CORRELATION BETWEEN CONSCIENTIOUSNESS, VOCABULARY MASTERY AND READING ACHIEVEMENT

(A Correlational Study on the tenth Grade Students of SMA Negeri 3 Boyolali in the Academic Year 2013/2014)

A Thesis
Submitted to Teacher Training and Education Faculty of Sebelas Maret University as a Partial Requirement for Getting the Undergraduate Degree In English Education

By
Resa Indri Noor Andhiyanti
K2210068

TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
PRONOUNCEMENT

I would like to certify that the thesis entitled “Correlation between Conscientiousness, Vocabulary Mastery and Reading Achievement” A Correlational Study on the Tenth Grade Students of SMA Negeri 3 Boyolaliin the Academic Year 2013/2014 is really my own work. It is not plagiarism or made by others. Everything related to others’ works is written in quotation, the sources of which are listed on the Bibliography.

If then this pronouncement prove wrong, I am ready to receive any academic punishment.

Surakarta, January 2015

[Signature]

Kesa Indri Noor Andhyanti
ABSTRACT


The objectives of this research are to find out the correlation between (1) conscientiousness and reading achievement; (2) vocabulary mastery and reading achievement; and (3) conscientiousness, vocabulary mastery and reading achievement.

This research used quantitative method, that is, correlational study. The study was carried out in June 2014 at SMA Negeri 3 Boyolali. The population was all the tenth grade students of SMA Negeri 3 Boyolali consisting of nine classes. The sample was 28 students of class X-4 taken by cluster random sampling technique. The instruments in collecting the data were questionnaire to collect the data of conscientiousness and tests to collect the data of vocabulary mastery and reading achievement. The techniques that is used to analyse the data were Single Correlation and Multiple Regression Correlation.

The results of the data analysis shows that in the level of significance α = 0.05 (1) there is a positive correlation between conscientiousness and reading achievement \( r_{xy} = 0.397 > r_t = 0.374 \); (2) there is a positive correlation between vocabulary mastery and reading achievement \( r_{xy} = 0.569 > r_t = 0.374 \); (3) there is a positive correlation between conscientiousness and vocabulary mastery toward reading achievement \( R_{y12} = 0.657 \) and \( F_o = 9.51 > F_t = 3.39 \).

The results of this research also show that conscientiousness and vocabulary mastery are important factors that give contribution to reading achievement. Both conscientiousness and vocabulary mastery have positive contribution to reading achievement that is 43.21%. Thus, conscientiousness and vocabulary mastery should be considered in increasing reading achievement, although the factors are not only variables determining reading achievement.

Keywords: Correlation, Conscientiousness, Vocabulary Mastery, Reading Achievement
THE APPROVAL OF THE CONSULTANTS

This thesis is approved by the consultants to be examined by the Board of Thesis Examiners of the English Department of Teacher Training and Education Faculty, Sebelas Maret University Surakarta.

On : 

By : 

Approved by:

First Consultant

Drs. Muh. Asrori, M.Pd
NIP. 19601015 198702 1 001

Second Consultant

Drs. Gunarso Sasihadi, M.Ed TESOL
NIP. 19540315 198503 1 002
LEGITIMATION OF THESIS EXAMINERS

This thesis has been examined by Board of Thesis Examiners of English Education Department and approved as a partial fulfilment of the requirements for obtaining the Undergraduate Degree of English Education.

Day :

Date :

Board of Thesis Examiners

1. Chairman: Teguh Sarosa, S.S., M.Hum
   NIP. 19730205 200604 1 001

2. Secretary: Dewi Sri Wahyuni, S.Pd., M.Pd
   NIP. 19780818 200312 2 002

3. Examiner I: Drs. Muh. Asrori, M.Pd
   NIP. 19601015 198702 1 001

4. Examiner II: Drs. Gunarso Susilohadi, M.Ed TESOL
   NIP. 19540315 198503 1 002

Signature

Teacher Training and Education Faculty
Sebeleas Maret University of Surakarta

The Dean

Signature
MOTTO

Love the things you don’t,
Enjoy the process even if you hate most,
A journey to the thousand miles begins with a single step.

(ResssaMoelyono)

Tell me and I forget,
Teach me and I may remember,
Involve me and I learn.

(Benjamin Franklin)
DEDICATION

This thesis is heartily dedicated to my Mom who took the lead to heaven for the short time we lived together and my Dad for the love, care, and patience all these years.
ACKNOWLEDGMENT

First and foremost, all praises are for the Almighty God, Allah SWT, for blessing me and the opportunity to accomplish this thesis. It is obvious that I would never have been able to finish my thesis without several people who in one way or another gave me guidance and support. Therefore, I would to express my sincere gratitude to:

1. The Dean of teacher Training and Education Faculty of Sebelas Maret Surakarta,
2. The Head of the Language and Art Department of Teacher Training and Education Faculty,
3. Teguh Sarosa, S.S., M. Hum as the Head of English Education Department of Teacher Training and Education Faculty,
4. Drs. Muh. Asrori, M. Pd., my first thesis supervisor for his valuable guidance, advice, correction, encouragement and patience to explain me in the process of writing this work,
5. Drs.Gunarso Susilohadi, M.Ed TESOL., as my second thesis supervisor for the critical comments, thoughtful guidance and correction in the process of completing this work,
6. Drs.Suwarno MH., as the Headmaster of SMA Negeri 3 Boyolali for his permission to conduct the research,
7. Sri Purwanto S. Pd as Vice Headmaster in Curriculum for his help from the beginning of carrying out the research,
8. Sunarji, M.Pd, the English Teacher in SMA Negeri 3 Boyolali for his help and guidance during the researching process,
9. Board of English Education Department lecturers for the knowledge during my four year of study,
10. Miss Fafa and Mbak Shelia for their guidance and references during the process of this work,
11. My beloved sister and my super-ordinary little-nephew who always annoys me whenever I begin to work with my keyboard,
12. HIMALAYA Crew. Ipen for the past twelve-year friendship but we had no good start in first year of our friendship (aren’t we?), Imi as my technical checker of my thesis (You asked me), Imel who is my roommate for this past 2 years, and Iyen for giving “extraordinary” motivation to me in hurrying this thesis. The pain, tears, happiness, craziness moments we had,

13. Class B English Education Department batch 2010 for the great atmosphere during our classes since first year

14. Big family of English Students Association (ESA) FKIP UNS, especially PHT 2012/2013, Radit, Melina, Hanip, Tice, Mbak Indri, Mia, Penny and Yeni for the share section and the togetherness.

15. Everyone who gave me another super-motivation but I cannot mention one by one.

16. Boys like Girls for Holiday song I played many times every day and gave me strength to quickly complete this work. Lionel Richie, Lana Del Rey, Bastille, Sara Bareilles, Maroon 5, Lily Allen and Boyzone are faithfully killing my boredom all the night during the process of this work.

This thesis is far from completeness, any error or imperfection may appear in this. For comments, suggestion, feedbacks are very welcome.

Surakarta, December 2014

Resa Indri Noor Andhiyanti
TABLE OF CONTENTS

TITLE ....................................................................................................................... i
PRONOUNCEMENT .............................................................................................. ii
ABSTRACT ............................................................................................................ iii
APPROVAL OF THE CONSULTANTS ................................................................ iv
APPROVAL OF THE THESIS EXAMINERS ....................................................... v
MOTTO .................................................................................................................. vi
DEDICATION ....................................................................................................... vi
ACKNOWLEDGMENT ...................................................................................... vii
TABLE OF CONTENT ........................................................................................... x
LIST OF TABLE ..................................................................................................... xiii
LIST OF FIGURE ..................................................................................................... xiv
LIST OF APPENDICES ........................................................................................... xv

CHAPTER I: INTRODUCTION ............................................................................. 1
  A. Background of the Study ................................................................. 1
  B. Problem Identifications ............................................................... 3
  C. Problem Limitation ......................................................................... 4
  D. Problem Statements ....................................................................... 4
  E. Objectives of the Study ................................................................. 5
  F. Benefits of the Study ....................................................................... 5

CHAPTER II: THEORETICAL REVIEW .......................................................... 6
  A. Review of Reading Achievement ..................................................... 6
     1. Definition of Reading ............................................................... 6
     2. Definition Reading Achievement ............................................. 7
     3. Purposes of Reading ............................................................... 8
     4. Skills of Reading ..................................................................... 9
     5. Levels of Reading ................................................................. 11
6. Models of Reading ................................................................. 12
7. Types of Reading ............................................................... 12
8. Reading Strategies ............................................................. 14
9. Reading Assessment ........................................................... 14
B. Review of Vocabulary Mastery ........................................... 16
   1. Definition of Vocabulary Mastery ........................................ 16
   2. The Importance of Vocabulary Mastery ............................. 17
   3. Components of Vocabulary Mastery ................................. 18
   4. Types of Vocabulary ...................................................... 20
   5. Students’ Vocabulary Mastery as an Aspect Supporting Students’ Reading Achievement ................................................. 21
C. Review of Conscientiousness .............................................. 22
   1. Definition of Personality .................................................. 22
   2. Big-five Personality Models ............................................ 23
   3. Conscientiousness .......................................................... 24
   4. Conscientious People ..................................................... 25
   5. Measurement of Conscientiousness .................................. 26
   6. Conscientious Students related to Students’ Reading Achievement .............................................................................. 26
D. Rationale ............................................................................... 27
E. Hypothesis ............................................................................. 30

CHAPTER III: RESEARCH METHODOLOGY .............................................. 31
A. Setting of the Research .................................................... 31
B. Method of the Research .................................................... 31
C. Subject of the Study .......................................................... 32
   1. Population ........................................................................ 32
   2. Sample ............................................................................ 33
   3. Sampling .......................................................................... 33
D. Techniques of Collecting Data ............................................ 33
   1. Instruments of Collecting Data ......................................... 34
   2. Try-Out of the Instruments ............................................. 35
E. Techniques of Analysing ................................................................. 37
   1. Prerequisite Test ............................................................................. 37
   2. Hypothesis Testing ........................................................................ 39

CHAPTER IV: RESULT OF THE STUDY ..................................................... 43
A. The Description of Data ................................................................. 43
   1. Conscientiousness Personality Data (X_1) .................................... 43
   2. Vocabulary Mastery Data (X_2) .................................................... 44
   3. Reading Achievement Data (Y) ..................................................... 45
B. The Analysis of Pre-requisite Test ................................................... 47
   1. Normality Test ............................................................................. 47
   2. Linearity of Regression Test ......................................................... 48
   3. Significance of Regression Test .................................................... 48
C. The Hypothesis Testing ................................................................. 49
D. The Contribution Analysis ............................................................. 53
E. The Discussion of the Research Finding ......................................... 54

CHAPTER V: CONCLUSION, IMPLICATION AND SUGGESTION .............. 56
A. Conclusion .................................................................................... 56
B. Implication .................................................................................... 57
C. Suggestion .................................................................................... 57

REFERENCES .................................................................................... 59
APPENDICES ....................................................................................... 62
LIST OF TABLES

Table 2.1 Factors that represent characteristics of individuals ...................... 24
Table 3.1 Reliability test of Conscientiousness (X₁) try out, Vocabulary Mastery (X₂) try out, and Reading Achievement (Y) try out ........ 37
Table 4.1 The Data of Conscientiousness Personality .................................. 43
Table 4.2 Frequency Distribution of Conscientiousness Personality Data .... 44
Table 4.3 The Data of Vocabulary Mastery .................................................. 45
Table 4.4 Frequency Distribution of Vocabulary Mastery Data ................. 45
Table 4.5 The Data of Reading Achievement ............................................. 46
Table 4.6 The Frequency Distribution of Reading Achievement .............. 46
Table 4.7 Normality Test of Reading Achievement (Y), Conscientiousness (X₁) and Vocabulary Mastery (X₂) ................................................. 47
Table 4.8 Linearity of Regression Test of Conscientiousness, Vocabulary Mastery and Reading Achievement ................................. 48
Table 4.9 Significance of Regression Test of Conscientiousness, Vocabulary Mastery and Reading Achievement .............................. 49
Table 4.10 Table of Contribution Analysis ............................................... 53
LIST OF FIGURES

Figure 3.1. The Relationship between Independent and Dependent Variables ................................................................. 32
Figure 4.1 Histogram and Polygon of Conscientiousness Personality Data.. 44
Figure 4.2. Histogram and Polygon of Vocabulary Mastery Data.............. 45
Figure 4.3 The Histogram and Polygon of Reading Achievement .............. 46
LIST OF APPENDICES

Appendix 1. List of Students joining Try Out ............................................. 63
Appendix 2. List of Students joining Tests ................................................... 64
Appendix 3a. The Blueprint of Conscientiousness (Try Out) ......................... 65
Appendix 3b. The Instrument of Conscientiousness (Try Out) ....................... 66
Appendix 3c. The Scoring Rubric of Conscientiousness (Try Out) ................. 69
Appendix 4. Student’s Worksheet of Conscientiousness (Try Out) ................. 70
Appendix 5a. The Blueprint of Vocabulary Mastery (Try Out) ...................... 73
Appendix 5b. The Instrument of Vocabulary Mastery (Try Out) .................... 74
Appendix 5c. The Answer Key of Vocabulary Mastery (Try Out) ................. 79
Appendix 6. Student’s Worksheet of Vocabulary Mastery (Try Out) .............. 80
Appendix 7a. The Blueprint of Reading Achievement (Try Out) .................... 81
Appendix 7b. The Instrument of Reading Achievement (Try Out) ................. 82
Appendix 7c. The Answer Key of Reading Achievement (Try Out) ............... 91
Appendix 8. Student’s Worksheet of Reading Achievement (Try Out) ......... 92
Appendix 9a. The Blueprint of Conscientiousness (Test) .............................. 93
Appendix 9b. The Instrument of Conscientiousness (Test) .......................... 94
Appendix 9c. The Scoring Rubric of Conscientiousness (Test) .................... 97
Appendix 10. Student’s Worksheet of Conscientiousness (Test) .................... 98
Appendix 11a. The Blueprint of Vocabulary Mastery (Test) ......................... 101
Appendix 11b. The Instrument of Vocabulary Mastery (Test) ...................... 102
Appendix 11c. The Answer Key of Vocabulary Mastery (Test) .................... 105
Appendix 12. Student’s Worksheet of Vocabulary Mastery (Test) ................. 106
Appendix 13a. The Blueprint of Reading Achievement (Test) ...................... 107
Appendix 13b. The Instrument of Reading Achievement (Test) .................... 108
Appendix 13c. The Answer Key of Reading Achievement (Test) ................. 115
Appendix 14. Student’s Worksheet of Reading achievement (Test) ............. 116
Appendix 15. Validity Test of Conscientiousness (X1) ............................... 117
Appendix 16a. Reliability Test of Conscientiousness (X1) ......................... 119
Appendix 16b. The Computation of Reliability Test of Conscientiousness ($X_1$) ................................................................. 120
Appendix 17. Validity Test of Vocabulary Mastery ($X_2$) ................. 121
Appendix 18a. Reliability Test of Vocabulary Mastery ($X_3$) ............... 123
Appendix 18b. The Computation of Reliability Test of Vocabulary Mastery ............................................................................. 124
Appendix 19. Validity Test of Reading Achievement ($Y$) ...................... 125
Appendix 20a. Reliability Test of Reading Achievement ($Y$) .................. 127
Appendix 20b. The Computation of Reliability Test of Reading Achievement ................................................................. 128
Appendix 21. The Main Data of Conscientiousness ($X_1$), Vocabulary Mastery ($X_2$), and Reading Achievement ($Y$) ................. 129
Appendix 22. The Computation of Mean, Mode Median and Standard Deviation ........................................................................ 130
Appendix 23a. Normality Test of Conscientiousness ($X_1$) Data ............ 136
Appendix 23b. The Computation of Normality Test of Conscientiousness ($X_1$) ........................................................................ 137
Appendix 23c. Normality Test of Vocabulary Mastery ($X_2$) Data .......... 138
Appendix 23d. The Computation of Normality Test of Vocabulary Mastery ($X_2$) ........................................................................ 139
Appendix 23e. Normality Test of Reading Achievement ($Y$) .................. 140
Appendix 23f. The Computation of Normality Test of Reading Achievement ($Y$) ........................................................................ 141
Appendix 24a. Table Linearity Test and Significance Regression of Conscientiousness ($X_1$) to Reading Achievement ($Y$) ............ 142
Appendix 24b. The Computation of Linearity Test of Conscientiousness ($X_1$) to Reading Achievement ($Y$) ................................. 144
Appendix 24c. Linearity Test of Conscientiousness ($X_1$) to Reading Achievement ($Y$) ................................................................. 145
Appendix 24d. Table Linearity Test and Significance Regression of Vocabulary Mastery ($X_2$) to Reading Achievement ($Y$) ...... 146
Appendix 24e. The Computation of Linearity Test of Vocabulary Mastery \((X_2)\) to Reading Achievement \((Y)\) .................................................. 148

Appendix 24f. Linearity Test of Vocabulary Mastery \((X_2)\) to Reading Achievement \((Y)\) ................................................................. 149

Appendix 25a. Analysis of Single Correlation Coefficient of Conscientiousness \((X_1)\) and Reading Achievement \((Y)\) ...... 150

Appendix 25b. The Computation of Correlation Coefficient of Conscientiousness \((X_1)\) to Reading Achievement \((Y)\) .......... 151

Appendix 25c. Analysis of Single Correlation Coefficient of Vocabulary Mastery \((X_2)\) and Reading Achievement \((Y)\) .......... 152

Appendix 25d. The Computation of Correlation Coefficient of Vocabulary Mastery \((X_2)\) and Reading Achievement \((Y)\) .......... 153

Appendix 26a. Multiple Linear Regressions of Conscientiousness \((X_1)\) and Vocabulary Mastery \((X_2)\) simultaneously and Reading Achievement \((Y)\) .................................................. 154

Appendix 26b. The Computation of Multiple Linear Regression of Conscientiousness \((X_1)\) and Vocabulary Mastery \((X_2)\) reading Achievement \((Y)\) .................................................. 155

Appendix 27a. Multiple Correlation of Conscientiousness \((X_1)\) and Vocabulary Mastery \((X_2)\) simultaneously and Reading Achievement \((Y)\) .................................................. 158

Appendix 27b. The Computation of Multiple Correlation of Conscientiousness \((X_1)\) and Vocabulary Mastery \((X_2)\) reading Achievement \((Y)\) .................................................. 159

Appendix 28. The Computation of Relative and Effective Contribution... 160

Appendix 29. \(r\)-Table................................................................. 161

Appendix 30. Standard Normal Distribution Table.................................. 162

Appendix 31. \(L\)-Table................................................................. 163

Appendix 32. \(t\)-Table................................................................. 164

Appendix 33. F-Table........................................................................ 165

Appendix 34. Legalizations................................................................. 166