THE CORRELATION BETWEEN READING SPEED AND VOCABULARY MASTERY AT SECOND GRADE OF SMK N 1 KINALI THE ACADEMIC YEAR 2021/2022

A Thesis

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LETTER OF ADVISORS LEGITIMACY

A thesis entitled "**The Correlation Between Reading Speed and Students' Vocabulary Mastery at Second Grade of SMK N 1 Kinali in the Academic Year 2021/2022**" written by **Herlina** with NIM **2315.139** has fulfilled the requirements to be tested and has been considered and approved to be presented and retained in Thesis amination.

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ABSTRACT

HERLINA: 2315.139 "The Correlation Between Reading Speed and Students' Vocabulary Mastery at Second Grade of SMK N 1 Kinali in the Academic Year 2021/2022", A Thesis, State Islamic Institute of Bukittinggi,2022.

The purpose of this reseach was to find out whether there any significant correlation between students' Reading Speed and Students' Vocabulary Mastery at Second Grade of SMK N 1 Kinali in the Academic Year 2021/2022. The researcher found several problems at the field, the problems were the students have problems in reading speed and vocabulary. The indicated that the students were poor reading speed, their vocabulary was good. The students good reading speed, their vocabulary was poor. The students were weak in mastering vocabulary and Some of students' low motivation in reading. Thus, this research was done in SMK N 1 Kinali.

The design of this research was correlational research. The instruments of this research were reading speed tests for measuring students' reading speed and vocabulary mastery test for measuring students' vocabulary mastery. The population of this research was all of the second grade of SMK N 1 Kinali in the academic year of 2020/2021 which consists of 4 classes. The sample was 33 students taken by simple random sampling technique. To find that the students' reading speed and their vocabulary mastery correlate or not, the researcher used the Pearson Product Moment Correlation Coefficient.

The results of the research show that there was a correlation between students' Reading Speed and Students' Vocabulary Mastery at Second Grade of SMK N 1 Kinali in the Academic Year 2021/2022. The researcher found that the coefficient of correlation between students' Reading Speed and Students' Vocabulary Mastery was 0,371. It showed that there was high correlation between students critical thinking and argumentative writing, it included the scale of r interpretation score between 0,60-0,79. Futhermore, with df =31. And the level of significance 0,05 (α= 5%) obtained 0,3440. So, rxy = 0,371 > t table 0,3440. So, Ha was accepted and Ho was rejected. It means that there was low correlation between students' Reading Speed and Students' Vocabulary Mastery.

Keywords: Correlation, reading speed, vocabulary mastery

ABSTRAK

HERLINA: 2315.139 "Hubungan Kecepatan Membaca Dengan Penguasaan Kosakata Siswa Kelas II SMK N 1 Kinali Tahun Pelajaran 2021/2022", Skripsi, Institut Agama Islam Negeri Bukittinggi, 2022.

Penelitian ini bertujuan untuk mengetahui apakah ada hubungan yang signifikan antara Kecepatan Membaca dengan Penguasaan Kosakata Siswa Kelas II SMK N 1 Kinali Tahun Pelajaran 2021/2022. Peneliti menemukan beberapa masalah di lapangan, masalahnya adalah siswa memiliki masalah dalam kecepatan membaca dan kosa kata. Hal ini menunjukkan bahwa kecepatan membaca siswa kurang baik, kosa kata mereka baik. Kecepatan membaca siswa baik, kosa kata mereka buruk. Siswa lemah dalam penguasaan kosakata dan beberapa siswa memiliki motivasi yang rendah dalam membaca. Oleh karena itu, penelitian ini dilakukan di SMK N 1 Kinali.

Desain penelitian ini adalah penelitian korelasional. Instrumen penelitian ini adalah tes kecepatan membaca untuk mengukur kecepatan membaca siswa dan tes penguasaan kosakata untuk mengukur penguasaan kosakata siswa. Populasi dalam penelitian ini adalah seluruh siswa kelas II SMK N 1 Kinali Tahun Pelajaran 2020/2021 yang terdiri dari 4 kelas. Sampel berjumlah 33 siswa yang diambil dengan teknik simple random sampling. Untuk mengetahui apakah kecepatan membaca siswa dan penguasaan kosakata mereka berkorelasi atau tidak, peneliti menggunakan Koefisien Korelasi Product Moment Pearson.

Hasil penelitian menunjukkan bahwa ada hubungan antara Kecepatan Membaca dengan Penguasaan Kosakata Siswa Kelas II SMK N 1 Kinali Tahun Pelajaran 2021/2022. Peneliti menemukan bahwa koefisien korelasi antara Kecepatan Membaca siswa dan Penguasaan Kosakata Siswa adalah 0,371. Hal ini menunjukkan bahwa terdapat korelasi yang tinggi antara berpikir kritis siswa dan menulis argumentatif, termasuk skala skor interpretasi r antara 0,60-0,79. Selanjutnya, dengan df =31. Dan pada taraf signifikansi 0,05 (α= 5%) diperoleh 0,3440. Jadi, rxy = 0,371 > t tabel 0,3440. Jadi, Ha diterima dan Ho ditolak. Artinya, terdapat hubungan yang rendah antara Kecepatan Membaca dengan Penguasaan Kosakata Siswa.

Kata kunci: Korelasi, kecepatan membaca, penguasaan kosakata

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Reading holds the important rules since reading was the activity that cannot be released from life to search for some information or knowledge from printed text. Students should have good reading skills. Reading skills were necessary when students want to further their studies, especially at the secondary level. They need good reading skills for acquiring knowledge and learning new information. Reading was a complex cognitive process and mastery of all aspects of reading was crucial for academic success and achievement.[1] The ability to recognize the words and comprehend them was the key 1of reading. By practicing reading continuously, the students would get better and help students would become better readers and faster readers, especially in a foreign language.

Reading in a second or foreign language was a more complicated process than reading in one's first language because it requires additional demands on the reader. Reading can be assessed from various domains, reading speed was one of them.[2]In addition, speed reading plays an important role not only in first language acquisition but also in English as

[1]Talal Abd Al- Hameed Al Odwan. 2012. "*International Journal of Humanities and Social Science" The Effect of the DRTA through Cooperative Learning on English Secondary Stage Students' Reading Comprehension*, Vol. 2 No. 16, pp. 138

[2] Angels LlanesBaro, *Reading in English as a foreign language: Examining differences in reading speed, comprehension, efficacy, and L1 cross-linguistic influence across grades. Investigaciones Sobre Lecture*. ISSN: 2340-8685. P. 2

a second or foreign language learning program.[3] It means that speed reading was very important in reading a foreign language text or second language. A reader has a different reading rate in reading speed. Reading speed for foreign language and second language learners usually takes 250 wpm.[4] It means that each student has a different reading rate in reading speed.

Speed reading was one of several ways was used to improve one's ability in reading. Speed reading was the act of quickly absorbing written information, the goals was read quickly by making eyes movement faster and increase reading speed but still retain comprehension of material.[5] Reading speed was the rate at which a person reads written text (printed or electronic) in a specific unit of time. Reading speed was generally calculated by the number of words read per minute.[6] It means that, speed reading was the act of quickly absorbing written information then calculated by the number of words read per minute.

Speed reading was not just about reading words faster than before, it was also about being able to read at a speed appropriate for the material in reading. Reading slowly makes the mind wander. It can cause boredom. The mind cannot remember anything. Reading too fast would reduce the

[3]Kulaparon Hiranburana, *The assessment of reading speed and reading ability of thai university commerce and accountancy students who are trained by using a computer reading program*. Passa.Volume 34.ChulalongkornUnversity Language Institute. P. 104

[4]Ita Nur Ekasari, *the correlation of reading speed and reading comprehension in reading, Research on English teaching in Indonesia*. P. 53

[5] Mohammad Arief Wahyudi, *The effectiveness of speed reading technique in improving students' reading comprehension at the fourth semester of English department*. P. 132

[6]Andri Pratama, *Investigation into a Link between Students' English Reading Speed and Reading Comprehension Achievement: The Case of Indonesian EFL Student Teachers*. P. 207

chance of remembering and makes the mind stressed and frustrated.[7] Furthermore, speed reading was related to memory. Concentration was much needed when students read faster than they did before. Speed reading was not only reading the material faster, but also it can help the reader catch and remember information that lies in the book. In contrast, if students read the material too slow, the brain would be bored to catch the information.

Speed reading can help students comprehend material and build knowledge. Zorn stated that reading speed and comprehension of normal people increase hand in hand with age, educational level, vocabulary gained, and intensity of reading. In addition, Richard Sutz stated speed reading has a snowball effect on the size of vocabulary and general knowledge, which increases reading speed. The more students read speed the larger students' vocabulary and breadth of knowledge become; the larger they become, the more easily read, which encourages you to read more and broaden your vocabulary and knowledge.[8] In conclusion, reading speed and vocabulary mastery was two elements that were closely related. When students were reading, students certainly look for the information contained in the text with efficiency, which makes understanding and vocabulary grow.

Vocabulary was the collecting of the word which was able to convey the feeling, ideas, and thought. According to Richards, vocabulary

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[7]Konstant, Tina. (2003), *Teach Yourself. [electronic book] London: Great Britain for Hodder & Stoughton Educational, a Division of Hodder Headline LTD*. Retrieved on February 8 th 2011 from www.gigapedia.com p. 25

[8]Richard Sutz, & Peter Weverka, *Speed Reading for Dummies*, (New York: Wiley Publishing, Inc), p. 13

was the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.[9]That statement explains that vocabulary jointly of language elements may be a vital factor besides different language element. People with massive vocabulary area unit improved in language skills than individuals with very little vocabulary. Large vocabulary makes significant contribution to almost all the aspects of language.

Vocabulary was one of the language components that have an important role in the development of the language skills since for large majority of students; the ultimate goal of studying was able to communicate. The importance of vocabulary was demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.[10] It means that the students cannot read well if they do not have vocabulary because they would be difficult to translate it. But in mastering student's vocabulary was not easy.

Mastering vocabulary means that students have comprehensive knowledge about vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word – spoken and written, the connotation or associations of the word, and word fluency.[11]Mastering vocabulary was one of the students"' need to understand the language. It

[9] Richards Jack C., Renandya Willy A.. *Methodology in Language Teaching An Anthology of Current* .(Practice-Cambridge University Press, 2002), p. 255

[10]*Mofareh Alqahtani, The Importance of Vocabulary in Language Learning and How To Be Taught*,"(International Journal of Teaching and Education, Vol III, No 3/2015), p. 22.

[11]Dewi Nur Asyiah, *The Vocabulary Teaching and Vocabulary Learning Perception, Strategies, and Influences on students' Vocabulary Mastery*. (Bandung: Indonesia University of Education, 2017), p. 298

was widely accepted among researchers that the difference in students‟ vocabulary levels was a key factor in disparities in academic achievement. However, vocabulary instruction has been neither frequent nor systematic in most schools.

The bigger students' vocabulary, the faster students able be to read. Hesitating at unfamiliar word stops you and makes you try to work out the meaning of the whole passage.[12] It means that to increase reading speed, vocabulary was very important thing that student must know. Because student automatically slowdown in the word which they unfamiliar. When you do not read at the right speed, your comprehension was diminished. One of the skills you acquire as a speed reader knows when to slow down and when to speed up. The fastest speed readers adjust the speed at which they read, just as the fastest stock car racers slow down when they're in a crowded field or on a slick patch of roadway. They adjust their speed according to the type of reading they were doing.

Based on preliminary research on the students of second grades to teacher and students at SMK N 1 Kinali from 12th October until 15th October 2021 by conducting interview, the researcher found several problems. First, some the students who seemed to have good vocabulary but have problem with reading speed. The students good reading speed, their vocabulary was poor. Some of students said that they have good vocabulary mastery but they can to read slow. They read slow because

[12]Konstant, Tina. *Teach Yourself Speed Reading*. (Hodder Headline:2003), p.46

they want to make sure that they understand every word there were in the text.

Second was the students were weak in mastering vocabulary, therefore they did not understand what they read, and it was hard for them to read faster. So actually, that was all give bad effect with their score in the classroom when they do the exercise or when they have the exam.

Last was about the students' interest that affected their motivation. The students' problem in motivation can be seen from the condition that they were in the English reading activity. When they read a text, the students could not focus on the text. Sometimes they stopped reading and chatted with their friends. Moreover, they did another activity while reading a text, such as playing with their pencil, ruler or eraser. When the teacher started to discuss the text, the students did not give any response. The teacher needed to repeat the instructions because some of them stayed quiet and did not play any attention to their teacher. When the teacher called on some students to respond the teacher's questions, they were surprised and read the text again. Some of them gave the wrong answers.

Dealing with previous discussion, it was predicted that the students who were good in vocabulary have a good reading speed. This research was done for the intention of exploring how correlation reading speed and the vocabulary mastery. Therefore, the research that would conduct was entitled: "***Correlation between students' reading speed and their vocabulary mastery at the second-grade students of SMK N 1 Kinali in the academic year 2021/2022***"

B. Identification of Problem

Based on the background problems stated previously, the researcher identifies that there were several problems found by the researcher. The problems were as follow:

1. The students have problems in reading speed and vocabulary. The indicated that the students was poor reading speed, their vocabulary was good. The students good reading speed, their vocabulary was poor.
2. The students were weak in mastering vocabulary
3. Some of students' low motivation in reading.

C. Limitation of Problem

In this research, the problem of this study would limit to a correlation between speed reading and vocabulary mastery to the second-grade students of SMK N 1 Kinali in general reading, especially to get the information on the text and the speed of reader from the text.

D. Formulation of The Problem

To get the objective of the study systematically, the problem in this research would be formulated in the following research questions:

1. Was there any significant correlation between students' reading speed and their vocabulary mastery at the second-grade students of SMK N 1 Kinali in the academic year 2021/2022?
2. What was the correlation direction between students' reading speed and their vocabulary mastery at the second-grade students of SMK N 1 Kinali in the academic year 2021/2022?

3. What was the correlation magnitude between students' reading speed and their vocabulary mastery at the second-grade students of SMK N 1 Kinali in the academic year 2021/2022?

E. Purpose of the Research

Following the formulation of the problem above, there were three purposes of this research as followed:

1. To find out the significant correlation between students' reading speed and their vocabulary mastery at the second-grade students of SMK N 1 Kinali in the academic year 2021/2022
2. To find out correlation direction between students' reading speed and their vocabulary mastery at the second-grade students of SMK N 1 Kinali in the academic year 2021/2022
3. To find out the correlation magnitude between students' reading speed and their vocabulary mastery at the second-grade students of SMK N 1 Kinali in the academic year 2021/2022.

F. Significance of the Research

This research can give valuable contributions to some elements, they were:

1. For the researcher

   As the requirement to obtain the Strata 1 Degree in English Education Department and to get knowledge about reading speed and its relationship with vocabulary mastery.

2. For the readers

The result of this research was expected to give information and reference to the readers about the study of the correlation between reading speed and vocabulary mastery at second-grade students of SMK N 1 Kinali.

3. For the teachers

   This research hopefully can be used by the teacher especially who teach English courses so that the teacher can know about the relationship between reading speeds with students' vocabulary mastery in the learning process.

4. For the institution

   The result of this research was expected to provide more information about reading speed and its relationship with students' vocabulary mastery

5. For other researchers

   It can give information and this study can be guidance for the other researcher who would research the correlated materials in the future.

G. Definition of the Key Terms

In other to avoid misunderstanding of the key terms, the researcher defines them as follows:

1. Correlation was a research study that involves collecting data to determine whether and to what degree a relationship exists between two or more variables.

2. Reading speed

Speed Reading was a process or activity in the reading of emphasis on speed, but not leaving about understanding aspects of reading.

3. Vocabulary Mastery

Vocabulary mastery refers to the number of words someone knows. It was the number of words that have been acquired by students as their basic knowledge and those that would be acquired by the students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of the Related Theories

1. The Nature of Reading Speed

a. Definitions of Reading Speed

Speed reading was seeing, decoding, silent reading, comprehending the words, and concentrating. When people read at the right speed, their comprehension usually reduces, therefore when people speed their reading they have to know when to slow down and speed up reading.

Speed Reading gave best of its benefit for High School students because at their ages, they can still absorb new ideas without too enormous consideration. Hence, they can learn to read fast. Speed Reading to teach reading for the sake of improving students 'reading rate without losing comprehension.[13] Other than that, Klaser in Browning presents four positive points in learning to read faster.[14] The first one was the amount of time you would save when you're able to double your speed. The second advantage was

[13] Sri Wardani, *Using Speed Reading and Extensive Reading Activities to Improve Students' Reading Fluency.* Tersedia Online di http://journal.um.ac.id/index.php/jph ISSN: 2338-8110 Jurnal Pendidikan Humaniora Vol. 2 No. 3, Hal 219-227, September 2014. P. 220

[14]Browning, J. *Why Teachers Should Use Timed Reading in ESL classes*. The Internet TESL Journal, [Online], Vol. IX (6): 1-13 2003., retrieved from http://iteslj.org /Articles /Browning-Timed Reading.html on July 27, 2021. P. 1

that readers can concentrate better which leads to greater comprehension. Thirdly, with the increase in potential speed and comprehension, academic grades tend to rise as well. And lastly and most importantly, students would enjoy the act of reading more, which promotes greater extensive reading, an added area for increasing reading speed and comprehension.

Konstant clearly states the definition of speed reading: Speed reading was not just about reading words faster than before. It was about being able to read at a speed appropriate for the material in reading. Reading slowly makes the mind would wander. It can cause boredom. The mind cannot remember anything. Reading too fast would reduce the chance of remembering and makes the mind stressed and frustrated.[15] Furthermore, speed reading was related to memory. Concentration was much needed when students read faster than they did before. Speed reading was not only reading the material faster, but also it can help the reader catch and remember information that lies in the book. In contrast, if students read the material too slow, the brain would be bored to catch the information.

From the theory above it can immediately the speed reading was reading at speeds significantly than normal without losing its

[15]Konstant, Tina. (2003), *Teach You*. [electronic book] London: Great Britain for Hodder & Stoughton Educational, a Division of Hodder Headline LTD. Retrieved on February 8 th 2011 from www.gigapedia.com p. 25

comprehension or a method of reading rapidly by assimilating several words or phrases at a glance or by skimming. Based on some of the statements above, it was important to remember that reading speed and motivation to read were two separate elements in the reading process, but both of them were influenced each other. Speed reading was not only about reading a text faster but it was also the reader's ability to manage the information they got from the text wisely. And that ability was influenced by some factors like technical content, the difficulty of the text, background knowledge, and motivation to read.

b. Developing reading speeds

According to Abeer, there were some ways in developing reading speed;[16]

1) The line by line method

This method depends on the vertical reading style starting within the middle of the line and then moving fast to the next. This method depends on reading thoughtful units with a realization of their content and meaning-making it was a good solution to the problem of reading word by word.

2) The card method.

This method was used in training for speed reading to avoid moving backward while reading. The reader starts from the top and moves to the bottom using a card that moves line

[16]Abeer Alarfaj, *The effect of a suggested training program on reading speed and comprehension of Saudi female university students*, Procedia - Social and Behavioral Sciences 31 (2012) 612 – 628. P. 614-615

by line as he/she reads. This card can be replaced by some computer applications in which one line can be displayed to the reader for a short period that suits the speed of the trainee and then the line would be replaced by the next until the end of the text.

3) The pencil method.

This method relies on expanding the reader's range of vision where he picks up several words at one glance. This tactic requires the reader to use a vertical line at the middle of the page with five other horizontal lines divided in a way to form rectangles. Then the reader starts by looking into the middle of the rectangle to conceive it as one sentence and then moving to the next rectangle till the end of the page. The method has been given the pencil name because the trainee reader was required to use a pencil in his mouth so that there was no way he can move his lips while reading.

4) Barriers to reading speed

Barriers to improvements in reading speed can be related to teaching methods such as a lack of vocabulary, lack of knowledge that relates to the strategy of studying new vocabulary, and the inability to use context signals. Additionally, a lack of training in how to teach good Reading Speed can result in students who read with the purpose of memorization without getting details, fear of misunderstanding

leading to excessive scrutinizing while reading and reading word by word instead of scanning.

c. Factors Affecting Speed Reading

Some purposes affected someone to speed their reading. According to Konstant, five main factors were contributing to speed reading, as follows:[17]

1) Clarity of Purpose

The clarity of purpose was the ability to always know the reason why we read something. The purposes itself depend on the reader, whether he or she read a text for the pleasure of getting any information in it. The clearer the purpose, the faster that would be able to read.

2) Mood and Motivation to Read

Mood and motivation in reading were something important. If someone feels tired and does not have the motivation to read, they usually cannot read as quickly as when they have a clear reading motivation. Tried to manage and clearer the motivation so that we can concentrate and focus on the time.

3) Familiarity with the Subject-related Terminology

This factor means the background knowledge the readers have about the material. If readers have background

[17]Konstant, Tina. *Work Smarter With Speed Reading*. Great Britain: A Macmillan Company. 2010, p. 23.

knowledge about the text, they would have a framework to build and might be able to read quite quickly.

4) Difficulties of the Text

If the books were easy to read, the readers would read them faster, but if the books were difficult to read, then readers would read them slower. The difficult book to read usually would slow down our reading.

5) Urgency and Stress Level

Urgency and stress level were also important factors due to reading speed factors. When we read something immediately, we cannot read quickly because stress would slow us down.

d. Techniques of Reading Speed

As discussed before, reading speed was not only reading rapidly, it was a kind of reading skill about how to manage the information, and like many other skills it skill must be practiced regularly. In the effort of managing the information, people usually use some techniques in it. There were lots of techniques that could be learned to help us read faster.

According to Richard, there were three techniques of reading speed that especially well, those were as follows:[18]

1) Skimming for the main ideas

[18] Richard Sutz, & Peter Weverka, *Speed Reading for Dummies*, (New York: Wiley Publishing, Inc), p. 168.

When you skim a page, you take the main ideas from the reading material without reading all the words. You look for and seize upon words that appear to give the main meaning.

2) Scanning for specific words or phrases

Scanning was quickly scouring the text for specific information; unlike skimming, you were not concerned with the broader meaning of the text. Scanning involves moving your eyes quickly down the page seeking specific words or phrases.

3) Rereading to find out what the text was about when you reread, you direct your attention to telltale parts of a text to find out what the text was about, whether it was worth reading, and what parts to read. You typically use it in combination with another reading method; rereading just acts as the first filter.

According to the explanation above, the concludes that there were lots of various techniques to improve someone's ability in reading speed and those techniques use depends on the purpose of reading itself.

e. Benefits of speed-reading

According to, there were some of the Benefits of speed-reading:[19]

1) Knowledge

When students read, students take in a lot of information. Those who were not well-read would not have

[19] Nathan, *Speed-reading the Comprehensive Guide To Speed Reading – Increase Your Reading Speed By 300% In Less Than 24 Hours*. P. 39-42

access to much information on a wide range of different subjects. There was an adage that states, "Knowledge Was Power", and so it becomes all the more important to read as much as possible and diversify one's current awareness. This does not always have to be academic and can also be trivial; it's vital to keep in mind that both were equally important and you must expand your horizons through reading books and other texts on diverse subjects if you wish to increase your knowledge base.

2) Confidence

Reading well leaves a person with utmost confidence not easily obtained. If you were in a group where everyone was well-read and speaks intelligently while you were the only one that does not do so, then it was important that you read and increase your confidence so that you feel that you fit in. Once you develop knowledge, you would start speaking up and contribute to a conversation more confidently. The basic aim was to contribute constructively and you can easily do so by reading books that would provide you with key information on a plethora of topics.

3) Freedom

The ability to read, or read fast, would free you from having to rely on others to help you understand something. You would not have to rely on others to tell you what you need to

know and can quickly start doing a job by yourself. This freedom can go a long way in ensuring that you don’t waste your time and can allow you to quickly move to another important task. It would also prevent you from making errors and not allow others to take advantage of you.

4) Security

When you were well-read, a sense of security starts to creep in. Apart from confidence, you'll also develop this feeling that you can easily handle anything that was put your way. This enables you to forge ahead with the utmost belief in yourself and would also help you towards establishing financial security. Your knowledge and skills would take you a long way and you just might get a raise as well - all too often owing to your skill. So, keep reading and improving your vocabulary and cognition; you would successfully reach new heights by doing so.

5) Memory

Memory power was a big boon to mankind. Imagine a world where nobody has a good memory; it would be quite irritating. To help you improve your memory, the best thing to do was read as much as possible and in addition, read on a variety of different subjects. Try reading a language book and learning a new language. Doing such extracurricular studies would strengthen both your short-term and long-term memory.

You would remember things better and for longer periods. Partake in regular memory contests and you would truly see just what a marked difference your speed-reading skills makes for you, in no time at all.

6) Focus

When it comes to reading, the focus was of utmost importance. The average human mind was capable of reading 600 words a minute and yet we manage only a couple of hundred. A wise style to increase reading speed was by increasing your focus and vice versa, once you earnestly take up speed-reading, your focus would automatically start to improve. You would be able to talk to others from different walks of life as you become more present.

7) Logic

Logic was a mind activity that attaches feasible reasoning to events and occurrences. This type of logic was extremely important for everybody to possess, as it would save a lot of time in reasoning throughout the day. When you read good books, your mind automatically adapts to logic like the flow of the words starts registering inside your mind. As you start to read more and practice speed-reading techniques, your mind would start to hold more information and process it thoroughly; you would realize that through this, it would

become easier for you to think of things and events through a logical perspective.

8) Emotions

Most of us were now exposed to a lot of stress, which caused us to feel extremely fatigued. Most of us turn to television to relieve ourselves of this stress, without realizing that it was only worsening it for us. Students don't understand that most media sources negatively impact our thinking and slow us down, especially binge-watching television shows. The need of the hour was to indulge in an activity that would effectively curb our stress and improve our mind's health and that activity was reading. When you learn to speed read, you would find it increasingly easy to read big books; the feeling of getting lost in epic novels was simply amazing. Hence, you can get lost novels daily and kiss your stress goodbye. Once you learn to speed read, you would not feel like stopping! Trust me, it's that good!

9) Solutions

All human beings wish to seek solutions to their issues. Some wish to find solutions to serious problems and some to petty ones but the core of the matter was to walk away with the cake, by being the first one to find a feasible solution; this can be made possible by reading in excess. You have to read as much as possible and absorb all information like a sponge, and

then the information can be employed to find solutions to issues. The human brain was capable of things that you cannot even imagine and before you know it, it would have already formulated a feasible solution to the problem that lies in front of you.

10) Invention

Our world has existed for thousands of years, but there were still too many discoveries waiting to happen out there. If you were adept at reading fast, then you can read a vast number of books within a short amount of time; the key was to absorb as much information as possible very swiftly. Then, mix and match whatever you read and come up with something new. This new information or logic would help you in more ways than you can shake a stick at so get reading and discover something new.

f. Speed-Reading Test

According to Sutz and Waverka, two procedures must be passed in measuring reading speed. The first was measuring the reading speed and the second was measuring the reading comprehension, and both of the scores must be integrated to get an Effective Reading Rate (EER).[20]

1) Testing speed reading

[20]Sutz&Waverka, op. cit, pp. 75-76

This test used to measure how many words that reader reads per minute. The formula was:

$$\frac{the\ number\ of\ the\ word\ in\ the\ text}{the\ number\ of\ a\ second\ required\ to\ read\ the\ text}\ x\ 60 = word\ per\ minute\ (WPM)$$

2) Testing reading comprehension

The comprehension test was conducted by the researcher in order to take the students' comprehension score. The comprehension test consists of 45 multiple choices questions. Each question has 4 options of the answer. There were eight items to measure reading comprehension, they were:

a) Main idea (topic)
b) Expressions/idioms/phrases in context
c) Inference (implied detail)
d) Grammatical features
e) Detail (scanning for a specifically stated detail)
f) Excluding facts not written (unstated details)
g) Supporting idea (s)
h) Vocabulary in context.[21]

Testing reading comprehension used to measure the score that the reader gets after reading the text and answering some questions related to the text. The formula was:

$$\frac{\boldsymbol{the\ right\ answer}}{\boldsymbol{the\ maximum\ score}}\ \boldsymbol{x}\ \mathbf{100}\% = \boldsymbol{reading\ score}\ \%$$

[21] H. Douglas Brown. *Language Assessment Principles and Classroom Practices* (San Fransisco: Pearson Education Longman), 2004. p.206

Reading rate different people may have different reading rates. It can be seen by their reading speed test. An effective and efficient reading rate for foreign language learners could be classified as follows:

Table 2.1Reading Rate[22]

No	Reader	Speed WPM	Comprehension
1.	Poor	10 - 100	30% - 50%
2.	Average	200 – 300	50% - 70%
3.	Functionnally literate	400 - 700	70% - 80%
4.	Top 1 in 100	800 - 1000	80% - 90%
5.	Top 1 in 1000	1000+	90% +

The formula of calculating the reading rate:[23]

WPM X Score Comprehension = Effective Reading Rate (ERR).

2. The Nature of Vocabulary Mastery

a. Definitions of Vocabulary Mastery

Vocabulary mastery was receiving process of a foreign language that happened intentionally or unintentionally. Students'" vocabulary mastery was effort and performance of students to gain or reach English vocabulary through teaching and learning process. Without enlarging students" vocabulary mastery, they cannot read successfully. By mastering vocabulary, it makes students possibly use the language for communication because they were aware of the ideas and attitudes that were represented by words. Therefore, anyone who learned a language successfully must enlarge his or her vocabulary mastery.

[22] Tony Buzan, op. cit, 2003. p. 30
[23] Tony Buzan, op. cit, 2003. p. 29

Thornbury in Asyiah states that mastering vocabulary means that students have comprehensive knowledge about vocabularies which include the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word – spoken and written, the connotation or associations of the word, and word fluency.[24] Mastering vocabulary was one of the students"‘ need to understand the language. It was widely accepted among researchers that the difference in students‘‘ vocabulary levels was a key factor in disparities in academic achievement. However, vocabulary instruction has been neither frequent nor systematic in most schools.

Vocabulary mastery cannot be done spontaneously but step by step. Keraf in Trimastuti defines the steps in processing vocabulary mastery. First, children's period, in this term children can define concept vocabulary to say their concrete idea. Second, in the adolescent period, in this term, the vocabulary was used more intensively because they make more communication with each other.[25] It can be concluded that vocabulary was very important in learning a language and mastering vocabulary. It would facilitate someone in using language in communication.

[24]Dewi NurAsyiah, *The Vocabulary Teaching and Vocabulary Learning Perception, Strategies, and Influences on students' Vocabulary Mastery*. (Bandung: Indonesia University of Education, 2017), p. 298

[25]Wahyu Trimastuti, *The Effectiveness of Cooperative Language Learning in Teaching Vocabulary*, (Surabaya: IJET, 2016), p. 272

b. Kind of Vocabulary

According to Hiebert, there were two kinds of vocabulary.[26] The first was productive vocabulary was the set of words that an individual can use when writing or speaking. It means that to use the productive vocabulary, the students were supposed to know how to pronounce it well, they must be able to use the grammar of the language target, and they were also hoped to be familiar with collocation and understand the connotation meaning of the words. The last was Receptive vocabulary was a set of words for which an individual can assign meanings when listening or reading.

In addition, According to Nelson, ―words in English have classes that were usually called part of speech‖, there were:[27]

1) Noun

Noun, as a rule, was used to name the animal, person, thing, idea, event, or place.

2) Verb

The verb was one of several conditions in a sentence to be a complete sentence. Without a verb, a sentence could not stand. in mental actions (am, was were, etc.) or physical (kick, swim, etc.) done by the subject was shown through verbs.

[26] H. HiebertElfrieda, L. Kamil Michael, *Teaching and Learning Vocabulary Bringing Research to Practice* (Lawrence Erlbaum Associates, 2005), p. 3

[27]Gerald Nelson and Sidney Greenbaum, *An Introduction to English Grammar Fourth Edition*,(London and New York: Routledge Taylor and Francis Group, 2016), p. 36

3) Adjective

To modify nouns, the students could use this section, called adjective. Adjectives were words that confirm the number, size, quality of nouns.

4) Adverb

Adverb has a function that resembles an adjective, which was to change the type of the word class. Adverb was able to change the class of words such as verb and adjective. Adverb was usually given an additionally at the end of the word.

5) Preposition

In English, to indicate a place or time was a function of the preposition. the words included in the preposition were above, below, outside, in, on, at, nearby, near, since, bottom, under, up, out, inside, etc.

6) Conjunction

Popular conjunction to connect a sentence, phrase, and clause. There were two kinds of conjunctions:

a) Coordinator: coordinator functions to connect the same word or element. Like and, but, or.

b) Subordinator: introduced a subordinator clause. Such as: after, before, although, if, since, as long as, provided that, in other that, etc. g. Pronoun English pronouns function to

remodel the nouns. The main pronoun such as I, my, myself, mine, you, your, yourself, he, she, it.

7) Pronoun

English pronouns function to remodel the nouns. The main pronoun such as I, my, myself, mine, you, your, yourself, he, she, it.

8) Determiner

To introduced noun phrases commonly use determiner. It could be in the form of numeral, pronoun, article, etc. The main determiner such as this, that, each, one, second, many, some.

As explained above, the part of speech according to Nelson: noun, verb, adjective, adverb, preposition, determiner, conjunction, pronoun.

c. Principle for Teaching Vocabulary

David Nunan states that several principles can be helpful when focusing on vocabulary development as part of an ESL or EFL program. There were seven principles in teaching vocabulary in the classroom.[28] The first was emphasizing direct teaching. Its means about direct and indirect vocabulary instruction should be included as part of vocabulary development programs. The second was teaching vocabulary words before a new activity, when vocabulary words were taught before a new activity, students

[28] David Nunan, *Practical English Language Teaching*, (Mc Grow Hill, 2003), p. 135

benefit in two ways. The third, teach how to use context clues appropriately. It was mean students can benefit from learning how to use context clues and guessing the meaning from the context.

The fourth, resent multiple exposures to new vocabulary items, in this part the young learners make educational gains when they were exposed to vocabulary items repeatedly in rich contexts. Five, give opportunities for deep processing of vocabulary items, it was about deep processing means working with information at a high cognitive and/or personal level. Six was about 12 teach students to use dictionaries. In another word, the use of dictionaries as a tool for EFL instruction has come back into style. Seventh, students have to keep vocabulary notebooks. 8 Vocabulary notebooks provide students with opportunities to develop a variety of vocabulary acquisition strategies and also help students have more control over their learning.

By using the principles above, the teacher can easily teach vocabulary. It can be helpful for the teacher when focusing on developing vocabulary as a part of the English foreign language. The teacher cannot teach vocabulary to students if the teacher can't understand their student's vocabulary ability.

d. Indicator of Vocabulary Test

In testing vocabulary, teachers can use a synonym, antonym, definition, and gap filling. According to Hughes, there

were three kinds of vocabulary test: synonyms, definitions, and gap filling.[29]

1) Synonym

Synonym was a word that has similar meaning with other words. Synonyms were words that share the same meaning or nearly the same meaning as other words. For example, beautiful means nice.

2) Definition

The definition means the meaning of the word, based on context and category. For example, the rose was the red flower; the car was transportation tools which have four wheels.

3) Gap Filling

The context can be given in one sentence only, but the teacher can also give several sentences in which the word appears. In this test, the teacher makes sentences and put gap part in it. Then, the students fill in the gap by using words which has contextual meaning based on sentence.

3. The correlation between reading speed and students' vocabulary mastery

Speed reading has a snowball effect on the size of vocabulary and general knowledge, which increases reading speed. The more students read, the larger their vocabulary and breadth of knowledge become; the larger they become, the more easily read, which

[29]Arthur Hughes, "Testing for Language Teachers", (Cambridge, 1989) p.148-149

encourages them to read more and broaden vocabulary and knowledge.[30] It means that if the students more students read, the larger their vocabulary and knowledge.

According to Sutz, speed reading aims to learn how to read more than one word at a time, and to do that you have to read with your eyes instead of your ears. Your comprehension would increase at the same time as your speed increases because when you read more than one word at a time you read phrases rather than isolated words. The meaning the author wants to put across was in the phrase, not the isolated word. Meaning was in groups of words so the more words you can comprehend at one time, the better your comprehension, understanding, and subsequent recall would be.[31] Based explanation above, it can be concluded that reading speed and vocabulary mastery were two elements that were closely related. When we were reading, we certainly look for the information contained in the text, which makes understanding and vocabulary grow.

[30]Richard Sutz, & Peter Weverka, *Speed Reading for Dummies*, (New York: Wiley Publishing, Inc), p. 13

[31]Konstant, Tina. *Work Smarter With Speed Reading*. Great Britain: A Macmillan Company. 2010, p. 110

B. The Review of Related Studies

Some previous studies discuss speed reading. First, Ika Rosika conducted a study titled The Correlation between Students‟ Interest in Reading and Their Reading Speed at the Second Semester Academic Year 2008.[32] This study tried to find out whether students‟ who 20 have a high interest in reading also have a good reading speed. She used a questionnaire that had 20 questions about interest and speed-reading tests to collect data. The result of this study was there was no correlation between students reading interest and their reading speed.

Another research conducted by Muniarsih, titled The Correlation between students‟ motivation in Reading and Their Reading Speed.[33] This study focused on finding out the significance of the correlation between motivation in reading and speed reading. The population of this study was second-semester students of English Education Department UIN Syarif Hidayatullah Jakarta and the sample was taken by random sampling technique. The instruments of this study were questionnaires and tests. The questionnaire was used to take data about students reading motivation. It asked closed-ended questions which used the Likert Scale. Then, students were tested by speed reading test to know the speed-reading score. The data was analyzed by Pearson Product Moment. The result shows that there was a correlation between students‟ motivation in reading and their reading speed.

[32] Ika Rosika, The Correlation between Students‟ Interest in Reading and Their Reading Speed at the Second Semester Academic Year 2008

[33] Muniarsih,The Correlation between students‟ motivation in Reading and Their Reading Speed

The last was on the previous research that was done by Muslikah with the title The Correlation Between Students' Vocabulary Mastery and Their Ability in Writing Analytical Exposition Text at the Second Semester of the Eleventh Grade at SMA Karya Mataram South Lampung in the Academic Year of 2016/2017,[34] it was found that there was a positive correlation between students' vocabulary mastery and their speaking ability. Because by seeing the result of the data calculation in the previous chapter, null hypotheses (Ho) were not accepted, and alternative hypotheses (Ha) were accepted. It was said that the assumption was revealed, vocabulary mastery and writing ability in analytical exposition text were correlated significantly. It was supported by scores the students achieved, in which they received higher scores after the test was given.

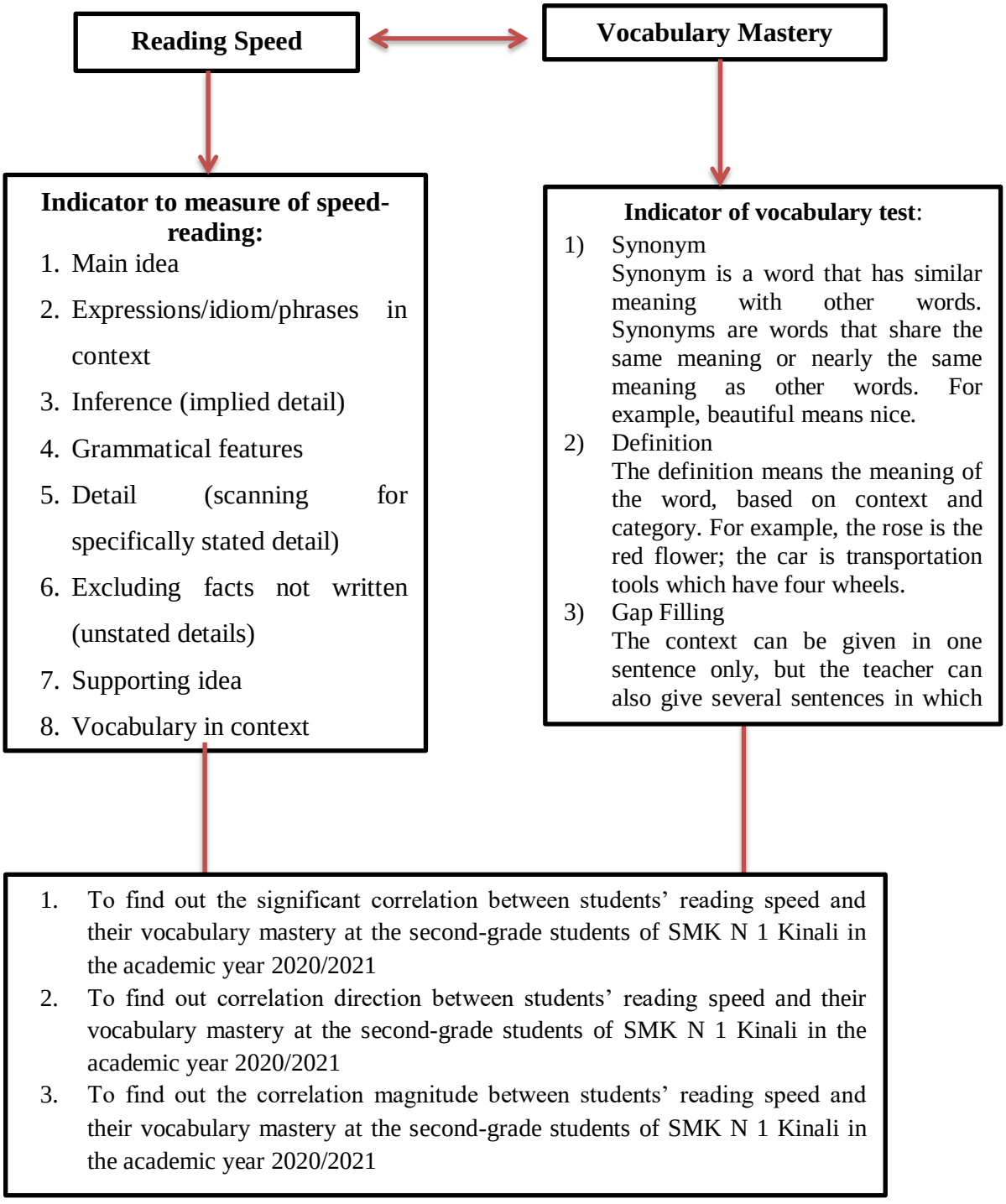
Based on the research above, this research was different from previous research; the objective of this research was to know whether there was any correlation between students' reading speed and their vocabulary mastery. Furthermore, in this quantitative research, the correlation research design was used.

[34] Muslikah, The Correlation Between Students' Vocabulary Mastery and Their Ability in Writing Analytical Exposition Text at the Second Semester of the Eleventh Grade at SMA Karya Mataram South Lampung in the Academic Year of 2016/2017

C. The Conceptual Framework

Figure 2.2 Conceptual Framework

There was a schema to explain this research to make clear; the research can be shown in a diagram as follows:



Reading speed was an important ability to be possessed by readers because it provides the advantage of being able to absorb important or most needed information from texts in a limited time. So that reading was not only an exhibition of capabilities but as an efficient way of reading. Speed reading can also give readers a sense of satisfaction. But speed reading was not an ability that can be considered easy. Need other abilities that can support or even become guidelines to increase reading speed? The most important ability in English was vocabulary. So, by mastering the vocabulary, it was indirectly increasing the reading speed of someone.

Vocabulary was the most important component because we have to know what students read, the reading speed increase too. Based on the frame of thinking below, the researcher assumed that vocabulary mastery affects reading speed. If the students‟ vocabulary mastery was good, it can be predicted that they have high reading speed. If the students‟ vocabulary mastery was moderate, it can be predicted that they have moderate reading speed meanwhile, if the students‟ vocabulary mastery was not good, it can be predicted that their reading speed did not have good as well.

D. Hypothesis

The hypothesis was a temporary answer to the formulation of the research problems, where the research problems formulation has been stated in the form of sentence question research formulated as follow:

1. Ha: there was a significant correlation between students' reading speed and vocabulary mastery

Ho: there was no significant correlate ion between students' reading speed and vocabulary mastery

2. Ha: there was a positive correlation between students' reading speed and vocabulary mastery

   Ho: there was no positive correlation between students' reading speed and vocabulary mastery

CHAPTER III

RESEARCH METHOD

A. Design of the Research

This research was correlational research. According to Gay, correlational research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables.[35] The researcher used correlational research because the researcher wanted to find out the relationship between students' reading speed and vocabulary mastery. Thus, to measure it, the researcher used quantitative research in order the researcher knew the degree of relationship between two variables.

The concept of correlation research was not only about finding the relationship between two variables or more, but also finding the direction and the contribution of the correlation. Cohen declares that the correlation research intends to answer three questions about two variables such as was there a relationship between two variables, what was the direction of the relationship, and what was the magnitude.[36] In conclusion, if there was a correlation between two variables, the researcher was going to find the direction of the correlation and it ends by finding the contribution level of the correlation. The scheme could be presented as follow:

Independent variable (x)	**Dependent variable (y)**
Reading Speed	**Vocabulary Mastery**

[35] L.R Gay, *Educational Research; Competence to Analysis and Application*, (Florida International University), p. 203

[36]Louise Cohen, et al, *Research methods in Education*, (London: Taylor& Francis Group, 2005).p.193

Based on the explanation above, the researcher used two variables which they were variables X and variable Y. Variable X was students' reading speed and variable Y was students' vocabulary mastery. Briefly, this research was correlation design because the researcher wanted to find out the correlation between students' reading speed and students' vocabulary mastery.

B. Population and Sample

1. Population

The population was a general subject or object that used by the researcher to get a conclusion. According to Sugiyono, the population as generalized consists of object/subject which was certain quality and characteristic to be learned and concluded by a researcher.[37] The population of this research was all of the second grades in SMK N 1 KINALI in the 2021/2022 academic years, which consists of four classes. The population would be described in the table below:

3.1: The Population of second grade in SMK N 1 Kinali in the academic year 2021/2022

No	Class	Total students	25% as Sample
1.	XI TKJ	32	$\frac{25}{100} x\ 32 = 8$
2.	XI AKUNTASI	33	$\frac{25}{100} x\ 33 = 8$
3.	XI OTKP	34	$\frac{25}{100} x\ 34 = 9$
4.	XI DKV	33	$\frac{25}{100} x\ 33 = 8$
Total		132	32

[37]Sugiyono, *Metode Penelitian kuantitatif, kualitatif dan R&D,* (Bandung: Alfabeta,2012), p. 80

2. Sample

The sample of this research was a part of population. According to Sugiyono, sample was a part of number and characteristic that has by the population.[38] There were some sampling techniques to determine the sample, and the researcher used total random sampling. There were 4 classes of the XI grade as seen in the table. The total number of students was one hundred and twenty-seven students. However, the researcher did not take all of the population as the source of the research because the total number of students was more than one hundred. The researcher used random sampling as a sampling technique, which means that every student in the population had the same chance to be the sample.[39] In addition, Suharsimi Arikunto stated that if the subjects were less than 100, it was better to take all of the subjects. But if the subjects were more than 100, it might be taken between 10% - 15%, 20% - 25%, or even more.[40] The researcher took 25% of the students would be 32 students.

C. Instrumentation

Instrumentation was known as the tool to get the data that was needed by the researchers. The researcher got the data from two kinds of instrumentation, they were speed reading test and vocabulary mastery test.

1. Speed Reading Test

The researcher used a test as an instrument in this research. According to Brown state that a test, in simple terms, was a method of

[38]Sugiono,*Metodologi Penelitian Pendidikan*, (Bandung : Alfabeta, 2009).p.118

[39]Suharsimi Arikunto, Prosedur Penelitian, Suatu Pendekatan Pratiki, Ed Rev 2010, Jakarta: Rineka Cipta, 2010. P. 177

[40] Suharsimi Arikunto, *Prosedure Penelitian Suatu pendekatan Praktis*.___p.134

measuring a person's ability, knowledge, or performance in a given domain.[41] The test used to measure the students' reading speed. To measure of reading speed, the researcher made test based on indicators of speed reading test based. The form of test used by the researcher was multiple choices where it consists of 20 items. Indicator Speed Reading Test, main ideas there was I item, Expressions/idiom/phrases in context there was 1 item, Inference (implied detail) there were 2 items, Grammatical features there were 2 items, Detail (scanning for specifically stated detail) there were 8 items, excluding facts not written (unstated details) there were 3 items, supporting idea there were 2 items, and vocabulary in context there were 2 items.

2. Vocabulary Test

The researcher would give a test for the students' vocabulary scores of the English teacher in SMK N 1 Kinali. The test used to measure the students' vocabulary test. The form of test used by the researcher was multiple choices where it consists of 20 items. Indicator of Vocabulary Test, indicator of synonym there were 5 items, indicator of synonym definitions there were 5 items and indicator of Filling gap there were 10 items.

3. The Validity of Speed Reading Test and Vocabulary Test

Besides the researcher also considered the validity of the test to measure the test which used valid to use. Validity was an index that shows the measuring instrument measures what was measured. To find

[41]H. Douglas Brown, *Language Assessment: Principles and Classroom Practic*e, (San Fransisco, California2003), p. 3

out whether the test was valid or not, it was important to do a validity test. After that, the items or statements that were not valid so must be discarded or not used as items of the test.

Validity in testing was used to discover whether a test measures accurately what is intended to measure. Arikunto says that a test can be said as a valid test if the measure what was intended to measure and the instrument is called as valid instrument when it can give a true description about the data based on the reality or fact.[42] In this research, the validity was about the content validity and exspert validity. Conten validity is an instument that is content appropriateness to measure what is supposed to be measured.[43] It means that the teacher should consider the purpose of test and choose the appropriate validity that used in order the test can be evaluated based on lesson objective. In this case, the researcher considered the test with the syllabus and lesson plan. In this case, the researcher did validity and consulted the instrumentation to the expert they were the lecturers. The validity test was done by SPSS 20 or using product moment by Pearson as follows:[44]

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

[42] Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan, (Jakarta: Bumi Aksara, 1997), p.57
[43]Arthur Hughes, Testing for Language Teacher, (Cambridge University Press, 2003), p.27
[44] Suharsimi Arikunto, Procedur Penelitian Suatu Pendekatan dan Praktek : Edisi Revisi IV. (Jakarta: Rineka Cipta, 1998) p.161

Where:

Rxy : correlation coefficient between X variable and Y variable these two variables were correlated

N : Total of students

∑ Y : Total of multiple score item and total score

∑ : Total item

∑Y : Total score

So, if Rxy > r table, the test was valid and Rxy < r table, the test was invalid.

4. The Reliability of Speed Reading Test and Vocabulary Test

Reliability means consistent. As stated by Brown, if you give the same test to the same subject or matched subject on two different occasions, the test itself should yield similar result: it should have test reability.[45] If a test that was given in the different time produced the same result, it can be concluded that the test is reliable. A reliable measure in one that provides consistent and stable indication of the characteristic being investigated. The researcher use the formula K-R 20 as follow:[46]

$$R^{11} = \frac{n}{n-1} \left[\frac{s^2-\sum pq}{s^2}\right]$$

R^{11} = Reliability coefficient

n = The sum of students

p = Proposition who give right answer

[45] Douglas Brown, Language Assesment: Principles and Classroom Practices, p.22

[46] Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan, (Jakarta: Bumi Aksara, 1996)

q = Proposition of who give wrong answer

$\sum pq$ = Sum of $_{pq}$

S^2 = Variant

General description of coefficient correlation as follows

Table 3.4
Table interprets a coefficient correlation

Product Moment (r*xy*)	Interpretation
0,00 – 0,20	**Very Low**
0,20 – 0,40	**Low**
0,40 – 0,70	**Moderate**
0,70 – 0,90	**High**
0,90 – 1,00	**Very High**

Source :Sugiyono, Statistika Untuk Penelian

D. The Techniques of Data Collection

In line with the design of the research above, the data would be taken by the researcher from the test and documentation as follows below:

1. Speed Reading Test

In this research, the data collected through the test which contains the material of reading speed. In addition, the test gave to the sample in this research. Some steps would be done by the researcher. Firstly, the students asked to do the test. Secondly, the researcher collected, and then the test that was finished by the students and gave the score. Then, the score was tabulated. The last, the researcher analyzed the students' score test.

5. Vocabulary Test

The variable Y was vocabulary mastery. The researcher used vocabulary test to collect the data about the students' vocabulary

mastery. Some steps would be done by the researcher. Firstly, the students asked to do the test. Secondly, the researcher collected, and then the test that was finished by the students and gave the score. Then, the score was tabulated. The last, the researcher analyzed the students' score test. The researcher used it to be analyzed and correlate with students' reading speed.

E. The Technique of Data Analysis

Before finding out the correlation, there were some requirements to be fulfilled such as:

1. Testing the normality of the data

   The purpose of testing the normality of the data was to know whether the data spread out normally or not. Kolmogorov-Smirnov and Shapiro-Wilk in SPSS 20 for windows use to test the normality of the data. To determine the normality, the value of sig, at the column of Shapiro-Wilk was bigger than the sig. the level that has been set in this study, the researcher used sig. the level at 0.05. If the sig-value > 0.05 then the data were normally distributed and if the sig-value was < 0.05 then the data were not normally distributed.

2. Test the linearity of the data

   Linearity test was intended to determine the pattern of relationship between each independent variable with the dependent variable whether formed linear or not. It was used for testing the linear relationship between the independent variable (X) and the dependent variable (Y).

Decision making for this linearity test by consulting the ANOVA table in SPSS see the value of Sig linearity of each independent variable with the dependent variable compared to the level of significance, then linear regression could be used to explain the effect between the existing variable. While the Sig deviation from linearity value indicated the linearity of the data used. To test linearity, SPSS V.20 was performed with a significance level of 0.05. Two variables were said to have a linear relationship when significance (linearity) was more than 0.05.

To find the students' reading speed with students' vocabulary mastery has a relationship or not, the researcher analyzed the data using the Pearson Product Moment Correlation Coefficient:

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

n= the number of respondents

x= the students' score in reading speed

y= the students' score in vocabulary mastery

$\sum$x= the sum of reading speed

$\sum$y= the sum of vocabulary mastery

$\sum x^2$ = the sum of squares parts of reading speed

$\sum y^2$ = the sum of squares vocabulary mastery

$\sum$XY = the sum multiplication of reading speed scores and vocabulary mastery.

The interpretation Pearson Product Moment Correlation Coefficient:

Table 3.6
Table interprets a coefficient correlation

Product Moment (r*xy*)	Interpretation
0,00 – 0,20	**Very Low**
0,20 – 0,40	**Low**
0,40 – 0,70	**Moderate**
0,70 – 0,90	**High**
0,90 – 1,00	**Very High**

Source :Sugiyono, Statistika Untuk Penelian

F. The Testing Statistical

1. Formulated (ha) and (ho)
2. Test accurateness of hypothesis by finding (df)

   df= N-2

   Note:

   df = Degrees of freedom

   N = Number of cases
3. Determine alpha value (ɒ) : 0,05
4. Consulting with r table at significant level 5%

   If r_{xy}>r_{tab}, so Ha was accepted and Ho was rejected

   If r_{xy}<r_{tab}, so Ha was rejected and Ho was accepted.[47]

[47]Sugiyono, *Statistika Untuk Penelitian*, (Bandung : CV Alfabeta, 2007), p.231

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter show the finding and discussion about the analysis of data collected to answer the formulation of the problems: first, waas there any significant correlation between students reading speed and their vocabulary mastery? Second, what was the correlation direction between students reading speed and their vocabulary mastery? Last, what was the correlation magnitude between students reading speed and their vocabulary mastery?

The findings consisted of three sections, they were description of the data, analysis of the data and testing the hypothesis.

1. Description of the data

The data of this research was gotten by researcher at the second-grade students at SMK N 1 Kinali. The score of the students reading speed were collected by reading speed test, whereas students' mastery was collected by vocabulary mastery test, both of as the data of this research used of formulate of correlation.

The population of this research was consisted of 4 classes: class TKJ, class Account, Class ADV and class OTKP. The researcher took 25 % of the second grade as the respondent of research by random sampling from total population. That"s mean 25 % sample from total population was 33 respondents.

a. The description of the data score students' reading speed

This research used reading test to get the data students critical thinking as many 20 questions multiple choice. Those questions were measured of students' reading speed of student through of reading test. These were some steps to describe the data collected by tabulating the data, the data collected through students' reading speed test were tabulated into table.

Table 4.1 Score of students' reading speed test

No	Name	Score
1	Abdullah	100
2	Adri	90
3	Afriani Putri	53
4	Alya Wulandari	68
5	Delia Putri Utama	60
6	Defani Nur Arazaqki	75
7	Dinda Yulina Sari	90
8	Efredi Yanto	63
9	Elsa Fitriani	70
10	Frisca Putri Aulia	60
11	Hotmaria Batubara	70
12	Gisva Nofrianti	57
13	Lili Kamala Fitriani Lubis	90
14	Marta Niati Br. Lase	90
15	Meiliza Putri	88
16	Roy Martin	75
17	Niati Zalukhu	75
18	Nisa Ayu Anggiani	73
19	Nisrawati	83
20	Rahmia Yupita	61
21	Reva Ardia Putri	90
22	Rita Handayani	48
23	Riyan	75
24	Roni Naldi	80
25	Sri Mulyani Indra Wati	83
26	Sri Pramelinda	60
27	Suci Rahmadani	85
28	Susi Susanti	85

29	Vitri Anggraini	39
30	Welli Tiara	40
31	Wira Agnes Budiman	85
32	Yoga Putra Pratama	88
33	Zulnar Fahmi	96
MIN		**39**
MAX		**100**
MEAN		**74**

Based on the table 4.1 it can be concluded that the score of students' reading speed test based on the data indicators of students' reading speed test which collected from distributing students' reading speed test by test which was contained as much 33 respondents. Based on the table, researcher found of average of class was 74. The effective reading rate level were interval speed wpm 10-100, with comprehension between 30%-50% that's categorized of reader's qualification was poor classified as follows:

Table 4.1Reading Rate[48]

No	Reader	Speed WPM	Comprehension
1.	Poor	10 - 100	30% - 50%
2.	Average	200 – 300	50% - 70%
3.	Functionnally literate	400 - 700	70% - 80%
4.	Top 1 in 100	800 - 1000	80% - 90%
5.	Top 1 in 1000	1000+	90% +

b. The description data score of students' vocabulary mastery

The variable Y was vocabulary mastery. The researcher used vocabulary test to collect the data about the students' vocabulary mastery. Some steps would be done by the researcher. Firstly, the students asked to do the test. Secondly, the researcher collected, and then the test that was finished by the students and gave the score.

[48] Tony Buzan, op. cit, 2003. p. 30

Then, the score was tabulated. The last, the researcher analyzed the students' score test. The researcher used it to be analyzed and correlate with students' reading speed. These were some steps to describe the data collected by tabulating the data, the data collected through students' reading speed test were tabulated into table.

Table 4.2 Score of students' reading speed test

No	Name	Score
1	Abdullah	65
2	Adri	70
3	Afriani Putri	75
4	Alya Wulandari	80
5	Delia Putri Utama	85
6	Defani Nur Arazaqki	90
7	Dinda Yulina Sari	95
8	Efredi Yanto	75
9	Elsa Fitriani	75
10	Frisca Putri Aulia	65
11	Hotmaria Batubara	60
12	Gisva Nofrianti	65
13	Lili Kamala Fitriani Lubis	50
14	Marta Niati Br. Lase	90
15	Meiliza Putri	75
16	Roy Martin	70
17	Niati Zalukhu	50
18	Nisa Ayu Anggiani	40
19	Nisrawati	25
20	Rahmia Yupita	30
21	Reva Ardia Putri	25
22	Rita Handayani	80
23	Riyan	60
24	Roni Naldi	55
25	Sri Mulyani Indra Wati	60
26	Sri Pramelinda	45
27	Suci Rahmadani	65
28	Susi Susanti	65
29	Vitri Anggraini	75
30	Welli Tiara	60
31	Wira Agnes Budiman	75
32	Yoga Putra Pratama	45

33	Zulnar Fahmi	50
MIN		**25**
MAX		**95**
MEAN		**63**

Based on the table 4.2 it can be concluded that the score of students' vocabulary mastery based on the data indicators of students' students' vocabulary mastery which collected from distributing students' vocabulary mastery test by test which was contained as much 33 respondents. Based on the table, researcher found of min score was 25, max score was 95 and average of class was 63.

2. Prerequisites of Analysis

Before the researcher analyzed the data, the researcher doing some steps; test the normality of the data, test the homogeneity of the data, test the linearity of the data.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Reading Speed	,136	33	,126	,947	33	,110
Vocabulary Mastery	,123	33	,200*	,962	33	,286

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

a. Lilliefors Significance Correction

The normality of the data showed that Reading habit significant was 0,200, while reading speed and vocabulary mastery significant was 0,126 and 0,200. It means that the data on the variable X and variable Y was normal distribution. The data were normal distribution because the

values of X and Y variables were bigger than 0,05. Test of normality was used SPSS 20.

Test of Homogeneity of Variances

Hasil

Levene Statistic	df1	df2	Sig.
,166	1	64	,685

The homogeneity of the data showed that significant was 0,685. It means that the homogeneity of the data was homogeneous because the value significant more than 0,05. Tests of homogeneity was used SPSS 20.

a. Test the Linearity of the Data

The goal of testing the linearity of the data was to know whether there was a relationship between two variables or not. The researcher used SPSS 20 to do the test for linearity. Testing for SPSS with a used level of significance 0,05. If the score of deviation from linearity Sig > 0,05, it means that there was a linearity relationship between two variables (independent and dependent variable). On the other hand, if the score of deviation from linearity Sig < 0,05, it means that there was no linearity relationship between two variables. ANOVA (Analysis of Variance) table in SPSS can help to determine the type of regression that can be used to explain the result between independent and dependent variables.

Table 4.4
Test of Linearity

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading speed * Vocabulary mastery	Between Groups	(Combined)	2884,694	13	221,900	,804	,651
		Linearity	151,945	1	151,945	,550	,467
		Deviation from Linearity	2732,749	12	227,729	,825	,626
	Within Groups		5246,033	19	276,107		
	Total		8130,727	32			

The linearity of the data showed that significant was 0,626. It means that there was a linearity relationship between two variables because the value significant more than 0,05. Test of linearity was used SPSS 20.

3. The Analysis of the Data

In this research, the data collected by using reading speed tests and vocabulary tests. The researcher was used statistical calculation to analyze the data which have been gotten. The researcher was used the formula by using the Pearson Product Moment Correlation to find out the correlation.

Correlations

		Reading Speed	Vocabulary
Reading Speed	Pearson Correlation	1	,371
	Sig. (2-tailed)		,448
	N	33	33
Vocabulary	Pearson Correlation	,371	1
	Sig. (2-tailed)	,448	
	N	33	33

The table above showed the correlation coefficient r=0,371. It means that there was a positive relationship between reading speed and

vocabulary mastery. Based on the interpretation of Pearson Product Moment Correlation Coefficient between 0,20 – 0,40 with interpretation Low correlation. Thus, there was a very low correlation between two variables.

The correlation coefficient which shows the relationship between Reading Speed and Vocabulary Mastery was **r=0,371**. Clearly, there was a significant correlation between students' Reading Speed and their Vocabulary Mastery. To answer the second question in this research, the correlation coefficient shows that the correlation between Reading Speed and Vocabulary Mastery was **r=0,371**. In short, there was a significant correlation between Reading Speed and Vocabulary Mastery because the result of this calculation has the positive symbol. To know the magnitude of the correlation between Reading Speed and Vocabulary Mastery, the researcher consults with the interpretation table below:

Table 4.6

The Coefficient Magnitude Correlation

Product Moment (r*x*)	**Ccorrelation coefficient**	**Interpretation**
0,00 – 0,20		Very Low
0,20 – 0,40	**r=0,371**	**Low**
0,40 – 0,70		Moderate
0,70 – 0,90		High
0,90 – 1,00		Very High

Source : Suharsimi Arikunto, (2006: 276)

Based on tabel above, the table above showed the correlation coefficient r=0,371. It means that there was a positive relationship

between Reading Speed and Vocabulary Mastery. Based on the interpretation of Pearson Product Moment Correlation Coefficient between **0,20 – 0,40**. Thus, there was a low correlation between two variables. In conclusion, the magnitude of the correlation between Reading Speed and Vocabulary Mastery high correlation.

1. Testing Hypothesis

In this research, the researcher was done the hypothesis to determine whether the hypothesis can be accepted or rejected. There were two hypotheses; Ha: there was a correlation between Reading Speed and Vocabulary Mastery. The second hypothesis was Ho: there was no correlation between Reading Speed and Vocabulary Mastery. To consult with the r-table, the researcher has to determine the degrees of freedom (df) and the significant alpha value (ɒ). The degrees of freedom in this research was N-2 = 32-2 = 31. After that, the researcher used significant alpha value (ɒ) = 0, 05. To determine whether the researcher would accept or reject the hypothesis. The researcher consults to r-table with significant alpha value (ɒ) = 0, 05 and df= 31. Based on the r-table, it was obtained 0,3440, and the researcher has rxy = r=0,371. It means that rxy score was bigger rather than r- table score. If rxy>$rtab$, so Ha was accepted and Ho was rejected. 0,371>0,3440, so Ha was accepted and Ho was rejected. Shortly, Ha was accepted which states that there was significant correlation between Reading Speed and Vocabulary Mastery.

B. Discussion

Based on the data analysis above, the researcher has found that the coefficient of correlation between students' Reading Speed and Vocabulary Mastery at the second-grade students of SMK N 1 Kinali was 0,376. There was a positive correlation between two variables because the result has positive symbol. From the result above, the magnitude of the correlation was low because it was between 0,20 – 0,40. Based on the research results, it can be concluded that the students' Reading Speed does not have a big influence on students Vocabulary Mastery.

This research was about the correlation between students' Reading Speed and Vocabulary Mastery at the second-grade students on SMK N 1 Kinali. It can be said that correlates between students' Reading Speed as a variable X and Vocabulary Mastery as a variable Y. The data were gotten from test.

In analysis data, the researcher calculated students' test of students' Reading Speed and Vocabulary Mastery by using Product Moment formula. It was found that there was the correlation between students' Reading Speed and Vocabulary Mastery at the second-grade students of SMK N 1 Kinali. Moreover, there was also a positive correlation between students' Reading Speed and Vocabulary Mastery. Based on the interpretation the result of the correlation, the students' Reading Speed did not have a big influence on students' vocabulary mastery.

The result of this research supports by theory. According to Sutz, speed reading aims to learn how to read more than one word at a time, and

to do that you have to read with your eyes instead of your ears. Your comprehension would increase at the same time as your speed increases because when you read more than one word at a time you read phrases rather than isolated words. The meaning the author wants to put across was in the phrase, not the isolated word. Meaning was in groups of words so the more words you can comprehend at one time, the better your comprehension, understanding, and subsequent recall would be. Based explanation above, it can be concluded that reading speed and vocabulary mastery were two elements that were closely related. When we were reading, we certainly look for the information contained in the text, which makes understanding and vocabulary grow.

Additionally, based on hypothesis testing the result of rxy was 0,371 and r-table was 0,3440 on df = 33-2 = 31, alpha = 0,05. Because rxy was bigger than r-table, Ha was accepted and Ho was rejected. It means that there was the correlation between students' Reading Speed and Vocabulary Mastery at the second-grade students of SMK N 1 Kinali. In summary, the results of this research support the research hypothesis that there was low correlation between students' Reading Speed and Vocabulary Mastery at the second-grade students of SMK N 1 Kinali.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

The purpose of this research was to know whether there was a correlation or not between students' Reading Speed and Vocabulary Mastery at the second grade of SMK N 1 Kinali. In this research, it correlates the students' Reading Speed score and vocabulary mastery score. Based on the research question about the correlation between students' Reading Speed and Vocabulary Mastery. It could be concluded in Chapter IV.

The result of the research indicated that the students' Reading Speed and Vocabulary Mastery have a positive correlation. students' students' Reading Speed influenced their Vocabulary Mastery, it was shown by the result of their test. Because of the interpretation of the correlation was low, it means that the Reading Speed does not have a big influence on students' Vocabulary Mastery.

B. Suggestion

Based on the findings above, it has proven that there was the correlation between students' students' Reading Speed and Vocabulary Mastery at the second grade of SMK N 1 Kinali. It can be seen on the result of the research. The researcher would like to give suggestions as follow:

1. For students to increase the English reading habits. This was because, if the students were having high English reading habit, this would help the

students to achieve a better English ability, and it would be easier to make the students more understand about any materials.

2. For the English teachers, it was better can help the students to know their English reading habits and increase their English reading habits, so that their academic result can be better and increase.
3. For another researcher, this research can be reference to conduct a research with same topic but different the scope and limitation, for example, like the participants, research methodology, and research instrument.

Furthermore, researcher hope that this study can also be a contribution for teacher or other people who want to do same research to know about students' habits. Before teaching students, a teacher should know the students first, because different students have different kind of habits. If teacher know the habits of the students so, they can manage students in good way

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APPENDIX 1 **RESEARCH INSTRUMENT GUIDELINE**

NO	VARIABLE	SUB VARIABLE	INDICATOR	DESCRIPTOR	NO ITEM
1.	**Reading speed**	**Speed Reading Comprehension test**	Main idea	The students can find the main idea	**1,**
			Expressions/idiom/phrases in context	The students can find Expressions/idiom/phrases in context	**13**
			Inference (implied detail)	The students can find Inference (implied detail)	**16,21**
			Grammatical features	The students can use Grammatical features	**18 and 20**
			Detail (scanning for specifically stated detail)	The students can find detail (scanning for specifically stated detail)	**5,11,2,4,6,10,12 and 14,**
			Excluding facts not written (unstated details)	The students can find Excluding facts not written (unstated details)	**3, 17 and 19**
			Supporting idea	The students can find support the idea	**9 and 15**
			Vocabulary in context	The students can use vocabulary in context	**7 and 8**
2.	**Vocabulary mastery**	**Indicator in testing Vocabulary**	Identifying word meaning in synonyms form	Students were able to find the synonym ofwords.	**1,2,3,4, 5 and 6**
			Identifying word meaning in definitions form	Students were able to funderstand and find themeaning of words.	**7,8,9, 10, 11 and 12**
			Identifying word meaning in Filling gap form	Students were able to understand and usevocabulary based oncontext.	**13,14,15,16,17,18,19 and 20**

APPENDIX 2

READING SPEED TEST

Read the following text, and write down your reading speed on the answer sheet!

Words Read Correctly per Minute

Student :
Grade :
Start time :
End time :

SANGKURIANG

A long time ago, the ancient land of Sunda was ruled by a king and queen who had a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him. The demigod also gave Dayang Sumbi an eternal beauty to keep her beautiful ever after.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple until he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother. They did not recognize each other. He proposed her and she agreed to marry him. On the day before the wedding, as she was caressing her fiance's hair, Dayang Sumbi detected the scar on the temple. She realized that she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set

conditions she thought impossible to be done. Sangkuriang had to make a lake that filled the whole valley and build a vast boat for the couple to sail in, all before dawn.

How to Make Onion and Green Bean Soup

Ingredients:

- Large knob of unsalted butter
- 2 onions, peeled and sliced
- 8 cloves of garlic, peeled and chopped
- 1200 ml chicken stock
- 440 g green beans, sliced
- Large handful of chives, chopped
- Large handful of coriander, chopped

Steps:

- First, prepare the vegetables and herbs.
- Second, gently melt the butter in a saucepan and fry the onion and garlic for five minutes to soften.
- Then, pour the stock into the pan, bring to boil and then reduce the heat.
- After that, add the beans and simmer gently for 8-10 minutes.
- Next, remove from the heat and stir in the fresh herbs.
- Finally, ladle the soup into four soup bowls and serve.

APPENDIX 3

COMPREHENSION TEST

Respondent :

Directions :

1. These questions were used to know students' Reading Speed and comprehension.
2. These questions were multiple choices.
3. These questions consisted of 21 questions.
4. Write down your name and class above the sheet.
5. Give the cross (X) for the correct answer.
6. Please answer these questions based on the correct answer

Answer the following questions on the answer sheet without looking back to the text!

1. What was the story about?
   A. A wrath son
   B. West java's tale
   C. Tumang a Dog husband
   D. The legend of TangkubanPerahu

2. According to the story, Tumang was….
   A. Actually a handsome prince
   B. A demigod
   C. Sangkuriang pet dog
   D. Good at hunting deer

3. Who was Dayang Sumbi's husband?
   A. The King
   B. Sangkuriang
   C. The dog
   D. Her fiance

4. Why did she marry Tamang? Because...
   A. She exclaimed to marry one who gave it back her shuttle
   B. It was a companion Sangkuriang
   C. She fell in love with it
   D. It was a demigod possessing magic powers
5. Why did Sangkuriang kill his dog? because....
   A. It had married his mother
   B. He wanted to take Tumang's powers
   C. Sangkuriang loved Dayang Sumbi

D. He worried about facing his mother by bringing nothing

6. What did Dayang Sumbi do after she knew about Tumang?
   A. She married Sangkuriang
   B. She struck her son so hard
   C. She exclaimed she would marry him
   D. She asked Sangkuriang to make a lake

7. "His love gave him extraordinary strength"
   The underlined word means…
   A. Usual
   B. More
   C. Powerful
   D. Sensational

8. "…gods to bring the sun up early and **thwart** Sangkuriang"
   The underlined word means…
   A. curse
   B. bring down
   C. prevent
   D. avoid

9. What did Sangkuriang have to do to marry Dayang Sumbi?
   A. He had to make a lake and built a boat before dawn
   B. He had to make a lake and built a temple after dawn
   C. He had to make a palace and built a boat before dawn
   D. He had to be a king and built a boat before dawn

10. What did Sangkuriang do after he realized that he had been deceived?
    A. He took an arrow and shot DayangSumbi
    B. He struck Dayang Sumbi
    C. He Chopped down a huge tree in the forest
    D. He Cursed Dayang Sumbi and kicked the half-finished boat back into the for

11. Why did Dayang Sumbi asked the god to bring up sun early?
    A. She wanted three boat to be completed soon.
    B. She was afraid the boat would be completed in one night.
    C. She was angry with Sangkuriang.
    D. She wanted to help Sangkuriang making a boat

12. Why did Sangkuriang kick away the boat upside down?
    A. He was disappointed with ghosts and the fairies.
    B. He wants to make a mountain from a boat.
    C. He was angry with Dayang Sumbi and failed to make the boat.
    D. He wants to show his strength to Dayang Sumbi.

13. What was the purpose of the text above?
    a. To give the lesson about green beans
    b. To explain about how to do something
    c. To explain about how to use something
    d. To explain about how to make something
14. Which of the followings was not needed to make onion and Green Bean Soup?
    a. Sliced onion
    b. Chopped onion
    c. Unsalted butter
    d. Chopped chives

15. Which of the followings was not found in the text above?
    a. The description
    b. The ingredients
    c. The goal of the text
    d. The materials you need

16. What should you do to the green beans before you cook them?
    a. Slice them
    b. Chop them
    c. Sieve them
    d. Simmer them

17. What spices do you need to make Green Bean Soup?
    a. Salt and sugar
    b. Pepper and chilies
    c. Coriander, onions, and garlic
    d. Green beans and chicken stock
18. What should you do first to make Green Bean Soup?
    a. Bring the stock to boil
    b. Fry the onion and garlic
    c. Pour the stock into the pan
    d. Melt the butter in a saucepan

19. What should you do before you pour the stock into the pan?
    a. Reduce the heat
    b. Bring the stock to boil
    c. Fry the onion and garlic
    d. Melt the butter in a saucepan

20. What should you do after you pour the stock into the pan?
    a. Reduce the heat
    b. Bring the stock to boil
    c. Fry the onion and garlic
    d. Melt the butter in a saucepan
21. What should you do before you serve the soup?
    a. Add the beans
    b. Reduce the heat
    c. Stir in the fresh herbs
    d. Ladle the soup into four soup bowls

APPENDIX 4

VOCABULARY TEST

Respondent:

Directions:

1. *These questions were used to know students' vocabulary mastery.*
2. *These questions were multiple choice.*
3. *These questions consisted of 20 questions.*
4. *Write down your name and class above the sheet.*
5. *Give the cross (X) for the correct answer.*
6. *Please answer these questions based on the correct answer*

1. The hotel was very *large*. The underlined word has similar meaning with…….
   A. big
   B. small
   C. short
   D. long

2. "The cable-stayed portion has three *spans* with …" The underlined word has similar meaning with …
   A. Period
   B. Separate
   C. Spacing
   D. Longer

3. " ... spirit of *refinement*, which has been the hallmark of Yogya's art for centuries. The underlined word was closest in meaning ... a
   A. Settlement
   B. Improvement
   C. Engagement
   D. Development

4. To make oriental fried rice, you would need a plate of rice, meatballs, eggs, leeks, chicken fillet, frozen green peas soaked in hot water, garlic, pepper and salt, and a spoonful of oyster sauce. Kata frozen has meaning...
   A. The refrigerated
   B. The frozen one
   C. The soaked
   D. Saved

5. Grind together garlic, pepper and salt. The word "Grind" has meaning...
   A. stir
   B. Chopped

C. Mix
D. Add

6. Then, pour the eggs and green peas. Kata pour has meaning...
   A. stir
   B. burn
   C. fried
   D. mix
7. She immediately checked up her purse, the word checked up means....
   A. Calling
   B. need
   C. check
   D. feel
8. We spent the first day by staying in the hotel. The underlined word means……
   A. live
   B. pass
   C. cross
   D. leave

9. I spent the last ***vacation*** in Jogjakarta. What was the meaning of the underlined word?
   A. stay
   B. through
   C. cross
   D. leave
10. "First **fold** the paper in half the long way." What was the synonym of the underlined word?
    A. Crease
    B. Fail
    C. Shelter
    D. Tear

11. "These were the **ways**...." The synonym of the underlined word was ...
    A. Ingredient
    B. Steps
    C. Performances
    D. Devices

12. "The process of copying CD was possible with any computer…" The word "possible" was closest in meaning to…
    A. Improbable
    B. Probable
    C. Unlikely
    D. Doubtful

Choose the right words to fill the blanks!

1. Boy	***2. Sea***	***3. Life***	***4. People***	***5. Hug***
6. Village	***7. Wife***	***8. Stone***	***9. thunderstorm***	***10. avoid***

The legend of Malin Kundang A long time ago, in a small (13.…) near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong (14…). He usually went to (15…) to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better (16…). He left his mother alone.

` ***Source: Pathway to English XI***

- **Steps**
- **Hot**
- **Lately**
- **Novel**
- **Much**

How to fall sleep easily

It was easy to fall asleep Easily. Follow these (17) _____, First Lay your body down in a comfortable sofa. Then, read something that entrain you. After that, drink a glass of (18) _____milk. Next, you'll feel so sleepy.

Yuning: I'm hardly to sleep (19) _____, Solah. Can you help me?
Solah : Well, actually too (20) _____ sleeping was not very good also.

But you know it's easy to fall asleep soon.

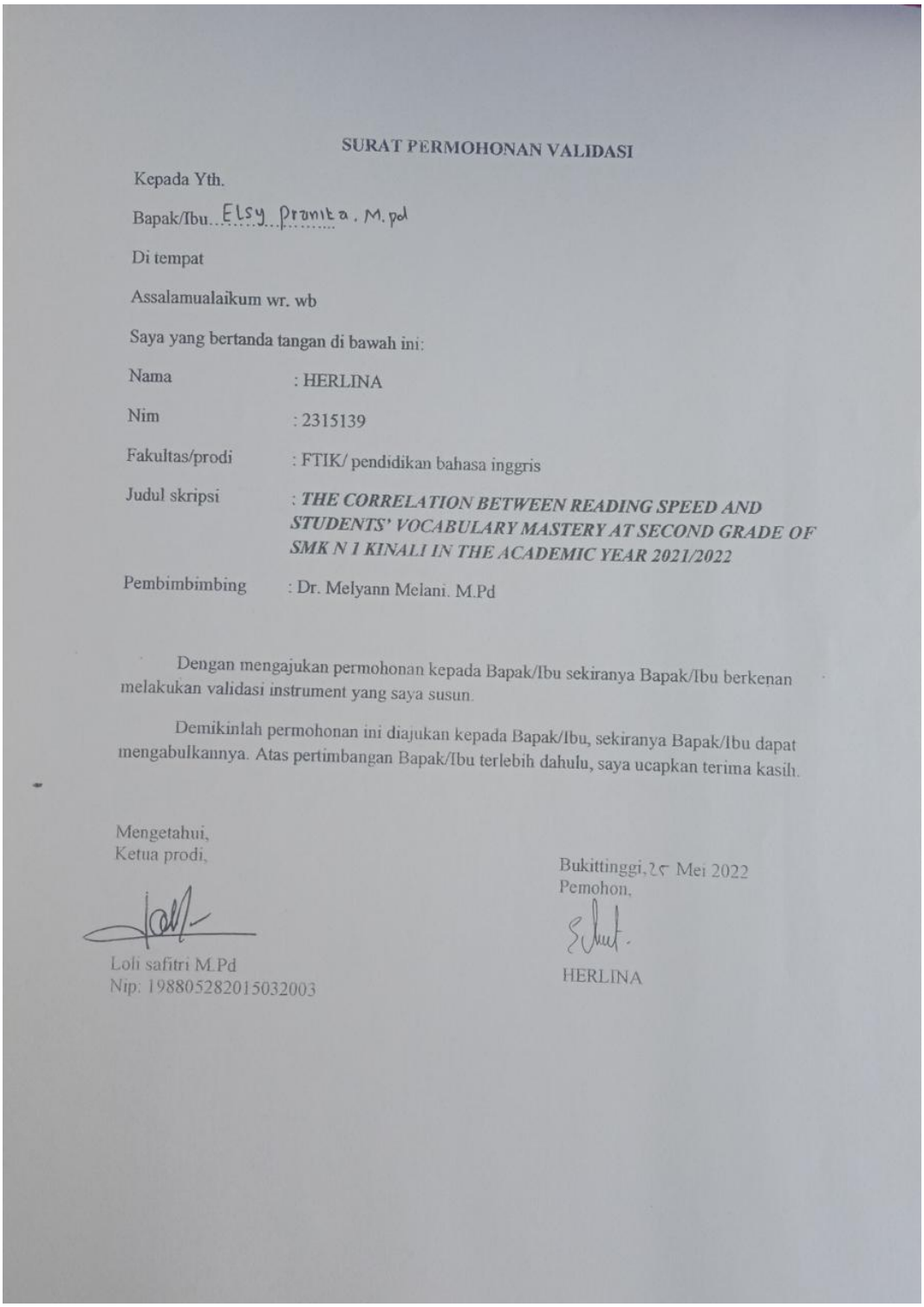
Yuning: Yes. Tell me how.
Solah : Just read a novel or magazine that you interested in than you would

so sleepy.

Yuning: Thanks, Solah. That's very helpful. I'll try.

APPENDIX 5

VALIDASI INSTRUMENT



SURAT PERMOHONAN VALIDASI

Kepada Yth.

Bapak/Ibu. Elsy Pramita, M.pd

Di tempat

Assalamualaikum wr. wb

Saya yang bertanda tangan di bawah ini:

Nama	: HERLINA
Nim	: 2315139
Fakultas/prodi	: FTIK/ pendidikan bahasa inggris
Judul skripsi	: ***THE CORRELATION BETWEEN READING SPEED AND STUDENTS' VOCABULARY MASTERY AT SECOND GRADE OF SMK N 1 KINALI IN THE ACADEMIC YEAR 2021/2022***
Pembimbimbing	: Dr. Melyann Melani. M.Pd

Dengan mengajukan permohonan kepada Bapak/Ibu sekiranya Bapak/Ibu berkenan melakukan validasi instrument yang saya susun.

Demikinlah permohonan ini diajukan kepada Bapak/Ibu, sekiranya Bapak/Ibu dapat mengabulkannya. Atas pertimbangan Bapak/Ibu terlebih dahulu, saya ucapkan terima kasih.

Mengetahui,
Ketua prodi,

Loli safitri M.Pd
Nip: 198805282015032003

Bukittinggi, 25 Mei 2022
Pemohon,

HERLINA

SURAT KETERANGAN

Saya yang bertanda tangan dibawah ini :

Nama : ELSY PRANITA, M.Pd

Jabatan : Dosen Bahasa Inggris

Dengan ini menyatakan bahwa Mahasiswa yang bernama HERLINA dengan Nim 2315139 , dengan judul skripsi "***THE CORRELATION BETWEEN READING SPEED AND STUDENTS' VOCABULARY MASTERY AT SECOND GRADE OF SMK N 1 KINALI IN THE ACADEMIC YEAR 2021/2022***" benar telah melakukan Validasi Instrument Penelitian yang akan digunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat penelitian ini saya buat dengan sesungguhnya agar dapat digunakan sebagaimana mestinya.

Bukittinggi, 7 Juni 2022
Validator

ELSY PRANITA, M.Pd

Lembar Validasi Soal Uji Coba Tes Akhir

Petinjuk

1. Memberikan penilaian untuk soal uji coba, Ibu/Bapak cukup memberikan tanda ceklis (✔) pada kolom yang disediakan
2. Angka-angka yang terdapat pada kolom yang dmaksud berati:
   0: Tidak Valid
   1: Kurang Valid
   2: Cukup Valid
   3: Valid
   4: Sangat Valid
3. Huruf-huruf yang terdapat pada kolom secara umum yang dimaksud berati :
   A: Dapat digunakan tanpa revisi
   B: Dapat digunakan dengan sedikit revisi
   C: Dapat digunakan dengan revisi sedang
   D: Dapat digunakan dengan banyak revisi
   E: Tidak dapat digunakan

No	Aspek Penilaian	Skala Penilaian					Keterangn
		0	1	2	3	4	
1	Isi soal uji coba tes a. Kesesuaian dengan SK b. Kesesuaian dengan soal uji coba c. Soal mengacu pada KD d. Soal menggunakan kata-kata operasional			✓ ✓ ✓ ✓			
2	Bahasa yang digunaakan a. Kebenaran tata bahasa b. Kesederhanaan strukur kalimat			✓ ✓			

Penilaian secara umum

No	Uraian	A	B	C	D
	Penilaian secara umum terhadap uji coba soal		✓		

Saran

.....
.....
.....
.....

Bukittinggi, 7 Juni 2022
Validator

ELSY PRANITA, M.Pd

SURAT PERMOHONAN VALIDASI

Kepada Yth.

Bapak/Ibu. Muthiu Rahman, M.Pd

Di tempat

Assalamualaikum wr. wb

Saya yang bertanda tangan di bawah ini:

Nama	: HERLINA
Nim	: 2315139
Fakultas/prodi	: FTIK/ pendidikan bahasa inggris
Judul skripsi	: ***THE CORRELATION BETWEEN READING SPEED AND STUDENTS' VOCABULARY MASTERY AT SECOND GRADE OF SMK N 1 KINALI IN THE ACADEMIC YEAR 2021/2022***
Pembimbimbing	: Dr. Melyann Melani. M.Pd

Dengan mengajukan permohonan kepada Bapak/Ibu sekiranya Bapak/Ibu berkenan melakukan validasi instrument yang saya susun.

Demikinlah permohonan ini diajukan kepada Bapak/Ibu, sekiranya Bapak/Ibu dapat mengabulkannya. Atas pertimbangan Bapak/Ibu terlebih dahulu, saya ucapkan terima kasih.

Mengetahui,
Ketua prodi,

Loli safitri M.Pd
Nip. 198805282015032003

Bukittinggi, 25 Mei 2022
Pemohon,

HERLINA

SURAT KETERANGAN

Saya yang bertanda tangan dibawah ini :

Nama : Muthia Rahman, M.pd

Jabatan : Dosen

Dengan ini menyatakan bahwa Mahasiswa yang bernama HERLINA dengan Nim 2315139 , dengan judul skripsi "***THE CORRELATION BETWEEN READING SPEED AND STUDENTS' VOCABULARY MASTERY AT SECOND GRADE OF SMK N 1 KINALI IN THE ACADEMIC YEAR 2021/2022***" benar telah melakukan Validasi Instrument Penelitian yang akan digunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat penelitian ini saya buat dengan sesungguhnya agar dapat digunakan sebagaimana mestinya.

Bukittinggi, 3 June 2022
Validator

Muthia Rahman, M.pd.

Lembar Validasi Soal Uji Coba Tes Akhir

Petinjuk

1. Memberikan penilaian untuk soal uji coba, Ibu/Bapak cukup memberikan tanda ceklis (✔) pada kolom yang disediakan
2. Angka-angka yang terdapat pada kolom yang dmaksud berati:
   0: Tidak Valid
   1: Kurang Valid
   2: Cukup Valid
   3: Valid
   4: Sangat Valid
3. Huruf-huruf yang terdapat pada kolom secara umum yang dimaksud berati :
   A: Dapat digunakan tanpa revisi
   B: Dapat digunakan dengan sedikit revisi
   C: Dapat digunakan dengan revisi sedang
   D: Dapat digunakan dengan banyak revisi
   E: Tidak dapat digunakan

No	Aspek Penilaian	Skala Penilaian					Keterangn
		0	1	2	3	4	
1	Isi soal uji coba tes						
	a. Kesesuaian dengan SK			✓			
	b. Kesesuaian dengan soal uji coba			✓			
	c. Soal mengacu pada KD			✓			
	d. Soal menggunakan kata-kata operasional			✓			
2	Bahasa yang digunaakan						
	a. Kebenaran tata bahasa			✓			
	b. Kesederhanaan strukur kalimat			✓			

Penilaian secara umum

No	Uraian	A	B	C	D
	Penilaian secara umum terhadap uji coba soal		✓		

Saran
- Perbaiki beberapa item yang kurang sesuai dg research guideline.
- Hindari penggunaan pernyataan sama berulang ☺
- Cek kata yg tidak sesuai

Bukittinggi, 03 June 2022
Validator

Mutiara Rahman

SURAT PERMOHONAN VALIDASI

Kepada Yth.

Bapak/Ibu. Dr. Wedra Aprison. S.Ag. M.Hum

Di tempat

Assalamualaikum wr. wb

Saya yang bertanda tangan di bawah ini:

Nama	: HERLINA
Nim	: 2315139
Fakultas/prodi	: FTIK/ pendidikan bahasa inggris
Judul skripsi	: ***THE CORRELATION BETWEEN READING SPEED AND STUDENTS' VOCABULARY MASTERY AT SECOND GRADE OF SMK N 1 KINALI IN THE ACADEMIC YEAR 2021/2022***
Pembimbimbing	: Dr. Melyann Melani. M.Pd

Dengan mengajukan permohonan kepada Bapak/Ibu sekiranya Bapak/Ibu berkenan melakukan validasi instrument yang saya susun.

Demikinlah permohonan ini diajukan kepada Bapak/Ibu, sekiranya Bapak/Ibu dapat mengabulkannya. Atas pertimbangan Bapak/Ibu terlebih dahulu, saya ucapkan terima kasih.

Mengetahui,
Ketua prodi,

Loli safitri M.Pd
Nip: 198805282015032003

Bukittinggi, 25 Mei 2022
Pemohon,

HERLINA

SURAT KETERANGAN

Saya yang bertanda tangan dibawah ini :

Nama : Dr. Wedra Aprison. S.Ag .M.Ag

Jabatan : Lektor Kepala

Dengan ini menyatakan bahwa Mahasiswa yang bernama HERLINA dengan Nim 2315139 , dengan judul skripsi "***THE CORRELATION BETWEEN READING SPEED AND STUDENTS' VOCABULARY MASTERY AT SECOND GRADE OF SMK N 1 KINALI IN THE ACADEMIC YEAR 2021/2022"*** benar telah melakukan Validasi Instrument Penelitian yang akan digunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat penelitian ini saya buat dengan sesungguhnya agar dapat digunakan sebagaimana mestinya.

Bukittinggi, 03. Juni 2022
Validator

Dr. Wedra Aprison, S.Ag .M.Ag
Nip. 19705242000031001

Lembar Validasi Soal Uji Coba Tes Akhir

Petinjuk

1. Memberikan penilaian untuk soal uji coba, Ibu/Bapak cukup memberikan tanda ceklis (✔) pada kolom yang disediakan
2. Angka-angka yang terdapat pada kolom yang dmaksud berati:
   0: Tidak Valid
   1: Kurang Valid
   2: Cukup Valid
   3: Valid
   4: Sangat Valid
3. Huruf-huruf yang terdapat pada kolom secara umum yang dimaksud berati :
   A: Dapat digunakan tanpa revisi
   B: Dapat digunakan dengan sedikit revisi
   C: Dapat digunakan dengan revisi sedang
   D: Dapat digunakan dengan banyak revisi
   E: Tidak dapat digunakan

No	Aspek Penilaian	Skala Penilaian					Keterangn
		0	1	2	3	4	
1	Isi soal uji coba tes a. Kesesuaian dengan SK b. Kesesuaian dengan soal uji coba c. Soal mengacu pada KD d. Soal menggunakan kata-kata operasional			✓ ✓ ✓ ✓			
2	Bahasa yang digunaakan a. Kebenaran tata bahasa b. Kesederhanaan strukur kalimat			✓ ✓			

Penilaian secara umum

No	Uraian	A	B	C	D
	Penilaian secara umum terhadap uji coba soal		✓		

Saran : Penelitian yang membuat
Ucapannya yang sederhana lagi

Bukittinggi, 03 Juni 2022
Validator

Dr. Wedra Aprisan S.Ag. M.Ag
Nip. 197205242000031001

APPENDIX 6

SK PEMBIMBING

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI
Nomor : B-2003/In.26.1/HK.00.5/05/2022

TENTANG
PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

Membaca : Berita Acara Seminar Proposal Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Bukittinggi an. **Herlina, NIM. 2315139** tanggal 25 April 2022 dan Surat permohonan dari yang bersangkutan tanggal 17 Mei 2022 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Institut Agama Islam Negeri (IAIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;

: b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78. Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115. Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 181 Tahun 2014 tentang Perubahan SekolahTinggi Agama Islam Negeri Bukittinggi menjadi Institut Agama Islam Negeri (IAIN) Bukittinggi;
4. Peraturan Menteri Agama Nomor 12 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Bukittinggi yang telah diubah menjadi Peraturan Menteri Agama nomor: 52 Tahun 2017;

MEMUTUSKAN:

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan " ***THE CORRELATION BETWEEN READING SPEED AND STUDENTS' VOCABULARY MASTERY AT SECOND GRADE OF SMK N 1 KINALI IN THE ACADEMIC YEAR 2020/2021"***

KEDUA : Menunjuk Saudara :

Nama	**: Dr. Melyann Melani. M.Pd**
NIP	: 198101312003122003
Pangkat/Gol.Ruang	: Penata Tk. I/III/d
Jabatan	: Lektor Kepala
Bidang Keahlian Pokok	: Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi,
Pada tanggal : 17 Mei 2022

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Dr. ZULFANI SESMIARNI, M.Pd
NIP.198109232005012005

APPENDIX 7

SURAT PENELITIAN DARI KAMPUS

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus I : Jalan Panorama Garegeh Bukittinggi - Kampus II : Jalan Gurun Aur Kubang Putih
Kabupaten Agam - Sumatera Barat - Telpon / Fax : (0752) 22975
Website : ftik.iainbukittinggi.ac.id | E-Mail : ftik@iainbukittinggi.ac.id

Nomor : B-1986/In.26.1/PP.07/05/2022 Bukittinggi, 17 Mei 2022
Lamp :1 (Satu) rangkap
Hal :Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu .....

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini :

Nama	:	**HERLINA**
NIM	:	**2315139**
Semester	:	14
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***THE CORRELATION BETWEEN READING SPEED AND STUDENTS' VOCABULARY MASTERY AT SECOND GRADE OF SMK N 1 KINALI IN THE ACADEMIC YEAR 2020/2021***
Lokasi Penelitian	:	SMKN 1 Kinali
Waktu	:	Mei 2022 s/d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

Dr. ZULFANI SESMIARNI, M.Pd.

APPENDIX 8

SURAT PENELITIAN DARI SEKOLAH

APPENDIX 9

NILAI *READING SPEED* DAN *VOCABULARY MASTERY*

Score of students' reading speed test

No	Name	Score
1	Abdullah	100
2	Adri	90
3	Afriani Putri	53
4	Alya Wulandari	68
5	Delia Putri Utama	60
6	Defani Nur Arazaqki	75
7	Dinda Yulina Sari	90
8	Efredi Yanto	63
9	Elsa Fitriani	70
10	Frisca Putri Aulia	60
11	Hotmaria Batubara	70
12	Gisva Nofrianti	57
13	Lili Kamala Fitriani Lubis	90
14	Marta Niati Br. Lase	90
15	Meiliza Putri	88
16	Roy Martin	75
17	Niati Zalukhu	75
18	Nisa Ayu Anggiani	73
19	Nisrawati	83
20	Rahmia Yupita	61
21	Reva Ardia Putri	90
22	Rita Handayani	48
23	Riyan	75
24	Roni Naldi	80
25	Sri Mulyani Indra Wati	83
26	Sri Pramelinda	60
27	Suci Rahmadani	85
28	Susi Susanti	85
29	Vitri Anggraini	39
30	Welli Tiara	40
31	Wira Agnes Budiman	85
32	Yoga Putra Pratama	88
33	Zulnar Fahmi	96
MIN		**39**
MAX		**100**
MEAN		**74**

Score of students' Vocabulary

No	Name	Score
1	Abdullah	65
2	Adri	70
3	Afriani Putri	75
4	Alya Wulandari	80
5	Delia Putri Utama	85
6	Defani Nur Arazaqki	90
7	Dinda Yulina Sari	95
8	Efredi Yanto	75
9	Elsa Fitriani	75
10	Frisca Putri Aulia	65
11	Hotmaria Batubara	60
12	Gisva Nofrianti	65
13	Lili Kamala Fitriani Lubis	50
14	Marta Niati Br. Lase	90
15	Meiliza Putri	75
16	Roy Martin	70
17	Niati Zalukhu	50
18	Nisa Ayu Anggiani	40
19	Nisrawati	25
20	Rahmia Yupita	30
21	Reva Ardia Putri	25
22	Rita Handayani	80
23	Riyan	60
24	Roni Naldi	55
25	Sri Mulyani Indra Wati	60
26	Sri Pramelinda	45
27	Suci Rahmadani	65
28	Susi Susanti	65
29	Vitri Anggraini	75
30	Welli Tiara	60
31	Wira Agnes Budiman	75
32	Yoga Putra Pratama	45
33	Zulnar Fahmi	50
MIN		**25**
MAX		**95**
MEAN		**63**

APPENDIX 10

TESTS OF NORMALITY

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Reading Speed	,136	33	,126	,947	33	,110
Vocabulary Mastery	,123	33	,200*	,962	33	,286

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

a. Lilliefors Significance Correction

APPENDIX 11

TEST OF HOMOGENEITY OF VARIANCES

Hasil

Levene Statistic	df1	df2	Sig.
,166	1	64	,685

APPENDIX 12

TEST OF LINEARITY

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading speed * Vocabulary mastery	Between Groups	(Combined)	2884,694	13	221,900	,804	,651
		Linearity	151,945	1	151,945	,550	,467
		Deviation from Linearity	2732,749	12	227,729	,825	,626
	Within Groups		5246,033	19	276,107		
	Total		8130,727	32			

APPENDIX 13

KISI -KISI SPEED READING TEST

VARIABLE	SUB VARIABLE	INDICATOR	DESCRIPTOR	NO ITEM
Reading speed	**Speed Reading Comprehension test**	Main idea	The students can find the main idea	**1,**
		Expressions/idiom/ phrases in context	The students can find Expressions/idiom/phrases in context	**13**
		Inference (implied detail)	The students can find Inference (implied detail)	**16,21**
		Grammatical features	The students can use Grammatical features	**18 and 20**
		Detail (scanning for specifically stated detail)	The students can find detail (scanning for specifically stated detail)	**5,11,2,4,6,10,12 and 14,**
		Excluding facts not written (unstated details)	The students can find Excluding facts not written (unstated details)	**3, 17 and 19**
		Supporting idea	The students can find support the idea	**9 and 15**
		Vocabulary in context	The students can use vocabulary in context	**7 and 8**

APPENDIX 14

KISI -KISI VOCABULARY MASTERY TEST

VARIABLE	SUB VARIABLE	INDICATOR	DESCRIPTOR	NO ITEM
Vocabulary mastery	**Indicator in testing Vocabulary**	Identifying word meaning in synonyms form	Students were able to find the synonym ofwords.	**1,2,3,4, 5 and 6**
		Identifying word meaning in definitions form	Students were able to funderstand and find themeaning of words.	**7,8,9, 10, 11 and 12**
		Identifying word meaning in Filling gap form	Students were able to understand and usevocabulary based oncontext.	**13,14,15,16,17 ,18,19 and 20**

APPENDIX 15

VALIDITY AND REABILITIES

Correlations

		Reading Speed	Vocabulary
Reading Speed	Pearson Correlation	1	,371
	Sig. (2-tailed)		,448
	N	33	33
Vocabulary	Pearson Correlation	,371	1
	Sig. (2-tailed)	,448	
	N	33	33

No	Nama	No Items																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	Abdullah	0	0	0	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	13
2	Adri	1	1	0	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	0	14
3	Afriani Putri	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	16
4	Alya Wulandari	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	18
5	Delia Putri Utama	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	17
6	Defani Nur Arazaqki	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	18
7	Dinda Yulina Sari	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	19
8	Efredi Yanto	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	15
9	Elsa Fitriani	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	15
10	Frisca Putri Aulia	0	1	1	1	0	0	0	1	1	1	0	1	0	1	1	0	1	1	1	1	13
11	Hotmaria Batubara	0	1	1	1	1	0	0	1	0	1	1	1	0	0	0	1	0	1	1	1	12
12	Gisva Nofrianti	0	1	1	1	0	1	0	0	1	1	1	1	0	1	0	1	1	1	0	1	13
13	Lili Kamala Fitriani Lubis	0	1	0	1	0	1	1	1	1	1	1	1	0	1	0	0	0	0	0	0	10
14	Marta Niati Br. Lase	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	18
15	Meiliza Putri	0	1	0	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	15
16	Roy Martin	0	1	0	1	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	1	14
17	Niati Zalukhu	0	1	0	1	1	1	0	1	0	1	0	0	1	1	0	0	1	0	1	0	10
18	Nisa Ayu Anggiani	0	0	0	1	0	1	0	1	0	1	1	0	1	0	0	1	0	1	0	0	8
19	Nisrawati	1	0	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	5
20	Rahmia Yupita	0	1	1	1	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	6
21	Reva Ardia Putri	0	0	0	0	0	0	1	0	0	0	1	0	1	1	0	0	1	0	0	0	5
22	Rita Handayani	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	16
23	Riyan	0	0	1	0	0	1	1	0	0	1	1	0	1	1	1	1	1	1	1	0	12
24	Roni Naldi	0	0	0	1	0	1	1	1	0	1	0	1	1	1	1	0	1	1	0	0	11
25	Sri Mulyani Indra Wati	1	0	0	0	0	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	12
26	Sri Pramelinda	0	0	0	1	0	0	1	0	0	1	1	0	0	1	0	1	1	1	1	0	9
27	Suci Rahmadani	0	0	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	0	1	13
28	Susi Susanti	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	14
29	Vitri Anggraini	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	16
30	Welli Tiara	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	16
31	Wira Agnes Budiman	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	17
32	Yoga Putra Pratama	0	1	1	0	1	0	1	0	1	1	1	1	0	0	0	1	0	1	1	0	11
33	Zulnar Fahmi	0	1	0	0	1	0	1	0	1	1	1	1	0	0	0	0	0	0	0	1	8
r Tabel		0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	
r Hitung		0,344	0,352	0,424	0,382	0,469	0,362	0,380	0,368	0,486	0,450	0,439	0,351	0,402	0,435	0,518	0,413	0,439	0,386	0,413	0,405	
Status		Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	
Varian		0,2045	0,2386	0,2519	0,1326	0,2386	0,2045	0,2045	0,2178	0,2557	0,1326	0,1534	0,2178	0,2386	0,2045	0,2557	0,2462	0,2178	0,2178	0,2462	0,2557	4,33523
																						14,5625
																	R hitung	0,371	>			0,73927
																	Reliable					

Jumlah Varian
Varian Total
Reliabilities