THE CORRELATION BETWEEN STUDENTS' LEARNING MOTIVATION AND VOCABULARY MASTERY TOWARD READING COMPREHENSION IN ANALYTICAL EXPOSITION TEXT AT SMA N 1 GONDANG SRAGEN IN THE ACADEMIC YEAR 2022/2023

THESIS

Submitted as a Partial Requirements for the Undergraduate Degree in English

Language Education

By :

LUSIYANA ISTIQOMAH

SRN.196121118

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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UIN RADEN MAS SAID SURAKARTA

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ADVISOR'S SHEET

Subject : Thesis of. Lusiyana Istiqomah
SRN   : 196121118

> To:
>
> Dean
>
> Faculty of Cultures and Languages
>
> UIN Raden Mas Said Surakarta
>
> In Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

Name : Lusiyana Istiqomah

SRN   : 196121118

Title   : *The Correlation Between Students' Learning Motivation and Vocabulary Mastery Toward Reading Comprehension in Analytical Exposition Text at SMA N 1 Gondang Sragen in The Academic Year 2022/2023*

has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to attain Undergraduate Degree in English Language Education.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo, 19th June 2023

Advisor,

Furqon Edi Wibowo, M.Pd.
NIK. 19890124 201701 1 128

RATIFICATION

This is to certify the *Sarjana* thesis entitled *"The Correlation Between Students' Learning Motivation and Vocabulary Mastery Toward Reading Comprehension in Analytical Exposition Text at SMA N 1 Gondang Sragen in The Academic Year 2022/2023"* by Lusiyana Istiqomah has been approved by the Board of Thesis Examiners as the requirement for the requirement for the degree of Undergraduate in English Language Education.

Chairman : <u>Dr. Yusti Arini, M.Pd.</u> ( )
NIP.19750829 200312 2 001

Secretary : <u>Furqon Edi Wibowo, M.Pd.</u> ( )
NIK.19890124 201701 1 128

Main Examiner : <u>Prof. Dr. Imroatus Solikhah, M.Pd., M.E.</u> ( )
NIP.19770316 200912 2 002

Sukoharjo, 19th June 2023

Approved by,

The Dean Faculty of Cultures and Languages

<u>Prof. Dr. Toto Suharto, S.Ag.M.Ag.</u>
NIP.19710403 199803 1 005

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DEDICATION

This thesis is dedicated to my beloved parents, Mr. Suyono and Mrs. Fitri who always support though their endless love and prayers and also my little bother Nando who always cheer me up.

MOTTO

"Allah doesn't require of any soul more than what it can afford."

-Q.S al-Baqarah: 286-

"Forget all your regrets. Just move on and be fearless."

-Do Kyungsoo of EXO-

"No worry, you can do it, be confidence, just be your self."

-Huang Guanheng of WayV-

PRONOUNCEMENT

Name   : Lusiyana Istiqomah

SRN   : 196121118

Study Program   : English Language Education Study Program

Faculty   : Faculty of Cultures and Languages

I hereby sincerely state that the thesis entitled *"The Correlation Between Students' Learning Motivation and Vocabulary Mastery Toward Reading Comprehension in Analytical Exposition Text at SMA N 1 Gondang Sragen in The Academic Year 2022/2023"* is my own original work. To the best of my knowledge and belief, the thesis consist no material previously published or written by another person except where due references are made.

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

<div align="right">

Sukoharjo, 19th June 2023

Stated by,

<u>Lusiyana Istiqomah</u>
SRN.196121118

</div>

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 19th June 2023
The researcher,

Lusiyana Istiqomah
SRN.196121118

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ABSTRACT

Lusiyana Istiqomah. 2023. *The Correlation Between Students' Learning Motivation and Vocabulary Mastery Toward Reading Comprehension in Analytical Expostion Text at SMA N 1 Gondang Sragen in The Academic Year 2022/2023.* Thesis. English Language Education, Faculty of Cultures and Languages.

Advisor : Furqon Edi Wibowo, M.Pd.

This study aims to find out (1) is there a positive and significant correlation between students' learning motivation (X_1) and reading comprehension in analytical exposition text (Y), (2) is there a positive and significant correlation between vocabulary mastery (X_2) and reading comprehension in analytical exposition text (Y), and (3) is there a positive and significant correlation between students' learning motivation (X_1) and vocabulary mastery (X_2) toward reading comprehension in analytical exposition text (Y) at the eleventh grade of SMA N 1 Gondang Sragen in the academic year 2022/2023.

This research is a correlation research. Questionnaire and test are used in this as research instruments. The population of this research is 318 students. In taking the sample, the researcher used proportionate random sampling and selected 76 students from all 9 classes. To analyze the data, the researcher used the product moment and multiple linear regression through SPSS 23.

The result of this study found that (1) there is a positive and significant correlation between students' learning motivation (X_1) and reading comprehension in analytical exposition text (Y) with the computation $0.327 > 0.225$. (2) There is a positive and significant correlation between vocabulary mastery (X_2) and reading comprehension in analytical exposition text (Y) with the computation $0.503 > 0.225$. (3) There is a positive and significant correlation between students' learning motivation (X_1) and vocabulary mastery (X_2) toward reading comprehension in analytical exposition text (Y) with the computation ($0.553 > 0.225$). It can be concluded that Ho is rejected and Ha is accepted. It means that the higher of students' learning motivation and vocabulary mastery will be followed by the higher of reading comprehension in analytical exposition text.

Keywords: Students' Learning Motivation, Vocabulary Mastery, Reading Comprehension, Analytical Exposition Text

CHAPTER I

INTRODUCTION

A. Background of The Study

Comprehending the reading text is the key for understanding the message of the content. According to Whorter in Rahayu (2019:1), reading is thinking process, in which the reader interacts with textual material, evaluate, and react to its organization and content. Therefore, if someone easily understand the text they read, so the higher level of reading comprehension they have. The level of reading comprehension such as, literal comprehension is the lowest level where a person can retell and recall the facts or information presented in a text, inferential comprehension where a person can take infomation that implied within a text and the highest level of reading comprehension is critical comprehension where a person can making a critical judgments about the information presented in a text.

A person with high reading comprehension will be able to find information from various written sources. In addition, they will be more easily implement the meaning of a text in everyday life. Meanwhile, someone with a low reading comprehension will have difficulty to get information from written sources. In the learning process, students can understand the material by reading which aims to know the meaning of the text being read.

By comprehending the text, we can see that the inteligence of the reader also influenced because reading is not only to know how to

pronounce a word but also the content of a text. Elwer (2014: 7) stated that if a student has difficulty to understand what they are read, so the student has difficulty in their reading comprehension. The difficulty faced by students to understanding the reading text such as they don't have enough vocabulary, low motivation to read, poor grammar, and do not have sufficient background knowledge to understand the text (Satriani, 2020:24). According to Muslimah *et al.,* (2022: 860), reading needs more attention because there are many things that cannot be separated when someone learns to read. Therefore, students need to take the time to increase their interest in reading so their comprehend of the text they are read increased.

Afifah (2018: 20) stated that vocabulary plays an important role not only in supporting reading comprehension but also communication. That means reading comprehension is very strongly related to vocabulary mastery. The statement related to Devi (2012: 1), vocabulary is the foundation for understanding language and plays an important role in the teaching and learning process. From this statement, it can be concluded that the success of teaching and learning activities, especially reading comprehension is influenced by vocabulary mastery.

Hayati (2016: 96) stated that if a student has a good vocabulary, then they will easily understand the written material, where as if they have limited vocabulary, then they will find it difficult to understand the text. Therefore, teacher need to develop students' vocabulary mastery so that

they can easily understand the meaning of each word from the text being read.

According to The Common European Framework of Reference for Languages (CEFR), the level of vocabulary divided into six parts including (1) beginner with the vocabulary level approximating 700 words, (2) pre-intermediate with the vocabulary level approximating 1500 words, (3) intermediate with the vocabulary level approximating 2500 words, (4) uer-intermediate with the vocabulary level approximating 4000 words, (5) advanced with the vocabulary level appoximating 8000 words, and (6) mastery with the vocabulary level approximating 16000 words.

There are several factors that affect a person success in reading as a part of learning English. Ryan and Deci (2000: 55) stated that the success in learning a language is influenced by motivation including intrinsic and extrinsic motivation. Intrinsic motivation such as curiosity about something that fosters a sense or desire to learn, while extrinsic motivation such as a reward is the desired salary or wage after carrying out an activity. That why, teachers can see which students who have high motivation and students who have low motivation and then look for ways to increasing students' learning motivation, in order to maximize the learning process.

The second year students of senior high school in Indonesia learn some kinds of texts. The texts are report, narrative, analytical exposition, explanation, and spoof. Analytical exposition is a text that open our mind to take part in social life. Goner in Desita *et al.,* (2015: 2) stated an

analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, and research report.

Researcher was conducted this study at SMA N 1 Gondang. SMA N 1 Gondang is one of the favorite schools located on Jl. Wisma Praja, No.35, Gondang, Sragen. SMA N 1 Gondang is one of the high schools in Sragen that uses the 2013 curriculum for eleventh and twelfh grade and the merdeka curriculum for tenth grade. Researcher conducted the study in SMA N 1 Gondang because after conducting pre-research, researcher have assessed teaching and learning activities in the school as follows:

1. Students lack of learning motivation so their ability to understand the text are becomes very lacking.

2. Students' vocabulary mastery mostly included in the pre-intermediate category, so their ability to understand the text are becomes very lacking.

3. Students could not put or understand the vocabulary in the context of the sentence.

4. Students have low ability in learning English.

Based on the explanation above, the researcher wants intends to study the correlation between students' learning motivation, vocabulary mastery and reading comprehension in analytical exposition text. The

researcher choose this title is because researcher realize the importance of learning motivation and vocabulary mastery towards reading comprehension for students as the material which is taught in class. From this idea, the researcher carried out this research entitled *"The Correlation Between Students' Learning Motivation and Vocabulary Mastery Toward Reading Comprehension in Analytical Exposition Text at SMA N 1 Gondang Sragen in The Academic Year 2022/2023".*

There are several previous studies that researchers use, the first is a study conducted by Pitomo *et al.,* (2019) with the conclusion that there is a correlation between students' motivation and their vocabulary. It means motivation is one of the factor that influences vocabulary. For the students who have high motivation will have good vocabulary. It can be concluded that students' motivation influences their vocabulary. The second is a study by Nanda (2020) with the conclusion is the mean score of students' comprehension in reading descriptive text at SMAIT Al-Fityah Pekanbaru was 73.2 so it is categorized as "good" level.

The novelty of this study is the researcher choose learning motivation, vocabulary mastery and reading comprehension in analytical exposition text as the topic of this study. The previous study that the researcher used had 1-2 variables as research topics, namely motivation and vocabulary. Therefore, the researcher took three variables because the researcher wanted to conduct research between learning motivation, vocabulary mastery and reading comprehension in analytical exposition text, whether these three variables have a positive and significant

correlation. In addition, novelty also lies in the object of this research, namely eleventh grade of SMA N 1 Gondang in the academic year 2022/2023.

B. Identification of The Problems

Based on the background of the study, the researcher identified several problems, as follows:

1. Students with low learning motivation will not being able to follow English lesson well.

2. Students' vocabulary mastery is lacking so that they have difficulty to finding and understand the meaning of a word.

3. Students' reading comprehension is also still low, making it difficult for them to find the purpose of the text they being read.

C. Limitation of The Problems

The researcher will focus on learning motivation, vocabulary mastery and reading comprehension in analytical exposition text at the eleventh grade students of SMA N 1 Gondang Sragen in the academic year 2022/2023.

D. Formulation of The Problems

This research can be formulated as research questions as follows:

1. Is there a positive and significant correlation between learning motivation and reading comprehension in analytical exposition text at the eleventh grade students of SMA N 1 Gondang Sragen?

2. Is there a positive and significant correlation between vocabulary mastery and reading comprehension in analytical exposition text at the eleventh grade students of SMA N 1 Gondang Sragen?

3. Is there a positive and significant correlation between learning motivation and vocabulary mastery toward reading comprehension in analytical exposition text at the eleventh grade students of SMA N 1 Gondang Sragen?

E. Objectives of The Study

1. To find out if there is a positive and significant correlation between students' learning motivation and reading comprehension in analytical exposition text at the eleventh grade students of SMA N 1 Gondang Sragen.

2. To find out if there is a positive and significant correlation between vocabulary mastery and reading comprehension in analytical exposition text at the eleventh grade students of SMA N 1 Gondang Sragen.

3. To find out if there is a positive and significant correlation between students' learning motivation and vocabulary mastery toward reading comprehension in analytical exposition text at the eleventh grade students of SMA N 1 Gondang Sragen.

F. Benefits of The Study

1. Theoretical benefit :

    The result of this research are expected to add information or knowledge for everyone, especially research on students' learning motivation, vocabulary mastery and reading comprehension.

2. Practical benefit :

    a. For students

    1) The results of this study are expected to increase the students' learning motivation, especially in vocabulary mastery and reading comprehension.

    2) The results of this study are expected to increase students' motivation in learning English.

    b. For teacher :

    1) The results of this study are expected to be used by teachers as a reference to increase student learning motivation, especially in vocabulary mastery and reading comprehension.

    2) The results of this study are expected to be used by teachers as reference material to improve student performance in order to maximize the learning process in the classroom.

    c. For researcher :

    The results of this study are expected to be a reference for other researchers when conducting research on the same topic.

G. Definition of Key Terms

1. Learning Motivation

   In learning activities, motivation can be define as the overall driving force within students that generates, ensures continuity and provides direction for learning activities, so that it is hoped that goals can be achieved (Sardiman in Laka *et al.,* 2020: 71).

2. Vocabulary Mastery

   Wondal *et al.,* (2015: 1) stated that vocabulary mastery is the basic element of English component that cannot be abandoned. According to Brown (2004: 1), words are the basic building blocks of language, names are used to create sentences, more large paragraphs, and whole texts.

3. Reading Comprehension

   Lestari *et al.,* (2018: 2) stated that reading comprehension is the process of making meaning in the written word. Through reading, people try to write the meaning of the printed page and interpret the information appropriately.

4. Analytical Exposition Text

   Irwan and Marliana (2018: 170) stated that analytical exposition text is a text which discuss about something that happen in society. The writers give their opinion about the phenomena that will be discussed.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Review

1. The Nature of Learning Motivation

a. The Definition of Motivation

Uno (2021: 1) stated that motivation is the basic drive that moves a person to behave. This impulse is in a person who moves to do something according to their inner drive. He also stated that Learning is a relatively permanent change in behavior and potentially occurs as a result of practice or reinforcement (reinforced practice) based on the goal of achieving certain goals. Therefore, motivation and learning are two things that influence each other.

Maslow in Cahyono *et al.,* (2022: 45) stated that motivation is a need. This is because when someone wants to fulfill their needs, they will be motivated so that their needs are met. Maslow also explains that each individual has a level of hierarchy of needs theory in increasing motivation. And, the hierarchy of needs theory is still used in understanding human motivation (Mendari, 2010: 85). These needs including:

1) Physiological needs are primary needs to fulfill psychological and biological needs. Physiological needs in schools such as the provision of facilities such as clean and healthy canteens,

comfortable classrooms, adequate rest time, and a conducive learning environment.

2) Safety needs in the form of security, protection and freedom from fear. Safety needs at school include preparing lessons well and pleasant teacher attitudes.

3) Enforcing discipline fairly, not judging and not threatening.

4) The need for affection in the form of being accepted by others. The need for affection at school such as a good relationship between teachers and students', as well as relationships between students'.

5) The need for self-esteem in the form of being recognized by others. Self-esteem needs at school include developing students' self-confidence, respect from others, knowledge and understanding, and aesthetics.

6) The need for self-realization in the form of a person tendency to show his gait in life according to his abilities. Self-realization needs in school such as providing opportunities for students' to do their best and giving students' the freedom to explore and explore their abilities and potential.

From the statement above, it can be concluded that motivation is an impulse from within a person to achieve the desired goal. In addition, motivation also revolves around the

reason someone to do something.Motivation can also be interpreted as the inspiration that a person has to make changes to improve the quality of oneself. In addition, motivation is also a need. This is because with the desired needs, a person motivation to fulfill these needs will increase. That is why needs are the reason for motivation.

b. Types of Motivation

Uno (2021: 4) classified motivation into two type, including intrinsic motivation and extrinsic motivation.

1) Intrinsic motivation

Intrinsic motivation is motivation that does not require external stimulation because it already exists within the individual himself, which is in accordance or in line with his needs. According to Kristina *et al.,* (2023: 348), intrinsic motivation is motivation that comes from within the individual. In addition, intrinsic motivation is also very influential on behavior change. In intrinsic motivation, action is considered very important because each individual has control in one thing because of their own will. Someone who experiences a state of intrinsic motivation tends to have a commitment to work and self-fulfillment of the job (Aldag in Andjarwati, 2015: 50).

Susanto and Lestari (2018: 31) stated that intrinsic motivation is motivation that comes from within a person,

which is basically a personal awareness to do a learning job. For example, students who are intrinsically motivated to learn English will do grammar assignments because it was fun. A students will be very motivated to study the material without any appreciation, it means that the material they studied is very interesting so that students are happy to study the material.

From the statement above, it can be concluded that intrinsic motivation is motivation that comes from within the individual and plays an important role in the learning elements. Intrinsic motivation is motivation that comes from within the individual without expecting a reward. This is because the award comes from the activities that are being carried out. Intrinsic motivation can also come from the challenges and curiosity faced by a person.

2) Extrinsic motivation

Extrinsic motivation is motivation that arises due to stimulus from outside the individual. Cahyono *et al.,* (2022: 40) stated that extrinsic motivation is something that is expected to be obtained from outside a person. In addition, Dedi also states that extrinsic motivation is motives that become active or function due to external stimulus. This motivation is usually in the form of the value of a material, for example, rewards in the form of money or other intensive obtained for an effort that has been made. Yusuf in Rahmawati

(2016: 17) stated that external factors that can cause motivation including social factors such as teachers, peers, parents, neighbors, and others. As well as non-social factors that come from the circumstances or physical conditions around students, such as weather conditions, time, place, and learning facilities.

Extrinsic motivation can help a person to build every opportunity that an individual makes in learning something in order to achieve a goal (Ryan and Deci, 2000: 55). For example, a student has the motivation to learn something because they want to get good grades, to avoid punishment, or to please teachers and parents. This means that students are affected by extrinsic motivation because they are not interested in the learning process.

From the statement above, it can be concluded that extrinsic motivation is motivation that comes from outside person self. Extrinsic motivation is usually caused by a reward that someone will receive if he/she succeess in carrying out or completing something. However, in the teaching and learning process, students who have extrinsic motivation tend not to be interested in the lesson because they only want the rewards to be obtained.

c. The Importance of Motivation in Language Learning

Slavin (2018: 297) stated that motivation is very important, not only for students' academic activities but also for determining how much students will learn from the activities or from the information they obtain. Students who are motivated in learning activities will prefer to change their study habits to a new situation. Odera in Rohepta and Al Hakim (2020: 1) stated that motivation is an important aspect of teaching and learning process. The main idea of motivation is to capture students' attention and curiosity and channel their energy into learning. Purwanti *et al.,* (2019: 80) stated that motivation affect the students in learning a language. Students will learn more when they are motivated and have an interest in what they do. The high and low motivation of students' learning can be measured by their efforts to achieve higher achievement for all subjects in the school.

The success of the learning process is also influenced by the high and low motivation possessed by students. If students do not have the motivation to learn English, then they will be lazy to study because there is no stimulus that encourages them to learn English. Meanwhile, students who are highly motivated to learn English will learn English hard. For example, students studying in Canada will be motivated to learn English because they want to communicate well. If they do not learn English, then they will have problems when surviving in Canada because English is an International

language and is widely used to communicate in the surrounding environment.

From the statement above, it can be concluded that motivation is an important aspect in the learning process to achieve predetermined goals. Learning a language requires good learning motivation to make it easier for someone to master the language. Therefore, students with high learning motivation will understand a language more easily than students who are not or low in learning motivation. In addition, students with high learning motivation will strive to achieve the desired goals rather than students who have low motivation.

d. The Indicators of Learning Motivation

Learning motivation is the power of inside and outside of the students to encourage them to get good achievement. The indicators of motivation according to Uno (2021: 73) as follows:

1) Intrinsic motivation

a) Desire to succeed

(1) Willingness to ask questions

(2) Response to teacher's questions

(3) Efforts to overcome difficulties

(4) Attitude towards difficulties

(5) Learning goals

b) The existence of encouragement and needs in learning

(1) Willingness to learn

(2) Discipline

(3) Responsibility with the assigned task

(4) Awareness of the importance of knowledge

c) The existence of future hopes and aspirations

(1) Willingness to correct mistakes

(2) Desire to excel

2) Extrinsic motivation

a) The existence of rewards in learning

(1) Getting praise

(2) The desire to realize learning goals

b) The existence of interesting activities in learning

(1) The way the teacher teaches

(2) Completion of tasks individually or in groups

c) The existence of a conducive learning environment

(1) Family economic situation

(2) The influence of peers

2. The Nature of Vocabulary Mastery

a. The Definition of Vocabulary Mastery

Vocabulary is the total number of words in a particular language that a person knows or uses. Vocabulary mastery is the sum of vocabulary that a person knows, understands, and can use. According to Thornbury (2002: 13), "if you are not familiar with a word, then you will think that this text is heavy because of its vocabulary". This shows that vocabulary mastery is important in

learning English, especially for reading comprehension. This is because vocabulary is used to understand forms, sentences, phrases, and words in the text. In addition, when communicating with a foreign language, students need to know how to use them accurately.

Lehr in Hayati (2016: 96) stated that vocabulary is the knowledge of words and word meanings in oral and written language and in productive and receptive forms. When learning about language, it means learning about the vocabulary of a language (Majaga *et al.,* 2013: 2). In teaching and learning activities in the classroom, vocabulary mastery is very important for students to have to form sentences. Students who have a good knowledge of vocabulary will find it easier to follow English lessons in class, while students who have low vocabulary mastery will have difficulty following teaching and learning activities in class.

From the statement above, it can be concluded that vocabulary is a collection of words from a sentence that is used by someone to communicate. Vocabulary also plays an important role in person ability to remember the meaning of a word. Besides that, in the process of teaching and learning English, vocabulary is the most important aspect to master because when students understand vocabulary, they will easily understand the text they are reading.

b. The Level of Vocabulary Mastery

According to The Common European Framework of References for Languages (CEFR), the level of vocabulary divided into six parts as follows:

1) Beginner : CEFR Level A1

At A1 level English, a person have very limited knowledge of the language. However, they still be able to manage everyday situations with commonly-used expressions and vocabulary (as long as the situation is familiar). A1 learners apeak slowly and with pauses while they search for the right word, so it can take a little patience from native speakers to have a real conversation.

2) Pre-Intermediate : CEFR Level A2

A person can take part in everyday small talk and express their opinion but still in very simle ways, and only on familiar toics. At this stage, a person will strart to really explore the past and future tenses.

3) Intermediate : CEFR Level B1

At this level, a person have achieved a degree of confidence in English. However, when discussing a topic that familiar with, the senteneces will still feel slow and still have some difficulty. At this level, students are beyond the basics but they are still not able to work or study exclusively in English.

4) Upper-Intermediate : CEFR Level B2

A person have buit confidence and control when speaking, writing, listening and reading in English. This English level is good enough to fuction in English-speaking workplaces, schools, and colleges, can produce complex sentences and sound natural in normal conversations.

5) Advanced : CEFR Level C1

A person can speak English with ease and understand the language in almost all of its complexity. By this point, a person will be able to have longer conversations even about unfamiliar topics, can comprehend longer English texts and can use English dat-to-day for business and academic purposes. At C1, a person can understand subtle jokes in the language and express their self with colorful native phrases.

6) Matery : CEFR Level C2

This is the highest level of English. It implies that a person is on a similar level to a native speaker (but nor quite "native") with full confidence and control of the language. At this level, a person is comfortable writing and speaking about any type of subject with naunced expression and coherent delivery, also can read and comprehend speech without any barrier. C2 means a person will find very few restrictions to conducting their daily life in English, and extremely comfortable using it in an academic or professional setting.

c.   The Difficulties of Vocabulary Mastery

According to Thronbury (2002: 27), there are some factors that make some words more difficult to learn:

1) Pronounciation

Because words that are difficult to pronounce are more difficult to learn.

2) Spelling

Sound-spelling mismathces are likely to be the cause of errors, either of pronounciation or spelling, and can contribute to a words difficulty. While most English spelling is fairy law-abiding, there are also some glaring irregulaties. Words that contain silent letters are particularly problematic such as foreign, listen, headache, slimbing, bored, honest, cupboard, muscle, etc.

3) Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their 'learnbility'.

4) Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its first language equivalent. Remembering whether a verb like enjoy, love, and

hope is followed by an infinitive (to swim) or an –ing form (swimming) can add to its difficulty.

5) Meaning

When two words overlap in meaning, learners are likely to confuse them. Word with multiple meanings, such as since and still, can also be troublesome for learners.

6) Range, connotation and idiomaticity

Words that can be used in a wide range of context will generaly be perceived as easier that their synonyms with a narrarower range. Uncertainly as to te connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its nearest equivalent in other language may simply mean publicity. Words or expressions that are idiomatic (like make up your mind, keep an eye on, etc) will generally be more difficult than words whose meaning is transparant (decide, watch).

d. The Importance of Vocabulary Mastery

Vocabulary mastery is very important aspect in learning a foreign language (Syakir and Elihami, 2020: 39). This is because without vocabulary, one cannot speak, write, read and listen well. If someone has a lot of vocabulary will easily use English as well as easily understand what others are saying. Students' language skills can increase a lot when they learn a lot of words and expressions.

Thornbury (2002: 13) satetd that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". It is undeniable that understanding a language is very difficult without understanding a certain amount of vocabulary. In using language productively, students must know a certain amount of vocabulary, not only for communicating but also in writing. Because in understanding a text, the reader needs to know the intention of each word. This shows that good readers have good vocabulary knowledge as well.

e. The Indicators of Vocabuary Mastery

According to Thornbury (2002: 3), the indicators of vocabulary mastery such as:

1) Part of speech

a) Noun is a word that used to name an object either human, animal or something that is objected.

(1) Common nouns: words for people, places and things. Example : table, dog, school, and teacher.

(2) Proper nouns: the names of particular people, places and things. They always started with capital. Example: Mark Lee, May, Ramadhan, and Niagara Falls.

(3) Material nouns: refers to a name that denotes the name of an object that occurs by itself and is not human made. Example: gold, water, and blood.

(4) Collective nouns: refers to group objects. Example: choir, team, and jury.

(5) Uncountable noun: is something that cannot be counted. Example: sugar, salt, and hair.

(6) Countable noun: is something that can be counted. Example: books, tables, and bags.

b) Pronoun is a word used to replace a noun, can be in the form of humans, objects and others.

(1) Definite pronoun: is an obvious pronoun. Example: <u>i</u> read <u>my</u> book for <u>me</u> by <u>myself</u>, because this book is <u>mine</u>.

(2) Indefinite pronoun: is an obscure pronoun. Example: <u>anybody</u> is not perfect.

(3) Demostrative pronoun: is a demonstrative word used as a pronoun. Example: I like that book. <u>That</u> is hers.

(4) Introgative pronoun: pronouns that function as questions. Example: <u>wh</u>o borrows my book?

(5) Reciprocal pronoun: is a pronoun that shows the relationship interact with each other. Example: avengers helped <u>one another</u>.

c) Verb is a word that shows an action or activity (bring, kick, read) or a word that shows a state or a condition (understand, love, need, miss, etc). Example: i <u>eat</u> candy.

d) Adjectives are words that are used to describe noun or pronoun.

    (1) Limiting adjective: adjectives that function to limit nouns, both in terms of quantity and portion. Example: <u>an</u> hour, <u>that</u> apple, <u>some</u> candies.

    (2) Descriptive adjective: Adjectives that function to describe nouns. Example: <u>big</u> car, <u>black</u> dog.

e) Adverb is a word used to describe adjective, verb, adverb or other sentence.

    (1) Based on meaning. Example: she <u>slowly cheats</u> the key answer.

    (2) By function. Example: Yoona is <u>very beautiful</u>.

f) Preposition is a word used to start a prepositional phrase. Example: in, on, at, in front of, beside, looks for.

g) Conjuction is a word used to connect between words, phrases, between words and phrases, between clauses, and between sentences. Example: she <u>and</u> I had dinner in cafe last night.

h) Determiner is a word or group of words that is placed in front of a noun to limit the meaning of the noun. Example: <u>three</u> apple, <u>my</u> apple.

2) Word building

a) Affixation is an affix. The type is a prefix, for example: dislike, extraordinary. Suffix (ending), for example:

happiness, friendly. Infices (inset), for example: handsful, cupsful. Circumfixes (initial and final affixes), for example: enlighten, illegality.

b) Compounding is the process of combining words into new words. For example: boyfriend, breakfast.

c) Conversion is the process of reformulating new words in different languages and with different distribution characteristics but without adding their derivative elements so that the basic word forms and their derivatives are identical. Example: bottle (noun) – can you bottle the water? (verb).

3) Word meaning

a) Synonim are words that share a similar meaning. Example: taxi and cab.

b) Antonym are words with opposite meaning. Example: old is antonym of young.

c) Hyponymy another –nym word that useful when talking about the way word meanings are related. Example: daisy, edelweis, jasmine are hyponyms of flowers.

3. The Nature of Reading Comprehension

a. The Definition of Reading Comprehension

Reading is an activity where the reader and the writer interact in the text through understanding the text. Klingner *et al.,* (2015: 9) stated that reading comprehension is a multicomponent,

highly complex process that involves many interactions between readers and what they bring to the text (prior knowledge) related to the text. According to Snow (2002: 11), reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language which consist of three elements, such as: the reader, the text, and the activity or purpose for reading. This means that in reading comprehension, readers need knowledge about the text they are reading to build their understanding.

McNamara (2007) stated that reading comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. Amin (2012: 151) stated that reading comprehension is not just reading loudly but also understanding the meaning of words, sentences, and relationship or ideas that exist between paragraphs. It can be interpreted that if students only read loudly without understanding the content of the reading then they fail to understand the reading.

A person success in reading comprehension includes the reader being able to find the meaning of the text they are reading. For example they are able to find certain information, solve problems through the text they read, and understand the ideas described through a series of pointers. It means reading comprehension is a rotating process where the reader tries to

understand the content of a text and find out what information the author actually wants to convey.

From the statement above, it can be concluded that reading is the ability that a person has to understand text. In addition, reading can also be interpreted as a person ability to find out information coming from print and visual media.

b. The Level of Reading Comprehension

Brassell and Rasinski (2008: 17) suggested the following three level of reading comprehension.

1) Literal comprehension

Literal comprehension is the lowest level of reading comprehension, requires a reader to be able to retell or recall the facts or information presented in a text. The information required for literal comprehension comes largely from the text itself. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.

2) Inferential comprehenson

Inferential comprehension refers to the ability of a reader to take in information that is inferred or implied within a text. In the other words, inferential comprehension is the ability to process written information and understand the underlying meaning of the text. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as

well as information that resides within the readers' background knowledge.

3) Critical comprehension

Critical or evaluative comprehension is the highest level in the level of reading comprehension, involves making critical judgments about the information presented in the text. In-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy.

In conclusion, there are three levels of reading comprehension. First is literal comprehension is an activity that requires the reader to be able to retell the text that has read. Second is inferential comprehension is a reading activity which requires the reader to be able to catch the meaning of the text either implicit or explicit. And Third is critical comprehension is a reading activity that the reader requires to think what they have read critically and give the arguments about the text.

c. The Factors Affected Reading Comprehension

Duke and Pearson (2002: 205) stated that there are some factors that can affect students' reading comprehension, as follows:

1) Motivation/Purpose/Habit

   The level of students' motivation will have an impact on how students will learn. Therefore, students must receive a lot of motivation and provide experience reading texts with a good environment rich in high-quality talks.

2) Background Knowledge/Vocabulary

   Any understanding of the text depends on how much prior knowledge. Students can easily understand the language if they have a lot of knowledge about vocabulary.

3) Fluent Reading

   It is the capacity to read accurately. Fluent reading is intended so that students can easily understand and understand the meaning of the text being read.

4) Understanding and Use of Strategies Employed by Effective Readers

   A good reader will use reading strategies because they are important for reading comprehension. Reader will find it to their advantage when they use the right strategy while reading.

5) The Number of Reading Done

   This relates to how much text or books a person reads in their daily activities. Every word in the text will be known easily to reader who read a lot.

d. The Importance of Reading Comprehension

There are several reasons why reading is so important for students' especially when reading texts. Goodman in Burt, Peyton, and Adams (2003: 33) stated that it is very important to learn to read because it can add a new language, help someone develop a good vocabulary mastery, and help someone be confident to write using language, and can help someone to continue their education abroad. Aprilia (2019: 13) stated that reading is also essential to developing students' knowledge through their way of thinking related to morals, emotions, and oral intelligence. Reading also helps students in achieving the goals they have set before. And whatever the goal is, of course, it will be achieved over time. Because reading gives everyone the opportunity to continue learning and practice the language they understand in everyday life.

e. Reading comprehension in Analytical Exposition Text

Anderson and Anderson in Elfa (2020: 46) stated that analytical exposition text is a text tells about an issue seen in one point of view. Refnaldi (2010: 217) stated that analytical exposition is text which argues that something in case. Andriani (2019: 9) define analytical texts is a kind of texts that is intended to explain why and how something happens by using compare/contrast, problem solution, speculations about cause-effect and research. Analytical exposition texts is also defined as a kind of texts that presents one side of an issue in a form of

arguments. It is social function is to persuade the readers that the idea is an important matter. That is why this texts often uses expert sources and personal experiences as evidences to support the arguments being made. The logical evidences are going to be the proofs that the issue is a crucial thing to be discussed further, in conclusion, analytical exposition is a text that is intended to persuade readers by showing an issue, arguments and logical evidences.

It can be conclude that analytical exposition is one of expository texts that uses compare/contrast, problem-solution and cause-effect to present thesis and arguments to persuade readers.

The example of analytical exposition text "Why We Shouldn't Waste Food?" can be seen in table below.

Table 2.1 The Example of Analytical Exposition Text

Thesis	Food waste is a big problem and it needs to be stopped. Food wasting is bad for the Earth and the environment, wastes money, and wastes resources. If we all work together, this problem of food wasting can be changed!
Argumentation	To start with, wasting food is bad, and destructive for the Earth's environment. When food rots with other organics in landfill, it gives off methane gas, which is 25x more powerful than carbon pollution.
	Food waste can also cause infestation of rodents, which can cause disease and sickness to spread to everyone. It is also unjust that we toss out perfectly good, excess food, while people in the world are dying every second.
	Secondly, wasting food also wastes your money. Instead of throwing perfectly good food away to landfill, we should do something useful with it like giving it away to homeless people that don't

	have money to buy food. Lastly, wasting food wastes resources. When you toss out food, you're also wasting everything that helped make it.
Reiteration	We need to stop buying food we don't need and then waste. If we buy food, we must make sure we eat it! Wasting food is not sustainable for our earth, wastes our money and wastes many valuable resources.

f. The Indicators of Reading Comprehension in Analytical Exposition Text

According to Nation in Andriani (2019: 13), the indicators of reading comprehension in analytical exposition text as follows:

1) Students are able to identify factual information of the text.

2) Students are able to identify main idea of the text.

3) Students are able to identify references of the text.

4) Students are able to identify inferences of the text.

5) Students are able to identify the thesis of the text.

6) Students are able to identify argumentation of the text.

7) Students are able to identify reiteration of the text

B. Previous Related Studies

The research was conducted by Yulida (2020), entittled "An Analysis Of Students' Reading Comprehension In Analytical Exposition At State Senior High School 4 Mandau". The conclusion of the study is reading comprehension in analytical exposition text of 32 students at eleventh grade students was categorized into "Good" level, where the mean score was 68.59.

The research was conducted by Parliyah and Khotimah (2020), entittled "The Correlation Between Students' Motivation and Reading Comprehension of The First Year Students of SMPN 1 Cisarua Bandung Barat". The conclusion of the study is the Ha was accepted and Ho was rejected. It means that here was a significant correlation between vocabulary mastery and reading comprehension of the first year students of SMPN 1 Cisarua Bandung Barat with correlation coefficient was 0.658.

The reserach was conducted by Suprayitno (2020), entittled "An Analysis Of Students' Motivation In Learning Reading Comprehension in Descriptive Text at The Seventh Grade of Junior High School 14 Pekanbaru". The conclusion of the study is noticed that the average score of students' motivation in learning reading comprehension in descriptive text is 69% and categorized into high level.

The reserach was conducted by Budiman (2016), entittled "The Correlation Between Students' Vocabulary Mastery and Reading Comprehension in Recount Text at Eighth Grade Students of SMP N 11 Mataram in Academic Year 2015/2016". The conclusion of the research is there is significant correlation between students' vocabulary mastery and reading comprehension in recount text.

The research was conducted by Desita *et al.,* (2015), entittled "A Correlation Between Students' Vocabulary Mastery and Their Reading Habits Toward Their Ability To Comprehend an Analytical Exposition Text at SMAN 7 Padang". The conclusion of the study is there was a significant correlation between students' vocabulary mastery and their

reading habit toward their ability to comprehend an analytical exposition text at SMAN 7 Padang.

Table 2.2 *The Similarities and Differences between The Research of Reseacher and The Previous Studies*

No	Research and tittle	The similarities	The differences
1.	Yulida (2020), entittled "An Analysis Of Students' Reading Comprehension in Analytical Exposition at State Senior High School 4 Mandau".	• Using quantitative method. • Conduct a study on reading comprehension in analytical exposition text.	• The variable studied is only reading comprehension in analytical exposition text. Meanwhile, the researcher used 3 variables including students' learning motivation, vocabulary mastery and reading comprehension in analytical exposition text. • The research was conducted at SMA 4 Mandau. Meanwhile researcher at SMA N 1 Gondang.
2.	Parliyah and Khotimah (2020), entittled "The Correlation Between Students' Motivation and reading Comprehension of The First year Students of SMPN 1 Cisarua Bandung Barat".	• Using quantitative method. • Conduct a study on vocabulary mastery and reading comprehension	• The variable studied are students' motivation and reading comprehension.. Meanwhile, the researcher used 3 variables including students' learning motivation, vocabulary mastery and reading comprehension in analytical exposition text. • The research was conducted at SMPN 1 Cisarua bandung Barat. Meanwhile researcher at SMA N 1 Gondang.
3.	Suprayitno (2020), entittled "An Analysis of Students' Motivation in	• Using quantitative method. • Conduct	• The variables studied are students' motivation and reading comprehension. Meanwhile researcher used 3 variables including students'

No	Research and tittle	The similarities	The differences
	Learning Reading Comprehension in Descriptive Text at The Seventh Grade Of Junior High School 14 Pekanbaru".	a study on students' motivation.	learning motivation, vocabulary mastery and reading comprehension in analytical exposition text.The research was conducted at SMP 14 Pekanbaru. Meanwhile researcher at SMA N 1 Gondang.
4.	Budiman (2016) entittled "The Correlation Between Students' Vocabulary Mastery and Reading Comprehension in Recount Text At Eighth Grade Students Of SMP N 11 Mataram In Academic Year 2015/2016"	• Using quantitative method. • Conduct a study on vocabulary mastery.	• The variables studied are vocabulary mastery and reading comprehension in recount text, meanwhile researcher used 3 variables including students' learning motivation, vocabulary mastery and reading comprehension in analytical exposition text. • The research was conducted at SMPN 11 mataram. Meanwhile researcher at SMA N 1 Gondang.
5.	Desita *et al.,* (2015), entittled "A Correlation Between Students' Vocabulary Mastery and Their Reading Habits Toward Their Ability to Comprehend an Analytical Exposition Text at SMAN 7 Padang".	• Using quantitative method. • Conduct a study on vocabulary mastery.	The variables studied are students' vocabulary mastery and reading habits. Meanwhile researcher used 3 variables including students' learning motivation, Vocabulary mastery and reading comprehension in analytical exposition text. • The research was conducted at SMAN 7 Padang. Meanwhile researcher at SMA N 1 Gondang.

C. Rationale

1. The Correlation between Learning Motivation and Reading Comprehension in Analytical Exposition Text

   Learning motivation is one of the important aspects that students need to have in order to create success in teaching and learning activities. Milaningrum and Mulyanto (2016: 68) stated that motivation has a great role in determining the success of learning process to reach the goal of learning and the students' activeness. It means that the students with low motivation or unmotivated students probably will face difficulties in learning process, while students with high motivation or highly motivated students can reach the learning objectives easily. Motivation also plays an important role for students when they want to understand the text being read and comprehending analytical exposition text. Students with low motivation to learn, they will find it difficult to improve their skill to comprehend text so they will feel difficult to find the content of the text they read.

2. The Correlation between Vocabulary Mastery and Reading Comprehension in Analytical Exposition Text

   Vocabulary mastery is an underlying aspect of a person's reading comprehension. A person will find it difficult to understand a text if they do not have enough vocabulary. Vocabulary mastery also plays important role for students because it will affect students' good understanding of a text (Sedita, 2005: 1). In reading comprehnsion, a reader communicates with a writer through written words. Since it

relates very closely to meaning which can be gained though vocabulary, the target activity of reading is to understand. It is reasonable because people do activity of reading in order to find out information. So, good vocabulary will make a students' comprehend text and analytical exposition well.

3. The Correlation between Students' Learning Motivation and Vocabulary Mastery toward Reading Comprehension in Analytical Exposition Text

Learning motivation and vocabulary mastery are important aspects for students in comprehending a text. Motivation can also arise because of need. Students who have high learning motivation will be more interested in reading books so their ability to comprehend analytical exposition text or other text can increase and contributing during learning activities. Vocabulary mastery also one of the foundations of a person to understand the text they are read because reading without understanding cannot be called as reading (Dallman in Afifah, 2018: 21). Without enough vocabulary, a person will have difficulty understanding the intentions and goals that the writer wants to convey. In addition, they will find it difficult to implement the messages contained in the text in their daily lives.

D. Hypothesis

1. Ha : there is a positive and significance correlation between learning motivation and reading comprehension in analytical exposition text at the elevent grade students' of SMA N 1 Gondang Sragen.

Ho : there is no positive and significance correlation between learning motivation and reading comprehension in analytical exposition text at the elevent grade students' of SMA N 1 Gondang Sragen.

2. Ha : there is a positive and significance correlation between vocabulary mastery and reading comprehension in analytical exposition text at the elevent grade students' of SMA N 1 Gondang Sragen.

   Ho : there is no positive and significance correlation between learning motivation and reading comprehension in analytical exposition text at the elevent grade students' of SMA N 1 Gondang Sragen.

3. Ha : there is a positive and significance correlation between learning motivation and vocabulary mastery toward reading comprehension in analytical exposition text at the eleventh grade students' of SMA N 1 Gondang Sragen.

   Ho : there is no positive and significance correlation between learning motivation and vocabulary mastery toward reading comprehension in analytical exposition text at the eleventh grade students' of SMA N 1 Gondang Sragen.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is included in quantitative research, because the resercher tried to describe and to test the relationship, also presented the findings in a numerical form and analyze the data using statistics. According to Creswell (2014: 274), quantitative research involve the process of collecting, analyzing, interpreting, and writing the result of the study. The type of research is correlation.

In this research there are three variables. According to Ary *et al.,* (2010:37), a variable is a construct or a characteristic that can take on different values or scores. He grouped variables into two types, namely dependent variables and independent variables. Dependent variables are phenomena that are the object of study and investigation or variables that are influenced by independent variables. While independent variables are factors that influence or are the cause of changes in a dependent variable.

a) Independent variable

   1) Students' motivation in learning English at the eleventh grade of SMA N 1 Gondang.

   2) Vocabulary mastery at the eleventh grade of SMA N 1 Gondang.

b) Dependent variable

Students' reading comprehension in analytical exposition text at the eleventh grade of SMA N 1 Gondang.

The correlation between three variables can seen as below:

Figure 3.1 The Correlation Between Students' Learning Motivation (X_1) and Vocabulary Mastery (X_2) Toward Reading Comprehension in Analytical Exposition Text (Y)

B. Research Setting

1. Location of The Research

This research was conducted at SMA N 1 Gondang on Jl. Wisma Praja, No. 35, Gondang, Sragen, Jawa Tengah.

2. Time of The Research

Table 3.1 Time of Research

No.	Activities	Month in 2022/2023							
		Nov	des	Jan	feb	Mar	apr	may	june
1.	Pre-reseacrh	■							
2.	Making proposal		■	■	■				
3.	Seminar proposal					■			
4.	Test of instrument						■	■	
5.	Analyzing the data							■	
6.	Munaqosyah								■

C. **Population, Sampling and Sample**

1. Population

   Population of this research are the eleventh grade students of SMA N 1 Gondang in the academic year 2022/2023. The population of the research can be seen on the table below.

Table 3.2 Population of The Research

No.	Class	Number of Students
1.	A1	36
2.	A2	35
3.	A3	36
4.	A4	36
5.	A5	35
6.	S1	35
7.	S2	35
8.	S3	36
9.	S4	34
Total		**318**

2. Sample

   The sample is part of the population selected through sampling techniques. Ary *et al.,* (2010: 148) stated that sample are part of the number and characteristics possessed by the population. Meanwhile, Nasution (2003: 1) stated that the sample is an example or part of the population that is used as an object of study. From those definitions above the researcher conclude that the sample is the object of the study to be taken from population data and sampling.

According to Arikunto (2010: 134), the sample can be taken between 10%-25% or depending on the ability of the researcher based on time, energy, costs that can be incurred during the research period. So, because the population was too large, the researchers took 24% of the data from the entire population. In this study, to measure the number of samples, researchers used the Slovin's formula. Slovin's formula is used to determine the sample number from the population. The total sample in this study was 318 where the number of each class XI A1 - XI S4 was different. Slovin's formula is as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = The number of samples sought

N = The number of population

e = Tolerable margin of error

Based on the Slovin's formula, the number of research samples can be determined as follows:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{318}{1 + 318(10\%)^2}$$

$$n = \frac{318}{1 + 3.18}$$

$$n = \frac{318}{4.18}$$

$$n = 76$$

3. Sampling

    Sampling is a research effort to obtain a representative sample and can describe the population (Nasution, 2003: 2). Researchers used proportionate random sampling as a sampling technique in this study. Sugiyono (2015: 120) stated that proportionate random sampling is a technique used when the population has members or elements that are not homogeneous and stratified proportionally. To find out the distribution of each class is taken using the formula:

    $$N = \frac{n}{S} X n$$

    Where:

    N = The number of samples each class

    n = The number of population each class

    S = Total population

    The results obtained from each proportional random sampling can be seen on the table below.

    Table 3.3 *Total of Sample*

No.	Class	Number of Students	Sum of Sample
1.	A1	36	$N = \frac{36}{318} X\,76 = 9$
2.	A2	35	$N = \frac{35}{318} X\,76 = 8$
3.	A3	36	$N = \frac{36}{318} X\,76 = 9$
4.	A4	36	$N = \frac{36}{318} X\,76 = 9$
5.	A5	35	$N = \frac{35}{318} X\,76 = 8$

No.	Class	Number of Students	Sum of Sample
6.	S1	35	$N = \dfrac{35}{318} X\, 76 = 8$
7.	S2	35	$N = \dfrac{35}{318} X\, 76 = 8$
8.	S3	36	$N = \dfrac{36}{318} X\, 76 = 9$
9.	S4	34	$N = \dfrac{34}{318} X\, 76 = 8$
Total of Sample		**318**	**76**

Based on the calculations above, it can be concluded that the total sample of this study was 76.

D. Technique of Collecting the Data

1. Questionnaire

Questionnaires are used to measure student learning motivation. According to Sugiyono (2015: 199), questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. The types of questions/statements in the questionnaire are divided into two, namely open and closed. Open questions/statements are questions or statements that expect the respondent to write down the answer in the form of a description of something. While closed questions or statements are questions or statements that expect a short answer or expect the respondent to choose one alternative answer from each of the available questions. The questionnaire used in this study is a closed questionnaire because the respondent only gives a check (✓) on one of the answers that is considered correct.

Table 3.4 *Score of Questionnaire*

No.	Class	Score for positive statements	Score for negative statements
1.	Strongly agree	5	1
2.	Agree	4	2
3.	Netral	3	3
4.	Disagree	2	4
5.	Strongly disagree	1	5

2. Test

The test is used to measure students' vocabulary mastery and reading comprehension in analytical exposition text. Brown (2004: 3) stated that test is a method, a tool or an instrument for measuring students' ability, mastery, or achievement of learning. The form of the test can be categorized into two, namely objective test and non-objective test. The objective test produces the same score as anyone who checks the answer sheet. Meanwhile, non-objective test which are also called descriptive test, are tests in which the scoring system is influenced by the scorer. The test used in this study is an objective test because it consists of items that can be answered by the respondent by selecting one answer among the several possible answers provided.

The following is the formula to scoring vocabulary mastery and reading comprehension in analytical exposition text:

$$students' score = \frac{students' correct\ answer}{total\ items} x\ 100$$

E. **Research Instrument**

1. Questionnaire of Students' Learning Motivation

    The questionnaire consists of 35 statements addopted by Fatra (2013) with five alternative answer: (a) strongly agree, (b) agree, (c) neutral, (d) disagree, (e) strongly disagree. The content of the questionnaire involves two indicators of motivation, namely intrinsic motivation and extrinsic motivation. The blueprint of the questionnaire can be seen on the table below.

Table 3.5 Blue print of Students' Learning Motivation Questionnaire

No.	Indicators		Number
1.	Intrinsic	The existence of desire to succeed	1,2,9,24,25,29
		The existence of encouragement and needs in learning	5,6,26,27,28,30,34
		The existence of future hopes and aspirations	7,8,10,11,12,13,23
2.	Ekstrinsic	The existence of appreciation in learning	14,15,16,17,31,32
		The existence of interesting activities in learning	3,4,21,22,33
		The existence of a conducive learning environment	18,19,20,35
Total			**35**

2. The Test of Vocabulary Mastery

    The test is in the form of an objective test with multiple choice types with beginner category. There are four answer choices in each item consisting of three wrong answers and one correct answer. There are 33 questions addopted by Nisa (2019) that will be used to measure students' vocabulary mastery. The blueprint of the questionnaire can be seen on the table below.

Table 3.6 Blue Print of Vocabulary Mastery Test

No.	Indicators	Number
1.	Part of speech a. Noun b. Pronoun c. Adjective d. Verb e. Adverb f. Preposition g. Conjunction h. Determiner	23,24,25,26,27,28,29,30,31,32
2.	Word building a. Affixation b. Compounding c. Conversion	17,18,19,20,21,22,
3	Word meaning d. Synonym e. Antonym f. Hyponymy	1,2,3,4,5,6,7,8,9,10
Total		**33**

3. The Test of Reading Comprehension in Analytical Exposition Text

The test is in the form of an objective test with multiple choice types. There are four answer choices in each item consisting of three wrong answers and one correct answer. There are 20 questions addopted by Andriani (2019) that will be used to measure studets' reading comprehension in analytical exposition text. The blueprint of the questionnaire can be seen on the table below.

Table 3.7 Blue Print of Reading Comprehension in Analytical
Exposition Text Test

No.	Indicators	Number
1.	Finding factual information	2,6,14
2.	Main idea	1,4,17
3.	Reference	5,9,18
4.	Inference	7,20,12
5.	Thesis	8,13,19

No.	Indicators	Number
6.	Argumentation	3,11,15
7.	Reiteration	16,20
Total		**20**

F. Data Validation

1. The Validity Intruments

Validity is the most important consideration in developing and evaluating measuring instruments. Ary *et al.,* (2010: 225) stated that validity is defined as the extent to whichan instrument measured what it claimed to measure. The instrument are valid if $r_{observed} > r_{table.}$

To analyse the validity of each variable the researcher addopted a research from another researcher which has been tested for its validity. The first is validity of students' learning motivation, the researcher addopted the questionnaire from Fatra (2013). The result of the validity shown that there were 40 statements and 35 are valid because r_{table} at $\alpha = 0.05$ for $N = 70$ is 0.235 were smaller than $r_{obtained}$. The result of test validity can seen below:

Table 3.8 Validity of Students' Learning Motivation

No.	$R_{obtained}$	R_{table}	Result
Item 1	0.035	0.235	Invalid
Item 2	0283	0.235	Valid
Item 3	0.008	0.235	Invalid
Item 4	0.275	0.235	Valid
Item 5	0.295	0.235	Valid
Item 6	0.275	0.235	Valid
Item 7	0.468	0.235	Valid
Item 8	0.469	0.235	Valid
Item 9	0.483	0.235	Valid
Item 10	0.618	0.235	Valid
Item 11	0.439	0.235	Valid
Item 12	0.465	0.235	Valid

No.	$R_{obtained}$	R_{table}	Result
Item 13	0.402	0.235	Valid
Item 14	0.610	0.235	Valid
Item 15	0.039	0.235	Invalid
Item 16	0.518	0.235	Valid
Item 17	0.486	0.235	Valid
Item 18	0.135	0.235	Invalid
Item 19	0.486	0.235	Valid
Item 20	0.576	0.235	Valid
Item 21	0.334	0.235	Valid
Item 22	0.499	0.235	Valid
Item 23	0.266	0.235	Valid
Item 24	0.013	0.235	Invalid
Item 25	0.604	0.235	Valid
Item 26	0.327	0.235	Valid
Item 27	0.530	0.235	Valid
Item 28	0.509	0.235	Valid
Item 29	0.256	0.235	Valid
Item 30	0.266	0.235	Valid
Item 31	0.522	0.235	Valid
Item 32	0.548	0.235	Valid
Item 33	0.360	0.235	Valid
Item 34	0.504	0.235	Valid
Item 35	0.600	0.235	Valid
Item 36	0.264	0.235	Valid
Item 37	0.430	0.235	Valid
Item 38	0.296	0.235	Valid
Item 39	0.266	0.235	Valid
Item 40	0.337	0.235	Valid

The second is validity of vocabulary mastery, the researcher addopted a test from Nisa (2019). The result of the validity shown that there were 35 questions and 33 are valid because r_{table} at $\alpha = 0.05$ for N = 25 is 0.396 were smaller than $r_{obtained}$. The result of test validity can be seen below:

Table 3.9 *Validity of Vocabulary Mastery*

No.	$R_{obtained}$	R_{table}	Result
Item 1	0.441	0.369	Valid
Item 2	0.409	0.369	Valid
Item 3	0.428	0.369	Valid

No.	$R_{obtained}$	R_{table}	Result
Item 4	0.541	0.369	Valid
Item 5	0.477	0.369	Valid
Item 6	0.552	0.369	Valid
Item 7	0.449	0.369	Valid
Item 8	0.531	0.369	Valid
Item 9	0.471	0.369	Valid
Item 10	0.518	0.369	Valid
Item 11	0.463	0.369	Valid
Item 12	0.461	0.369	Valid
Item 13	0.427	0.369	Valid
Item 14	0.649	0.369	Valid
Item 15	0.540	0.369	Valid
Item 16	0.570	0.369	Valid
Item 17	0.441	0.369	Valid
Item 18	0.341	0.369	Invalid
Item 19	0.408	0.369	Valid
Item 20	0.471	0.369	Valid
Item 21	0.463	0.369	Valid
Item 22	0.418	0.369	Valid
Item 23	0.694	0.369	Valid
Item 24	0.192	0.369	Invalid
Item 25	0,507	0.369	Valid
Item 26	0,649	0.369	Valid
Item 27	0,685	0.369	Valid
Item 28	0,470	0.369	Valid
Item 29	0,433	0.369	Valid
Item 30	0,507	0.369	Valid
Item 31	0,561	0.369	Valid
Item 32	0,479	0.369	Valid
Item 33	0,507	0.369	Valid
Item 34	0,510	0.369	Valid
Item 35	0,459	0.369	Valid

The third is the validity of reading comprehension in analytical exposition text, the researcher addopted a test from Andriani (2019). The result of the validity shown that there were 20 questions are valid because r_{table} at $\alpha = 0.05$ for N = 30 is 0.361 were smaller than $r_{obtained}$.

Table 3.10 *Validity of Reading Comprehension in Analytical Exposition Text*

No.	$R_{obtained}$	R_{table}	Result
Item 1	0.497	0.396	Valid
Item 2	0.444	0.396	Valid
Item 3	0.425	0.396	Valid
Item 4	0.475	0.396	Valid
Item 5	0.481	0.396	Valid
Item 6	0.494	0.396	Valid
Item 7	0.494	0.396	Valid
Item 8	0.423	0.396	Valid
Item 9	0.442	0.396	Valid
Item 10	0.467	0.396	Valid
Item 11	0.534	0.396	Valid
Item 12	0.427	0.396	Valid
Item 13	0.515	0.396	Valid
Item 14	0.475	0.396	Valid
Item 15	0.464	0.396	Valid
Item 16	0.445	0.396	Valid
Item 17	0.503	0.396	Valid
Item 18	0.442	0.396	Valid
Item 19	0.515	0.396	Valid
Item 20	0.493	0.396	Valid

2. The Reliability Instruments

Ary *et al.,* (2010: 236) states that the reliability reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. To determine the reliability of students' learning motivation, vocabulary mastery and reading comprehension in analytical exposition text, the researcher used Cronbach Alpha. The instruments variable are reliable if the value of $r_{result} > r_{table}$. As mentioned by Arikunto (2010: 176), reliability of test is consider as follows:

Table 3.10 *The Reiability of Coefficient Criteria*

Reliability Coefficient	Criteria
$R_{11} < 0.20$	Very low reliability
$0.20 < r_{11} = 0.40$	Low reliability

Reliability Coefficient	Criteria
$0.40 < r_{11} = 0.70$	Fair reliability
$0.70 < r_{11} = 0.90$	High reliability
$0.90 < r_{11} = 1.00$	Very high reliability

Table 3.11 *Reliability of Students' Learning Motivation*

Cronbach's Alpha	N of items
.882	40

The first is reliability of students' learning motivation, the researcher addopted the questionnaire from Fatra (2013). The reliability of the test is 0.882. Therefore, it can be concluded the questionnaire is reliable, and the level of reliability is high.

Table 3.12 *Reliability of Vocabulary Mastery*

Cronbach's Alpha	N of items
.924	35

The second is reliability of vocabulary mastery. The researcher addopted the questionnaire from Nisa (2019). The reliability of the test is 0.925. Therefore, it can be concluded the test is reliable, and the level of reliability is very high.

Table 3.13 *Reliability Reading Comprehension in Analytical Exposition Text*

| Cronbach's Alpha	N of items
.817	20

The third is reliability of reading comprehension in analytical exposition text. The researcher addopted the questionnaire from Andriani (2019). The reliability of the test is 0.817. Therefore, it can be concluded the test is reliable, and the level of reliability is high.

G. Data Analysis Technique

1. Description of the Data

   After collecting the data, the next stage is to analyze the data carried out to find out the positive and significant correlation between learning motivation, vocabulary mastery and reading comprehension in analytical exposition text. Statistical descriptions that indicate general trends in the datasuch as mean, mode, median, variation, standard deviation, and range Brown (2004: 7). The researcher analyzed the data using SPSS 23. The steps as follows:
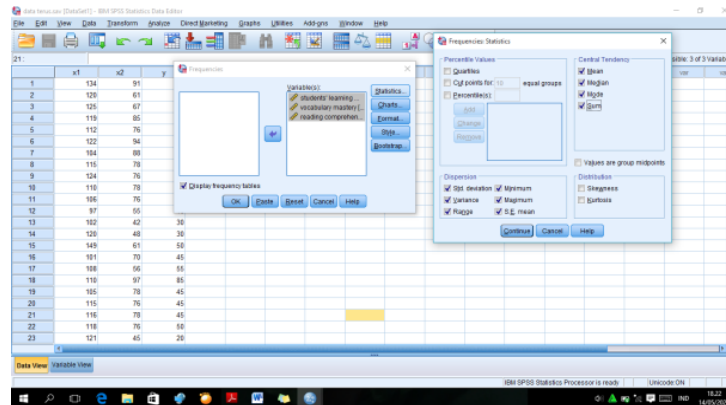
   a) Open SPSS >> click variable view, give content of the name column with item.
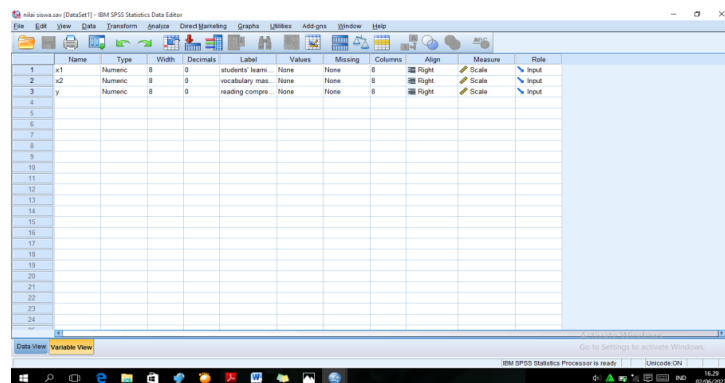
   b) Click data view >> insert data from variable >> click analyze >> descriptive statistics >> frequencies.
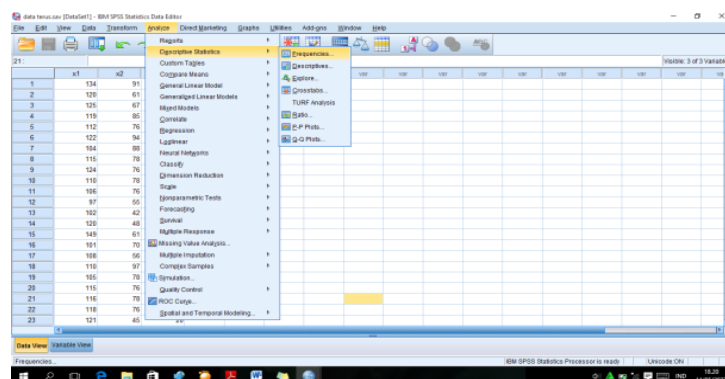
c) Remove the variable column to the right box >> click statistics >> checklist (✓) mean, median, mode, standard deviation, range, maximum and minimum >> continue then click OK.

d) Finally, there will appear the result bellow.

2. Normality Testing

Normality testing is a requirement of a test that is carried out before entering into a linear correlation analysis to find out whether the sample taken from the population has a normal distribution or not. Researchers calculated the data using Kolmogorov-Smirnov (K-S) from SPSS 23. The test will be normal if the K-S$_{value}$ > 0.05. The step as follows:

a) Open SPSS >> click variable view, give content of the name column with item.

b) Open data view, input the data in the variable >> click analyze >> Non Parametic Test >> Legacy dialog >> 1-sample K-S (one sample).
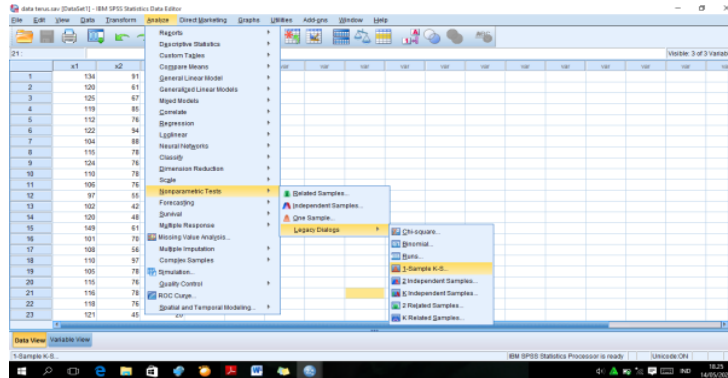
c) Remove the variable column to the right box >> give check list (✓) to the normal option.
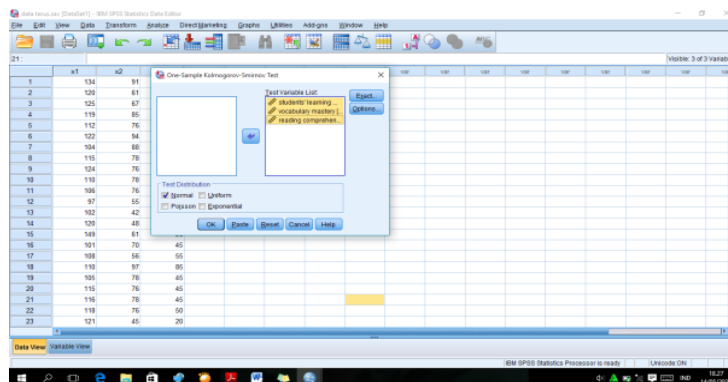
d) Finally, then will appear result below.
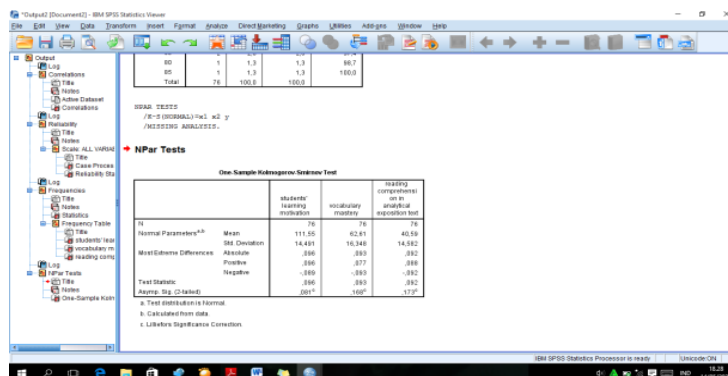
3. Linearity Testing

   Linearity is aimed to know wether between independent variables (X$_1$ and X$_2$) and dependent variable (Y) that involved in a research, which measured by statistical analysis correlation, have relation linier or not. The researcher analyzed the data using SPSS 23. The steps as follows:

   a) Open SPSS >> click variable view, give content of the name column with item

   b) Open data view, input the data in the variable >> click analyze >> click compare mean >> click means.
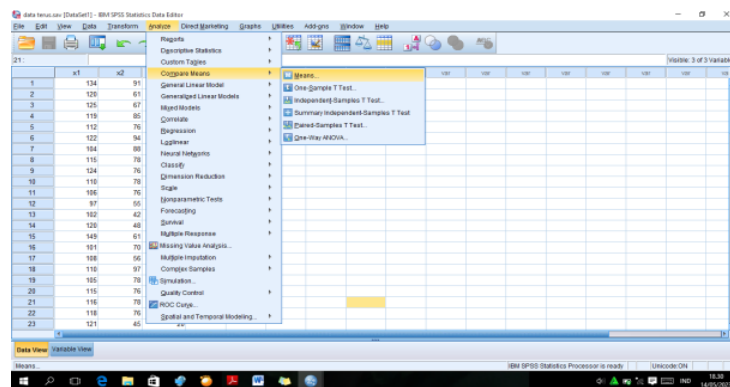
   c) Replace variable appropriate with column dependent list or independent list. Next choose option >> check list (✓) for linearity and click continue >> OK.

d) Finally, the result of linearity testing appear below.

4. Hypothesis Testing

This research is conducting to test three hypotheses. To test the first and the second hypotesis the researcher use Pearson Product Moment Formula, meanwhile to test the third hypothesis the researcher use Multiple Correlation Regression. Researchers calculated the data using SPSS 23.

As mentioned by Sugiyono (2015: 257), the degree of confusion between variables consider as follows:

Table 3.14 *The Degree of Confusion between Variable*

0.00 - 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very strong

The first is to test between students' learning motivation (X_1) and reading comprehension in analytical exposition text (Y). The researcher analyzed the data using SPSS 23. The steps as follows:

1) Open SPSS >> click variable view, give content of the name column with item.

2) Open data view, input the data in the variable >> click analyze >> correlate >> bivariate.
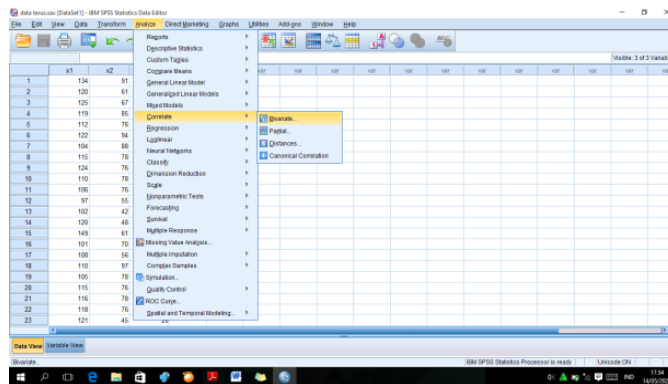
3) Remove the variable column, check list (✓) pearson and click OK.
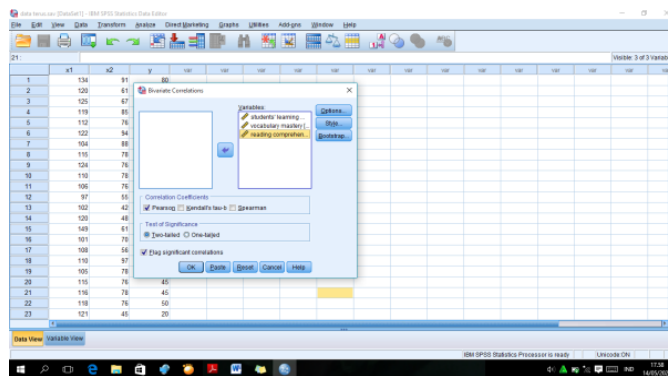
4) And finally there will appear the result bellow.
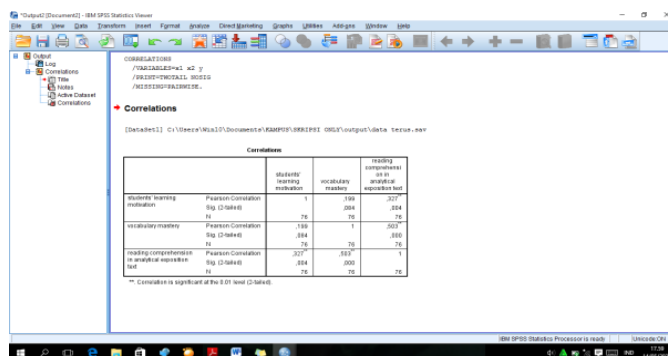
The second is to test between vocablary mastery (X_2) and reading comprehension in analytical exposition text (Y). The researcher analyzed the data using SPSS 23. The steps as follows:

1) Open SPSS >> click variable view, give content of the name column with item.

2) Open data view, input the data in the variable >> click analyze >> correlate >> bivariate.
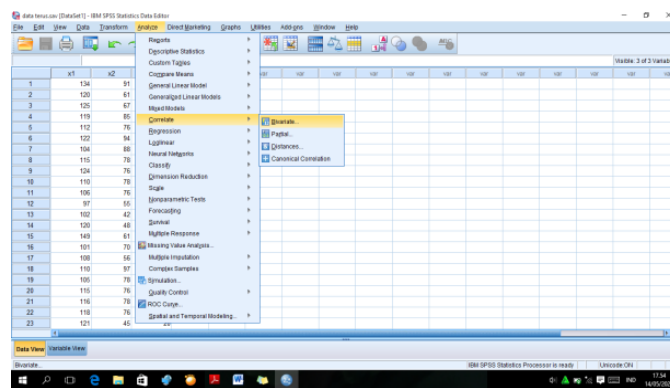
3) Remove the variable column, check list (✓) pearson and click OK.
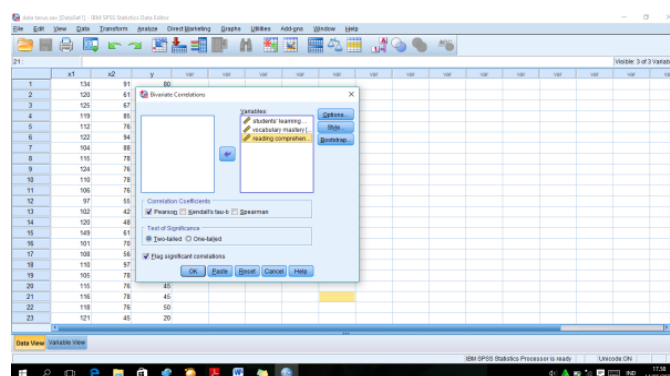
4) And finally there will appear the result bellow.
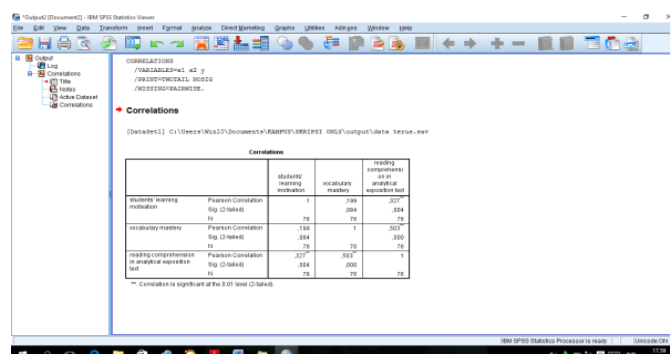
The third is to test between students' learning motivation (X_1) and vocablary mastery (X_2) toward reading comprehension in analytical

exposition text (Y). The researcher analyzed the data using SPSS 23. The steps as follows:

1) Open SPSS >> click variable view, give content of the name column with item.

2) Open data view, input the data in the variable >> click analyze >> regression >> linear.
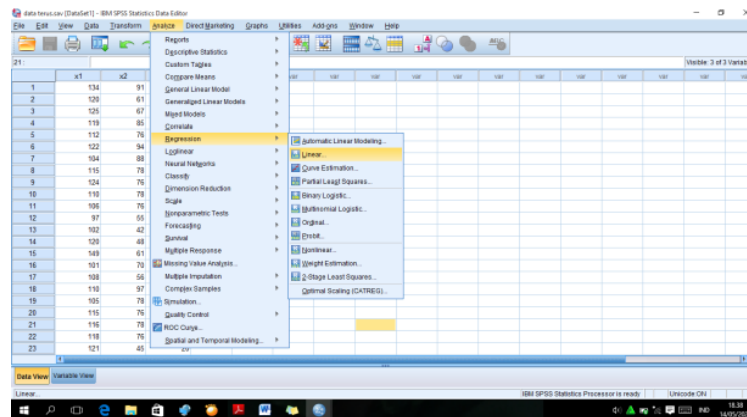
3) Replace the variable column appropriate with independent and dependent variable >> click statistics >> check list estimates, model fit and R squared change >> contimue then click OK.

4) And finally there will appear the result bellow:

The result of rxy will compare with r_{table} at the level significance 5% and N (the number of respondents). If $r_{xy} > r_{table}$ it means that Ho is rejected and Ha is accepted.

BAB IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Data Description

The research descripstion is based on the score from questionnaire to know the students' learning motivation and the score of test to know the vocabulary mastery and reading comprehension in analytical exposition text at the eleventh grade students' of SMA N 1 Gondang Sragen. It is presented in the form of mean, median, mode, standard deviation, the highest and lowest score which is completed with the variable description in the form table and histogram. The result as follows:

a. The Data of Students' Learning Motivation

Table 4.1 *The Descriptive Statistic of Students' Learning Motivation (X$_1$)*

Statistics

students' learning motivation

N	Valid	76
	Missing	0
Mean		111,55
Std. Error of Mean		1,662
Median		112,00
Mode		106[a]
Std. Deviation		14,491
Variance		209,984
Range		86
Minimum		67
Maximum		153
Sum		8478

a. Multiple modes exist. The smallest value is shown

From the data in table 4.1 above, it is known that the maximum score of students' learning motivation is 153 and the niminum score is 67. The range of students' learning motivation is 86, the standar deviation is 14.491. The sum of the data is 8478, the mean is 111.55, the median is 112.00 then the mode is 106. The frequency distribution of the scores can be seen on the following table:

Table 4.2 *The Frequency Distribution of Students' Learning Motivation (X_1)*

Interval score	Mid point	F	%	Cumulative
67-78	72.5	2	3	3
79-90	84.5	3	4	7
91-102	96.5	11	14	21
103-114	108.5	28	37	58
115-126	120.5	25	32	90
127-138	132.5	5	7	97
139-153	146	2	3	100
		76	100	

The table 4.2 above explains about the frequency distribution of students' learning motivation. Based on the table above, there are 2 students' who get score 67-78 and the presentage is 3%. There are 3 students' who get score 79-90 and the presentage is 4%. There are 11 students' who get score 91-102 and the presentage is 14%. There are 28 students' who get score 103-114 and the presentage is 37%. There are 25 students' who get score 115-126 and the presentage is 32%. There are 5 students' who get score 127-138 and the presentage is 7%. There are 2 students who get score 139-153 and the presentage is 3%.

Then the histogram of students' learning motivation can be seen in the figure below:
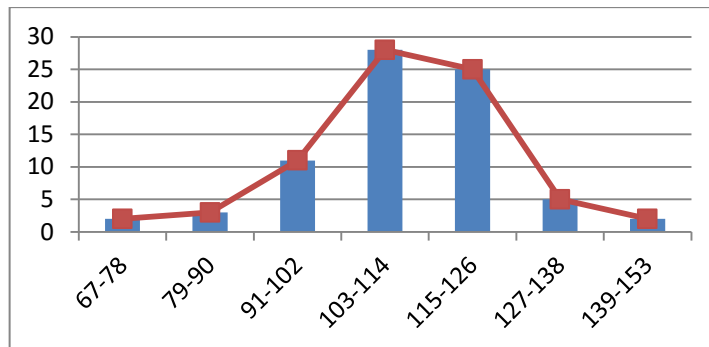
Figure 4.1 *Histogram of Students' Learning Motivation (X_1)*

b. The Data of Students' Vocabulary Mastery

Table 4.3 *The Descriptive Statistic of Students' Vocabulary Mastery (X_2)*

Statistics

vocabulary mastery

N	Valid	76
	Missing	0
Mean		62,61
Std. Error of Mean		1,875
Median		61,00
Mode		61
Std. Deviation		16,348
Variance		267,255
Range		70
Minimum		27
Maximum		97
Sum		4758

From the data in table 4.3 above, it is known that the maximum score of vocabulary mastery is 97 and the niminum score is 27. The range of vocabulary mastery is 70, the standar deviation is 16.384. The sum of the data is 4758, the mean is 62.61, the median is 61.00 and the mode is 61.

Table 4.4 *The Frequency Distribution of Students' Vocabulary Mastery (X₂)*

Interval score	Mid point	F	%	Cumulative
27-36	31.5	6	8	8
37-46	41.5	8	10	18
47-56	51.5	11	14	32
57-66	61.5	15	20	52
67-76	71.5	24	32	84
78-86	81.5	6	8	92
88-97	92.5	6	8	100
		76	100	

The table 4.4 above explains about the frequency distribution of students'vocabulary mastery. Based on the table above, there are 6 students' who get score 27-36 and the presentage is 8%. There are 8 students' who get score 37-46 and the presentage is 10%. There are 11 students' who get score 47-56 and the presentage is 14%. There are 15 students' who get score 57-66 and the presentage is 20%. There are 24 students' who get score 67-76 and the precentage is 24%. There are 6 students' who get score 78-76 and the presentage is 8%. There are 6 students' who get score 88-97 and the presentage is 8%.

Then the histogram of students' vocabulary mastery can be seen in the figure below:
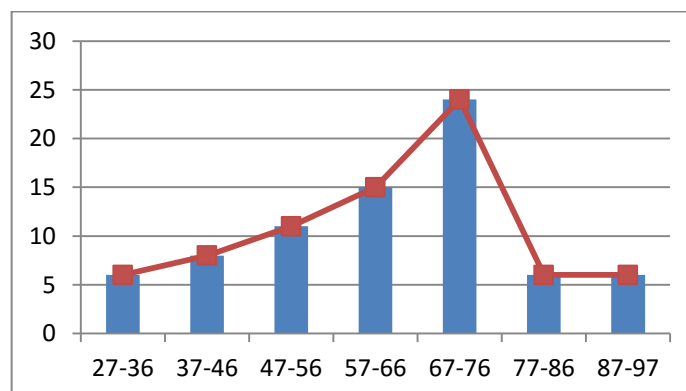
Figure 4.2 *Histogram of Students' Vocabulary Mastery (X₂)*

c. The Data of Students' Reading Comprehension in Analytical

Exposition Text (Y)

Table 4.5 The Data of Students' Reading Comprehension in Analytical Exposition Text (Y)

Statistics

reading comprehension in
analytical exposition text

N	Valid	76
	Missing	0
Mean		40,59
Std. Error of Mean		1,673
Median		40,00
Mode		45
Std. Deviation		14,582
Variance		212,645
Range		70
Minimum		15
Maximum		85
Sum		3085

From the data in table 4.5 above, it is known that the

maximum score of reading comprehension in analytical exposition

text is 85 and the niminum score is 70. The range is 70, the standar

deviation is 14.582. The sum of the data is 3085, the mean 40.59,

the median is 40.00 and the mode is 45.

Table 4.6 The Frequency Distribution of Students Reading Comprehension in Analytical Exposition Text (Y)

Interval score	Mid point	F	%	Cumulative
15-24	19.5	10	13	13
25-34	29.5	12	16	29
35-44	39.5	18	23	52
45-54	49.5	23	30	82
55-64	59.5	9	12	94
65-74	69.5	2	3	97
75-85	80	2	3	100
		76	100	

The table 4.6 above explains about the frequency

distribution of students' reading comprehension in analytical

exposition text. Based on the table above, there are 10 students' who get score 15-24 and the presentage is 13%. There are 12 students' who get score 25-34 and the presentage is 16%. There are 18 students' who get score 35-44 and the presentage is 23%. There are 23 students' who get score 45-54 and the resentage is 30%. There are 9 students' who get score 55-64 and the presentage is 12%. There are 2 students who get score 65-74 and the presentage is 3%. There are 2 student who get score 75-85 and the presentage is 3%.

Then the histogram of students' reading comprehension in analytical exposition text can be seen in the figure below:
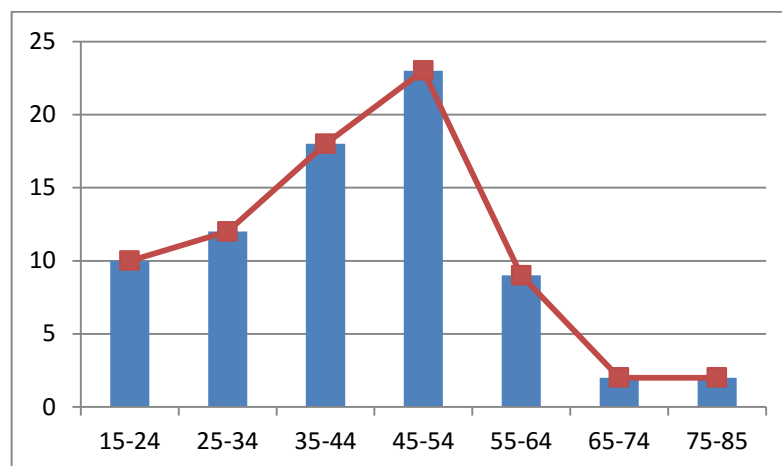
Figure 4.3 *Histogram of Students' Reading Comprehension in Analytical Exposition Text (Y)*

2. Data Analysis

a. Normality testing

Normality testing distribution is aimed to know wether the distribution of variable data research is normal or not. In this research has three variables of normality testing, there are normality of students' learning motivation, normality of

vocabulary mastery and normality of reading comprehension in analytical exposition text. The result can be seen in the table below:

Table 4.7 *The Result of Normality Testing*

One-Sample Kolmogorov-Smirnov Test

		students' learning motivation	vocabulary mastery	reading comprehension in analytical exposition text
N		76	76	76
Normal Parameters[a,b]	Mean	111,55	62,61	40,59
	Std. Deviation	14,491	16,348	14,582
Most Extreme Differences	Absolute	,096	,093	,092
	Positive	,096	,077	,088
	Negative	-,089	-,093	-,092
Test Statistic		,096	,093	,092
Asymp. Sig. (2-tailed)		,081	,168	,173

From the table 4.7 above, it can be interpreted as follows:

1) Normality testing of students' learning motivation

   After being computed, the value for N = 76 at the level of significant $\alpha = 0.05$ is 0.081 it shows that the value is higher than 0.05 or 0.081 > 0.05. It means that the data distribution of students' learning motivation is normal.

2) Normality testing of vocabulary mastery

   After being computed, the value for N = 76 at the level of significant $\alpha = 0.05$ is 0.168 it shows that the value is higher than 0.05 or 0.168 > 0.05. It means that the data distribution of vocabulary mastery is normal.

3) Normality testing of reading comprehension in analytical exposition text

    After being computed, the value for N = 76 at the level of significant α = 0.05 is 0.173 it shows that the value is higher than 0.05 or 0.173 > 0.05. It means that the data distribution of reading comprehension in analytical exposition is normal.

b. Linearity testing

    Linearity is used to know wether the dependent variables and dependent variable have linier relationship or not. The description of linearity testing are below:

1) Linearity testing of students' learning motivation (X_1) and reading comprehension in analytical exposition text (Y)

Table 4.8 *The Result of Linearity Testing between X_1 and Y*

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
reading compreh ension in analytic al expositi on text * students' learning motivati on	Between Groups	(Combined)	9475,439	39	242,960	1,351	,182
		Linearity	1707,153	1	1707,15 3	9,495	,004
		Deviation from Linearity	7768,286	38	204,429	1,137	,350
	Within Groups		6472,917	36	179,803		
	Total		15948,35 5	75			

    From the table 4.8 above, the linearity testing of students' learning motivation (X_1) and reading comprehension (Y) for N = 76 at the level of significant α = 0.05 is 0.350. The result of

the table shows that 0.350 > 0.05. It means that the data is linier.

2) Linearity Testing of Vocabulary Mastery (X₂) and Reading Comprehension in Analytical Exposition Text (Y)

Table 4.9 *The Linearity testing between X₂ and Y*

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
reading comprehension in analytical exposition text * vocabulary mastery	Between Groups	(Combined)	7866,550	25	314,662	1,947	,023
		Linearity	4030,096	1	4030,096	24,933	,000
		Deviation from Linearity	3836,453	24	159,852	,989	,496
	Within Groups		8081,806	50	161,636		
	Total		15948,355	75			

From the table 4.9 above, the linearity testing of vocabulary mastery (X₂) and reading comprehension (Y) for N = 76 at the level of significant α = 0.05 is 0.496. The result of the table shows that 0.496 > 0.05. It means the data is linier.

c. Hypothesis testing

1) First hypothesis

The first hypothesis of this research says that there is a positive and significant correlation between students' learning motivation (X₁) and reading comprehension in analytical exposition text (Y) at the eleventh grade students of SMA N 1

Gondang. The result of statistical hypothesis of the first hypothesis can be seen on the table below:

Table 4.10 *The Result of Hypothesis Testing between X₁ and Y*

Correlations

		Students' learning motivation	reading comprehension in analytical exposition text
students' learning motivation	Pearson Correlation	1	,327[**]
	Sig. (2-tailed)		,004
	N	76	76
reading comprehension in analytical exposition text	Pearson Correlation	,327[**]	1
	Sig. (2-tailed)	,004	
	N	76	76

Based on Table 4.10 above, it is found that the coefficient of correlation between students' learning motivation (X_1) and reading comprehension in analytical exosition text (Y) is 0.327. the coefficient of correlation table (r_{table}) for N = 76 at the level significance $\alpha = 0.05$ is 0.225. It shows that $r_{obtained}$ (r_{xy}) is higher than r_{table} (0.327 > 0.225). It means that the coefficient of correlation between students' learning motivation and reading comprehension in analytical exposition text is positively correlated and in the low level of correlation. The resylt of significance value is 0.004 < 0.05, it menas that there is a significant correlation between the two variables.

The coeficient determination between variables is 0.107. It means that 10.7% variation of reading comprehension in

analytical exposition text is influenced by students' learning motivation and the other 89.3% is influenced by others factors. It can be conclude that the result of the first hypothesis shown that (Ho) is rejected and the alternative hypothesis (Ha) is accepted. So, it can be said that there is positive and significant correlation between students' learning motivation and reading comprehension in analytical exposition text.

2) Second hypothesis

The second hypothesis of this research says that there is a positive and significant correlation between vocabulary mastery (X_2) and reading comprehension in analytical exposition text (Y) at the eleventh grade students of SMA N 1 Gondang, Sragen. The result of statistical hypothesis of the first hypothesis can be seen on the table below:

Table 4.11 The Result of Hypothesis between X_2 and Y

Correlations

		vocabulary mastery	reading comprehension in analytical exposition text
vocabulary mastery	Pearson Correlation	1	,503[**]
	Sig. (2-tailed)		,000
	N	76	76
reading comprehension in analytical exposition text	Pearson Correlation	,503[**]	1
	Sig. (2-tailed)	,000	
	N	76	76

Based on Table 4.11 above, it is found that the coefficient of correlation between vocabulary mastery (X_2) and reading comprehension in analytical exposition text (Y) is 0.503. The coefficient of correlation table (r_{table}) for N = 76 at the level significance α = 0.05 is 0.225. It shows that $r_{obtained}$ (r_{xy}) is higher than r_{table} (0.503 > 0.225). It means that the coefficient of correlation between vocabulary mastery and reading comprehension in analytical exposition text is positively correlated and in the moderate level of correlation. The result of significance value is 0.000 < 0.05, it menas that there is a significant correlation between the two variables.

The coeeficient determination between variables is 0.253. It means that 25.3% variation of reading comprehension in analytical exposition text is influenced by vocabulary mastery and the other 74.7% is influenced by others factors. It can be concluded that the result of the second hypothesis sgown that (Ho) is rejected and the alternative hypothesis (Ha) is accepted. So, it can be said that there is positive and significant correlation between vocabulary mastery and reading comprehension in analytical exposition text.

3) Third hypothesis

The third hypothesis of this research says that there is a positive and significant correlation between students' learning motivation (X_1) and vocabulary mastery (X_2) toward reading

comprehension in analytical exposition tetxt (Y) at the eleventh grade students of SMA N 1 Gondang. The result of statistical hypothesis of the third hypothesis can be seen on the table below:

Table 4.12 *The result of Hypothesis Testing between X_1, X_2 and Y*

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,553[a]	,306	,287	12,310	,306	16,121	2	73	,000

a. Predictors: (Constant), vocabulary mastery, students' learning motivation

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4885,878	2	2442,939	16,121	,000[b]
	Residual	11062,478	73	151,541		
	Total	15948,355	75			

a. Dependent Variable: reading comprehension in analytical exposition text
b. Predictors: (Constant), vocabulary mastery, students' learning motivation

The result of the computation shows that the coefficient of correlation between students' learning motivation (X_1), vocabulary mastery (X_2), and reading comprehension in analytical exposition text (Y) is 0,553. The coefficient of correlation table (r_{table}) for N = 76 at the level significance α = 0.05 is 0.225. It shows that $r_{obtained}$ (r_{xy}) is higher than r_{table} (0.553 > 0.225). It means that the coefficient of correlation between students' learning motivation vocabulary mastery toward reading comprehension in analytical exposition text is

positively correlated and in the moderate level of correlation. The result of significance value is 0.000 > 0.05, it means that there is a significant correlation between the three variables.

The coeficient determination between variables is 0.306. It means that 30.6% variation of reading comprehension in analytical exposition text is influenced by students' learning motivation and vocabulary mastery, and the other 69.4% is influenced by others factors. It can be conclude that the result of the third hypothesis shown that (Ho) is rejected and the alternative hypothesis (Ha) is accepted. So, it can be said that there is positive and significant correlation between students' learning motivation and vocabulary mastery toward reading comprehension in analytical exposition text.

B. Discussion

This research was conducted at eleventh grade students of SMA N 1 Gondang. The purpose of this study was to find out is there a positive and significant correlation between students' learning motivation and vocabulary mastery toward reading comprehension in analytical exposition text and at eleventh grade of SMA N 1 Gondang in the academic year 2022/2023.

1. The Correlation between Students' Learning Motivation and Reading Comprehension in Analytical Exposition Text.

In this research, the correlation between students' learning motivation and reading comprehension in analytical exposition text is

supported by Uno (2021: 23) who stated that learning motivation is internal and external encouragement to students who are learning to make changes in behavior. Internal factors include the desire and desire to succeed and the encouragement of learning needs, hopes for ideals. While external factors are awards, a conducive learning environment, and interesting learning activities. Both of these factors are caused by certain stimulus, so that someone wants to carry out learning activities that are more active and enthusiastic. Besides that, Slavin (2018: 297) stated that motivation is very important, not only for students' academic activities but also for determining how much students will learn from the activities or from the information they obtain.

The result of the first hypothesis shows that coefficient of correlation between students' learning motivation (X_1) and reading comprehension in analytical exposition text (Y) is 0.327. The coefficient of correlation table (r_{table}) for N = 76 at the level significance $\alpha = 0.05$ is 0.225. It shows that $r_{obtained}$ (r_{xy}) is higher than r_{table} (0.327 > 0.225) and the significance value is 0.004 < 0.05. The coeficient determination between two variables is 0.107. It means that 10.7% variation of reading comprehension in analytical exposition text is influenced by students' learning motivation and the other 89.3% is influenced by others factors.

From the theory and result of the first hypothesis, it can be indicated that the students' high and low learning motivation will

affect their English learning activities so that it will have a good effect when comprehending analytical exposition text or other text. Motivation to read play an important contribution for students to achieve reading comprehension and academic success. Students who have less motivation to get achievement in school can be said also have very low reading skill. Motivation also being the most important factor which can determine the success in foreign language learning. This is because motivation has a role in influencing one's efforts when carrying out certain activities.

The first hypothesis which stated that students' learning motivation is correlated with reading comprehension in analytical exposition text is proved. This proves also consistent with the result of research when compared with previous related study conducted by Parliyah and Khotimah (2020) who indicated that there was a significant correlation between vocabulary mastery and reading comprehension with correlation coefficient was 0.658. It was classified into high correlation.

2. The Correlation between Students' Vocabulary Mastery and Reading Comprehension in Analytical Exposition Text.

In this research, the correlation between vocabulary mastery and reading comprehension in analytical exposition text is supported by Thornbury (2002: 13) who stated that "if you are not familiar with a word, then you will think that this text is heavy because of its vocabulary". Good readers have good vocabulary knowledge. In order

to understand a text, the reader needs to know the meaning of each word. When students have a good understanding of vocabulary, their ability to understand ideas and the relationships between ideas in the text can also be carried out well because reading is not only reading aloud but also understanding the meaning of words, sentences and the relationships between ideas that appear in each paragraph.

The result of the second hypothesis shows that the coefficient of correlation between vocabulary mastery (X_2) and reading comprehension in analytical exposition text (Y) is 0.503. The coefficient of correlation table (r_{table}) for N = 76 at the level significance α = 0.05 is 0.225. It shows that $r_{obtained}$ (r_{xy}) is higher than r_{table} (0.503 > 0.225) and the significance value is 0.000 < 0.05. The coeficient determination between two variables 0.253. It means that 25.3% variation of reading comprehension in analytical exposition text is influenced by vocabulary mastery and the other 74.7% is influenced by others factors.

From the theory and result of the fsecond hypothesis, it can be indicated that vocabulary masteri will affect students' reading comprehension in analytical exposition text. If a student has a good vocabulary understanding background they will be able to find the meaning of the words contained in the text and it will be easier for them to understand the text they read and they will easily comprehend analytical exposition text or other text. It could be concluded that vocabulary is very important in learning especially in reading.

Furthermore, mastering vocabulary will make it easier for someone to use language for communication. They cannot speak well and understand written materials if they do not master them. So, it can call a power of knowledge.

The second hypothesis which stated that vocabulary mastery is correlated with reading comprehension in analytical exposition text is proved. This proves also consistent with the result of research when compared with previous related study conducted by Budiman (2016) who indicated that there is significant correlation between students' vocabulary mastery and reading comprehension based on the analysis on score, there is high contribution in students' vocabulary mastery toward reading comprehension.

3. The Correlation between Students' Learning Motivation and Vocabulary Mastery toward Reading Comprehension in Analytical Exposition Text

In this research, the correlation between students' learning motivation and vocabulary mastery toward reading comprehension in analytical exposition text is supported by Duke and Pearson (2002: 205) who stated motivation and vocabulary will affect sudents' reading comprehension. The level of students' motivation will have an impact on how students will learn. Therefore, students must receive a lot of motivation and provide experience reading texts with a goog environment rich in high-quality talks. Also background knowledge of vocabulary mastery will affect reading comprehension because

understanding the text depends on how much prior knowledge. Stduents can easily understand the language if they have a ot of knowledge about vocabulary.

The result of the second hypothesis shows that the coefficient of correlation between students' learning motivation (X_1) and vocabulary mastery (X_2) toward reading comprehension in analytical exposition text (Y) is 0.553. The coefficient of correlation table (r_{table}) for N = 76 at the level significance α = 0.05 is 0.225. It shows that $r_{obtained}$ (r_{xy}) is higher than r_{table} (0.553 > 0.225) and the significance value is 0.000 < 0.05. The coeeficient determination shown between three variables is 0.306. It means that 30.6% variation of reading comprehension in analytical exposition text is influenced by students' learning motivation and vocabulary mastery, and the other 69.4% is influenced by others factors.

From the theory and result of the third hypothesis, it can be indicated that students' learning motivation and vocabulary mastery will affect students' reading comprehension in analytical exposition text. The researcher considers that it is clear that if a student has high learning motivation and good vocabulary mastery, it will have a good effect on their learning activities and reading comprehension. Besides that, motivation also influences the success of students in learning a language. Reading as one of the skills that students need to master in learning a language certainly requires good motivation so that a student can understand the text they read and can properly implement

the contents of the text in everyday life. Apart from learning motivation, vocabulary mastery is important because it encompasses all the words, we must know to access our background knowledge, express our ideas and communicate effectively and learn about new concepts. It could be concluded that vocabulary is very important in learning especially in reading comprehension in analytical exposition text.

The third hypothesis which stated that students' learning motivation and vocabulary mastery is correlated with reading comprehension in analytical exposition text is proved. This proves also consistent with the result of research when compared with previous related study conducted by Suprayitno (2020) who indicated that students' had high motivation in learning reading comprehension. And also related with Desita *et al.,* (2015) who indicated that vocabulary mastery can influence students' ability to comprehend an analytical exposition text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation above, the researcher concluded the following below:

The first hypothesis shows that there is a positive and significant correlation between students' learning motivation and reading comprehension in analytical exposition text. It shows that the result of $r_{obtained}$ is higher than r_{table} (0.327 > 0.225) with Sig.value (0.004<0.05) and students' learning motivation contributed to reading comprehension in analytical exposition text as much as 10.7% while 89.3% was contributed by other factors. It means that the higher of students' learning motivation will be followed by the higher of reading comprehension in analytical exposition text.

The second hypothesis shows that there is a positive and significant correlation between vocabulary mastery and reading comprehension in analytical exposition text. It shows that the result of $r_{obtained}$ is higher than r_{table} (0.503 > 0.225) with Sig.value (0.000<0.05) and vocabulary mastery contributed to reading comprehension in analytical exosition text as much as 25.3% while 74.7% was contributed by other factors. It means that the higher of vocabulary mastery will be followed by the higher of reading comprehension in analytical exposition text.

The third hypothesis shows that there is a positive and significant correlation between students' learning motivation and vocabulary mastery

toward reading comprehension in analytical exposition text. It shows that the result of $r_{obtained}$ is higher than r_{table} (0.327 > 0.225) with Sig.value (0.000<0.05) and students' learning motivation contributed to reading comprehension in analytical exposition text as much as 30.6% while 69.4% was contributed by other factors. It means that the higher of students' learning motivation and vocabulary mastery will be followed by the higher of reading comprehension in analytical exposition text.

B. Suggestion

Based on the research result and conclusion, it is known that students' comprehension in analytical exposition text is influenced by learning motivation and vocabulary mastery. The writer wants to suggest such as:

1. For teacher

   There are two factors that influence students' reading comprehension in analytical exposition text. So, it is good for teacher to pay attention into these factors in increasing the students' comprehension in reading analytical exposition text.

2. For students'

   The students' have to learn and strengthen their learning motivation and vocabulary mastery. In additional, to increase their comprehension in reading analytical exposition text, the students' are suggested to pay attention to factors that influence their reading comprehension and learn to master these factors.

3. For other researcher

The researcher expect that this research can be a reference for other researcher who doing research with the same topic and take more extensive research and try to reveal factors which are not found in this research, for the purpose of getting further research.

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APPENDICES

APPENDIX 1

The List of Students' Scores

Students' Name	Class	Students' Learning Motivation	Vocabulary Mastery	Reading Comprehension in Analytical Exposition Text
SA	A1	134	91	80
BWD	A1	120	61	50
DR	A1	125	67	45
AY	A1	119	85	50
ANA	A1	112	76	45
ATR	A1	122	94	45
AAW	A1	104	88	55
AAR	A1	115	78	50
AN	A1	124	76	50
ANF	A2	110	78	45
TNJ	A2	106	76	35
ASB	A2	97	55	40
LF	A2	102	42	30
NP	A2	120	48	30
VJRM	A2	149	61	50
MA	A2	101	70	45
NKP	A2	108	56	55
CDU	A3	110	97	85
ATW	A3	105	78	45
FNK	A3	115	76	45
AS	A3	116	78	45
DA	A3	118	76	50
FFR	A3	121	45	20
MAK	A3	105	91	20
DAPDS	A3	109	61	35
ZNR	A3	97	42	35
RRR	A4	115	36	35
MR	A4	102	48	35
HAA	A4	103	48	35
HG	A4	117	61	40
OIR	A4	126	30	45
MAHRS	A4	109	49	20
DANC	A4	99	61	65

Students' Name	Class	Students' Learning Motivation	Vocabulary Mastery	Reading Comprehension in Analytical Exposition Text
KP	A4	115	58	35
ULR	A4	98	73	50
RKD	A5	110	76	60
LK	A5	119	76	60
BSP	A5	67	52	25
MR	A5	110	27	15
AM	A5	126	70	40
AFR	A5	113	73	25
VKS	A5	114	67	50
RMD	A5	82	61	45
YDA	S1	117	73	45
APS	S1	124	61	50
NA	S1	114	42	55
LIR	S1	153	89	40
JGSA	S1	107	45	40
BAM	S1	113	36	30
MI	S1	100	70	60
DPA	S1	127	73	55
BMA	S2	111	61	30
FA	S2	102	58	15
AL	S2	131	36	45
LLW	S2	96	76	55
S	S2	116	48	35
MRFR	S2	83	48	15
CR	S2	118	58	50
F	S2	108	70	45
RF	S3	117	67	35
D	S3	138	82	65
VR	S3	108	58	40
NAP	S3	106	61	40
HO	S3	119	73	60
RR	S3	83	48	30
RDDA	S3	106	39	30
GAR	S3	97	39	15
NF	S3	106	76	15
RP	S4	71	67	25
AS	S4	108	33	25
SMI	S4	109	73	30

Students' Name	Class	Students' Learning Motivation	Vocabulary Mastery	Reading Comprehension in Analytical Exposition Text
RRA	S4	114	55	20
DPW	S4	138	61	40
LN	S4	117	67	30
MH	S4	120	45	40
AN	S4	112	58	20

APPENDIX 2

The Blue print of Students' Learning Motivation Questionnaire

No.	Indicators		Number
1.	Intrinsic	The existence of desire to succeed	1,2,9,24,25,29
		The existence of encouragement and needs in learning	5,6,26,27,28,30,34
		The existence of future hopes and aspirations	7,8,10,11,12,13,23
2.	Ekstrinsic	The existence of appreciation in learning	14,15,16,17,31,32
		The existence of interesting activities in learning	3,4,21,22,33
		The existence of a conducive learning environment	18,19,20,35
Total			**35**

APPENDIX 3

Students' Questionnaire Worksheet

STUDENTS' LEARNING MOTIVATION QUESTIONNAIRE

Name : Anggun Ardiana R.

Class : XI IPA 1

No.	Pernyataan	SS	S	N	TS	STS	
1.	I often wish I hadn't been appointed to do the assignment at the blackboard. (Saya sering berharap tidak ditunjuk untuk mengerjakan tugas di papan tulis)			✓			3
2.	When the teacher gives questions to be done in front of the class, I will try my best to solve them. (Saat guru memberikan soal untuk dikerjakan di depan kelas, saya akan berusaha sebaik mungkin untuk menyelesaikannya)		✓				4
3.	When receiving the distribution of group work material, I will complete it as best I can. (Saat menerima pembagian materi tugas kelompok, saya akan menyelesaikan sebaik mungkin)		✓				4
4.	I always discuss with my friends about the English subject being taught by the teacher. (Saya selalu berdiskusi dengan teman mengenai materi pelajaran bahasa Inggris yang sedang diajarkan guru)			✓			3
5.	I did my English homework so I could understand it better. (Saya mengerjakan PR Bahasa Inggris supaya dapat lebih memahaminya)		✓				4
6.	I study English hard so I can pass the English test. (Saya giat belajar Bahasa Inggris agar bisa mengerjakan tes Bahasa Inggris)		✓				4
7.	I study English because my dream is to become an English teacher. (Saya belajar Bahasa Inggris karena cita-cita saya menjadi guru Bahasa Inggris)				✓		2
8.	From now on I study English because English is included in the national exam. (Mulai sekarang saya belajar Bahasa Inggris karena Bahasa Inggris masuk dalam ujian nasional)		✓				4
9.	I study English because I want to get good grades. (Saya belajar Bahasa Inggris karena ingin meraih nilai yang bagus)		✓				4
10.	I study English very hard because I want to						

No.	Statement	1	2	3	4	5	Score
	be the class winner. (Saya giat belajar Bahasa Inggris karena ingin menjadi juara kelas)			✓			3
11.	*I studied hard because I was embarrassed to get bad grades in English.* (Saya belajar mati-matian karena malu mendapat nilai Bahasa Inggris yang jelek)			✓			3
12.	*I study English because I want to take part in the English Olympiad.* (Saya belajar Bahasa Inggris karena ingin mengikuti olympiade Bahasa Inggris)				✓		2
13.	*I study English diligently in order to pass the exam with the best score.* (Saya rajin belajar Bahasa Inggris agar lulus ujian dengan nilai yang terbaik)		✓				4
14.	*I study English diligently to get praise from my parents.* (Saya rajin belajar Bahasa Inggris agar mendapat pujian dari orang tua)				✓		2
15.	*I study English as much as I can to get a scholarship.* (Saya belajar Bahasa Inggris semaksimal mungkin untuk mendapatkan beasiswa)		✓				4
16.	*I routinely do the English assignments given in order to get additional grades from the teacher.* (Saya rutin mengerjakan tugas-tugas Bahasa Inggris yang diberikan agar mendapatkan nilai tambahan dari guru)		✓				4
17.	*I try to get the best English test score so that the teacher praises me.* (Saya berusaha untuk mendapatkan nilai tes Bahasa Inggris yang terbaik agar dipuji oleh guru)				✓		2
18.	*I am still passionate about learning English, even though my family's economic situation is lacking.* (Saya tetap bersemangat dalam belajar Bahasa Inggris, walauun keadaan ekonomi keluarga serba kekurangan)				✓		2
19.	*I am not affected by friends who don't want to study English diligently.* (Saya tidak terpengaruh dengan teman-teman yang tidak mau rajin belajar Bahasa Inggris)			✓			3
20.	*I still do my English homework even though some students don't do it.* (Saya tetap mengerjakan PR Bahasa Inggris meskipun sebagian siswa tidak mengerjakannya)		✓				4
21.	*I like English because the teacher teaches using various ways.* (Saya senang Bahasa Inggris karena guru mengajar dengan menggunakan berbagai cara)		✓				4

No.	Statement	1	2	3	4	5	
22.	*I always ask the teacher about material that I don't understand.* (Saya selalu bertanya kepada guru mengenai materi yang belum saya pahami)		✓				4
23.	*I study English because I want to become an expert in language.* (Saya belajar Bahasa Inggris karena ingin menjadi ahli di bidang Bahasa)				✓		2
24.	*If I don't understand the assignment given by the teacher, then I will be silent and don't ask.* (Jika saya kurang memahami tugas yang diberikan guru, maka saya akan diam dan tidak bertanya)				✓		4
25.	*If I have difficulty completing a task, I will not continue.* (Jika saya kesulitan dalam menyelesaikan tugas, maka saya tidak akan melanjutkannya)				✓		4
26.	*Every day I learn English without being instructed by a teacher or parents.* (Setiap hari saya belajar Bahasa Inggris tanpa diperintah guru atau orangtua)				✓		2
27.	*Before English lessons started, I read English textbooks first.* (Sebelum jam pelajaran Bahasa Inggris dimulai, saya membaca buku pelajaran Bahasa Inggris terlebih dahulu)			✓			3
28.	*When my English test gets a bad score, I try to improve it so that the next test gets a good score.* (Ketika ulangan Bahasa Inggris saya mendapatkan nilai jelek, saya berusaha memperbaikinya agar ulangan berikutnya mendapat nilai yang baik)		✓				4
29.	*I keep learning English even though the teacher thinks I can't master English lessons.* (Saya tetap belajar Bahasa Inggris meskipun guru menganggap saya tidak bisa menguasai pelajaran Bahasa Inggris)			✓			3
30.	*I always study English even though there are no tests.* Saya selalu belajar Bahasa Inggris meskipun tidak ada ulangan.			✓			3
31.	*I try to be good at English subjects so that my friends admire me.* (Saya berusaha bisa pandai dalam mata pelajaran Bahasa Inggris agar dikagumi oleh teman-teman)				✓		2
32.	*I study English so that I can get a chance to be accepted at my favorite university after graduation.* (Saya belajar Bahasa Inggris agar mendapat peluang diterima di	✓					4

	Universitas favorit setelah lulus nanti)						
33.	*I feel dissatisfied if I am not given an evaluation of my learning outcomes.* (Saya merasa tidak puas bila tidak diberi evaluasi atas hasil belajar saya)			✓			3
34.	*I feel encouraged even better if I can do the English questions given by the teacher.* (Saya merasa terdorong lebih baik lagi jika saya dapat mengerjakan soal Bahasa Inggris yang diberikan oleh guru)		✓				4
35.	*I will stop working on English assignments if invited by friends to play.* (Saya akan menghentikan mengerjakan tugas Bahasa Inggris jika diajak teman bermain)				✓		4

APPENDIX 4

The Blue Print of Vocabulary Mastery Test

No.	Indicators	Number
1.	Part of speech a. Noun b. Pronoun c. Adjective d. Verb e. Adverb f. Preposition g. Conjunction h. Determiner	23,24,25,26,27,28,29,30,31,32
2.	Word building g. Affixation h. Compounding i. Conversion	17,18,19,20,21,22,
3	Word meaning j. Synonym k. Antonym l. Hyponymy	1,2,3,4,5,6,7,8,9,10
Total		**33**

APPENDIX 5

Students' Vocabulary Mastery Worksheet

VOCABULARY MASTERY TEST

Name : Hulul An Askuri

Class : XI IPA 4

I. Choose a,b,c or d which has the <u>same meaning</u> as the underlined word!
1. The number of <u>unemployed</u> people in our country is interesting rapidly.
     a. Licensed
     b. Business
     c. Jobless
     d. Working
2. The new building was to be <u>octagonal</u> in shape.
     a. Five sided
     b. Six sided
     c. Seven sided
     d. Eight sided
3. John didn't enjoy the rock concert because he thought the <u>tempo</u> was bad.
     a. Audience
     b. Rhythm
     c. Singer
     d. Weather
4. The foreign countrie's attempt at a <u>blockade</u> of the port was unsuccessful.
     a. Expedition
     b. Opening
     c. Landing
     d. closure
5. The fourth year sociology class was a <u>homogeneus</u> group of university student.
     a. Uniform
     b. Dreary
     c. Unrelated
     d. Distinguish

II. Choose a,b,c or d which is <u>the antonym</u> of the undelined word!
6. Is boxing <u>safe</u>?
     a. Curious
     b. Jealous
     c. Dangerous
     d. Virgorous
7. The test was <u>easy</u>.
     a. Diligent
     b. Difficult
     c. Diffident

d. Different

8. I think badminton is <u>interesting</u>.
   a. Boring
   b. Exciting
   c. Challenging
   d. Fascinating

III. Choose the correct answer!

9. ..... are grouped into animal.
   a. Dog, frop, mop
   b. Horse, honeydew, cow
   c. Mouse, lion, dog
   d. Lion, beans, pumpkin

10. Korean, English, and Arabic are grouped into .....
    a. Country
    b. Nationally
    c. Language
    d. Ocean

11. I'm late because there was a terrible ..... in the center of the town.
    a. Tin opener
    b. Box office
    c. Traffic jam
    d. Film star

12. Suzan had a ..... job in bank, but after the baby was born she changed to a ..... job, so she just worked in the morning.
    a. Part-time, full-time
    b. Full-time, part-time
    c. Badly-paid, well-paid
    d. Well-paid, badly-paid

13. David's ..... is a nineteen year old gird
    a. Grandson
    b. Grandfather
    c. Granddaughter
    d. Grandmother

14. Which word can function as an adjective and a noun, with no change in form?
    a. Consider
    b. Ontact
    c. Could
    d. Cold

15. ..... can function as a verb and an adjective, with no change in form.
    a. Taste
    b. Smell

c. Clean
d. Clue

16. Which word can function as a verb and a noun, with no change in form?
    a. Export
    b. Explain
    c. External
    d. Extreme

17. The play was tremendously .....
    a. Enjoy
    b. Enjoyable
    c. Enjoybly
    d. Enjoyment

18. Tom has a high fever. He has to be .....
    a. Hospitalized
    b. Internalized
    c. Legalized
    d. Fertilized

19. Katy is very ..... so her classmates like her.
    a. Help
    b. Helpless
    c. Helplessly
    d. Helpful

20. Agnes Monica is a popular .....
    a. Sing
    b. Song
    c. Singer
    d. Singin

21. A nurse works in a .....
    a. Restaurat
    b. Hotel
    c. Hospital
    d. Library

22. Ia am thirsty. Give ..... a glass of water, please!
    a. Me
    b. You
    c. He
    d. Her

23. Sui Ling and Sui Mei are my friends ..... live in Solo.
    a. We
    b. They
    c. You
    d. I

24. You can ..... with your nose.
   a. See
   b. Taste
   c. Kiss
   d. Smell

25. Lisa : May I ..... your pencil?
   Sue : I am sorry. I am using it.
   a. Return
   b. Borrow
   c. Sell
   d. Dream

26. ....., Andy went to Surabaya.
   a. Tonight
   b. Tomorrow
   c. Yesterday
   d. Soon

27. We ..... go to that restaurant. My mother doesn't like the food and it is expensive.
   a. Always
   b. Never
   c. Often
   d. Usually

28. Ken ..... if ever, goes to the Cinema.
   a. Seldom
   b. Ever
   c. Never
   d. Always

29. I left my books ..... school
   a. On
   b. In
   c. Of
   d. At

30. Our house is ..... two shops
   a. In
   b. Between
   c. Of
   d. At

31. Alex is very rich. He has ..... cars.
   a. Many
   b. The
   c. A
   d. An

32. Look at ..... photographs!
    a. This
    b. That
    c. Thou
    d. Those

33. Which bicycle do you prefer, the one on the left ..... the one on the right?
    a. So
    b. Or
    c. And
    d. But

APPENDIX 6

The Blue Print of Reading Comprehension in Analytical Exposition Text Test

No.	Indicators	Number
1.	Finding factual information	2,6,14
2.	Main idea	1,4,17
3.	Reference	5,9,18
4.	Inference	7,20,12
5.	Thesis	8,13,19
6.	Argumentation	3,11,15
7.	Reiteration	16,20
Total		**20**

APPENDIX 7

Students' Reading Comprehension in Analytical Exposition Text Worksheet

READING COMPREHENSION TEST

Name: Maulana hafig

Class: XI IPS 4

Text for question number 1-3

Uses formalin and other additives in foods

The use of formalin and other dangerous preservatives in food has been serious problem for three reasons. Firstly, formalin is not for human beings, but it is for biological specimens and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is usually used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservatives. Of course when it is used for food preservative, it will be very dangerous to human's body.

The second reason is that there is no tight control from the government. This condition makes the people's health is really in a threat. When the control is weak Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

1. The main idea of paragraph 2 is .....?
   a. The human's bodies will be harmful after consuming the formalin.
   b. The government has not controlled the used of formalin firmly.
   c. The weak control of using formalin is not threatening the human.
   d. The human's bodies will be harmful after consuming the formalin.

2. Why is formalin dangerous for human's body?
   a. It is not food presertivatives.
   b. It is a disinfectant for humans beings.
   c. It is used to preserve biological specimens.
   d. It is 10% solution of formaldehyde in water.

3. Based on the facts above, the writer suggest that.
   a. People have to avoid consuming formalin in their food.
   b. The use of formal dehyde is necessary to control the food.
   c. People should add 100% solution of formal dehyde in water.
   d. The food preservative is required to make the food delicious.

Text 2 for question number 4-7

House Husband's Heart Risk

Most people assume that life in the rat race is bad for your health. But reversing the traditional gender roles, being a house husband is a stressful business, according to the latest research by American scientist. By giving up their jobs in order to become house husbands, men increase their risk of heart attack or coronary disease by as much as 82%, according to research based on 10 year study of 2,500 people in Boston, USA. According to Dr. Elaine Eaker, the key to the problem is that some men became stressed about performing a role not traditionally assigm to them by society. Men who stays at home tend not to have the same levels of support from friends and family as women do the same.

Jack O'Sullivan, of the Father's Direct, was quoted as saying: "Society expects the main coreer should be a woman and scciety is structured around that". Day care is called mother and toddler groups and some men feel awkward about belonging to those groups. Professor Gary Cooper, a psychologist at the University of Manchester, said many men tend to underestimate the task of caring for a family. He said "Most men think being a house hushand involves putting on a bit of washing, taking the kids to school and then putting their feet up with a cup of coffe".

They are crazy. Most men are not used to performing a variety of activities simultaneously the kind of multi - tasking which is second nature to most women . It is estimated that mon have taken over the main hornemaker's role in one in seven homes , as increasing numbers of women become the main breadwinner . The study also found that women in high-powered jobs were more likely to develop heart disease than those in more junior positions.

4. The main idea of the first paragraph is .....
   a. people living in the rat race tend to have heart arracks.
   b. the research on house - husbands health involved 500 people.
   c. scientists did some research on the people's health living in bostom.
   d. house husbands have understandable reasons why they gave up their jobs.

5. "Some men became stressed about performing a role not traditionally assign to them by society". (paragraph 1)
   The stateinent above is the result of research done by .....
   a. Psychologist.
   b. Jack O'sullvan.
   c. Dr Elaine Eake.
   d. An American Scientist.

6. The purpose of the text is .....

a. To describe what a house house-husband is.
b. To persuade readers not to become a house husband.
c. To report the result of a research carried on by Dr Elaine Baker.
d. To inform readers that 82% of house husbands suffer from heart attack.
7. From the text above we conclude that, some house husband become stressd cause .....
a. They are jobless .
b. They earn less than their wives.
c. Most people do not respect them.
d. They do not join the daycare groups.

Text 3 for question 8-12

The three species of bears in North Amerika are in the scientific order, carnivore, and the scientific fainily, ursidae. These oversize mammals have poor eyesight, a great sense of smell, and the largest flesh-eating land animals in the world.

Bears are appalling, aggressive predators and generally avoid humans, so most folks never see them at close range in their native habitat, although certain signs can indicate the presence of nearby bear. Online video cameras allow viewers to watch bears exhibit their interesting and often surprising behavior without having to be near them.

Despite their formidable presence, bears are important inhabitants of north American native forests, woodlands and arctic shores. Relentlessly hunted in the past, their dwindling numbers have caused them to be legally protected in certain locations.

8. What is the best title for the texts above?
a. The species of the bear.
b. The bears in north Americs.
c. The bears appalling.
d. The predators.
9. In the second paragraph "their" who is that?
a. Mammals.
b. Bears.
c. Humans.
d. Predators.
10. From the texts above can we get that .....
a. Bears important mhabitants of north American.
b. Three bears should be protect in their habitants.
c. Bears are appalling, aggressive predators and generally avoid humans.

    d. These oversize mammals have poor eyesight, a great sense of smell, and the largest flesh-eating land animals in the world.

11. Based on the facts above, the writer suggest that .....
    a. The bears should be buy.
    b. The bears should be protects.
    c. Ignored.
    d. The bears should be kill.

12. From the texts we know that .....
    a. These oversize mammals have poor eyesight, a great sense of smell, and the largest flesh-cating land animals in the world.
    b. Their dwindling numbers have caused them to be legally protected in certain locations.
    c. Bears important inhabitants of north American.
    d. Bears are appalling, aggressive predators and generally avoid humans.

Text 4 for question 13-16

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible it of course includes local vegetables, fruits, bread and etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and havrag energy means reducing carbon dioxide global warming and money. So, from now on we should consume fresh local groceries to reduce global warming.

13. What is the title above?
    a. The Global warming.
    b. Consuming fresh local.
    c. Everybody should change their life.
    d. Carbon dioxide.

14. The text gives us information about .....
    a. The ways to minimize global warming.
    b. The ways to increase global warming.
    c. The effects of global warming.
    d. The importance of knowing global warming.

15. Based on the fact above the writer suggest that .....

a. People should need transportation.
b. Consuming fresh local groceries as much as possible, it of course includes local vegetables, fruits, bread and etc.
c. Everybody should change their life.
d. Everybody should go to the market.

16. From the text we can conclude that .....
   a. Everybody should change their way of life.
   b. Everybody should diligent to consume the groceries.
   c. Everybody should buy their transportation.
   d. Everybody should consume fresh local groceries to reduce global warming.

Texts 5 for question 17-20

The popularity of mobile devices has had one dangerous consequences. We know that mobile communications are linked to a significant increase in distracted driving which results in injury and loss of life.

The National Highway Traffic Safety Administration reported that in 2010 driver distraction was the cause of 18% of all fatal crashes with 3,092 people killed and crashes resulting in an injury 416,000 people wounded.

The Virginia Tech Transportation Institute found that text messaging creates a crash risk 23 times worse than driving while not distracted.

Eleven percent of drivets aged 18 to 20 who were involved in an automobile accident and survived admitted they were sending or receiving texts when they crashed. Distracted driving endangers life and property and the current levels of injury and loss are unacceptable.

17. What is the main idea of the passage?
   a. The waming of texting and driving.
   b. The debatable issue of texting and driving.
   c. The involvement of inohile devices while driving.
   d. The risks of texting while driving.

18. The last paragraph "they" what does mean?
   a. Mobile devices.
   b. The National Highway Traffic Safety Administration.
   c. The Virginia Tech Transportation Institute.
   d. The drivers aged 18 to 20.

19. What is the title of the texts?
   a. The Dangers of Typing SMS while Driving.
   b. The big accidents.
   c. The auto inobile accident.

d. The little accidents.
20. From the text, we know that .....
   a. The mobile phone should be banned in the street.
   b. Distracted driving makes accident more rarely to happen.
   c. Most of the accident caused by the condition of the road.
   d. 18% of fatal crashes were caused by unmoticed street signs.

APPENDIX 8

Syllabus

Bahasa Inggris Umum

Satuan Pendidikan : SMA/MA

Kelas : XI (Sebelas)

Kompetensi Inti :

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

- **KI 3: Memahami, menerapkan, dan menganalisis** pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can)	• FungsiSosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks	- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisisaran dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda
4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan yang menunjukkan saran dan tawaran, dengan modal *should* dan *can* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang	- Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan sekolah dan sekitarnyauntuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	termuat di KI	
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion)	● Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. ● Struktur Teks	- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud
4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Memulai - Menanggapi (diharapkan/di luar dugaan) ● Unsur Kebahasaan - Ungkapan menyatakan pendapat I think, I suppose, in my opinion - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ● Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI	- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnyadan kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya	● Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi ● Struktur Teks Dapat mencakup:	- Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar
4.3 Teks undangan resmi 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja	- Sapaan - Isi - Penutup ● Unsur Kebahasaan	- Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan
4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi		- Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	- Ungkapan dan istilah yang digunakan dalam undangan resmi - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout yang membuat tampilan teks lebih menarik.	dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya **4.4** Teks eksposisi analitis **4.4.1** Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual **4.4.2** Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	• Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis • Struktur Teks Dapat mencakup - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan - Ungkapan seperti *I believe, I think* - Adverbia *first, second, third* ... - Kata sambung*Therefor, consequently, based on the arguments* - Nomina singular dan plural	- Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar - Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ● Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI	membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice)	● Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif ● Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan)	- Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beeberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar
4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	● Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam passive voice - Preposisi*by* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ● Topik Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI	- Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melakukan refleksi tentang proses dan hasil belajarnya
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi	● Fungsi Sosial	- Menyimak dan menirukan guru membacakan beberapa

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya	Menjalin kedekatan hubungan antar pribadi	contoh surat pribadi dengan ucapan, dan tekanan kata yang benar.
4.6 Teks surat pribadi 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya 4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	● Struktur Teks Dapat mencakup - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup ● Unsur Kebahasaan - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ● Topik Pengalaman, informasi, hallain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI	- Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...)	● Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb. ● Struktur Teks - Memulai	- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataansebab akibat - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud
4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Menanggapi (diharapkan/di luar dugaan) ● Unsur Kebahasaan - Kata yang menyatakan hubungan sebab akibat: *because of ..., due to ....*	- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan permuataan sebab akibat dan kemudian dibacakan ke kelas

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	thanks to ... - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,* dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ● Topik Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.	- Melakukan pengamatan di lingkungan daerahnya dan sekitarnyadan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	● Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena ● Struktur Teks Dapat mencakup: - fenomena - identitas gejala - rangkaian penjelasan ● Unsur Kebahasaan - Adverbia *first, then, following, finally* - Hubungan sebab-akibat (*if – then, so, as a consequence, since, due to, because of, thanks to* - Kalimat pasif, dalam *tenses yang present* - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ● Topik	- Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaannya, seperti yang dicontohkan - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana. - Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya - Mempresentasikan teksnya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI	
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	- Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca - Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya - Menyimak, dan menirukan guru membaca lirik lagu secara bermakna - Menyebutkan bagian-bagian yang terkait dengan pesan-pesantertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil belajarnya

APPENDIX 9

Documentation Of The Research