THE CORRELATION BETWEEN STUDENT'S ENGLISH LEXICAL MEANINGS MASTERY AND ENGLISH READING COMPREHENSION
(A Correlational Study on Fifth Semester English Students at IAIN Curup)

THESIS

This Thesis is Submitted to Fulfill the Requirement
for Receiving a Bachelor's Degree in English Education
from English *Tadris* Study Program

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Demikian permohonan ini kami ajukan. Terima kasih.

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PREFACE

This thesis is submitted as a part of completion for the "Sarjana Degree" in Institute College for Islamic studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, she really appreciates any suggestions and criticism for the betterment of the thesis.

Finally, yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

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This thesis entitled **"THE CORRELATION BETWEEN THE MASTERY OF ENGLISH LEXICAL MEANINGS AND ENGLISH READING COMPREHENSION."** **(A correlational Study on fifth semester English Students at IAIN Curup)**, presented in fulfilment of the requirement for the degree of Strata 1 in English Tadris Study Program of Tarbiyah Faculty of IAIN Curup.

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Finally, the writer realizes that this research is still far from being perfect. There for any suggestion and criticism are always welcomed.

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DEDICATION

Allah, is only the reason why I can finish this thesis. Immeasurable syukur for letting me finish this thesis as soon as my hope. There is no miracle except by You. Allah, in the name of Allah and His Messenger Prophet Muhammad Shalallahu Alaihi Wassallam, Iwould like to dedicate this thesis for:

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ABSTRACT

This research aimed to measure the fifth semester TBI students' English lexical mastery, to measure the fifth semester TBI students' English reading comprehension, and to examine the correlation between the fifth semester TBI students' English lexical mastery and their English reading comprehension. The correlation as the foregoing was grounded in a pair of hypotheses, namely H1: There is a positive correlation between students' lexical meaning mastery and reading comprehension, and H0: There is no a positive correlation between students' lexical meaning mastery and reading comprehension.

This research applied a correlational research with English lexical meaning mastery as the variable X and English reading comprehension as the variable Y. The oriented population was 65 fifth TBI students at IAIN Curup. By assigning a convenient sampling technique, 35 students were officially recruited as the samples because they voluntarily filled in and returned this research's instruments to the researcher. To collect the data, there were two instruments of this research, namely the English lexical meaning test and English reading comprehension test. The data were analyzed statistically by employing some steps, such as descriptive statistics to answer the first and second research questions, normality test as the prerequisite test alongside the determinant of correlational formula, and correlation coefficient formula to measure the correlation between English lexical meaning mastery and English reading comprehension.

The result of this research were: first, the fifth semester TBI students' English lexical meaning mastery was categorized in adequate level or in medium level, it is shown that the data from the questionnaire is 57.7%. Second, the fifth semester TBI students' English reading comprehension was categorized in the same level as lexical meaning mastery, namely still in medium level. It is proven from the data of questionnaire 55.54%. Then, the result of the third research question shown there was a positive correlation between English lexical mastery and English reading comprehension where this research shown that the data as follows r_{xy} (0.4215) > r_{table} (0.2746). The correlation was positive because r_{xy} (0.4215) was categorized as a positive number or it went forward to (+1). Compared with the table of interpretation of r value, the result indicated that the correlation was medium because r_{xy} (0.4215) was in the range of (0.400 – 0.599). To sum up, with a medium correlation, there was a positive correlation between English lexical mastery and English reading comprehension of the fifth semester TBI students at IAIN Curup. Therefore, it could say that the **Ha** there is a possitive correlation between English lexical meaning mastery and reading comprehension was accepted, and the **H0** there is no positive correlation was rejected.

Keywords: A correlational research, English lexical meaning mastery, English reading comprehension

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CHAPTER I

INTRODUCTION

A. Background of the Research

People are currently unable to separate their lives from reading. They require reading to acquire information on a daily basis. People read for a variety of reasons, including finding information in newspapers, understanding their daily chat and messages, comprehending the meaning of caution on the road, and many others. As a result, reading has become an essential aspect of communication. A couple of academicians such as Mirza[1] and Cushing[2] echoed the importance of reading. Among other things, reading is an important ability to have when looking for work. Reading helps to enhance the human mind's capacity. Reading allows people to learn new things. Reading fosters creativity. Reading encourages people to be more creative. Also, reading is critical for building a positive self-image.

Reading is the process of looking at a text and assigning meaning to the written symbols in that text.[3] The text and the reader are two physical items that must be present for the reading process to begin. Readers with high reading skills will be able to understand the meaning of the text. It is crucial since the objective of reading is to understand what the text is saying. It is impossible for readers to comprehend the meaning of the text without adequate reading skills. To put it another way, reading is the process of deciphering the meaning of a text or

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[1] Q. Mirza, "English Reading Habits in Online Learning among Tertiary Learners in Pakistan: Evaluating the Impact of COVID," *Asian EFL Journal* 28, no. 11 (2021): 47–66.
[2] Ian Cushing, "A Textured and Sensory Grammar for the Experience of Reading," *English in Education* 54, no. 2 (April 2020): 131–45, https://doi.org/10.1080/04250494.2019.1626196.
[3] Louise M. Rosenblatt, "The Transactional Theory of Reading and Writing," in *Theoretical Models and Processes of Literacy* (Routledge, 2018), 451–79.

sentence.[4]

Reading is one of the skills that an English student must master. In another situation, learning English at the college level places a greater emphasis on reading comprehension. When a lecturer wishes to assess a student's critical thinking in English, he or she frequently administers a reading comprehension test. The situation drives students to develop their reading skills in order to obtain actual comprehension of what they are reading. Understanding the words read is essential for good reading comprehension. The more words we understand, the easier it is to recognize and interpret a text. As a result, we will be able to read material more effectively. The goal of reading ability is to comprehend the substance of the material we are reading. Making sense of what is read and linking the ideas in the book to what is already known is true comprehension.[5] It also entails recalling what has been read. To put it another way, comprehension entails thinking while reading. Readers must grasp the abilities of reading comprehension in order to achieve actual comprehension. There are several reading comprehension skills that students should master. The first is a process known as previewing. Previewing is a type of quick reading that helps students get a sense of what a chapter, article, or book is about and how it is organized.[6] Making an Inference is the second. Because readers are unable to include all knowledge about the topic or information from their reading, inference is

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[4] Charles Perfetti and Joseph Stafura, "Word Knowledge in a Theory of Reading Comprehension," *Scientific Studies of Reading* 18, no. 1 (2014): 22–37.

[5] Michael Toolan, *Making Sense of Narrative Text: Situation, Repetition, and Picturing in the Reading of Short Stories* (Routledge, 2016).

[6] Suzanne Liff Manz, "A Strategy for Previewing Textbooks: Teaching Readers to Become THIEVES.(Teaching Ideas)," *The Reading Teacher* 55, no. 5 (2002): 434–36.

required.[7] Understanding paragraph is the third. It occurs frequently when a paragraph contains only one topic. When reading, good readers look for the topic.[8] Pattern of Organization is the fourth. Recognizing the organization pattern is a crucial aspect of reading comprehension. The readers will be able to understand and follow the writers' thoughts more quickly if we can spot the pattern.[9] Reading Longer Passages Effectively is the fifth. Longer segments, like paragraphs, focus on a single main topic.[10] Skimming is the sixth. Skimming is quick reading to obtain the gist of something.[11] Study Reading is the eighth. It implies that the students should master three text-reading strategies: a) Text highlighting. It will be easier to evaluate and recall the information if you make notes on the text's concepts. b) Writing Questions for More Effective Reading. c) Creating a link between the graphic and the ideas.[12] The ninth step is summarizing, which entails rewriting the information from our reading. Critical Reading is the tenth. It will help the readers to enhance our reading skills if they strengthen our ability to read critically.[13]

In addition to reading ability, English learners must expand their vocabulary

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[7] Mohammad Davoudi, "Inference Generation Skill and Text Comprehension," *The Reading Matrix* 5, no. 1 (2005).

[8] Daisy O. Almaden, "An Analysis of the Topical Structure of Paragraphs Written by Filipino Students," *The Asia-Pacific Education Research* 15, no. 1 (2006): 127–53.

[9] Laraine E. Flemming, "Reading for Thinking," 2014.

[10] Mengyi Li et al., "Promoting Reading Comprehension and Critical–Analytic Thinking: A Comparison of Three Approaches with Fourth and Fifth Graders," *Contemporary Educational Psychology* 46 (2016): 101–15.

[11] Adams Wei Yu, Hongrae Lee, and Quoc V. Le, "Learning to Skim Text," *ArXiv Preprint ArXiv:1704.06877*, 2017.

[12] Lucia Mason, Maria Caterina Tornatora, and Patrik Pluchino, "Integrative Processing of Verbal and Graphical Information during Re-Reading Predicts Learning from Illustrated Text: An Eye-Movement Study," *Reading and Writing* 28, no. 6 (2015): 851–72.

[13] Donna Ogle, Ronald M. Klemp, and Bill McBride, *Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking* (ASCD, 2007).

mastery in order to be competent readers. They need to know as much as possible about the lexical meaning of each word they want to master before they can increase their vocabulary mastery. They would be able to employ every lexical meaning of their terms in context and determine whether or not they must use such terms. According to the lexical quality hypothesis, the quality of lexical representation of words has a significant impact on reading comprehension.[14] The mastery of lexical meaning by students is a crucial feature of reading in this scenario. For example, a student who understands the lexical meaning of the word "can" can use it as both a modal verb and a noun. In contrast, a student who only understands the lexical meaning of the word "can" as a modal verb would struggle to comprehend the meaning of the word "can" when it is employed as a noun. To put it another way, the quality of a student's lexical meaning would aid them in comprehending the sentence or text they are reading. The more lexical meaning mastery they have, the better they can understand the message of a sentence or text.

The quantity of lexical meaning mastery determines the level of students' comprehension when reading material. They could read more effectively if they have a large number of lexical meaning amounts. Readers with inadequate lexical representations risk accessing imprecise or partial lexical information during reading comprehension. When readers have a low lexical quality, they could obtain less information or perhaps lose some information while reading. Further, in developing readers, the link between lexical meaning mastery and reading

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[14] Ludo Verhoeven, Marinus Voeten, and Anne Vermeer, "Beyond the Simple View of Early First and Second Language Reading: The Impact of Lexical Quality," *Journal of Neurolinguistics* 50 (2019): 28–36.

comprehension is critical. In other words, the amount of lexical meaning mastery has an impact on readers' reading ability.

It implied that the relationship between students' lexical meaning mastery and reading comprehension could contribute positively to students' text comprehension. As a result, it is critical to test the theoretical premise in terms of possible relationships between lexical meaning mastery and reading comprehension empirically. Furthermore, possible correlations between the two variables (lexical meaning mastery and reading comprehension) appear to exist in the context of fifth semester English students at IAIN Curup, as revealed by a preliminary study conducted through interviews, but such a correlation has not been proven scientifically in a correlational study. The following interview transcripts can be used to see if there is any possible correlation between the two variables.

> *At the first time when I took an English reading class in this college, I did not have sufficient English vocabularies. I then consulted with my reading lecturer. The lecturer taught me some strategies to improve my vocabulary size and comprehension. As far as I remember, my lecturer taught me two strategies for improving vocabularies, incidental and explicit learning. After I applied these strategies, I felt that I improve more vocabularies and my understandings of their meanings in context. Once I read, I found it a little bit easier to understand the texts read, word for word or phrase by phrase (student 1).*

> *My lecturer who taught me English morphology often told me about the importance of memorizing content words in order that could find it easier to comprehend English texts. In his class, I tried to follow his suggestions, and I felt that I got a bit better improvement in my reading ability and I felt a bit more confident and less doubtful while reading English texts (Student 2).*

As shown by the interview transcripts above, student 1 and 2 demonstrated that the more they improve and comprehend many English vocabularies, the better

their reading comprehension is. This phenomenon indicates that lexical meaning mastery contributes to reading comprehension.

Even though the theoretical correlation between lexical meaning mastery and reading comprehension above has been elaborated, and the possible correlation in the phenomenological context of English students at IAIN Curup have been presented, however, the scientific study on examining these variables in the context of English Tadris Study Program students has not been done yet. Thus, this study is aimed at examining or proving such a correlation scientifically into a scientific multiple-correlational study titled "**THE CORRELATION BETWEEN STUDENTS' MASTERY OF ENGLISH LEXICAL MEANINGS AND ENGLISH READING COMPREHENSION** (a correlational study on fifth semester English students at IAIN Curup)".

B. Research Questions

According to the research background previously presented, the following research questions are formulated.

1. How is the fifth semester TBI students' English lexical mastery?

2. How is the fifth semester TBI students' English reading comprehension?

3. Is there any correlation between TBI students' English lexical mastery and their English reading comprehension?

C. Objectives of the Research

The research questions displayed above lead to the propositions of several objectives. This research is aimed to:

1. Measure the fifth semester TBI students' English lexical mastery

2. Measure the fifth semester TBI students' English reading comprehension

3. Examine the correlation between the fifth semester TBI students' English lexical mastery and their English reading comprehension

D. Delimitation of the Research

This research is delimited to two variables, namely English lexical meaning mastery and English reading comprehension. The context of this research is the fifth semester TBI students at IAIN Curup.

E. Significances of the Research

The study's major goal is to look at the relationship between students' English lexical meaning mastery and their English reading comprehension. Knowing the relationship between such variables can provide insight into the importance of lexical meaning mastery and reading comprehension amongst students. This research is also important for the following parties:

1. For students

The results of this research can give information to the students about English lexical meaning mastery and their English reading comprehension.

2. For teacher

By understanding the importance of students' English lexical meaning mastery and their English reading comprehension, the study's findings can assist teachers in developing their teaching techniques for reading.

3. For other researchers

This research is useful for future research as a resource to study on the correlation of students' English lexical meaning mastery and English reading comprehension. Future's research can use the assigned hypothesis of this study to be re-tested in other contexts of English students. Conceptually, the more similar studies are conducted on this line across students' contexts, the stonger this theoretical line becomes.

F. Operational Definitions

This research has clarification of the key terms as follows:

1. Correlation study

Correlation means relationship, and study is similar with research correlation considered in which the relationship between two variables in this research, the vocabulary and reading comprehension.

2. The student mastery in lexical meaning

a. Mastery

Mastery is a complete control or the state of having control over something superiority in competition, victory eminent skill, or through knowledge.

b.   Lexical

Lexical is linked to the word language in classical dictionaries. It's also linked to lexicon and lexeme. Bauer defines lexeme as the term for a dictionary word. Of course, the noun "lexeme" is related to the words lexical and lexicon. It indicates that the terms lexical and lexicon are interchangeable; a lexeme is a lexical unit or a lexicon unit. To put it another way, lexical, lexeme, or lexicon are all terms for vocabulary.

c.   Lexical Meaning

The classic definition of lexical meaning is the dictionary's literal meaning. It is the meaning of a word in respect to the physical world or an abstract notion without any references to any sentences in which the term may appear. It signifies that lexical meaning refers to the definitions of terms in dictionaries that have no reference to sentences or grammatical structures. According to Murphy, Jones, and Koskela, lexical meaning is the study of the meaning of lexical words. The focus is on the noun, verb, adjective, and more contentious members of the adverb and preposition classes. Lexical meaning is the polar opposite of grammatical meaning, which is concerned with the meaning of a word based on its context.

3. **Reading Comprehension**

Reading is a process in which the relationship of the writer and the reader is highlighted and is impacted by the reader's schemata, as well as the

reader's rationale and goal. On the other hand, the mental process connection, which connects people's ways of absorbing information and effects to their ability to grasp information, is stressed in the definition of comprehension. From these two definitions of reading and comprehension, it can be concluded that reading comprehension refers to the interaction and mental process of the readers' ability to receive any information influenced by their reason, purpose, and background knowledge to read books, texts, or any other printed matter.

4. The students' ability in reading comprehension

Students are people, who take study in junior high school until university level. Ability means power or skill required to do something. The students' ability in reading comprehension means the power of people who take study in junior high school until university level in understanding the message the reading materials.

G. Organization of the Research

The organization of this research entails five chapters. The first chapter presents an introduction of the research. This chapter has some elements such as background of the research, research questions, objectives of the research, delimitation of the research, significances of the research, and organization of the research. The second chapter contains literature review. This chapter provides theoretical reviews on the variables of the mastery of lexical meaning and English reading comprehension. The third chapter presents the contents about the

research's method. This chapter possesses some elements such as kinds of the study, population and samples, technique of collecting data, instruments, validity and reliability of the instruments, and technique of data analysis. The fourth chapter presents two elements, namely results and discussion. Lastly, the fifth chapter presents conclusion and suggestions.

CHAPTER II

LITERATURE REVIEW

A. Reading

1. The Concept of Reading

Reading is the interaction built up between the readers and the texts which are read.[15] Reading requires effective knowledge in order to comprehend the material.[16] Furthermore, according to Brown, reading is a talent that is taken for granted. Because so much information is now printed, reading has become increasingly crucial for humans. When we have an idea that we want to share with others, we must communicate with one another. Writing and sharing our concept to be read by others is one of numerous approaches to share our idea.[17] Reading to some extent refers to a process that has a cause to perform it and a goal to grasp the meaning of the text. Reading also entails passing on the writer's ideas to the reader.[18] We need a cause to read; if we do not have one, we will not read anything. For example, if we are having trouble finding a location, we will read the direction sign. We can deduce the objective of our reading to reach a better comprehension.

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[15] Paul van den Broek and Anne Helder, "Cognitive Processes in Discourse Comprehension: Passive Processes, Reader-Initiated Processes, and Evolving Mental Representations," *Discourse Processes* 54, no. 5–6 (2017): 360–72.

[16] Eric Donald Hirsch, "Reading Comprehension Requires Knowledge of Words and the World," *American Educator* 27, no. 1 (2003): 10–13.

[17] Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd Ed* (San Francisco: USA, 2001).

[18] S. Babayiğit, "The Relations between Word Reading, Oral Language, and Reading Comprehension in Children Who Speak English as a First (L1) and Second Language (L2): A Multigroup Structural Analysis," *Reading and Writing* 28, no. 4 (2015): 527–44, https://doi.org/10.1007/s11145-014-9536-x.

Reading is possibly the most important skill for educational success.[19] Nowadays, pupils' schoolwork can be isolated from their reading. Sometimes, in addition to their teacher's explanation, students require more information. They should read some books to expand their understanding. They will not make significant progress in their studies if they do not read books. As a result, reading has risen to the top of the educational priority list. However, reading is a difficult skill to master. We must incorporate our reading ability, knowledge, and experiences into our reading. To get our reading point, we need to comprehend the meaning of words, how to get the main concept of the text, how to get detailed information from the text, and how to analyze the text's organization. Knowledge is crucial when it comes to reading. It will assist us in determining the text's core theme based on our schemata. Finally, we will benefit from our reading experiences in order to develop our reading skills. Reading also entails interpreting other people's actions. Reading as interpreting involves reacting to a written text as a form of communication; in other words, we presume that the writer has some communication intent that the reader has some purpose in striving to understand.[20] It signifies that reading entails the readers' intent in reading a written document.

The definition of reading, as stated above, encompasses a variety of subjects. The first is about the reader's interaction with the author. The reader acquires the writer's idea as a result of the engagement. The transmission of

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[19] Huilin Chen and Jinsong Chen, "Exploring Reading Comprehension Skill Relationships through the G-DINA Model," *Educational Psychology* 36, no. 6 (July 2, 2016): 1049–64, https://doi.org/10.1080/01443410.2015.1076764.

[20] Harry Daniels, "Perspectives on Reading Difficulty," *Cambridge Journal of Education* 23, no. 1 (January 1, 1993): 57–64, https://doi.org/10.1080/0305764930230107.

idea from the writer to the reader will be observed in this reading encounter. The goal of this movement is to convey the writer's point of view to the reader. There is a cause and a purpose for reading, and when reading a book, the reader will undoubtedly require a reason and a purpose for reading. Readers will not read anything if there is no cause or purpose for them to do so. Aside from that, the schemata or background knowledge of the author has an impact on reading. It will, in general, assist the reader in grasping the main idea of the content they are reading. In a nutshell, reading is the process of transferring ideas from the writer to the reader, which is influenced by the reader's motive for reading the text, the purpose of reading the book, and the reader schemata.

2. Indicators of Reading Comprehension

Some criteria can be used to assess pupils' ability to read literature and quantify their reading comprehension. Brown mentions a few key ways for evaluating reading comprehension.

a. Determine the objective of your reading.

b. Use bottom-up decoding norms and spelling rules.

c. Using lexical analysis to find meaning, such as prefixes, roots, suffixes, and so on.

d. Assuming the meaning of words, idioms, and other phrases when the meaning is unclear.

e. Skimming the text to determine the key point.

f. Scanning is a technique for extracting specific information from a text.

g. Silent reading can be utilized to read quickly.

    h. Marginal notes, outline, charts, or semantic maps can be employed to understand knowledge retention.

    i. There must be a distinction between literal and implied meaning

    j. Discourse markers can be distinguished in order to process relationships.[21]

3. The Concept of Comprehension

Comprehension in general is defined as the ability to understand.[22] In the context of reading, comprehension is associated with the ultimate goal of reading as well as the method through which people get knowledge from a variety of educational sectors.[23] According to McNamara, comprehension is the interpretation of textual information. He also claims that various people receive information differently when it comes to interpreting language.[24] Another interpretation explains that comprehension is the mental act of connecting distinct texts in different settings.[25]

According to the definition above, comprehension refers to the ability to understand and the manner in which people receive information depending on their mental process connection. The ability to grasp the gist of a text is what comprehension is all about. This is also influenced by how people get information; each person has a unique manner of comprehending and receiving

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[21] Douglas, "Language Assessment Principles and Classroom Practice." P. 188-189

[22] Maria Chiara Levorato, Barbara Nesi, and Cristina Cacciari, "Reading Comprehension and Understanding Idiomatic Expressions: A Developmental Study," *Brain and Language* 91, no. 3 (2004): 303–14.

[23] Ana Taboada et al., "Effects of Motivational and Cognitive Variables on Reading Comprehension," *Reading and Writing* 22, no. 1 (2009): 85–106.

[24] Danielle S. McNamara et al., "Improving Adolescent Students' Reading Comprehension with ISTART," *Journal of Educational Computing Research* 34, no. 2 (2006): 147–71.

[25] Laura B. Smolkin and Carol A. Donovan, "The Contexts of Comprehension: The Information Book Read Aloud, Comprehension Acquisition, and Comprehension Instruction in a First-Grade Classroom," *The Elementary School Journal* 102, no. 2 (2001): 97–122.

data from various sources. Comprehension also refers to the mental process that links people's methods of acquiring information to their capacity to understand language or information. In a nutshell, comprehension is the mental process of connecting people's ways of catching information, which has an impact on people's ability to receive or interpret information from text, literature, or other sources.

4. The Concept of Reading Comprehension

Reading comprehension, according to the definitions of reading and comprehension provided by experts above, can be defined as the cognitive process by which readers comprehend the materials they are reading in order to achieve the aim of their reading.[26] Woolley defines reading comprehension as the process of grasping the meaning of text.[27] The purpose of reading comprehension, according to Woolley, is to grasp the meaning of total understanding rather than a single or simple sentence. According to Wilawan, the goal of reading comprehension is to grasp the text's main idea.[28] Gilakjani, who supports reading comprehension as a cognitive process, believes that reading comprehension is the mental process by which readers perceive and gain information from a text.[29]

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[26] Ömer Gökhan Ulum, "A Descriptive Content Analysis of the Extent of Bloom's Taxonomy in the Reading Comprehension Questions of the Course Book Q: Skills for Success 4 Reading and Writing.," *Qualitative Report* 21, no. 9 (2016).

[27] Gary Woolley, "Self-Regulation, Metacognition and Engagement," in *Reading Comprehension* (Springer, 2011), 147–61.

[28] Sujunya Wilawan, "EFFECTS OF LEXICAL COHESION AND MACRORULES ON EFL STUDENTS'MAIN IDEA COMPREHENSION.," *Reading Improvement* 48, no. 2 (2011).

[29] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "How Can Students Improve Their Reading Comprehension Skill," *Journal of Studies in Education* 6, no. 2 (2016): 229–40.

Furthermore, we must return to the definitions of reading and comprehension in order to define the nature of reading comprehension. Reading is a process in which the relationship of the writer and the reader is highlighted and is impacted by the reader's schemata, as well as the reader's rationale and goal. On the other hand, the mental process connection, which connects people's ways of absorbing information and effects to their ability to grasp information, is stressed in the definition of comprehension. From these two definitions of reading and comprehension, it can be concluded that reading comprehension refers to the interaction and mental process of the readers' ability to receive any information influenced by their reason, purpose, and background knowledge to read books, texts, or any other printed matter.

5. Types of Reading

There are various sorts of reading that can be classified as reading genres. Brown identifies four forms of reading in his work on language evaluation principles and classroom practices as follows:

a. Intuitive Reading

The smallest unit of reading is perceptive reading. The components of bigger stretches of discourse, such as letters, words, punctuation, and other graphic symbols, are included in this type of reading. Bottom-Up process is implied in this reading.

b. Picking and choosing what you read

Instead of perceptive reading, the next sort of reading is selective reading, which is more complex. In this form of reading, lexical, grammatical, and discourse aspects are incorporated into brief phrases.

c. Reading that is interactive

An understanding of negotiating meaning is required for interactive reading. This is a broader category of reading than selective reading. If selective reading comprises of a single short sentence, interactive reading consists of multiple paragraphs on a single page of material. The schemata of the readers play an important role in interactive reading. Background information will aid readers in comprehending the text's meaning and message.

d. In-depth Research

This is the most advanced reading style. Professional articles, journals, books, essays, technical reports, and short stories are examples of extensive reading. Extensive reading involved reading research as well.[30]

6. Models of Reading

Researchers developed reading models that describe what happens while people read to characterize the interaction between readers and the text. Three reading models are mentioned by Abbott as follows:

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[30] Brown H. Douglas, "Language Assessment Principles and Classroom Practice," *NY: Pearson Education*, 2004. P. 189-190

a. The Bottom-Up Approach

The readers in this reading model begin with the smallest unit (letters to words to phrases to sentences etc). The procedure of building the smallest unit becomes fully automated.

b. The Top-Down Approach

Readers apply their own background information to the text in order to fulfill their expectations, assumptions, and inquiries. They keep reading as long as the text they're looking at confirms their expectations. In this reading model, readers' prior knowledge has a significant impact on their reading.

c. Interactive Learning Environment

When both Bottom-Up and Top-Down models are present, this model is used. Depending on the readers' knowledge, language proficiency level, motivation, strategy use, and culturally conditioned belief about reading, this process combines both Bottom-Up and Top-Down approaches.[31]

7. The Purpose of Reading

People who read want to learn new things and have a specific reason for doing so. According to Wallace, there are three personal reasons for reading:

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[31] Marilyn L. Abbott, "ESL Reading Strategies: Differences in Arabic and Mandarin Speaker Test Performance," *Language Learning* 56, no. 4 (2006): 633–70.

a. It is Important to Read in Order to Survive

Reading for survival entails responding to the environment through reading. It is a life-or-death situation. People, for example, must read every notice or caution before engaging in regular activities.

b. Learning Through Reading

Much of what we read on a daily basis is for the goal of learning. The goal of this reading assignment is to broaden our understanding.

c. Reading for the Purpose of Pleasure

This type of reading is frequently done for children and educational institutions. The goal is to have fun while learning.[32]

8. Macro Skills and Micro Skills of Reading

Brown discusses the micro and macro aspects of reading ability.

a. Micro skills of reading

1) Recognize the different graphemes and orthographic patterns in English.

2) Retain language chunks of various durations in short-term memory.

3) Process writing at a speed that is appropriate for the task.

4) Recognize a core of words and understand the pattern of word order and its meaning.

5) Recognize grammatical word classes (nouns, verbs, and so on), systems (such as tenses, agreement, and pluralization), patterns, rules, and elliptical forms.

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[32] Catherine Wallace, "Critical Literacy Awareness in the EFL Classroom," *Critical Language Awareness*, 1992, 6-7.

6) Recognize that the same concept can be conveyed in a variety of grammatical forms.

7) Recognize the function of coherent devices in written language in signaling relationships between and among classes.

b. Macro skills of reading

1) Recognize the rhetorical structure of written language and its implications for interpretation.

2) Recognize the forms and purposes of written text's communicative activities.

3) Using background information, infer context that is not stated.

4) Infer links and connections between occurrences, deduce causes and effects, and discern main idea, supporting ideas, new information, supplied information, generalization, and exemplification from described events, ideas, and so on.

5) Recognize the difference between literal and inferred meaning.

6) Recognize and interpret culturally distinctive references within the context of the appropriate cultural schemata.

7) Develop and practice a variety of reading skills, including scanning and skimming, recognizing discourse markers, estimating word meanings from context, and activating schemata for text interpretation.[33]

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[33] Douglas, "Language Assessment Principles and Classroom Practice." P. 187-188

9. Techniques for Effective Reading

When pupils find it difficult to improve their reading skills, this is a common occurrence. Due to a lack of efficient reading, they are unable to understand the goal of their reading. According to Best and Rowe, most students lack the necessary reading skills and procedures for efficient reading, which can affect their ability to understand the point and purpose of their reading.[34] Shih goes on to outline the principles for efficient reading[35], which include:

a. Improving Concentration and Stress Management

It is challenging to stay focused on what we are reading. Stress is also caused by feeling obligated to complete a large number of assignments. To succeed at reading, we must be able to manage our concentration and stress. There are a number of techniques for managing and controlling our concentration and tension, including:

1) Eliminating Distractions

We believe it is impossible for us to eliminate distractions. We can improve our abilities to improve our concentration if we can eliminate distractions. Controlling and reducing distractions can be done in a number of ways. a. Select a quiet environment; it is common to be disturbed when reading a text, book, or article in a noisy environment. Choosing a location with less distraction will assist us in maintaining

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[34] Rachel M. Best et al., "Deep-Level Comprehension of Science Texts: The Role of the Reader and the Text," *Topics in Language Disorders* 25, no. 1 (2005): 65–83.

[35] May Shih, "Beyond Comprehension Exercises in the ESL Academic Reading Class," *Tesol Quarterly* 26, no. 2 (1992): 289–318.

concentration. b. Create a study area: Reading and studying in the same location has psychological benefits. It will establish a mental link between the activity and the location where it takes place. c. Getting rid of the distracting clutter: Once you've set up a study space, keep it free of potential distractions. Bills to be paid and correspondence to be replied should not be kept on your study desk. Also, don't store photos, mementos, or fascinating magazines close or on your desk if they might distract you from your studies." d. Have required materials on hand: In order to prepare psychologically for our reading, we need to ensure that the materials we require are readily available. It will also disturb our concentration if we haven't prepared it yet. e. Study during peak attention periods; the time we study has an impact on our concentration. Most people are limited in their ability to focus their minds solely on one item. We can better control and manage our concentration if we choose the right time. f. Manage noise levels: Background music has an impact on our focus. Some people require a loud sound to concentrate, while others require a moderately loud sound, and still others require stillness. This suggests that the volume of noise is determined by the individual's mood. g. Be aware of your physical state: Our concentration is influenced by our physical condition. Make every effort to study under the finest possible conditions.

2) Attention Focus

We can focus our attention on what we're reading for in order to finish our reading and study more efficiently. We can strengthen our concentration by focusing our attention on what we're reading. We can concentrate by directing our attention in a variety of ways, including: a. Set a goal and time limits: Having a goal and working under time constraints will help us increase our concentration. It will make us aware that distractions waste time and cause us to fall behind in our studies. b. Diversify your activities; it is critical to avoid concentrating our studies solely on one area. We can mix up our reading efforts by switching subjects on a regular basis. Reading a variety of topics refreshes our minds and improves our attentiveness. c. Keep a distraction list: When we are reading a text, book, or other piece of literature, we frequently recall various things in our minds. We will lose our concentration if we think about it too much. We can keep track of our memories in a list like this to decrease distractions and improve our concentration. d. Use the tally system to improve your attention span: Our attention span is the amount of time we spend concentrating. We can decrease distractions and regulate our limit concentration to increase our concentration for longer periods of time.

3) Stress Management

Stress disrupts concentration and has a negative impact on academic achievement. We can reduce our stress by a. manage time

effectively, b. eliminate stressors, c. accentual accomplishment, d. get involved in many activities, e. avoid simultaneous life change, f. establish a daily routine, g. seek knowledge advice, h. get physical exercise, i. eat nutrition meals, j. get adequate amount of sleep.

b. Pre-reading

Pre-reading is the process of double-checking something before reading it completely. "Effective readers familiarize themselves with the overall content and organization of printed information before beginning to read." Pre-reading activities include: a. Reading the tittle and subtitle, b. Reading the introduction or first paragraph, c. Reading the first sentences under each heading, d. Noting any typographical aids, e. Reading the last paragraph summary, and f. Reading quickly any-of-article or end-of-chapter material.

c. Active Reading Strategies

We'll need some tactics to get the most out of our reading. Having active reading methods can help us enhance our reading skills and make our reading more effective. As an example, we could accomplish the following:

1) Bring knowledge and experiences to life.

Everyone has some level of informational background. Schemata is the name for it. Our schemata can help us with our reading research. It will make our reading more meaningful and allow us to connect our prior and new information.

2) Decide what you're going to read and why you're going to read it

We should have a definite reading goal in mind while reading. By having a defined aim for our reading, we will be able to make it more efficient.

3) Pick the Right Reading-Study Techniques

Choosing the best tactics will assist you in learning and remembering as much as possible.

4) Checking for Comprehension

Reading is a mental process, and it's difficult to keep track of how well we're doing. Although we can't be certain whether our reading is good or bad, the most important thing we can do is make sure we're on the right route.

10. The Construct of Reading Comprehension

According to the explanation above, the definition of reading comprehension can be defined as the interaction of metal process of the readers' ability in receiving any information which is influenced by the readers' purposes, reason, and background knowledge in reading books, text or another printed matter. In this research, the type of reading that is used to measure students' reading comprehension is interactive reading. This type of reading is appropriate to their levels as senior high school students. To measure the ability of students in reading text, the researcher limits the aspect of reading comprehension into four indicators as follow:

a. Find the gist or main idea of the text.

b. Find the information of the text stated on the text.

c. Identifying word which is used in the text based on the context.

d. Make inferences; check students' understanding about information which is not directly stated on the text.

B. Lexical Meaning

1. The Concept of Lexis

   Lexical is linked to the word language in classical dictionaries. It's also linked to lexicon and lexeme. Bauer defines lexeme as the term for a dictionary word. Of course, the noun "lexeme" is related to the words lexical and lexicon.[36] It indicates that the terms lexical and lexicon are interchangeable; a lexeme is a lexical unit or a lexicon unit. To put it another way, lexical, lexeme, or lexicon are all terms for vocabulary.

2. The Concept of Meaning

   According to Schmidt, the relationship between the world and the object is the definition of meaning.[37] The connection of references describes the relationship between the thing and the world. When someone mentions a term ball, they picture it as a circle, spherical, or round object. Further, Lewis and Smith mention the definition of meaning in several categories:

   a. Referential meaning

   Referential meaning is the basis of meaning. This is the general of meaning and what the most people define as the meaning.

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[36] Bauer Laurie Bauer, *Glossary of Morphology* (Edinburgh University Press, 2019).

[37] Richard C. Schmidt, "Scaffolds for Social Meaning," *Ecological Psychology* 19, no. 2 (2007): 137–51.

b. Differential Meaning

Differential meaning is meaning that is created by contrast. It much depends on the role of the meaning which is used by the speakers.

c. Connotational Meaning

Connotational meaning is the meaning that adds extra meaning. The speakers use words to add extra meaning to their utterance.

d. Contextual Meaning

Contextual meaning is the meaning based on the situational factors. The speakers use different language in different situation with different people. The language which is used depends on the situation is called as contextual meaning.

e. Collocational Meaning

Collocational meaning means combination of words to create stronger meaning. For example, it is impossible to explain the meaning of verb *bark* without reference to *dog.* In short, collocational meaning is meaning-generating power.

f. Pragmatic Meaning

Pragmatic meaning is the listeners' interpretation of the speakers' purpose. When the speakers utter a sentence that can be positive, negative or expressing particular content, the listener may interpret the speakers' utterance as threat, warning, advice etc. The listeners' interprets is called as pragmatic meaning.

g. Discourse Meaning

Discourse meaning is about make our meaning as clear as is necessary for effective communication.

h. Factual and Modal Meaning

This kind of meaning depends much on the use of English modality to express the speakers' meaning. Almost all English future influences by modal verb, the use of the modal verb can bring different kind of meaning.

i. Negotiated Meaning

Negotiated meaning is about the interaction between the readers and the text in interpreting the meaning of the text. Different readers with different knowledge and understanding will get different interpretation in understanding the meaning of the text.

j. Top-Down and Bottom-Up Meaning

Top-down meaning is about how to understand the meaning of the text by using schemata or background knowledge. Bottom-Up meaning is about how to understand meaning by understand a bit, another bit, and another bit, and construct it together to get the whole understanding.[38]

3. The Concept of Lexical Meaning

The classic definition of lexical meaning is the dictionary's literal meaning.[39] It is the meaning of a word in respect to the physical world or an abstract notion without any references to any sentences in which the term may

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[38] Arthur Lewis and David Smith, "Defining Higher Order Thinking," *Theory into Practice* 32, no. 3 (1993): 131–37.
[39] Igor Mel'Čuk, "Phraseology in the Language, in the Dictionary, and in the Computer," *Yearbook of Phraseology* 3, no. 1 (2012): 31–56.

appear. It signifies that lexical meaning refers to the definitions of terms in dictionaries that have no reference to sentences or grammatical structures. According to Murphy, Jones, and Koskela, lexical meaning is the study of the meaning of lexical words. The focus is on the noun, verb, adjective, and more contentious members of the adverb and preposition classes.[40] Lexical meaning is the polar opposite of grammatical meaning, which is concerned with the meaning of a word based on its context. Based on the previous explanation, lexical meaning can be defined as the meaning of a word without regard to its grammar relationship, or in other words, the abstract meaning of words.

4. Lexical Relation

There are several lexical relations of words; the lexical relation is as follow:

a. Synonym

Synonyms are words that have similar meanings.[41] Another definition of synonyms is an expression of the same meaning.[42] There are two crucial aspects to observe in both of these synonym definitions. The first point is that it does not limit the relationship between lexemes; it allows for the possibility that a simple expression and a complicated expression have the same meaning. The second argument is that it creates the identity of

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[40] M. Lynne Murphy, Steven Jones, and Anu Koskela, "Signals of Contrastiveness: But, Oppositeness, and Formal Similarity in Parallel Contexts," *Journal of English Linguistics* 43, no. 3 (2015): 227–49.

[41] Dekang Lin et al., "Identifying Synonyms among Distributionally Similar Words," in *IJCAI*, vol. 3 (Citeseer, 2003), 1492–93.

[42] M. Lynne Murphy, "What We Talk about When We Talk about Synonyms (and What It Can Tell Us about Thesauruses)," *International Journal of Lexicography* 26, no. 3 (2013): 279–304.

synonymy, not just similarity. Lyons divides synonymy into three types: near-synonymy, partial synonymy, and absolute synonymy in another meaning.[43] Near-synonymy refers to words with expressions that are similar but not identical in meaning. Partial synonymy refers to terms that have the same meaning but do not have the same meaning in all circumstances. Absolute synonymy refers to expressions that are almost identical.

b. Antonym

Antonym means opposite in meaning or words that contrast in meaning.[44] Antonym is divided into three types: complementarity, antonymy, and converseness in. Complementary refers to the use of two words as a single unit. For example, the words male and female complete each other in the context of marriage. Antonymy is the second form of antonym, which refers to the oppositeness of meaning. Antonymy concentrates on word grade. In English, the expression huge and little, for example, is the polar opposite of class. The term huge has a higher grade than tiny. Converseness is the last type. The opposite phrase might be used to describe this sense-relation. The term buy, for example, is the inverse of the word sell. Despite the fact that the terms antonymy and converseness must be differentiated, there is parallelism between the two.[45]

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[43] Fredric Dolezal, "Synonymy and Sameness of Meaning: An Introductory Note.," 2013.

[44] Badriya Al Farsi, "Morphological Awareness and Its Relationship to Vocabulary Knowledge and Morphological Complexity among Omani EFL University Students.," *Unpublished Master″ s Thesis, University of Queensland*, no. June 2008 (2008): 94–94, https://doi.org/10.13140/RG.2.2.35217.12645.

[45] Bauer, *Glossary of Morphology*.

c. Hyponymy

The next phase in the lexical relationship is hyponymy. The term hyponymy refers to the transition of words from a smaller to a larger class. Hyponymy is defined as the relationship of words from a specific term to a more generic term.[46] The term banana, for example, is included in the definition of fruit. The phrase banana refers to the smaller or more specialized term, whereas the term fruit refers to the larger or more generic meaning.

d. Homonym

Homonym is described as the same word with a different meaning in a traditional dictionary.[47] Homonym is a pair of words with the same form. For example, a bank in the shape of a financial institution differs from a bank on the sloping side of a river. Those two terms are similar in appearance but have different meanings. The following examples demonstrate the distinction:

I have much money in that *bank* "as financial institution"
There was a duck sleeping alone on the *bank* of this river yesterday "as sloping side of river"
Another example,
That hardwood tree has big *root* "as a part of tree"
The root of unreasonable is reason "as a basic part of word"

Lyons goes on to say that homonym can be classified into two types: absolute homonymy and partial homonymy.[48] Absolute hyponymy is the same as hyponymy in general. There are three conditions that must be met

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[46] Bauer.
[47] Bauer.
[48] "John Lyons, Linguistic Semantics: An Introduction - PhilPapers," accessed August 22, 2021, https://philpapers.org/rec/LYOLSA.

in order for the words to be included in absolute hyponymy. The first criterion is that the words must have different meanings. The second stipulation is that all of the forms must be identical. The final criterion is that all of the forms are grammatically equal. In contrast to absolute hyponymy, partial hyponymy does not require all three elements to be met in order to be hyponymous. It could be one or all of the problems.

e. Polysemy

The difference between polysemy and homonymy is difficult to distinguish and prove. The issue is that the distinction between those two lexical links is not apparent enough. Lyons contrasts homonymy and polysemy, arguing that although homonymy is the distinction of two or more separate lexemes, polysemy is a feature of a single lexeme. In a nutshell, a lexeme with numerous meanings is known as polysemy.[49]

5. The Construct of Lexical Meaning

Lexical meaning can be defined as the meaning of words without regard to grammatical rules, according to the definition of lexical meaning. The researcher employs lexical relations to assess the students' lexical meaning mastery in this study. The lexical relations, which comprise Synonymy, Antonym, Homonymy, Hyponymy, and Polysemy, were chosen as features of students' lexical meaning mastery since they include all lexical categories. Because of the student level being assessed, in which the students are still at

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[49] Joan L. Bybee, *Morphology: A Study of the Relation Between Meaning and Form* (J. Benjamins, 1985).

the level of fifth semester English students, and they are by nature not linguistics students but English education students, the writer has limited the components of lexical meaning mastery to synonymy, antonymy, and homonym. Polysemy and hyponimy are too linguistics-oriented and considered improper for the students' levels and contexts as English education major ones. Thus, the writer has limited the characteristics of lexical meaning mastery for this research to those three kinds of lexical relations, namely synonymy, antonymy, and homonimy.

C. Rationale

1. The Correlation Between students' Lexical Meaning Mastery and Reading Comprehension

    There are various requirements that must be met in order to achieve real reading comprehension. Finding the primary concept, interpreting information, identifying words used in the text, and understanding information not expressed in the text are all components of reading comprehension. Students should improve their lexical meaning mastery in order to obtain all of these aspects. It is vital to enhance the lexical meaning mastery of each word in the dictionary when studying English. Improved lexical meaning mastery will make it easier for the student to comprehend messages, texts, and other written materials.

    In terms of reading comprehension, lexical meaning mastery increases students' capacity to grasp the message of the text or other written language; the more students master the lexical meaning of words, the more likely they are

to comprehend what the text means. It also aids students in guessing the meaning of other words they are unfamiliar with. The ability of students to catch the meaning of written language depending on the context of the language is influenced by their understanding of lexical meaning.

Students with poor lexical meaning mastery, on the other hand, will have trouble guessing the text's substance. The students' lack of lexical meaning mastery makes it difficult for them to comprehend the text's context. It occurs because they do not have a thorough understanding of the lexical meaning of the words. In short, the number of pupils who master lexical meaning contributes to their capacity to grasp the point, message, or context of written content; the more they master lexical meaning, the greater their chances of understanding the text.

According to the aforementioned rationale, there is a positive relationship between pupils' lexical meaning mastery and reading comprehension. The better their lexical meaning mastery, the better they will be able to comprehend the content they are reading.

D. Hypotheses

According to the theory and rationale, the hypotheses of this research are formulated as follows:

1. (H1) There is a positive correlation between students' lexical meaning mastery and reading comprehension.

2. (H0) There is no positive correlation between students' lexical meaning mastery and reading comprehension.

E. Related Findings

The association between students' lexical meaning mastery and reading comprehension is the subject of this study. Several scholars have raised similar concerns:

Richter, Maj-Britt Isberner, Johannes Nauman, and YvonneKutzner collaborated to conduct a study on Reading Comprehension and Lexical Quality in Primary School Students Tobias.[50] The association between lexical representation quality and text comprehension ability in German primary school pupils was investigated in this study (grades 1-4). Using computerized examinations, this study assessed the efficiency and correctness of orthographic, phonological, and meaning representation. A standardized reading test was used to assess text comprehension, with questions demanding recognition of text material and inference. The precision and efficiency of access to the three forms of lexical representations both played a role in explaining individual differences in text comprehension ability. The results of a path-analytic model reveal that the three components of lexical quality of meaning representation have a specific causal sequence that partially mediates the effect of form representations.

Caleb Prichard and Yuko Matsumoto conducted a study on The Effect of Lexical Coverage and Dictionary Use on L2 Reading Comprehension in 2011.[51] The goal of this research is to learn more about the impact of lexical coverage on L2 reading comprehension of real literature. According to the data, a threshold of

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[50] Tobias Richter et al., "Lexical Quality and Reading Comprehension in Primary School Children," *Scientific Studies of Reading* 17, no. 6 (2013): 415–34.

[51] Caleb Prichard and Yuko Matsumoto, "The Effect of Lexical Coverage and Dictionary Use on L2 Reading Comprehension.," *Reading Matrix: An International Online Journal* 11, no. 3 (2011).

92-93 percent might be reached at which text comprehension improved dramatically. However, the findings backed up prior research, indicating that many people in the 90-95 percent coverage area had trouble understanding text. The study's second section looks into the effects of dictionary use on lexical coverage and comprehension. The data showed that using a dictionary promotes comprehension at the same rate as increasing coverage for learners at this level of proficiency. Although learners who used the dictionary connections to enhance their coverage to over 96 percent showed some substantial gains in comprehension, the majority of individuals still did not attain comprehension.

Manihuruk and Hotmag conducted a study with the goal to see if there was a link between students' vocabulary knowledge and their reading comprehension abilities. The study's participants were all students from Universitas Kristen Indonesia's English Education Department. The sample was taken using the cluster sampling technique, which involved selecting 52 students from Batches 2015, 2016, and 2017. In May 2019, data was gathered through the administration of vocabulary mastery and reading comprehension examinations. Cronbach Alpha was used to examine the instrument's reliability, and the findings were 0.733 for the vocabulary test and 0.730 for the reading comprehension test, showing that both instruments are reliable. The correlation coefficient between the two variables was 0.014 using Spearman's non-parametric test at the sig. (2 tailed) and

0.05 level of significance. This implies that language knowledge and reading comprehension have a moderately positive relationship.[52]

Accordingly, the differences between this research and the previous research are the first previous research discussed about the association between lexical representation quality and text comprehension ability. This means this study focused on assessing the efficiency and correctness of orthographic, phonological, and meaning representation of lexical quality. Second previous study talked about the impact of lexical coverage on L2 reading comprehension of real literature. The last previous study explained about there was a link between students' vocabulary knowledge and their reading comprehension abilities. Those three previous researches have the differences between this research. In this research, researcher gave focus on the mastery of lexical meaning, the quality of a student's lexical meaning, and the correlations between the two variables (lexical meaning mastery and reading comprehension).

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[52] David Hotmagasi Manihuruk, "The Correlation between EFL Students' Vocabulary Knowledge and Reading Comprehension: A Case Study at the English Education Department of Universitas Kristen Indonesia" 6 (2020): 10.

CHAPTER III

RESEARCH METHOD

A. Kind of the Research

The correlation approach is employed in this research. Correlation research is a study of two or more quantitative variables. There are two variables in correlation research: the independent variable and the dependent variable.[53] The goal of correlation research is to discover the link between variables and create predictions based on that knowledge. There are three possible outcomes in correlation research: a positive correlation, a negative correlation, or no correlation. Association coefficients vary from -1.00 to 1.00, with 0 representing no correlation. The correlation is positive if the number is equal to or greater than 1.00. When the number is zero, there is no correlation. If the number is less than 1.00, the correlation is negative.

The explanations of the possibility results are as follow:

1. Positive correlation

Positive correlation indicates that the variables' scores tend to move in the same direction. When the independent variable drops or increases, the dependent variable follows suit. The coefficient of correlation is +1.00.

2. Negative correlation

Negative correlation means the variables move in opposite direction. When the independent variables rise but the dependent variable falls, or when

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[53] Elizabeth A. Curtis, Catherine Comiskey, and Orla Dempsey, "Importance and Use of Correlational Research," *Nurse Researcher* 23, no. 6 (2016).

the independent variable falls but the dependent variable rises, this occurs. -1.00 is the correlation coefficient.

3. No correlation

No correlation indicates that no relationship between the variables. The correlation coefficient of no correlation is 0.[54]

There are two variables in this study, namely one independent variable (X) and one dependent variable (Y).

a. The independent variable is English lexical meaning mastery (X)

b. The dependent variable is English reading comprehension (Y)

B. Population and Sample

1. Population

According to Ary et al, population refers to all of the subject's members.[55] Wallen defines population as all distinct, complete objects with learnable characteristics.[56] Population includes all research subjects, whether they are humans, animals, things, or anything else. The population of this study referred to all fifth semester TBI students at IAIN Curup in academic year 2021/2022. There were 65 students of three classes, namely TBI 5A, TBI 5B, and TBI 5C. The following table 1 presents information about this research's

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[54] Bruce Thompson et al., "Evaluating the Quality of Evidence from Correlational Research for Evidence-Based Practice," *Exceptional Children* 71, no. 2 (2005): 181–94.

[55] Donald Ary et al., *Introduction to Research in Education*, *Measurement*, 8th ed., vol. 4 (USA: Wadsworth, Cengage Learning, 2010), https://doi.org/10.1017/CBO9781107415324.004.

[56] Jack R Fraenkel, Norman E Wallen, and Helen H Hyun, *How to Design and Evaluate Research in Education* (1221 Avenue of the Americas, New York, NY 10020: McGraw-Hill Companies, Inc, 2012), https://doi.org/10.1017/CBO9781107415324.004.

population. It is worth noting that the names provided are kept confidential, so

the names are presented in the form of pseudo-initials.

Table 1

The Data of Student Population

No.	Name	Classes
1	CK	TBI 5A
2	NS	TBI 5A
3	AN	TBI 5A
4	IM	TBI 5A
5	PT	TBI 5A
6	SPS	TBI 5A
7	RD	TBI 5A
8	RVRD	TBI 5A
9	RP	TBI 5A
10	NAD	TBI 5A
11	PL	TBI 5A
12	SW	TBI 5A
13	MK	TBI 5A
14	GA	TBI 5A
15	DA	TBI 5A
16	DCP	TBI 5A
17	UH	TBI 5A
18	RMP	TBI 5A
19	RT	TBI 5A
20	DPS	TBI 5B
21	AS	TBI 5B
22	WC	TBI 5B
23	KFFR	TBI 5B
24	WI	TBI 5B
25	AO	TBI 5B
26	YRP	TBI 5B
27	VO	TBI 5B
28	REA	TBI 5B
29	SI	TBI 5B
30	CN	TBI 5B
31	MF	TBI 5B
32	DMS	TBI 5B
33	SM	TBI 5B
34	SA	TBI 5B
35	RA	TBI 5B
36	FSN	TBI 5B

37	PS	TBI 5B
38	KW	TBI 5B
39	EF	TBI 5B
40	MW	TBI 5B
41	IS	TBI 5B
42	SN	TBI 5B
43	NS	TBI 5B
44	PH	TBI 5B
45	LP	TBI 5C
46	AS	TBI 5C
47	MT	TBI 5C
48	MA	TBI 5C
49	NA	TBI 5C
50	SA	TBI 5C
51	AF	TBI 5C
52	SP	TBI 5C
53	MS	TBI 5C
54	DWC	TBI 5C
55	SY	TBI 5C
56	YPU	TBI 5C
57	MH	TBI 5C
58	BN	TBI 5C
59	AA	TBI 5C
60	SA	TBI 5C
61	DA	TBI 5C
62	ZNJP	TBI 5C
63	ETN	TBI 5C
64	DD	TBI 5C
65	WA	TBI 5C

2. **Sample**

According to Ary et al, a sample is a subset of a population.[57] A sample is a portion of a population that is indicative of the total population. Gall et al also define sample as population statistics delivered to the population.[58] According to the definitions above, a sample is a portion of a population that is

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[57] Ary et al., *Introduction to Research in Education*.
[58] Fraenkel, Wallen, and Hyun, *How to Design and Evaluate Research in Education*.

representative and has the same characteristics as the rest of the population. The sample of this study was chosen based on a convenient sampling technique. Sampling, according to Wallen is the process of selecting a sample from a population.[59] The researcher employed a convenient sampling technique in this study. Resting upon this sampling technique, the students who were recruited as the samples were those who willingly filled in the English lexical meaning test and voluntarily answered the English reading comprehension test given to them. From 65 students in the population, there were only 35 students who provided the data or answers of both English lexical meaning and English reading comprehension tests. The information of student samples can be seen in the following table 2. It is worth noting that the names provided are kept confidential, so the names are presented in the form of pseudo-initials.

Table 2

The Data of Student Samples

No.	Name	Classes
1	CK	TBI 5A
2	NS	TBI 5A
3	IM	TBI 5A
4	PJ	TBI 5A
5	SPS	TBI 5A
6	RVRD	TBI 5A
7	NAD	TBI 5A
8	SW	TBI 5A
9	MK	TBI 5A
10	DA	TBI 5A
11	DCP	TBI 5A
12	UH	TBI 5A
13	AS	TBI 5B
14	WC	TBI 5B
15	AO	TBI 5B

[59] Fraenkel, Wallen, and Hyun.

16	YRP	TBI 5B
17	VL	TBI 5B
18	REA	TBI 5B
19	SR	TBI 5B
20	CN	TBI 5B
21	MF	TBI 5B
22	DMS	TBI 5B
23	RA	TBI 5B
24	FSN	TBI 5B
25	KW	TBI 5C
26	ES	TBI 5C
27	MY	TBI 5C
28	SA	TBI 5C
29	AF	TBI 5C
30	SP	TBI 5C
31	MS	TBI 5C
32	DWC	TBI 5C
33	SY	TBI 5C
34	YPU	TBI 5C
35	MH	TBI 5C

C. Technique of Collecting Data

In this study the researcher used tests as the technique for collecting data. The tests were used for collecting data regarding students' lexical meaning mastery and reading comprehension.

1. The instrument of Collecting Data

   a. Test

   The researcher used two sets of tests. The first was English lexical meaning test, and the second was English reading comprehension test. The English lexical meaning test was constructed from the general characteristic of English to Indonesian dictionary and from John Lyon's lexical relation theory. The blueprint of lexical meaning mastery can be seen in table 3.

   Table 3. The Blueprint of English Lexical Meaning Test

No	Indicators of lexis in general English-Indonesian dictionary	No	Indicators of lexical meaning mastery according to lexical relation theory proposed by John Lyon	No	The combination of indicators to text lexical meaning mastery	Number of items
1	Indonesian meaning of the English words and word classes	1	Synonymy	1	Indonesian meanings of the English words and the word classes	20
		2	Antonymy	2	Synonymy	10
		3	Homonymy	3	Antonymy	10
				4	Homonymy	10
					Total items	50

Subsequently, the researcher used various resources to develop the test according to the blueprint. Regarding the first and second indicator (Indonesian meanings and word classes), the 20 items are retrieved from the first 20 corpora of English words given by Matthiesen[60]. The 10 items for synonym and the 10 items for antonym are retrieved from the corpora provided by Brigit[61]. Subsequently, the 10 items of homonymy test are retrieved from the corpora at (http://www.autoenglish.org/v.homo.i.htm). The test items can be seen in table 4.

[60] Steven J. Matthiesen, *Essential Words for the TOEFL, 7th Edition* (Barrons Educational Series, 2017).
[61] Brigit Dermott, *501 Synonym & Antonym Questions* (New York: LearningExpress, LLC., 2002).

Table 4

English lexical meaning test

Direction for test number 1 – 20 : Fill in the columns of word class and general Indonesian meaning according to your own understanding of lexical meanings. Note: during the test, you are not allowed to open up any dictionary.				
No	Word corpus	Word Class (Noun, Verb, Adjective, or Adverb) (0,25)	General Indonesian meaning offered by Eng-Ind dictionaries (0,75)	Total score per item (the maximum is 1)
1.	Abroad			
2.	Abrupt			
3.	Acceptable			
4.	Acclaim			
5.	Actually			
6.	Adverse			
7.	Advice			
8.	Attractive			
9.	Autonomous			
10.	Disapproval			
11.	Disruptive			
12.	Haphazardly			
13.	Ideal			
14.	Persistent			
15.	Wide			
16.	Advanced			
17.	Endeavor			
18.	Imply			
19.	Socialize			
20.	Economize			

Direction for synonym test no 21 - 30: Which of these words is closest in meaning to the word provided in each item?

21. remote
   a. automatic
   b. distant
   c. savage
   d. mean
22. detest
   a. argue
   b. hate
   c. discover

    d. reveal
23. gracious
    a. pretty
    b. clever
    c. pleasant
    d. present
24. predict
    a. foretell
    b. decide
    c. prevent
    d. discover
25. kin
    a. exult
    b. twist
    c. friend
    d. relative
26. pensive
    a. oppressed
    b. caged
    c. thoughtful
    d. happy
27. banish
    a. exile
    b. hate
    c. fade
    d. clean
28. fraud
    a. malcontent
    b. argument
    c. imposter
    d. clown
29. saccharine
    a. leave
    b. sweet
    c. arid
    d. quit
30. drag
    a. sleepy
    b. crush
    c. proud
    d. pull

Direction for Antonym test no 31 - 40: Select the word that is most opposite to the word provided

31. **detain** is most opposite to

a. release
b. silence
c. forget
d. prosper
32. **famous** is most opposite to
    a. boring
    b. poor
    c. obscure
    d. untalented
33. **colossal** is most opposite to
    a. easy
    b. tiny
    c. graceful
    d. roof
34. **fluid** is most opposite to
    a. solid
    b. liquid
    c. afraid
    d. decent
35. **continue** is most opposite to
    a. curve
    b. argue
    c. carry
    d. pause
36. **labor** is most opposite to
    a. amuse
    b. cat
    c. rest
    d. strive
37. **brawny** is most opposite to
    a. swift
    b. weak
    c. strong
    d. pale
38. **fickle** is most opposite to
    a. steady
    b. kind
    c. please
    d. finagle
39. **inept** is most opposite to
    a. clumsy
    b. infer
    c. competent
    d. foolish
40. **pivotal** is most opposite to
    a. turning

    b. wavy
    c. unimportant
    d. clear

Direction for items number 41-50. Chose one of the given options under each item to fit the blank word!

41. What _____ of music do you like?
    a. kind
    b. kindergarten
    c. kinder

42. My company's got a stand at the trade _____ .
    a. balance
    b. off
    c. fair

43. I wasn't _____ at the dentist; about 15 minutes, that's all.
    a. last
    b. long
    c. fair

44. Pirates of The Caribbean was _____ good really. I laughed a lot.
    a. pretty
    b. long
    c. hearty

45. The interview didn't _____ as long as I expected. I was out of there in ten minutes.
    a. long
    b. last
    c. during

46. _____ well I do in my exams, my teacher never congratulates me.
    a. However
    b. As
    c. however

47. I had to keep very _____ when I had my portrait painted.
    a. still
    b. fair
    c. long

48. I go jogging twice a week to keep _____ .
    a. fit
    b. long
    c. kind

49. Sometimes, here in the middle of the jungle, I _____ for an English pub garden and a ploughman's lunch.
    a. detest
    b. last
    c. long

50. The rain is causing a lot of flooding. _____ , it's very good for the farmers and their crops.

a. however
b. However
c. But

The key answers of lexical meaning test can be seen in table 5 below.

Table 5

Key answer of lexical meaning test

No	Answer of Indonesian meaning	Answer of word class
1	Luar Negeri	Adjective
2	Tiba-tiba	Adjective
3	Dapat diterima	Adjective
4	Pujian	Noun
5	Sebenarnya	Adverb
6	Merugikan	Adjective
7	Saran	Noun
8	Menarik	Adjective
9	Bekerja atau berfugsi secara mandiri	Adjective
10	Penolakan	Noun
11	Mengganggu	Adjective
12	Sembarangan	Adverb
13	Ideal	Adjective
14	Gigih	Adjective
15	Lebar	Adjective
16	Canggih	Adjective
17	Berusaha	Verb
18	Menyiratkan	Verb
19	Bersosialisasi	Verb
20	Menghemat	Verb

21. **b.** remote means faraway, or **distant**

22. **b.** to detest means to feel intense or violent dislike, or to **hate**

23. **c.** gracious means to be **pleasant** or considerate in social interactions

24. **a.** to predict means to declare in advance or to **foretell**

25. **d.** kin means people with common ancestors, or **relative**s

26. **c.** pensive means moodily or dreamily **thoughtful**

27. **a.** to banish means to drive out from home or country, or to **exile**

28. **c.** a fraud is someone who is not what he or she pretends to be, or an **imposter**

29. **b.** saccharine means overly **sweet**
30. **d.** to drag is to **pull**, or to cause movement in a direction with applied force

31. **a.** to detain means to hold or keep back; to **release** means to let go
32. **c.** famous means widely known; **obscure** means little known
33. **b.** colossal means incredibly large, therefore **tiny** is the opposite
34. **a.** a fluid is a substance that flows; a **solid** does not flow
35. **d.** to continue means to act without interruption; to **pause** means to stop temporarily
36. **c.** to labor means to work; to **rest** means to cease working
37. **b.** brawny means muscled or strong, therefore **weak** is the opposite
38. **a.** fickle means to lack steadiness, therefore **steady** is the opposite
39. **c.** inept means to lack competence, therefore **competent** is the opposite
40. **c.** pivotal means very important, or crucial, therefore **unimportant** is the opposite

41. a. kind
42. c. fair
43. b. long
44. a. pretty
45. b. last
46. a. However
47. a. still
48. a. fit
49. c. long
50. b. However

Subsequently, the English reading comprehension test is adopted from a TOEFL reading section test adopted from the TOEFL package. The final reading test consisted of 50 items that focused on implied details, main idea, and word meaning. Furthermore, the final reading test is created by considering the criteria of the language test. They are validity, reliability, discrimination, practicality, and authenticity based on Heaton; Hughes; and

Brown[62]. Moreover, the final reading test has been evaluated based on theories from Emaliana et al. and Djiwandono[63]. It can be concluded that the final reading test as the product of this research is ready to be applied for testing English reading to EFL students. The Blueprint of Reading Comprehension test as follows:

Table 6. The Blueprint of Reading Comprehension Test

Variable	Basic Competence	Indicators	Frame of Task		Number of Item
			Multiple Choice	Essay	
Reading Comprehension	To focus on implied details, main idea, and word meaning.	1. Students are able to imply the detail information in narrative text.			5, 6, 7, 9, 10, 11, 14, 15, 17, 24, 28, 30, 33, 34 38, 40, 44, 46, 50
		2. Students are able to imply the main idea information in narrative text.	50	0	1, 12, 21, 41
		3. Students are able to imply the word meaning information in narrative text.			3, 4, 5, 8, 13, 16, 18, 19, 20, 22, 23, 25, 26, 27, 29, 31, 32, 35, 39, 42, 43, 45, 47, 48, 49

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[62] Brown, H.D. (2004). Language Assessment: Principles and Classroom Practices. London: Pearson Education; Heaton, J.B. (1990). Writing English Language Tests. New York: Longman.

[63] Emaliana, I., Tyas, P.A., Widyaningsih, G.E.N., Khotimah, S.K. (2019). Evaluasi Pembelajaran Bahasa Asing pada Pendidikan Tinggi. Malang: UB Press; Djiwandono, M.S. (1996). (1996). Test Bahasa dalam Pengajaran. Bandung: Institut Teknologi Bandung.

Table 6
English Reading Skill Test

Questions 1-11

(5)

(10)

(15)

(20)

(25)

The French word renaissance means rebirth. It was first used in 1855 by the historian Jules Michelet in his History of France, then adopted by historians of culture, by art historians, and eventually by music historians, all of whom applied it to European culture during the 150 years spanning 1450-1600. The concept of rebirth was appropriate to this period of European history because of the renewed interest in ancient Greek and Roman culture that began in Italy and then spread throughout Europe. Scholars and artists of the fifteenth and sixteenth centuries wanted to restore the learning and ideals of the classical civilizations of Greece and Rome. To these scholars this meant a return to human — as opposed to spiritual — values. Fulfillment in life, as opposed to concern about an afterlife, became a desirable goal, and expressing the entire range of human emotions and enjoying the pleasures of the senses were no longer frowned on. Artists and writers now turned to secular as well as religious subject matter and sought to make their works understandable and appealing.

These changes in outlook deeply affected the musical culture of the Renaissance period — how people thought about music as well as the way music was composed, experienced, discussed, and disseminated. They could see the architectural monuments, sculptures, plays, and poems that were being rediscovered, but they could not actually hear ancient music-although they could read the writings of classical philosophers, poets, essayists, and music theorists that were becoming available in translation. They learned about the power of ancient music to move the listener and wondered why modern music did not have the same effect. For example, the influential religious leader Bernardino Cirillo expressed disappointment with the learned music of his time. He urged musicians to follow the example of the sculptors, painters, architects, and scholars who had rediscovered ancient art and literature.

The musical Renaissance in Europe was more a general cultural movement and state of mind than a specific set of musical techniques. Furthermore, music changed so rapidly during this century and a half-though at different rates in different countries-that we cannot define a single Renaissance style.

1. What is the passage mainly about?
   (A) The musical compositions that best illustrate the developments during the European Renaissance
   (B) The musical techniques that were in use during the European Renaissance
   (C) The European Renaissance as a cultural development that included changes in musical style
   (D) The ancient Greek and Roman musical practices used during the European Renaissance

2. What does the author mean by using the word "eventually" in line 3?
   (A) That music historians used the term "Renaissance" after the other historians did
   (B) That most music historians used the term "Renaissance"
   (C) The term "Renaissance" became widely used by art historians but not by music historians
   (D) That music historians used the term

"Renaissance" very differently than it had been used by Jules Michelet

3. The phrase "frowned on" in line 11 is closest in meaning to
   (A) given up
   (B) forgotten about
   (C) argued about
   (D) disapproved of

4. The word "now" in line 11 refers to
   (A) the time of the classical civilizations of Greece and Rome
   (B) the period of the Renaissance
   (C) 1855
   (D) the time at which the author wrote the passage

5. Where in the passage does the author mention where the Renaissance interest in classical ideas first appeared?
   (A) Lines 1-4
   (B) Lines 4-6

(C) Lines 8-9
(D) Lines 11-13

6. It can be inferred from the passage that thinkers of the Renaissance were seeking a rebirth of
   (A) communication among artists across Europe
   (B) spirituality in everyday life
   (C) a cultural emphasis on human values
   (D) religious themes in art that would accompany the traditional secular themes

7. According to the passage, Renaissance artists and writers had all of the following intentions EXCEPT
   (A) to use religious themes
   (B) to portray only the pleasant parts of human experience
   (C) to produce art that people would find attractive
   (D) to create works that were easily understood

8. The word "disseminated" in line 16 is closest in meaning to
   (A) played
   (B) documented
   (C) spread
   (D) analyzed

9. What can be inferred about the music of ancient Greece and Rome?
   (A) It expressed different ideals than classical sculpture, painting and poetry
   (B) It was played on instruments that are familiar to modern audiences
   (C) It had the same effect on Renaissance audiences as it had when originally performed
   (D) Its effect on listeners was described in a number of classical texts

10. According to the passage, why was Bernardino Cirillo disappointed with the music of his time?
    (A) it was not complex enough to appeal to musicians
    (B) It had little emotional impact on audiences
    (C) It was too dependent on the art and literature of his time.
    (D) It did not contain enough religious themes

11. Which of the following is mentioned in the passage as a reason for the absence of a single Renaissance musical style?
    (A) The musical Renaissance was defined by technique rather than style
    (B) The musical Renaissance was too short to give rise to a new musical style
    (C) Renaissance musicians adopted the styles of both Greek and Roman musicians
    (D) During the Renaissance, music never remained the same for very long

Questions 12-20

The thick, woolly fleece of the domestic sheep is its distinguishing feature and the source of much of its economic importance. Yet only a moment, in evolutionary terms, has passed since the domestic sheep had a coat resembling that of many other wild Line animals. As recently as 8,000 years ago, it was covered not in a white, continuously
(5)   growing mass of wool but in a brown coat consisting of an outer array of kemps, or coarse hairs, that was shed annually and a fine woolly undercoat that also molted. Such an animal could not have supported the technology that has grown up around the domestic sheep — the shearing, dyeing, spinning, and weaving of wool — any better than could a wild sheep such as the bighorn of North America.
(10) Much of the selective breeding that led to the fleece types known today took place in prehistory, and even the later developments went largely unchronicled. Yet other kinds of records survive, in three forms. Specimens of wool from as long ago as 1500 B.C. have been found, mostly as ancient textiles, but also in the form of sheepskins. Antique depictions of sheep in sculpture, relief, and painting give even earlier clues to the character
(15) of ancient fleeces. The longest line of evidence takes the form of certain primitive breeds that are still tended in remote areas or that escaped from captivity long ago and now live in the wild. They retain the characteristics of ancient sheep, providing living snapshots of the process that gave rise to modern fleeces.

12. What topic does the passage mainly discuss?
    (A) The economic importance of sheep through the ages
    (B) The development of textile crafts and technologies
    (C) The evolution of the fleece of domestic sheep
    (D) The influence of technology on wool

manufacturing

(D) unrecorded

13. The word "source" in line 2 is closest in meaning to
(A) quantity
(B) result
(C) basis
(D) cost

14. According to the passage, the outer coat of sheep 8,000 years ago was
(A) white
(B) coarse
(C) warmer than that of bighorn sheep
(D) similar to that of the modern sheep

15. Which of the following can be concluded about wild sheep, as compared with domestic sheep?
(A) They are evolving more rapidly
(B) They have thicker coats
(C) They are of less economic importance
(D) They are less similar to bighorn sheep

16. The word "unchronicled" in line 11 is closest in meaning to
(A) unquestioned
(B) unexplained
(C) unnoticed

17. What does the author mention as evidence of the characteristics of ancient sheep?
(A) Representations of sheep in an
(B) Ancient tales about sheep
(C) Documents describing sheep
(D) Skeletons of sheep

18. The word "clues" in line 14 is closest in meaning to
(A) proofs
(B) indications
(C) colors
(D) variations

19. In line 17, the author uses the term "living snapshots" to refer to
(A) photographs of early types of sheep
(B) early guns used for hunting sheep
(C) ancient paintings of sheep
(D) early breeds of sheep that still exist

20. The phrase "gave rise to" in line 18 is closest in meaning to
(A) replaced by
(B) favored over
(C) brought about
(D) found out

Questions 21-31

Architecture has been characterized by W. R. Dalzell as the "indispensable art," and rightly so. Inevitably, the practical functions that shelters are designed to fulfill play a strong role in determining their appearance and thus, in part, their artistic character. So do the Line methods of construction available and practicable at any given moment. The strikingly
(5) new forms of architecture that appeared in the late nineteenth and twentieth centuries were built to meet the needs of industry and of commerce based on industry, in a society whose essential character and internal relationships had been sharply transformed by the Industrial Revolution.
     About the middle of the nineteenth century, mechanized industrial production began
(10) to demand large, well-lighted interiors in which manufacturing could be carried on. The administration of giant industrial and commercial concerns required office buildings of unprecedented size, containing suites of offices easily accessible to employees and customers. The marketing of industrial products necessitated large-scale storage spaces, and enormous shops selling under one roof a wide variety of items. Industrial and
(15) commercial pressures drew increasing populations to urban centers, and traditional housing was no longer adequate to contain them. Mechanized transportation of industrial products and industrial and business personnel was essential. Leisure-time entertainment and cultural activities for the vast new urban populations required still a different kind of structure. Hence, the characteristic new architectural forms of the late nineteenth and
(20) twentieth centuries have been the factory, the multistory office building, the warehouse, the department store, the apartment house, the railway station, the large theater, and the gigantic sports stadium. None of these could have been built on the desired scale by traditional construction methods.

21. What is the main idea of the passage?
    (A) Various types of traditional building materials strongly influenced modem architectural design
    (B) Changing architectural styles affected the character of cities
    (C) New architectural forms evolved in response to the changing needs of society
    (D) Technological advances affected conventional methods of building construction

22. The author uses the expression "rightly so" in line 2 in order to
    (A) introduce an opinion that differs from that of W. R. Dalzell
    (B) provide examples of architecture that are indispensable
    (C) show agreement with the way W. R. Dalzell has described architecture
    (D) indicate that architectural design must reflect artistic qualities

23. The word "strikingly" in line 4 is closest in meaning to
    (A) aggressively
    (B) specifically
    (C) noticeably
    (D) occasionally

24. According to the passage, which of the following motivated the "new forms of architecture" mentioned in line 5?
    (A) The increased wealth of citizens
    (B) The Industrial Revolution
    (C) Competitive international trade
    (D) Changing ideas about artistic merit

25. It can be inferred that the demand for "large, well-lighted interiors" mentioned in line 10 resulted in the construction of
    (A) offices
    (B) factories
    (C) warehouses
    (D) department stores

26. The phrase "carried on" in line 10 is closest in meaning to
    (A) conducted

(B) supervised
(C) moved about
(D) improved

27. The word "necessitated" in line 13 is closest in meaning to
    (A) identified
    (B) replaced
    (C) required
    (D) supplied

28. It can be inferred from the passage that all of the following occurred as a result of the Industrial Revolution EXCEPT
    (A) considerable societal changes
    (B) office buildings larger than any ever built before
    (C) storage and marketing of industrial products
    (D) a decrease in leisure activities

29. The word "them" in line 16 refers to
    (A) items
    (B) pressures
    (C) populations
    (D) centers

30. According to the passage, which of the following is true about the effect of the Industrial Revolution on transportation systems?
    (A) Traditional methods of transportation were adequate for workers to get to their jobs.
    (B) Faster, more efficient methods of transportation were required for the production and distribution of goods.
    (C) Manufacturers could not produce sufficiently large quantities of goods to support the costs of railroad transportation.
    (D) Only the most essential products required new, mechanized methods of transportation.

31. The word "Hence" in line 19 is closest in meaning to
    (A) moreover
    (B) nevertheless
    (C) in contrast
    (D) for these reasons

Questions 32-40

        Famed for their high-elevation forests, the Appalachian Mountains sweep south
from Quebec to Alabama. Highest in New England and North Carolina, this broad system
covers more than 1,200 miles to form the rocky backbone of the eastern United States. Line
The Blue Ridge Mountains form a substantial part, 615 miles, of the far-reaching
(5)   Appalachians. They begin as a narrow, low ridge in Pennsylvania, then slowly spread

and rise until they reach the height of 5,938 feet at majestic Grandfather Mountain in
North Carolina. The Blue Ridge technically includes among its major spurs the Great
Smoky Mountains and the Black Mountains; Mount Mitchell, in the latter range, is at
6,684 feet the highest peak east of the Mississippi River. Like the rest of the Appalachians,
(10)   these mountains were once substantially higher and bolder. Their uplift was completed
some 289 million years ago, and they have been drastically eroded ever since.
         At one time, immense continental glaciers covered the land as far south as Pennsylvania.
Although they did not spread over the Blue Ridge, plants and animals far beyond their reach
became adapted to the cold. When the climate warmed and the ice melted, the cold-adapted
(15)   species retreated northward, surviving in the south only at higher, cooler elevations.
Red Spruces and Fraser firs are remnants of the Ice Age, thriving in the higher elevations
of the Blue Ridge; and local belches, birches, and red oaks are typical of forests farther
to the north.
         Sharing the high peaks is another distinctive plant community. This is the "bald" — a
(20)   treeless area covered with grass, or more commonly, with broad-leaved shrubs. Often
large and vigorous, the latter include huckleberries, mountain laurel, and most especially,
rhododendron, an evergreen shrub that blossoms in June and creates some of the most
spectacular wild gardens on Earth.

32. The word "sweep" in line 1 could best be
replaced by which of the following?
(A) brush
(B) extend
(C) clear
(D) hurry

33. The southernmost point of the Appalachian
Mountains is in
(A) Quebec
(B) New England
(C) Alabama
(D) North Carolina

34. According to the passage, a 615-mile expanse
of the Appalachians is known as
(A) the Blue Ridge Mountains
(B) Grandfather Mountain
(C) the Black Mountains
(D) the Great Smoky Mountains

35. The word "technically" in line 7 is closest in
meaning to
(A) partially
(B) similarly
(C) likely
(D) officially

36. The expression "the latter range" in line 8
refers to
(A) Appalachians
(B) the Black Mountains

(C) the Great Smoky Mountains
(D) Grandfather Mountain

37. The word "they" in line 13 refers to
(A) Pennsylvania and the southern states
(B) plants and animals
(C) mountains
(D) glaciers

38. According to the passage, the melting of
glaciers caused some plant species to
(A) adapt to the heat
(B) die out
(C) grow bigger and stronger
(D) move northward

39. The author mentions all of the following as
plants that can be found in a "bald" EXCEPT
(A) mountain laurel
(B) huckleberries
(C) red oaks
(D) rhododendron

40. Where in the passage does the author mention
what has happened to the development of the
mountains since they reached their highest
point?
(A) Lines 5-7
(B) Lines 10-11
(C) Lines 14-15
(D) Lines 19-20

Questions 41-50

         A rapidly advancing contemporary science that is highly dependent on new tools is
Earth system science. Earth system science involves observation and measurements on

the Earth at all scales from the largest to the smallest. The huge amounts of data that are Line
gathered come from many different locations and require special techniques for handling
(5) data. Important new tools that facilitate Earth system science include satellite remote
sensing, small deep-sea submarines, and geographic information systems.

More than any other way of gathering evidence, satellite observations continually
remind us that each part of the Earth interacts with and is dependent on all other parts.
Earth system science was born from the realization of that interdependence. Satellite
(10) remote sensing makes possible observations at large scales, and in many cases,
measurements of factors that could not otherwise be measured. For example, the
ozone hole over Antarctica--the decrease in the concentration of ozone high in the
atmosphere--is measured by remote sensing, as are changes in deserts, forests, and
farmlands around the world. Such measurements can be used in many areas of
(15) specialization besides Earth system science. Archaeology, for example, has benefited
from satellite observations that reveal the traces of ancient trade routes across the
Arabian Desert.

New tools for exploring previously inaccessible areas of the Earth have also added
greatly to our knowledge of the Earth system. Small deep-sea submarines allow scientists
(20) to travel to the depths of the ocean. There they have discovered new species and
ecosystems thriving near deep-sea vents that emit heat, sasses, and mineral-rich water.
Just as important as new methods of measurement and exploration are new ways to
store and analyze data about the Earth system. Computer-based software programs known
as geographic information systems, or GIS, allow a large number of data points to be
(25) stored along with their locations. These can be used to produce maps and to compare
different sets of information gathered at different times. For example, satellite remote
sensing images of a forest can be converted to represent stages in the forest's growth
Two such images, made at different times can be overlaid and compared, and the changes
that have taken place can be represented in a new image.

41. What is the main idea of the passage?
    (A) Special techniques are needed to classify
        the huge amounts of data about Earth
    (B) New tools provide information about Earth
        that was once impossible to obtain
    (C) Advances in Earth system science have
        resolved many environmental problems
    (D) Satellite remote sensing can show changes
        between two images taken years apart.

42. The word "contemporary" in line 1 is closest in
    meaning to
    (A) little-known
    (B) informative
    (C) current
    (D) exciting

43. The word "facilitate" in line 5 is closest in
    meaning to
    (A) enable
    (B) require
    (C) organize
    (D) examine

44. The author of the passage mentions that satellite
    observations are especially effective in
    (A) conducting scientific studies of life on the
        ocean floor
    (B) predicting future climate changes

(C) providing data to determine Earth's age
(D) demonstrating interactions among all of
    Earth's parts

45. The word "realization" in line 9 is closest in
    meaning to
    (A) observation
    (B) assumption
    (C) explanation
    (D) recognition

46. According to the passage, satellite observations
    of the Arabian Desert allow archaeologists to
    discern
    (A) indications of ancient routes
    (B) evidence of former lakes
    (C) traces of early farms
    (D) remains of ancient forests

47. The word "inaccessible" in line'18 is closest in
    meaning to
    (A) unreachable
    (B) undiscovered
    (C) unexplored
    (D) unpredictable

48. The word "they" in line 20 refers to
    (A) new tools
    (B) small deep-sea submarines

```
(C) scientists
(D) the depths of the ocean

49. The word "thriving" in line 21 is closest in
    meaning to
    (A) surviving
    (B) flourishing
    (C) feeding
    (D) competing

50. The organization of the passage can best be
    described as
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```
(A) an extended statement of the basic
    principles of a particular scientific theory
(B) an introductory statement followed by a
    discussion of particular examples
(C) a comparison of the effectiveness of
    different types of scientific tools
(D) an argument for the claim that new
    techniques can be useful in many
    specialized fields
```

The following is the key answer of English reading comprehension test

Table 7

The Key Answer of English Reading Comprehension Test

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

2. Validity of instruments

   Because this was a quantitative study, the researcher ought to go through two rounds of validation to ensure that both tests (English lexical meaning test and English reading comprehension test) could be utilized to collect data effectively. Content validity was the first sort of validation. Two lecturers with competence in reading comprehension and linguistics assisted the researcher in pursuing content validity. The two lecturers assessed the instruments used in

this study, including wordings, comprehensibility, grammar, and other critical features. According to the lecturers' feedback, the researcher revised the tests as suggested.

Construct validity was the second sort of validation. It's a statistical validation. The ability of an instrument to measure what the researchers seek to measure determines its validity. These instruments (the two tests) were statistically examined before being used on an actual sample to guarantee that they are accurate. The instruments were tried out to a number of students outside the sample of this study. The researcher used the internal validity formula to establish construct validity in this study. The following formula was used to evaluate the try-out results:

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

Where:

r_{xy} : the coefficient of correlation between variable X and Y
X : the independent variable
Y : the dependent variable
n : the number of the sample
$\sum XY$: the sum product between X and Y
$\sum X^2$: the sum of square predictor X
$\sum Y^2$: the sum of square criterion Y

The researcher firstly tried out both English lexical meaning test and English reading comprehension test to 20 students, who were part of the population but were not incorporated as the sample of this study. The results of try-out were further computed by using the above Pearson Product Moment formula aided by SPSS 16 program to help the researcher get

easier and accurate computation. The computation result for the questionnaire indicated that all lexical meaning test items were considered valid because the value of r of each item exceeded the value of r table (0.5140) obtained from the criteria of (sig 5%). The obtained values of r of all items ranged from 0.62 to 0.82. Subsequently, the computation result for the English reading comprehension test also indicated that all items were considered valid because the value of r of each item exceeded the value of r table (0.5140) obtained from the criteria of (sig 5%). The obtained values of r of all items ranged from 0.74 to 0.86. Conclusively, both tests of English lexical meaning and English reading comprehension used as the instruments of this study were valid.

3. Reliability

According to Ary et al, reliability refers to the consistency of results obtained by the same people when retested on multiple times with the same test or different sets of identical items.[64] Wallen defines reliability in a similar vein as the consistency of scores received for each individual from one administration of an instrument to the next, as well as from one set of items to the next.[65] The following Cronbach Alpha formula was used by the researcher in this study to analyze the reliability of instruments:

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[64] Ary et al., *Introduction to Research in Education*.
[65] Fraenkel, Wallen, and Hyun, *How to Design and Evaluate Research in Education*.

$$\alpha = \frac{n}{n-1}\left(1 - \frac{\Sigma Vi}{Vtest}\right)$$

- n = number of questions
- Vi = variance of scores on each question
- Vtest = total variance of overall scores (not %'s) on the entire test

According to the SPSS 16-based computation, the English lexical meaning test was reliable because the obtained value of alpha was 0.85, which was higher than 0.70. In a similar result, the English reading comprehension test was also reliable because the obtained value of alpha was 0.91, which was higher than 0.70. It was conclusive to say that both tests of English lexical meaning and English reading comprehension used as the instruments of this study were reliable.

D. Technique of Data Analysis

After collecting data, the next step was analyzing the data to know whether there was a positive correlation between students' English lexical meaning mastery and English reading comprehension.

1. Pre-Requirement Test

In this research, before analyzing the hypothesis, the researcher had to find the normality and the linearity of the sample first.

a. Normality Test

Normality test is one of the pre-requirement tests before entering linear regression analysis. To check the normality of the dependent variable, it can be done by using SPSS 16. The normality can be seen from p (significance) on

Lilliefors test. If p (significance) value is greater than 0.05 ($p > 0.05$), it shows that the distribution of the data is normal. Besides, the researcher can conduct the normality test manually using this formula in which If the highest score of Lo < Ltable, it means that the data is in normal distribution.

$$L_0 = F(zi) - S(zi)$$

Where:

L_0 : the highest value of the difference of F (zi) and S (zi)

F (zi) : the opportunity of data

S (zi) : the proportion of the data

b. The Linearity of Regression

Linearity test is aimed to know whether two variables have significant linear regression or not. In SPSS 16, the linearity can be known by using Anova (*Test for Linearity*) on the significance value (p) = 0.05. Two variables can be linear if $p > 0.05$.

3. Hypothesis Testing

The researcher used Correlation Coefficient formula, which was computerized using Microsoft Excel program, to test the hypothesis if there was a positive correlation between students' lexical meaning mastery and reading comprehension. The following table shows how the calculation will be interpreted.

Table 8

The Interpretation of r Value

r value	Interpretation
0.800 – 1.00	very strong
0.600 – 0.79	Strong
0.400 – 0.599	Medium
0.200 – 0.399	Low
0.000 – 0.199	very low (no correlation)

CHAPTER IV

RESULTS AND DISCUSSION

This chapter provides the data solicited from 50 items of English lexical meaning test and those garnered from 50 items of TOEFL reading test. The data presentation is split into three sections associated with the formulated research foci: 1) descriptive data of English lexical meaning mastery as the data refer to the results of English lexical meaning test, 2) descriptive data of English reading comprehension as the data refer to the results of TOEFL reading text, and 3) the correlational computation between the data of English lexical meaning test and those of TOEFL reading test.

A. RESULTS

1. The Descriptive Data of English Lexical Meaning Mastery

The data of English lexical meaning mastery were collected by using 50 items of lexical meaning test. The score if all answers were correct was 50, the highest score got from students' data was 38, and the lowest score was 21. The English lexical meaning data can be seen in Tables 9 and 10. The frequency distribution can be seen in Table 11.

Table 9

The Main Data of English Lexical Meaning Mastery

N	The number of students' correct answers out of 50 items
Student 1	30
Student 2	33
Student 3	33
Student 4	36
Student 5	35
Student 6	32
Student 7	38
Student 8	36
Student 9	26
Student 10	31
Student 11	23
Student 12	27
Student 13	36
Student 14	22
Student 15	31
Student 16	31
Student 17	23
Student 18	34
Student 19	34
Student 20	21
Student 21	30
Student 22	27
Student 23	24
Student 24	31
Student 25	34
Student 26	34
Student 27	31
Student 28	31
Student 29	21
Student 30	36
Student 31	23
Student 32	25
Student 33	30
Student 34	22
Student 35	34

Table 10

The Descriptive Data of English Lexical Meaning Mastery

Mean	29.8571	
Standard Deviation	5.0651	
Max	38	
Min	21	
Range	17	
Median	31	
Mode	31	
N	35	
Class	6.12939404	7
Interval	2.77352049	3
The Percentage of all students' **English lexical meaning mastery**	29.8571/50X100 = 57.7% (students' English lexical meaning mastery)	

Table 11

The Frequency Distribution of English Lexical Meaning Mastery

Category	Class Interval		Frequency	Class Boundaries	Midpoint	Percentage
Very poor	21	23	7	20.5-23.5	22	20%
Poor	24	26	3	23.5-26.5	25	9%
Moderate	27	29	2	26.5-29.5	28	6%
Moderate	30	32	10	29.5-32.5	31	29%
Moderate	33	35	8	32.5-35.5	34	23%
Good	36	38	5	35.5-38.5	37	14%
Very good	39	41	0	38.5-41.5	40	0%
	Σ		35			100%

Among the sample of 35 students, it can be seen that no students got very

good, 5 students got good, 20 students got moderate, 3 students got poor, and 7

students got very poor in terms of their English lexical meaning mastery. The average total score was 29.85. The median was 31, and the mode was 31. The standard deviation was 5.06.

Based on the calculation of students' overall English lexical mastery, it can be concluded that the English lexical meaning mastery of the fifth semester TBI students at IAIN Curup can be classified at the moderate level (29.85).

2. The Descriptive Data of English Reading Comprehension

Data for English reading comprehension were gathered by administering 50 items from the TOEFL ITP reading section test. The score if all answers were correct was 50. The highest score got from students' data was 37. The lowest score was 20. The English reading comprehension data can be seen in Tables 12 and 13. The frequency distribution can be seen in Table 14.

Table 12

The Main Data of English Reading Comprehension

N	The number of students' correct answers out of 50 items
Student 1	35
Student 2	29
Student 3	28
Student 4	29
Student 5	35
Student 6	27
Student 7	26
Student 8	35
Student 9	25
Student 10	31
Student 11	19
Student 12	26
Student 13	36

Student 14	20
Student 15	19
Student 16	29
Student 17	20
Student 18	33
Student 19	33
Student 20	22
Student 21	30
Student 22	25
Student 23	21
Student 24	32
Student 25	34
Student 26	22
Student 27	33
Student 28	30
Student 29	23
Student 30	34
Student 31	20
Student 32	24
Student 33	32
Student 34	21
Student 35	34

Table 13

The Descriptive Data of English Reading Comprehension

Mean	27.7714	
Standard Deviation	5.5205	
Max	36	
Min	19	
Range	17	
Median	29	
Mode	20	
N	35	
Class	6.12939404	7
Interval	2.77352049	3
The Percentage of all students' English reading comprehension	27.7714/50X100 = 55.5428 (students' English reading comprehension)	

Table 14

The Frequency Distribution of English Reading Comprehension

Category	Class Interval		Frequency	Class Boundaries	Midpoint	Percentage
Very poor	19	21	7	19.5-22.5	20	20%
Poor	22	24	4	22.5-25.5	23	11%
Moderate	25	27	5	25.5-28.5	26	14%
Moderate	28	30	6	28.5-31.5	29	17%
Moderate	31	33	6	31.5-34.5	32	17%
Good	34	36	7	34.5-37.5	35	20%
Very good	37	39	0	37.5-40.5	38	0%
	Σ		35			100%

Among the sample of 35 students, it can be seen that no students got very good, 7 students got good, 17 students got moderate, 4 students got poor, and 7 students got very poor in terms of their English reading comprehension. The average total score was 27.77. The median was 29, and the mode was 20. The standard deviation was 5.5205.

Based on the calculation of students' overall English reading comprehension, it can be concluded that the English reading comprehension of the fifth semester TBI students at IAIN Curup can be classified at a moderate level (55.54).

3. Correlation between English Lexical Meaning Mastery and English Reading Comprehension

Hypothesis testing should be done to measure the correlation between English lexical meaning mastery and English reading comprehension. It is necessary to do the prerequisite test before testing the hypotheses. The prerequisite test includes a normality test.

a. **Prerequisite Test (Normality Test)**

        Normality test is used to figure out whether the sample of the study is in normal distribution or not.

1) **The Normality Test of English Lexical Meaning Mastery**

        The computation of normality test for English lexical meaning mastery can be seen in tables 15 and 16 below:

Table 15

Descriptive data of English Lexical Meaning Mastery

Mean	29.8571	
Standard Deviation	5.0651	
Max	38	
Min	21	
Range	17	
Median	31	
Mode	31	
N	35	
Class	6.12939404	7
Interval	2.77352049	3

Table 16

Normality Data of English Lexical Meaning Mastery

N	X	Z	F(z)	S(z)	F(z)-S(z)
1	21	-1.7487	0.0402	0.0286	0.0116
2	21	-1.7487	0.0402	0.0571	0.0170
3	22	-1.5512	0.0604	0.0857	0.0253
4	22	-1.5512	0.0604	0.1143	0.0539
5	23	-1.3538	0.0879	0.1429	0.0550
6	23	-1.3538	0.0879	0.1714	0.0835
7	23	-1.3538	0.0879	0.2	0.1121

8	24	-1.1564	0.1238	0.2286	0.1048
9	25	-0.9589	0.1688	0.2571	0.0883
10	26	-0.7615	0.2232	0.2857	0.0625
11	27	-0.5641	0.2863	0.3143	0.0279
12	27	-0.5641	0.2863	0.3429	0.0565
13	30	0.0282	0.5113	0.3714	0.1398
14	30	0.0282	0.5113	0.4	0.1113
15	30	0.0282	0.5113	0.4286	0.0827
16	31	0.2256	0.5893	0.4571	0.1321
17	31	0.2256	0.5893	0.4857	0.1035
18	31	0.2256	0.5893	0.5143	0.0750
19	31	0.2256	0.5893	0.5429	0.0464
20	31	0.2256	0.5893	0.5714	0.0178
21	31	0.2256	0.5893	0.6	0.0107
22	32	0.4231	0.6639	0.6286	0.0353
23	33	0.6205	0.7325	0.6571	0.0754
24	33	0.6205	0.7325	0.6857	0.0468
25	34	0.8179	0.7933	0.7143	0.0790
26	34	0.8179	0.7933	0.7429	0.0504
27	34	0.8179	0.7933	0.7714	0.0219
28	34	0.8179	0.7933	0.8	0.0067
29	34	0.8179	0.7933	0.8286	0.0353
30	35	1.0153	0.8450	0.8571	0.0121
31	36	1.2128	0.8874	0.8857	0.0017
32	36	1.2128	0.8874	0.9143	0.0269
33	36	1.2128	0.8874	0.9429	0.0555
34	36	1.2128	0.8874	0.9714	0.0840
35	38	1.6076	0.9460	1	0.0540
				L Count =	**0.1398**
			L Table at 0.05 confidential level =		**0.1478**

The calculation shows that the L count got was 0.1398 and the L table acquired from the confidence level of 0.05 was 0.1478. The data were normally distributed because L count was less than L table (0.1398 0.1478).

2) The Normality Test of English Reading Comprehension

The computation of normality test for English reading comprehension can be seen in table 17 below:

Table 17

Descriptive Data of English Reading Comprehension

Mean	27.7714	
Standard Deviation	5.5205	
Max	36	
Min	19	
Range	17	
Median	29	
Mode	20	
N	35	
Class	6.12939404	7
Interval	2.77352049	3

Table 18

Normality Data of English Reading Comprehension

N	X	Z	F(z)	S(z)	F(z)-S(z)
1	19	-1.5889	0.0560	0.0286	0.0275
2	19	-1.5889	0.0560	0.0571	0.0011
3	20	-1.4077	0.0796	0.0857	0.0061
4	20	-1.4077	0.0796	0.1143	0.0347
5	20	-1.4077	0.0796	0.1429	0.0633
6	21	-1.2266	0.1100	0.1714	0.0614
7	21	-1.2266	0.1100	0.2	0.0900
8	22	-1.0455	0.1479	0.2286	0.0807
9	22	-1.0455	0.1479	0.2571	0.1092
10	23	-0.8643	0.1937	0.2857	0.0920
11	24	-0.6832	0.2472	0.3143	0.0670

12	25	-0.5020	0.3078	0.3429	0.0350
13	25	-0.5020	0.3078	0.3714	0.0636
14	26	-0.3209	0.3741	0.4	0.0259
15	26	-0.3209	0.3741	0.4286	0.0544
16	27	-0.1397	0.4444	0.4571	0.0127
17	28	0.0414	0.5165	0.4857	0.0308
18	29	0.2225	0.5881	0.5143	0.0738
19	29	0.2225	0.5881	0.5429	0.0452
20	29	0.2225	0.5881	0.5714	0.0166
21	30	0.4037	0.6568	0.6	0.0568
22	30	0.4037	0.6568	0.6286	0.0282
23	31	0.5848	0.7207	0.6571	0.0635
24	32	0.7660	0.7782	0.6857	0.0924
25	32	0.7660	0.7782	0.7143	0.0639
26	33	0.9471	0.8282	0.7429	0.0854
27	33	0.9471	0.8282	0.7714	0.0568
28	33	0.9471	0.8282	0.8	0.0282
29	34	1.1283	0.8704	0.8286	0.0418
30	34	1.1283	0.8704	0.8571	0.0133
31	34	1.1283	0.8704	0.8857	0.0153
32	35	1.3094	0.9048	0.9143	0.0095
33	35	1.3094	0.9048	0.9429	0.0381
34	35	1.3094	0.9048	0.9714	0.0666
35	36	1.4906	0.9320	1	0.0680
				L Count =	**0.1092**
				L Table at 0.05 confidential level =	**0.1478**

The calculation shows that the L count got was 0.1092, and the L table acquired from the confidence level of 0.05 was 0.1478. The data were normally distributed because L count was less than L table (0.10920.1478).

3) Hypothesis Testing

The normality test computation result revealed that the data is normally distributed. The researcher then moved on to the next step, testing the study's three hypotheses, which were stated in the previous chapter. The computation's results are described in the following presentation:

The hypothesis of this research stated that: H1: there is a positive correlation between lexical meaning mastery (X1) and English reading comprehension (Y). Otherwise, H0: there is no positive correlation between lexical meaning mastery (X1) and English reading comprehension (Y). The correlation was tested by employing the formula of Pearson Product Moment. The researcher utilized the Microsoft Office Excel Program as a tool for doing calculations in an accurate way. The computation results can be seen in the following presentation.

Table 19

The Correlation between English Lexical Mastery and English Reading

Comprehension

No	X	Y	X1 after scoring	Y after scoring	No	X	Y	XY	X²	Y²
1	21	35	42	70	1	42	70	2940	1764	4900
2	21	29	42	58	2	42	58	2436	1764	3364
3	22	28	44	56	3	44	56	2464	1936	3136
4	22	29	44	58	4	44	58	2552	1936	3364
5	23	35	46	70	5	46	70	3220	2116	4900
6	23	27	46	54	6	46	54	2484	2116	2916

7	23	26	46	52	7	46	52	2392	2116	2704
8	24	35	48	70	8	48	70	3360	2304	4900
9	25	25	50	50	9	50	50	2500	2500	2500
10	26	31	52	62	10	52	62	3224	2704	3844
11	27	19	54	38	11	54	38	2052	2916	1444
12	27	26	54	52	12	54	52	2808	2916	2704
13	30	36	60	72	13	60	72	4320	3600	5184
14	30	20	60	40	14	60	40	2400	3600	1600
15	30	19	60	38	15	60	38	2280	3600	1444
16	31	29	62	58	16	62	58	3596	3844	3364
17	31	20	62	40	17	62	40	2480	3844	1600
18	31	33	62	66	18	62	66	4092	3844	4356
19	31	33	62	66	19	62	66	4092	3844	4356
20	31	22	62	44	20	62	44	2728	3844	1936
21	31	30	62	60	21	62	60	3720	3844	3600
22	32	25	64	50	22	64	50	3200	4096	2500
23	33	21	66	42	23	66	42	2772	4356	1764
24	33	32	66	64	24	66	64	4224	4356	4096
25	34	34	68	68	25	68	68	4624	4624	4624
26	34	22	68	44	26	68	44	2992	4624	1936
27	34	33	68	66	27	68	66	4488	4624	4356
28	34	30	68	60	28	68	60	4080	4624	3600
29	34	23	68	46	29	68	46	3128	4624	2116
30	35	34	70	68	30	70	68	4760	4900	4624
31	36	20	72	40	31	72	40	2880	5184	1600
32	36	24	72	48	32	72	48	3456	5184	2304
33	36	32	72	64	33	72	64	4608	5184	4096
34	36	21	72	42	34	72	42	3024	5184	1764
35	38	34	76	68	35	76	68	5168	5776	4624
					Σ	2090	1944			

N	35
ΣX^2	128292
$(\Sigma X)^2$	4368100
ΣY^2	112120
$(\Sigma Y)^2$	3779136
$\Sigma X \Sigma Y$	4062960
ΣXY	115544

The Interpretation of r Value	
0.800 – 1.00	very strong
0.600 – 0.79	strong
0.400 – 0.599	medium
0.200 – 0.399	low
0.000 – 0.199	very low (no correlation)

r_{xy}	0.4215		
r_{table}	0.2746		

Based on the calculation above, it can be construed that because r_{xy} (0.4215) is higher than r_{table} (0.2746), there is a positive correlation between English lexical mastery and English reading comprehension. The correlation is positive because r_{xy} (0.4215) is categorized as positive number or it goes forward to (+1). Compared with the table of interpretation of r value, the result indicates that the correlation is medium because r_{xy} (0.4215) is in the range of (0.400 – 0.599). To sum up, with a medium correlation, there is a positive correlation between English lexical mastery and English reading comprehension of the fifth semester TBI students at IAIN Curup. The H_a is accepted and the H_0 is rejected.

B. DISCUSSION

This research was initiated by three objectives, namely to investigate the fifth semester TBI students' English lexical mastery; to investigate their English reading comprehension; and to find out the correlation between their English lexical meaning mastery and their English reading comprehension. Concerning the last objective, this research was guided by two sets of hypotheses: H1: There is a positive relationship between English lexical meaning mastery and English reading comprehension. H0: There is no such relationship.

Concerning the first objective, this research found that after being tested by 50 items of the English lexical meaning test, the fifth semester TBI students'

English lexical meaning mastery was categorized as moderate level, in which their mean was of 29.8571. Such a mean was represented by a percentage of 57.7%. The foregoing mean and percentage, according to the table distribution, were classified as moderate.

The concept of lexical meaning has been elucidated by various experts. The classic definition of lexical meaning is the dictionary's literal meaning.[66] It is the meaning of a word with respect to the physical world or an abstract notion without any references to any sentences in which the term may appear. It signifies that lexical meaning refers to the definitions of terms in dictionaries that have no reference to sentences or grammatical structures. According to Murphy, Jones, and Koskela, lexical meaning is the study of the meaning of lexical words. The focus is on the noun, verb, adjective, and more contentious members of the adverb and preposition classes.[67] Lexical meaning is the polar opposite of grammatical meaning, which is concerned with the meaning of a word based on its context. Based on the previous explanation, lexical meaning can be defined as the meaning of a word without regard to its grammar relationship, or in other words, the abstract meaning of words.

In this research, the concept of lexical meaning, which was to investigate the fifth semester TBI students' English lexical meaning mastery, was adopted from John Lyon, Matthiesen[68] and Brigit[69]. Their lexical meaning theory subsumes the comprehension of synonym, antonym, and homonym. It means that

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[66] Mel'Čuk, "Phraseology in the Language, in the Dictionary, and in the Computer."
[67] Murphy, Jones, and Koskela, "Signals of Contrastiveness."
[68] Matthiesen, *Essential Words for the TOEFL, 7th Edition*.
[69] Dermott, *501 Synonym & Antonym Questions*.

the fifth semester TBI students had a moderate level of mastery in terms of synonym, antonym, and homonym. Many experts have argued the reasons beyond a moderate level of lexical meaning mastery. Some of them are as follows. Krahsen with his comprehensible input theory has explained that the mastery of lexical meaning is associated with the extent of comprehensible input[70]. It means that the moderate level of lexical mastery of TBI students can be caused by insufficient input of English vocabulary learning. The students need to manage to have more English vocabulary input during their practice of English vocabulary learning so that they can improve their English lexical mastery.

Another reason can be learnt from Nation's explicit theory. In this discourse, Nation explained that vocabulary mastery (in this context, to some degree, referring to lexical meaning mastery) is determined by the extent to which a learner deliberately practices to memorize words and makes efforts to understand the contexts of use[71]. The foregoing theory suggests that there is a possibility that the moderate level of the fifth semester TBI students' English lexical meaning mastery can be caused by their insufficient practices of memorizing English words and understanding the contexts in which the words are used.

Both implicit and explicit theories of second language acquisition, as represented by the theories of comprehensible input and deliberate learning above, can explain why the fifth semester TBI students had a moderate level of English lexical meaning mastery.

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[70] S.D. Krashen, *Second Language Learning* (New York: Pegamon, 1982).
[71] Paul Nation, *What Do You Need to Know to Learn a Foreign Language?* (New Zealand: School of Linguistics and Applied Language Studies Victoria University of Wellington, 2014).

Concerning the second objective, this research found that after being tested by 50 items of the English reading comprehension test, the fifth semester TBI students' English reading comprehension was categorized as moderate, in which their mean was of 27.77. Such a mean was represented by a percentage of 55.54%. The foregoing mean and percentage, according to the table distribution, were classified as moderate.

Reading comprehension, according to the definitions of reading and comprehension provided by some experts, can be defined as the cognitive process by which readers comprehend the materials they are reading in order to achieve the aim of their reading.[72] Woolley defines reading comprehension as the process of grasping the meaning of text.[73] The purpose of reading comprehension, according to Woolley, is to grasp the meaning of total understanding rather than a single or simple sentence. According to Wilawan, the goal of reading comprehension is to grasp the text's main idea.[74] Gilakjani, who supports reading comprehension as a cognitive process, believes that reading comprehension is the mental process by which readers perceive and gain information from a text.[75]

Associated with the moderate level of English reading comprehension owned by the fifth semester TBI students in this research, previous findings had explained some possible reasons. First, Iriani and others argued in their study that

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[72] Ulum, "A Descriptive Content Analysis of the Extent of Bloom's Taxonomy in the Reading Comprehension Questions of the Course Book Q."

[73] Woolley, "Self-Regulation, Metacognition and Engagement."

[74] Wilawan, "EFFECTS OF LEXICAL COHESION AND MACRORULES ON EFL STUDENTS'MAIN IDEA COMPREHENSION."

[75] Pourhosein Gilakjani and Sabouri, "How Can Students Improve Their Reading Comprehension Skill."

strategic behavior during reading can be a critical factor beyond the success or failure of reading comprehension[76]. Daryil and others explained that the moderate level of English reading comprehension to some extent is determined by students' reading habit[77]. According to Solheim, a psychological factor, such as self-confidence or self-efficacy in reading is very contributive to enhancing or lowering English reading comprehension[78]. The foregoing theory indicates that if self-efficacy in reading is low, there is a possibility that reading comprehension is low. The same condition occurs if self-efficacy is moderate. In the case of the present study, a probability can be identified that it is possible that the fifth semester TBI students had a moderate self-efficacy in reading, so that it becomes a factor leading to their moderate level of reading comprehension.

Concerning the last objective, this study revealed that there was a positive correlation between English lexical mastery and English reading comprehension (r_{xy} (0.4215) > r_{table} (0.2746)). The correlation was positive because r_{xy} (0.4215) was categorized as a positive number or it went forward to (+1). Compared with the table of interpretation of r value, the result indicated that the correlation was medium because r_{xy} (0.4215) was in the range of (0.400 – 0.599). To sum up, with a medium correlation, there was positive correlation between English lexical

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[76] Irini Dermitzaki, Georgia Andreou, and Violetta Paraskeva, "High and Low Reading Comprehension Achievers' Strategic Behaviors and Their Relation to Performance in a Reading Comprehension Situation," *Reading Psychology* 29, no. 6 (November 26, 2008): 471–92, https://doi.org/10.1080/02702710802168519.

[77] Mellard Daryl F, Emily Fall, and Kari L Woods, "A Path Analysis of Reading Comprehension for Adults With Low Literacy - Daryl F. Mellard, Emily Fall, Kari L. Woods, 2010," *Journal of Learning Disabilities*, 2010.

[78] Oddny Judith Solheim, "The Impact of Reading Self-Efficacy and Task Value on Reading Comprehension Scores in Different Item Formats," *Reading Psychology* 32, no. 1 (January 18, 2011): 1–27, https://doi.org/10.1080/02702710903256601.

mastery and English reading comprehension at the fifth semester TBI students at IAIN Curup. The H_a was accepted, and the H_0 was rejected.

The correlational data between English lexical mastery and English reading comprehension as found in this study to some degree is similar to the study conducted by Ibrahim and colleagues[79]. Their study showed a correlational pattern between English vocabulary mastery and English reading comprehension. However, their study oriented the term vocabulary mastery more towards the aspect of vocabulary size. In the present study, vocabulary mastery is oriented towards English lexical mastery. The main discourse is similar between their study and this study, in which both studies address the issue related to the interplay between vocabulary mastery and English reading comprehension. In the Indonesian context, a similar study can also be found in the works published by Bishry[80], Irwan[81], and Susanto[82]. The interconnections between the present study's findings and previous findings implies that the theoretical pattern showing the relatedness between English lexical meaning mastery or vocabulary mastery and English reading comprehension is sufficiently reliable.

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[79] Engku Haliza Engku Ibrahim, Isarji Sarudin, and Ainon Jariah Muhamad, "The Relationship between Vocabulary Size and Reading Comprehension of ESL Learners," *English Language Teaching* 9, no. 2 (2016): 116–23.

[80] Hasanul Bishry, "THE CORRELATION BETWEEN VOCABULARY MASTERY AND READING COMPREHENSION," *Tarbawi : Jurnal Ilmu Pendidikan* 14, no. 2 (December 10, 2018): 63–68, https://doi.org/10.32939/tarbawi.v14i2.292.

[81] Irwan Ro'iyal Ali, "The Correlation between Students' Vocabulary Mastery and Reading Comprehension," *Unpublished Bachelor's Thesis]. Universitas Islam Negeri Syarif Hidayatullah*, 2010.

[82] Alpino Susanto, "The Teaching of Vocabulary: A Perspective," *Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra* 1, no. 2 (2017): 182–91.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

Initiated by three objectives, namely to investigate the fifth semester TBI students' English lexical mastery; to investigate their English reading comprehension, and to find out the correlation between their English lexical meaning mastery and their English reading comprehension, this research has found the following conclusion.

First, this research has found that the fifth semester TBI students' English lexical meaning mastery is categorized in moderate level, in which their mean is of 29.8571. Such a mean is represented by a percentage of 57.7%. The foregoing mean and percentage, according to the table distribution, is classified as moderate. Second, this research has found that the fifth semester TBI students' English reading comprehension is categorized as moderate, in which their mean is of 27.77. Such a mean is represented by a percentage of 55.54%. The foregoing mean and percentage, according to the table distribution, is classified as moderate. Third this study has revealed that there is a positive correlation between English lexical mastery and English reading comprehension (r_{xy} (0.4215) > r_{table} (0.2746)). The correlation is positive because r_{xy} (0.4215) is categorized as a positive number or it goes forward to (+1). Compared with the table of interpretation of r value, the result indicates that the correlation is medium because r_{xy} (0.4215) is in the range of (0.400 – 0.599). To sum up, with a medium correlation, there is positive

correlation between English lexical mastery and English reading comprehension of the fifth semester TBI students at IAIN Curup. The H_a is accepted, and the H_0 is rejected.

B. SUGGESTIONS

The study's major goal is to look at the relationship between the fifth semester TBI students' English lexical meaning mastery and their English reading comprehension. As such, this study has revealed that there is a positive correlation between the students' English lexical meaning mastery and their English reading comprehension. Knowing the relationship between such variables can provide insight into the importance of lexical meaning mastery and reading comprehension amongst students. Thus, this study gives some suggestions to the following parties.

1. For students

The results of this research can give information to the students about English lexical meaning mastery and their English reading comprehension.

2. For teacher

By understanding the importance of students' English lexical meaning mastery and their English reading comprehension, the study's findings can assist teachers in developing their teaching techniques for reading.

3. For other researchers

This research is useful for future research as a resource to study on the correlation of students' English lexical meaning mastery and English reading comprehension. Future's researchers can use the assigned hypothesis of this

study to be re-tested in other contexts of English students. Conceptually, the more similar studies are conducted on this line across students' contexts, the stronger this theoretical line becomes.

APPENDIXES

A. The Blueprint of English Lexical Meaning Test

No	Indicators of lexis in general English-Indonesian dictionary	No	Indicators of lexical meaning mastery according to lexical relation theory proposed by John Lyon	No	The combination of indicators to text lexical meaning mastery	Number of items
1	Indonesian meaning of the English words and word classes	1	Synonymy	1	Indonesian meanings of the English words and the word classes	20
		2	Antonymy	2	Synonymy	10
		3	Homonymy	3	Antonymy	10
				4	Homonymy	10
					Total items	50

B. English lexical meaning test

Direction for test number 1 – 20 : Fill in the columns of word class and general Indonesian meaning according to your own understanding of lexical

meanings. Note: during the test, you are not allowed to open up any dictionary.

No	Word corpus	Word Class (Noun, Verb, Adjective, or Adverb) (0,25)	General Indonesian meaning offered by Eng-Ind dictionaries (0,75)	Total score per item (the maximum is 1)
1.	Abroad			
2.	Abrupt			
3.	Acceptable			
4.	Acclaim			
5.	Actually			
6.	Adverse			
7.	Advice			
8.	Attractive			
9.	Autonomous			
10.	Disapproval			
11.	Disruptive			
12.	Haphazardly			
13.	Ideal			
14.	Persistent			
15.	Wide			

16.	Advanced			
17.	Endeavor			
18.	Imply			
19.	Socialize			
20.	Economize			

Direction for synonym test no 21 - 30: Which of these words is closest in meaning to the word provided in each item?

21. remote

   a. automatic

   b. distant

   c. savage

   d. mean

22. detest

   a. argue

   b. hate

   c. discover

   d. reveal

23. gracious

   a. pretty

   b. clever

   c. pleasant

   d. present

24. predict

   a. foretell

   b. decide

   c. prevent

   d. discover

25. kin

   a. exult

   b. twist

   c. friend

   d. relative

26. pensive

   a. oppressed

   b. caged

   c. thoughtful

   d. happy

27. banish

   a. exile

   b. hate

   c. fade

   d. clean

28. fraud

   a. malcontent

   b. argument

c. imposter

d. clown

29. saccharine

a. leave

b. sweet

c. arid

d. quit

30. drag

a. sleepy

b. crush

c. proud

d. pull

Direction for Antonym test no 31 - 40: Select the word that is most opposite to the word provided

31. **detain** is most opposite to

a. release

b. silence

c. forget

d. prosper

32. **famous** is most opposite to

a. boring

b. poor

c. obscure

d. untalented

33. **<u>colossal</u>** is most opposite to

a. easy

b. tiny

c. graceful

d. roof

34. **<u>fluid</u>** is most opposite to

a. solid

b. liquid

c. afraid

d. decent

35. **<u>continue</u>** is most opposite to

a. curve

b. argue

c. carry

d. pause

36. **<u>labor</u>** is most opposite to

a. amuse

b. cat

c. rest

d. strive

37. **<u>brawny</u>** is most opposite to

   a. swift

   b. weak

   c. strong

   d. pale

38. **<u>fickle</u>** is most opposite to

   a. steady

   b. kind

   c. please

   d. finagle

39. **<u>inept</u>** is most opposite to

   a. clumsy

   b. infer

   c. competent

   d. foolish

40. **<u>pivotal</u>** is most opposite to

   a. turning

   b. wavy

   c. unimportant

   d. clear

Direction for items number 41-50. Chose one of the given options under each item to fit the blank word!

41. What _____ of music do you like?

   a. kind

   b. kindergarten

   c. kinder

42. My company's got a stand at the trade _____ .

   a. balance

   b. off

   c. fair

43. I wasn't _____ at the dentist; about 15 minutes, that's all.

   a. last

   b. long

   c. fair

44. Pirates of The Caribbean was _____ good really. I laughed a lot.

   a. pretty

   b. long

   c. hearty

45. The interview didn't _____ as long as I expected. I was out of there in ten minutes.

   a. long

   b. last

   c. during

46. _____ well I do in my exams, my teacher never congratulates me.

   a. However

b. As

c. however

47. I had to keep very _____ when I had my portrait painted.

a. still

b. fair

c. long

48. I go jogging twice a week to keep _____ .

a. fit

b. long

c. kind

49. Sometimes, here in the middle of the jungle, I _____ for an English pub garden and a ploughman's lunch.

a. detest

b. last

c. long

50. The rain is causing a lot of flooding. _____ , it's very good for the farmers and their crops.

a. however

b. However

c. But

C. Key answer of lexical meaning test

No	Answer of Indonesian meaning	Answer of word class
1	Luar Negeri	Adjective
2	Tiba-tiba	Adjective
3	Dapat diterima	Adjective
4	Pujian	Noun
5	Sebenarnya	Adverb
6	Merugikan	Adjective
7	Saran	Noun
8	Menarik	Adjective
9	Bekerja atau berfugsi secara mandiri	Adjective
10	Penolakan	Noun
11	Mengganggu	Adjective
12	Sembarangan	Adverb
13	Ideal	Adjective
14	Gigih	Adjective
15	Lebar	Adjective
16	Canggih	Adjective
17	Berusaha	Verb
18	Menyiratkan	Verb
19	Bersosialisasi	Verb

20	Menghemat	Verb

21. **b.** remote means faraway, or **distant**

22. **b.** to detest means to feel intense or violent dislike, or to **hate**

23. **c.** gracious means to be **pleasant** or considerate in social interactions

24. **a.** to predict means to declare in advance or to **foretell**

25. **d.** kin means people with common ancestors, or **relative**s

26. **c.** pensive means moodily or dreamily **thoughtful**

27. **a.** to banish means to drive out from home or country, or to **exile**

28. **c.** a fraud is someone who is not what he or she pretends to be, or an **imposter**

29. **b.** saccharine means overly **sweet**

30. **d.** to drag is to **pull**, or to cause movement in a direction with applied force

31. **a.** to detain means to hold or keep back; to **release** means to let go

32. **c.** famous means widely known; **obscure** means little known

33. **b.** colossal means incredibly large, therefore **tiny** is the opposite

34. **a.** a fluid is a substance that flows; a **solid** does not flow

35. **d.** to continue means to act without interruption; to **pause**

means to stop temporarily

36. **c.** to labor means to work; to **rest** means to cease working

37. **b.** brawny means muscled or strong, therefore **weak** is the opposite

38. **a.** fickle means to lack steadiness, therefore **steady** is the opposite

39. **c.** inept means to lack competence, therefore **competent** is the opposite

40. **c.** pivotal means very important, or crucial, therefore **unimportant** is the opposite

41. a. kind

42. c. fair

43. b. long

44. a. pretty

45. b. last

46. a. However

47. a. still

48. a. fit

49. c. long

50. b. However

D. English Reading Skill Test

Questions 1-11

The French word renaissance means rebirth. It was first used in 1855 by the historian Jules Michelet in his History of France, then adopted by historians of culture, by art historians, and eventually by music historians, all of whom applied it to European culture during the 150 years spanning 1450-1600. The concept of rebirth was appropriate to this
(5) period of European history because of the renewed interest in ancient Greek and Roman culture that began in Italy and then spread throughout Europe. Scholars and artists of the fifteenth and sixteenth centuries wanted to restore the learning and ideals of the classical civilizations of Greece and Rome. To these scholars this meant a return to human — as opposed to spiritual — values. Fulfillment in life, as opposed to concern about an afterlife,
(10) became a desirable goal, and expressing the entire range of human emotions and enjoying the pleasures of the senses were no longer frowned on. Artists and writers now turned to secular as well as religious subject matter and sought to make their works understandable and appealing.

These changes in outlook deeply affected the musical culture of the Renaissance
(15) period — how people thought about music as well as the way music was composed, experienced, discussed, and disseminated. They could see the architectural monuments, sculptures, plays, and poems that were being rediscovered, but they could not actually hear ancient music-although they could read the writings of classical philosophers, poets, essayists, and music theorists that were becoming available in translation. They learned
(20) about the power of ancient music to move the listener and wondered why modern music did not have the same effect. For example, the influential religious leader Bernardino Cirillo expressed disappointment with the learned music of his time. He urged musicians to follow the example of the sculptors, painters, architects, and scholars who had rediscovered ancient art and literature.
(25) The musical Renaissance in Europe was more a general cultural movement and state of mind than a specific set of musical techniques. Furthermore, music changed so rapidly during this century and a half-though at different rates in different countries-that we cannot define a single Renaissance style.

1. What is the passage mainly about?
   (A) The musical compositions that best illustrate the developments during the European Renaissance
   (B) The musical techniques that were in use during the European Renaissance
   (C) The European Renaissance as a cultural development that included changes in musical style
   (D) The ancient Greek and Roman musical practices used during the European Renaissance

2. What does the author mean by using the word "eventually" in line 3?
   (A) That music historians used the term "Renaissance" after the other historians did
   (B) That most music historians used the term "Renaissance"
   (C) The term "Renaissance" became widely used by art historians but not by music historians
   (D) That music historians used the term "Renaissance" very differently than it had been used by Jules Michelet

3. The phrase "frowned on" in line 11 is closest in meaning to
   (A) given up
   (B) forgotten about
   (C) argued about
   (D) disapproved of

4. The word "now" in line 11 refers to
   (A) the time of the classical civilizations of Greece and Rome
   (B) the period of the Renaissance
   (C) 1855
   (D) the time at which the author wrote the passage

5. Where in the passage does the author mention where the Renaissance interest in classical ideas first appeared?
   (A) Lines 1-4
   (B) Lines 4-6

(C) Lines 8-9
(D) Lines 11-13

6. It can be inferred from the passage that thinkers of the Renaissance were seeking a rebirth of
(A) communication among artists across Europe
(B) spirituality in everyday life
(C) a cultural emphasis on human values
(D) religious themes in art that would accompany the traditional secular themes

7. According to the passage, Renaissance artists and writers had all of the following intentions EXCEPT
(A) to use religious themes
(B) to portray only the pleasant parts of human experience
(C) to produce art that people would find attractive
(D) to create works that were easily understood

8. The word "disseminated" in line 16 is closest in meaning to
(A) played
(B) documented
(C) spread
(D) analyzed

9. What can be inferred about the music of ancient Greece and Rome?
(A) It expressed different ideals than classical sculpture, painting and poetry
(B) It was played on instruments that are familiar to modern audiences
(C) It had the same effect on Renaissance audiences as it had when originally performed
(D) Its effect on listeners was described in a number of classical texts

10. According to the passage, why was Bernardino Cirillo disappointed with the music of his time?
(A) it was not complex enough to appeal to musicians
(B) It had little emotional impact on audiences
(C) It was too dependent on the art and literature of his time.
(D) It did not contain enough religious themes

11. Which of the following is mentioned in the passage as a reason for the absence of a single Renaissance musical style?
(A) The musical Renaissance was defined by technique rather than style
(B) The musical Renaissance was too short to give rise to a new musical style
(C) Renaissance musicians adopted the styles of both Greek and Roman musicians
(D) During the Renaissance, music never remained the same for very long

Questions 12-20

The thick, woolly fleece of the domestic sheep is its distinguishing feature and the source of much of its economic importance. Yet only a moment, in evolutionary terms, has passed since the domestic sheep had a coat resembling that of many other wild Line animals. As recently as 8,000 years ago, it was covered not in a white, continuously
(5)   growing mass of wool but in a brown coat consisting of an outer array of kemps, or coarse hairs, that was shed annually and a fine woolly undercoat that also molted. Such an animal could not have supported the technology that has grown up around the domestic sheep — the shearing, dyeing, spinning, and weaving of wool — any better than could a wild sheep such as the bighorn of North America.
(10)   Much of the selective breeding that led to the fleece types known today took place in prehistory, and even the later developments went largely unchronicled. Yet other kinds of records survive, in three forms. Specimens of wool from as long ago as 1500 B.C. have been found, mostly as ancient textiles, but also in the form of sheepskins. Antique depictions of sheep in sculpture, relief, and painting give even earlier clues to the character
(15)   of ancient fleeces. The longest line of evidence takes the form of certain primitive breeds that are still tended in remote areas or that escaped from captivity long ago and now live in the wild. They retain the characteristics of ancient sheep, providing living snapshots of the process that gave rise to modern fleeces.

12. What topic does the passage mainly discuss?
(A) The economic importance of sheep through the ages
(B) The development of textile crafts and technologies
(C) The evolution of the fleece of domestic sheep
(D) The influence of technology on wool

manufacturing

(D) unrecorded

13. The word "source" in line 2 is closest in meaning to
 (A) quantity
 (B) result
 (C) basis
 (D) cost

14. According to the passage, the outer coat of sheep 8,000 years ago was
 (A) white
 (B) coarse
 (C) warmer than that of bighorn sheep
 (D) similar to that of the modern sheep

15. Which of the following can be concluded about wild sheep, as compared with domestic sheep?
 (A) They are evolving more rapidly
 (B) They have thicker coats
 (C) They are of less economic importance
 (D) They are less similar to bighorn sheep

16. The word "unchronicled" in line 11 is closest in meaning to
 (A) unquestioned
 (B) unexplained
 (C) unnoticed

17. What does the author mention as evidence of the characteristics of ancient sheep?
 (A) Representations of sheep in an
 (B) Ancient tales about sheep
 (C) Documents describing sheep
 (D) Skeletons of sheep

18. The word "clues" in line 14 is closest in meaning to
 (A) proofs
 (B) indications
 (C) colors
 (D) variations

19. In line 17, the author uses the term "living snapshots" to refer to
 (A) photographs of early types of sheep
 (B) early guns used for hunting sheep
 (C) ancient paintings of sheep
 (D) early breeds of sheep that still exist

20. The phrase "gave rise to" in line 18 is closest in meaning to
 (A) replaced by
 (B) favored over
 (C) brought about
 (D) found out

Questions 21-31

Architecture has been characterized by W. R. Dalzell as the "indispensable art," and rightly so. Inevitably, the practical functions that shelters are designed to fulfill play a strong role in determining their appearance and thus, in part, their artistic character. So do the Line methods of construction available and practicable at any given moment. The strikingly
(5) new forms of architecture that appeared in the late nineteenth and twentieth centuries were built to meet the needs of industry and of commerce based on industry, in a society whose essential character and internal relationships had been sharply transformed by the Industrial Revolution.

About the middle of the nineteenth century, mechanized industrial production began
(10) to demand large, well-lighted interiors in which manufacturing could be carried on. The administration of giant industrial and commercial concerns required office buildings of unprecedented size, containing suites of offices easily accessible to employees and customers. The marketing of industrial products necessitated large-scale storage spaces, and enormous shops selling under one roof a wide variety of items. Industrial and
(15) commercial pressures drew increasing populations to urban centers, and traditional housing was no longer adequate to contain them. Mechanized transportation of industrial products and industrial and business personnel was essential. Leisure-time entertainment and cultural activities for the vast new urban populations required still a different kind of structure. Hence, the characteristic new architectural forms of the late nineteenth and
(20) twentieth centuries have been the factory, the multistory office building, the warehouse, the department store, the apartment house, the railway station, the large theater, and the gigantic sports stadium. None of these could have been built on the desired scale by traditional construction methods.

21. What is the main idea of the passage?
    (A) Various types of traditional building materials strongly influenced modern architectural design
    (B) Changing architectural styles affected the character of cities
    (C) New architectural forms evolved in response to the changing needs of society
    (D) Technological advances affected conventional methods of building construction

22. The author uses the expression "rightly so" in line 2 in order to
    (A) introduce an opinion that differs from that of W. R. Dalzell
    (B) provide examples of architecture that are indispensable
    (C) show agreement with the way W. R. Dalzell has described architecture
    (D) indicate that architectural design must reflect artistic qualities

23. The word "strikingly" in line 4 is closest in meaning to
    (A) aggressively
    (B) specifically
    (C) noticeably
    (D) occasionally

24. According to the passage, which of the following motivated the "new forms of architecture" mentioned in line 5?
    (A) The increased wealth of citizens
    (B) The Industrial Revolution
    (C) Competitive international trade
    (D) Changing ideas about artistic merit

25. It can be inferred that the demand for "large, well-lighted interiors" mentioned in line 10 resulted in the construction of
    (A) offices
    (B) factories
    (C) warehouses
    (D) department stores

26. The phrase "carried on" in line 10 is closest in meaning to
    (A) conducted

(B) supervised
(C) moved about
(D) improved

27. The word "necessitated" in line 13 is closest in meaning to
    (A) identified
    (B) replaced
    (C) required
    (D) supplied

28. It can be inferred from the passage that all of the following occurred as a result of the Industrial Revolution EXCEPT
    (A) considerable societal changes
    (B) office buildings larger than any ever built before
    (C) storage and marketing of industrial products
    (D) a decrease in leisure activities

29. The word "them" in line 16 refers to
    (A) items
    (B) pressures
    (C) populations
    (D) centers

30. According to the passage, which of the following is true about the effect of the Industrial Revolution on transportation systems?
    (A) Traditional methods of transportation were adequate for workers to get to their jobs.
    (B) Faster, more efficient methods of transportation were required for the production and distribution of goods.
    (C) Manufacturers could not produce sufficiently large quantities of goods to support the costs of railroad transportation.
    (D) Only the most essential products required new, mechanized methods of transportation.

31. The word "Hence" in line 19 is closest in meaning to
    (A) moreover
    (B) nevertheless
    (C) in contrast
    (D) for these reasons

Questions 32-40

Famed for their high-elevation forests, the Appalachian Mountains sweep south from Quebec to Alabama. Highest in New England and North Carolina, this broad system covers more than 1,200 miles to form the rocky backbone of the eastern United States. Line
The Blue Ridge Mountains form a substantial part, 615 miles, of the far-reaching
(5)   Appalachians. They begin as a narrow, low ridge in Pennsylvania, then slowly spread

and rise until they reach the height of 5,938 feet at majestic Grandfather Mountain in
North Carolina. The Blue Ridge technically includes among its major spurs the Great
Smoky Mountains and the Black Mountains; Mount Mitchell, in the latter range, is at
6,684 feet the highest peak east of the Mississippi River. Like the rest of the Appalachians,
(10) these mountains were once substantially higher and bolder. Their uplift was completed
some 289 million years ago, and they have been drastically eroded ever since.

At one time, immense continental glaciers covered the land as far south as Pennsylvania.
Although they did not spread over the Blue Ridge, plants and animals far beyond their reach
became adapted to the cold. When the climate warmed and the ice melted, the cold-adapted
(15) species retreated northward, surviving in the south only at higher, cooler elevations.
Red Spruces and Fraser firs are remnants of the Ice Age, thriving in the higher elevations
of the Blue Ridge; and local belches, birches, and red oaks are typical of forests farther
to the north.

Sharing the high peaks is another distinctive plant community. This is the "bald" — a
(20) treeless area covered with grass, or more commonly, with broad-leaved shrubs. Often
large and vigorous, the latter include huckleberries, mountain laurel, and most especially,
rhododendron, an evergreen shrub that blossoms in June and creates some of the most
spectacular wild gardens on Earth.

32. The word "sweep" in line 1 could best be
replaced by which of the following?
(A) brush
(B) extend
(C) clear
(D) hurry

33. The southernmost point of the Appalachian
Mountains is in
(A) Quebec
(B) New England
(C) Alabama
(D) North Carolina

34. According to the passage, a 615-mile expanse
of the Appalachians is known as
(A) the Blue Ridge Mountains
(B) Grandfather Mountain
(C) the Black Mountains
(D) the Great Smoky Mountains

35. The word "technically" in line 7 is closest in
meaning to
(A) partially
(B) similarly
(C) likely
(D) officially

36. The expression "the latter range" in line 8
refers to
(A) Appalachians
(B) the Black Mountains

(C) the Great Smoky Mountains
(D) Grandfather Mountain

37. The word "they" in line 13 refers to
(A) Pennsylvania and the southern states
(B) plants and animals
(C) mountains
(D) glaciers

38. According to the passage, the melting of
glaciers caused some plant species to
(A) adapt to the heat
(B) die out
(C) grow bigger and stronger
(D) move northward

39. The author mentions all of the following as
plants that can be found in a "bald" EXCEPT
(A) mountain laurel
(B) huckleberries
(C) red oaks
(D) rhododendron

40. Where in the passage does the author mention
what has happened to the development of the
mountains since they reached their highest
point?
(A) Lines 5-7
(B) Lines 10-11
(C) Lines 14-15
(D) Lines 19-20

Questions 41-50

A rapidly advancing contemporary science that is highly dependent on new tools is
Earth system science. Earth system science involves observation and measurements on

the Earth at all scales from the largest to the smallest. The huge amounts of data that are Line
gathered come from many different locations and require special techniques for handling
data. Important new tools that facilitate Earth system science include satellite remote
sensing, small deep-sea submarines, and geographic information systems.

(5)

More than any other way of gathering evidence, satellite observations continually
remind us that each part of the Earth interacts with and is dependent on all other parts.
Earth system science was born from the realization of that interdependence. Satellite
remote sensing makes possible observations at large scales, and in many cases,
measurements of factors that could not otherwise be measured. For example, the
ozone hole over Antarctica--the decrease in the concentration of ozone high in the
atmosphere--is measured by remote sensing, as are changes in deserts, forests, and
farmlands around the world. Such measurements can be used in many areas of
specialization besides Earth system science. Archaeology, for example, has benefited
from satellite observations that reveal the traces of ancient trade routes across the
Arabian Desert.

(10)

(15)

New tools for exploring previously inaccessible areas of the Earth have also added
greatly to our knowledge of the Earth system. Small deep-sea submarines allow scientists
to travel to the depths of the ocean. There they have discovered new species and
ecosystems thriving near deep-sea vents that emit heat, sasses, and mineral-rich water.
Just as important as new methods of measurement and exploration are new ways to
store and analyze data about the Earth system. Computer-based software programs known
as geographic information systems, or GIS, allow a large number of data points to be
stored along with their locations. These can be used to produce maps and to compare
different sets of information gathered at different times. For example, satellite remote
sensing images of a forest can be converted to represent stages in the forest's growth
Two such images, made at different times can be overlaid and compared, and the changes
that have taken place can be represented in a new image.

(20)

(25)

41. What is the main idea of the passage?
(A) Special techniques are needed to classify
the huge amounts of data about Earth
(B) New tools provide information about Earth
that was once impossible to obtain
(C) Advances in Earth system science have
resolved many environmental problems
(D) Satellite remote sensing can show changes
between two images taken years apart.

42. The word "contemporary" in line 1 is closest in
meaning to
(A) little-known
(B) informative
(C) current
(D) exciting

43. The word "facilitate" in line 5 is closest in
meaning to
(A) enable
(B) require
(C) organize
(D) examine

44. The author of the passage mentions that satellite
observations are especially effective in
(A) conducting scientific studies of life on the
ocean floor
(B) predicting future climate changes

(C) providing data to determine Earth's age
(D) demonstrating interactions among all of
Earth's parts

45. The word "realization" in line 9 is closest in
meaning to
(A) observation
(B) assumption
(C) explanation
(D) recognition

46. According to the passage, satellite observations
of the Arabian Desert allow archaeologists to
discern
(A) indications of ancient routes
(B) evidence of former lakes
(C) traces of early farms
(D) remains of ancient forests

47. The word "inaccessible" in line 18 is closest in
meaning to
(A) unreachable
(B) undiscovered
(C) unexplored
(D) unpredictable

48. The word "they" in line 20 refers to
(A) new tools
(B) small deep-sea submarines

(C) scientists
(D) the depths of the ocean

49. The word "thriving" in line 21 is closest in
meaning to
(A) surviving
(B) flourishing
(C) feeding
(D) competing

50. The organization of the passage can best be
described as

(A) an extended statement of the basic
principles of a particular scientific theory
(B) an introductory statement followed by a
discussion of particular examples
(C) a comparison of the effectiveness of
different types of scientific tools
(D) an argument for the claim that new
techniques can be useful in many
specialized fields

E.   The Key Answer of English Reading Comprehension Test

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

F. Row Descriptive Data of English Lexical Meaning Mastery

N	The number of students' correct answers out of 50 items
Student 1	30
Student 2	33
Student3	33
Student 4	36
Student 5	35
Student 6	32
Student 7	38
Student 8	36
Student 9	26
Student 10	31
Student 11	23
Student 12	27
Student 13	36
Student 14	22
Student 15	31
Student 16	31
Student 17	23
Student 18	34
Student 19	34

Student 20	21
Student 21	30
Student 22	27
Student 23	24
Student 24	31
Student 25	34
Student 26	34
Student 27	31
Student 28	31
Student 29	21
Student 30	36
Student 31	23
Student 32	25
Student 33	30
Student 34	22
Student 35	34

G. The Descriptive Data of English Lexical Meaning Mastery

Mean	29.8571	
Standard Deviation	5.0651	
Max	38	
Min	21	

Range	17	
Median	31	
Mode	31	
N	35	
Class	6.12939404	7
Interval	2.77352049	3
The Percentage of all students' **English lexical meaning mastery**	29.8571/50X100 = 57.7% (students' English lexical meaning mastery)	

H. The Frequency Distribution of English Lexical Meaning Mastery

Category	Class Interval		Frequency	Class Boundaries	Midpoint	Percentage
Very poor	21	23	7	20.5-23.5	22	20%
Poor	24	26	3	23.5-26.5	25	9%
Moderate	27	29	2	26.5-29.5	28	6%
Moderate	30	32	10	29.5-32.5	31	29%
Moderate	33	35	8	32.5-35.5	34	23%
Good	36	38	5	35.5-38.5	37	14%
Very good	39	41	0	38.5-41.5	40	0%

	Σ		35		100%

I. The Raw Descriptive Data of English Reading Comprehension

N	The number of students' correct answers out of 50 items
Student 1	35
Student 2	29
Student3	28
Student 4	29
Student 5	35
Student 6	27
Student 7	26
Student 8	35
Student 9	25
Student 10	31
Student 11	19
Student 12	26
Student 13	36
Student 14	20
Student 15	19
Student 16	29
Student 17	20

Student 18	33
Student 19	33
Student 20	22
Student 21	30
Student 22	25
Student 23	21
Student 24	32
Student 25	34
Student 26	22
Student 27	33
Student 28	30
Student 29	23
Student 30	34
Student 31	20
Student 32	24
Student 33	32
Student 34	21
Student 35	34

J. The Descriptive Data of English Reading Comprehension

Mean	27.7714	
Standard Deviation	5.5205	
Max	36	

Min	19	
Range	17	
Median	29	
Mode	20	
N	35	
Class	6.12939404	7
Interval	2.77352049	3
The Percentage of all students' English reading comprehension	27.7714/50X100 = 55.5428 (students' English reading comprehension)	

K. The Frequency Distribution of English Reading Comprehension

Category	Class Interval		Frequency	Class Boundaries	Midpoint	Percentage
Very poor	19	21	7	19.5-22.5	20	20%
Poor	22	24	4	22.5-25.5	23	11%
Moderate	25	27	5	25.5-28.5	26	14%
Moderate	28	30	6	28.5-31.5	29	17%
Moderate	31	33	6	31.5-34.5	32	17%
Good	34	36	7	34.5-37.5	35	20%
Very good	37	39	0	37.5-40.5	38	0%
	Σ		35			100%

L. Normality Data of English Lexical Meaning Mastery

Mean	29.8571	
Standard Deviation	5.0651	
Max	38	
Min	21	
Range	17	
Median	31	
Mode	31	
N	35	
Class	6.12939404	7
Interval	2.77352049	3

N	X	Z	F(z)	S(z)	F(z)-S(z)
1	21	-1.7487	0.0402	0.0286	0.0116
2	21	-1.7487	0.0402	0.0571	0.0170
3	22	-1.5512	0.0604	0.0857	0.0253
4	22	-1.5512	0.0604	0.1143	0.0539
5	23	-1.3538	0.0879	0.1429	0.0550
6	23	-1.3538	0.0879	0.1714	0.0835
7	23	-1.3538	0.0879	0.2	0.1121
8	24	-1.1564	0.1238	0.2286	0.1048
9	25	-0.9589	0.1688	0.2571	0.0883
10	26	-0.7615	0.2232	0.2857	0.0625

11	27	-0.5641	0.2863	0.3143	0.0279
12	27	-0.5641	0.2863	0.3429	0.0565
13	30	0.0282	0.5113	0.3714	0.1398
14	30	0.0282	0.5113	0.4	0.1113
15	30	0.0282	0.5113	0.4286	0.0827
16	31	0.2256	0.5893	0.4571	0.1321
17	31	0.2256	0.5893	0.4857	0.1035
18	31	0.2256	0.5893	0.5143	0.0750
19	31	0.2256	0.5893	0.5429	0.0464
20	31	0.2256	0.5893	0.5714	0.0178
21	31	0.2256	0.5893	0.6	0.0107
22	32	0.4231	0.6639	0.6286	0.0353
23	33	0.6205	0.7325	0.6571	0.0754
24	33	0.6205	0.7325	0.6857	0.0468
25	34	0.8179	0.7933	0.7143	0.0790
26	34	0.8179	0.7933	0.7429	0.0504
27	34	0.8179	0.7933	0.7714	0.0219
28	34	0.8179	0.7933	0.8	0.0067
29	34	0.8179	0.7933	0.8286	0.0353
30	35	1.0153	0.8450	0.8571	0.0121
31	36	1.2128	0.8874	0.8857	0.0017
32	36	1.2128	0.8874	0.9143	0.0269
33	36	1.2128	0.8874	0.9429	0.0555
34	36	1.2128	0.8874	0.9714	0.0840

35	38	1.6076	0.9460	1	0.0540
				L Count =	**0.1398**
			L Table at 0.05 confidential level =		**0.1478**

M. Normality Data of English Reading Comprehension

Mean	27.7714	
Standard Deviation	5.5205	
Max	36	
Min	19	
Range	17	
Median	29	
Mode	20	
N	35	
Class	6.12939404	7
Interval	2.77352049	3

N	X	Z	F(z)	S(z)	F(z)-S(z)
1	19	-1.5889	0.0560	0.0286	0.0275
2	19	-1.5889	0.0560	0.0571	0.0011
3	20	-1.4077	0.0796	0.0857	0.0061
4	20	-1.4077	0.0796	0.1143	0.0347
5	20	-1.4077	0.0796	0.1429	0.0633

6	21	-1.2266	0.1100	0.1714	0.0614
7	21	-1.2266	0.1100	0.2	0.0900
8	22	-1.0455	0.1479	0.2286	0.0807
9	22	-1.0455	0.1479	0.2571	0.1092
10	23	-0.8643	0.1937	0.2857	0.0920
11	24	-0.6832	0.2472	0.3143	0.0670
12	25	-0.5020	0.3078	0.3429	0.0350
13	25	-0.5020	0.3078	0.3714	0.0636
14	26	-0.3209	0.3741	0.4	0.0259
15	26	-0.3209	0.3741	0.4286	0.0544
16	27	-0.1397	0.4444	0.4571	0.0127
17	28	0.0414	0.5165	0.4857	0.0308
18	29	0.2225	0.5881	0.5143	0.0738
19	29	0.2225	0.5881	0.5429	0.0452
20	29	0.2225	0.5881	0.5714	0.0166
21	30	0.4037	0.6568	0.6	0.0568
22	30	0.4037	0.6568	0.6286	0.0282
23	31	0.5848	0.7207	0.6571	0.0635
24	32	0.7660	0.7782	0.6857	0.0924
25	32	0.7660	0.7782	0.7143	0.0639
26	33	0.9471	0.8282	0.7429	0.0854
27	33	0.9471	0.8282	0.7714	0.0568
28	33	0.9471	0.8282	0.8	0.0282
29	34	1.1283	0.8704	0.8286	0.0418

30	34	1.1283	0.8704	0.8571	0.0133
31	34	1.1283	0.8704	0.8857	0.0153
32	35	1.3094	0.9048	0.9143	0.0095
33	35	1.3094	0.9048	0.9429	0.0381
34	35	1.3094	0.9048	0.9714	0.0666
35	36	1.4906	0.9320	1	0.0680
				L Count =	**0.1092**
				L Table at 0.05 confidential level =	**0.1478**

N. The Correlation between English Lexical Mastery and English Reading Comprehension

No	X	Y	X1 after scoring	Y after scoring	No	X	Y	XY	X²	Y²
1	21	35	42	70	1	42	70	2940	1764	4900
2	21	29	42	58	2	42	58	2436	1764	3364
3	22	28	44	56	3	44	56	2464	1936	3136
4	22	29	44	58	4	44	58	2552	1936	3364
5	23	35	46	70	5	46	70	3220	2116	4900
6	23	27	46	54	6	46	54	2484	2116	2916
7	23	26	46	52	7	46	52	2392	2116	2704
8	24	35	48	70	8	48	70	3360	2304	4900
9	25	25	50	50	9	50	50	2500	2500	2500
10	26	31	52	62	10	52	62	3224	2704	3844

11	27	19	54	38	11	54	38	2052	2916	1444
12	27	26	54	52	12	54	52	2808	2916	2704
13	30	36	60	72	13	60	72	4320	3600	5184
14	30	20	60	40	14	60	40	2400	3600	1600
15	30	19	60	38	15	60	38	2280	3600	1444
16	31	29	62	58	16	62	58	3596	3844	3364
17	31	20	62	40	17	62	40	2480	3844	1600
18	31	33	62	66	18	62	66	4092	3844	4356
19	31	33	62	66	19	62	66	4092	3844	4356
20	31	22	62	44	20	62	44	2728	3844	1936
21	31	30	62	60	21	62	60	3720	3844	3600
22	32	25	64	50	22	64	50	3200	4096	2500
23	33	21	66	42	23	66	42	2772	4356	1764
24	33	32	66	64	24	66	64	4224	4356	4096
25	34	34	68	68	25	68	68	4624	4624	4624
26	34	22	68	44	26	68	44	2992	4624	1936
27	34	33	68	66	27	68	66	4488	4624	4356
28	34	30	68	60	28	68	60	4080	4624	3600
29	34	23	68	46	29	68	46	3128	4624	2116
30	35	34	70	68	30	70	68	4760	4900	4624
31	36	20	72	40	31	72	40	2880	5184	1600
32	36	24	72	48	32	72	48	3456	5184	2304
33	36	32	72	64	33	72	64	4608	5184	4096
34	36	21	72	42	34	72	42	3024	5184	1764

35	38	34	76	68	35	76	68	5168	5776	4624
					Σ	2090	1944			

N	35
ΣX^2	128292
$(\Sigma X)^2$	4368100
ΣY^2	112120
$(\Sigma Y)^2$	3779136
$\Sigma X \Sigma Y$	4062960
ΣXY	115544
r_{xy}	0.4215
r_{table}	0.2746

The Interpretation of r Value	
0.800 – 1.00	very strong
0.600 – 0.79	strong
0.400 – 0.599	medium
0.200 – 0.399	Low
0.000 – 0.199	very low (no correlation)