

**CORRELATION STUDY BETWEEN READING HABIT AND
VOCABULARY MASTERY TOWARD TRANSLATION ABILITY**

**(A Correlational Study on the Eleventh Grade Students of SMAN 1 Ngemplak in
the Academic Year of 2017/2018)**

Thesis

Submitted as A Partial Requirements for Writing Thesis



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DEDICATION

1. My beloved mother (Dami) and my beloved father (Alm. Basuki) who always pray, motivate and support me in every step that I take.
2. My beloved brother (Wahid Sadono) and my beloved sister (Tri Astuti), who always give me motivation and the best do'a.
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MOTTO

“Do what you love and love what you do”

(Ray Bradbury)

“La Tahzan, innallaha ma'ana”

(QS. At- Taubah: 40)

“There is convenience after difficulty”

(QS. Al-Insyirah: 6)

“There are two kinds of patience: be patient for something that you don't want
and be patient for something that you want”

(Ali bin AbiThalib)

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I hereby sincerely state that the thesis titled “Correlation Study between Reading Habit and Vocabulary Mastery toward Translation Ability on the Eleventh Grade Students of SMAN 1 Ngemplak Boyolali in the Academic Year of 2017/2018” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If after proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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Alhamdulillah, all praises to Allah the single power, the lord of universe, master of judgment day, for all blessing and mercies, so The Researcher was able to finish this thesis entitled “**Correlation Study between Reading Habit and Vocabulary Mastery toward Translation Ability on the Eleventh Grade Students of SMAN 1 Ngemplak Boyolali in the Academic Year of 2017/2018**” peace be upon Prophet Muhammad SAW, the great leader and good inspiration for the world.

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The Researcher realized that this thesis has not been perfect. He has great expectation for ever comment, advice, suggestion, and criticism. The Researcher hopes that this can be useful for further researcher and the readers.

Surakarta,

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ABSTRACT

Dwi Prabawati. 143221097. Correlation Study between Reading Habit and Vocabulary Mastery toward Translation Ability in the Eleventh Grade Students of SMAN 1 Ngemplak Boyolali on the Academic Year 2017/2018. Thesis. English Education Program, Islamic Education and Teacher Training Faculty.

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Key Words : Correlation Study, Reading Habit, Vocabulary Mastery, Translation Ability

The thesis is aimed at verifying (1) whether there is positive correlation between Reading Habit and Translation Ability; (2) whether there is positive correlation between Vocabulary Mastery and Translation Ability; (3) whether there is positive correlation between Reading Habit and Vocabulary Mastery toward Translation Ability on the Eleventh grade students of SMAN 1 Ngemplak Boyolali in the academic year of 2017/2018.

This research used quantitative method; it was correlation design. It was carried out in June 2018 at SMAN 1 Ngemplak Boyolali in the academic year 2017/2018. There are three variables in this research, Reading habit and Vocabulary Mastery as the independent variable (X) and Translation Ability as dependent variable (Y). The researcher conducted the research at SMAN 1 Ngemplak Boyolali. The population of the study was all of the Eleventh grade students of SMAN 1 Ngemplak Boyolali. The sampling technique was used multi stage sampling. The try out instrument was taken by 38 students and the sample of this study was 32 students from 356 students. The Researcher used questionnaire to obtain the data of Reading Habit and used test to obtain the data of Vocabulary Mastery and Translation Ability. The techniques used to analyze the data were Pearson Product Moment and Multiple Linear Regression.

The result of the research are (1) there is a positive significant correlation between Reading Habit X_1 and Translation Ability (Y) because the correlation value $1 > r_{x_1y} > 0$, that is 0.619 and $\rho < \alpha$ ($0.000 < 0.05$); (2) there is a positive correlation between Vocabulary Mastery (X_2) and Translation Ability (Y) because the correlation value $1 > r_{x_2y} > 0$, that is 0.608 and $\rho < \alpha$ ($0.000 < 0.05$); (3) there is a positive correlation between Reading Habit (X_1), Vocabulary Mastery (X_2), and Translation Ability (Y) because the correlation value $1 > r_{x_1y} > 0$, that is 0.718 and $\rho < \alpha$ ($0.000 < 0.05$). Regarding result of the research, it can be concluded that Reading Habit and Vocabulary Mastery can support Translation Ability.

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CHAPTER 1

INTRODUCTION

A. Background of the Study

The world is growing very fast that new information and technology are mostly introduced in English. This condition makes people should understand about English and be able to use English for communication or get information. That is why, English is very important to be taught. By learning English, people can communicate with every people around the world because English is the international language. People also can understand with information either written or spoken in English. Therefore, in Indonesia, English is learned by every student since they are in the elementary school.

English is also considered as a foreign language that is famous in every grade of school, because it is the only one of foreign language that is tested in National examination. There are four skills taught in Indonesian school, those are listening, speaking, reading, and writing. Widdowson (1978:57) states that “the aims of language teaching course are very often defined with reference to the four language skills: understanding speech, speaking, reading, and writing. Furthermore, he argues that listening and reading are known as the receptive skills while speaking and writing are known as the productive skills”.

When learning English, students cannot avoid reading texts which are written in English. Their textbook and reference books are also written in English. Therefore, students should translate text so that they can understand the meaning

of the text. Translation becomes one skill that is very essential in learning English. Students have to be able to transfer the meaning from second language into their first language when they are reading texts.

Newmark (1991:62) states that translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between stranger. This underlines the importance of translation for second language learners. Translation becomes one skill that should not be neglected together with four major skills. People especially learners tend to translate when they listen to a native speaker in order to understand the meaning or the message that is delivered to them. Translation is not merely transferring words from source language into target language, but it is also looking for the equivalence of meaning or message in the source language into the target language. According to Newmark (1991: 179), the work of translation is started by reading the original text in order to get understanding and ends with re-writing it in the target language. Moreover, he explained that translation involves four processes: comprehension of the vocabulary of the original source language text; comprehension of the meaning of the original source language message; reformulation of the message in the target language; and judgement of the adequacy of the target language text. It seems that comprehending process always appears in translation process.

Comprehending text happens when learners read. It can be recognized that translation and reading have relation because both of them require a process called comprehension. When learning language, it can be ensured that the students will

read. In a general sense, reading happens when people look at a text and assign meaning to the written symbols in that text (Aebersold, 1997:15). The researcher consider that every people translate through reading. It brings an activity which is looking for the meaning of a text. The learner's knowledge in reading will influence their ability in translation. Aebersold, again, emphasizes that reading activity involves understanding meaning. It is stated :

Likewise, the meaning that one reader gets from a text may be different with the other readers when they are reading the same text. These variation occur because influences on the reader by family, community, and cultural environment, and because of individual differences in motivation, attitude, and the other personal characteristics.

As stated in Deboer and Dallman (1966), they expresses the relationship between reading and translating: "Reading is already translation, and translation is translation for the second time. The process of translating comprises in its essence the whole secret of human understanding of the world and of social communication." They added, "Reading is a continuous process of translation." BBC News (2013) stated, "Children and young people, but even adults and teachers, are devoting less and less time to reading books. This has resulted in a decrease in reading habit, a reduced understanding of the meaning of text and poorer ability to analyze." It means that habit in reading supports the ability in understanding and analyzing meaning in translation process. Then, Hornby (1995: 533) stated that "Habit is a thing that a person does often and almost without thinking, and that is hard to stop doing". Hence reading habit plays an important

role on how far people can translate from source language into target language also attains accuracy and readability.

Actually, reading is an activity which is always done by every learner in the world. While learning language, learners should know the meaning of every word they met when listening, reading, speaking or even writing second language. Word is the smallest and the most important part of language. That is why people should at least know about vocabulary. Vocabulary will support all of the language skills. Considering to this reading definitely needs vocabulary mastery to understand the meaning of the text. Moreover, in understanding meaning, reader needs to comprehend the text so that he or she can get the message clearly as what the writer wants to deliver. It is related to the translation ability.

English and Indonesian are two different languages. Therefore, their language components to a great extent are also different. It brings the problem that translation cannot escape from other linguistics components such as the structure or phrases, modifiers, clause orders, etc. Knowing vocabulary is important for getting meaning from a text. Birjandi (2006:5) states that one of the knowledge areas which is directly related to translation is the knowledge of vocabulary. It is obvious that without knowing the meaning of words, no one can translate a text and consequently, no translation can take place. By mastering vocabulary, reader will be easier to comprehend the meaning because they know about the meaning of the content words, such as nouns, verbs, adjectives, and adverbs. Miller (in Birjandi, 2006:5-6) also believes: "if a student doesn't know the meaning of a word in particular context, it does little good for him to recognized the word by

sight. Of course, a word can have many different meanings, depending upon its use in context. The more meanings a student has for a particular word, the more likely he will be to attain the exact comprehension of a passage that is intended.”

Based on the explanation, it is considered that vocabulary is particularly needed in comprehension of translation. According to curriculum 2013, in senior high school especially for eleventh grade students, the third of core competency in English learning is the students can understand, imply, and analyze knowledge, technology, art, culture, and the humanities and imply the procedural knowledge in the specific area appropriating with talent and interest. The basic competencies of the third of core competency in the eight point to eleventh point states that the students can understand the aim, structure of the text and language features of formal invitation, simple non-formal letter, factual report text, biography text, procedure text (Jaya, 2013: 64-65).

From those explanations, the researcher underlines that reading habit and vocabulary became crucial elements in translation ability. Therefore, the researcher wants to find out whether there is a correlation between the student's reading habit and vocabulary mastery toward translation ability on the eleventh Grade Students of SMA 1 NGEMPLAK in the academic year of 2017/ 2018.

B. Identification of the Problem

Based on the background of the study above, the researcher found some problems as follows :

1. There are some factors which are influence the translation ability on the eleventh grade students of SMAN 1 Ngemplak in the academic year of 2017/2018.
2. The correlation between reading habit and translation ability on the eleventh grade students of SMAN 1 Ngemplak in the academic year of 2017/2018.
3. The correlation between vocabulary mastery and translation ability on the eleventh grade students of SMAN 1 Ngemplak in the academic year of 2017/2018.
4. The correlation between reading habit and vocabulary mastery toward translation ability on the eleventh grade students of SMAN 1 Ngemplak in the academic year of 2017/2018.

C. Limitation of the Problem

To get the best result of this study, the researcher makes a limitation about the problem from all of the identified problem above. Therefore, on this research, the researcher focuses on three variables only. They are reading habit only on reading English text, vocabulary mastery only on the level of eleventh grade students in Senior High School and translation ability which is translate report text from English into Indonesian. The Researcher choose the eleventh grade students of SMAN 1 Ngemplak in the academic year of 2017/2018 to carry out whether there is positive correlation between students Reading Habit and Vocabulary Mastery toward Translation Ability. The Researcher choose eleventh grade because they are intermediaries of tenth grade and twelve grade. Tenth grade

students complete secondary education so allows the existence of innate traits at the time, whereas twelve grade must prepare a national exam.

D. Formulation of the Problem

Based on the problem limitation, the researcher formulates the problem as follows:

1. Is there any correlation between reading habit and translation ability of the eleventh grade students of SMAN 1 NGEMPLAK in the academic year 2017/2018 ?
2. Is there any correlation between vocabulary mastery and translation ability of the eleventh grade students of SMAN 1 NGEMPLAK in the academic year 2017/2018 ?
3. Is there any correlation between reading habit and vocabulary mastery toward translation ability of the eleventh grade students of SMAN 1 NGEMPLAK in the academic year 2017/2018?

E. The Objectives of the Study

This research has three aims, as follows:

1. To find out whether there is a positive correlation between reading habit and translation ability of the eleventh grade students of SMAN 1 NGEMPLAK in the academic year 2017/2018.
2. To find out whether there is a positive correlation between vocabulary mastery and translation ability of the eleventh grade students of SMAN 1 NGEMPLAK in the academic year 2017/2018.

3. To find out whether there is a positive correlation between reading habit and vocabulary mastery toward translation ability of the eleventh grade students of SMAN 1 NGEMPLAK in the academic year 2017/2018.

F. The Benefit of the Study

The research is intended to know the correlation between reading habit, vocabulary mastery, and translation ability. By knowing this, it is expected some benefits as follows:

1. Theoretically

To prove whether there is correlation between reading habit, vocabulary mastery, and translation ability of the eleventh grade students of SMA N 1 NGEMPLAK in the academic year 2017/2018. So, it gives information about translation ability can be influenced by reading habit and vocabulary mastery.

2. Practically

- a.) For the teacher, it can be a reference or input for English teachers who want to use this research to motivate their students to improve their translation ability through reading habit and vocabulary mastery.

- b.) For the students, it can be knowledge that reading habit and vocabulary mastery can improve their translation ability. They are

expected to have a good reading habit, vocabulary mastery in order to have a good ability in translation.

c.) For the other researcher, It can be a reference for anyone who wants to do a research which has correlation with these cases. The Researcher be aware that this research is still lacking, so the other researcher can improve the research for the next.

G. The Definition of Key Terms

1. Correlation research is a study to find the relationships between two or more variables (Arikunto, 2013).
2. Reading habit refers to the behavior which expresses the likeness of reading (Sangkaeo, 2011).
3. Vocabulary mastery is refers to the great skill in possessing words of language (Rivers, 1994).
4. Translation is the replacement of textual material in one source language by equivalent textual material into the target language (Widyamartaya, 2002).

CHAPTER II

THEORITICAL REVIEW

A. Theoretical Description

1. Review on Translation Ability

a. Definition of Translation

There are many experts who give definition about translation. Savory in Suryawinata and Hariyanto (2003: 12) states that translation is made possible by an equivalent of thought that lies behind its different verbal expressions.

Catford as quoted by Widyamarta (2002: 12) gives a definition of translation as follows: Translation is the replacement of textual material in one language (the source language/ SL) by equivalent textual material in another language (the target language/ TL). It is also stated that translation is a process of finding a TL equivalent for an SL utterance Pinchuck (in Suryawinata and Hariyanto, 2003: 13). Those three theories tell that translation cannot be separated from equivalence. It is always about how to transfer the message from source language into target language. The meaning from source language should be similar with the target language.

This is also supported with the other theory which is very common. Translation has been done by the notion of equivalence which is aimed at semantic and stylistic points referring two options for the translator (Bell, 1991: 7). Then, Bassnett (1991: 2) gives definition that translation is the

rendering of a source language (SL) text into the target language (TL) so as to ensure that (1) the surface meaning of the two will be approximately similar and (2) the structures of the SL will be preserved as closely as possible but not so closely that the TL structure will be seriously distorted. It explain that it is quite difficult to reproduce exactly the same message but closely similar.

Newmark strengthen the definitions above with his statement that translation is a craft consisting in the attempt to replace a written message and/ or statement in one language by the same message and/ or statement in another language (in Suryawinata and Hariyanto, 2003:15). Those definitions underline some important elements in translation. The first one is equivalence.

Translation is reproducing, rendering, and transfer message similarly from source language to target language. Thus, equivalence is important in order to get the correct message from the text. The second is the SL text (message) which indicates that there is something to be translated into transfer language. The third is replacement/ reproducing. This element indicates a process in translation like carrying out the content of the message from one language (SL) to another (TL). From the definitions above, the researcher makes conclusion that translation is a process of transferring a message from source language to target language which has the closest equivalent meaning. It can be from second language to first language or first language to second language. The researcher limits the translation only on

second language to first language. In this case, the translation is from English to Indonesian.

b. Types of Translation

Every single text has its own syntax structure and semantic meaning that is different one to another. Translation text or even speech has observed this difference and so translation is also divided into some types. Nababan (1999: 30) has divided translation into three types:

1) Word for word translation

This type of translation allows translator to translate the source language into the target language in the same grammar, style, and structure to the target language.

2) Free translation

Free translation is not bundled in finding the similarity of word or sentence but disposed to use paragraph level. This type is able to deliver message of the whole text of the source language. Free translation is generally just limited in the phrase, clause, and sentence level.

3) Literal translation

Literal translation allows translator to take place between the word for word translation and literal translation. Literal translation tries to make right word to match with the target language structure.

Based on the explanation, the type of translation which is used in this research is literal translation. It is because the definition says that translation tries to make right word to match with the target language. Here, the

researcher limits the research only on translation from English to Indonesian.

Therefore, the most suitable type is literal translation.

c. Principles of Translation

Tyler (in Bassnett and Guire, 1991: 63) set up three basic principles:

- 1) The translation should give a complete transcript of the idea of the original work. The first principle means that the translator should be able to reflect the meaning of the original text into the translated text. Therefore, the translator should understand the content of the text and the intention the writer wants to deliver.
- 2) The style and manner of writing should be of the same character with that of the original. The second principle means that the translator should be aware of the style and manner of a text which is going to be translated. The ideas in the translation should be in line with the original one.
- 3) The translation should have all the ease of the original composition. The last principle means that in translation, naturalness is necessary so that the meaning won't be distracted. The translator should transfer the meaning from one language to another as natural as possible. In line with the principles, Duff (1996: 10) explains some general principles which are relevant to all translation, as follows:

a) Meaning

The translation should reflect accurately the meaning of the original text. Nothing should be arbitrarily added or removed, though occasionally part of the meaning can be transposed.

b) Form

The ordering of words and ideas in the translation should match the original as closely as possible. However, differences in language structure often require changes in the form and order of words. When in doubt, underline in the original text the words on which the main stress falls.

c) Register

Languages often differ greatly in their levels of formality in a given context. To resolve these differences, the translator must distinguish between formal and fixed expression.

d) Source language influence

One of the most frequent criticisms of translation is that it doesn't sound natural. This is because the translator's thoughts and choice of words are too strongly molded by the original text. A good way of shaking off the source language influence is to set the text aside and translate a few sentences aloud, from memory. This will suggest natural patterns of thought in the first language, which may not come to mind when the eye is fixed on the source language text.

e) Style and clarity

The translator should not change the style of the original. However, if the text is sloppily written, or full of tedious repetitions, the translator may, for the reader's sake, correct the defects.

f) Idiom

Idiomatic expressions are notoriously untranslatable. These include similes, metaphors, proverbs and sayings, jargon, slang, and colloquialism, and phrasal verbs. Duff mentions that the golden rule is that if the idiom does not work in the target language, it should not be forced to be translated. Yet, the translator should not stick with the principles of translation. The translator may change the principle based on the needs or the goals in translating process.

d. The Process of Translation

The process of translation is steps that should be done by the translator in transferring the message from the source language (SL) into the target language (TL). According to Nida (1975: 80) there are three steps in process of translation. They turn as follows:

1) Analysis

The translator first analyzes the messages of the source language into its simples and structurally clearest forms. In this case, the translator should pay attention on the title, paragraph used, clause, idioms, collocations, etc. to get the messages from the whole text, the translator should read the text repeatedly until the translator get the clear grasp of the general meaning of the whole and the relation of the parts. In the text analysis, translator should have knowledge and master the linguistics structure of the source and receptor language. The translator also should know the meaning of difficult vocabulary and strange words.

2) Transfer

In the process of transfer, the result of the analysis of source language take place in someone's brain and the actual transfer takes place in the translator's brain. It means that the translator has to be careful because it is difficult to build and arrange the sentences from the source language into the target language.

3) Restructuring

The aim of the restructuring is to get the final acceptable message fully in the target language. There are two ways to find out the appropriate message from the source language into the target language. The first is decomposition, the translator should try to find the substance message of the source language text, and the second one is re composition, the translator can translate text freely with his/ her own words or sentence in order to provide the most appropriate communication in the target language.

e. The Assessing of Translation

According to Duff (1996: 7) good translation must develop three qualities to all language learning as follows:

- 1) Accuracy: understanding the message of the source language and express the message into the target language.
- 2) Clarity: it refers to the clear choice in target language. The form of language usage should be easy to understand as the source language itself.

3) Naturalness: to make effective translation, naturalness is needed in translation. The equivalent should not be foreign.

Table 2.1 The Scoring Rubric of Accuracy Translation

Translation category	Score	Quality Parameter
Accurate	3	The meaning of the words, technical terms, phrases, clauses, sentences or the text of source language transferred accurately into the target language; distortion does not occur at all meaning.
Less Accurate	2	Most of the meaning of words, technical terms, phrases, clauses, sentences or the text of source language text already transferred accurately into the target language. However, there are still distortions of meaning or translation double meaning (taksa) or there are meanings that are eliminated, which interferes the integrity of the

		message.
Not Accurate	1	The meaning of a word, technical term, the phrase, clause, sentence or the text of source language was transferred in inaccurate into target language or being eliminated (deleted).

The Scoring Rubric of naturalness translation

Translation category	Score	Quality Parameter
Natural	3	Translation felt natural; technical terms used it was commonly used and familiar for an audience; the phrase, clauses and phrases used is in line with Indonesian language norms.
Less natural	2	In general translation has felt inalienable; but there is a little problem in the use of technical terms or occurring a small miscalculation grammatical.
Not natural	1	Translation not by natural causes or

		felt like the translation; a technical term used unorthodox used and not familiar to readers; phrases, clauses and phrases used not in accordance with Indonesian language norms.
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The Scoring Rubric of legibility translation

Translation category	Score	Quality Parameter
High legibility	3	Words. Technical terms, phrases, clauses, sentences or text translation can be understood easily by the reader.
Medium legibility	2	In general translation can be understood by the reader: but there are certain part which have to be read more than one time to understand the translation.
Translation category	Score	Quality parameter
Low legibility	1	Translation hard to be understood by the reader.

No	Aspects which are measured	Total score
1	Accuracy	3
2	Naturalness	3
3	Legibility	3
Total		9

The result of translation should not sound strange or foreign but it should flow easily or sound natural so the readers can understand them easily. From all explanation above, it can be concluded that translation can be explained as a process of transferring a message from source language to target language which has the closest equivalent meaning. The testing of translation is in form of multiple choices. In this thesis, the translation test is limited on translating English text into Indonesian text. The students are given questions in English and the multiple choices are in Indonesian. It can be in the form of phrases, short sentences, complex sentences, idioms, and paragraphs.

2. Reading Habit

a. Definition of Reading Habit

Practicing reading is one of a good way to improve ability in understanding text. The readers have some purpose in reading text or book. They may read to find the main idea and detail information. They may read to

answer several question. They also may read to make summary or evaluation. To accomplish them, readers need to have skill in comprehending text. Whenever reading becomes people's behaviors, it will help them to experience more and more about the way to understand the meaning of a text.

There are some statements in relation to the definition of reading habit. Reading can be defined as: Reading as interpreting means reacting to a written text as a piece of communication; in other words, we assume some communicative intent on the writer's part which the reader has some purpose in attempting to understand (Wallace, 1992:4).

Williams (1984) said that reading is a process whereby one looks at understand what has been written. deBoer and Dallman (1964:17) state that reading is a much more complex process. It involves all of the higher mental processes. It involves recalling, reasoning,evaluating, imagining, applying, and problem solving.Based on the definitions, it can be concluded that reading is acomplex process which involves reacting to a written message and getting information which needs skills to comprehend and understand the meaning and ideas of a text.

People commonly have one or more habits. Habit can be described as a learned stimulus-response sequence. Swannel (1994: 479) says that habit is (1) a settled as regular tendency of practice, (2) a practice that is hard to give up, (3) a mental constitution or attitude.

Habits are routine behaviors done on a regular basis. They are recurrent and often unconscious patterns of behavior and are acquired through frequent

repetition (Joseph, 2010). Many of these are unconscious as people do not even realize they are doing them. According to Kapoor (2011) stated that those who have developed reading as a hobby are aware of the countless advantages associated with it. Reading broadens the thinking horizon of a person, improves vocabulary and cultivates sensitivity towards people of different cultures. It means that habit of reading is very useful in enhancing knowledge of vocabulary. Every time they come across with new words or strange words, they will try to find out the meaning of the words based on its context. Readers will learn about how to comprehend a text. Reading improves the reader's knowledge about various fields so that they will try to understand meaning in various contexts. Besides, reading will improve the readers' knowledge about cultures. From the explanation above, reading habit can be concluded as the regular tendency of attitude or behavior which is acquired by frequent repetition in reacting to a written message and getting information which needs skills to understand the meaning of the text.

b. Indicator of Reading Habit

Gaona and Gonzalez (2011) said that there are some indicators of reading habits, as follows:

1) Attitude toward reading

The reason of the person that reports on the attitude and behavioral cognitive-affective towards reading.

2) Reading frequency

The frequency at which the person reports to read books in their spare time.

3) Books read

The number of books that the person reports having read in the last three months.

4) Spend time

a) On academic reading

The time that the person reports to devote to reading books on his or her study subjects.

b) Non-academic reading

The time that the respondent reports to devote to reading books that are not directly related to the subjects of his or her studies.

c) Motivation

(1) In the family environment

The frequency of the person reports on the purchase of books, recommending books, and reading interest in the family.

(2) In the academic environment

The frequency of the students reports on the teacher using activities to promote contact with psychology literature.

There are many aspects that influence students' reading habit. The aspects are reading frequency, skill, attitude, and facility. Reading frequency means the regularity which the students usually do to read texts or books. Because habit deals with repetition, so it is necessary to know how often the students read

text. Abeyrathna and Zainab (2004: 114) stated that habit of reading was measured in terms of time spent on reading. Based on their research, they found that the majority of students indicated reading between 1 to 2 hours every day. Skill is defined as reading comprehension and students' ability in their reading. It includes how far the students understand the meaning of what they read and whether they get benefit such as improve their knowledge or not. Because reading activity needs an ability in comprehending text, so that it will be useless for students if they read without knowing the message of the text.

Attitude consists of students' feeling, interest, and response toward reading. Students will read if they have pleasure in doing it. Their interest in reading also becomes one factor for students to build a habit of reading. Once they feel enjoy in reading, there will be no reason for students to hate reading text. It will be always interesting for them. Based on Gaona and Gonzalez (2010: 58) stated, In the school context, the promotion of reading not only depends on knowledge or skill, but also on the student wanting to read (values and attitudes). It means that attitude become the important indicator for reading. Moreover, Gaona and Gonzalez (2010: 66) add that one of the reading habit's factors is attitude the students have toward reading.

McKenna and Kear in Soiferman (1990) further suggest that understanding the role of attitude in developing readers is important for two reasons: First, attitude may affect the level of ability ultimately attained by a given student; second, even for the fluent reader, poor attitude may lead a child not to read when other options exist. It can be concluded that attitude is a key

point of reading habit and becomes important indicator in investigating student's reading habit. Facility means the environment or stuffs which facilitate students' activity in reading. Reading activity will happen if there are several books provided in students' environment such as school library or in their house. Owning books also are very helpful in developing students' habit in reading. The questionnaire of reading habit focuses on reading frequency, skills, attitude, and facility of reading English text.

c. The Aspect of Reading Habit

Everybody can improve their reading ability. De Boer suggests some habits to improve reading ability. They turn as follows:

a. Maintain a healthful routine

To read well, you should be in good physical condition.

b. Avoid unnecessary distraction

Read in quite atmosphere, away from distracting, sight, and sounds.

c. Plan a time schedule

For study type reading, it is best to adhere to a regular schedule.

d. Have a clear purpose for reading

Reading without objective is just waste time. The purpose in reading will determine how the reader read.

e. Get the habit of reading widely

Students can improve their reading by reading abundantly. Get the habit of reading a great deal. Begin with easy material.

3. Vocabulary Mastery

a. Definition of Vocabulary Mastery

Vocabulary is a list set of words for a particular language or a list or set of words that individual speaker of a language might use (Hatch and Brown, 1995:1). Burns and Broman (1975: 295) give the definition of vocabulary as the stock of words used by a person, class, or profession to make up language either in oral or written communication. While, Ur (1998: 60) states that vocabulary can be defined, roughly, as the words which are taught in foreign language. Based on the definitions above, the writer makes a conclusion that vocabulary is a list or set of words of a particular language which are taught in foreign language and used by person, class, or profession. Hornby (1995: 721) defines mastery as a complete knowledge, or great skills, and control.

It can be concluded that vocabulary mastery is a complete knowledge and skill in possessing a list or set of words of a particular language which are taught in foreign language by person, class, or profession.

b. The Importance of Vocabulary Mastery

Vocabulary is basic to communication, if students do not recognize the meanings of the key word used by who address them, they will be unable to participate in the conversation. Students should be able to produce lexical items to convey their meaning for expressing some idea or ask for information.

McCharty (1990:8) stated the importance of vocabulary in language learning “No matter how successfully sounds of L2 are mastered, without

words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way". Then, Wilkins (in Thornbury, 2002:13) said that without grammar, very little can be conveyed, but without vocabulary nothing can be conveyed.

Based on the information above, it can be concluded that mastering vocabulary is very important to the students. By mastering the vocabulary, students can participate in conversation or communication with others.

c. Types of Vocabulary

Vocabulary is divided into the receptive vocabulary and productive vocabulary. Receptive vocabulary is the words that students can recognize and understand when they occur in context, whereas productive vocabulary is words which students understand, they can produce correctly and use constructively in speaking and writing (Hatch and Brown, 1995: 130). Aebersold and Field (1997: 139) also give the same distinction between active and passive vocabulary, but in the different name. They called them as receptive and productive vocabulary. Receptive vocabulary is vocabulary that readers recognize when they see it but do not use when they speak or write. It means readers understand general sense of the meaning of words but they are not sure of its meaning or nuances of meaning. Meanwhile, productive vocabulary is the vocabulary that the people actually use to speak and write.

It can be concluded that there are two types of vocabulary. The first is receptive vocabulary which deal with reading and listening. The second is productive vocabulary which deal with speaking and writing.

1) Receptive Vocabulary

Receptive vocabulary is words that is recognized and understood by the learners when they occur in context. However, the learners cannot produce it correctly. This vocabulary usually occurs when the learners read or listen, but rarely be used when learners speak or write. The learners only receive thought from others. In language application, the receptive vocabulary is considered as the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but, do not use when he speaks or writes.

2) Productive Vocabulary

Productive vocabulary is words that are understood by the learners. The learners can pronounce them correctly and can use constructively in speaking and writing. The learners know when they have to use productive vocabulary in certain context, situation, and in appropriate time. Productive vocabulary is used in active process because the learners can produce the words to express their thought. Based on the explanation, the type of vocabulary which is used in this research is receptive vocabulary. Receptive vocabulary occurs when people read or listen.

In this research, the subjects concern with reading activity so they only meet receptive vocabulary. The test in this research is in form of answering questions. The students will read sentences and paragraphs. They do not need productive vocabulary because they are neither required to speak nor write.

d. Vocabulary in Context

Vocabulary often makes students confused and misinterprets the meanings of sentence. Generally, meaning of a word depends on how the word is related to other words and based on the context that is used. Meaning in context means that the meaning of a word is determined by the context in which it is used. Learning vocabulary in context or the meaning of a word through its use in a sentence is the most practical way to build vocabulary. There are some elements of vocabulary, as follows:

1) Kinds of Meaning

There are two kinds of meaning, connotation and denotation. Connotation meaning is a meaning that is suggested by or associated with a word in addition to its literal meaning. A connotation includes the emotions or associations that surround a word. Denotation meaning is a meaning that is stated as in dictionary and or meaning of word communication of thought in some references (Ur, 1998: 61).

2) Kinds of Words

There are many kinds of words according to its class, its meaning, and its formation.

a) Word Classification

Word class is the classification of words of a language depending on their function in communication. (Hatch and Brown, 1995: 218). Word class membership is an important lexical feature, in this case are nouns, verbs, adjectives, conjunction and adverbs.

- 1) Nouns: Nouns can be divided into subclasses. There are proper nouns and common nouns.. There are also count nouns, mass nouns, abstract nouns, concrete nouns.
- 2) Verbs: Verbs are words that denote action. Verbs that denote states rather than actions seem less verb like. Process verbs which have no definite end points also seem fewer verb like than strong actions.
- 3) Adjectives: Adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example, light, dark, bright, and dull are used with color nouns. Adjectives can point out positive or negative qualities.
- 4) Adverbs: Adverbs are similar to adjectives in many ways although they typically assign attributes to verbal, to clauses or to entire sentences rather than to nouns. Locative adverb, like here and there are used very early by young children as ways of pointing to the location of objects. Time adverbs like now, then, and yesterday are used by second language learners as an initial way to mark.
- 5) Conjunction: a word used to connect clauses or sentences or to coordinate words in the same clause. For the example: for, and, nor, but, or, yet, so, etc.

b) Word Meaning

Guessing vocabulary from context clues is a way to discover the meanings of the unknown words or expression from the sentence which is

used or from the surrounding sentences. Ur (1998: 62) mentions various meaning relationships:

(1) Definition

Definition is a statement that tells the reader or the listener what this is or what word means. It is clearness or sharpness of an outline. For example:

(a) Managing director is the person in charge of the running of a company.

(b) A timid person is someone who is easily frightened and is not very brave.

(c) A ward is a room for patients at the hospital.

(2) Synonym

Synonymy refers to the relationship of similarity or identity in meaning. Synonyms are the words which have the same or very nearly the same essential meaning. In another words synonym also defines as the relationship between two predicates that have the same sense. For example:

(a) Beautiful: attractive, pretty, lovely, stunning.

(b) Happy: joyful, mirthful, upbeat.

(c) Intelligent: smart, bright, brilliant, sharp

(3) Antonym

Antonym is used for oppositeness of meaning; words that are opposite are antonyms. In another word it can be say that antonym A is B or the opposite of A is B. Types of Antonym:

(a) Binary antonym: the opposite ends of scale that includes various intermediate terms. If one is applicable, the other cannot be, and vice versa. Example:

True – false

Asleep – awake

Open – shut

(b) Gradable antonym: the opposite ends of a continuous scale of values (a scale which typically varies according to the context of use). Example:

Very long – long – short – very short

Very clever – clever – stupid – very stupid

Very old – old – young – quite young

(c) Converse antonym: is a kind of antonym between two terms. For any two converse relational terms X and Y, if (a) is the X of (b), then (b) is the Y of (a). Example:

Husband – wife

Left – right

Before – after

(4) Hyponym

Hyponymy refers to the relationship of semantic inclusion. Words with more specific meaning or narrower meaning are hyponyms, while words with more inclusive or general meanings are superordinate terms. The status either as superordinate or subordinate is only relative. Hyponymy involves the logical relationship of entailment; sense of one word is included in (hypo 'under') the sense of the other. It also involves the notion of class inclusion. Example:

Flower: tulip, rose, jasmine, orchid

Color: red, white, green, black, yellow

Animal: cat, dog, rabbit, sheep, cow

c.) Word Formation

According to its formation, there are (1) word which is formed by derivation and (2) word which is formed by inflection. Words can change their shape and their grammatical value. One should know about word formation and how word function in different grammatical contexts. For instance, the word smile can be a noun and a verb. The verb smile has the participles smiling and smiled, and the present participle smiling can be used as an adjective.

(1) Words Formed by Derivation

Derivation is the construction of words resulting the change of words class or the meaning of the stem. There are two derivational,

suffixes and prefixes. Derivational suffixes are syllables or group of syllables such as -ion, -ness, -ize, -ive, -ful, -able, etc that are joined to the end of the word to change the meaning. Derivational prefix is a syllable or group of syllables such as un-, im-, mis-, dis-, or pre-, which is joined to the beginning of a word or morpheme to change its meaning.

(2) Words Formed by Inflection

Inflection is the construction of the words which does not result the change of word class. There are four kinds of inflection: (a) plural forms such as pen-pens, glass-glasses, child-children; (b) possession, such as Diana's hand bag, John's wallet; (c) pronoun, such as he is an athlete, David teach his brother to read; and (d) third singular verb maker, such as I go to school and she goes to school. A word has several meaning and its meaning is different in various contexts. Learners should know the meaning of a word to understand when they read text or book. It is necessary to know about word meaning, word classification, and word formation. In any case, a word from source language cannot be translated. There will be some agreement to get the meaning. It will help learners to identify what the writer intended to say. Learning vocabulary in context is a good way to help learners in comprehending text.

e. The Assessing of Vocabulary

Vocabulary mastery is a complete knowledge and skill in possessing a list or set of words of a particular language which includes word meaning, word formation, and word classification which are taught in foreign language by person, class, or profession. Based on Allen (1983) there are three terms of English students as second language. They are elementary, intermediate, and advanced. Elementary applies to beginners. Intermediate students have much in common with elementary. Intermediate vocabulary lessons include many words for things and persons in the learners' daily lives. Unlike the elementary vocabulary, much of intermediate vocabulary cannot be demonstrated through actions or drawn through pictures. Advanced students are those who understand most of they hear and read in the language class. Advanced students are almost at the end of the language program. Using dictionary become especially important. Advanced vocabulary includes mastering word formation, meaning of words and word function or word classification. For example when students meet the word "book", it is not only function as countable noun, but it also can function as verb.

The test measures the receptive vocabulary or passive vocabulary, which is the vocabulary that that readers recognize when they see it but do not use when they speak or write. The test focuses on word meaning, word formation, and word classification. Word meaning includes synonym, antonym, hyponym, and definition. Word formation includes derivation and inflection. Word classification includes noun, verb, adjective, and adverb.

The test is objective test in the form of multiple-choice type. Considering the dependent variable in this research is translation ability, the writer omits pronunciation and spelling which are the aspects of vocabulary, because it is not really needed in translation. There are five alternatives of answer in each item consisting one correct answer and four destructors.

2) Rationale

A correlation between reading habit, vocabulary mastery, and translation ability.

(1) Correlation between reading habit and translation ability

According to Newmark (1991: 179), the work of translation is started by reading the original text in order to get understanding and ends with re-writing it in the target language. Experience in reading supports translation ability. The frequency, motivation, skills, and interest in reading second language text can help learners to improve their translation ability. The more they read, the more they comprehend meaning. It assures that translation cannot be separated from reading habit activities. Reading will enlarge the learner's knowledge. It makes an interaction between the reader and the text. It creates reader's assumptions and also trains reader to make strategies in comprehending and understanding meaning. Based on explanation above it can be concluded that there is correlation between reading habit and translation ability.

(2) Correlation between vocabulary mastery and translation ability

Birjandi (2006:5) states that one of the knowledge areas which is directly related to translation is the knowledge of vocabulary. It is obvious that without knowing the meaning of words, no one can translate a text and consequently, no translation can take place. By mastering vocabulary, reader will easier to comprehend the meaning because they know about the meaning of the content words, such as nouns, verbs, adjectives, and adverbs. Miller (in Birjandi,2006:5-6) also believes: “if a student doesn’t know the meaning of a word in particular context, it does little good for him to recognized the word by sight. Of course, a word can have many different meanings, depending upon its use in context. The more meanings a student has for a particular word, the more likely he will be to attain the exact comprehension of a passage that is intended.”

Translation is not merely replacing words in one language with words in another language. Most of words in English have more than one meaning. It could be a strong reason that vocabulary mastery plays important role in translation ability. It has been stated above that knowing the meaning of content words will provide an access to the meaning of a sentence. Because, while translating, people will meet many words which might have different meaning in a different context.

(3) Correlation between reading habit, vocabulary mastery, and translation ability

There are many factors which influence translation ability. Some of them which have an important role are reading habit and vocabulary mastery.

Reading happens in every activity while someone learning language. In translation process, the learners definitely will read in order to get the meaning of the text. The more they read the more they comprehend. It implies that reading habit has correlation with translation ability. In language learning, all skills have vocabulary as a fundamental aspect. Of course, translation also needs vocabulary mastery. So, the researcher assumes there is a significant correlation between reading habit, vocabulary mastery, and translation ability

3) Previous Study

There are some researchers who have conducted the similar research that concern on translation. What are mentioned below explain about the finding of the research conducted concerning on the translation. The first previous study is the thesis by Rofiana Muslichalifah (2015), teacher training and education faculty, IAIN Surakarta, entitled “ The Correlational study between the reading comprehension and translation ability of the fifth semester students of the state Islamic institute of Surakarta in the academic year 2014/2015”. The result of the research shows that there is a significant correlation between reading comprehension and translation ability. It can be proved from the product moment correlation test result that $r_{xy} > r_{table}$ ($0,434 > 0,334$). The higher score of reading comprehension is 15 and the lower score of reading comprehension is 7 and the higher score of translation ability is 87,5 and the lower score of translation ability is 57,5. It means there is a positive correlation between reading comprehension and translation ability.

The research conducted by Rofiana has some similarities with this research. The first similarity is the design of the research that used the correlational design. The second similarity is there is one variable that same is translation ability. The third is technique collecting data that use test. Besides the similarities, there are also some differences between the research conducted by Rofiana and this research. The first is item test of translation in Rofiana's thesis is 35 items, but in this research 40 items. The second is the sampling, in the Rofiana's thesis used cluster random sampling but in this research use multi stage sampling. Then the subject of Rofiana's thesis are the fifth semester students in IAIN Surakarta, but the subject of this research are the eleventh Grade of SMAN 1 NGEMPLAK.

The second previous study is the thesis by Erma Triani (2016), IAIN Surakarta that conducted the correlation study entitled, "A correlation between student's motivation, vocabulary mastery toward the student's translation ability of English education department students of IAIN Surakarta. The result of the research are there is significant correlation between student's motivation, vocabulary mastery toward the student's translation ability, because the coefficient of correlation r_{xy} obtained is higher than r table ($0,797 > 0,396$).

The research that conducted by Erma has some similarities with this research. The first similarity is the design of the research that use the correlational design. The second similarity is the variable of the research are vocabulary mastery and translation ability. The third is technique collecting data that use test and questionnaire. Then both of the research used three variables. Besides the similarities there are differences between the research conducted by Erma and this

research. The first difference is one of variable student's motivation. The second is sampling, in Erma's thesis used cluster random sampling, but in this research use multi stage sampling. The third is the subject of Erma's thesis are the students in college but this research are eleventh grade students of senior high school.

4) Hypotheses

According to the rationale, the hypotheses can be formulated as follows:

Ha :

1. There is a positive correlation between student's reading habit and translation ability of the eleventh grade of SMAN 1 NGEMPLAK in the academic year 2017/2018.
2. There is a positive correlation between student's vocabulary mastery and translation ability of the eleventh grade of SMAN 1 NGEMPLAK in the academic year 2017/2018.
3. There is a positive correlation between student's reading habit, vocabulary mastery, toward translation ability of the eleventh grade of SMAN 1 NGEMPLAK in the academic year 2017/2018.

Ho :

1. There is no correlation between students' reading habit and translation ability of the eleventh grade of SMAN 1 NGEMPLAK in the academic year 2017/2018.
2. There is no correlation between students' vocabulary mastery and translation ability of the eleventh grade of SMAN 1 NGEMPLAK in the academic year 2017/2018.

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3. There is no correlation between students' reading habit, vocabulary mastery and translation ability of the eleventh grade of SMAN 1 NGEMPLAK in the academic year 2017/2018.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used correlation research. Arikunto states the correlation study is a study to find the relationships between two or more variables (Arikunto, 2013). The reason of choosing this method is the researcher wants to know the correlaton between two or more variables based on statistic quantitative in correlational coefficient. The correlation coefficient is a measure of correlation strength can range from -1.00 to 1.00.

There are three possibility result of a correlational study: a positive correlation, a negative correlation, and no correlation.

1. Positive correlation : both variables improve or decrease at the same time. A correlaion coefficient close to 1.00 indicates a strong positive correlation. Perfect positive correlation would result in a source of 1.
2. Negative correlations: it indicates that as the amont of one variable improves the other decreases. A correlation coefficient close to -1.00 indicates a strong negative correlation.
3. No correlation : it indicates no relationship between the two variables. A correlation coefficient of 0 (zero) indicates no correlation.

There are two kinds of variables in this research, independent variable and dependent variable. (Ary, 1985: 30), states that variable is an attributive that is regarded as reflecting or expressing some concept or construct. Moreover, he

states that the dependent variable is is the phenomenon that is the object of study and investigation. The independent variable is the factor that is measurably separate and distinct from the dependent variable, but may relate to the dependent variable. In this reasearch students reading habit and vocabulary mastery as the independent variable (X1 & X2) and translation ability as the dependent variable (Y).

The researcher examines the correlation between reading habit and translation ability. Then, she comes to examine the correlation between vocabulary mastery and translation ability. Finally, the researcher examines the correlation between reading habit, vocabulary mastery, and translation ability.

The relationship of the variables as follows:

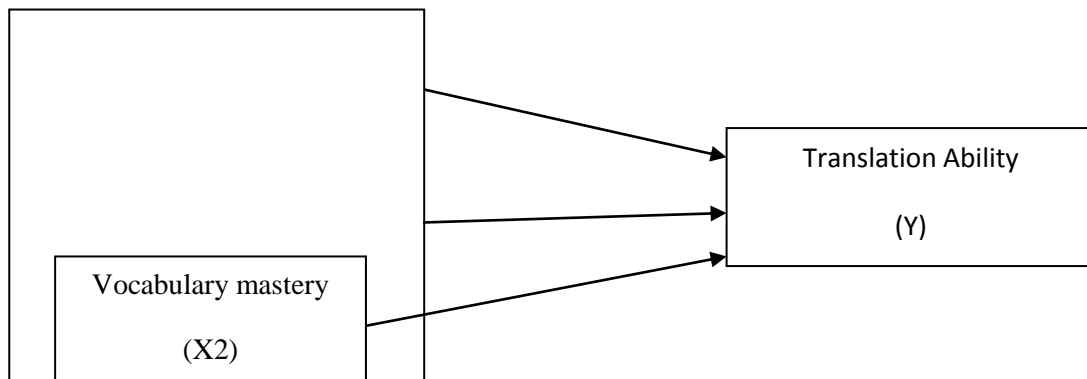


Figure 3.1 Diagram of the relationship between reading habit (X1), vocabulary mastery (X2), and translation ability (Y)

Based on the diagram above, we can conclude that reading habit and vocabulary mastery have important effect to the translation ability. Because, while

we translating the English text, firstly we must read the text. If we are have habit in reading, exactly we can be able to translate the text. In the process of translation we also can't avoid vocabulary, because if there is no word that we read so we can't translate any text.

B. The Setting of the Research

1. The place of the research

This research will carry out at SMAN 1 NGEMPLAK which is located in jl. Embarkasi Haji, Donohudan, Ngemplak, Boyolali.

2. The time of the research

The researcher will conduct the research from May in SMAN 1 NGEMPLAK in the academic year of 2017/2018.

Table 3.1 The Schedule of the Research

No	Activities	Month in 2017/ 2018							
		Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1	Submission of the Title								
2	Determination of the Title with the Advisor								
3	Making a Proposal Thesis								
4	Consulting the								

	Proposal								
5	Conducting Examination of the Proposal Thesis								
6	Conducting Research								
7	Analyzing and Writing the Thesis								
8	Consulting the Thesis								
9	Report and Submitted Chapter IV and V								

C. The Subject of the Research

1. The Population of the Research

Population is the whole research object. In Encyclopedia of Educational Evaluation written that a population is a set (or collection) of all elements possessing one or more attributes of interest (Arikunto,2013). From the statements above it can be concluded that population is the whole of subjects or individuals who have the same characters in the research.

The population of this study is all the eleventh grade students of SMAN 1 NGEMPLAK (XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5 and XI IPS 1, XI IPS 2, XI IPS 3, XI IPS 4, XI IPS 5) in the Academic Year 2017/2018.

Table 3.2 the total students of XI Class

No.	Class	Number of Students
1	XI IPA 1	38
2	XI IPA 2	38
3	XI IPA 3	32
4	XI IPA 4	38
5	XI IPA 5	38
6	XI IPS 1	32
7	XI IPS 2	38
8	XI IPS 3	38
9	XI IPS 4	32
10	XI IPS 5	38
TOTAL		362

2. Sampling of the Research

Sampling is a technique used in taking sample. Arikunto states that sampling refers to the process of selecting the subject of research from the

pupolation (Arikunto, 2013). There are two sampling strategies, they are probability sampling and non-probability sampling (Blaxter, et al, 2010). Probability sampling consist of simple random sampling, systematic random sampling, stratified ranndom sampling, cluster random sampling and multi stage sampling, while non-probability sampling consist of purposive sampling, accidental sampling, and quota sampling.

In this study, the researcher used multi stage sampling. Nasution (2003) said that multi stage sampling is taking sampling which is done in one stage or more. In stage one the researcher chose one major of population randomly using lottery. Stage two the major chosen in the lottery would choose again in randomly to choose one class. The class chosen in the lottery would be the sample. The method on taking sample as follows:

Stage 1: major is use as sample (IPA/IPS)

- a. The researcher writes the name of major in each peace of paper.
- b. Then, the researcher rolls the paper and puts in together in hand.
- c. The rolls of paper is shaken.
- d. The researcher puts the paper down and chooses one of them randomly.
- e. The major in the chosen paper will be the sample.

Stage 2:

- a. The researcher writes the name of every class in each piece of paper
- b. Then, the researcher rolls the paper and puts in together in hand.

- c. The rolls of paper is shaken.
- d. The researcher puts the paper down and chooses one of them randomly.
- e. The class in the chosen paper will be the sample.

In this research, the researcher took 38 students of IPA 1 to be a sample for try-out in this research.

3. Sample

Sample is part of the total number and characteristic belong to population (Arikunto, 2013). According to Nasution (2003), sample is example or a part of population which become the research object. Based on both definitions above, it can be concluded that sample is a part of the population which is used by the researcher as the subject of the study to represent the overall group. The sample that the researcher takes from eleventh grade students of SMA N 1 NGEMPLAK is IPA 1 with 38 students was tested in try-out, then IPS 1 was tested after the researcher get validity of the instrument.

D. Technique collecting data

The researcher used test and non-test (questionnaire) as the technique to collect the data for this research. The test is used to collect the data of vocabulary mastery and translation ability, while the questionnaire is used to obtain the data of student's reading habit. The instruments of collecting data are :

1. Questionnaire

Questionnaire is a tool in gathering information through written questions, it is one of the most widely used social research technique, Blaxter (2010). In

addition, Arikunto (2013) stated that questionnaire is a list of question that given to the person to give their responses concerning the questions. Based on the definition above, it can be concluded that questionnaire is a list of question that given to the respondents of the research in order to collect the information (data) about the respondents through their responses concerning the questions.

The researcher used closed-typed questionnaire to get information from the respondents. The question items in that questionnaire are followed by the answer, so the respondents only choose the suitable one by crossing the letters in the answer sheet. The scoring of questionnaire in this study is based on the likert scale type. Likert scale type is used to measure attitude, opinion, people's or group's perception about social phenomenon. This type is generally scored by assigning a value from 1 to 5 to the available options. In determining the student's score, the researcher at first determines the item to score of each question or statement in the questionnaire. The way to score the questionnaire is as follows:

Statement	Option				
	A	B	C	D	E
Positive	5	4	3	2	1
Negative	1	2	3	4	5

In filling questionnaire, the respondents were asked to choose those choices that they thought and felt nearly match with their condition at the time and

based on their experience. In this study, the questionnaire was given to the students to find numerical data of their reading habit. The questionnaire has five options, those are: “*sangat setuju (SS)*”, “*Setuju (S)*”, “*Kurang Setuju (KS)*”, “*Tidak Setuju (TS)*”, and “*Sangat Tidak Setuju (STS)*”.

2. Test

A test, in simple terms. Is a method of measuring a persons ability, knowledge, or performance in a given domain, Brown (2004). A test is a task that is useful to help the teacher to measure the student’s achievement, to know the students progress, to motivate and direct student learning and also to evaluate the teaching process, whether it is good or not. Djiwandono (2008) stated that there are two kind of test based on the way of scoring, they are objective and subjective test. Objective test is a form of questioning which has single correct answer. It consist of matching test, true false test, fill in the blank and multiple choice test. Then, the subjective test is a form of questioning which may have more than one correct answer (or more than one way of expressing the correct answer).

Based on Thornburry (2002:132) defined multiple choice test are a popular way of testing in that they are easy to score (a computer can do it), and they are easy to design (or seem to be). This is the reason why the researcher used multiple choice to test the vocabulary. The test of vocabulary mastery is intended to collect the data of vocabulary mastery. The test is an objective test in the form of multiple choice types. The researcher used an objective test in the form of multiple choice with 5 alternatives (A,B,C,D,E) to know the vocabulary mastery about indicators

word meaning, word formation, and word classification. Word meaning consist of synonym, antonym, hiponym, and definition. Word formation consist of derivation and inflection. Word classification consist of noun, verb, adjective, and adverb.

The test consist of 40 items, the researcher mark 1 for its item if the students answer correctly, and the researcher mark 0 if the students answer incorrectly. The following is the formula to score the student's vocabulary mastery:

$$\text{student's score} = \frac{\text{student's correct answer} \times 100}{\text{Total items}}$$

The test of translation ability is intended to collect the data of translation ability. To measure whether student translation ability is high or low, the students asked to translate English text into Indonesian. The test is an essay test based on the indicators explained in chapter two. The researcher used expert judgment to examine the material of the test. Based on Hopking (in Siregar, 2013:89) who said the determination of the instrument of content validity associated with the logical analysis. To examine content validity instrument is consulted to the expert opinions (expert judgement) then the expert determine whether the instruments is valid or not to measure the variable. The researcher consulted with Mrs. Ika Dewi as the Lecture of Translation who exactly expert in Translation. Based on Mrs. Ika Dewi Statement, the researcher should adjust with text that learned by the eleventh

grade students of Senior High School. Then the researcher used report text to measured the Translation Ability.

E. Validity and Reliability of the Instruments

An instrument can be said good, if it is valid and reliable. Before the instrument will be used, there will a try-out. It is intended to find the validity and reliability of instrument.

1. Validity of the instrument

There are two types of validity: internal validity and external validity. Internal validity refers to the interpretability of research. External validity refers to the extent to which the result can be generalized from samples to populations. Ary et all (2010: 225), validity is the most important consideration in developing and evaluating measuring instruments. He also states that validity is defined as the extent to which an instrument measures what it claimed to measure. The researcher use internal validity to measure the validity of reading habit and vocabulary mastery, the researcher will use Product Moment Formula assisted by *SPSS 20 for Windows*.

The formula is as follows :

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

Information :

r_{xy} : The coefficient of correlation between X and Y

N: The number of students

x: The sum of the scores of each item

y: The sum of the scores of each student

The criteria of validity test is that the test is valid if Sig. is lower than α and it is invalid if Sig. is higher than α . In this computation that used *SPSS 20 program for Windows*, the researcher used level of significance = 0.05 (5%). There are two data of validity instrument, namely; reading habit and vocabulary mastery. After being computed the data try out of two instruments that consist of 38 students, we got the result as follows:

1) Validity of Reading Habit

The criteria of validity instrument of Reading Habit becomes valid if $\text{Sig.} < \alpha$ and it becomes invalid if $\text{Sig.} > \alpha$. The validity instrument of Reading Habit can be seen in the table below.

Table 3.3 The Validity of Reading Habit

Item	Sig.	A	Result
1	0,001	0,05	Valid
2	0,000	0,05	Valid
3	0,000	0,05	Valid

4	0,001	0,05	Valid
5	0,014	0,05	Valid
6	0,001	0,05	Valid
7	0,000	0,05	Valid
8	0,016	0,05	Valid
9	0,005	0,05	Valid
10	0,047	0,05	Valid
11	0,000	0,05	Valid
12	0,015	0,05	Valid
13	0,003	0,05	Valid
14	0,028	0,05	Valid
15	0,000	0,05	Valid
16	0,000	0,05	Valid
17	0,005	0,05	Valid
18	0,001	0,05	Valid
19	0,000	0,05	Valid
20	0,019	0,05	Valid
21	0,005	0,05	Valid
22	0,001	0,05	Valid
23	0,001	0,05	Valid
24	0,028	0,05	Valid
25	0,000	0,05	Valid

26	0,000	0,05	Valid
27	0,000	0,05	Valid
28	0,151	0,05	Invalid
29	0,000	0,05	Valid
30	0,000	0,05	Valid
31	0,006	0,05	Valid
32	0,000	0,05	Valid
33	0,385	0,05	Invalid
34	0,042	0,05	Valid
35	0,010	0,05	Valid
36	0,001	0,05	Valid
37	0,001	0,05	Valid
38	0,030	0,05	Valid
39	0,035	0,05	Valid
40	0,003	0,05	Valid
41	0,088	0,05	Invalid
42	0,001	0,05	Valid
43	0,722	0,05	Invalid
44	0,000	0,05	Valid
45	0,047	0,05	Valid
46	0,001	0,05	Valid
47	0,552	0,05	Invalid

48	0,000	0,05	Valid
49	0,001	0,05	Valid
50	0,035	0,05	Valid

Based on the table above, the researcher concluded that 45 items of reading habit questionnaire are valid. The result shows that the test is in the valid criteria because $\text{Sig.} < \alpha$.

2) Validity of Vocabulary Mastery

The criteria of validity instrument of Vocabulary Mastery becomes valid if $\text{Sig.} < \alpha$ and it becomes invalid if $\text{Sig.} > \alpha$. The validity instrument of Vocabulary Mastery can be seen in the table below.

Table 3.4 The Validity of Vocabulary Mastery

Item	Sig.	A	Result
1	0,001	0,05	Valid
2	0,014	0,05	Valid
3	0,009	0,05	Valid
4	0,024	0,05	Valid
5	0,030	0,05	Valid
6	0,012	0,05	Valid
7	0,038	0,05	Valid

8	0,001	0,05	Valid
9	0,034	0,05	Valid
10	0,015	0,05	Valid
11	0,034	0,05	Valid
12	0,004	0,05	Valid
13	0,014	0,05	Valid
14	0,004	0,05	Valid
15	0,004	0,05	Valid
16	0,038	0,05	Valid
17	0,030	0,05	Valid
18	0,018	0,05	Valid
19	0,000	0,05	Valid
20	0,014	0,05	Valid
21	0,001	0,05	Valid
22	0,024	0,05	Valid
23	0,010	0,05	Valid
24	0,000	0,05	Valid
25	0,005	0,05	Valid
26	0,038	0,05	Valid
27	0,012	0,05	Valid
28	0,030	0,05	Valid
29	0,038	0,05	Valid

30	0,646	0,05	Invalid
31	0,390	0,05	Invalid
32	0,034	0,05	Valid
33	0,635	0,05	Invalid
34	0,390	0,05	Invalid
35	0,398	0,05	Invalid
36	0,038	0,05	Valid
37	0,034	0,05	Valid
38	0,554	0,05	Invalid
39	0,042	0,05	Valid
40	0,018	0,05	Valid
41	0,024	0,05	Valid
42	0,458	0,05	Invalid
43	1,000	0,05	Invalid
44	0,458	0,05	Invalid
45	0,038	0,05	Valid
46	0,038	0,05	Valid
47	0,018	0,05	Valid
48	0,008	0,05	Valid
49	0,024	0,05	Valid
50	0,001	0,05	Valid

Based on the table above, the researcher concluded that 41 items of Vocabulary Mastery questionnaire are valid, because the result shows that $\text{Sig.} < \alpha$.

3) Validity of Translation Ability

A valid instrument means that the instrument is suitable for measuring the object that will be measured. To determine whether the instrument is valid or not using content validity approach is by making rationale judgment, whether the instruments contains enough requirements to measure all variable indicators. Based on Hopking (in Siregar, 2013: 89) who said the determination of the instrument of content validity associated with the logical analysis. To examine content validity instrument, it can use expert opinions (expert judgment) that consulted to the expert. Then the expert determine whether the instruments is valid or not to measure the variable.

In this research, the validity of translation ability test measured by consulted to the expert and accorded to the syllabus. Besides that, the expert judgment is consulted to Mrs. Ika Dewi as the lecturer of translation and Mrs Ari Ma'muroh as the English teacher of SMAN 1 Ngemplak. Based on syllabus of SMAN 1 Ngemplak, one of the text materials is report text.

The researcher can conclude and summarize the result of the try out are as follows:

1. From 50 items of Reading Habit questionnaire, 45 items are valid and 5 items are invalid there are item number 28, 33, 41, 43, 47.
2. From 50 items of Vocabulary Mastery test, 41 items are valid and 9 items are invalid there are item number 30, 31, 33, 34, 35, 38, 42, 43, 44.
3. The expert judgment of Translation Ability test is consulted to Mrs. Ika Dewi as the lecturer of translation and Mrs. Ari Ma'muroh as the English teacher of SMAN 1 Ngemplak.

2. Reliability of the instrument

Arikunto (2006: 178) said that reliability refers to the understanding that a sufficiently reliable instrument to be used as a means of collecting data because the instrument is good. Sugiyono (2010: 173) states that reliability is an instrument when used several time to measure the same object, the result of data will consistency or stability.

To measure the reliability of Reading Habit and Vocabulary Mastery questionnaire, the researcher used the Alpha Cronbach formula assisted by *SPSS 20 program for windows* to compute the reliability test, and the result are as follows:

a. Reliability of Reading Habit

Table 3.5 The Reliability of Reading Habit

Reliability Statistics	
Cronbach's Alpha	N of Items

.724	45
------	----

From the result of reliability Reading Habit is acquired the reliability coefficient = 0.724 in the $r_{table} = 0.312$ at the level of significance 0.05 for the number of students is 38 students. It shows that the Reading Habit is reliable $r_o > r_{table}$ (0.877 > 0.312).

b. Reliability of Vocabulary Mastery

Table 3.6 The Reliability of Vocabulary Mastery

Reliability Statistics of vocabulary mastery

Cronbach's Alpha	N of Items
.445	41

From the result of reliability Vocabulary Mastery is acquired the reliability coefficient = 0.445 in the $r_{table} = 0.312$ at the level of significance 0.05 for the number of students is 38 students. It shows that the Vocabulary Mastery is reliable $r_o > r_{table}$ (0.445 > 0.312).

c. Reliability of Translation Ability

The reliability of translation ability test is measured by using inter-rater reliability. Inter-rater reliability is occurs when two or more scores, yield inconsistent score of the same test, possibly for lack of attention to scoring criteria, inexperience, inattention, or even preconceived biases

(Brown, 2004: 21). To measure the reliability of Translation Ability, the researcher compared the Translation test score with the score from the teacher. The score of Translation test can be seen in appendix 12.

d. Technique of Analyzing the Data

After collecting the data, the next step is analyzing the data in order to know whether there is a significant positive correlation between student's reading habit, vocabulary mastery and translation ability. Firstly, the researcher check the completeness of the data then give scoring toward the questionnaire, vocabulary test and translation ability test. Next, the researcher processing the data, as follows:

1. The Description of the Data

a. Mean

Mean is the average value of the data group.

b. Median

Median is the central value of data group. It is gained by picking the middle value of the data ranged from the lowest to the highest or inversely (Arikunto, 2006: 168).

c. Mode

Mode is the most frequent value of a data group. It is gained by counting the similar data and finding the highest. (Arikunto, 2006: 166)

d. Range

Range is the gap between the highest and the lowest value in a data group (Arikunto, 2006: 152).

e. Standard Deviation

The standard deviation is a numerical index that indicates the average variability of the scores. It tells us, in the other words, about distance, on the average of the score from the mean (McMillan and Schumacher, 2001: 221).

The researcher will use program SPSS 20 to analyze the data description.

2. Prerequisite Test

a. Normality Test

Normality test is purposed to know whether the sample taken from the population has normal distribution or not (Arikunto, 2006:320). In this study, the researcher uses the Kolmogorov Smirnov (KS-Z) formula through *SPSS 20 for windows* with the significant 5%. The characteristic used is whether the obtained of KS-Z is higher than 0.05, it means that the data has a normal distribution.

b. Linearity Test

Linearity test was aimed to know whether two variables had significant linear regression or not. In this research, the

researcher used multiple linear regression is to learn the correlation of three or more variables (Abdurrahman, et al, 2011: 214).

To find out the simple linear regression between the first independent variable (reading habit) and the dependent variable (translation ability) and the second independent variable (vocabulary mastery) and the dependent variable (translation ability), the researcher used the value of significant 0.05 with *SPSS 20 for windows*. The criteria of this test if the value of linearity is lower than 0.05.

3. Hypothesis Testing

After conducting the prerequisite test, the next step was testing hypothesis.

a. The Test of the First and Second Hypothesis

The test of the first and second hypothesis are used to know the correlation between Reading Habit (X_1) and Translation Ability (Y) and the Correlation between Vocabulary Mastery (X_2) and Translation Ability (Y).

The researcher used simple correlation technique using the Product Moment Formula assisted by *SPSS 20 for windows* to test the first and the second hypothesis. The formula of simple correlation is as follow:

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

Where :

r_{xy} : the coefficient of the correlation between variable X and Y

X : the independent variable

Y : the dependent variable

n : the number of the sample

The statistical hypothesis of the first and second hypothesis:

a) $H_0 : r_{xy} = 0$. It means there is no correlation between X and Y.

b) $H_a : r_{xy} > 0$. It means there is a positive correlation between X and Y.

b. The Test of the Third Hypothesis

The test of the third hypothesis is used to know the correlation between Reading Habit, Vocabulary Mastery, and Translation Ability.

The researcher used multiple correlation assisted by *SPSS 20 for windows* to test the third hypothesis saying there is any correlation

between students Reading Habit, Vocabulary Mastery and Translation Ability. The formula is as follows:

$$R_{X_1 X_2 Y} = \sqrt{\frac{r^2_{X_1 Y} + r^2_{X_2 Y} - 2r_{X_1 Y} \cdot r_{X_1 X_2}}{1 - r^2_{X_1 X_2}}}$$

c. The Significance of the Multiple Correlation Coefficient

The researcher used the formula of regression line analysis to find out whether or not the coefficient of multiple correlation is significant, as follows:

$$F = \frac{R^2/k}{(1 - R^2)/(N - k - 1)}$$

Where:

F : the value of regression line

R: the coefficient of correlation between X_1, X_2 , and Y

k : number of independent variable

n : the number of sample

d. Contribution Distribution

After that, the researcher used coefficient of determination to calculate the distribution of variable X toward variable Y. the formula as follows:

$$CD = (r)^2 \times 100\%$$

CD : the coefficient of determination

r : the coefficient of correlation

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. The Description of the Data

The data analyzed were the result of questionnaire and test. The descriptions were based on the score of questionnaire to know the Reading Habit and Vocabulary Mastery, and the Translation test to know the Translation Ability of eleventh grade students of SMAN 1 Ngemplak Boyolali in the academic year 2017/2018. In computing the data, the researcher analyzed all the data and hypothesis assisted by *SPSS 20 for windows*. It is presented in the form of mean, median, mode, standard deviation, the highest and lowest score which is completed with the variable description in the form of table and histograms. The score of Reading Habit, Vocabulary Mastery, and Translation Ability can be seen in the table below:

Table 4.1 Student's Score of each Variable

No	Name	Score		
		Reading Habit	Vocabulary Mastery	Translation Ability
1	AS	138	76	65
2	ACF	140	59	70

3	AW	154	68	65
4	ARP	150	56	55
5	AUI	160	56	70
6	ARNP	158	66	45
7	ASAW	150	51	55
8	BH	160	76	70
9	DWP	150	46	70
10	ENCK	150	63	75
11	ECS	144	56	65
12	FGA	164	73	55
13	IMH	144	61	55
14	KA	156	56	60
15	KSR	146	66	60
16	KAP	144	56	65
17	KSA	173	70	55
18	LA	176	78	90
19	MS	156	66	75
20	MWDS	155	76	65
21	MCN	160	70	75
22	NCSR	168	71	75
23	NAW	155	59	60
24	PANK	165	60	70

25	RW	168	63	70
26	RAP	138	59	65
27	RSPS	145	59	60
28	SID	148	39	50
29	URW	168	72	85
30	VWAS	145	63	75
31	VAR	168	73	80
32	YF	170	79	55

The whole data are statistically presented at the table above. It is found that the subject of Reading Habit, Vocabulary Mastery, and Translation Ability, which consist of 32 sample students. Reading Habit the maximum score is 176, the minimum 138. Vocabulary Mastery the maximum score is 79, the minimum score is 39. And Translation Ability the maximum score is 90, the minimum score is 45. The data research from three variables is summarized below:

Table 4.2 Variable Data Description

		Statistics		
		x1	x2	y
N	Valid	32	32	32
	Missing	1	1	1
Mean		155.28	63.77	68.59
Median		155.00	63.41	70.00
Mode		160 ^a	56	65 ^a
Std. Deviation		10.783	9.425	10.942
Variance		116.273	88.828	119.733
Range		38	40	45
Minimum		138	39	45
Maximum		176	79	90
Sum		4969	2041	2195

a. Multiple modes exist. The smallest value is

The data was taken from 32 students as the sample of the research. Data of Reading Habit were collected by using a questionnaire, Vocabulary Mastery were collected by using multiple choice test, and Translation Ability were collected by written test. Reading Habit, Vocabulary Mastery, and Translation Ability can be explained as follows:

a) The Data of Reading Habit

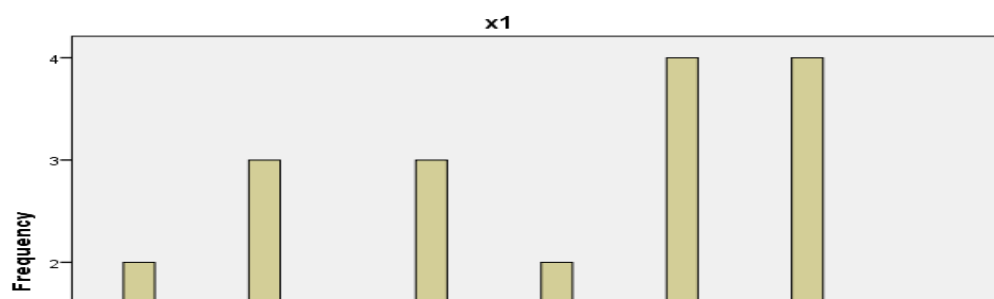
The data of Reading Habit were collected by using a questionnaire. Reading Habit is obtained from questionnaire consisting of 45 items from 50 items, 5 items Invalid, with the score 5,4,3,2, and 1. The maximum score is 176, the minimum score is 138, and the range is 38. The mean (or the average score) is 155.28 and standard deviation is 10.783 respectively. The frequency distribution and the histogram of Reading Habit can be seen at the table 4.3 and the figure 4.1.

Table 4.3 The Frequency Data of Reading Habit

Reading Habit

	Frequency	Percent	Valid Percent	Cumulative Percent
138	2	6.1	6.3	6.3
140	1	3.0	3.1	9.4
142	1	3.0	3.1	12.5
144	3	9.1	9.4	21.9
145	1	3.0	3.1	25.0
146	1	3.0	3.1	28.1
148	1	3.0	3.1	31.3
150	3	9.1	9.4	40.6
152	1	3.0	3.1	43.8
154	1	3.0	3.1	46.9
Valid 155	2	6.1	6.3	53.1
156	1	3.0	3.1	56.3
158	1	3.0	3.1	59.4
160	4	12.1	12.5	71.9
164	1	3.0	3.1	75.0
165	1	3.0	3.1	78.1
168	4	12.1	12.5	90.6
170	1	3.0	3.1	93.8
173	1	3.0	3.1	96.9
176	1	3.0	3.1	100.0
Total	32	100.0	100.0	

Figure 4.1 The Frequency Histogram of Reading Habit



b) The Data of Vocabulary Mastery

The data of Vocabulary Mastery were collected by using a test. Vocabulary Mastery is obtained from test consisting of 41 items from 50 items, 9 items Invalid, with the score 1 and 0. The maximum score is 79, the minimum score is 39, and the range is 40. The mean (or the average score) is 63.77 and standard deviation is 9.425 respectively. The frequency distribution and the histogram of Vocabulary Mastery can be seen at the table 4.4 and the figure 4.2.

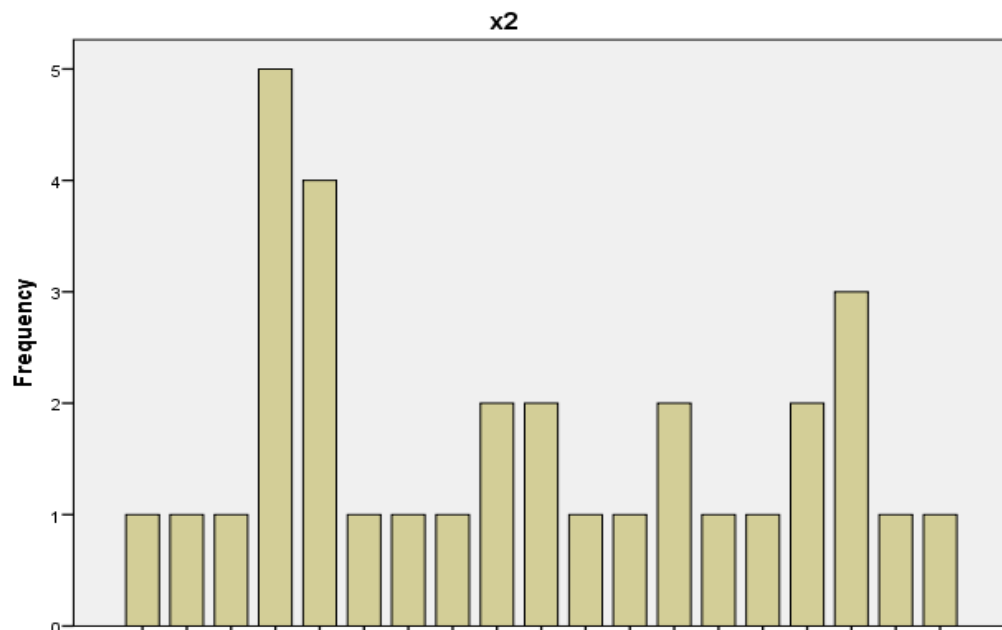
Table 4.4 The Frequency Data of Vocabulary Mastery

Vocabulary Mastery

	Frequency	Percent	Valid Percent	Cumulative Percent
39	1	3.0	3.1	3.1
Valid 46	1	3.0	3.1	6.3
51	1	3.0	3.1	9.4

56	5	15.2	15.6	25.0
59	4	12.1	12.5	37.5
60	1	3.0	3.1	40.6
61	1	3.0	3.1	43.8
63	1	3.0	3.1	46.9
63	2	6.1	6.3	53.1
66	2	6.1	6.3	59.4
66	1	3.0	3.1	62.5
68	1	3.0	3.1	65.6
70	2	6.1	6.3	71.9
71	1	3.0	3.1	75.0
72	1	3.0	3.1	78.1
73	2	6.1	6.3	84.4
76	3	9.1	9.4	93.8
78	1	3.0	3.1	96.9
79	1	3.0	3.1	100.0
Total	32	100.0	100.0	

Figure 4.2 The Frequency Histogram of Vocabulary Mastery



c) The Data of Translation Ability

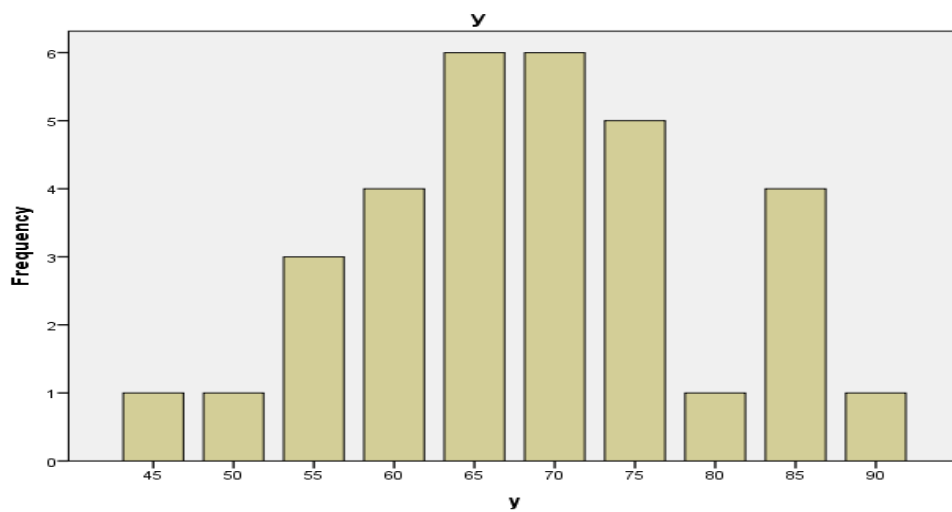
The data of Translation Ability were collected by using a test. The maximum score is 90, the minimum score is 45, and the range is 45. The mean (or the average score) is 68.59 and standard deviation is 10.942 respectively. The frequency distribution and the histogram of Translation Ability can be seen at the table 4.4 and the figure 4.3.

Table 4.5 The Frequency Data of Translation Ability

Translation Ability				
	Frequency	Percent	Valid Percent	Cumulative Percent
45	1	3.0	3.1	3.1
50	1	3.0	3.1	6.3
55	3	9.1	9.4	15.6
Valid 60	4	12.1	12.5	28.1
65	6	18.2	18.8	46.9
70	6	18.2	18.8	65.6
75	5	15.2	15.6	81.3

80	1	3.0	3.1	84.4
85	4	12.1	12.5	96.9
90	1	3.0	3.1	100.0
Total	32	100.0	100.0	

Figure 4.3 The Frequency Histogram of Translation Ability



2. Pre-Requisite Test

a. Normality Testing

Normality testing distribution is intended to determine whether the variable data research distribution is normal or not. There are three variables of normality testing in this research, normality of Reading Habit, normality of Vocabulary Mastery, and normality of Translation Ability. To test the normality distribution of data, the researcher used Kolmogorov-Smirnov assisted by *SPSS 20 for windows*. The result can be seen at the table 4.6 below:

Table 4.6 The Normality Testing

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
reading	.100	32	.200 [*]	.962	32	.306
vocabulary	.114	32	.200 [*]	.963	32	.323
translation	.105	32	.200 [*]	.972	32	.547

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

1) Normality testing of Vocabulary Mastery

After being computed, the value for N = 32 at the level of significant $\alpha = 0,05$ is 0.200. Because the value is higher than 0.05 or $0.200 > 0.05$, so the distribution of data Reading Habit is normal.

2) Normality testing of Vocabulary Mastery

After being computed, the value for N = 32 at the level of significant $\alpha = 0,05$ is 0.200. Because the value is higher than 0.05 or $0.200 > 0.05$, so the distribution of data Reading Habit is normal.

3) Normality Testing of Translation Ability

After being computed, the value for $N = 32$ at the level of significant $\alpha = 0,05$ is 0.200. Because the value is higher than 0.05 or $0.200 > 0.05$, so the distribution of data Reading Habit is normal.

b. Linearity Testing

Linearity test was aimed to know whether three variable had significant linear regression or not (Abdurrahman, et al, 2011: 214). Here the description of linearity testing:

- 1) Linearity Testing of Reading Habit (X_1) and Translation Ability (Y), Vocabulary Mastery and Translation Ability

Table 4.7 Data of Linearity Testing of Reading Habit and Translation Ability, Vocabulary Mastery and Translation

			Sum of Squares	df	Mean Square	F	Sig.
reading * translation	Between Groups	(Combined)	2308.635	9	256.515	4.355	.002
		Linearity	1379.311	1	1379.311	23.417	.000
		Deviation from Linearity	929.325	8	116.166	1.972	.099
	Within Groups		1295.833	22	58.902		
	Total		3604.469	31			
vocabulary * translation	Between Groups	(Combined)	1659.951	9	184.439	3.710	.006
		Linearity	1016.720	1	1016.720	20.451	.000
		Deviation from Linearity	643.230	8	80.404	1.617	.177
	Within Groups		1093.722	22	49.715		
	Total		2753.673	31			

The linearity testing from Reading Habit and Translation Ability, the value F-obtained of the F-deviation is 1,972. The value significant of linearity is 0.000, because the significant is lower than 0.05 or $0.000 < 0.05$. So the regression between Reading Habit and Translation Ability is linear. The linearity testing from Vocabulary Mastery and Translation Ability, the value F-obtained of the F-deviation is 1,617. The value significant of linearity is 0.000, because the significant is lower than 0.05 or $0.000 < 0.05$. So the regression between Vocabulary Mastery and Translation Ability is linear.

3. The Hypothesis Testing

Since the computation of normality and linearity testing shows that the data are in normal distribution and the regression is linear, the researcher continue to test the three hypothesis of the research uses *SPSS 20 for windows* to analyze the data. How to obtain the result is available in appendix 15. Further explanation of correlation the instruments are presented at the table 4.9 as follows:

Table 4.8 Correlation of the Variable

		Reading	vocabulary	translation
Reading	Pearson Correlation	1	.460**	.619**
	Sig. (2-tailed)		.008	.000
	N	32	32	32
Vocabulary	Pearson Correlation	.460**	1	.608**
	Sig. (2-tailed)	.008		.000
	N	32	32	32
Translation	Pearson Correlation	.619**	.608**	1
	Sig. (2-tailed)	.000	.000	
	N	32	32	32

From the table above, it can be interpreted as follows:

a. First Hypothesis

The first hypothesis says that there is a positive correlation between Reading Habit (X_1) and Translation Ability (Y). This is alternative hypothesis (H_a), to test the hypothesis, H_a was changed become null hypothesis (H_o) if it says that there is no positive correlation between Reading Habit (X_1) and Translation Ability (Y).

The statistical hypothesis of the first hypothesis:

- 1) $H_o: r_{xy} = 0$. It means there is no correlation between X_1 and Y.

2) $H_a: r_{xy} > 0$. It means there is a positive correlation between X_1 and Y.

The result of the computation shows that the coefficient of correlation (r) between Reading Habit (X_1) and Translation Ability (Y) is 0.619 with significantly (ρ) = 0.000. It means that there is significant correlation between Reading Habit and Translation Ability because $\rho < \alpha$ ($0.000 < 0.05$). Thereby, H_0 is rejected and H_a is accepted, so it can be concluded that there is a correlation between Reading Habit and Translation Ability.

From the explanation above, it also can be known that the coefficient determination between Reading Habit (X_1) and Translation (Y) is 0.619. The contribution of Reading Habit (X_1) and Translation Ability (Y) is that $CD = r^2 \times 100\% = (0.619)^2 \times 100\% = 38.3\%$. It means that 38.3% variance of Translation Ability was influenced by the Reading Habit, while 61.7% is contributed by other factors.

b. Second Hypothesis

The second hypothesis says that there is a positive correlation between Vocabulary Mastery (X_2) and Translation Ability (Y). This is alternative hypothesis (H_a), to test the hypothesis, H_a was changed become null hypothesis (H_0) if it says that there is no positive

correlation between Vocabulary Mastery (X_2) and Translation Ability (Y).

The statistical hypothesis of the first hypothesis:

1. $H_0: r_{xy} = 0$. It means there is no correlation between X_2 and Y.
2. $H_a: r_{xy} > 0$. It means there is a positive correlation between X_2 and Y.

The result of the computation shows that the coefficient of correlation (r) between Vocabulary Mastery (X_2) and Translation Ability (Y) is 0.608 with significantly (ρ) = 0.000. It means that there is significant correlation between Vocabulary Mastery and Translation Ability because $\rho < \alpha$ ($0.000 < 0.05$). Thereby, H_0 is rejected and H_a is accepted, so it can be conclude that there is a correlation between Vocabulary Mastery and Translation Ability.

From the explanation above, it also can be known that the coefficient determination between Vocabulary Mastery (X_2) and Translation (Y) is 0.608. The contribution of Vocabulary Mastery (X_2) and Translation Ability (Y) is that $CD = r^2 \times 100\% = (0.608)^2 \times 100\% = 36.9\%$. It means that 36.9% variance of Translation Ability was influenced by the Reading Habit, while 63.1% is contributed by other factors.

c. The Third Hypothesis

The third hypothesis says that there is a positive correlation between Reading Habit (X_1), Vocabulary Mastery (X_2) and Translation Ability (Y). To test the hypothesis, the researcher used the Multiple Linier Regression Formula with *SPSS 20 for windows*. How to obtain the result is available in the appendix 18 and the hypothesis test result can be seen in table 4.9.

Table 4.9 The Result of the Third Hypothesis

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.718 ^a	.515	.482	7.878	.515	15.404	2	29	.000	1.756

a. Predictors: (Constant), vocabulary, reading

b. Dependent Variable: translation

The statistical hypothesis of the third hypothesis are:

- 1) $H_0: r_{x_1x_2y} = 0$. It means there is no correlation between X_1, X_2 , and Y.
- 2) $H_a: r_{x_1x_2y} > 0$. It means there is positive correlation between X_1, X_2 , and Y.

The result of the computation shows that the coefficient of correlation (r) between Reading Habit (X_1), Vocabulary Mastery (X_2), and Translation Ability (Y) is 0.718 with significantly (ρ) = 0.000. It means that there is significant correlation between Reading Habit, Vocabulary Mastery, and Translation Ability because $\rho < \alpha$ ($0.000 < 0.05$).

From the explanation above, it also can be known that the coefficient determination between Reading Habit (X_1), Vocabulary Mastery (X_2), and Translation Ability (Y) is 0.718. The contribution of Reading Habit (X_1), Vocabulary Mastery (X_2), and Translation Ability (Y) is that $CD = r^2 \times 100\% = (0.718)^2 \times 100\% = 51.5\%$. It means that 51.5% variance of Translation Ability was influenced by Reading Habit and Vocabulary Mastery, while 48.5% is contributed by other factors.

B. Discussion of the Research Finding

The discussion of the research finding focuses on the result of hypothesis testing. There are three hypothesis testing in this research as follows:

1. The first finding of the hypothesis testing shows that there is a positive correlation between Reading Habit (X_1) and Translation Ability (Y). Based on

the result product moment correlation analysis, the value of significance testing also shows that the correlation between Reading Habit and Translation Ability is significant, because $\rho < \alpha$ ($0.000 < 0.05$). The coefficient of determination between Reading Habit and Translation Ability is 38.3%. It means that 38.3% variance of Translation Ability was influenced by the Reading Habit, while 61.7% is contributed by other factors. From the score, it can be known that Reading Habit gives contribution to Translation Ability. When the student's Reading Habit increases, so their Translation Ability will be high. It means there is positive significant correlation between Reading Habit and Translation Ability at the eleventh grade students of SMAN 1 Ngemplak Boyolali in the academic year 2017/2018. It also means that the increase of Reading Habit will be followed by the enhancement of Translation Ability.

The conclusion of this research is in line with the research which is conducted by Newmark (1991:179) who state that the work of translation is started by reading the original text in order to get understanding and ends with rewriting it in the target language. As stated in Deboer and Dallman (1966), they expresses the relationship between reading and translating: "Reading is already translation, and translation is translation for the second time. Reading is a continuous process of translation. So, if the students have want to read a text, the better their ability to translate.

From the brief explanation above, it is evident that reading habit has positive correlation toward translation ability since there are some positive aspects which reading habit brings to translation ability. Finally, it can be concluded

that students' reading habit affects students' translation ability, better reading habit causes students' translation ability improve.

2. The second finding of the hypothesis testing shows that there is a positive correlation between Vocabulary Mastery (X_2) and Translation Ability (Y). Based on the result product moment correlation analysis, the value of significance testing also shows that the correlation between Vocabulary Mastery and Translation Ability is significant, because $\rho < \alpha$ ($0.000 < 0.05$). The coefficient of determination between Vocabulary Mastery and Translation Ability is 36.9%. It means that 36.9% variance of Translation Ability was influenced by the Vocabulary Mastery, while 63.1% is contributed by other factors.

Vocabulary mastery is the appropriate input for acquisition of translation ability because one of the knowledge of vocabulary (Birjandi, 2006: 5). From the score, it can be known that Vocabulary Mastery gives contribution to Translation Ability. When the students' Vocabulary Mastery is increase, their Translation Ability will be high. It can be simply said that vocabulary mastery is closely related to translation ability. The higher vocabulary mastery will achieve higher level in translation ability or the improvement of vocabulary mastery will be followed by improvement of translation ability. Finally, it can be concluded that there is positive significant correlation between Vocabulary Mastery and Translation Ability at the eleventh grade students of SMAN 1 Ngemplak Boyolali in the academic year 2017/2018, it also means that the

increase of Vocabulary Mastery will be followed by the enhancement of Translation Ability.

3. The third finding of the hypothesis testing shows that there is a positive correlation between Reading Habit (X_1), Vocabulary Mastery (X_2), and Translation Ability (Y). Based on the result product moment correlation analysis, the value of significance testing also shows that the correlation between Reading Habit, Vocabulary Mastery and Translation Ability is significant, because $\rho < \alpha$ ($0.000 < 0.05$). The coefficient of determination between Reading Habit, Vocabulary Mastery and Translation Ability is 51.5%. It means that 51.5% variance of Translation Ability was influenced by the Reading Habit, and the Vocabulary Mastery, while 48.5% is contributed by other factors. As cited in earlier paragraph, there are many other factors that are considered to give contribution toward translation ability. Therefore, in this study, the researcher found that sometimes the respondents who get the low score in reading habit and vocabulary mastery achieve high score in translation ability. It occurs because the success of translation ability does not only depend on the students' reading habit and vocabulary mastery. So, even though the students have low reading habit and vocabulary mastery, there is a possibility that they will achieve a good score in translation ability as long as they are supported by good in other factor.

Based on the earlier paragraph, it can be simply said that the vocabulary mastery is closely related to translation ability. It is strengthened by Miller (in Birjandi, 2006: 5-6) also believes: : if a student does not know the meaning of a

word in particular context, it does little good for him to recognize the word by sight. Of course, a word can have many different meanings, depending upon its use in context. Simultaneously, through reading habit, students also get some benefits from this activity in terms of to build a good translation ability. While reading, students are incited to gain vocabulary, to strengthen language use, and get some information from the text. BBC News (2013) stated, “children and young people, but even adults and teachers, are devoting less and less time to reading books. This has resulted in a decrease in reading habit, a reduced understanding of the meaning of the text and poorer ability to analyze.

From the previous sentence, it can be concluded that reading habit plays an important role in translation ability, if student want to be a good translator, they must also have reading habit.

From the score and the explanations above, it can be known that Reading Habit and Vocabulary Mastery simultaneously build a good relationship and give positive contribution toward Translation Ability. It means there is positive significant correlation between Reading Habit, Vocabulary Mastery and Translation Ability at the eleventh grade students of SMAN 1 Ngemplak Boyolali in the academic year 2017/2018.

CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMMENDATION

A. Conclusion

The aim of this study is to know whether there is positive correlation between three variables, namely, Reading Habit, Vocabulary Mastery, and Translation Ability. Based on the problem statements in previous chapter and the result of the study, it can be concluded that:

1. There is a positive significant correlation between Reading Habit and Translation Ability of the eleventh grade students of SMAN 1 Ngemplak Boyolali. It means that the improvement of Reading Habit will be followed by the improvement of Translation Ability. It also means that the Reading Habit has contribution to their Translation Ability. The relative contribution of Reading Habit to Translation Ability is 38,3% while 61,7% is contributed by other factors.
2. There is a positive significant correlation between Vocabulary Mastery and Translation Ability of the eleventh grade students of SMAN 1 Ngemplak Boyolali. It means that the improvement of Vocabulary Mastery will be followed by the improvement of Translation Ability. It also means that the Vocabulary Mastery has contribution to their Translation Ability. The relative contribution of Vocabulary Mastery to Translation Ability is 36,9% while 63,1% is contributed by other factors.

3. There is a positive significant correlation between Reading Habit and Vocabulary Mastery toward Translation Ability of the eleventh grade students of SMAN 1 Ngemplak Boyolali. It means that the improvement of student's Reading Habit and student's Vocabulary Mastery will be followed by the improvement of Translation Ability. It also means that the Reading Habit and the Vocabulary Mastery has contribution to their Translation Ability. The relative contribution of Reading Habit and Vocabulary Mastery to Translation Ability is 51,5% while 48,5% is contributed by other factors.

B. Implication

Based on the research finding, it can be concluded that there is a positive correlation between Reading Habit, Vocabulary Mastery, and Translation Ability of the eleventh grade students of SMAN 1 Ngemplak Boyolali. A positive correlation means that the increase of student's Reading Habit and Vocabulary Mastery is followed by increase of student's Translation Ability. Based on the research finding and conclusion, it was found that Reading Habit and Vocabulary Mastery have contribution in Translation Ability. From the result of this study, the implication can be taken from this study is that enhancing student's Reading Habit and Vocabulary Mastery have to be considered to enhance their Translation Ability. Then, the students necessary to improve Reading Habit and should practice the activities which are related to Vocabulary Mastery in their daily live to improve their Translation Ability. Because with doing activities learning that related to reading and vocabulary, the students can improve their Translation Ability.

C. Recommendation

Based on the conclusion and implication above, the researcher gives some suggestion bellow:

1. For the teachers

- a. Teacher should give advice to the students about reading habit, for the example, give them homework to read English text or ask them to borrow/buy English book to support their learning activities.
- b. Teacher should insert vocabulary in every English learning, for the example before start the activities, the teacher ask their students to memorized some vocabulary.

2. For the students

- a. Students should improve their reading habit since this is very important for them in learning English and to make them habitual with information that written in English.
- b. Students should improve their vocabulary to help them understanding about the information that written or spoken in English.

3. For other researchers

The researcher realize that the result of this research is still far from being perfect. Based on the result, the effective contribution of Reading Habit and Vocabulary Mastery toward Translation Ability is 51.5%, it means there are still many aspects that could influence Translation Ability. The researcher expects that there will be other researchers who investigate other aspects relating to Translation Ability, and hopefully that this research will be useful as

reference to other researchers. Besides, it can also be used by them to carry out and develop a similar study.

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APPENDIX 1 List of the students joining Try-Out

XI IPA 1

No	Name	No	Name
1	ARI	20	MTK
2	AAK	21	MI
3	AP	22	NS
4	ANW	23	NFK
5	ABH	24	RAM
6	AKI	25	RDS
7	DDC	26	RIZ
8	DDA	27	RPH
9	DLP	28	RFS
10	DSN	29	RR
11	ENA	30	SK
12	FS	31	SAP
13	FNS	32	SHP
14	GLHW	33	SNO
15	IAA	34	SDDP
16	KM	35	WRW
17	LCR	36	WPT
18	LS	37	WUS
19	LD	38	WPW

APPENDIX 2 List of Sample

No	Name	No	Name
1	AS	17	KSA
2	ACF	18	LA
3	AW	19	MS
4	ARP	20	MWDS
5	AUI	21	MCN
6	ARNP	22	NCSR
7	ASAW	23	NAW
8	BH	24	PANK
9	DWP	25	RW
10	ENCK	26	RAP
11	ECS	27	RSPS
12	FGA	28	SID
13	IMH	29	URW
14	KA	30	VWAS
15	KSR	31	VAR
16	KAP	32	YF

APPENDIX 4 THE BLUE PRINT OF READING HABIT

Concept	indicator	Item		Total sub item
		positive	negative	
Reading habit defined as behavior or attitude which is acquired by frequent repetition in reading which involves attitude, frequency, motivation, books read and time spent on reading.	Attitude toward reading: the reason that the person reports on the attitude and behavioral cognitive-affective attitude towards reading.	1,3,5,37,39,49	2,4,6,38,40,50	12
	Reading frequency: the frequency at which the person reports to read books in their spare time.	7,9,31,41	8,10,32,42	8
	Spend time : a. On academic reading : the time that the person reports to devote to reading books on his or her study subjects. b. Non-academic reading : the time that the respondent reports to devote to reading books that are not directly related to the subjects of his or her studies.	11,19,21,45	12,20,22,46	8
	Motivation : a. In the family environment : the frequency of the person reports on the purchase of books, recommending	23,25,27,29,33,35,43,	24,26,28,30,34,36,44	14

	books, and reading interest in the family. b. In the academic environment: the frequency the students reports on the teacher using activities to promote contact with psychology literature.			
	Books Read : the number of books that the person reports having read in the last three months.	13,15,17,47	14,16,18,48	8
Total	50			

APPENDIX 8 The Blueprint of Vocabulary Mastery

No	Indicator	Item's Number	Total
1	Word Classification		17
	- Verb	36, 38, 50	
	- Adverb	3, 43, 49	
	- Adjective	33, 34, 39, 46, 47, 48	
	- Noun	6, 32, 40, 45	
	- Conjunction	37	
2	Word Meaning		26
	- Definition	24, 25, 26, 27, 28, 29, 30, 35, 44	
	- Synonym	8, 9, 10, 11, 12, 13, 14, 15, 31	
	- Antonym	16, 17, 18, 19, 20, 21, 22, 23	
3	Word formation		7
	- Derivation	1, 2, 4, 5, 41	
	- Inflectional	7, 42	
	Total		50

The Student's Reading Habit Questionnaire (Try-Out)

ANGKET MINAT SISWA DALAM MEMBACA BUKU BERBAHASA INGGRIS

NAMA :

KELAS :

NO :

PETUNJUK:

Mohon di isi sesuai dengan situasi yang sebenarnya dengan memberi tanda silang pada jawaban yang tersedia.

1. Saya membaca buku berbahasa inggris karena ingin memahami isinya.
 - a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
2. Saya enggan membaca buku berbahasa inggris untuk memahami isinya.
 - a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
3. Saya membaca buku berbahasa inggris karena hobi.
 - a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
4. Saya membaca buku berbahasa inggris karena terpaksa atau karena tugas dari guru.
 - a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju

5. Buku berbahasa inggris lebih menarik dari buku berbahasa lainnya.
 - a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
6. Buku berbahasa lainnya lebih menarik dari buku berbahasa inggris.
 - a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
7. Saat ada waktu luang saya sering menyempatkan diri membaca buku berbahasa inggris.
 - a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
8. Saat ada waktu luang saya jarang menyempatkan diri membaca buku berbahasa inggris.
 - a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
9. Dalam satu hari saya selalu membaca buku berbahasa inggris.
 - a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
10. Dalam satu hari saya tidak pernah membaca buku berbahasa inggris.
 - a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
11. Saya sering belajar menggunakan buku berbahasa inggris.
 - a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju

12. Setiap kali belajar saya jarang menggunakan buku berbahasa inggris.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
13. Dalam 3 bulan saya membaca lebih dari 4 buku berbahasa inggris.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
14. Dalam 3 bulan saya membaca kurang dari 4 buku berbahasa inggris.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
15. Setiap 3 bulan selalu ada sebuah buku baru untuk saya baca.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
16. Setiap 3 bulan tidak ada buku baru untuk saya baca.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
17. Setiap 3 bulan ada buku baru yang saya beli/pinjam.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
18. Setiap 3 bulan tidak ada buku baru yang saya beli/pinjam.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
19. Setiap hari saya sempatkan membaca buku pelajaran bahasa inggris.
- a. Sangat Setuju
 - d. Tidak Setuju

- b. Setuju
- c. Kurang Setuju
- e. Sangat Tidak Setuju

20. Tidak setiap hari saya sempatkan diri untuk membaca buku pelajaran bahasa inggris.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

21. Dalam satu hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa inggris cukup lama.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

22. Dalam satu hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa inggris hampir tidak ada.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

23. Setiap hari saya sempatkan membaca tulisan berbahasa inggris yang berkaitan dengan hobi saya.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

24. Tidak setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

25. Saya sering membeli buku cerita/Koran/majalah berbahasa Inggris.

- a. Sangat Setuju
- b. Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

c. Kurang Setuju

26. Saya jarang membeli buku cerita/Koran/majalah berbahasa Inggris.

a. Sangat Setuju

d. Tidak Setuju

b. Setuju

e. Sangat Tidak Setuju

c. Kurang Setuju

27. Saya selalu membeli buku bahasa Inggris yang disarankan/digunakan oleh guru.

a. Sangat Setuju

d. Tidak Setuju

b. Setuju

e. Sangat Tidak Setuju

c. Kurang Setuju

28. Saya tidak pernah membeli buku berbahasa Inggris yang disarankan/digunakan oleh guru.

a. Sangat Setuju

d. Tidak Setuju

b. Setuju

e. Sangat Tidak Setuju

c. Kurang Setuju

29. Seluruh anggota keluarga memiliki minat yang tinggi dalam membaca buku berbahasa Inggris.

a. Sangat Setuju

d. Tidak Setuju

b. Setuju

e. Sangat Tidak Setuju

c. Kurang Setuju

30. Seluruh anggota keluarga memiliki minat yang rendah dalam membaca buku berbahasa Inggris.

a. Sangat Setuju

d. Tidak Setuju

b. Setuju

e. Sangat Tidak Setuju

c. Kurang Setuju

31. Pada saat liburan saya memilih mengisinya dengan membaca bacaan bahasa Inggris .

a. Sangat Setuju

d. Tidak Setuju

b. Setuju

e. Sangat Tidak Setuju

c. Kurang Setuju

32. Pada saat liburan saya memilih mengisinya dengan kegiatan selain membaca bacaan bahasa Inggris.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
33. Saya memperhatikan guru ketika menerangkan isi text berbahasa Inggris.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
34. Saya kurang memperhatikan guru ketika menerangkan isi text berbahasa Inggris.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
35. Orangtua saya menyediakan fasilitas untuk mendukung minat baca saya.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
36. Orangtua saya tidak menyediakan fasilitas untuk mendukung minat baca saya.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
37. Jika mendapati kosakata baru dalam bacaan berbahasa inggris saya akan mencatatnya dalam buku.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
38. Jika mendapati kosakata baru dalam bacaan berbahasa inggris saya tidak mencatatnya dalam buku.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

39. Jika mendapati kosa kata baru dalam bacaan berbahasa inggris ,saya akan segera mencari artinya didalam kamus.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

40. Jika mendapati kosa kata baru dalam bacaan berbahasa inggris ,saya tidak mencari artinya didalam kamus.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

41. Saya sering pergi ke perpustakaan untuk membaca buku berbahasa inggris pada saat istirahat sekolah.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

42. Saya jarang pergi ke perpustakaan untuk membaca buku berbahasa inggris pada saat istirahat sekolah.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

43. Guru sering memberikan perintah untuk membaca buku berbahasa inggris sesuai materi yang sedang diajarkan.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

44. Guru jarang memberikan perintah untuk membaca buku berbahasa inggris sesuai materi yang sedang diajarkan.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

45. Saya selalu membaca buku berbahasa inggris yang berkaitan dengan pelajaran disekolah.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

46. Saya selalu membaca buku berbahasa inggris yang tidak berkaitan dengan pelajaran disekolah.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

47. Setiap 3 bulan selalu ada buku baru yang saya download dari E-book.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

48. Setiap 3 bulan tidak ada buku baru yang saya download dari E-book.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

49. Saya membaca buku berbahasa inggris karena ingin meningkatkan kelancaran dalam membaca bahasa inggris.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

50. Saya membaca buku berbahasa inggris karena mengikuti teman-teman.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

The student's vocabulary mastery (Try-Out)

Name:

Class:

Number:

Choose the best answer crossing the word A,B,C,D or E in the answer sheet provided

1. A good....will last a lifetime

- A. Friend
 - B. Partner
 - C. Friendship
 - D. Friendly
 - E. Companion
2. Nowadays most teenagers have the....to do whatever they please
- A. Freedom
 - B. Free
 - C. Freed
 - D. Freest
 - E. Freeing
3.,we are concerned about our son's progress at school
- A. Nature
 - B. Natural
 - C. Natures
 - D. Naturalize
 - E. Naturally
4. The children looked unhappy and....
- A. Misery
 - B. Miseries
 - C. Misery's
 - D. Miserable
 - E. Unmisery
5. An....of the building was made and it was declared safe
- A. Inspection
 - B. Inspect
 - C. Inspects
 - D. Inspected
 - E. Inspecting
6. I read three...this week
- A. Books
 - B. Book
 - C. Bookes
 - D. Book's
 - E. Bookses
7. My sister is a doctor,.... Is very smart
- A. She
 - B. He
 - C. Her

- D. His
E. Him
8. “Why not hire a vehicle from our own quality fleet....
What is the similar meaning of “hire”?
A. Return
B. Lend
C. Buy
D. Sell
E. Rent
9. “it is naturally resistant to the weather....”
The synonym of the underlined word is ?
A. Dependent
B. Flexible
C. Durable
D. Invulnerable
E. Susceptible
10. “Two popular options are living with family....”
What is the similar meaning of “options”?
A. Chance
B. Choice
C. Advice
D. Problem
E. Activity
11. The egg was fragile....”
The synonym of “fragile” is?
A. Adorable
B. Bright
C. Gentle
D. Hard
E. Awkward
12. “Noise reduction”
What is the similar meaning of the underlined word is ?
A. Change
B. Increase
C. Decrease
D. Limitation
E. Omission
13. The industrial engineering is concerned with the development of data processing procedure. The word concerned is the same as....

- A. Soothe
 - B. Disinterest
 - C. Dismissing
 - D. Implicate
 - E. Tire
14. It covert the image into electronic signals. The synonym of coverts is....
- A. Open
 - B. Gets
 - C. Conceals
 - D. Receives
 - E. Transmitter
15. The screen is immediately filled with news from all over the world. The synonym of the underlined word is....
- A. Comfortably
 - B. Ask
 - C. Wonderful
 - D. Important
 - E. Right away
16. Success in current position and ability....
The opposite meaning of the underlined word is?
- A. Winning
 - B. Failure
 - C. Certainly
 - D. Achievement
 - E. Consciousness
17. "...even though the exact circumstances of the prior encounter are uncertain and..."
What is the antonym of the underlined word?
- A. Later
 - B. Main
 - C. Former
 - D. Trivial
 - E. Important
18. A poor young man was helpless, homeless and hopeless. The opposite meaning of the underlined word is?
- A. Needy
 - B. Luxury
 - C. Rich
 - D. Beggar

- E. Indignant
19. "...includes a special musical puppet show." What is the opposite meaning of "special"?
- A. Original
 - B. Amazing
 - C. Extraordinary
 - D. Ordinary
 - E. Certain
20. After a year or two, television wasn't exciting or new anymore. The opposite of the underlined word is?
- A. Boring
 - B. Interesting
 - C. Influencing
 - D. Amusing
 - E. Tiring
21. Today, people are still arguing about the value of television. The antonym of arguing is?
- A. Exciting
 - B. Agreeing
 - C. Discussing
 - D. Quarreling
 - E. Interpreting
22. A united nations summit to fight poverty. The antonym of the word poverty....
- A. Criminal
 - B. Disaster
 - C. Sadness
 - D. Richness
 - E. Happiness
23. It expand rapidly mainly after world war II. The opposite rapidly is?
- A. Rarely
 - B. Slowly
 - C. Quickly
 - D. Repeatedly
 - E. Frequently
24. "...the body alternates between REM (Rapid Eye Movement) and NREM (Non Rapid Eye Movement) sleep. What does the underlined word mean?
- A. Brings to the end

- B. Makes an occurrence happen
 - C. Changes position
 - D. Occurs in turn repeatedly
 - E. Controls
25. "All this was because of John's bright idea and the way he carried out...."
The phrase "to carried out" means?
- A. To win a competition
 - B. To continue taking an action
 - C. To start and complete a task
 - D. To delay an action until a later time
 - E. To help a person to survive a difficult period
26. "while writing a sequel to *The Hobbit*, he produced...." What does the underline word mean?
- A. Famous work that adapted into a movie
 - B. A published work that continues the story of an earlier one
 - C. A group of three related novels or movies
 - D. A children story that is supported by drawings
 - E. An epic that is translated into different languages
27. "...rain is become a menace." the underlined word means?
- A. Threat
 - B. Impact
 - C. Disadvantages
 - D. Cause
 - E. Benefit
28. "A poor young man was homeless...." The underlined word mean?
- A. Without a home
 - B. The home is gone
 - C. The home is broken
 - D. The home is far
 - E. The home is dirty
29. "...but your eyes are wide open and actively trying to absorb as much light as possible." The word absorb mean?
- A. Take out
 - B. Take in
 - C. Give and take
 - D. Give in
 - E. Give out
30. "CO is emitted by motor engines in a city such as Surabaya". The underlined word means?

- A. Put out
- B. Taken in
- C. Brought into
- D. Spread off
- E. Sent out

31. The fisherman put the poor little fish in his pond at the back yard....
- A. A Lake
 - B. A Pool
 - C. A River
 - D. A glass
 - E. An aquarium
32. My families always have breakfast withof milk and a bowl of porridge
- A. A cup
 - B. A glass
 - C. A box
 - D. A plate
 - E. A spoon
33. Cars are very noisy. We can hear from the sound of the machine
- A. Quit
 - B. Quite
 - C. Quiet
 - D. Peaceful
 - E. Restful
34. I decided not to go to school this morning because of the
- A. Hard rain
 - B. Heavy rain
 - C. Strong rain
 - D. Big rain
 - E. Fast rain
35. Slow down late the pedestrians cross the street
- A. Penjajah
 - B. Pengemudi
 - C. Pejalan kaki
 - D. Pengemis
 - E. Pengamen
36. They....bread everyday
- A. Eating
 - B. Ate
 - C. Eat

- D. Eaten
 - E. Eats
37. My friend and I did not miss the fried noodle....we had our lunch.
- A. Although
 - B. Finally
 - C. Moreover
 - D. Already
38. There is no red rose in my garden ,so I shall....lonely and she will pass by me.
- A. Sit
 - B. Sitting
 - C. Seat
 - D. Sat
39. Her....attitudes toward life enable her to overcome difficult situation
- A. Depressing
 - B. Dishonest
 - C. Flexible
 - D. Anxious
40. My roses are white ,as a white as theof the sea
- A. Foam
 - B. Wave
 - C. Sand
 - D. Bird
41. The...to speak English helped her to get the job.
- A. Able
 - B. Ability
 - C. Unable
 - D. Disabled
 - E. Capable
42. I often read a newspaper and I am a....
- A. Reader
 - B. Read
 - C. Reads
 - D. Reading
 - E. Rider
43. We have to make this problem finish....
- A. Easy
 - B. Solve
 - C. Dizzy

- D. Easily
 - E. Hardly
44. The girl very careless about her life. The word careless means?
- A. Care with the other
 - B. Busy in her business
 - C. Like to help people
 - D. Wise in solving problem
 - E. Wild in daily activity
45. Call the....to help the patient to go to the hospital.
- A. Ambulance
 - B. Police office
 - C. Post office
 - D. Clinic
 - E. Doctor
46. The perfume in the room is....
- A. Sour
 - B. Beautiful
 - C. Fragrant
 - D. Smell
 - E. Delicious
47. I want to live in....house.
- A. Crowded
 - B. Beauty
 - C. Comfort
 - D. Comfortable
 - E. Dirty
48. Cricket is an....game.
- A. Exciting
 - B. Excited
 - C. Experience
 - D. Exhaust
 - E. External
49. Calista is a....paid employee of this company.
- A. Lowly
 - B. Hardly
 - C. Highly
 - D. Slowly
 - E. Softly
50. The baby...milk every morning.

- A. Eat
- B. Drink
- C. Drinks
- D. Eats
- E. Drinking

APPENDIX 6 THE BLUE PRINT OF READING HABIT (TEST)

Concept	Indicator	Item		Total sub item
		positive	negative	
Reading habit defined as behavior or attitude which is acquired by frequent repetition in reading which involves attitude, frequency, motivation, books read and time spent on reading.	Attitude toward reading: the reason that the person reports on the attitude and behavioral cognitive-affective attitude towards reading.	1, 3, 5, 37, 39, 49	2, 4, 6, 38, 40, 50	12
	Reading frequency: the frequency at which the person reports to read books in their spare time.	7, 9, 31	8, 10, 32, 42	7
	Spend time : a. On academic reading : the time	11, 19, 21, 45	12, 20, 22, 46	8

	that the person reports to devote to reading books on his or her study subjects. b. Non-academic reading : the time that the respondent reports to devote to reading books that are not directly related to the subjects of his or her studies.			
	Motivation : a. In the family environment : the frequency of the person reports on the purchase of books, recommending books, and reading interest in the family. b. In the academic environment: the frequency the students reports on the teacher using activities to promote contact with psychology literature.	23, 25, 27, 29, 35	24, 26, 30, 34, 36, 44	11
	Books Read : the number of books that the person reports having read in the last three months.	13, 15, 17	14, 16, 18, 48	7
Total				45

APPENDIX 10 The Blueprint of Vocabulary Mastery (TEST)

No	Indicator	Item's Number	Total
1	Word Classification		12
	- Verb	31,41	
	- Adverb	40	
	- Adjective	33, 37, 38, 39	
	- Noun	6, 30, 34, 36	
	- Conjunction	32	
2	Word Meaning		22
	- Definition	24, 25, 26, 27, 28, 29	
	- Synonym	8, 9, 10, 11, 12, 13, 14, 15	
	- Antonym	16, 17, 18, 19, 20, 21, 22, 23	
3	Word formation		7
	- Derivation	1, 2, 3, 4, 5, 35	
	- Inflectional	7	
	Total		41

The Student's Reading Habit Questionnaire

ANGKET MINAT SISWA DALAM MEMBACA BUKU BERBAHASA INGGRIS

NAMA :

KELAS :

NO :

PETUNJUK:

Mohon di isi sesuai dengan situasi yang sebenarnya dengan memberi tanda silang pada jawaban yang tersedia.

1. Saya membaca buku berbahasa inggris karena ingin memahami isinya.
 - a. Sangat Setuju
 - d. Tidak Setuju

- b. Setuju
 - c. Kurang Setuju
 - e. Sangat Tidak Setuju
2. Saya enggan membaca buku berbahasa inggris untuk memahami isinya.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
3. Saya membaca buku berbahasa inggris karena hobi.
- a. Sangat Setuju
 - d. Setuju
 - e. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
4. Saya membaca buku berbahasa inggris karena terpaksa atau karena tugas dari guru.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
5. Buku berbahasa inggris lebih menarik dari buku berbahasa lainnya.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
6. Buku berbahasa lainnya lebih menarik dari buku berbahasa inggris.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
7. Saat ada waktu luang saya sering menyempatkan diri membaca buku berbahasa inggris.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
8. Saat ada waktu luang saya jarang menyempatkan diri membaca buku berbahasa inggris.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

9. Dalam satu hari saya selalu membaca buku berbahasa inggris.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

10. Dalam satu hari saya tidak pernah membaca buku berbahasa inggris.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

11. Saya sering belajar menggunakan buku berbahasa inggris.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

12. Setiap kali belajar saya jarang menggunakan buku berbahasa inggris.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

13. Dalam 3 bulan saya membaca lebih dari 4 buku berbahasa inggris.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

14. Dalam 3 bulan saya membaca kurang dari 4 buku berbahasa inggris.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

15. Setiap 3 bulan selalu ada sebuah buku baru untuk saya baca.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

c. Kurang Setuju

16. Setiap 3 bulan tidak ada buku baru untuk saya baca.

a. Sangat Setuju

d. Tidak Setuju

b. Setuju

e. Sangat Tidak Setuju

c. Kurang Setuju

17. Setiap 3 bulan ada buku baru yang saya beli/pinjam.

a. Sangat Setuju

d. Tidak Setuju

b. Setuju

e. Sangat Tidak Setuju

c. Kurang Setuju

18. Setiap 3 bulan tidak ada buku baru yang saya beli/pinjam.

a. Sangat Setuju

d. Tidak Setuju

b. Setuju

e. Sangat Tidak Setuju

c. Kurang Setuju

19. Setiap hari saya sempatkan membaca buku pelajaran bahasa inggris.

a. Sangat Setuju

d. Tidak Setuju

b. Setuju

e. Sangat Tidak Setuju

c. Kurang Setuju

20. Tidak setiap hari saya sempatkan diri untuk membaca buku pelajaran bahasa inggris.

a. Sangat Setuju

d. Tidak Setuju

b. Setuju

e. Sangat Tidak Setuju

c. Kurang Setuju

21. Dalam satu hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa inggris cukup lama.

a. Sangat Setuju

d. Tidak Setuju

b. Setuju

e. Sangat Tidak Setuju

c. Kurang Setuju

22. Dalam satu hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa inggris hampir tidak ada.

a. Sangat Setuju

d. Tidak Setuju

- b. Setuju
- c. Kurang Setuju
- e. Sangat Tidak Setuju

23. Setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

24. Tidak setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

25. Saya sering membeli buku cerita/Koran/majalah berbahasa Inggris.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

26. Saya jarang membeli buku cerita/Koran/majalah berbahasa Inggris.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

27. Saya selalu membeli buku bahasa Inggris yang disarankan/digunakan oleh guru.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

28. Seluruh anggota keluarga memiliki minat yang tinggi dalam membaca buku berbahasa Inggris.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

29. Seluruh anggota keluarga memiliki minat yang rendah dalam membaca buku berbahasa Inggris.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
30. Pada saat liburan saya memilih mengisinya dengan membaca bacaan bahasa Inggris .
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
31. Pada saat liburan saya memilih mengisinya dengan kegiatan selain membaca bacaan bahasa Inggris.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
32. Saya kurang memperhatikan guru ketika menerangkan isi text berbahasa Inggris.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
33. Orangtua saya menyediakan fasilitas untuk mendukung minat baca saya.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
34. Orangtua saya tidak menyediakan fasilitas untuk mendukung minat baca saya.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju

35. Jika mendapati kosakata baru dalam bacaan berbahasa inggris saya akan mencatatnya dalam buku.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
36. Jika mendapati kosakata baru dalam bacaan berbahasa inggris saya tidak mencatatnya dalam buku.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
37. Jika mendapati kosa kata baru dalam bacaan berbahasa inggris ,saya akan segera mencari artinya didalam kamus.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
38. Jika mendapati kosa kata baru dalam bacaan berbahasa inggris ,saya tidak mencari artinya didalam kamus.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
39. Saya jarang pergi ke perpustakaan untuk membaca buku berbahasa inggris pada saat istirahat sekolah.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju
40. Guru jarang memberikan perintah untuk membaca buku berbahasa inggris sesuai materi yang sedang diajarkan.
- a. Sangat Setuju
 - b. Setuju
 - c. Kurang Setuju
 - d. Tidak Setuju
 - e. Sangat Tidak Setuju

41. Saya selalu membaca buku berbahasa inggris yang berkaitan dengan pelajaran disekolah.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

42. Saya selalu membaca buku berbahasa inggris yang tidak berkaitan dengan pelajaran disekolah.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

43. Setiap 3 bulan tidak ada buku baru yang saya download dari E-book.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

44. Saya membaca buku berbahasa inggris karena ingin meningkatkan kelancaran dalam membaca bahasa inggris.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

45. Saya membaca buku berbahasa inggris karena mengikuti teman-teman.

- a. Sangat Setuju
- b. Setuju
- c. Kurang Setuju
- d. Tidak Setuju
- e. Sangat Tidak Setuju

The student's vocabulary mastery

Name:

Class:

Number:

Choose the best answer crossing the word A,B,C,D or E in the answer sheet provided

1. A good....will last a lifetime
 - A. Friend
 - B. Partner
 - C. Friendship
 - D. Friendly
 - E. Companion
2. Nowadays most teenagers have the....to do whatever they please
 - A. Freedom
 - B. Free
 - C. Freed
 - D. Freest
 - E. Freeing
3.,we are concerned about our son's progress at school
 - A. Nature

- B. Natural
 - C. Natures
 - D. Naturalize
 - E. Naturally
4. The children looked unhappy and....
- A. Misery
 - B. Miseries
 - C. Misery's
 - D. Miserable
 - E. Unmisery
5. An...of the building was made and it was declared safe
- A. Inspection
 - B. Inspect
 - C. Inspects
 - D. Inspected
 - E. Inspecting
6. I read three...this week
- A. Books
 - B. Book
 - C. Bookes
 - D. Book's
 - E. Bookses
7. My sister is a doctor,.... Is very smart
- A. She
 - B. He
 - C. Her
 - D. His
 - E. Him
8. "Why not hire a vehicle from our own quality fleet....
What is the similar meaning of "hire"?
- A. Return
 - B. Lend
 - C. Buy
 - D. Sell
 - E. Rent
9. "it is naturally resistant to the weather...."
The synonym of the underlined word is ?
- A. Dependent
 - B. Flexible

- C. Durable
 - D. Invulnerable
 - E. Susceptible
10. “Two popular options are living with family....”
What is the similar meaning of “options”?
- A. Chance
 - B. Choice
 - C. Advice
 - D. Problem
 - E. Activity
11. The egg was fragile....”
The synonym of “fragile” is?
- A. Adorable
 - B. Bright
 - C. Gentle
 - D. Hard
 - E. Awkward
12. “Noise reduction”
What is the similar meaning of the underlined word is ?
- A. Change
 - B. Increase
 - C. Decrease
 - D. Limitation
 - E. Omission
13. The industrial engineering is concerned with the development of data processing procedure. The word concerned is the same as....
- A. Soothe
 - B. Disinterest
 - C. Dismissing
 - D. Implicate
 - E. Tire
14. It coverts the image into electronic signals. The synonym of coverts is....
- A. Open
 - B. Gets
 - C. Conceals
 - D. Receives
 - E. Transmitter
15. The screen is immediately filled with news from all over the world. The synonym of the underlined word is....

- A. Comfortably
 - B. Ask
 - C. Wonderful
 - D. Important
 - E. Right away
16. Success in current position and ability....
The opposite meaning of the underlined word is?
- A. Winning
 - B. Failure
 - C. Certainly
 - D. Achievement
 - E. Consciousness
17. "...even though the exact circumstances of the prior encounter are uncertain and..."
What is the antonym of the underlined word?
- A. Later
 - B. Main
 - C. Former
 - D. Trivial
 - E. Important
18. A poor young man was helpless, homeless and hopeless. The opposite meaning of the underlined word is?
- A. Needy
 - B. Luxury
 - C. Rich
 - D. Beggar
 - E. Indignant
19. "...includes a special musical puppet show." What is the opposite meaning of "special"?
- A. Original
 - B. Amazing
 - C. Extraordinary
 - D. Ordinary
 - E. Certain
20. After a year or two, television wasn't exciting or new anymore. The opposite of the underlined word is?
- A. Boring
 - B. Interesting
 - C. Influencing

- D. Amusing
 - E. Tiring
21. Today, people are still arguing about the value of television. The antonym of arguing is?
- A. Exciting
 - B. Agreeing
 - C. Discussing
 - D. Quarreling
 - E. Interpreting
22. A united nations summit to fight poverty. The antonym of the word poverty....
- A. Criminal
 - B. Disaster
 - C. Sadness
 - D. Richness
 - E. Happiness
23. It expand rapidly mainly after world war II. The opposite rapidly is?
- A. Rarely
 - B. Slowly
 - C. Quickly
 - D. Repeatedly
 - E. Frequently
24. "...the body alternates between REM (Rapid Eye Movement) and NREM (Non Rapid Eye Movement) sleep. What does the underlined word mean?
- A. Brings to the end
 - B. Makes an occurrence happen
 - C. Changes position
 - D. Occurs in turn repeatedly
 - E. Controls
25. "All this was because of jhon's bright idea and the way he carried out...."
The phrase "to carried out" means?
- A. To win a competition
 - B. To continue taking an action
 - C. To start and complete a task
 - D. To delay an action until a later time
 - E. To help a person to survive a difficult period
26. "while writing a sequel to *The Hobbit*, he produced...." What does the underline word mean?

- A. Famous work that adapted into a movie
 - B. A published work that continues the story of an earlier one
 - C. A group of three related novels or movies
 - D. A children story that is supported by drawings
 - E. An epic that is translated into different languages
27. "...rain is become a menace." the underlined word means?
- A. Threat
 - B. Impact
 - C. Disadvantages
 - D. Cause
 - E. Benefit
28. "A poor young man was homeless...." The underlined word mean?
- A. Without a home
 - B. The home is gone
 - C. The home is broken
 - D. The home is far
 - E. The home is dirty
29. "...but your eyes are wide open and actively trying to absorb as much light as possible." The word absorb mean?
- A. Take out
 - B. Take in
 - C. Give and take
 - D. Give in
 - E. Give out
30. My families always have breakfast withof milk and a bowl of porridge
- A. A cup
 - B. A glass
 - C. A box
 - D. A plate
 - E. A spoon
31. They....bread everyday
- A. Eating
 - B. Ate
 - C. Eat
 - D. Eaten
 - E. Eats
32. My friend and I did not miss the fried noodle.....we had our lunch
- A. Although
 - B. Finally

- C. Moreover
 - D. Already
33. Her ...attitudes toward life enable her to overcome difficult situation
- A. Depressing
 - B. Dishonest
 - C. Flexible
 - D. Anxious
34. My roses are white ,as a white as the ...of the sea
- A. Foam
 - B. Wave
 - C. Sand
 - D. Bird
35. The...to speak English helped her to get the job.
- A. Able
 - B. Ability
 - C. Unable
 - D. Disabled
 - E. Capable
36. Call the....to help the patient to go to the hospital.
- A. Ambulance
 - B. Police office
 - C. Post office
 - D. Clinic
 - E. Doctor
37. The perfume in the room is....
- A. Sour
 - B. Beautiful
 - C. Fragrant
 - D. Smell
 - E. Delicious
38. I want to live in....house.
- A. Crowded
 - B. Beauty
 - C. Comfort
 - D. Comfortable
 - E. Dirty
39. Cricket is an....game.
- A. Exciting
 - B. Excited

- C. Experience
 - D. Exhaust
 - E. External
40. Calista is a....paid employee of this company.
- A. Lowly
 - B. Hardly
 - C. Highly
 - D. Slowly
 - E. Softly
41. The baby...milk every morning.
- A. Eat
 - B. Drink
 - C. Drinks
 - D. Eats
 - E. Drinking

The Test of Translation Ability

Name:

Class:

Number:

Please translate this text into Indonesian language!

“Cats are considered as “perfect carnivore” with teeth and particular digestive tract. The first premolar and molar teeth form a pair of fans on each side of the mouth that works effectively as a pair of scissors to tear the meat. Although these features also exist in the Canidae or dog, but these traits are better developed in cats. Unlike other carnivores, cats eat almost non vegetable substance.”

Answer:

Key Answer of Vocabulary Mastery

(Try-Out)

1.	C	11.	C	21.	B	31.	B	41.	B
2.	A	12.	C	22.	D	32.	B	42.	A
3.	E	13.	D	23.	B	33.	C	43.	D
4.	D	14.	C	24.	C	34.	B	44.	E
5.	A	15.	E	25.	B	35.	C	45.	A
6.	A	16.	B	26.	B	36.	C	46.	C
7.	A	17.	A	27.	A	37.	A	47.	D
8.	E	18.	C	28.	A	38.	A	48.	A
9.	C	19.	D	29.	B	39.	B	49.	C
10.	B	20.	A	30.	D	40.	A	50.	C

Key Answer of Vocabulary Mastery

(Test)

1.	C	11.	C	21.	B	31.	C	41.	C
2.	A	12.	C	22.	D	32.	A		
3.	E	13.	D	23.	B	33.	B		
4.	D	14.	C	24.	C	34.	A		
5.	A	15.	E	25.	B	35.	B		
6.	A	16.	B	26.	B	36.	A		
7.	A	17.	A	27.	A	37.	C		
8.	E	18.	C	28.	A	38.	D		
9.	C	19.	D	29.	B	39.	A		
10.	B	20.	A	30.	B	40.	C		

APPENDIX 12 The Score of Translation Test

The Mean Score of Translation Done by Rater 1 and Rater 2

No	Name	Rater 1	Rater 2	Mean Score
1	AS	60	70	65
2	ACF	70	70	70
3	AW	50	80	65
4	ARP	40	50	45
5	AUI	60	80	70
6	ARNP	40	50	45
7	ASAW	50	60	55
8	BH	60	80	70
9	DWP	60	80	70
10	ENCK	60	90	75
11	ECS	40	90	65
12	FGA	80	90	85
13	IMH	40	70	55
14	KA	50	70	60
15	KSR	50	70	60
16	KAP	50	80	65
17	KSA	90	80	85
18	LA	90	90	90
19	MS	70	80	75
20	MWDS	70	60	65
21	MCN	70	80	75
22	NCSR	70	80	75
23	NAW	50	70	60
24	PANK	80	60	70
25	RW	60	80	70
26	RAP	60	70	65
27	RSPS	70	50	60
28	SID	50	50	50
29	URW	80	90	85
30	VWAS	70	80	75
31	VAR	70	90	80
32	YF	80	90	85

The Documentation

1. The students doing Try-out



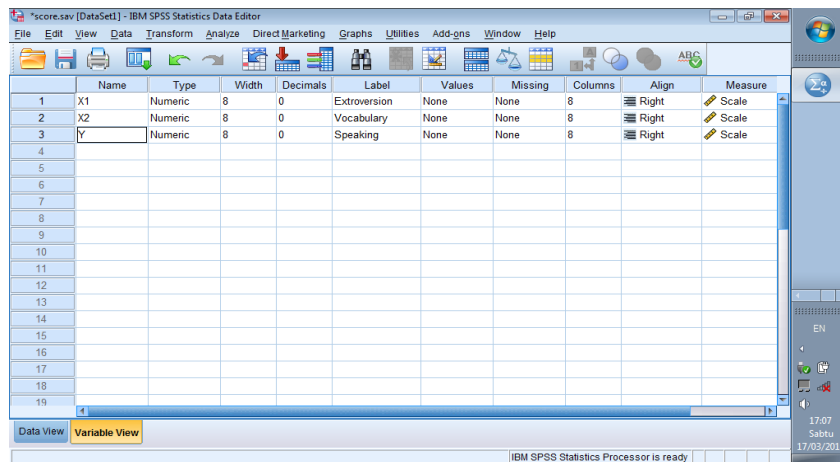
2. The students doing Test



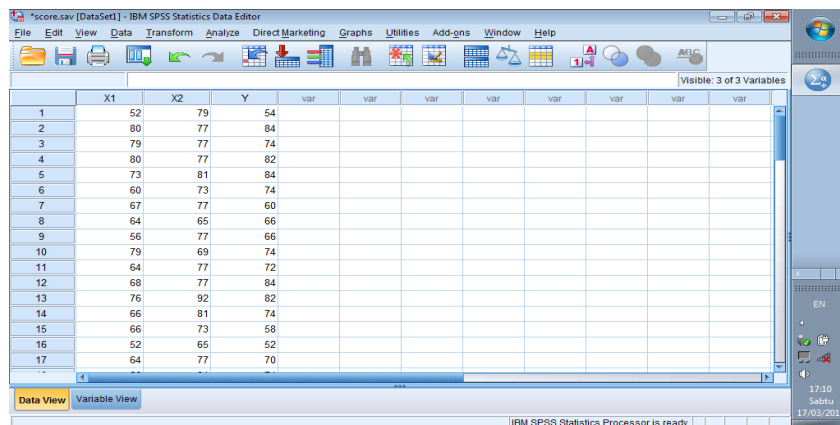
APPENDIX 15 The steps of program *SPSS 20 for Windows*

A. Data Description

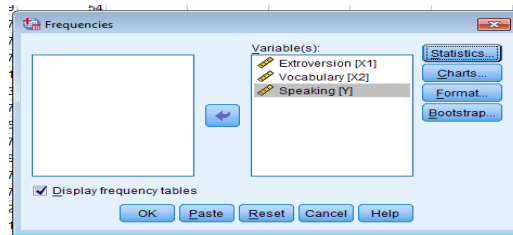
- Open program *SPSS 20 for windows*.
- Make variable by clicking tab variable view.
- Write the name of column in first line X1, second line X2 and third line Y.
- Change the column of decimals column becomes 0.
- Write the label column in first line Extroversion, second line Vocabulary, and third line Speaking. As follow:



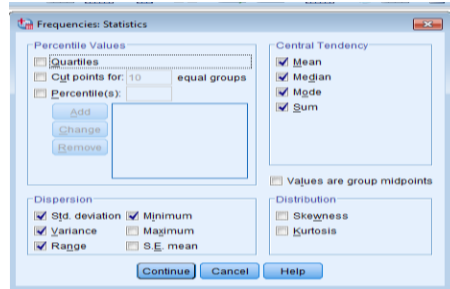
- Open data view, input the data in the variable. As follow:



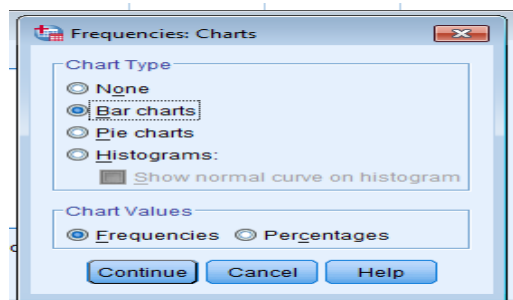
- Click **Analyze > Description Statistic > Frequencies**



- h. Click **statistic**, then checklist **Mean, Median, Mode, Sum, Std. deviation, Variance, Range, Minimum, and Maximum**. As follow:



- i. Click **continue** > **Charts** > Checklist **Bar Charts** > **Continue**

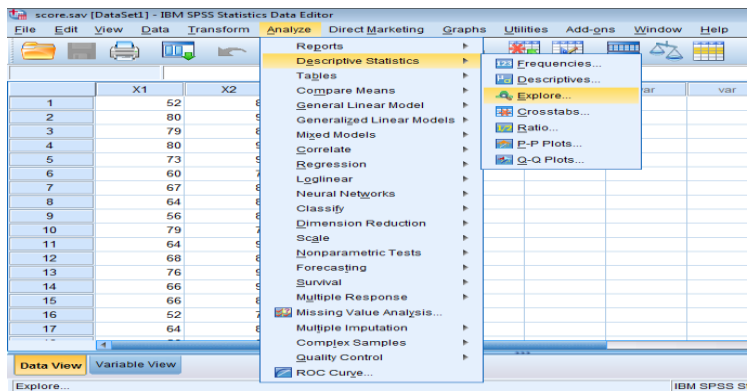


- j. Click **Ok**

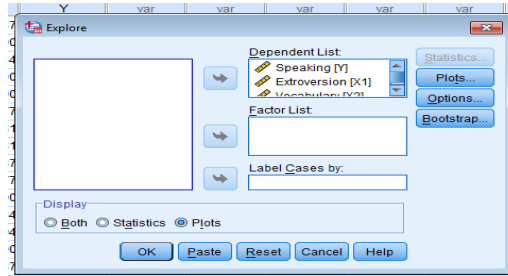
B. Pre-requisite Test

1. Normality Test

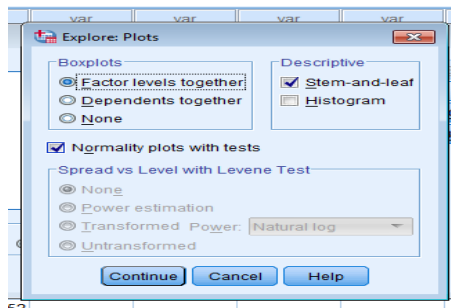
- a. In program *SPSS 20 for windows*, click **Analyze** > **Descriptive Statistics** > **Explore**. As follows:



b. Click Extroversion, Vocabulary mastery and Speaking variable into dependent list. As follows:



c. Then click **Plots** checklist **Normality plots with tests**, as follow:

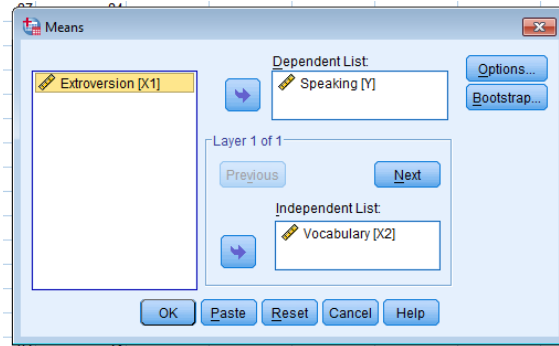


d. The last, click **Continue** > **OK**

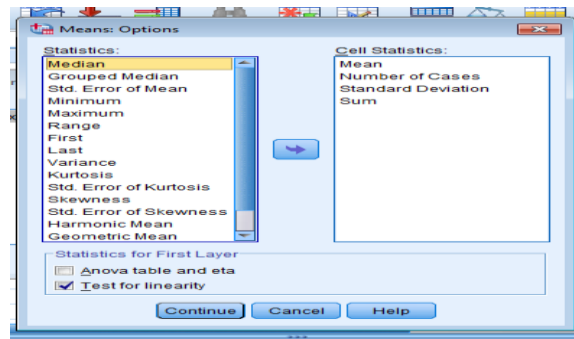
2. Linearity Test

a. In program SPSS 20 for windows, click **Analyze** > **Compare Means** > **Means**.

- b. Click Extroversion X1/ Vocabulary X2 variable into Dependent list, and Speaking (Y) variable into Independent list. As follow:



- c. Click **Options** > **Test for Linearity**. As follow:

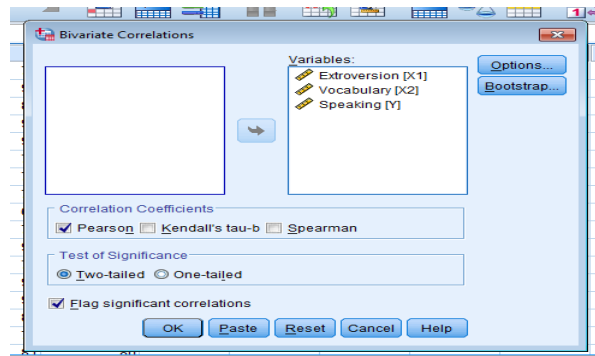


- d. Click **Continue** > **OK**.

C. Hypothesis Testing

1. The first and second hypothesis

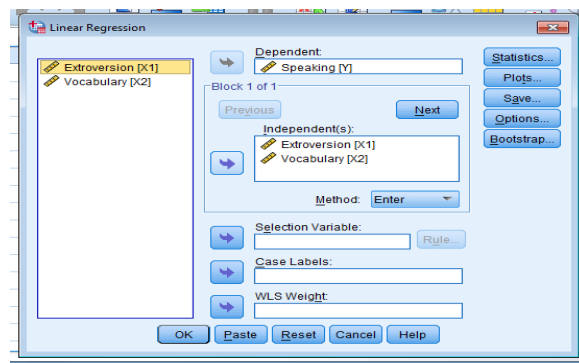
- a. In program *SPSS 20 for Windows*, click **Analyze** > **Correlate** > **Bivariate**.
- b. Move on the three variable into variables' column. As follows:



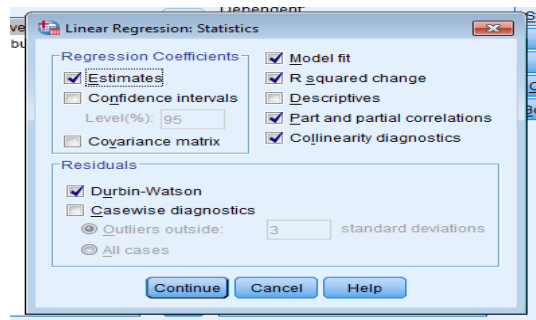
- c. Click **Option**, choose **Means and standard deviation**.
- d. Click **Continue** and **OK**

2. The third hypothesis

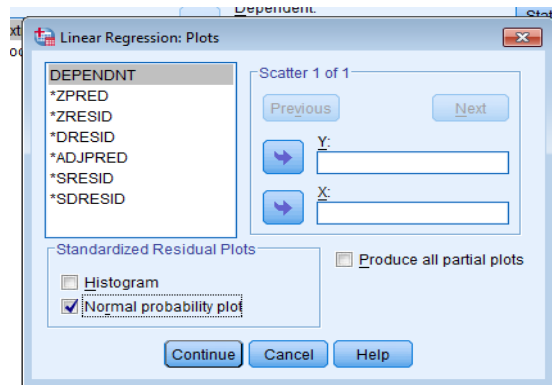
- a. In program *SPSS 20 for windows*, click **Analyze** > **Regression** > **Linear**. As follows:



- b. Move on “speaking” into **Dependent** and “extroversion” and “vocabulary” into **Independent**.
- c. Click **Statistic**. As follows:



- d. In **Regression Coefficient** click **Estimates**
- e. Then, choose **Model fit**, **R squared change**, **Part and partial correlations**, **Collinearity diagnostics**.
- f. Click **Durbin-Watson** in Residual.
- g. Click **Continue**.
- h. After that, click **Pots**. As Follow:



- i. Click **Normal probability plot**, and then click **Continue** and **OK**.