

**THE EFFECTS OF VOCABULARY BEFORE  
READING AND QUESTION BEFORE READING ON  
THE STUDENTS' READING COMPREHENSION  
ACHIEVEMENT**

**A THESIS**

**As Partial Fulfillment of the Requirements  
For the Sarjana Pendidikan Degree in  
English Language Teaching Faculty**



No. INDUK	2123/06
TGL. TERIMA	28 Mei 2006
No. BUKU	
KSP	

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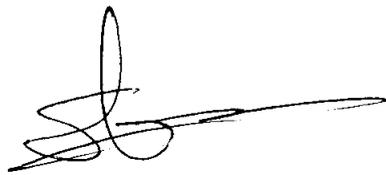
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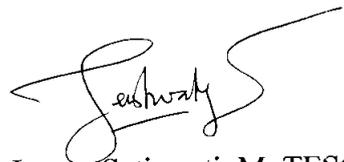
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PROGRAM STUDI BAHASA INGGRIS  
JULI, 2006

## APPROVAL SHEET (1)

The thesis entitled "THE EFFECTS OF VOCABULARY BEFORE READING AND QUESTION BEFORE READING ON THE STUDENTS' READING COMPREHENSION ACHIEVEMENT" prepared and submitted by Shienny Veronica Wijaya (1213002046) has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching by the following advisors:



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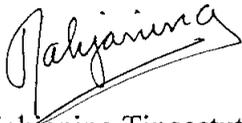
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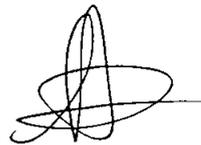
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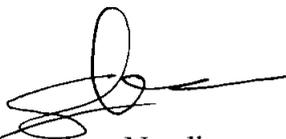
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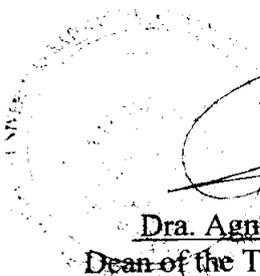


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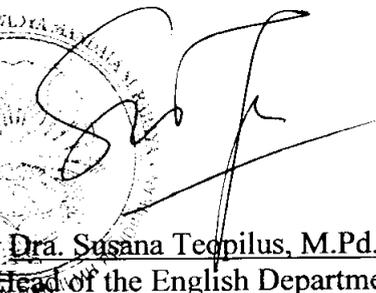
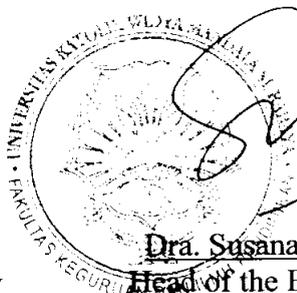


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## **ACKNOWLEDGEMENTS**

First of all, the writer would like to thank God for His blessing so that she was able to finish this thesis.

The writer also would like to express her gratitude to some marvelous people who have played important roles in helping and guiding her to make this thesis. Those people were:

1. Dr. Agustinus Ngadiman as the writer's first advisor, who has spent his valuable time in guiding, helping and encouraging her so that the writer could accomplish this thesis on time.
2. A. Lenny Setiawati, M. TESOL. as the writer's second advisor who has devoted many valuable hours in supporting, encouraging and helping her during the thesis writing.
3. Drs. Nyoman Arcana who has explained about the statistics and lent the writer some books about statistics.
4. Sr. Sophia S. Sp. S., the headmistress of SMPK Santa Agnes, who has been so kind and gave warm welcome the writer to do her research at this school.
5. Isabella Kutay, S.Pd, the English teacher of SMPK Santa Agnes Surabaya, who has given a warm welcome, cooperation, helpful guidance and information of the students to the writer during her research.
6. All students of SMPK Santa Agnes Surabaya year 2005/2006, especially those who were in class IIIB and IIIC who have definitely created an enjoyable atmosphere in the classroom and participated in the experiment.

7. Prof. Dr. Veronica L. Diptoadi who has been a truly inspiration for the writer in completing her study.
8. The writer's family who has helped much and offered their warmest love and attention.
9. The writer's best friends who have been marvelous friends and helped the writers in so many ways.

At last, the writer also offers her sincere thanks for everyone who cannot be mentioned yet cannot be forgotten. This thesis is dedicated to all of them.

Shienny Veronica Wijaya

# TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENT	i
TABLE OF CONTENT	iii
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTERS	
1. INTRODUCTION	
1.1 Background	1
1.2 Statement of the Problem	4
1.3 Objective of the Study	5
1.4 Significance of the Study	6
1.5 Theoretical Framework	7
1.6 Hypotheses	8
1.7 Scope and Limitation of the Study	9
1.8 Definitions of Key Terms	10
1.9 The Organization of the Thesis	11
2. REVIEW OF RELATED LITERATURE	
2.1 Reading	12
2.1.1 The Nature of Reading Comprehension	12
2.1.2 The Role of Reading Comprehension Teacher	14
2.1.3 The Role of Vocabulary in Reading Comprehension	15

	Page
2.2 Schemata	15
2.2.1 The Schemata Theory	15
2.2.2 The Functions of Schemata	16
2.2.3 The Types of Schemata	16
2.3 Pre-Reading Activities	17
2.4 Vocabulary before Reading	18
2.5 The Application of Vocabulary before Reading in Pre-Reading Activities	20
2.6 Question before Reading	21
2.7 Several Ways of Providing Question before Reading	22
2.8 Types of reading Comprehension Questions	23
2.9 The Related Studies	25
2.9.1 Previous Studies Done at Widya Mandala Catholic University	25
2.9.2 The Similarities and Differences between the Previous Studies and the Writer's Study	26
<b>3. RESEARCH DESIGN AND METHODOLOGY</b>	
3.1 Research Design	28
3.2 The Population and Sample	29
3.3 The Variables	30
3.4 Research Instrument	31
3.4.1 Validity of the Test	33

	Page
3.4.2 Reliability	34
3.4.3 Item Analysis	35
3.4.3.1 Item Difficulty	35
3.4.3.2 Item Discrimination	36
3.5 The Treatments	38
3.6 The Scoring Techniques	41
3.7 Procedure of Collecting Data	41
3.7.1 The Preparation Stage	41
3.7.2 The Experimental Stage	43
3.7.3 The Schedule for the Experiment	43
3.8 Procedure of Analyzing the Data	44
<b>4. RESULTS OF DATA ANALYSIS AND DISCUSSION</b>	
4.1 Findings	47
4.1.1 The Result of Data Analysis	47
4.1.1.1 The Total Score of Reading Comprehension	
Post-Test	48
4.1.1.2 Several Types of Reading Comprehension	
in Post-Test	49
4.1.1.3 The Result of t-test for Each Item	52
4.1.2 The Hypotheses Testing	53
4.1.2.1 The Major Hypothesis	53
4.1.2.2 The Minor Hypothesis	54

	Page
4.2 Discussions of the Findings	57
5. CONCLUSION AND SUGGESTION	
5.1 Summary and Conclusion	61
5.2 Suggestion	63
5.3 Areas for Future Research	63
REFERENCES	65
APPENDICES	
A. The Calculation of the Difficulty Index and Discrimination of the First Try Out	68
B. The Calculation of Reliability KR-21 of the First Try Out	72
C. The Calculation of the Difficulty Index and Discrimination of the Second Try Out	74
D. The Calculation of Reliability KR-21 of the Second Try Out	78
E. The Calculation of t-test for Pre-Test	80
F. The Calculation of t-test for Post-Test	82
G. The Calculation of t-test for Detail Questions	84
H. The Calculation of t-test for Vocabulary Questions	86
I. The Calculation of t-test for Reference Word Questions	88
J. The Calculation of t-test for Main Idea Questions	90
K. Critical Values of the t Distribution	92

	Page
L. Lesson Plan for the First Treatment	93
M. Lesson Plan for the Second Treatment	115
N. Lesson Plan for the Third Treatment	136
O. Reading Comprehension Test, Answer Sheet, and Answer Key	161

## LIST OF TABLES

Table	Page
3.1 The Research Design	29
3.2 Table of Population and Sample	30
3.3 Table of Specification of the Research Instrument of the Study	32
3.4 Table of the Treatments	39
3.5 The Schedule of the Experiment	44
4.1 The t-test of the Reading Comprehension Post-Test Total Score	49
4.2 A Summary of the t-test for Detail Questions	50
4.3 A Summary of the t-test for Vocabulary Questions	51
4.4 A Summary of the t-test for Reference Word Questions	52
4.5 A Summary of the t-test for Main Idea Questions	52
4.6 A Summary of the Result of t-test for Types of Reading Comprehension Questions in the Post-Test	53
4.7 The Result of t-test Analysis on the Total Post-Test Score	54
4.8 The Result of t-test Analysis on the Detail Questions	55
4.9 The Result of t-test Analysis on the Vocabulary Questions	56
4.10 The Result of t-test Analysis on the Reference Word Questions	56
4.11 The Result of t-test Analysis on the Main Idea Questions	57

## ABSTRACT

Wijaya, Shienny Veronica. 2006. The Effects of Vocabulary before Reading and Question before Reading on the Students' Reading Comprehension Achievement, S-1 thesis, English Department, Teacher Training Faculty of Widya Mandala Catholic University, Surabaya. Advisors: (1) Dr. Agustinus Ngadiman, (2) A. Lenny Setiawati, M.TESOL

Keywords: Vocabulary before Reading, Question before Reading, Reading Comprehension, Achievement

Scientists prove that schemata hold a great influence in students' reading comprehension. By activating students' schemata, teacher can help the students to achieve better comprehension on a reading text. The entire reading teachers realize this; therefore, they always conduct a kind of pre-reading activity, which is question before reading to activate students' schemata on the topic discussed. However, this pre-reading activity is not sufficient in activating students' schemata, yet providing them with vocabulary knowledge before they read the text. In this study, the writer suggested to use vocabulary before reading instead of question before reading in the pre-reading activity.

Furthermore, this experimental study was the conducted to see the effect of vocabulary before reading and question before reading on the students' reading comprehension achievement. The purpose of the study was to find out the answer of a question: "Is there any significant difference between the reading comprehension achievement of the students taught using vocabulary before reading and those taught using question before reading?" The hypothesis was then put forward: There is a significant difference between the reading comprehension achievement of the students taught using vocabulary before reading and those taught using question before reading.

A quasi experimental study in intact classes was then carried out. By having the students of the third grade of SMPK St. Agnes year 2005/2006 as the sample, the writer conducted a pretest-posttest two groups design in this study. The test used was in the form of multiple choice comprehension questions, consisted of 30 numbers. The result of the post-test was then analyzed by using t-test formula to see whether there is any significant difference between the reading comprehension achievement of the students taught using vocabulary before reading and those taught using question before reading.

The data analysis revealed that vocabulary before reading gave better effect on the students' reading comprehension achievement. A further analysis on the students' ability in answering different kinds of comprehension question was then conducted. The result of this analysis also supported that vocabulary before reading gave better effect on the students' ability in answering different kinds of comprehension questions.

As a conclusion, it can be pointed out that there is a significant difference between the reading comprehension achievements of the students taught using vocabulary before reading and those taught using question before reading, in which students taught using vocabulary before reading got better achievement.