view/divisions/fbs=5Fjurdik=5Finggris=5Fpend=5Fbahasa=5Finggris/2015.html>

³²Sofia Permatasari, Cucu Sutarsyah, Muhammad Sukirlan*the correlation between students' vocabulary and grammar mastery and reading comprehension* (journal)

concluded that the higher level of vocabulary and grammar mastery will possess the students reading comprehension³³.

There is a strong correlation between students reading comprehension and their vocabulary mastery. Although the scores of reading and vocabulary test are different but the correlation is strong. It may be caused by difficult vocabulary in test items.³⁴

Firstly, There is a significant effect of grammar and vocabulary mastery jointly on students' reading comprehension. Secondly, There is a significant effect of grammar mastery on students' reading comprehension.

And thirdly, There is a significant effect of vocabulary mastery on students' reading comprehension.³⁵

M. Conceptual Framework

Teaching Reading faces some problems particularly related to the student's ability in memorizing the words. The Problems are ; Most of The Students hard of reading, they do not know how to read goodly and also the

³³Ririn Kholidiana and friends. *The Correlation Between Students' Vocabulary Mastery And Grammar Mastery Towards Students' Reading Comprehension At The Second Grade Of Sman 1 Ambarawa*(U-JETjourna

<http://jurnal.fkip.unila.ac.id/index.php/123/article/view/16807/0>

³⁴Fajar Furqon *Correlation Between Student's Vocabulary Mastery and Their Reading Comprehension* (Skripsi Universitas Pendidikan Inonesia (UPI) 2012)

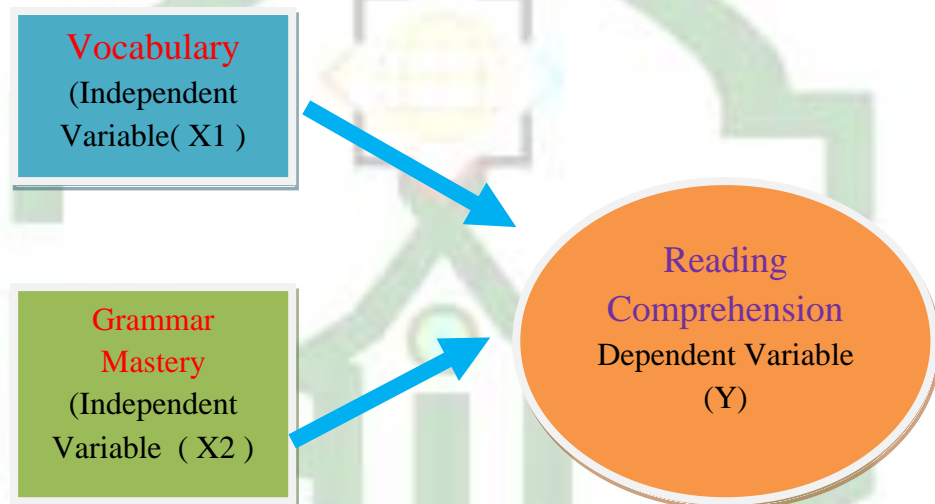
³⁵Lilik Yuliawati *The Effects of Grammar and Vocabulary Mastery on Students' Reading Comprehension*(Jurnal Wanastra ISSN 2086-6151 E-ISSN 2579-3438)

<http://ejournal.bsi.ac.id/ejournal/index.php/wanastra/article/view/2710/2026>

meaning arouse.consequently, It is difficult for them to comprehend the meaning of text. Beside that, The uninteresting and monotous technique or strategy because the teacher do not teach students by using varied teachingtechnique.

The resarcher has concluted in a framework of the research as a direction of the research on the other words the step of the research

Picture of Conceptual Framework



CHAPTER III

METHODOLOGY OF THE RESEARCH

N. Research Design

The approach of this research was quantitative research and used *ex post facto* correlational design, which focused to find out the contribution between students' vocabulary and grammar mastery and their reading comprehension. There are three variables in this research: vocabulary and grammar mastery and as the independent variables and reading comprehension as the dependent variable.

Kerlinger defined *ex post facto* research as that in which the independent variable or variables have already occurred and in which the researcher starts with the observation of a dependent variable or variables³⁶

Correlational designs is a research design to provide an opportunity for us to predict scores and explain the relationship among variables. In correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. In this design, the researchers do not attempt to control or manipulate the variables as in an experiment; instead, they relate, using the correlation statistic, two or more scores for each person (e.g., a student motivation and a student achievement score for each individual). In addition A correlation is

³⁶ Louis Cohen ,Lawrence Manion ,Keith Marrison *Sixth edition Research Method in Education* (Routledge London/Francis eLibrary Oxon 2007) P.264

a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently.³⁷

Nunan stated that There were three possible results of correlational study: a positive correlation, a negative correlation, and no correlation. The correlational coefficient is a measure of correlation strength and can range from -1.00 to 1.00. Perfect positive correlation would result in a score of 1. Perfect negative correlation would result.

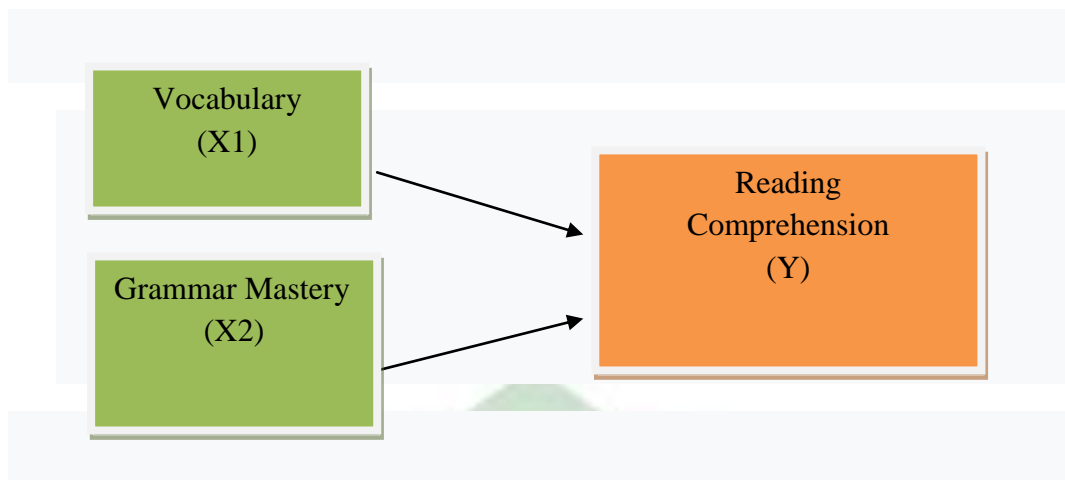
O. Research Variable

In this research there were three variables, namely two independent variables and one dependent variable. According to Umar, Independent variable (free) was a variable that explains or influences other variables, while the dependent variable (dependent) was the variable that describe which was influenced by independent variables. The independent variable in this reserach was Vocabulary (X1) and Grammar Mastery (X2) On the contrary, the dependent variable was reading comprehension (Y)

variables can be defined as a logical grouping of two or more attributes that were closely related to the theory that provides a description of a phenomenon that connects variables to one another in order to explain the phenomenon³⁸

³⁷ Greswell John W, *Educational Research Planning,conducting,and evaluating Quantitative and Qualitative Research Fourth Edition*,(Boston ,Pearson Education Inc.2012) P.338

³⁸Margono, *Metodologi Penelitian Pendidikan*, (Jakarta, Rineka Cipta 2009) P.133-134



Description:

X1 = First Variable for Vocabulary

X2 = Second Variable for Grammar Mastery

Y = Student's Reading Comprehension

P. Population and Sample

1. Population

Population is a group of individuals who have the same characteristic. For example, all teachers will make the population of teachers, and all high school administrators in a school district would comprise the population of administrators. As these examples illustrate, populations can be small or large. you need to decide what group you would like to study³⁹

³⁹ Greswell John W, *Educational Research Planning, conducting, and evaluating Quantitative and Qualitative Research Fourth Edition*,(Boston ,Pearson Education Inc.2012) P.142

Population is a generalization area that consists of objects/subjects that have certain qualities and characteristics set by researchers to be studied and then draw the conclusions⁴⁰

The population of this research was the students of fifth semester of English Department of IAIN Kerinci, there were three classes at Third semester of English Department of IAIN Kerinci, consists of Class A,B, and C, and the Researcher found that the number of population will be being as the research population.

Table 5. The Number Of Population

No	Classess	Males	Females	Total
1	5 A	2	18	20
2	5B	2	14	16
3	5C	6	9	15
				51

2. Sample and Sampling

1. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In an ideal

⁴⁰ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kulitatif, Kuantitatif dan R&D* (Bandung , Alfabeta 2009) p.117

situation, you can select a sample of individuals who are representative of the entire population⁴¹

The sample is part of the number and characteristics possessed by the population, if the researcher finds a large population and the researcher is not possible to study everything in the population, for example, due to limited funds, manpower and time, then the researcher can use samples that taken from that population⁴².

2. Sampling

The researcher used *Total sampling* as the kind of the sample in this research.

Total sampling was a technique of sample selection which amount. the sample same with the population. Because, all of the total population that minus of 100. So, all of the total population must become the sample.⁴³

Table 6. The Number Of Sample

No	Classess	Males	Females	Total
1	5 A	2	18	20
2	5B	2	14	16
3	5C	6	9	15

⁴¹Greswell John W, *Educational Research Planning, conducting, and evaluating Quantitative and Qualitative Research Fourth Edition*, (Boston ,Pearson Education Inc.2012) P.142

⁴² Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kulitatif , Kuantitatif dan R&D* (Bandung , Alfabeta 2009) p.118

⁴³ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kulitatif , Kuantitatif dan R&D* (Bandung , Alfabeta 2009) p.120

Hence, The researcher found the total of the sample is 51 students as the sample from each classroom

Q. Instruments of The Research.

1. Test

The researcher used test as the instrument this research, the researcher focused on data collection without doing treatment such as in experimental research. on other hand, Here, The researcher focused on evaluation which the researcher wanted to see the correlation among vocabulary, grammar mastery and students reading comprehension

Test is about the researcher action which the researcher have at their disposal a powerful method of data collection, an impressive array of tests for gathering data of a numerical rather than verbal kind. In considering testing for gathering research data, several issues need to be borne in mind⁴⁴

Based on Chapter , The indicator of vocabulary and grammar mastery as follow, but the researcher completed in this chapter with the number of item

Table 7. The Indicator of Test Item

⁴⁴ Louis Cohen ,Lawrence Manion ,Keith Marrison *Sixth edition Research Method in Education* (Routledge London/Francis e Library Oxon 2007) P.264

Vocabulary Test Indicator

Element	Indicators	Item Number	
Words Form	Words type	The students can know of the words type	1,2,5,6,7,9,32
Words Meaning of :	Words meaning	know the equivalent meaning of the word in first language (Translation)	3,8,10,4,11,13,31
Noun	Concept and reference	know what the words refer to	12,15,19,27,22,24,34
Adjective	Word class	know the right word class	14,16,18,21,28,25,33
Verb	Association	know antonym and synonym particular words	17,26,20,23,29,30,35
Adverb			

Grammar Mastery Test Indicator

Element	Indicators	Item Number	
Tense Form	Tenses mastery	The students can identify the tense type from the text	1,3,,11,15,
	Tense Exercise	The students can identify which one of the tense from example item	4,17,20,24,18
Verb Adverb Noun Pronoun Conjunction Adjective Preposition Tense Degree of Comparison Passive Voice	Sentence Construction	Identify the use of grammar in a sentence, paragraph, a text. The students can know how to construct the sentence by using part of speech (Verb,Adverb, Noun,Pronoun,Conjunction, Adjective, Preposition) Creating the new sentence by exercise	31,34,13,32 2,12,,23,28, 37,41,42,43,44 ,30,35
		The students can use grammar in action (verb)	11,29

in connecting a sentence to the other sentence (Conjunction, preposition) and show express the feeling (Adjective).

Reading Comprehension indicators

Components	Indicators	Item
1. Identifying main idea	The students can identify, define and understand the main idea or the topic, and paragraph from the reading text	6, 27,40,45
2. Finding factual information	The students can find the detail factual information about the name, place, number, and date.	7,8,19,24,25,33, 36
3. Vocabulary	the students can choose and define some words or phrases in the sentences.	10, 14,34, 38
4. Reference	The students can refer the words meaning, which referent words are usually short and very frequently pronouns, such as she, he, it, they. this, her / him, and many others.	9, 22,39
5. Inference	The students can find out the conclusion or resolution of the text.	

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2. Validity and Reliability of the Test.

a. Validity

Validity of the data is the important thing in evaluating and developing the instrument in the research. The validity of the result based on

the result, the result of the test will be determine the logical validity of the research⁴⁵

The test validity of instrument in this research conducted by pearson product moment that suitable to measure constructional item

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum nx)^2][n \sum y^2 - (\sum y^2)]}}$$

Interpretation:

r = Coefficient the validity item

n = the respondent /participant amount

y = the respondent score to the item

x = the repondent total score to the item

The validity used SPSS 22 program to calculate the instument validity and compare the result of validity test pearson correlation with r table to know the accepted whether or not the validity of the data in SPSS

Which based on correlation value:

- a. If r calculation > than r_{table}, so ,the item is valid
- b. If r calculation < than r_{table}, so ,the item is invalid

The steps to test the validity instrument by using SPSS as following:

- a. Calculating (counting) the amount of respondent's score in every item
- b. Calculating the total score of respondent

⁴⁵ Sugiyono, Metode Penelitian Kualitatif Kuantitatif dan R &D (Bandung, Alfabeta 2009)P, 363

- c. Conducting the analyze use of the direction *analyze* then *correlation*.
- d. Comparing the value of $r_{\text{calculation}}$ with r_{table} will be calculated by
 $df = N - 2$.

Separating the valid and invalid item

b. Reliability

The reliability of the instrument measured by formula :

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

Where :

r_{11} = Reability of test

n = The total number of items

$\sum s_i^2$ = The sum of items variance

s_i^2 = Variance score of item i

c. Difficulty Index

According to Bagiyono "In getting the effective items to measure the students score result that suitable with the students ability the researcher should do 3 solutions as follow:

1. Adjusting the level of difficulty for the problem items those are not in accordance with projected levels hardship early
2. Fixing / removing items that are the difficulty level is too easy.

3. Correcting / removing items that are has a very low distinguishing power⁴⁶

The formula:

$$P = \frac{B}{JS}$$

In which :

B = Number of students who answer the Item correctly.

JS = Number of students.

P = Difficulty Items⁴⁷

Table . 8 The interpretation of Difficulty Index

Difficulty Index	Category
IK = 0,0	Very difficult
$0,00 < IK \leq 0,30$	Difficult
$0,30 < IK \leq 0,70$	Average
$0,70 < IK \leq 1,00$	Easy
IK 1,00	Very easy

In which :

IK = (0,0) = If difficulty index is 0,0 , it is consider the item is *very difficult*. Dealing with the Bagiyono statement the item can be removed 0,00

⁴⁶ Bagiyono (2017) *Analisis Tingkat Kesukaran dan Daya Pembeda Butir Soal Ujian Pelatihan Radiografi Tingkat 1* . P.9 Vol. 16 No. 1, November 2017: 1 – 12 pusklat-batan ISSN 1410-5357

⁴⁷ Subana and Sudrajat, *Dasar-Dasar Penelitian Ilmiah*, (Bandung : CV. Pustaka Setia, 2005). Page. 133

$< IK \leq 0,30$ = If the value 0,0 lower than difficulty index and minus of 0,30 , the item is consider to be *difficult*, it is can be include to the items that will be use in the research
 $0,30 < IK \leq 0,70$ = If the value 0,30 lower than difficulty index and minus of 0,70 , the item is consider to be *average* it is can be include to the items that will be use in the research
 $0,70 < IK \leq 1,00$ = If the value 0,70 lower than difficulty index and minus of 1,00 , the item is consider to be *easy* it is can be include to the items that will be use in the research
 $IK = 1,00$ = If Difficulty index equal 1,00 , the item is consider to be *very easy* it is mean that the item can be removed

R. Technique of Collecting Data

The data of this research collected through test and documentation.

1. Test

The data of this research collected from test of vocabulary and grammar and reading Firstly, the researcher will made the text and question, that used multiple choice test and the researcher asked the students to answer the question, at the last question, students summarized what their remember about the text.

The researcher gave the test twice to the students, they were below:

- a. The researcher prepared some questions about the text and test question.
- b. The students followed the test.

- c. The researcher gave a text and some question based on the text.
- d. The students answered the some question based on the text after understanding the text.
- e. The researcher counted the scores of students result of the test.

There were three tests were conducted by the researcher in this research, the first test was measuring the relationship between vocabulary and Reading Comprehension, and the second test was measuring the relationship between grammar mastery with reading comprehension and the third test was measuring the relationship between vocabulary mastery and grammar mastery with reading comprehension

The researcher emphasized that there was no treatment that conducted in the sample class. The data analyzed by using Statistical Packaged for Social Science (SPSS) version 22.0

a. Vocabulary Test

The vocabulary instruments in this research consist of the shaped test Objective (multiple choice) with full answer provisions, namely giving a score of 1 for the correct answer and score 0 for the wrong answer. The objective of this test used because it was more practical both in implementation and examination, and more objective system. The following vocabulary mastery instruments only It expected that the mastery of passive-receptive vocabulary consists of 40 multiple choice questions

b. Grammar Test

Grammar test was to find out the students grammar mastery and usage. The researcher used multiple choices in testing grammar which consists of 20 items. Then, the students choose the correct answer from the test, The test was conducted in 60 minutes

c. Reading Comprehension test

The researcher conducted the grammar and vocabulary test first , and after that the researcher conducted the reading comprehension test. .

S. Technique Of Data Analyze

a. Hypothesis Test

After conducted the instrument test, the next step was hypothesis test. The hypothesis used to analyze the data that deal with the research problem.

There were null hypothesis (H_0) and the researcher (H_1).

Based on some points that were discussed above, the researcher formulated the hypothesis:

1. H_0 = There is no significant Contribution Of Vocabulary And Grammar Mastery Towards The Students Reading Comprehension Ability At Fifth Semester Of The English Department of IAIN Kerinci Academic Year 2019/2020

H_1 = There is significant The Contribution Of Vocabulary Mastery Towards The Students Reading Comprehension Ability At Fifth

Semester Of The English Department of IAIN Kerinci Academic Year 2019/2020.

2. H02 = There is no significant Contribution Of Grammar Mastery Towards The Students Reading Comprehension Ability At Fifth Semester Of The English Department of IAIN Kerinci Academic Year 2019/2020

H2 = There was significant Contribution Of Grammar Mastery Towards The Students Reading Comprehension Ability At Fifth Semester Of The English Department of IAIN Kerinci Academic Year 2019/2020.

3. H03 = There is no significant Contribution Of Vocabulary And Grammar Mastery Towards The Students Reading Comprehension Ability At Fifth Semester Of The English Department of IAIN Kerinci Academic Year 2019/2020.

H3 = There is significant Contribution Of Vocabulary And Grammar Mastery Towards The Students Reading Comprehension Ability At Fifth Semester Of The English Department of IAIN Kerinci Academic Year 2019/2020

b. Analysis by using Pearson Product Moment and SPSS Statistical Packaged for Social Science (SPSS) version 22.0

- 1) correlation person's product moment

To find out the positive correlation between two variables. The researcher used product moment formula. Precisely, To find the result of the first and the second hypothesis which the first hypothesis was the correlation between vocabulary and reading comprehension and the second hypothesis was the correlation between grammar mastery and reading comprehension. The calculation and analyzing . By usig SPSS

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

r_{xy} = the coefficients of correlation between X and Y

$\sum X$ = the sum of score X item

$\sum Y$ = the score of Y item

N = the total of subject of experiment

2) Multiple linear regression

To find out there There was significant Contribution Of Vocabulary And Grammar Mastery Towards The Students Reading Comprehension Ability At Fifth Semester Of The English Department of IAIN Kerinci Academic Year 2019/2020, the researcher used the formula of multiple linear regression. By usig SPSS 22. The Formula as follow ⁴⁸ :

⁴⁸Sugiyono, 2014, metode penelitian pendidikan pendekatan kualitatif and kuantitatif dan R&D, Bndung : Alfabeta. P 188

$$\bar{Y} = a + b_1X_1 + b_2X_2$$

where :

a = Constanta

Y = Reading comprehension

X1 = Vocabulary mastery

X2 = Grammar mastery

b1, b2 = coefficient regression



CHAPTER IV RESEARCH FINDING

A. Data Description

Dealing with the aim of this research that focused on investigating the correlation of vocabulary and grammar mastery towards reading comprehension, at English Department of IAIN Kerinci fifth Semester, the researcher used quantitative approach with the multiple choice items the instrument. The respondents were 51 students of English Department of IAIN Kerinci of fifth Semester,, which there were 51 Respondents in this research.

On 13 September 2020 the researcher conducted an observation about whether or not the correlation of vocabulary and grammar mastery towards reading comprehension, at English Department of IAIN Kerinci fifth Semester and collected all the data. On the other hand, from 15th September 2021 to 3 November 2021 the researcher conducted the research from trying out of test items (validity and reliability test) to the finding the result of the research (research outcome). The reseach was conducted by the researcher via online (or internet) by using google form.

1. The result Validity and Realibility

a. The result of validity

Firstly, In doing the research, the researcher conducted the validity and reliability test and the researcher shared the test items in 60 items to 51 students (not included sample) at English Department of IAIN Kerinci fifth Semester, as respondents of the or try out validity and reliability test, the try out held on 22 october 2020. the contain of test items consist of name, semester, and study program. On the other hand, after the respondents answer the test items , the researcher collected the answer sheet and divided the test in 2 part,

Secondly, the researcher conducted the validity by using Pearson's bivariate correlation by using SPSS 22.0 application .each questionnaire items considered to be valid if the value of r obtained is higher r table (r obtained > r table) with 5 % significance level otherwise the item would be invalid if the value of r obtained is less r table (r obtained < r table) on 5 % significant level.

Finally after conducted the calculation of r table and r obtained by using SPSS 22.0 application that researcher did, the researcher concluded the result of its calculation is summarized on table 3.3 below :result of its calculation is summarize on the table 3.3 below :

Table. 9. The Result Of Vocabulary Validity Test

No Item	r obtained	r table (N = 51 $\alpha = 5\%$)	Interpretation
1	0,398	0.279	Valid
2	0,256	0.279	Invalid

3	0,006	0.279	Invalid
4	0,061	0.279	Invalid
5	0,092	0.279	Invalid
6	0,001	0.279	Invalid
7	0.063	0.279	Invalid
8	0,066	0.279	Invalid
9	0,086	0.279	Invalid
10	0,015	0.279	Invalid
11	0,001	0.279	Invalid
12	0,737	0.279	Valid
13	0,557	0.279	Valid
14	0,643	0.279	Valid
15	0,526	0.279	Valid
16	0,660	0.279	Valid
17	0,625	0.279	Valid
18	0,894	0.279	Valid
19	0,557	0.279	Valid
20	0,635	0.279	Valid

Table. 10. The Result Of Grammar Validity Test

No Item	r obtained	r table (N = 51 $\alpha = 5\%$)	Interpretation
21	0,557	0.279	Valid
22	0,654	0.279	Valid
23	0,538	0.279	Valid
24	0,496	0.279	Valid
25	0,583	0.279	Valid
26	0,780	0.279	Valid
27	0,554	0.279	Valid
28	0,654	0.279	Valid
29	0,570	0.279	Valid
30	0,585	0.279	Valid
31	0,616	0.279	Valid
32	0,680	0.279	Valid
33	0,609	0.279	Valid
34	0,813	0.279	Valid
35	0,673	0.279	Valid
36	0,703	0.279	Valid

37	0,609	0.279	Valid
38	0,813	0.279	Valid
39	0,585	0.279	Valid
40	0,894	0.279	Valid

Table. 10. The Result Of Reading Comprehension Validity Test

No Item	r obtained	r table (N = 51 $\alpha = 5\%$)	Interpretation
41	0,433	0.279	valid
42	0,401	0.279	valid
43	0,427	0.279	valid
44	0,334	0.279	valid
45	0,449	0.279	valid
46	0,025	0.279	Invalid
47	0,585	0.279	valid
48	0,401	0.279	valid
49	0,133	0.279	invalid
50	0,601	0.279	valid
51	0,316	0.279	valid
52	0,322	0.279	valid
53	0,253	0.279	Invalid
54	0,570	0.279	valid
55	0,336	0.279	valid
56	0,188	0.279	Invalid
57	0,600	0.279	valid
58	0,069	0.279	Invalid
59	0,034	0.279	Invalid
60	0,016	0.279	Invalid

Based on the term of validity which: if the value of r obtained is higher r table ($r_{\text{obtained}} > r_{\text{table}}$) with 5 % significance level, on the contrary, the items would be invalid if the value of r obtained is less r table ($r_{\text{obtained}} < r_{\text{table}}$) on 5 % significant level, as we know that the number of respondents about 51 students, it was meant that $N = 51$ and according to the distribution of significance and table value by Sugiyono (2009), the

number of 51 respondents in 5 % significance value signed 0,235 So, all of the r obtained K must be more than 0,235 And based on the validity test that researcher used SPSS 20. The result showed there were seventeen items on r obtained that minus of 0,279 , No 2 (0,256), No 3 (0,006), No 4 (0,061), No 5(0,092), No 6 (0,001), No 7 (0,063), No 8 (0,066), No 9 (0,086), No 10 (0,015), No 11 (0,001), No 46 (0,025) No 49 (0,133) No 53 (0,253), No 56 (0,188), No 58 (0,069), No 59 (0,034), No 60 (0,016) . It can be concluded that there were seventeen items were invalid.

As we know that from No 1 until 20 were the items of vocabulary mastery, and from 21 until 40 were the items of Grammar mastery, In Addition, from 41 until 60 were the items of Reading comprehension

Table 10. The Category of Valid and Invalid Item

No	The Category of Items	Valid	Invalid
1	Vocabulary Mastery	No. 1, No.12, No 13, No.14, No.15, No. 16, No.17, No.18, No.19, No.20 were valid	No.2, No.3, No.4, No.5, No.6, No.7, No.8, No.9, No.10, No.11 were Invalid
2	Grammar Mastery	All of the items were valid	
3	Reading Comprehension	No 41, No 42, No 43, No 44, No 45, No 47, No 48, No 51, No 52, No 54, No 57,	No 46, No 49, No 53, No 56, No 58, No 59, No 60
4	all of the items	43 Items	17 Items

Based on the table above , The researcher found there were 17 items were invalid. It can be concluded that 17 items those invalid could not be used as the test items in this research. In addition, the researcher used 43 only items were valid.

b. The result of reliability

After calculating the validity of the test items , the researcher also calculated the reliability of instrument or questionnaire by calculating the score of the respondents answer sheet by using SPSS 22. as trials to find out the reliability of the instrument, the researcher used Cronbach’s Alpha from SPSS 22.00 IBM statistics.

There were 3 steps that the researcher used in calculating reliability instrument, they were:

- a. Calculating the respondent's answers every each and the total score items was not included
- b. Analyzing by pressing the “analyze” button command and then “scale reliability”
- c. Comparing the Cronbach’s Alpha’s value with r table
- d. The researcher concluded the result of its calculation was

summarized on table 3.4 below ::

Table 11. The realibility statistics of *cronbach’s Alpha* from SPSS 22.

Case Processing Summary			
		N	%
Cases	Valid	51	100,0

Excluded ^a	0	0,0
Total	51	100,0

a. Listwise deletion based on all variables in the procedure.

Table 12. Reliability Result

Reliability Statistics	
Cronbach's Alpha	N of Items
,912	60

As the table 3.4 shown the result of the test was found reliable . based on the value of the Cronbach's Alpha was 0,912, It suited with the formulation of reliability which Cronbach Alpha's value must be higher than r table which the term of Cronbach Alpha's value is the questionnaire considered to be reliable if the Cronbach's Alpha is higher than 0,6.

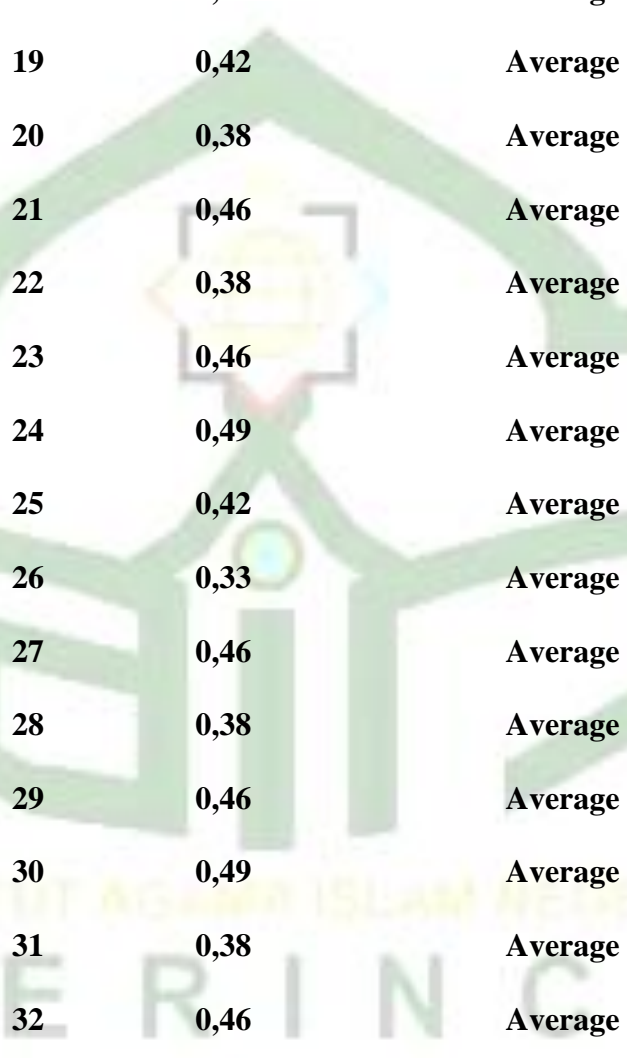
Hence, based on the table that shown the Cronbach's Alpha's value was 0,912. The researcher concluded that all the were considered to be reliable

c. Difficulty Index

After decided the validity and reliability items, the researcher conducted the difficulty index, in order to determine whether 60 items had a good quality or not and it is must be deal with the criterion of a good test. It was called by difficulty index. In addition, to measure easy or not the items quality.

Table 13. The Result of Difficulty Index

Valid Item Number	Difficulty Level	Interpretation
1	0,38	Average
12	0,33	Average
13	0,42	Average



14	0,42	Average
15	0,49	Average
16	0,42	Average
17	0,46	Average
18	0,37	Average
19	0,42	Average
20	0,38	Average
21	0,46	Average
22	0,38	Average
23	0,46	Average
24	0,49	Average
25	0,42	Average
26	0,33	Average
27	0,46	Average
28	0,38	Average
29	0,46	Average
30	0,49	Average
31	0,38	Average
32	0,46	Average
33	0,46	Average
34	0,33	Average
35	0,38	Average
36	0,42	Average

37	0,42	Average
38	0,33	Average
39	0,49	Average
40	0,39	Average
41	0,43	Average
42	0,33	Average
43	0,54	Average
44	0,42	Average
45	0,56	Average
47	0,49	Average
48	0,33	Average
51	0,46	Average
52	0,38	Average
54	0,49	Average
57	0,42	Average

Based on the result on the table above the researcher found that almost all of the valid items were average which there were 39 items were average and 4 items were easy. The researcher decided to removed the easy items, In order to 4 items can be included to 39 items those average and in order to all of the items became 43 items for the real test.

Hence, all of the items were valid which 43 items those valid in validity and reliability test can be used in the real test of this research.

d. Discrimination Power

In order to extend which the items were able to distinguish high and low level of test item, in order to identify which items can be used or not in this research.

Table 14. The Result of Discrimination Power

Invalid items	Discrimination Power	Interpretation
2	0,20	low
3	0,04	low
4	0,07	low
5	0,03	low
6	0,05	low
7	0,01	low
8	0,16	low
9	0,03	low
10	0,27	low
11	0,04	low
46	0,14	low
49	0,08	low
53	0,21	low
56	0,14	low

58	0,22	low
59	0,13	low
60	0,06	low

Based on the discrimination power, the researcher found that there were 17 items those in low level, it could be identified included in to the items those could not deal with the discrimintaion power level, which the items must be more than 0,3, all of the items those low level included into invalid level

B. Finding

After conducting the test, the researcher analyzed the data to find the result of the test. The data analyzed by using simple correlation and linear regression. The researcher used pearson product moment to find the result of simple correlation which simple correlation to find the correlation between vocabulary towards reading comprehension and grammar mastery towards reading comprehension. On the other hand, to find the correlation between vocabulary mastery and grammar mastery toward reading comprehension by using linear regression. All of the analyzing by using SPSS 22.

There were three tests the researcher conducted in analyzing the data, firstly, the to find the first hypothesis result which the correlation between vocabulary mastery toward reading comprehension, secondly, to find the second hypothesis result which the correlation between grammar

mastery towards reading comprehension, and thirdly, to find the third hypothesis result which the correlation among vocabulary mastery and grammar mastery toward reading comprehension.

A. Correlation between Students' Vocabulary Mastery and The student's Reading Comprehension

The students Vocabulary Score

Number of students (N)	Score
1	70
2	70
3	60
4	70
5	80
6	80
7	80
8	60
9	80
10	70
11	70
12	70
13	70
14	80
15	70
16	80
17	70
18	70
19	80
20	80
21	70
22	80
23	80
24	70
25	80
26	80
27	80
28	80
29	80

30	70
31	80
32	70
33	60
34	80
35	70
36	80
37	80
38	70
39	70
40	70
41	80
42	70
43	80
44	80
45	80
46	70
47	80
48	70
49	70
50	80
51	70
Σ 51	Σ 744

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Table 15. Correlation between Students' Vocabulary Mastery and The student's Reading Comprehension

Correlations

	Vocabulary Mastery	Reading Comprehension
--	-----------------------	--------------------------

Vocabulary Mastery	Pearson Correlation	1	,744
	Sig. (2-tailed)		-,004
	N	51	51
Reading Comprehension	Pearson Correlation	,744	1
	Sig. (2-tailed)	-,004	
	N	51	51

Based on the table above, it showed us the calculation, the researcher found that the coefficient correlation between students' vocabulary mastery and their reading comprehension was 0.744 . The coefficient correlation is higher than the critical value of r table (0.744). which Based on the term of correlation term which: if the value of r obtained is higher r table ($r_{\text{obtained}} > r_{\text{table}}$) with 5 % significance level, on the contrary, the items would be uncorrelated if the value of r obtained is less r table ($r_{\text{obtained}} < r_{\text{table}}$) on 5 % significant level. The statistical analysis also shown us that the correlation between students' vocabulary mastery and their reading comprehension was significant ($p < .01$; $p = .0,04$) and the coefficient value was 0.744 was interpreted strong.

The researcher finally decided that :

H_0 =, the null hypothesis is rejected

H_1 = the alternative hypothesis is accepted.

The result of this research showed that student's vocabulary mastery had a significant correlation with their reading comprehension. It indicated that vocabulary mastery and reading comprehension cannot separate each other.

B. Correlation between Students' Grammar Mastery and The student's Reading Comprehension

The students Vocabulary Score

Number of students (N) Score

1	70
2	75
3	75
4	80
5	75
6	75
7	75
8	75
9	70
10	75
11	75
12	70
13	75
14	70
15	75
16	75
17	75
18	70
19	75
20	75
21	70
22	75
23	75
24	70
25	75
26	75
27	65
28	70
29	75
30	65
31	75
32	70
33	75
34	80
35	75

36	70
37	75
38	70
39	75
40	70
41	75
42	75
43	75
44	80
45	65
46	75
47	70
48	75
49	65
50	75
51	70
Σ 51	Σ 762

Table 16. Correlation between Students' Grammar Mastery and The student's Reading Comprehension

Correlations

		Grammar Mastery	Reading Comprehension
Grammar Mastery	Pearson Correlation	1	,762
	Sig. (2-tailed)		-,03
	N	51	51
Reading Comprehension	Pearson Correlation	,762	1
	Sig. (2-tailed)	-,03	
	N	51	51

In order to know the coefficient correlation between students' grammar mastery and the students' reading comprehension, the researcher also calculated the data by using Pearson Product Moment Correlation in SPSS 22

Based on the calculation, the researcher found that the coefficient correlation between students' grammar mastery and their achievement in reading comprehension was 0.762. The coefficient correlation is higher than the critical value of r table (0.762 > 0.6). The statistical analysis also shows that the correlation between students' grammar mastery and their achievement in reading comprehension was significant ($p < .01$; $p = .003$).

Therefore,

H₀ = The null hypothesis is rejected and

H₂ = The alternative hypothesis is accepted.

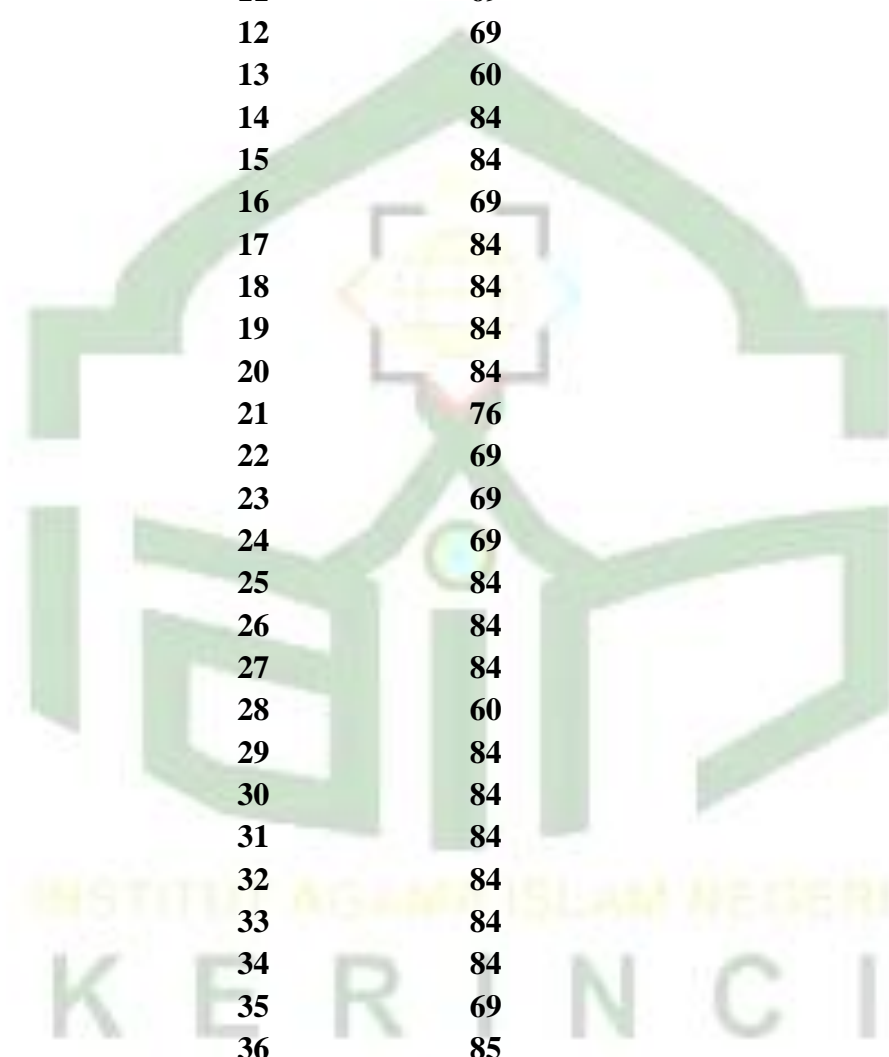
The result of this research showed that students' grammar mastery significantly correlates with the students' reading comprehension. It is indicated that grammar mastery and reading comprehension also cannot separate each other.

C. Correlation between Students' Vocabulary Mastery and Grammar Mastery and The student's Reading Comprehension.

The students Vocabulary Score

Number of students (N)	Score
1	84
2	84
3	76

4	69
5	84
6	69
7	76
8	69
9	84
10	76
11	69
12	69
13	60
14	84
15	84
16	69
17	84
18	84
19	84
20	84
21	76
22	69
23	69
24	69
25	84
26	84
27	84
28	60
29	84
30	84
31	84
32	84
33	84
34	84
35	69
36	85
37	69
38	69
39	84
40	84
41	69
42	84
43	69



44	76
45	85
46	85
47	69
48	84
49	69
50	69
51	76
Σ 51	Σ 1,000

Table 17. Correlation between Students' Vocabulary Mastery and Grammar Mastery The student's Reading Comprehension

The students Vocabulary Score

Number of students (N)	Vocabulary Score	Grammar Score	Reading Score
1	70	70	84
2	70	75	84
3	60	75	76
4	70	80	69
5	80	75	84
6	80	75	69
7	80	75	76
8	60	75	69
9	80	70	84
10	70	75	76
11	70	75	69
12	70	70	69
13	70	75	60
14	80	70	84
15	70	75	84
16	80	75	69
17	70	75	84
18	70	70	84
19	80	75	84
20	80	75	84
21	70	70	76

22	80	75	69
23	80	75	69
24	70	70	69
25	80	75	84
26	80	75	84
27	80	65	84
28	80	70	60
29	80	75	84
30	70	65	84
31	80	75	84
32	70	70	84
33	60	75	84
34	80	80	84
35	70	75	69
36	80	70	85
37	80	75	69
38	70	70	69
39	70	75	84
40	70	70	84
41	80	75	69
42	70	75	84
43	80	75	69
44	80	80	76
45	80	65	85
46	70	75	85
47	80	70	69
48	70	75	84
49	70	65	69
50	80	75	69
51	70	70	76
Σ 51	Σ 744	Σ 762	Σ 1,000

K E R I N C I

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	1,000 ^a	1,000	1,000	,00000	1,000	2,162 E	2	48	0,000

a. Predictors: (Constant), Grammar, Vocabulary

In order to determine simultaneously correlation and contribution of students' vocabulary and grammar mastery on their reading comprehension, the researcher analyzed the data using Linear Regression in SPSS 22

Based on the calculation, the researcher found the coefficient correlation student's vocabulary and grammar mastery and their reading comprehension (r) was .1000. The coefficient correlation is higher than critical value of r table ($0.1000 > 0.000$). was interpreted very strong.

Therefore,

(H03) = the null hypothesis is rejected

(H3) = the alternative hypothesis accepted.

The result of this research showed that student's vocabulary and grammar mastery have simultaneous correlation on their reading comprehension. It indicated that both of vocabulary and grammar mastery simultaneously have significant correlation and contribution on the reading comprehension.

C. Discussion.

Based on the finding above, it shown us the result of the hypothesis whether or not the contribution between vocabulary mastery and grammar mastery towards reading comprehension and it was indicated that there was significant contribution among of them. to more complete explanation as follow:

a. Vocabulary mastery and Reading Comprehension

Based on the result of hypothesis that conducted by the researcher which there was a significant contribution between vocabulary mastery and reading comprehension that we can take the conclusion most of the students have adequate vocabulary mastery and they will understand the message of English reading passage, each paragraph, and by reading the many passage they also indirectly learned the new vocabulary, they will curious to know the meaning of the words.

On the other hand , it is dealing with the mofareh Al-Qathani who stated that Vocabulary also plays an important role in reading comprehension⁴⁹

Hence vocabulary was really contribute to the students reading comprehension, logically, it is not easy to understand the message or the information from the text without knowing vocabulary.

b. Grammar mastery and Reading Comprehension

⁴⁹Mofareh Alqathani *The Importance of Vocabulary in Language Learning and How to be Taught* (International Journal of Teaching and Education, Vol. III 2015) , p. 25

Waever stated that “The study of grammar will help people become better uses of the language, that is more effective as listeners and speakers and especially as readers and writers”

Dealing with the weaver statement above, it is obviously that we can not deny that grammar is an important thing in understanding the text, to avoid the misunderstanding of the message from the text if there is grammatical error. In addition, Based on the finding above, there was a significant contribution between grammar mastery towards reading comprehension. It can be indicated most of students must have good grammar in understanding the reading text.

c. Vocabulary mastery and grammar mastery and reading comprehension.

Based on the result of hypothesis above that grammar, vocabulary, and reading comprehension have correlation one to the other. For understanding reading comprehension students must know the vocabulary first because it is a basis of language. It was impossible for the students to read a foreign language without having enough knowledge of vocabulary. Besides that, grammar has important role in learning English, so it also has a big influence to reading comprehension. Students who want to get a text message, have to know about how the text is form or they will not able to have complete understanding about the text was

mean. So, when their score of grammar and vocabulary is high, their score in reading comprehension is also high. As the theoretical framework done found that students had difficulty in comprehending reading text. Some aspects that caused the students had difficulty in comprehending the text which he found in his research were: students' lack of vocabulary and grammar, students' interest in the reading text, teachers' ability in guiding and managing their class and inappropriate reading comprehension.



CHAPTER V

CONCLUSION

A. Conclusion

The result of the research showed us that firstly, based on statistical analysis shown us that there was significant correlation between students' vocabulary mastery and reading comprehension was significant ($p < .05$; $p = .000$) and the coefficient value was 0,720 was interpreted strong. Secondly, there was significant correlation between students' grammar mastery and reading comprehension was significant ($p < .05$; $p = .000$) and the coefficient value was 0,762 was interpreted strong. And thirdly, The value of Sig F change was 0,000 ($< 0,05$) so, it can be concluded that the vocabulary mastery variable (X 1), Grammar Mastery (X 2), had simultaneously significant correlation. towards reading comprehension (Y). The value of R (coefficient correlation) was 1000 The coefficient correlation is higher than critical value of r table (1000. > 0.000). was interpreted very strong it meant that there was significant correlation between vocabulary mastery and grammar mastery towards reading comprehension.

B. Recommendation

Based on the finding of the research, the researcher concluded three recommendations, for the students, and the lecturers, and for the future researcher. They were :

1. For the students

- a. the students should have awareness about the importance of vocabulary and grammar mastery towards reading comprehension
- b. the students should not hesitate to collect the new term of vocabulary in order to easily in understanding the message of the text.
- c. the students must also master grammar in order to they can not be misunderstanding in getting the message and information from the text.

2. For the lecturers And the teachers

- a. the lecturers should know what the students need and interest in the learning process to reduce the students difficulties problem in order to they can improve their vocabulary and grammar mastery.
- b. the lecturers need to know the best method to improve the students vocabulary and grammar mastery in order to the students can improve their vocabulary and grammar mastery skill

3. For the future researchers

- a. This reserach was suitable wth the the contribution between vocabulary and grammar mastery towards reading comprehension at seventh semester of English department of IAIN Kerinci. and dealing with the finding found that most of students had a significant response towards the contribution between vocabulary and grammar mastery towards reading comprehension at seventh

semester of English department of IAIN Kerinci. So, the researcher hope the future researchers conduct the research focus on the teacher effect of vocabulary and grammar mastery towards reading comprehension.

- b. The researcher hope to the next researchers to investigate how the effect of vocabulary and grammar mastery towards reading comprehension.



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K E R I N C I

validity

Correlations

Item_1	Pearson Correlation	N
Item_1	,398**	51
Item_2	,256	51
Item_3	,006	51
Item_4	,061	51
Item_5	,092	51
Item_6	,001	51
Item_7	,063	51
Item_8	,066	51
Item_9	,086	51
Item_10	,015	51
Item_11	,001	51
Item_12	,737	51
Item_13	,557	51
Item_14	,643	51
Item_15	,526	51
Item_16	,660	51
Item_17	,625	51
Item_18	,894	51
Item_19	,557	51
Item_20	,635	51



Item_21	,557	51
Item_22	,654	51
Item_23	,538	51
Item_24	,496	51
Item_25	,583	51
Item_26	,780	51
Item_27	,554	51
Item_28	,654	51
Item_29	,570	51
Item_30	585	51
Item_31	,616	51
Item_32	,680	51
Item_33	,609	51
Item_34	,813	51
Item_35	,673	51
Item_36	,703	51
Item_37	,609	51
Item_38	,813	51
Item_39	,585	51
Item_40	894	51
Item_41	,433	51
Item_42	,401	51
Item_43	,427	51
Item_44	,334	51
Item_45	,449	51

Item_46	,133	51
Item_47	585	51
Item_48	,401	51
Item_49	,133	51
Item_50	,601	51
Item_51	,316	51
Item_52	,322	51
Item_53	,253	51
Item_54	,570	51
Item_55	,336	51
Item_56	,188	51
Item_57	600	51
Item_58	,069	51
Item_59	,034	51
Item_60	,016*	51

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

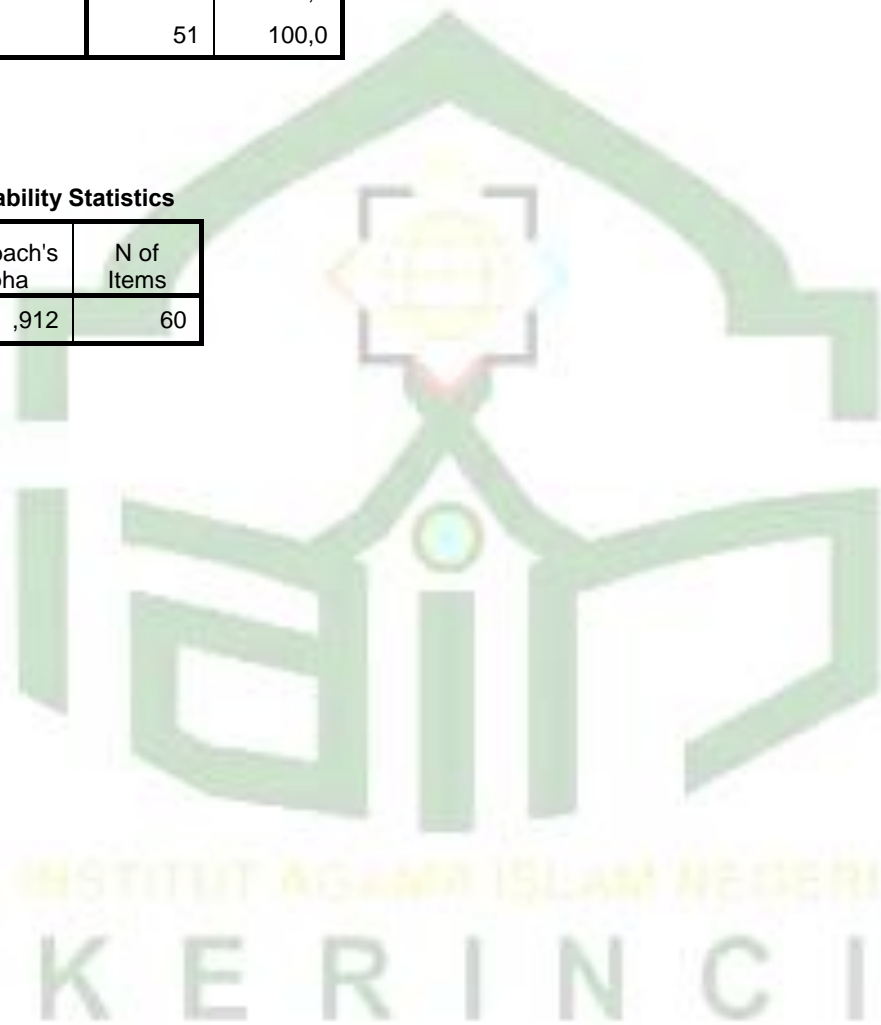
* . Correlation is significant at the 0.05 level (2-tailed).

Reliability

	N	%
Valid	51	100,0
Excluded ^a	0	0,0
Total	51	100,0

Reliability Statistics

Cronbach's Alpha	N of Items
,912	60



Discrimintaion Power

Item-Total Statistics

	Corrected Item-Total Correlatio n		
Item_2	0,2		
Item_3	0,04		
Item_4	0,07		
Item_5	0,03		
Item_6	0,05		
Item_7	0,01		
Item_8	0,16		
Item_9	0,03		
Item_10	0,27		
Item_11	0,04		
Item_46	0,14		
Item_49	0,08		
Item_53	0,21		
Item_56	0,14		
Item_58	0,22		
Item_59	0,13		
Item_60	0,06		

INSITITUT ISLAMIAH ISLAM KEBANGSAAN
KERINCI

Difficulty Index

		Item_1	Item_2	Item_3	Item_4	Item_6	Item_7
N	Valid	51	51	51	51	51	51
	Missing	0	0	0	0	0	0
Standar Error of Mean		,92	,80	,84	,78	,78	,80
Mean		,038	,056	,051	,058	,058	,056
Median		1,00	1,00	1,00	1,00	1,00	1,00
Mode		1	1	1	1	1	1
Std. Deviation		,272	,401	,367	,415	,415	,401
Variance		,074	,161	,135	,173	,173	,161
Range		1	1	1	1	1	1
Minimum		0	0	0	0	0	0
Maximum		1	1	1	1	1	1
Sum		47	41	43	40	40	41

Item_8	Item_9	Item_10	Item_11	Item_12	Item_13	Item_14	Item_15
51	51	51	51	51	51	51	51
0	0	0	0	0	0	0	0
,82	,82	,88	,86	,94	,90	,90	,86
,054	,054	,046	,049	,033	,042	,042	,049
1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00
1	1	1	1	1	1	1	1
,385	,385	,325	,348	,238	,300	,300	,348
,148	,148	,106	,121	,056	,090	,090	,121
1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
42	42	45	44	48	46	46	44

Item_16	Item_17	Item_18	Item_19	Item_20	Item_21	Item_22	Item_23
51	51	51	51	51	51	51	51
0	0	0	0	0	0	0	0
,90	,88	,96	,90	,92	,88	,92	,88
,042	,046	,027	,042	,038	,046	,038	,046
1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00
1	1	1	1	1	1	1	1
,300	,325	,196	,300	,272	,325	,272	,325

,090	,106	,038	,090	,074	,106	,074	,106
1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
46	45	49	46	47	45	47	45

Item_24	Item_25	Item_26	Item_27	Item_28	Item_29	Item_30	Item_31	Item_32
51	51	51	51	51	51	51	51	51
0	0	0	0	0	0	0	0	0
,86	,90	,94	,88	,92	,88	,86	,92	,88
,049	,042	,033	,046	,038	,046	,049	,038	,046
1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00
1	1	1	1	1	1	1	1	1
,348	,300	,238	,325	,272	,325	,348	,272	,325
,121	,090	,056	,106	,074	,106	,121	,074	,106
1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
44	46	48	45	47	45	44	47	45

Item_33	Item_34	Item_35	Item_36	Item_37	Item_38	Item_39	Item_40	Item_41	Item_42
51	51	51	51	51	51	51	51	51	51
0	0	0	0	0	0	0	0	0	0
,88	,94	,92	,90	,90	,94	,86	,96	,96	,94
,046	,033	,038	,042	,042	,033	,049	,039	,043	,033
1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00
1	1	1	1	1	1	1	1	1	1
,325	,238	,272	,300	,300	,238	,348	,196	,196	,238
,106	,056	,074	,090	,090	,056	,121	,038	,038	,056
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
45	48	47	46	46	48	44	49	49	48

Item_43	Item_44	Item_45	Item_46	Item_47	Item_48	Item_49	Item_50	Item_51	Item_52
51	51	51	51	51	51	51	51	51	51
0	0	0	0	0	0	0	0	0	0
,82	,90	,80	,90	,86	,94	,82	,88	,88	,92
,054	,042	,056	,042	,049	,033	,054	,046	,046	,038
1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00
1	1	1	1	1	1	1	1	1	1
,385	,300	,401	,300	,348	,238	,385	,325	,325	,272
,148	,090	,161	,090	,121	,056	,148	,106	,106	,074
1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
42	46	41	46	44	48	42	45	45	47

Item_53	Item_54	Item_55	Item_56	Item_57	Item_58	Item_59	Item_60
51	51	51	51	51	51	51	51
0	0	0	0	0	0	0	0
,88	,86	,94	,84	,90	,84	,84	,86
,046	,049	,033	,051	,042	,051	,051	,049
1,00	1,00	1,00	1,00	1,00	1,00	1,00	1,00
1	1	1	1	1	1	1	1
,325	,348	,238	,367	,300	,367	,367	,348
,106	,121	,056	,135	,090	,135	,135	,121
1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
45	44	48	43	46	43	43	44

INSTITUT AGAMA ISLAM NEGERI
KERINCI

THE RESULT OF THE CORRELATION BETWEEN VOCABULARY AND READING
COMPREHENSION

Descriptive Statistics

	Mean	Std. Deviation	N
Vocabulary Mastery	15,61	,896	51
Reading Comprehension	30,47	1,376	51

Correlations

		Vocabulary Mastery	Reading Comprehension
Vocabulary Mastery	Pearson Correlation	1	,720**
	Sig. (2- tailed)		,000
	N	51	51
Reading Comprehension	Pearson Correlation	,720**	1
	Sig. (2- tailed)	,000	
	N	51	51

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

THE RESULT OF
GRAMMAR
MASTERY

Descriptive Statistics

	Mean	Std. Deviation	N
Grammar Mastery	14,86	,960	51
Reading Comprehension	30,47	1,376	51

Correlations

		Grammar Mastery	Reading Comprehension
Grammar Mastery	Pearson Correlation	1	,762**
	Sig. (2-tailed)		,000
	N	51	51
Reading Comprehension	Pearson Correlation	,762**	1
	Sig. (2-tailed)	,000	
	N	51	51

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

K E R I N C I

THE RESULT OF THE CORRELATION BETWEEN VOCABULARY AND GRAMMAR AND
READING COMPREHENSION

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	1,000 ^a	1,000	1,000	,00000	1,000	2,162 E	2	48	0,000

a. Predictors: (Constant), Grammar, Vocabulary

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	94,706	2	47,353		. ^b
	Residual	,000	48	,000		
	Total	94,706	50			

a. Dependent Variable: Reading Comprehension

b. Predictors: (Constant), Grammar, Vocabulary

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,599E-14	,000		,000	1,000
	Vocabulary	1,000	,000	,651	13473177439,000	0,000
	Grammar	1,000	,000	,697	144262714,933	0,000

a. Dependent Variable: Reading Comprehension

The students Vocabulary Score

Number of students (N)	Score
1	15
2	16
3	16
4	15
5	16
6	16
7	16
8	15
9	16
10	15
11	16
12	15
13	16
14	16
15	13
16	16
17	16
18	16
19	15
20	16
21	16
22	17
23	17
24	16
25	16
26	15
27	16
28	18
29	15
30	16
31	16
32	16
33	16
34	15
35	15
36	16

37	17
38	16
39	15
40	15
41	14
42	14
43	15
44	17
45	14
46	16
47	14
48	15
49	16
50	16
51	16
Σ 51	Σ 720

INSTITUT AGAMA ISLAM NEGERI
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Vocabulary Try Out
(Validity and realibility Test)

1. *To Against*the dutch colonialpeople,we encourage each other in *achieving* the freedom of our nation, our country” Said Sudirman

Which is the correct answer below to substitute the slash words above

- a. Conquer – achieve c. Conquer
b. Conquer – reaching d. achieve

Characteristic Item : Verb

2. The Prophet Mohammed SAW (Peace be upon him) said : “And whoever gives convenience (helps) to those who are in distress, surely Allah will help facilitate their affairs in this world and the hereafter (HR.Muslim).

The underlined word mean?

- a. Pressure
b. haappy
c. glad
d. angry

Characteristic Item :Adjective

3. Chief Renata pour a spoon of into his participants cake , in master chief tv program

Whih is the correct sentence to fill the blank space above?

- a. Chilli c. Salt
b. Oat d. Sugar

Characteristic Item :Noun

4. Musa Syafiq is the second winner of the world hafiz competiton in Turkey this year

The synonym of the word second winner is :

- a. competitor c. champion
b. runner up d. Moving up

Characteristic Item : Word class

5. “As the preacher on Friday praying, Ustadz Adi Hidayat just not send the *moral message* to the audience, but he is also really kind”
Which is the correct answer below as the interpretation of the slash words above ?
- a. Spread the kindness c. Remembrance of the kindness
b. Caring of the kindness d. Sharing the message
- Characteristic Item : word meaning (translation)

6. Ustadz Firanda Andirja always visits his Islamic Boarding School in Banten every weekend
The underlined words refers to?
- a. Adverb of manner b. Adverb of time
b. Adverb of place c. Adverb of frequency.

Characteristic Item : adverb

7. “This life is so short, So Don’t waste our time for unuseful things, as long as we still alive in this world , Do the *good deeds* that Allah has commanded, Don’t do the *bad things* or the bad deeds that Allah’s haterd” Said Ustadz Syafiq Riza Basalamah in his speech yesterday

Which is the correct synonym and antonym of slash word above ?

- a. Evil – good habit c. Noble moral – evil
b. Noble moral – kindness d. Attitude – behaviour

Characteristic Item :synonym and antonym

8. Ustadz Khalid Basalamah *advises* the audience to do the good deeds in this life.

The slash word refer to ?

- a. Approve c. Encourage
b. Enrich d. Expand

Characteristic Item : concept and reference (word meaning)

9. “The stranger can not enter to the meeting room, because it is for citizen only”

The underlined sentence refers to?

- a. Authorize c. permit
b. Allow d. Unauthorized

Characteristic Item: concept and reference (word meaning)

10. “ It is unpredictable that we can meet up here guys, you know guys..I just spending my happy fun days here, but when I see agnation (Agnieszka Mo’s

Fans) here , I just can say in my deeply heart, Thanks god I am definetely happy fun with you all” Said Agnez Mo to her fans in Seminyak Bali last week

What are the underlined words mean?

- a. Suddenly meet – and happy fun
- b. Suddenly find - It is an extraordinary day
- c. Suddenly meet – enjoying the vacation
- d. Suddenly come – enjoying their holiday

Characteristic Item : word meaning

11. In spite of his many faults, paul is very dedicated to his mother.

The slash word refer to?

- a. Polite
- b. Devoted
- c. contributed
- d. Considerable

Characteristic Item : verb (concept and reference)

12. The columnist’s remarks were inappropriate and rude.

The underlined sentence refers to?

- a. unsuitable
- b.unnecessary
- c. Inconsistent
- d. Inarticulate

Characteristic Item : verb (concept and reference)

13. “ So, *To make different* between two types of rendang, we can see what kind of the meat that chief use in making it, chicken or beef “ said Chef Juna

Which is the correct words below to substitute the the slash sentence above ?

- a. To explore
- b. To distinguish
- c. To expose
- d. To elaborate

Characteristic Item : verb

14. As a CEO of Bank Berdikari Syari’ah , Mr. Syafiq Aditya Nugraha who the main person of the advance of Ma’had Al-Falah disagree to *dissolve* Pondok Pesantren (Ma’had) Modern Al-falah after the *arrested* of the students who used drugs , because according to him it will be a big mistake, just because some students who do not have the noble moral the other students have affected.

Which are the correct antonym of slash words above?

- a. Approved - Establish
- b. Establish - escape
- c. Appointment – escape
- d. Distinguish – approved

Characteristic Item : antonym

15. Ustadz Firanda Andirja always visits his Islamic Boarding School in banten every weekend.

The underlined word refer to?

- a. Adverb of manner
- b. Adverb of time
- c. Adverb of place
- d. Adverb of frequency.

Characteristic Item : adverb

16. It is an *extraordinary* day to me, because I definitely and sucessfully finishing my thesis by presenting it in my dessemination seminar.

The slash word refers to?

- a. Good day ever
- b. Brightest day
- c. Special day
- d. Summer.

Characteristic Item :adverb concept and refernce

17. “ To create a new product our company must be focus on the quality of the product and customer service” said Mr.Alianda our manager in the meeting yesterday.

The underlinedword in the statement above refer to?

- a. Creativity
- b. Concentrate
- c. Curiosity
- d. Conclusivity

Characteristic Item : verb (concept and refernce)

18. “In *acquiring* the language, the parents should be repeat more the words, so that, they can *immitate* and *produce* by their own way, It is call scaffolding by brunner theory” Said Mr. William , in international seminar yesterday

Which are the correct similar words of slash words above ?

- a. Obtain – emulate-destroy
- b. Obtain – duplicate – Impersonate
- c. Duplicate – emulate
- d. Obtain – emulate – Create

Characteristic Item :synonym

19. “To get the best view of the wonderful of Kerinci, the visitors must *explore* Cangkat Ujung Pasir and Pantai Indah Koto Petai , because both of tourism places are the authentic of beautiful place of Kerinci” Said Bupati Kerinci last week.

The slash word refer to?

- a. Promotion
- b. Advertisement
- c. Announcement
- d. Attention.

Characteristic Item : verb (concept and refernce)

20. *The students* have emphasized by the teacher to conduct a mini research for their biology assignment

What the type of the slash word?

- a. Proper noun
- b. Material noun
- c. collective noun
- d. Uncountable noun.

Characteristic Item : Noun



Vocabulary Key answer

- | | |
|-------|-------|
| 1. B | 11. C |
| 2. A | 12. C |
| 3. D | 13. B |
| 4. B | 14. B |
| 5. C | 15. C |
| 6. D | 16. C |
| 7. B | 17. B |
| 8. C | 18. B |
| 9. D | 19. A |
| 10. C | 20. C |

INSTITUT AGAMA ISLAM NEGERI
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Grammar Test

Subject : Grammar
Semester : V
Time Allocation : 60 Minute

21. Imy glassess three times so far this year. One time I dropped them on a cement floor, another time I sat on them, and This time I stepped on them

Choose the correct words below to fill the blank space above !

- a. Broke c. Was breaking
b. Have broken d. Have been breaking

22. In every culture ,peoplejewelry since prehistoric times

Choose the correct words below to fill the blank space above !

- a. Wear c. have worn
b. Wore d.had worn .

Source : Fundamental of English Grammar by Betty Schramfer Azar. P.117 to 118

23. The president of the United States appoints the cabinet member, _____appointments are subject to senate approval.

Choose the correct words below to fill the blank space above !

- a. Their c. With their
- b. Because their d. but their

Source : skill 6-8 longman Toefl Preparation

24. The Appolo 11 astronouts _____ of the earth's in habitants winessed on the famous first moonwalk on july 20, 1969 , were neil amstrong and buzz aldrin.

Choose the correct words below to fill the blank space above !

- a. Whom c. Whom millions
- b. Were some d. Whom some were

Source : Skill 9-12longman Toefl Preparation

25. The benefit _____ the study is that it provides necessary information to anyone who needs it.

Choose the correct words below to fill the blank space above !

- a. Which c. That
- b. Because d. Of

Source : Skill 1-12 longman Toefl Preparation

Choose the letter of the underlined word or group of words that is not correct

26. More than half of the children in the 1,356 member district qualifies for reduced-price or free lunches.

A B C

D

27. Five miles beyond the hills were a fire with it's flames reaching up to the

A B C D

sky

28. Kettledrums, what were first played on horseback, were incorporated into
A B C D
the orchestra in the eighteenth century

29. When is a flaghung upside down, it is an internationally recognized
A B C D
symbol of distress

30. The Museum of the Confederation in Richmond hosts an exhibition which
A
documenting the origins and history of the banner that most Americans
B C
think of as the Confederate flag.

Source : longman Toefl Preparation

D

Answer coorectly the following question, choos the coorect one !!!

31. I'm busy at the moment.....on the computer.

- a. I work c. I'm work
- b. I'm working d. I working

Charateristic item : verb

Source :Oxford Practise Grammar With Answer by Johnson Eastword

32. Janet was out of breath because ...

- a. she'd been running c. she's been running
- b. she did run d. she's run

Characteristic item : Perfect Continous Tense

Source :Oxford Practise Grammar With Answer by Johnson Eastword

33. This place getscrowded with tourists every summer

- a. always more
- b. from more to more
- c. crowded and more
- d. More and more

Characteristic item :adjective

Source :Oxford Practise Grammar With Answer by Johnson Eastword

34. Don't go too fast. I can't keepyou

- a. On to
- b. Up to
- c. On with
- d.Up with

Characteristic item : preposition

Source :Oxford Practise Grammar With Answer by Johnson Eastword

35. We had a party last night spend all morning clearing up the mess

- a. I must have
- b. I've had to
- c. I've been to
- d. I've must

Characteristic item : modal auxiliaries

Source :Oxford Practise Grammar With Answer by Johnson Eastword

36. the door really hard if you want to open it

- a. pushing
- b. pushed
- c. Pushes
- d.. push

Characteristic item : gerund

Source : 397 English grammar test

37. She.....working on that manuscript for 2 years now

- a. Is c had been
b. Has been d. Will be

Characteristic item : Present Perfect Continuous

Source : 397 English grammar test

38. She's definitely not coming

- a. Will she? c. Isn't she?
b. Is she ? d. Can't she?

Characteristic item : Question Tag

Source : 397 English grammar test

39. Unfortunately Icarus went too near the sun and the wax on his wings melted and the feathers worked.....free and he fell on the ground and died.

- a. It self c. Yourselfes
b. Himself d. Themselves

Characteristic item : Reflexive Pronoun

Source : 397 English grammar test

40. A: When should we leave?

B : the better

- a. The sooner c. The best
b. The faster d. as soon as

Characteristic item : The degree of Comparison

Source : 397 English grammar test

Key Answers

- | | |
|-------------------|--------|
| 1) C | 11).C |
| 2) C` | 12). C |
| 3) D | 13). D |
| 4) B | 14). D |
| 5) D | 15). B |
| 6) C (Qualify) | 16). A |
| 7) B (Was) | 17). B |
| 8) A (which) | 18). B |
| 9) A (a flag is) | 19). D |
| 10) B (Document) | 20). A |

Reading Comprehension Test

Subject : English Reading
Semester : V
Time Allocation : 60 Minute

Text 1

Read the following text carefully, after that answer the question.
This text is for question 1 to 7

Satellite Space-eye does not look like the satellites of the 1980's. it has large wings that gather solar power. The power is for the motor. It keep the satellite in the same place above the earth. All the big farmers in the area have paid for the coast of satellite Space-eye.

Constanza is one of those farmers. His home computer makes the connection with satellite Space-eye. He asks to see the picture of the field in the south-west corner of this farms. The pictures appear on a TV screen. It is a picture of a green wheat field. Everything looks fine. He then the computers to show the same area, but in colors. The colors show different temperatures in the field. He knows healthy wheat plants will all be green. The TV screen blinks and a beautiful picture appear. It has many shades of blue, red and green.

Constanza look closely at the large spot near the middle of the wheat field. He knows that something is wrong in the wheat field. The red colors means the spot is warmer than its surroundings. It may be **due to** lack of moisture or not enough nutrients in the soil. Insect eating the wheat can also show a red spot.

Constanza tells the computer to tell him more about the worm spot. The computer points out that the problem is **shortage** of nitrogen of the soil. He asks the computer to predict the harvest if he adds the fertilizer. He then tell to the computer the current market price for wheat. He also tells the price, of the add of the fertilizer. He asks for the coasting. He wants to know if it will give

him a profit to add the fertilizer. The computer give the answer. Is it a science function?

No, it is having now.

41. What does the passage mainly discuss?
- Constanza and his wheat field
 - The use satellite Space-eye in farming
 - The blue, red and green colors on TV screen
 - The meaning of the colors appeared on the TV screen

Characteristic item : Finding factual information

42. The main idea of paragraph two is
- Constanza is of one of the farmer who makes use the satellite Space-eye
 - Constanza's home computer is connected to satellite Space-eye
 - The picture appears on TV screen comes from satellite Space-eye
 - The satellite space-eye send constanza what he wanted

Characteristic item : Identifying main idea

43. The red colors showed on the TV screens means that?

- A soil does not have enough nutrients
- The plant are healthy
- The temperature is low
- The plants are not distributed by any insect

Characteristic item : Reference (meaning the sentence)

44. It may **do to** lack of moisture (line 3. Paragraph 3)

We can replace the underlined word with?

- Make
- Owing to
- Have
- Colours

Characteristic item ; vocabulary

45. The word "He" line 8 (paragraph 2) refers to?

- Television
- Computer
- Constanza
- Colours

Characteristic item ; Reference (meaning the words)

46. According to the author the satellite space-eye is? **

- a. Satellite that has large wings that gather solar power
 - b. 1980's satellite
 - c. Modified satellite
 - d. Biggest satellite
- Characteristic item ; Finding factual information

47. The word ‘‘shortage’’ line 2 (paragraph 4) is closest meaning to
- a. Speech
 - b. Lack
 - c. Big
 - d. Nearby
- Characteristic item : Reference (meaning the words)

Text 2

Read the following text carefully, after that answer the question.
This text is for question 8 to 14.

Galaxies are the **major** building blocks of universe. A galaxy is giant family of many millions of stars, and it is held together by its own gravitational Field. Most of materials universe is organized into galaxies of stars together with gas and gas.

There are three main type of galaxy: spiral, elliptical and irregular. Milky way is spiral galaxy, a flattish disc of star with two spiral arms emerging from its central nucleus. About one-quarter of all galaxies have this shape. Spiral galaxies are well supplied with the interstellar gas in **which** new star form: as the rotating spiral pattern sweeps around the galaxy it compresses gas and dust, triggering of the information of bright young stars and in its arms. The elliptical galaxies have a symmetrical elliptical or spheroidal shape with no obvious structure. Most of **their** member stars are very old and since elliptical are devoid interstellar gas, no new star are forming in them. The biggest and the brightest galaxies in the universe are elliptical with masses of about 10^{13} time that of the sun, these giant may frequently be sources of strong radio emission, in which case they are called radio galaxies. About two-third of all galaxies are elliptical. Irregular galaxies comprise about one-tenth of all galaxies and come in many subclasses.

Measurement in space is quite different of measurement on earth. Some terrestrial distances can be expressed as intervals of time, The time to fly from one continent to another or the time its take to derive to work, for example. By comparison with these

familiar yard stick, the distance to the galaxies are incomprehensibly large, but they too are made more manageable by using a time calibration, in this case the distance that light is travels is one year. On such a scale the nearest giant spiral galaxy. The Andromeda galaxy, is two million light years away. The most distant luminous object seen by telescopes are probably ten thousand million light years away. Their light was already halfway here before the earth even formed. The light from the nearby virgo galaxy set out when reptile still dominated the animal world.

48. The word "major" in line 1 (paragraph 1) is closest meaning to?

- a. Intense
- b. Principal
- c. Huge
- d. Unique

Characteristic item : vocabulary

49. What does the second paragraph mainly discuss **

- a. The milky way
- b. Major categories of galaxies
- c. How elliptical galaxies are formed
- d. Differences between irregular and spiral galaxies

Characteristic item : Finding factual information

50. The word which line 4 (Paragraph 2) refers to

- a. Gas
- b. Dust
- c. Pattern
- d. Galaxy

Characteristic item : Reference (meaning the words)

51. According to the passage, new stars are formed in spiral galaxies due to?

- a. An explosion of gas
- b. The compression of gas and dust
- c. The combining of old stars
- d. Strong radio emission

Characteristic item : Finding factual information

52. Which of the following the characteristics of radio galaxies is mentioned in the passage

- a. They are type of the elliptical galaxy
- b. They are usually too small to be seen with a telescope
- c. They are closely related to irregular galaxies
- d. They are not as bright as spiral galaxy

Characteristic item : Finding factual information

53. According to the author there are three types of galaxy, they are? **
- Spiral, milky way and elliptical
 - Stars, elliptical, and spiral
 - Spiral, elliptical, and irregular
 - Stars milky way and irregular
- Characteristic item : inference

54. The word ‘‘their’’ in line 12 (paragraph 2) refers to?
- Spiral galaxies
 - Elliptical galaxies
 - Irregular galaxies
 - Stars
- Characteristic item : reference

Text 3

Read the following text carefully, after that answers the question.
This text is for question 15- 20

It is commonly believed that in the United States that school is where people go to get an education. Nevertheless, it has been said that today children interrupt their education to go to school. The distinction between schooling and education implied by this remark is important.

Education is much more open-ended and all inclusive than schooling. Education knows no **bounds**. It can take place anywhere, whether in the shower or on the job, whether in the kitchen or on a tractor. It includes both the formal learning that takes place in school and the whole universe of informal learning. The agents of education can range from revered grandparent to the people debating politics on the radio from a child to a distinguished scientist. Whereas schooling has a certain predictability, education quite often produces surprises. A chance conversation with a stranger may lead a person to discover how little is known of other religions. People are engaged in education from infancy on. Education, then, is a very broad, inclusive term. It is a lifelong process, a process that starts long before the start of school and one that should be an integral part of one's entire life.

Schooling on the other hand, is a specific, formalized process, whose general pattern varies little from one setting to the next. Throughout the country, children pattern arrive at school at approximately the same time, take assigned seats, are taught by an adult, use similar textbooks, do homework, take exams, and so on. The slices of reality that are to be learned, whether **they** by the

boundaries of the subject being taught. **For example**, high school students know that they are not likely to find out in their classes truth about political problems in their communities or what the newest filmmaker are experimenting with. There are definite condition surrounding the formalized process schooling.

55. What is the main idea of the passage
- The best schools teach a wide variety of subjects
 - Education and schooling are quite different experiences
 - Students benefit from schools, which require long hour and homework
 - The more years student go to school the better their education is

Characteristic item : Main Idea

56. What does the author probably mean by using the expression “ children interrupt their education to go to school. Line 3 (paragraph 1) ? **

- Going to several different school is educationally beneficial
- School vacations interrupt the continuity of the school year.
- Summer school make the school year too long
- All of life is an education

Characteristic item : Finding factual information

57. The word “they” in line 5 (paragraph 3) refers to?

- Slice of reality
- Similar textbooks
- boundaries
- Seats

Characteristic item : reference

58. The phrase “ for example”, line 6 (paragraph 3) introduce a sentence that give example of? **

- Similar textbooks
- The results of schooling
- The working of government
- The boundaries of classroom subject

Characteristic item : inference

59. The passage support which of the following conclusion? **

- Without formal education, people would remain ignorant
- Education systems need to be radically reformed
- Going to school is only part of how people became educated
- Educations involves many years of professional training

Characteristic item : Finding factual information

60. The word “bounds” in line 2 (paragraph 2) is closest in meaning to? **

- a. Preparation
- b. Limit
- c. Instruction
- d. Rude

Characteristic item : inference





KEMENTERIAN AGAMA REPBULIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Kode Pos. 37112 Web : www.iainkerinci.ac.id Email: info@iainkerinci.ac.id

Nomor : In.31/D.1/PP.00.9/ 594/2020
Lampiran : -
Perihal : **Mohon Izin Penelitian**

07 September 2020

Kepada
Yth Kepala Tadris Bahasa Inggris
Di
Tempat

Assalamualaikum w.w,

Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini:

Nama : **Masri Noor**
NIM : **08.933.15**
Jurusan : **Tadris Bahasa Inggris**
Fakultas : **Tarbiyah Dan Ilmu Keguruan**

Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi:
The contribution of vocabulary and grammar mastery toward students' reading comprehension ability at fifth semester of the English department Of IAIN kerinci.
Waktu penelitian yang diberikan kepada yang bersangkutan dimulai pada tanggal **07 September 2020 s.d 07 November 2020.**

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.
Wassalamualaikum w.w

a.n. Rektor,
Dean Fakultas Tarbiyah dan
Ilmu Keguruan

Dr. Dairabi Kamil, S.Pd., M.Ed

Tembusan:
1. Rektor IAIN Kerinci (sebagai laporan)
2. Arsip



KEMENTERIAN AGAMA
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS

Jalan Pelita IV Sungai Penuh Telp. 0748 – 21065 Kode Pos. 37112 web : www. iainkerinci.ac.id

SURAT KETERANGAN


No. In. 31 / J5.1 / PP.00.9 /056/ 2021

Yang bertanda tangan dibawah ini Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci. Menerangkan bahwa :

Nama : **MASRI NOOR**
NIM : 08.933.15
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Semester : X1

Telah melaksanakan penelitian pada semester V (Lima) Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci, yang dilaksanakan dari tanggal 07 September 2020 sampai dengan 07 November 2020. Dengan judul **“The Contribution of Vocabulary and Grammar Mastery toward Students’ Reading Comprehension Ability at the Fifth Semester of the English Department of the IAIN Kerinci”**.

Demikianlah surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sungai Penuh, 10 November 2020
Ketua Jurusan,

Roch Hartono, S.Pd, M.Pd
NIP. 19730122 200003 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Website www.iainkerinci.ac.id Email: info@iainkerinci.ac.id

**SURAT KETERANGAN
LULUS UJI PLAGIASI**

Ketua Jurusan **Tadris Bahasa Inggris** menerangkan bahwa Skripsi Mahasiswa:

Nama : Masri Noor
NIM : 08.933.15
Judul : THE CONTRIBUTION OF VOCABULARY AND GRAMMAR MASTERY
TOWARDS STUDENTS' READING COMPREHENSION ABILITY AT
FIFTH SEMESTER OF THE ENGLISH DEPARTMENT OF
IAIN KERINCI
Pembimbing 1 : Dr. RODI HARTONO, M.pd
Pembimbing 2 : MUSDIZAL, M.Pd

Telah diuji plagiasi dengan tingkat kemiripan dengan karya tulis lainnya sebesar
.....²³..... % dan **dinyatakan dapat diagendakan untuk Ujian Skripsi.**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Sungai Penuh, ...²³ - 02 - 2021

Ah. Ketua Jurusan,
Sekretaris Jurusan



MUSDIZAL, M.Pd

Catatan:

Tingkat kemiripan maksimal 30 % di luar daftar pustaka

Vocabulary Respondents Score

No	RESPONDENTS	Item_1	Item_2	Item_3	Item_4	Item_5	Item_6	Item_7	Item_8
1	A I	1	1	0	1	1	0	1	
2	F Z	1	1	1	1	0	0	1	
3	G K	1	1	1	0	1	0	1	
4	K T	1	1	0	1	1	1	1	
5	L S	1	1	1	0	1	1	0	
6	M I	1	1	1	1	1	1	1	
7	N P	1	1	0	1	1	0	1	
8	N P A	1	1	1	1	1	0	0	
9	P Y P	0	1	1	0	1	1	1	
10	R H N	1	1	1	1	1	1	0	
11	R P	1	0	1	1	1	0	1	
12	R S F	1	1	1	1	0	1	0	
13	S M	0	1	1	1	1	1	1	
14	S A	1	1	0	1	0	1	1	
15	W R T	0	1	1	1	1	1	1	
16	W I W	1	1	1	0	1	1	1	
17	A N S	1	1	1	0	1	0	1	
18	B A T	1	1	1	1	0	1	0	
19	C L D	1	1	1	1	1	0	1	
20	D W T	1	1	1	1	1	1	0	
21	D S T	1	1	0	1	0	1	1	
22	E L Z	1	1	0	1	1	1	0	
23	E L L	0	1	1	1	1	1	1	
24	H S	1	0	1	1	1	0	1	
25	J F	1	1	1	1	1	1	1	
26	L A	1	1	1	1	0	1	1	
27	L E	1	1	1	0	1	1	1	
28	M N A	1	1	1	1	0	1	1	
29	N I K	0	1	0	1	1	1	1	
30	N O V	1	1	1	0	1	0	1	
31	R M F	1	1	0	0	1	1	1	
32	S H Y	1	0	1	1	1	1	1	
33	S L V	0	1	0	0	1	1	1	
34	T S A	1	0	1	1	1	1	1	
35	W L Y	1	0	1	0	0	1	1	
36	A J P	1	1	0	1	1	1	1	

37	HR	1	1	1	0	1	1	1	
38	MH	0	1	1	1	1	0	1	
39	NA	1	1	1	1	1	0	1	
40	NS	1	1	0	1	1	0	1	
41	PYP	1	1	1	0	0	1	1	
42	PR	1	1	1	1	1	0	1	
43	REL	1	0	1	1	1	1	1	
44	SHL	1	1	0	1	1	1	1	
45	ULF	1	1	1	1	0	1	1	
46	WLD	1	1	1	1	1	1	0	
47	WIW	1	0	1	1	1	1	1	
48	YM	1	1	1	1	0	0	0	
49	YB	1	1	1	0	1	1	1	
50	ZF	1	1	1	0	1	1	1	
51	YJ	1	1	1	1	1	0	1	

Correct answer X 100 : 100



Reading Comprehension Score

No	RESPONDENTS	Item_1	Item_2	Item_3	Item_4	Item_5	Item_6	Item_7	It
1	AI	1	0	1	1	0	1	1	
2	FZ	1	0	1	1	1	1	1	
3	GK	1	1	0	1	1	1	0	
4	KT	1	0	1	1	1	0	1	
5	LS	0	1	1	1	0	1	1	
6	MI	0	0	1	0	1	1	1	
7	NP	0	1	0	1	0	1	1	
8	NPA	1	0	1	0	1	1	1	
9	PYP	0	1	1	1	1	1	1	
10	RHN	0	1	0	1	1	1	1	
11	RP	1	0	1	0	1	1	1	
12	RSF	0	1	0	0	1	1	1	
13	SM	0	0	1	1	0	1	1	
14	SA	1	1	0	1	1	1	1	
15	WRT	1	1	1	0	1	1	0	
16	WIW	1	1	0	1	0	1	1	
17	ANS	1	1	1	1	1	0	1	
18	BAT	1	0	1	1	1	1	1	
19	CLD	1	1	1	0	1	1	1	
20	DWT	1	1	0	1	1	1	1	
21	DST	1	1	1	0	1	1	0	
22	ELZ	1	1	1	0	0	1	1	
23	ELL	1	1	0	1	1	0	1	
24	HS	1	0	1	1	0	1	1	
25	JF	1	1	1	1	1	0	1	
26	LA	1	1	0	1	1	1	1	
27	LE	1	0	1	1	1	1	1	
28	MNA	1	1	1	0	0	0	1	
29	NIK	1	1	1	1	1	0	1	
30	NOV	0	1	1	1	1	1	1	
31	RMF	1	1	1	0	1	1	1	
32	SHY	1	1	1	1	0	1	1	
33	SLV	0	1	1	1	1	1	1	
34	TSA	1	1	0	1	1	1	1	
35	WLY	1	1	0	0	1	1	1	
36	AJP	1	1	1	1	0	1	1	

37	HR	1	1	0	1	0	0	1
38	MH	1	1	0	1	1	0	1
39	NA	1	1	1	1	1	0	1
40	NS	1	1	1	1	1	0	1
41	PYP	1	0	1	0	1	1	1
42	PR	1	1	1	1	0	1	1
43	REL	1	1	1	1	0	0	1
44	SHL	1	1	1	1	0	1	0
45	ULF	1	1	1	1	0	1	1
46	WLD	1	1	0	1	1	1	1
47	WIW	1	1	1	0	0	1	1
48	YM	1	1	0	1	1	1	1
49	YB	1	1	1	0	0	1	1
50	ZF	1	1	0	1	0	1	1
51	YJ	1	1	1	1	1	0	0

Correct answer x 100: 13 =



Grammar
Score

Item_4	Item_5	Item_6	Item_7	Item_8	Item_9	Item_10	Item_11	Item_12	Item_13
0	1	1	1	1	1	1	0	0	1
1	1	1	1	1	1	1	0	0	1
1	1	0	0	1	0	0	1	1	0
1	1	0	1	0	1	1	0	0	1
1	0	1	1	1	1	0	1	1	1
1	1	1	1	0	0	1	1	1	0
1	0	1	1	0	1	1	1	1	1
1	0	1	0	1	1	1	0	1	0
1	1	1	1	1	0	0	0	1	1
1	1	1	1	0	1	1	1	0	1
1	1	1	1	1	0	1	0	1	1
0	1	1	1	0	1	0	0	1	0
0	0	1	1	1	0	1	1	1	1
1	1	0	0	1	1	1	1	1	1
0	1	0	1	1	0	1	1	1	1
1	1	1	1	1	1	1	1	0	1
0	0	0	0	1	1	1	1	1	1
1	1	0	1	1	1	1	1	0	1
1	1	1	1	1	1	0	1	1	0
1	1	1	1	1	1	1	1	0	0
1	1	1	0	0	1	0	1	1	1
1	0	1	1	0	0	1	1	1	1
1	1	0	1	1	1	0	1	1	0
1	1	1	1	0	1	1	0	1	1
1	0	1	1	0	1	1	1	0	1
1	1	1	1	1	1	1	0	0	1
1	1	0	1	1	1	0	1	1	0
1	0	1	1	0	0	1	1	0	0
1	1	1	1	0	1	1	0	0	1
0	1	1	1	1	1	0	0	1	1
1	1	0	1	1	1	1	0	1	0
1	1	1	1	0	0	1	1	1	1
1	1	1	0	1	1	1	1	0	1
1	1	1	1	1	0	0	0	1	1
1	1	0	1	1	1	1	0	1	1
1	1	0	0	1	1	1	1	1	0
1	1	1	1	1	1	0	1	1	1

0	1	0	1	1	0	1	1	0	0
1	1	1	1	1	1	1	1	1	0
1	1	0	0	0	0	1	1	0	1
1	1	1	0	1	0	0	1	1	0
1	1	1	1	0	1	1	1	0	1
0	1	1	1	1	0	0	1	1	0
0	1	0	1	1	1	1	1	0	0
1	1	0	1	0	1	0	1	1	1
0	1	0	1	0	1	1	1	1	1
0	1	0	1	1	1	1	0	0	1
1	1	1	0	0	1	1	1	1	1
1	1	1	0	1	1	0	0	0	1
1	1	1	0	0	1	1	1	1	1
1	1	1	1	1	1	0	0	0	0

