

**A CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY  
AND THEIR ABILITY IN GUESSING THE MEANING OF THE  
DIFFICULT WORDS IN THE READING TEXT  
AT THE FIRST YEAR STUDENTS  
OF MAN KAMPAR**



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A Thesis

Submitted in Partial Fulfillment of the Requirements  
For the Bachelor Degree in English Education  
( S.Pd )



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## **SUPERVISOR APPROVAL**

This thesis entitled; *A Correlation between Students' Vocabulary Mastery and Their Ability in Guessing Meaning of the Difficult Words in the Reading Text at the First Year Students of MAN Kampar*, is written by Firdaus NIM. 10414024387. It is accepted and agreed to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, 19 Rabiul Akhir 1432 H  
March 25<sup>th</sup>, 2011

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## ACKNOWLEDGMENTS

**Bismillahirrohmanirrhim  
Assalamu'alaikum. Wr.Wb**

In the name of Allah the most gracious and the most merciful

Price only belong to Allah almighty, the lord of universe, by his guidance and blessing, the researcher has completed his academic requirement and then the researcher says peace be upon prophet Muhammad SAW.

The researcher realizes that there are some weaknesses on this project paper and in finishing this project paper, the researcher gets many valuable helps and advice from many people. Therefore, constructions and suggestion are needed to improve this paper and the researcher wishes to express sincere thanks for them.

I am happy to acknowledgments and express my sincere gratitude to the following people for their valuable contributions:

1. Prof. Dr. Muhammad Nazir, the Rector of UIN SUSKA RIAU, for his kindness and encouragement.
2. Dr. Hj.Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty of UIN SUSKA RIAU, thanks for your kindness and encouragement.
3. Dr. Hj. Zulhidah, M.Pd, the Chairperson of English Education Department Teacher Training of UIN SUSKA RIAU, thanks for your kindness and encouragement.
4. I am profoundly grateful to my supervisor, Drs. Promadi, M.A, Ph.D for his guidance and help me from the earliest to the final stages in this thesis.
5. All lecturers who have taught and contribute their knowledge to the researcher.
6. My beloved Parent, my mother Rusmah and my Father Muhammad Ali who always given me love and affection, financial and usually motivate the researcher to accomplish this thesis soon, and thanks to my sisters Lismar dan Nurmaysita, my brothers Masrizal, Suherman and Rommy Indra who always support me.

7. Thanks to my lover Haznuriarni, A.Md.Kep who always given me love and affection and usually motivate the researcher to accomplish this thesis soon.
8. The Head Master of MAN Kampar, the teacher and all of the students of MAN Kampar, who has allowed and given me chance to carry out my research on his school.
9. My beloved friends: especially, Ali Akbar Jaiz, S.Pd the Head Master of SMPN 4 Kampar, Muhammad Damsir,S.E.I, Khairi Gusman, Samsir, Denny Chandra, Abdul Hamid and my friends of UIN SUSKA RIAU, who support me.

Finally, the researcher realizes that this paper is still far from being perfect. Therefore, comments and critics suggestion will be very much appreciated. May Allah almighty, the lord of the universe bless you all.

Pekanbaru ,        April 2011  
The Researcher

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## ABSTRAK

Judul dari skripsi ini adalah korelasi antara penguasaan kosakata siswa dan kemampuan mereka dalam menebak arti kata-kata sulit dalam teks bacaan pada siswa kelas 1 MAN Kamar.

Berdasarkan observasi yang dilakukan peneliti sebelumnya, beberapa siswa mengakui bahwa mereka masih kesulitan dalam menebak arti kata-kata sulit dalam teks bacaan, meskipun mereka memiliki banyak kosakata, tetapi mereka tidak mampu melakukannya dengan baik. Penguasaan kosakata ini sangatlah penting dalam meningkatkan kemampuan menebak arti kata-kata sulit dalam teks bacaan karena dengan menguasai kosakata dapat membantu pembaca untuk lebih mudah dalam menebak arti kata-kata sulit.

Subjek dari penelitian ini adalah siswa kelas 1 MAN Kamar, sedangkan objek dari penelitian ini adalah penguasaan kosakata dan kemampuan mereka dalam menebak arti kata-kata sulit dalam teks bacaan. Dalam hal ini peneliti mengambil 25% sebagai sample dari total populasi, yakni berjumlah 33 siswa.

Ada dua instrumen yang digunakan peneliti untuk mengumpulkan data, yaitu dengan tes dan angket. Instrumen tes digunakan untuk mengetahui penguasaan kosakata siswa dan mengetahui kemampuan siswa dalam menebak arti kata-kata sulit dalam teks bacaan, dan instrumen angket digunakan untuk mengetahui dan menemukan factor-faktor yang mempengaruhi kemampuan siswa dalam menebak arti kata-kata sulit dalam teks bacaan.

Dalam mengelola data dalam penelitian ini, peneliti menggunakan Korelasi Product Moment dengan menggunakan system SPSS Program Windows. Korelasi Product Moment yang digunakan adalah sebagai berikut:

$$r_{xy} = \frac{\sum x^1 y^1 - (Cx^1)(Cy^1)}{(SDx^1)(SDy^1)}$$

Berdasar analisis data dapat disimpulkan bahwa penguasaan kosakata memiliki hubungan terhadap kemampuan siswa dalam menebak arti kata-kata sulit dalam teks bacaan. Hasil menunjukkan bahwa  $r_o$  lebih besar dari  $r$  table yakni 5% (0,349) dan 1% (0,449).

## ABSTRACT

The title of this thesis is a correlation between students' vocabulary mastery and their ability in guessing the meaning of the difficult words in the reading text at the first year students of MAN Kampar.

Based on the observation done before, some students admitted they still got difficulties in guessing meaning of the difficult words in the reading text, although they had many vocabularies, but they were not able to guess meaning well. Vocabulary mastery is very important to improve the ability in guessing the meaning of the difficult words in the reading text because by mastering vocabularies can help the readers easy to guess the meaning of difficult words.

The subject of this research was the first year students of MAN Kampar, and the object of this research was students' vocabulary mastery and their ability in guessing the meaning of the difficult words in the reading text. The sample in this research, there was 25% from the total of populations. Those were 33 students.

There were two instruments used in this research in collecting the data, they were test and questionnaire. Test was used to know students' vocabulary mastery and students' ability in guessing the meaning of the difficult words in the reading text. And the questionnaire was used to know the factors that influenced the students' ability in guessing the meaning of the difficult words in the reading text.

To analyze the data in this research, the researcher used the technique of Product Moment Correlation by using SPSS windows program. The Product Moment Correlation used is as follow:

$$r_{xy} = \frac{\sum x^1 y^1 - (Cx^1)(Cy^1)}{N (SDx^1)(SDy^1)}$$

Based on the data analysis can be concluded that students' vocabulary mastery have a significant correlation with their ability in guessing meaning of the difficult words in the reading text. The result of r observation is bigger than r table in the significant of 1% = 0.449 , 5% = 0.349. r table



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## CHAPTER I INTRODUCTION

### A. The Background

The Senior High School curriculum states that the teaching of English in Indonesian schools includes the four language skills: listening, speaking, reading, and writing, and the language components: vocabulary, grammar, pronunciation, and spelling. The teaching of these language components will give direct contribution to the ability of the four language skills as mentioned above.

The four language skills mentioned above are divided into two groups, they are *listening* and *reading*, they are called receptive skills, while *speaking* and *writing* are called productive skills. All of them must be learned simultaneously. Nobody can be considered to have mastered a language unless he or she is good at these skills. However, it is not easy for the students to master them.

Vocabulary as one of the language components is very fundamental in writing and in reading. As people say, the more vocabulary one has, the easier for him or her to express what he or she will say and the easier for him or her to comprehend what he reads.

Nunan (1991:121) says that in order to help students enlarge their vocabulary; the best approach is to teach them some strategies to learn the meaning of the difficult words of the context in which they occur. According to Summers (1998:145) Context is words that come before and after a certain word

that helps learners understand its meaning. It will decrease learner's dependency on both teacher and dictionary.

But in fact, the writer noticed that most of the students had very limited vocabulary. The writer saw when he had done preliminary observation at MAN Kampar and the writer remembered that his sister and other students did not able to guess the meaning of the difficult words in the reading text. This happened because they did not know the meaning of the difficult words in the reading text. And this also happened because they could not guess the meaning of the difficult words based on the context used in the reading text. When a new word came up in a passage, they either relied on their teacher for the definition of the word or they looked it up in the dictionary. The description of this problem above is obvious. And this is dangerous, moreover, if the difficult words are the key words that function as the context clues. Besides that, the Senior High School curriculum states that the first year students of MAN Kampar should be able to guess the meaning of the difficult words based on the context used in the reading text.

Students' ability in identifying and applying the context clues may influence them in guessing the meaning of the difficult words. Although they have been identifying the context clues of the vocabulary from their teacher, they still get difficulty in applying them. It seems that the students are lack of knowledge about the context clues in enlarging vocabulary. According to Nunan (1991:134) the background knowledge of students in reading text may also

influence them in guessing the meaning of the words based on the context used in the reading text.

MAN Kampar is one of the Islamic Senior High Schools in Kampar Regency. As an Islamic Senior High School, MAN Kampar also has many subjects that should be mastered by the students.

English is one of the subjects that are taught twice in a week, where the reading is also learned there.

Based on the writer's observation, even though the students of MAN Kampar have been studying English for four years, and have had many vocabulary they still cannot use them especially in guessing the meaning in the reading text. They also do not realize that vocabulary mastery is an important thing in understanding a text. Besides, they are taught by skilful teachers using good methods. Ideally, they should master the vocabularies and use them in reading. However, the results of their study are still far from the expectation of the curriculum. It can be seen from the phenomena, as follows:

1. Some of the students admit that they still get difficulties to find the meaning of new words that come up in a passage.
2. Some of the students confess that they are not able to do the task from the teacher about guessing the meaning.
3. Some of the students have many vocabularies but they still get difficulties in guessing the meaning of the difficult words.

Based on the background and description above, the writer is interested in doing a research entitled **“A Correlation Between Students’ Vocabulary Mastery and Their Ability in Guessing the Meaning of the Difficult Words in Reading Text at the First Year Students of MAN Kampar.”**

## **B. The Problem**

### **1. The Identification of the Problem**

Based on the background and the phenomena of guessing the meaning of the difficult words in the reading text, thus the problems of this research are identified into the following identifications:

1. How is the students’ vocabulary mastery?
2. How do the students get difficulties in guessing the meaning of the difficult words in the reading text?
3. What are the factors make the students difficult in guessing the meaning of the difficult words in the reading text?
4. Why do any of the students have many vocabularies but they are still confused in guessing the meaning of the difficult words in the reading text?
5. How is the correlation between of students’ vocabulary mastery and their ability in guessing the meaning of the difficult words in the reading text?



## **2. The Limitation of the Problem**

To avoid miscomprehension and misperception toward this research, it is very important for the researcher to limit the problems. The researcher focuses on the contribution of vocabulary mastery in guessing meaning of the difficult words in the reading text and factors influencing in guessing the meaning of the difficult words in the reading text at the first students of MAN Kampar.

## **3. The Formulation of the Problem**

Based on the limitation of the problem stated above, the problems of this research will be formulated into the following research questions:

1. Is there any significant correlation between students' vocabulary mastery and their ability to guess the meaning of the difficult words in the reading text?
2. What are the factors that influence students' ability in guessing the meaning of the difficult words in the reading text?

## **C. The Reasons of Choosing the Title**

The writer is interested in carrying out this research because of some factors:

1. This title is attractive to be investigated and the researcher would like to know and find out the correlation between students' vocabulary mastery

and their ability in guessing the meaning of the difficult words in the reading text.

2. The topic is relevant to the writer as one of the students of English department.
3. As far as the writer is concerned, this title has never been researched yet.

#### **D. The Objectives of the Research and Significances of the Research**

##### **1. The Objectives of the Research**

This research intends:

1. To find out the correlation between students' vocabulary mastery and their ability in guessing the meaning of the difficult words in the reading text at the first years of MAN Kampar.
2. To know the factors that influence students' ability in guessing the meaning of the difficult words in the reading text.

##### **2. The Significant of the Research**

By doing this research, the writer strongly hopes that it can:

1. Contribute some information to the English teachers especially for those who teach English at MAN Kampar concerning with the technique of guessing the meaning of the difficult words in the reading text with help of the context clues.

2. This research will help the researcher enlarge his knowledge about the correlation of students' vocabulary mastery and their ability in guessing the meaning of the difficult words in the reading text.
3. Contribute some information to the student of MAN Kampar about the importance of reading in English especially in mastering vocabulary.
4. To fulfil one of the requirements of S.1 degree in Education at English Program of Faculty of Education and Teachers Training State Islamic University of Riau.
5. To give information to the teacher of MAN Kampar dealing with the implementation of vocabulary mastery and students ability in guessing the meaning of the difficult words in the reading text.

#### **E. The Definition of the Terms**

The topic of this research is a correlation between students' vocabulary mastery and their ability in guessing the meaning of the difficult words in the reading text at the first year students of MAN Kampar. To avoid misunderstanding and misinterpretation and to make this study easy to understand, the writer defines the terms used in this study as follows:

1. Vocabulary

Vocabulary is total number of words in language, Hornby (1995:461). In this study, the vocabulary means the total number of vocabularies that students have.

## 2. Ability

Ability is the physical or mental power or skill needed to do something, (Cambridge, 1995:2). In this study, the ability means the skill or knowledge the students have in guessing the meaning of the difficult words in the reading text.

## 3. Guessing

Guessing is the ability to give an answer in the form of opinion about something without clear knowledge (Manser, 1991:186). In this study, guessing means the ability to know the meaning of the difficult words in the sentences of the reading text with help of the context clues and also the ability to find out the closest meaning or similar meaning of the difficult words in the sentences in the reading text.

## 4. Difficult Words

In this study, difficult words mean the words that the students probably do not know their meaning. As it is said by Phillips (1996:285) that difficult words is the words that the students probably do not know their meaning.

## 5. Text

Text is main printed part of a book, Manser (1991:428). In the this study, text means a reading passage in the English Textbook for the first years students of MAN Kampar.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **A. The Theoretical Framework**

##### **1. The Concept of Vocabulary Mastery**

Mastery is the understanding of a particular thing (Hornby, 2000: 822). Richards, et al (1992: 221), also explain that mastery learning is an individualized and diagnostic approach in teach in which students proceed with studying and testing at their own rate in order to achieve a prescribed level of success. In this study, mastery means the students' skill or knowledge in having vocabulary.

Vocabulary means total of words in language, Hornby (1995:461). Vocabulary is very important in the implementation of language and no language exists words, the more words we learn, the more ideas we should have, so we can communicate the ideas more effectively.

In learning language, there are four skills that we should have. They are: reading, listening, speaking and writing. It means, all of the language skills are concerned with words, so that the students need more vocabularies to study about words in order to master the four language skills. According to Braves (in Agustina 2008:7) there are six stages involved in learning words. They are follows:

- a. Learning to read to know words
- b. Learning new meaning to know words

- c. Learning new words that represent known concept
- d. Learning new words that represent new concept
- e. Classifying and enriching the meaning of known words
- f. Moving words from receptive to the expressive vocabulary.

Rinsky (2000:31) states that there are six ways in building vocabulary, namely:

1. Recognize the importance of vocabulary to learn to use context efficiently
2. Use the word parts (prefixes, suffixes, and roots) you already know and apply them to unknown words. Learn additional common word parts
3. Develop a systematic way of you own to collect words you read and hear but whose meaning is unclear
4. Use the dictionary routinely to help you pronounce words and understand their meaning
5. Use the thesaurus to find synonyms and antonyms

O'Connor (in Agustina 2008:8) states that we often use synonyms and antonyms to elucidate our meaning in vocabulary.

Synonyms are words which share the same meaning. For examples:

..... I will be frank with you

I beg your pardon-will be what?

Frank-open-perfectly candid

Antonyms are words that have an opposite meaning to another. An antonym can be opposite in three different ways:

1. Gradable antonyms include:

Hot-cold, high-low, fast-slow, wet-dry, happy-sad

Gradable antonyms can be put on a graded scale (e.g. with very hot at one end and very cold at the other)

2. Complementary antonyms include:

Male-female, dead-alive, single-married

These express an either/or relationship: you are either dead or alive.

3. Converse antonyms include:

Buy-sell, borrow-lend, wife and husband

These are dependent on one another you cannot buy without someone selling.

Some words have different antonyms in context. For example: the antonym of light can be either heavy or dark.

Rinsky, (1990:59-63) Discusses there are some strategies for remembering vocabulary:

1. You need to be selective in your choice and concentrate on those words that appear repeatedly in your reading, words you see frequently but the meaning of which is unclear.
2. You must connect to memory, learning just 10-20 new words a week increases your vocabulary by 500 to 1000 words a year.

3. To learn words, you can draw upon several options to help you master their meaning. One way to remember new words is to repeat a word and its definition while studying your vocabulary list, card collection.

From the statements above, it can be said that vocabulary mastery is great knowledge of the students about vocabulary. They will also use their own rate in mastering vocabulary itself.

## **2. The Nature of Reading**

Reading is one of the skills of English language. In reading, the students should be able to understand the meaning of written materials. Through reading, learners can enlarge their knowledge, learners can get pleasure of many things, scientific the book, etc. Furthermore, Hornby (1995:967) says that reading is discovering the content they're meaning, interpreting in a particular way. On the other way, reading is presented to the students to design primarily to strengthen his control of the oral skills. Arthley (in Agustina 2008:10) also says that reading is the process of attaching meaning to certain written symbols. The written symbols are such as magazines, newspaper, passage and textbooks.

## **3. The Concept of Guessing Meaning of Difficult Words in the Reading Text.**

Guessing is the ability to give an answer of form of an opinion about something without clear knowledge (Manser, 1991:186). In this study, guessing means the ability to know the meaning of the difficult words in the sentences of



the reading text by using context clues and also the ability to find out the closest meaning or similar meaning of the difficult words in the sentences in the reading text.

**a. How to Guess Meaning from the Context**

According to Philips (1996:285), there are some steps that we use to guess the meaning of the difficult words in the passage. The steps are as follows:

1. Find the word in the passage.
2. Read the sentence that contains the word carefully.
3. Look for context clues to help readers understand the meaning.
4. Choose the correct meaning that the context indicates.

Barnett's (1988) (in David 1997), we can add points from Barnett's (1988) discussion of research on the guessing strategy:

1. The use of various contexts from rich to poor is affected by the proportion of known to unknown words.
2. Readers with larger active vocabularies can use available context better than those with smaller vocabularies.
3. Beginning readers and advanced readers have been shown how to guess strategies more than middle level readers.

Nation, (1990:160) Guessing the meaning of words means that students make the use of syntax and other contextual clues to discover the meaning of unknown lexis. In order for guessing to be effective, learners need to be able to

recognize between 2000 to 3000 words. The main objectives of teaching strategies for guessing the meaning is the reduction of reading interruption, increased confidence, and subsequently, it can promote further vocabulary learning.

This step-by-step approach of guessing strategies taken from Nation (1990:162-163) can be introduced. The steps presented below should be followed as follows:

1. Identify the part of speech of the unknown word.
2. Look at the clause or sentence containing the unknown word.

If the unknown word is a:

**Noun**

- a. Try to find any adjectives that describe it.
- b. What verbs are nearby? What does this noun do or what is being done to it.

**Verb**

- a. What nouns go with it?
- b. Is it being modified by any adverbs?

**Adjective**

- a. What nouns does it describe?

**Adverb**

- a. What verbs does it modify?

3. Look at the relationship between the clause or sentence containing the unknown word and the other sentences or paragraphs. Relationships can be signaled by:

**Conjunctions** ----> **and, but, so, because, if**

**Adverbs** ----> **however, as a result**

**Punctuation** ----> **: or ; or -**

**Reference words** ----> **this, that, such**

4. Use all the information you have collected in the first three steps to guess the meaning of the word
5. Check that your guess is correct.
- a. Is your guess the same part of speech as the unknown word? If not, you've made a mistake. Try again. If yes...
  - b. Replace the unknown word with your guess. If the sentence makes sense, then you've probably got it right. To double check...
  - c. Break the unknown word into its prefix, root and suffix. Compare the meaning of your guess word.

#### **b. Nature of Meaning in the Context**

Meaning is what is conveyed or signified (Hornby, 1989:772). It can be guessed from the context in which it occur (Nunan, 1991:121). Context is the part of a passage in which a word used helps to explain that word. For example, the writer was to ask the readers the meaning of the “bear”. You as the readers would

not be able to tell the writer, because the word of “bear” as presented to you has no context. But if he were to say polar bear, you would immediately know he is talking about an animal. On the other hand, he was to say, “Please stop that whistling, I cannot bear it”. You would know that in this context “bear” means endure or stand.

### **c. Importance of Meaning and Context**

Context plays a very important role in developing students’ vocabulary. It is since context can help students in making a general prediction about the meaning. If we know the general meaning of a sentence, we also know the general meaning of the words in the sentence (Sharpe, 2000:318).

Fry (2000:2) also says that context can help the students get some idea of the meaning of the difficult word. He, furthermore, points out that context is the setting of the word—the idea, the words and sentences surround it. He argues that a word in a sentence carries an idea that fits in with the meaning of the whole sentence, and of the paragraph in which the sentence is located. When we are reading on our own and come across the difficult word, he continues, we do not usually want to stop reading to check the word in a dictionary. We should just try to get a fair sense of the word’s meaning of a word by making a guess at it in the reading text by the help of the context clues. Then he says that using context as learners try to figure out the meaning of the words from the way that they are used in the passage.

Then Brown (1994:308) states that context is a better strategy in guessing the meaning of the difficult words. He points out that context is the words and sentences surrounding a particular word. He also argues that the guessing will be accurate enough for learners to understand the author's ideas, so making guessing from context is very necessary when we are reading a foreign language because we can read and understand the meaning of a passage without stopping to look up every new in a dictionary.

#### **d. Context Clues**

There are some clues that can be used to guess the meaning of the difficult words. Kurse (1979) as quoted by Nunan (1991:121) says some clues as follows:

1. Definition clues. The student must be taught to notice some types of highly useful definition clues.
2. Example clues, where the meaning for the word can be inferred from an example, often use physical clues such as i.e., e.g., and for example.
3. Summary clues: from the sum of the information in a sentence or a paragraph, the student can understand the word.
4. Experience clues: the readers can get a meaning from a word by recalling a similar situation that he has experienced and made the appropriate inference.
5. General aids, which usually do not help the students with specific meaning, narrow the possibilities. These include the function of the word

in question, for example noun, adjective, adverb, etc. and the subject being discussed.

Besides the above clues, Fengning (1994:40) adds that there are other kinds of context clues such as comparison and contrast clues, which usually show the similarities and differences between persons, ideas, and things, e.g., The Asian gibbon, like other apes, is specially adapted for life in trees. The phrase like other apes indicated the Asian gibbon is a type of ape. In the example, the major pints of your plant are clear to me, but the details are still hazy or do not clear, but introduces a clause that contrast in meaning with the previous one and signals the fact hazy is the opposite of clear.

#### **e. Advantages of the Context Clues Approach**

According to Fengning (1994:43), there are several advantages of context clues for vocabulary. They are as follows:

1. It will enlarge a reader's vocabulary
2. It makes the reader aware of one important feature of vocabulary, namely, that context determines the meaning of the words.
3. It helps readers develop a holistic approach toward reading a text. While they are looking for context clues, they learn to direct their attention to language units larger than the sentence because the context of a new word may be drawn from a group of sentences, a paragraph, or even the entire text.

4. It will encourage readers to develop the quality of taking risks, and makes them more confident and independent in their approach to reading.

#### **4. The Correlation between Students' Vocabulary Mastery and Their Ability in guessing the meaning of the difficult words.**

In teaching process, there are some ways to improve students' ability in guessing the meaning of the difficult words in the reading text, one of the ways is vocabulary mastery. Vocabularies are very important on guessing the meaning in the difficult word in reading text. When they do not master about vocabularies they will be difficult to guess the meaning of the words or the exact meaning of the text contextually, because the purpose of guessing is to understand what is stated in the text in order to get information.

According to Lee Ann Rinsky (in Agustina 2008:1) to improve reading comprehension, learners recognize the important vocabularies. It means, vocabulary mastery is one of the components that can help the students easy in guessing the meaning of the difficult words in the reading text, so the students can improve their ability in guessing meaning stated on the text.

Furthermore, as like writer told in the background, vocabulary is needed to help the readers to guess the meaning of the difficult word in the text and the readers are able to understand the text, it indicates that vocabulary can be a guide to sentence comprehension.

## **5. The factors influencing students' ability in guessing the meaning of the difficult words in the reading text.**

The process in guessing the meaning of the difficult words in the reading text is influenced by some factors. There are many factors that make students get difficulties to find out the meaning. One of them is vocabulary mastery. When they do not master the vocabulary they will be difficult to guess the meaning and understand the exact meaning of the reading text contextually, because the purpose of guessing the meaning itself is to understand what is stated in the text in order to get information.

The factors influencing the students' ability in guessing the meaning of the difficult words in the reading text cannot be separated from the influencing factors of learning process. Salameto (2003:60) indicates that the factors that influence the students in learning are:

### **a. Internal Factors**

Internal factors can be divided in to three parts, namely: Physical, psychological, and exhaustion factors.

#### *1.) Physical Factors*

Physical factors are influenced by two factors; they are health and physical defect.



## 2.) *Psychological Factors*

Psychological factors are influenced by seven factors; they are intelligence, attention, interest, talent/aptitude, motive, ripeness, and readiness. Completely, these seven factors will be explained on the next paragraph.

To give the meaning of intelligence, J.P. Chaplin (in Salameto 2003:55) formulates it into three parts as follows:

1. The ability to meet and adapt to novel situations quickly and effectively.
2. The ability to utilize abstract concepts effectively.
3. The ability to grasp relationships and to learn quickly.

Based on Gazali (in Salameto 2003:56) attention is the activeness of soul that is heightened. To get the good result in learning, the students should have an attention to their lesson.

According to Hilgard (in Salameto 2003:57) interest is persisting tendency to pay attention to enjoy some activities or content. He also said that talent or aptitude is the capacity to learn.

According to James Drever (in Salameto 2003:58) motive is an effective factor which operates in determining the direction of an individual's behaviour towards an end or goal, consciously apprehended or unconsciously.

Ripeness is the phase or level in the development of someone. In other word, her or his body's components are ready to do new proficiency.

Readiness is preparedness to respond or react. The preparedness comes from his or her self and it has connection with ripeness, because ripeness is readiness in doing proficiency.

### *3.) Exhaustion Factors*

Exhaustion can be divided in to two parts; they are spiritual and physical exhaustion. Physical exhaustion happened because of the confusion of the combustion residue in human body, which causes the blood stream unfluently in certain parts. Spiritual exhaustion can be seen from the inert ion and drabness that can make interest and encouragement of someone loss.

Based on the explanation above, it can be concluded that exhaustion can influence someone in learning.

## **b. External Factors**

External factors that influence the students' learning can be divided in three factors. These factors consist of family, school, and society.

### *1.) Family*

In their learning, the students will be influenced by their family, such as the way of their parents educate them, their relation with other families, the condition of their house, the condition of their finances, and their culture backgrounds.

### 2.) *School*

School factors that influence students' learning are teaching method, curriculum, the teacher' contact with the students, school discipline, the tools of learning, school time, course standard, facilities of school, learning method, home work and the students relation with their friends.

### 3.) *Society*

Society is also one of the factors that can influence the students in learning. It happens because of their existence in society (the part of society). So the factors that can influence their learning are their activities in society, Mass media, social intercourse (especially their friends), and the way of society life.

Besides, Mulyono (2003:13) also explains that learning achievement is influenced by two factors; they are internal and external factors. Internal factors cause the learning disabilities such as dysfunction of neurosis and external factors are the prior cause of learning problems, such as the erroneous of learning strategies, management learning activities that do not motivate the students to learn, and inappropriately the reinforcement.

## **B. The Relevant Research**

According to Syafii (2007:122) relevance is required to observe some previous researches conducted by other researches in which they are relevant to

our research. Besides we have to analyze what the point is focused on, informed and designed in finding conclusion of the previous research.

There are a lot of previous researches regarding with this research. It was conducted by Agustina (2008) in her product moment contribution. She focused on her research on the “The contribution of Vocabulary mastery to students’ understanding of the reading passage at the first year students of SMAN 1 Tembilahan”. She found that the students’ vocabulary mastery gave contribution to students’ understanding of the reading passage.

The importance of mastering English vocabularies can improve students’ ability in guessing the meaning of the difficult words in the reading text because by mastering vocabularies, it will help the readers easy to guess the meaning of difficult words and be able to understand the reading text itself.

Based on previous research that the writer has found, it is clear that the problem researched by the writer is not discussed yet. The writer focuses on students’ vocabulary mastery and its correlation between their ability in guessing the meaning of the difficult words in the reading text by using the title “This research focuses on the correlation between students’ vocabulary mastery and their ability in guessing the meaning of the difficult words in the reading text at the first year students of MAN Kampar”.

### **C. The Operational Concept**

In order to avoid misunderstanding and misinterpreting, it is necessary to clarify briefly the variables used in this research. They are:

1. Variable X is the students' vocabulary mastery
2. Variable Y is the students' ability in guessing the meaning of the difficult words in the reading text.

Students' vocabulary mastery as a variable X can be seen in the following indicators:

1. The students can determine the synonym of words in the sentences
2. The students can determine the antonym of words in the sentences
3. The students can determine the meaning of words

Students' ability in guessing the meaning of the difficult words as variable Y can be seen as follows:

1. The students are able to find out the closest meaning of the words in the reading text.
2. The students are able to find out the similar meaning of the words in the reading text.
3. The students are able to find out the meaning of difficult words in the reading text with help of the context clues.
4. The students are able to choose the correct meaning indicated by context clues.
5. The students are able to understand the concept of meaning.

## **D. The Assumption and Hypothesis**

### **1. The Assumption**

The more the students master vocabulary, the more easily they guess the meaning of the difficult words in the reading text. So, if the students want to be easy in guessing meaning of the difficult words and in understanding the meaning of the text, they have to master many vocabularies.

Through this research, it is assumed that, students' vocabulary mastery may influence their abilities on guessing the meaning of the difficult words in the reading text. There are many factors that influence students' ability in guessing the meaning of the difficult words in the reading text.

### **2. The Hypothesis**

Based on the assumption above, the hypothesis of this study can be forwarded as follows:

**Ho:** There is no significant correlation between students' vocabulary mastery and their ability in guessing the meaning of the difficult word in the reading text.

**Ha:** There is significant correlation between students' vocabulary mastery and their ability in guessing the meaning of the difficult word in the reading text.

## **CHAPTER III**

### **THE RESEARCH METHODOLOGY**

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

The location of this research is at the first year students of MAN Kampar, which is located on Jl. Raya Pekanbaru - Bangkinang Km.54 No.52 Tanjung Rambutan Kecamatan Kampar Kabupaten Kampar Propinsi Riau. The time to conduct of this research was in the Middle of May up to June 2009.

#### **B. The Subject and Object of the Research**

##### **1. The Subject of the Research**

The subject of this research was the first year students' of MAN Kampar. The subjects consisted of four classes. Briefly, not all students who were studying at the first year of MAN were taken to be the subjects of this research but only several of them.

##### **2. The Object of the Research**

The object of this research is correlation between students' vocabulary mastery and their ability in guessing the meaning of the difficult word in the reading text.

## **C. The Population and Sample of the Research**

### **1. The Population**

Population of this research was the first year students of MAN Kampar. The number of population was 132 persons. It consisted of four classes. Females were 67 persons and males were 65 persons.

### **2. The Sample**

In obtaining the sample, the writer used random sampling. According to Syafi'i (2007: 128), if the total number of population is large, it is necessary for investigator to take the sample, researcher should consider in principle of representation, if the population is homogenous. In this study the writer used the proportional random sampling, because in taking a sample the writer choose some of the students to be a sample randomly.

Suharsimi (2002: 112) indicates that if the amount of the subject is more than 100, it is better to take about 10-15%, 20-25%, or more than it. So, the researcher took 15% of them to become sample of this research. It means that 33 persons of them were the sample.



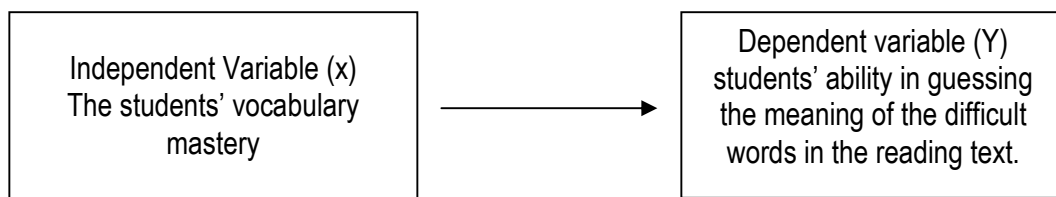
The table below informs the number of the samples:

**Table III.1**  
**Number of the Sample**

No	Class	Population			Sample
		Female	Male	Total	
1.	X <sup>1</sup>	17	16	33	8
2.	X <sup>2</sup>	18	14	32	8
3.	X <sup>3</sup>	16	18	34	9
4.	X <sup>4</sup>	16	17	33	8
<b>TOTAL</b>				<b>132</b>	<b>33</b>

#### D. The Research Design

This research is the correlation study. There are two variables in this research, independent and dependent variables. The students' vocabulary mastery was taken as the independent variable and the dependent variable was the students' ability in guessing the meaning of the difficult words in the reading text. These variables can be seen as follows:



## **E. The Data Collection Techniques**

In order to get some data needed to support this research, the writer applied the techniques as follows:

### **1. Test**

It was used to obtain the data concerning the student's ability and this technique is carried out in term of collecting the data an information dealing with the data variable X (the students' vocabulary mastery) and variable Y (their ability in guessing the meaning of the difficult words).

In relation to the above explanation, the writer took some reading texts suggested for the first year students of MAN Kampar as reading text of test. Therefore, the test consisted of some different reading passages. Each passage had five or more questions of difficult words. The question tested the students' ability in guessing the meaning of the difficult words in the reading text.

### **2. Questionnaire**

Questionnaire was a way of collecting data containing the factors that influence students' ability in guessing the meaning of the difficult words in the reading text.

## F. The Data Analyzing Technique

The data analyzing technique in this study was Product Moment Correlation. This technique was used because the data were containing interval scales. As Hartono (2004:72) pointed out, if the data of the variables are interval, it is suggested to use the following formula:

$$r_{xy} = \frac{\sum x^1 y^1 - (Cx^1)(Cy^1)}{(SDx^1)(SDy^1)}$$

Furthermore, to know the level of students' vocabulary mastery and their ability in guessing the meaning of the difficult words in the reading text is by using SPSS windows program.

**Table III.2**  
**Option Scores**

<b>No</b>	<b>Scores</b>	<b>Categories</b>
1.	80 – 100	Very good
2.	70 – 79	Good
3.	50 – 69	Enough
4.	40 – 49	Less
5.	0 – 39	Bad

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. The Data Presentation**

##### **1. The Description of the Research Variable**

This research consists of two variables. They are independent variable symbolized with “X” and dependent variable symbolized with “Y”.

The independent variable is variable that influences another variable in this research is “students’ vocabulary mastery”, while the dependent variable is a variable which is affected by the independent variable namely; “the students’ ability in guessing meaning of the difficult words in the reading text”.

In order to obtain the data in this research, the researcher used test and questionnaire. Test was used to find out the students’ vocabulary mastery and their ability in guessing the meaning of the difficult words in the reading text. And questionnaire was used to find out the students' ability in guessing meaning of the difficult words in the reading text”.

The questionnaire given consisted of 10 items. It was used to find out the factors that influence students’ ability in guessing the meaning of the difficult words in the reading text.

In answering each item of questionnaire, the respondents had to choose the following options, namely (a) always, (b) often, (c) sometimes (d) seldom and (e) never.

## **2. The Data Presentation of the Students' Vocabulary Mastery and Their Ability in Guessing Meaning of the Difficult Words in the Reading Text.**

The researcher presents the scores of students' vocabulary mastery (variable X) and their ability in guessing the meaning of the difficult words in the reading text (Variable Y) by using SPSS Windows Program.

### **a. The Data of Variable X**

To know about the students' vocabulary mastery (variable X), it can be seen in the following table:

**Table IV.1**  
**The Score of Students' Vocabulary Mastery**

<b>Students</b>	<b>Scores</b>	<b>Categories</b>
Students 1	55,00	Enough
Students 2	50,00	Enough
Students 3	45,00	Less
Students 4	35,00	Bad
Students 5	40,00	Less
Students 6	50,00	Enough
Students 7	30,00	Bad
Students 8	45,00	Less
Students 9	70,00	Good
Students 10	75,00	Good
Students 11	55,00	Enough

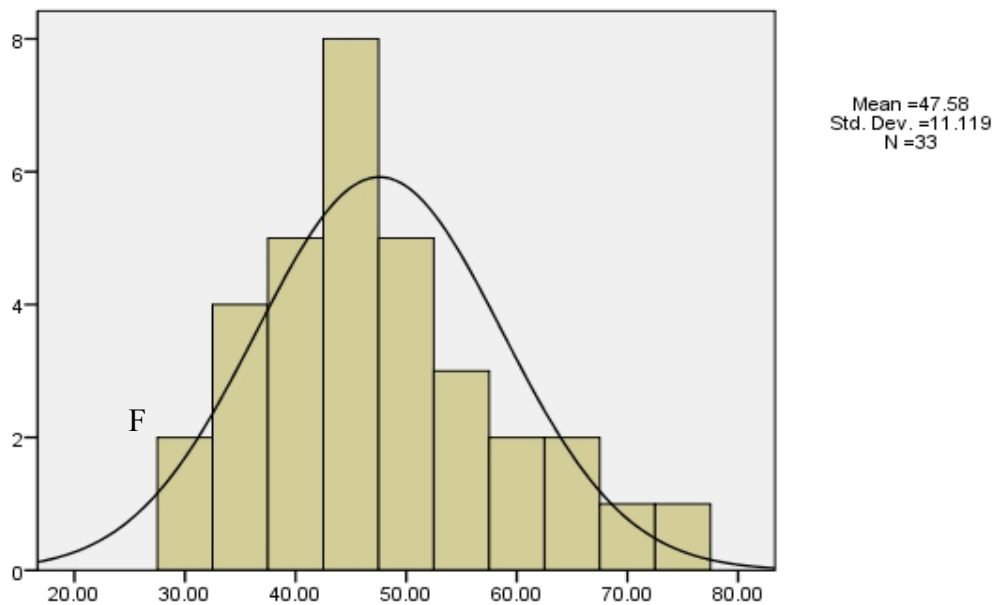
Students 12	40,00	Less
Students 13	50,00	Enough
Students 14	45,00	Less
Students 15	65,00	Enough
Students 16	40,00	Less
Students 17	35,00	Bad
Students 18	45,00	Less
Students 19	30,00	Bad
Students 20	50,00	Enough
Students 21	45,00	Less
Students 22	35,00	Bad
Students 23	60,00	Enough
Students 24	40,00	Less
Students 25	45,00	Less
Students 26	50,00	Enough
Students 27	45,00	Less
Students 28	65,00	Enough
Students 29	55,00	Enough
Students 30	45,00	Less
Students 31	40,00	Less
Students 32	35,00	Bad
Students 33	60,00	Enough

From the table above, it can be seen the ability of students in answering vocabulary test. From the test, it is obtained that the lower score is 30 and the highest score is 75 by finding out the mean, namely: 47.5758, the median is 45.0000, the mode is 45.00, and the standard deviation is 11.11876 (see appendix VI). To make it clear, the data and percentage of students' vocabulary mastery can be seen in the following table:

**Table IV.2**  
**The Frequency Table of Students' Vocabulary Mastery**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	2	6.1	6.1	6.1
	35	4	12.1	12.1	18.2
	40	5	15.2	15.2	33.3
	45	8	24.2	24.2	57.6
	50	5	15.2	15.2	72.7
	55	3	9.1	9.1	81.8
	60	2	6.1	6.1	87.9
	65	2	6.1	6.1	93.9
	70	1	3.0	3.0	97.0
	75	1	3.0	3.0	100.0
Total		33	100.0	100.0	

To know about students' vocabulary mastery of the first year of MAN  
Kampar can be seen in the following histogram.



- b. The data of students' ability in guessing the meaning of difficult words  
(variable Y)

To know the data about the students' ability in guessing the meaning of difficult words, it can be seen in the following table:

**Table IV.3**  
**The Score of Students' Ability in Guessing Meaning**

<b>Students</b>	<b>Scores</b>	<b>Categories</b>
Students 1	57,50	Enough
Students 2	55,00	Enough
Students 3	55,00	Enough
Students 4	47,50	Less
Students 5	45,00	Less
Students 6	67,50	Enough
Students 7	40,00	Less
Students 8	45,00	Less
Students 9	65,00	Enough
Students 10	70,00	Good
Students 11	55,00	Enough
Students 12	35,00	Bad
Students 13	55,00	Enough
Students 14	42,50	Less
Students 15	65,00	Enough
Students 16	47,50	Less
Students 17	40,00	Less
Students 18	42,50	Less



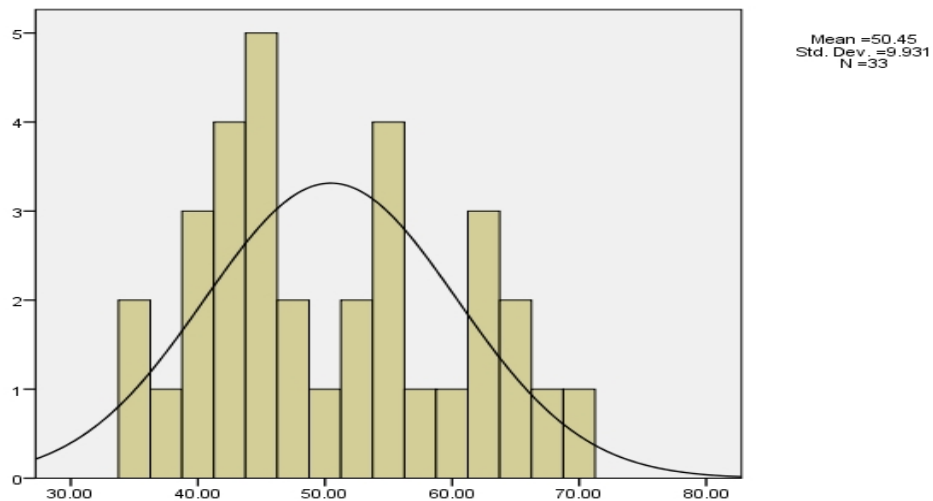
Students 19	35,00	Bad
Students 20	52,50	Enough
Students 21	42,50	Less
Students 22	40,00	Less
Students 23	62,50	Enough
Students 24	45,00	Less
Students 25	45,00	Less
Students 26	60,00	Enough
Students 27	50,00	Enough
Students 28	62,50	Enough
Students 29	52,50	Enough
Students 30	37,50	Bad
Students 31	45,00	Less
Students 32	42,50	Less
Students 33	62,50	Enough

The table above illustrates the students' score about their ability in guessing the meaning of the difficult words in the reading text. From the table above, it can be seen that the lower score is 35 and the highest is 70. Mean is 50.4545, the median is 47.5000, the mode is 45.000 and the standard deviation is 9.93051, (see Appendix VI). To make it clear, the data and percentage of students' ability in guessing the meaning of the difficult words in the reading text can be seen in the following table:

**Table IV.4**  
**The Frequency Table of Students' Ability in Guessing Meaning**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	2	6.1	6.1	6.1
	37.5	1	3.0	3.0	9.1
	40	3	9.1	9.1	18.2
	42.5	4	12.1	12.1	30.3
	45	5	15.2	15.2	45.5
	47.5	2	6.1	6.1	51.5
	50	1	3.0	3.0	54.5
	52.5	2	6.1	6.1	60.6
	55	4	12.1	12.1	72.7
	57.5	1	3.0	3.0	75.8
	60	1	3.0	3.0	78.8
	62.5	3	9.1	9.1	87.9
	65	2	6.1	6.1	93.9
	67.5	1	3.0	3.0	97.0
	70	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

To know about students' ability in guessing meaning of the first year of MAN Kampar can be seen in the following histogram.



### 3. The Presentation of the factors that influencing students' ability in guessing the meaning of the difficult words in the reading text.

The questionnaire refers to the factors that influence the students' ability in guessing the meaning of the difficult words in the reading text. There are ten statements in this item that can represent the major factors. All of the statements are presented and calculated in percentage that can be seen in the tables below:

**Table IV.5**  
**The First Question of Instrument Questionnaires**

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
Always	1	3,03 %
Often	4	12,12 %
Sometimes	12	36,36 %
Seldom	14	42,42 %
Never	2	6,06 %
<b>Total</b>	<b>33</b>	<b>100 %</b>

The table above illustrates that that the option which has the highest scores is seldom (14 respondents (42.42%)) and then an option of Sometimes is 12 respondents (36.36%), there are 4 respondents (12.12%) who answer "often", 2 respondents (6.06%) who answer "never" and the last, the lower score is an option of "always" 1 respondent (3.03%).

From the table above, there are two options that have the highest score “seldom and sometimes”. It means, there are 78.78% of the students who seldom and sometimes read English text such as: articles, magazines, and newspaper.

**Table IV.6**  
**The Second Question of Instrument Questionnaires**

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
Always	9	27,27%
Often	12	36,36%
Sometimes	8	24,24%
Seldom	4	12,12%
Never	0	0,00%
<b>Total</b>	<b>33</b>	<b>100 %</b>

The table above illustrates that the option which has the highest scores is often (12 respondents (36.36%)) and then an option of always is 9 respondents (27.27%), there are 8 respondents (24.24%) who answer “sometimes”. 4 respondents (12.12%) who answer “seldom” and the last, the lower score is an option of “never”.

From the table above, there are three options that have the highest score “often, always and then sometimes”. It means, there are 87.87% of the students who do spend much money to buy English books, and there are 12.12% who do not spend much money to buy English books.

**Table IV.7**  
**The Third Question of Instrument Questionnaires**

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
Always	4	12,12%
Often	5	15,15%
Sometimes	11	33,33%
Seldom	7	21,21%
Never	6	18,18%
<b>Total</b>	<b>33</b>	<b>100 %</b>

The table above illustrates that the option which has the highest scores is sometimes (11 respondents (33.33%)) and then an option of seldom is 7 respondents (21.21%), then there are 6 respondents (18.18%) who answer “never”. 5 respondents (15.15%) who answer “often” and the last, the lower score is an option of “always” (6 respondents (18.18%)).

From the table above there are three options that have the highest score “sometimes, seldom and then never”. It means, there are majority of the students who do not write difficult words when their teacher explains about reading subject, and only 27.27% students who write difficult words when their teacher explains about reading text.

**Table IV.8**  
**The Fourth Question of Instrument Questionnaires**

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
Always	10	30,30%
Often	12	36,36%
Sometimes	8	24,24%
Seldom	2	6,06%
Never	1	3,03%
<b>Total</b>	<b>33</b>	<b>100 %</b>

The table above illustrates that that the option which has the highest scores is often (12 respondents (36.36%)) and then an option of always is 10 respondents (30.30%), then there are 8 respondents (24.24%) who answer “sometimes”. 2 respondents (6.06%) who answer “seldom” and the last, the lower score is an option of “never” (3 respondents (3.03%)).

From the table above there are three options that have the highest score “often, always and then sometimes”. It means, there are more than 66.66% of the students who use context clues in guessing meaning of the difficult words.

**Table IV.9**  
**The Fifth Question of Instrument Questionnaires**

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
Always	18	54,55%
Often	8	24,24%
Sometimes	5	15,15%
Seldom	2	6,06%
Never	0	0,00%
<b>Total</b>	<b>33</b>	<b>100 %</b>

The table above illustrates that the option which has the highest scores is always (18 respondents (54.55%)) and then an option of often is 8 respondents (24.24%), there are 5 respondents (15.15%) who answer “sometimes”. 2 respondents (6.06%) who answer “seldom” and the last, the lower score is an option of “never” (no one respondent (0.00%)).

From the table above, there are two options that have the highest score “always and often”. It means, 78.79% of their teacher always motivates the students to read a lot of English books.

**Table IV.10**  
**The Sixth Question of Instrument Questionnaires**

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
Always	4	12,12%
Often	8	24,24%
Sometimes	18	54,55%
Seldom	3	9,09%
Never	0	0,00%
<b>Total</b>	<b>33</b>	<b>100 %</b>

The table above illustrates that the option which has the highest scores is sometimes (18 respondents (54.55%)) and then an option of often is 8 respondents (24.24%), there are 4 respondents (24.24%) who answer “always”. 3 respondents (9.09%) who answer “seldom” and the last, the lower score is an option of “never” (no one respondent (0.00%)).

From the table above there are two options that have the highest score “sometimes and often”. It means, most of the students sometimes and often review the reading subject at home.



**Table IV.11**  
**The Seventh Question of Instrument Questionnaires**

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
Always	3	9,09%
Often	8	24,24%
Sometimes	15	45,45%
Seldom	6	18,18%
Never	1	3,03%
<b>Total</b>	<b>33</b>	<b>100 %</b>

The table above illustrates that the option which has the highest scores is sometimes (15 respondents (45.45%)) and then an option of often is 8 respondents (24.24%), there are 6 respondents (18.18%) who answer “seldom”. 3 respondents (9.09%) who answer “seldom” and the last, the lower score is an option of “never” (1 respondent (3.03%)).

From the table above, there are two options that have the highest score “sometimes and often”. It means, most of the students sometimes and often discuss their lesson with their friends together.

**Table IV.12**  
**The Eighth Question of Instrument Questionnaires**

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
Always	6	18,18%
Often	7	21,21%
Sometimes	13	39,39%
Seldom	5	15,15%
Never	2	6,06%
<b>Total</b>	<b>33</b>	<b>100 %</b>

The table above illustrates that the option which has the highest scores is sometimes (13 respondents (39.39%)) and then an option of often is 7 respondents (21.21%), there are 6 respondents (18.18%) who answer “always”. 5 respondents (15.15%) who answer “often” and the last, the lower score is an option of “never” (2 respondent (6.06%)).

From the table above, there are two options that have the highest score “sometimes and then often”. It means, there are majority of the students who sometimes and often practice to find the meaning of difficult words in the reading text.

**Table IV.13**  
**The Ninth Question of Instrument Questionnaires**

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
Always	9	27,27%
Often	7	21,21%
Sometimes	11	33,33%
Seldom	4	12,12%
Never	2	6,06%
<b>Total</b>	<b>33</b>	<b>100 %</b>

The table above illustrates that the option which has the highest scores is sometimes (11 respondents (33.33%)) and then an option of always is 9 respondents (27.27%), there are 7 respondents (21.21%) who answer “often”. 4 respondents (12.12%) who answer “seldom” and the last, the lower score is an option of “never” (2 respondent (6.06%)).

From the table above, there are two options that have the highest score “sometimes, always and then often”. It means, there are majority of the students who get difficulties to find the meaning of difficult words in the reading text.

**Table IV.14**  
**The Tenth Question of Instrument Questionnaires**

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
Always	2	6,06%
Often	6	18,18%
Sometimes	13	39,39%
Seldom	7	21,21%
Never	5	15,15%
<b>Total</b>	<b>33</b>	<b>100 %</b>

The table above illustrates that the option which has the highest scores is sometimes (13 respondents (39.39%)) and then an option of seldom is 7 respondents (21.21%), there are 6 respondents (18.18%) who answer “often”. 5 respondents (15.15%) who answer “never” and the last, the lower score is an option of “always” (2 respondent (6.06%)).

From the table above, there are two options that have the highest score “sometimes, and then seldom”. It means, there are majority of the students who sometimes and seldom easy to find the meaning of difficult words in the reading text.

## B. The Data Analysis

### 1. The correlation between students' vocabulary mastery and their ability in guessing the meaning of difficult words in the reading text.

To know about comparison of the scores between the students' vocabulary mastery (variable X) and the students' ability in guessing the meaning of the difficult words in the reading text, it can be seen in the table below:

**Table IV.15**  
**The Score of Variable X and Variable Y**

<b>Students</b>	<b>Variable X</b>	<b>Variable Y</b>
Students 1	55,00	57,50
Students 2	50,00	55,00
Students 3	45,00	55,00
Students 4	35,00	47,50
Students 5	40,00	45,00
Students 6	50,00	67,50
Students 7	30,00	40,00
Students 8	45,00	45,00
Students 9	70,00	65,00
Students 10	75,00	70,00
Students 11	55,00	55,00
Students 12	40,00	35,00
Students 13	50,00	55,00
Students 14	45,00	42,50
Students 15	65,00	65,00
Students 16	40,00	47,50
Students 17	35,00	40,00
Students 18	45,00	42,50
Students 19	30,00	35,00

Students 20	50,00	52,50
Students 21	45,00	42,50
Students 22	35,00	40,00
Students 23	60,00	62,50
Students 24	40,00	45,00
Students 25	45,00	45,00
Students 26	50,00	60,00
Students 27	45,00	50,00
Students 28	65,00	62,50
Students 29	55,00	52,50
Students 30	45,00	37,50
Students 31	40,00	45,00
Students 32	35,00	42,50
Students 33	60,00	62,50

To analyze the data in this research, the researcher uses the technique of Product Moment Correlation by using SPSS windows program.

The result can be seen in the following table:

**Table IV.16**  
**Descriptive Statistics**

	Mean	Std. Deviation	N
Vocabulary	47.5758	11.11876	33
Guessing Meaning	50.4545	9.93051	33

The table above is the explanation of *mean*, *standard deviation* and *N* of each variable. The mean of variable x (vocabulary mastery) is 47.57; the standard deviation is 11.11 and N is 33. The mean of variable y (guessing meaning) is 50.45; the standard deviation is 9.93 and N is 33.

There are two hypotheses in this research, the alternative hypothesis (Ha) and the null hypothesis (Ho). The alternative hypothesis (Ha)= There is significant correlation between students' vocabulary mastery and their ability in guessing the meaning of the difficult word in the reading text and the null hypothesis (Ho)= There is no significant correlation between students' vocabulary mastery and their ability in guessing the meaning of the difficult word in the reading text.

The result can be seen in the following table:

**Table IV.17**  
**Correlations**

		Vocabulary	Guessing Meaning
Vocabulary	Pearson Correlation	1	.863**
	Sig. (2-tailed)		.000
	N	33	33
Guessing	Pearson Correlation	.863**	1
	Sig. (2-tailed)	.000	
	N	33	33

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

From the table correlation above, it can be seen that the correlation coefficient ( $r_{xy}$ ) between the students' vocabulary mastery and students' ability in guessing meaning of the difficult words in the reading text is 0.863. It is higher than 0,349 in the significant of 5% and 0,449 in the significant of 1% (see appendix1 at Hartono's book 2008). The following formula used is

$df = N - nr$ . It means  $df = 33 - 2 = 31$ . Meaning that  $r_{xy}$  or  $r$  observation is bigger than  $r$  table in the significant of 1% = 0.449 or 5% = 0.349. So, alternative hypothesis ( $H_a$ ) is accepted. It means, there is a significant correlation between variable X (students' vocabulary mastery) and Y (their ability in guessing meaning of the difficult words in the reading text).

The probability of percentage or sig. (2-tiled) is 0.000. It is smaller than 0.05, meaning that hypothesis ( $H_0$ ) is rejected. It means, there is a significant correlation between variable X (students' vocabulary mastery) and Y (their ability in guessing meaning of the difficult words in the reading text).

According to Hartono (2008: 63), two star codes (\*\*) show that there is a significant correlation between students' vocabulary mastery and their ability in guessing meaning of the difficult words in the reading text. To make it clear, it can be seen in the left corner of table correlation. \*\*. *Correlation is significant at the 0.01 level (2-tailed).*

The correlation coefficient of students' vocabulary mastery and their ability in guessing meaning of difficult words in the reading text = 0.863 is categorized into positive. It gives meanings that between these two variables have a positive correlation. It means, the more students master vocabularies, the more easily they guess the meaning of the difficult words in the reading text.



**2. The Factors that influence students' ability in guessing the meaning of the difficult words in the reading text.**

To find out the answer of factors that influence the students' ability in guessing meaning of the difficult words in the reading text, the data are taken by giving score each option. The option of "Always" have score 5, "Often" have score 4, "Sometimes" have score 3, "Seldom" have score 2 and option "Never" have score 1. We can see in the following table:

**Table IV.18**  
**The questionnaire recapitulation of factors that influence the students' ability in guessing the meaning of the difficult words in the reading text**

Q. No	OPTIONS										Amount	
	Always (5)		Often (4)		Sometimes (3)		Seldom (2)		Never (1)			
	F	V	F	V	F	V	F	V	F	V	F	P
1.	1	5	4	16	12	36	14	28	2	2	87	52.73
2.	9	45	12	48	8	24	4	8	0	0	125	75.76
3.	4	20	5	20	11	33	7	14	6	6	93	56.36
4.	10	50	12	48	8	24	2	4	1	1	127	76.97
5.	18	90	8	32	5	15	2	4	0	0	141	85.45
6.	4	20	8	32	18	54	3	6	0	0	112	67.88
7.	3	15	8	32	15	45	6	12	1	1	105	63.64
8.	6	30	7	28	13	39	5	10	2	2	109	66.06
9.	9	45	7	28	11	33	4	8	2	2	116	70.30
10.	2	10	6	24	13	39	7	14	5	5	92	55.76

The scores that have percentages amount are higher than 60.00% - 100% that means influences the factors of students' ability in guessing meaning of the difficult words in the reading text. Meaning that, items of 5,4,2,9,6,8,7 are the most factors that influence the students' ability in guessing meaning of the difficult words in the reading text.

**a. The factors influencing**

1. The first factor which is most influential is point number 5, there are 85.45%. It means, their teacher always motivates them to read a lot of English books.
2. The second factor which is most influential is point number 4, there are 76.97%. It means, some of the students often use context clues in guessing meaning of difficult words.
3. The third factor which most influential is point number 2, there are 75.76%. It means some of the students often spend much money to buy English book.
4. The forth factor which is most influential is point number 9. There are 70.30%. It means, most of the students sometimes get difficulties to find the meaning of difficult words in the reading text.
5. The fifth factor which is most influential is point number 6. There are 67.88%. It means, who state that they sometimes review the reading subject at home.

6. The sixth factor which most influencing is point number 8. There are 66.06%. Meaning that they sometimes practice to find the meaning of difficult words in the reading text
7. The last factor which is most influential is point number 7. There are 63.64%. Meaning that, most of the students sometimes discuss their lesson with their friends together.

**b. The factors are not influential**

1. The first factor which is not influential is point number 1, there are 52.73%. Meaning that, the students seldom and sometimes read English text such as: articles, magazines, and newspaper.
2. The second factor which is not influential is point number 10, there are 55.76%. Meaning that the students sometimes and seldom easy to find the meaning of difficult words in the reading text.
3. The third factor which is not influential is point number 3, there are 56.36%. It means, most of the students do not write difficult words when their teacher explains about reading subject.

## CHAPTER V

### THE CONCLUSION AND SUGGESTION

#### A. The Conclusion

The research is focused on the correlation between students' vocabulary mastery and their ability in guessing meaning of the difficult words in the reading text at the first year of MAN Kampar. Based on the score of Product Moment Correlation by using SPSS Windows Program (0.863), it shows that there is a significant correlation between students' vocabulary mastery and their ability in guessing the meaning of the difficult words in the reading text. Referring to product moment table (Hartono, 2004: 78), 0.700 – 0.900 shows that the correlation is high. So, 0.863 is between 0.700 – 0.900.

The result of  $r$  observation is bigger than  $r$  table whether in the significant of 1% = 0.449 or 5% = 0.349. So, alternative hypothesis ( $H_a$ ) is accepted. It means, there is a significant correlation between students' vocabulary mastery and their ability in guessing meaning of the difficult words in the reading text at the first year of MAN Kampar. It means that the more students master vocabulary, the more easily they guess the meaning of the difficult words in the reading text.

Based on the data analysis, it proves that students' vocabulary mastery is categorized into less. The researcher also concludes that the students' ability in guessing the meaning of the difficult words is categorized into enough.

The student's ability in guessing the meaning of the difficult words in the reading text is not only influenced by vocabulary mastery, but also many factors. They are as follows:

1. Most of the students say that they are always motivated by their teacher to read a lot of English books.
2. Some students use context clues to guess the meaning of the difficult words in the reading text.
3. Some students stated that they often spend much money to buy English books.
4. Most of the students sometimes get difficulties to find the meaning of difficult words in the reading text.
5. Most of the students inform that they sometimes review the reading subject at home.
6. Most of the students explain state that they sometimes practice to find the meaning of difficult words in the reading text
7. Most of the students sometimes discuss their lesson with their friends together.

#### **A. Suggestion**

The researcher would like to assert her suggestion to the students.

1. The researcher suggests the students to read some English books in their free time and practice to guess the meaning of the difficult words in the reading text.

2. Try discussing or reviewing the lesson together with your friends. And try guessing the meaning of the difficult words.
3. To enrich your vocabularies, try to write difficult words when your teacher explains about reading subject.

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- |              |            |
|--------------|------------|
| a. couse     | b. issue   |
| c. advantage | d. benefit |
| e. result    |            |

**B. Choose and cross (X) a,b,c,d or e for the best antonym of the words in underline type in following sentences.**

8. The Television informs us about many fields of interest. The antonym of the underlined word is?
- |                  |              |
|------------------|--------------|
| a. enjoyable     | b. finish    |
| c. uninteresting | d. dismisses |
| e. effective     |              |
9. We have few seconds after it's happen. The antonym of the underlined word is?
- |         |           |
|---------|-----------|
| a. any  | b. small  |
| c. big  | d. little |
| e. many |           |
10. We add variety of meals in the cake. The antonym of the underlined word is?
- |          |             |
|----------|-------------|
| a. sell  | b. take     |
| c. give  | d. decrease |
| e. bring |             |
11. Vegetable provides important mineral and vitamins to human nutrition. The antonym of the underlined word is?
- |                |                 |
|----------------|-----------------|
| a. unimportant | b. particular   |
| c. unavailable | d. unparticular |
| e. available   |                 |
12. Again wildlife would be destroyed. The antonym of the underlined word is?
- |                |           |
|----------------|-----------|
| a. employed    | b. killed |
| c. repaired    | d. made   |
| e. established |           |
13. Many small animals have all died. The antonym of the underlined word is?
- |             |           |
|-------------|-----------|
| a. apply    | b. work   |
| c. accident | d. employ |
| e. life     |           |
14. Reporter : Do you think that air pollution has a bad affect?  
 Ahmad : In cities throughout the world, long period of heavy air pollution in creased illness and raised death rates dramatically.  
 The antonym of the underlined word is?
- |          |          |
|----------|----------|
| a. clean | b. light |
| c. hard  | d. dirty |
| e. fresh |          |

**C. Choose and cross (X) a,b,c,d or e for the best types of the words to fill or compete the reading text above.**

My name is Alison. I am 14 years (15)..... Last Sunday was my special day because my brother was back from Australia. He got a scholarship to (16)..... in Australia. My family made a little party to welcome him.

My sister and I woke up early in the morning. Then we went to the market to buy everything we needed. We (17) ..... fish, chicken, vegetables and some fruits. At home we cooked his favorite food and mother made some cakes. After that, my sister and I cleaned the house and (18)..... it with some flowers. I put the flower in vases.

My father and my younger brother were also busy. They (19)..... the garden and (20)..... the grass. After that they painted our house.

When everything was ready, we sat in the living room. Not long after that my mother come in. we were very happy.

- |                   |              |
|-------------------|--------------|
| 15. a. old        | b. older     |
| c. oldest         | d. young     |
| e. younger        |              |
| 16. a. studying   | b. studied   |
| c. study          | d. learner   |
| e. go             |              |
| 17. a. buy        | b. bought    |
| c. pay            | d. payment   |
| e. brought        |              |
| 18. a. decoration | b. decorates |
| c. decorator      | d. decorate  |
| e. decorated      |              |
| 19. a. cleaned    | b. cleaning  |
| c. clean          | d. cleaner   |
| e. clear          |              |
| 20. a. cutter     | b. grow      |
| c. cut            | d. growing   |
| e. cutting        |              |

## APPENDIX II

### Research Instrument OF Guessing Meaning

Nama : \_\_\_\_\_

Class : \_\_\_\_\_

Direction:

1. This test is to collect some data dealing with the research
2. The result of this test does no influence your grades.
3. The time is only 60 Minute.
4. Do as instructed and write down your name and answer by crossing (X) on this paper.
5. Thank you for your participation.

Instruction : Read the following passages, paying close attention to the underlined words and choose the best answers to the question in that follow by guessing the meaning of the underlined words based on the context used in the reading text.

Example

#### The passage

Tornados occur throughout the world, but for season that scientists are not able to discern, the great majority occur in the United States. Approximately 700 tornados a year occur within the United States, and this comprises three-quarters of the worldwide total. Most of the United States tornados take place in the Midwest and in the Southern that border the Gulf of Mexico.

Line 5

#### The Question:

The word “discern” in line 2 is closest in meaning to which of the following?

- |                |                  |
|----------------|------------------|
| (a) Present    | (c) Cause        |
| (b) Understand | (d) Misrepresent |

The best answer to the question is answer (b). so, you should cross (X) on your paper.

Passage one ( Questions 1-5 )

#### Open Junior High School

The Open Junior High School (SMP Terbuka) is a very special and unique educational achievement. It is run by the Ministry of National Education. It is intended for Elementary school graduates who live in such distant areas that they are unable to attend common SMP and for SMP drop-out due to their parents' economic condition of poverty.

Line 5

The foundation of the Open Junior High School is based on the President's decree, which says that students of this school will get similar treatment as the students of common SMP (Junior High School), and that their certificates will  
Line 9 have equal legacy and quality.

1. Which of the following is closest in meaning to the word "achievement" in line 2?
  - a. Ability
  - b. Decline
  - c. Performance
  - d. Failure
2. The word "distant" in line 3 is closest in meaning to
  - a. Closely related
  - b. Far away
  - c. Short distance
  - d. Near in relationship
3. In line 6, the word "poverty" means
  - a. Richness
  - b. Wealth
  - c. More than enough
  - d. State of being poor
4. The word "common" in line 8 means
  - a. Usual
  - b. Unusual
  - c. Rare
  - d. Seldom
5. The word "equal" in line 9 is closest in meaning to which of the following?
  - a. Dissimilar
  - b. Unequal
  - c. Same level
  - d. Different

Passage two ( Questions 6-10 )

### Healthy Surroundings

Some diseases-like measles, pneumonia, and flu-are usually caught from a person who has the disease. However are other diseases-like cholera, dysentery, typhoid fever- that are widely spread through impure water and food. If our surrounding are clean, we will not catch these diseases. Cleanliness is our first  
Line 5 shied against disease. Yet disease can sometimes enter the cleanest homes and communities. Impure water for drinking and polluted water for bathing have long been known to be the causes of epidemic diseases. Air filled with dust and smoke irritates and infects eyes, ears, nose, throat and lungs.

6. Which of the following is closest in meaning to the word "disease" in line 2?
  - a. Fitness
  - b. Wholeness
  - c. Sickness
  - d. Health

7. The word “spread” in line 3 is closest in meaning to
  - a. Contract
  - b. Gather
  - c. Expand
  - d. Collect
  
8. The word “shield” in line 5 means
  - a. Something that protects
  - b. Attempt to hurt somebody
  - c. Something that make unlucky
  - d. Action of opposing
  
9. In line 9, the word “dust” means
  - a. Clear
  - b. Definite
  - c. Obvious
  - d. Grit
  
10. The word “Irritates” in line 9 is closest in meaning to which of the following?
  - a. Stop somebody being angry
  - b. Becomes calm
  - c. Causes trouble
  - d. Makes quite

Passage three ( Questions 11-15 )

### Clean and Dirty Water

Line 5 Pollution is not a new word or a new idea. Water pollution is especially a very old problem. The problem of finding and bringing pure water to people and getting rid of dirty water is as old as man. The problem becomes much more important when many people live in a small area. Men must have water so cities must find ways of bringing it to them. A city can grow only as big as water supply, so water is, and always was, an important topic in cities. The Romans knew it, and the mayor of Albuquerque (New Mexico, USA), probably knows it, too.

Line 10 It's strange. Water pollution and water supply go hand in hand. In ancient times, water usually came from three sources, wells, springs, and rivers. Of these three, wells and springs became polluted early in history. The first record we have of a covered spring (covered to protect the purity of water) was from Athens in the sixth century B.C. Athens was growing, and pollution was becoming a problem. Later, as the fourth century B.C., the Tiber became polluted, and the Romans faced the need for more pure water.

11. The similar meaning of the word “pure” in line 2?
  - a. Clean
  - b. Filthy
  - c. Soiled
  - d. Vile
  
12. The word “dirty” in line 3 is similar meaning to
  - a. Genuine
  - b. Unclear
  - c. Unmixed
  - d. Polluted

13. The word “strange” in line 9 means
- |             |             |
|-------------|-------------|
| a. Peculiar | c. Ordinary |
| b. Usual    | d. Domestic |
14. The similar meaning of the word “ancient” in line 10?
- |           |          |
|-----------|----------|
| a. Recent | c. New   |
| b. Aged   | d. Young |
15. The word “Faced” in line 15 is similar meaning to which of the following?
- |                    |                  |
|--------------------|------------------|
| a. Met confidently | c. Allowed to go |
| b. Went away from  | d. Gave up       |

Passage four ( Questions 16-20 )

### Family Planning

Throughout history there have almost always been people in some parts of the world suffering from a disastrous lack of food, famine. In line with government programmers, family or birth control can make people live better.

The minister of health explains the advantages of family planning. Having  
 Line 5 only two children makes people live happier and more stable.

The practice of birth control prevents conception, thus limiting reproduction. The term birth control, coined by Margareth Sangar in 1914, usually refers specifically to methods of contraception, including sterilization. By then, the family planning or birth control movement has gained momentum worldwide  
 Line 10 and several international meeting were held.

16. The similar meaning of the word “advantages” in line 4?
- |             |               |
|-------------|---------------|
| a. Losses   | c. Benefits   |
| b. Drawback | d. Hindrances |
17. The word “prevents” in line 6 is similar in meaning to
- |                                    |                                     |
|------------------------------------|-------------------------------------|
| a. Helps some body to do something | c. Moves forward                    |
| b. Stops something form happening  | d. Gives permission to do something |
18. The word “term” in line 7 means
- |             |             |
|-------------|-------------|
| a. Peculiar | c. Ordinary |
| b. Usual    | d. Domestic |
19. In line 9, the word “movement” means
- |                |                 |
|----------------|-----------------|
| a. Everlasting | c. Be in motion |
| b. Unchanged   | d. Permanent    |

20. The word “Gained” in line 9 is similar in meaning to which of the following?
- a. Missed something
  - b. Become unable to find
  - c. Lost something
  - d. Obtained needed thing

Passage five ( Questions 21-25 )

### **The Holiday**

Last Sunday I went to Gembira Loka in Yogyakarta. I didn't go alone. I went with my teachers and all my classmates to spend our school end of year's holiday.

At the time we arrived there, there had already been so many visitors. Line 5 Must of them were students like us spending their holiday. As were entered the zoo, we saw many kinds of animals either from Indonesia or other countries. Those animals were mostly in cages.

In the zoo, besides animals, we can also find a long river with various flowers on its bank and some souvenirs sellers. After three hours of walking Line 10 around the zoo, we decided to go back home. We left Yogya at 14.00 and arrive at Semarang at 19.00.

In the next holiday we plant to visit Surabaya. But we are nor going to take a bus anymore. We plan to use a train. I can't wait for the next

21. Which of the following is closest in meaning to the word “spend” in line 2?
- a. Pass the time
  - b. take the time
  - c. go to
  - d. Recreation
22. The word “arrived” in line 4 is closest in meaning to
- a. Reach a place
  - b. Finish
  - c. Go back
  - d. Go away
23. The word “entered” in line 5 means
- a. go out
  - b. Come or go into
  - c. Come back
  - d. Going to
24. In line 9, the word “bank” means
- a. Back part
  - b. Corner
  - c. River periphery
  - d. Middle
25. The word “plant” in line 12 is closest in meaning to which of the following?
- a. Arrangement for doing something
  - b. To do the job
  - c. Set of plan
  - d. Running a plan



Passage six ( Questions 26-30 )

**Earthquake**

Line 5 When the earthquake happened, Tom was on his car. He was driving home from work. Suddenly his car lurched to one side to the left. He thought he got a flat tyre. He didn't know that it was an earthquake. He knew that it was an earthquake when he saw some telegraph poles falling to the ground, like match sticks. Then he saw lot of rocks tumbling across the road. He was trapped by the rock. He could not move his car at all. There were rocks everywhere. There was nothing he could do but left his car and walked a long way to his house, in the town. And when he got there, he was very surprised that there was almost nothing left. The earthquake makes a lot of damage to his town.

26. Which of the following is closest in meaning to the word “lurched” in line 2?
- a. Moving
  - b. Unexpected
  - c. Fast a way
  - d. Sudden movement
27. The word “flat” in line 3 is closest in meaning to
- a. Break tire
  - b. Back tire
  - c. Cycle tire
  - d. Too hard
28. The word “poles” in line 4 means
- a. Wood
  - b. Pillar of telegraph
  - c. Long stick
  - d. Big stick
29. In line 8, the word “surprised” means
- a. Unbelief
  - b. Unexpected
  - c. Misunderstand
  - d. Not sure
30. The word “damage” in line 9 is closest in meaning to which of the following?
- a. Confused
  - b. Randy
  - c. Unclear
  - d. Loss

Passage seven ( Questions 31-35 )

**Jogging**

Line 5 Most people like sport. Sport is not only fun to do but it is also good for us too. Playing sport keeps us healthy and lets us exercise our body. There are many kinds of sport. One of them is jogging. Many people in Indonesia like jogging. It is very important to our body because it keeps our heart healthy. It also keeps us fit.

If we get up early in the morning in most Indonesia cities we will see an unusual sight. Lots of boys and girls men and women are already up and busy. What are they doing? They are exercising. Many will do jogging. Jogging is a gentle running. People jog to relax themselves, to keep themselves fit, or simply to enjoy themselves. Our world today is a world where life is comfortable and easy for many city people.

- Line 10
31. The similar meaning of the word “fun” in line 1?  
a. Pleasure  
b. Suffering  
c. Trouble  
d. Dissatisfaction
32. The word “exercise” in line 2 is similar in meaning to  
a. Give theory  
b. Miseducate  
c. Give practice  
d. Misteach
33. In line 7, The word “unusual” means  
a. Habitual  
b. Uncommon  
c. Common  
d. Ordinary
34. In line 9, the word “gentle” means  
a. Slow  
b. Rapid  
c. Quick  
d. Prompt
35. The word “comfortable” in line 10 is closest in meaning to  
a. Unhappy  
b. Unpleasant  
c. Dissatisfied  
d. Pleasant

Passage eight ( Questions 36-40 )

### A Model

A model is a young girl or woman who is employed in a shop to wear dresses, hats, etc, so that customers may see how they look when they wear the dresses. To other word for a model is mannequin. But, a model can also mean a garment, hat, etc. exhibited by women, as latest Paris models.

Line 5                      Modeling is big business wherever fashion and advertising exist. A model usually lives and works in a great fashion center. There she may show collection of clothes by famous designers. Models are usually chosen for their elegance, beauty, and grace; they set styles of beauty for many girls and women, who copy their make-ups, hairstyle and clothes.

36. In line 3, the word “mannequin” means
- a. Fashion model
  - b. Monstrosity
  - c. Dressing room
  - d. Woman
37. The similar meaning of the word “exhibited” in line 4?
- a. Showed
  - b. Hidden
  - c. Concealed
  - d. Become invisible
38. In line 5, The word “exist” means
- a. Be motionless
  - b. Be inactive
  - c. Be dead
  - d. Be real
39. The similar meaning of the word “elegance” in line 7?
- a. Hideous
  - b. Ugly
  - c. Stylish in appearance
  - d. Unattractive
40. The word “grace” in line 8 is similar in meaning to
- a. Ugliness
  - b. Simple beauty
  - c. Unattractiveness
  - d. Deformity

## Appendix

### Answer Key of Instrument of Guessing Meaning

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

## Appendix

### Answer Key of Instrument of Vocabulary Mastery

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

10. D

20. C

## APPENDIX III

### Research Instrument Questionnaires

Nama : \_\_\_\_\_

Class : \_\_\_\_\_

#### Direction

1. This instrument consist of 10 Questions
  2. Give sign (X) for your answer
  3. The result of this instrument does not influence your grades.
  4. Thank you for your participation.
- 

1. I read English text such as: articles, magazines and newspaper
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Seldom
  - e. Never
2. I spend much money to buy English books
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Seldom
  - e. Never
3. I write difficult words when my teacher explain about reading subject
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Seldom
  - e. Never
4. I use context clues on guessing meaning of difficult words
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Seldom
  - e. Never
5. My teacher motivates me to reads a lot of English books
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Seldom
  - e. Never
6. I review the reading subject at home
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Seldom
  - e. Never
7. I discuss my lesson together with my friends
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Seldom
  - e. Never
8. I practice to find the meaning of difficult words in the reading text
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Seldom
  - e. Never
9. I get difficulties to find the meaning of difficult words in the reading text
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Seldom
  - e. Never
10. I am easy to find the meaning of difficult words in the reading text
  - a. Always
  - b. Often
  - c. Sometimes
  - d. Seldom
  - e. Never





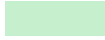


APPENDIX IV

THE SCORES OF VOCABULARY MASTERY

Respondents	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Score
Student 1	1	0	1	1	0	0	1	0	0	1	1	0	1	0	1	1	0	1	0	1	11	55
Student 2	1	0	1	0	1	0	0	0	1	1	0	1	1	0	0	1	0	1	0	1	10	50
Student 3	1	1	0	0	0	1	0	0	0	0	0	0	1	1	1	0	1	1	1	0	9	45
Student 4	1	0	0	1	0	1	1	1	0	0	0	0	0	0	1	1	0	0	0	0	7	35
Student 5	0	0	0	1	0	0	1	0	0	0	0	1	1	1	1	1	1	0	0	0	8	40
Student 6	0	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	10	50
Student 7	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	6	30
Student 8	1	1	0	0	0	1	0	0	0	0	0	0	1	1	1	0	1	1	1	0	9	45
Student 9	1	0	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	0	1	1	14	70
Student 10	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	15	75
Student 11	1	0	0	1	0	1	1	0	1	1	0	0	1	1	0	1	1	0	1	0	11	55
Student 12	1	0	1	0	1	0	1	0	0	0	0	1	0	1	0	1	0	0	1	0	8	40
Student 13	0	1	0	1	0	1	0	1	1	1	0	0	1	0	1	1	0	1	0	0	10	50
Student 14	0	0	0	0	0	0	1	1	0	0	1	1	0	1	0	1	1	0	1	1	9	45
Student 15	1	0	1	1	1	1	0	0	1	1	0	1	1	0	1	0	1	1	1	0	13	65
Student 16	1	1	0	1	0	1	0	1	0	0	0	1	1	0	0	1	0	0	0	0	8	40
Student 17	0	1	1	0	1	0	0	0	0	0	1	0	1	1	0	0	0	1	0	0	7	35
Student 18	1	0	0	1	0	1	1	1	0	0	0	1	0	0	1	1	0	1	0	0	9	45
Student 19	0	0	1	0	1	0	0	0	1	1	0	0	1	0	0	0	0	1	0	0	6	30
Student 20	1	0	0	1	1	0	1	0	0	0	0	1	1	1	1	1	1	0	0	0	10	50
Student 21	0	1	1	0	1	1	0	1	1	0	1	0	0	0	0	0	1	1	0	0	9	45
Student 22	0	0	0	1	0	0	1	0	0	1	0	1	1	1	0	0	1	0	0	0	7	35
Student 23	1	1	1	1	1	1	0	0	1	0	1	0	0	1	0	0	0	1	1	1	12	60
Student 24	0	1	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	0	0	1	8	40
Student 25	1	1	0	1	1	0	0	1	0	0	1	0	1	1	0	0	0	0	1	0	9	45
Student 26	0	0	0	1	1	0	0	1	0	1	0	1	1	1	0	1	0	0	1	1	10	50
Student 27	1	1	0	0	0	0	0	1	1	0	1	0	0	1	1	0	1	0	1	0	9	45
Student 28	0	0	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	13	65
Student 29	1	1	0	1	0	0	0	1	1	0	1	1	1	1	1	0	0	0	0	1	11	55
Student 30	0	1	1	0	1	1	0	0	0	1	0	1	0	0	0	1	1	0	1	0	9	45
Student 31	1	0	0	1	0	0	0	1	0	0	1	0	1	0	1	0	1	1	0	0	8	40
Student 32	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	1	7	35
Student 33	1	1	1	0	0	1	1	1	0	0	1	0	1	1	1	0	1	1	0	0	12	60
<b>TOTAL</b>	20	15	14	20	14	16	12	15	12	14	12	17	22	18	16	18	17	16	15	11	314	1570
<b>FV</b>	0.61	0.45	0.42	0.61	0.42	0.48	0.36	0.45	0.36	0.42	0.36	0.52	0.67	0.55	0.48	0.55	0.52	0.48	0.45	0.33		
<b>Percentage</b>	61	45	42	61	42	48	36	45	36	42	36	52	67	55	48	55	52	48	45	33		





APPENDIX IV

THE SCORES OF VOCABULARY MASTERY

Respondents	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Score
Student 1	1	0	1	1	0	0	1	0	0	1	1	0	1	0	1	1	0	1	0	1	11	55
Student 2	1	0	1	0	1	0	0	0	1	1	0	1	1	0	0	1	0	1	0	1	10	50
Student 3	1	1	0	0	0	1	0	0	0	0	0	0	1	1	1	0	1	1	1	0	9	45
Student 4	1	0	0	1	0	1	1	1	0	0	0	0	0	0	1	1	0	0	0	0	7	35
Student 5	0	0	0	1	0	0	1	0	0	0	0	1	1	1	1	1	1	0	0	0	8	40
Student 6	0	0	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	10	50
Student 7	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	6	30
Student 8	1	1	0	0	0	1	0	0	0	0	0	0	1	1	1	0	1	1	1	0	9	45
Student 9	1	0	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	0	1	1	14	70
Student 10	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	15	75
Student 11	1	0	0	1	0	1	1	0	1	1	0	0	1	1	0	1	1	0	1	0	11	55
Student 12	1	0	1	0	1	0	1	0	0	0	0	1	0	1	0	1	0	0	1	0	8	40
Student 13	0	1	0	1	0	1	0	1	1	1	0	0	1	0	1	1	0	1	0	0	10	50
Student 14	0	0	0	0	0	0	1	1	0	0	1	1	0	1	0	1	1	0	1	1	9	45
Student 15	1	0	1	1	1	1	0	0	1	1	0	1	1	0	1	0	1	1	1	0	13	65
Student 16	1	1	0	1	0	1	0	1	0	0	0	1	1	0	0	1	0	0	0	0	8	40
Student 17	0	1	1	0	1	0	0	0	0	0	1	0	1	1	0	0	0	1	0	0	7	35
Student 18	1	0	0	1	0	1	1	1	0	0	0	1	0	0	1	1	0	1	0	0	9	45
Student 19	0	0	1	0	1	0	0	0	1	1	0	0	1	0	0	0	0	1	0	0	6	30
Student 20	1	0	0	1	1	0	1	0	0	0	0	1	1	1	1	1	1	0	0	0	10	50
Student 21	0	1	1	0	1	1	0	1	1	0	1	0	0	0	0	0	1	1	0	0	9	45
Student 22	0	0	0	1	0	0	1	0	0	1	0	1	1	1	0	0	1	0	0	0	7	35
Student 23	1	1	1	1	1	1	0	0	1	0	1	0	0	1	0	0	0	1	1	1	12	60
Student 24	0	1	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	0	0	1	8	40
Student 25	1	1	0	1	1	0	0	1	0	0	1	0	1	1	0	0	0	0	1	0	9	45
Student 26	0	0	0	1	1	0	0	1	0	1	0	1	1	1	0	1	0	0	1	1	10	50
Student 27	1	1	0	0	0	0	0	1	1	0	1	0	0	1	1	0	1	0	1	0	9	45
Student 28	0	0	1	1	1	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	13	65
Student 29	1	1	0	1	0	0	0	1	1	0	1	1	1	1	1	0	0	0	0	1	11	55
Student 30	0	1	1	0	1	1	0	0	0	1	0	1	0	0	0	1	1	0	1	0	9	45
Student 31	1	0	0	1	0	0	0	1	0	0	1	0	1	0	1	0	1	1	0	0	8	40
Student 32	0	1	0	1	0	0	0	0	0	1	0	1	0	0	0	1	0	0	1	1	7	35
Student 33	1	1	1	0	0	1	1	1	0	0	1	0	1	1	1	0	1	1	0	0	12	60
<b>TOTAL</b>	20	15	14	20	14	16	12	15	12	14	12	17	22	18	16	18	17	16	15	11	314	1570
<b>FV</b>	0.61	0.45	0.42	0.61	0.42	0.48	0.36	0.45	0.36	0.42	0.36	0.52	0.67	0.55	0.48	0.55	0.52	0.48	0.45	0.33		
<b>Percentage</b>	61	45	42	61	42	48	36	45	36	42	36	52	67	55	48	55	52	48	45	33		

## APPENDIX VI

The Distribution and Variables Frequency by Using SPSS for Windows

### Statistics

		Vocabulary	Guessing
N	Valid	33	33
	Missing	0	0
Mean		47.5758	50.4545
Median		45.0000	47.5000
Mode		45.00	45.00
Std. Deviation		11.11876	9.93051
Variance		123.627	98.615
Skewness		.641	.325
Std. Error of Skewness		.409	.409
Kurtosis		.070	-.999
Std. Error of Kurtosis		.798	.798
Range		45.00	35.00
Minimum		30.00	35.00
Maximum		75.00	70.00
Sum		1570.00	1665.00
Percentiles	10	35.0000	38.5000
	25	40.0000	42.5000
	50	45.0000	47.5000
	75	55.0000	58.7500
	90	65.0000	65.0000

### Correlations

		Vocabulary	Guessing
Vocabulary	Pearson Correlation	1	.863**
	Sig. (2-tailed)		.000
	N	33	33
Guessing	Pearson Correlation	.863**	1
	Sig. (2-tailed)	.000	
	N	33	33

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

