

**A correlational study between the students' interest in game activities,
vocabulary mastery, and their reading comprehension of seventh grade students
of SMP N 8 Surakarta in academic year 2007/2008**

Mahardhika A

K.2203067

SEBELAS MARET UNIVERSITY

CHAPTER I

INTRODUCTION

A. Background of the Study

In the modern life, people feel that English is very important. Therefore, someone who wants to deal with the universal community has to learn this language. Every aspect of human life such as communication, politics, education, science, and technology involves English as the means of communication. In education field, English is potentially required. This condition is reasonable enough since English plays an important role. There are many books of any kinds of field written in English. That is why English is allocated from elementary to the university.

English in Junior High School is focused on four basic skills: listening, speaking, reading, and writing. Reading becomes a significant skill considering the need of understanding international written information as explained above. Dawson and Bamman (1967: 2) state that reading is many-sided complex activity. It has been

variously described as a process, a mode of thinking, a kind of real experience, a type of vicarious experiencing, an aspect of communication, and a tool of subject. In finding the information from the literature written in English, students sometimes have difficulties in comprehending the reading text. They often fail in English test of reading comprehension. From the difficulties faced by students in reading comprehension, it can be concluded that reading comprehension is a complex skill. The difficulties are also recognized by Broughton (1985: 89) saying that reading comprehension is a complex skill, that is to say that it involves a whole series of lesser skills. This statement is also supported by Dallmann (1964: 3) that the skills involved in reading comprehension are numerous and interrelated. Understanding of these relationships is needed for intelligent guidance of the students through the successive stages of reading growth. These relationships include word recognition, retention, rate of reading, skill in using reference materials, and a complex of many skills. Comprehension is the important skill in the reading process. Like any other skills, comprehension skill must be taught.

So many factors influence the depth and ease of comprehending the idea on a page. Dawson and Bamman (1963: 220) state one of the factors which can influence students' reading comprehension is interest and interest span. It is true that we respond quickly to what we read if we are interested in the topic or at least familiar with it. Interest span is related to the personality factor. Interest span in the students is also most directly related to the purposes they have for reading at early stages of reading. The teacher will establish those purposes carefully, through discussion of

students' experience, visual aids, and relating to immediate needs. By this explanation, it is important for the teacher to realize that enhancing their students' interest is a must. When they are interested in doing something, they will do it happily, and game will be one technique that can be used to enhance their interest in reading. Games will stimulate their interest to do reading activity. Wright, Betterbidge, and Buckby (1997: 1) say that games improve many practice skills. Games also provide intense and meaningful practice of language. By using games in teaching reading students are accustomed to reading and thinking quickly, doing correctly, and predicting exactly.

Another aspect that influences students' reading comprehension is vocabulary mastery. A large number of words should be known by the reader in order to comprehend the whole text. Yorkey (1982: 100) states that of all forms of prior knowledge, knowledge of word meaning is paramount. In study after study, word meaning appears as the consistently most powerful factor in comprehension. Therefore, knowing vocabulary is important in getting meaning from a text. Virginia (1983: 4) states it is true that students will make mistakes if they learn the meaning of many words without learning how to put word together in sentences. It is never enough to learn only the words and their meaning. Vocabulary must be learned and learning vocabulary does not mean memorizing the context of a dictionary like what some people think because the words may have more than one meaning that is different.

Based on the description above, the writer is curious to know whether there is a correlation between students' interest in game activities and their reading comprehension, vocabulary mastery and their reading comprehension, and students' interest in game activities, vocabulary mastery simultaneously, and their reading comprehension. From this idea the writer determines the topic entitled:

“A CORRELATIONAL STUDY BETWEEN THE STUDENTS' INTEREST IN GAME ACTIVITIES, VOCABULARY MASTERY, AND THEIR READING COMPREHENSION OF SEVENTH GRADE STUDENTS OF SMP N 8 SURAKARTA”.

B. The Identification of the Problem

Based on the background of the study, there are many problems that arise. Some problems that can be identified are as follows:

1. What factors can influence students' reading comprehension?
2. Does Games Technique in teaching reading influence students' reading comprehension?
3. Does students' interest in game activities influence their reading comprehension?
4. If it does, how far does interest in game activities influence reading comprehension?
5. Does students' ability in mastering vocabulary influence their reading comprehension?

6. If it does, how far does vocabulary mastery influence reading comprehension?

C. The Limitation of the Problem

The study is only stressed on three variables of correlation, namely: the correlation between students' interest in game activities and their reading comprehension, the correlation between vocabulary mastery and reading comprehension, and the correlation between students interest in game activities, vocabulary mastery simultaneously, and their reading comprehension.

D. The statement of the Problem

The problems are formulated as follows:

1. Is there any correlation between students' interest in game activities and their reading comprehension?
2. Is there any correlation between vocabulary mastery and reading comprehension?
3. Is there any correlation between students' interest in game activities, vocabulary mastery and reading comprehension?

E. The Benefit of the Study

The writer expects that the study will have some benefits as follows:

1. To give information to the English teacher especially in realizing the importance of vocabulary and the use of game activities in teaching learning

process particularly in teaching reading in order to improve students' reading activities.

2. To give information about intensity of correlation between students' interest in game activities, vocabulary mastery, and reading comprehension. This information can be used to state a policy about whether reading comprehension can be improved by those two facts.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Study

1. Interest in Game Activities

a. The Nature of Interest

Skinner (1958: 179) says intelligence, achievement, attitudes, interests, motivation, modes of adjustment constitute personality. The nature and strength of one's interests represent an important aspect of personality. Hilgard (1962: 453) states that personality is in part reflected in the kinds of things one likes to do, what one enjoys, and what ones appreciates. These three items, Hilgard mentions, are usually called as interest. A person who is interested will have strong drives to know about the object making him attracted, to pay attentions, and to be involved in. This definition is supported by Hurlock (1964: 594) who says that interest is a learned

motive which drives the person to preoccupy himself with an activity when he is free to choose what he will do. Hurlock adds that an interest is:

“something with which the child identifies his personal well being”. When a child sees something will benefit him, he becomes interested in it; this motivates learning. As long as the child finds something satisfying he continues to be interested in it. Satisfaction wanes, so does interest. The child who has a strong need for championship will direct his energies into activities that will bring him into contact with others. If these contacts fail to satisfy his need either because he is unacceptable to the children who are available or because he has little in common with them, his interest will not wane but will be turned into other channels that satisfy his need better.

As Hurlock added, when interest is reflected, it has two aspects in it, cognitive and affective. The cognitive aspect is based on the areas related to the interest. It is centered on benefits and personal satisfaction. It can be said cognitive aspect is based on personal experiences and what is learned. The affective aspect of interest is expressed in attitudes toward the activities. Children who have pleasant relationship with teachers usually develop favorable attitudes toward school.

Skinner (1984: 338) mentioned more in aspects of interest. People are said to be interested in a certain object if they have four aspects, namely:

1. Pleasure

Pleasure seems to be derived from simply watching the movements of people and objects. At the first, this activity is primarily biological, then perceptions occur and concepts begin to form. In this case, the psychological components become more important. The child learns to avoid those activities as unsatisfying and to repeat those that have proved to be worthwhile. In other

words, pleasure will emerge one's interest to objects or people that satisfy him.

2. Willingness

Willingness means a motivational desire that is directed to the purpose of life controlled by thought. This motivational desire will produce a will, attention and concentration to a given object; then the interest of the individual will appear.

3. Consciousness

A person can be said to be interested in something if he/ she has consciousness. He/she is conscious that he is doing the learning activity.

Consciousness can exist in an individual when he has a will.

4. Attention

When a student observes an object, he perceives only what he pays attention to or is interested in. By seeing the students' attention, it can be known whether he is interested in the object or not.

Another expert who has a little bit different definition of interest is Stagner.

He defines interest in a specific way on occupational success (1965; 553). He assumes that one's interest may determine his success in doing something. Occupational interest is defined as liking and disliking certain situations. By knowing what he actually likes, a person will be able to seek these so he can expose the interest occupation. In addition, by having the concept of an occupational interest,

learners can learn with serious efforts and work with persistence and well-directed objective to achieve the success in learning.

Based on the definitions above, it can be concluded that interest is a motive that drives a person to do what he likes, to choose what he attracts, and to reach what he expects.

There are some types of interest according to some experts. Witherington, as noted by Buchori (1982: 36) mentions two types of interest:

1. Primitive Interest

It is also called as biological interest since it refers to the need of human to fulfill their biological needs. It concern with the need in food, comfort, and freedom, and freedom in doing activity.

2. Cultural Interest

It is called as social interest. People will have this interest when they conduct any activity with others. In this type of interest, learning attitude is regarded as the important issue.

While according to Super (1949: 378) there are three types of interest;

1. Expressed Interest

This interest refers to the verbal profession of interest in an object, activity, task, or occupation. The subject states that helices or dislikes something.

2. Manifested Interest

It is synonymous with participation in an activity or occupation. It can be found by determining people's interest based on observation of what they do.

It involves determining what individuals know about occupation by asking them to describe special terms of equipment related to that occupation.

3. Inventoried Interest

It provides assessment of individual preference based on their answer to a set inventory item.

b. The Nature of Game

Game is a practice technique that can be used to make the process of teaching-learning become more interesting and communicative. Hadfield (1998: 1) in *Elementary Communication Games* defines game as an activity with rules, a goal, and an element of fun. It means that every game must be followed by some rules how to play the game correctly and also have fun aspect.

According to Virginia (1983: 1) games can be found to give practice in all the skills (reading, writing, listening, and speaking) in all the stages of the teaching-learning sequences (presentation, repetition, recombination, and free use of language) and for many types of communication (e.g. encouraging, agreeing, explaining).

By these definitions, it can be concluded that a game is an enjoyable activity governed by some rules consisting of participants or players, having certain objectives, players' action restrictions and goals.

c. The Types of Games

There are hundreds of games, but not all games can be used in language teaching. Games presented in the classroom are quite different from the common ones. They have different forms and objectives.

There are two kinds of games classified by Hadfield (1998: 4), those are competitive and cooperative games. Competitive games are games where the players or teams compete to be the first to reach the goal. In Cooperative games, the players or teams work together toward a common goal. Competitive and cooperative games can be presented in some models, including information gap, guessing, searching, matching, exchanging, collecting, combining, arranging, card games, problems and puzzles, role play and simulation model.

Wright, Betteridge, and Buckby (1997: 5) classify games according to the members. There are two kinds of game organizations. Those are pair work and group work. Pair work is easy and fast to organize and better than group work if there are discipline problems. Group work requires four to six players. Membership of groups should be constant for the sake of goodwill and efficiency. If there is to be challenge among groups, they should be of mixed ability. Wright, et al. (1997: 14) give various games in enjoyable atmosphere in learning English as Foreign Language such as:

1. Picture Games

Picture games are games in which the use of picture plays a major part. There are various types of games in this section. They involve: comparing and contrasting pictures; considering differences or similarities; considering possible relationships between pictures, such as narrative sequences;

describing key features so that someone else may identify them or represent them in a similar way. Most of the games involve the learners in the relatively free use of all the language at their command.

2. Psychology Games

A variety of games have been included, which might all lead to greater awareness of the workings of human mind and senses. This is an area of interest for everyone, in which there is much individual opinion and experience. The game is like describing people, speculating about age, etc.

3. Magic Tricks

Language can sometimes be exemplified in a simple and memorable way through a magic trick. Magic tricks although seems frivolous, have a serious role in language learning.

4. Caring and Sharing Games

These games demand and encourage trust and interest in others. Teacher may have some difficulties in overcoming young learners' shyness or reluctance to share personal feelings and experiences with other class member.

5. Card and Board Games

There are a lot of games that include card or board as their equipment. Several of these games are well-known and well bred.

6. Sound Games

Sound effect can create in the listener's mind, an impression of people, place, and action.

7. Story Games

These games provide a framework for learners to speak, write, and read at length of engaging in short exchanges.

8. Word Games

These games focus on the attention in the initially on the word, spelling, and meaning words.

9. True/False Games

Someone makes a statement which is true or false. The game is to decide which statement is true or false.

10. Memory Games

These games challenge the player's ability to remember. The simple basic challenge can lead many different games and variations.

11. Question and Answer Games

There is a role or mechanical practice of question.

12. Guessing and Speculating Games

In these games, the player who has the information keeps the answer, while the other guesses what it might be.

13. Miscellaneous Games

These kinds of games include every kind of game that is not classified above. It could be the combination of the games above or the new game that teacher finds it by studying magazine, television, or others.

d. Interest in Game Activities

Game activities mean activities having rules, goals, and meant to be enjoyable and used for education. These activities can be accepted in every range of age. They are also able to create comfortable atmosphere including learning and teaching activities. These activities help and encourage many students to sustain their interest and work. They also help teachers to create context in which language is useful and meaningful.

Game activities can be either competitive games or cooperative games. The emphasis is how students can be interested in this kind of activities and in what consideration a game can be designed. According to Wright, et al. (1997: 3) there are some considerations in designing a game:

1. Will the game take a long time to prepare?
2. Will it be relatively easy to organize in the classroom?
3. Is it likely to interest the particular group of learners?
4. Is the amount of language and the type of use enough to justify the use of the game?

By answering those questions, it will be known whether the games are interesting or not, appropriate or not, and give good contributions in education or not. When teachers create a game based on those considerations, they need to have purposes clearly in mind.

There are many kinds of games explained above. Teachers should take the appropriate ones for their students. Games, particularly story games in reading games

varied by more models like family tree, jumbled sentences, word guessing games, and whispering games which contain texts, are able to provide a framework for students to speak, write, and read at length of engaging in short exchanges. Here are some story games that can be played to enhance students' interest:

1. Jumbled Sentences

In this game, teachers divide class into groups of five, then distribute some jumbled sentences. Each group has to arrange the jumbled sentences into a good paragraph. A group which firstly finishes will be the winner.

2. Family Tree

Teachers make a blank family tree on the blackboard. Then, they divide class into four groups. Teachers read a text containing a story about family. After they finish reading a paragraph, they give a question. Each group answers the question by filling the blank competitively. A group which can answer correctly and move quickly will be the winner.

3. Word Guessing Game

This is an individual game. Teachers give each student a piece of paper containing a text. Then teachers call the first letter of a word belongs to the text, then the students guess what the word is meant by teachers and find the meaning competitively. One who can answer correctly will get a gift from teachers.

4. Whispering Game

The students work in pairs. Teachers stick up a text outside the class. One of the members will be the writer and the other will see the text then tell his/her writer. The writer has to write what his/her partner said. They who can finish the work firstly will be the winner.

Dallmann (1964: 26) states that some of the conditions needed by children to make maximum progress in learning are physical health, mental health, intelligence, background of experience, knowledge of language, desire, purposes, interest, and skills.

Interest in game activities in this thesis is motive that drives students doing games given by teachers including pleasure, the aspect which directs someone to do satisfying activities and makes him/her repeat those activities; willingness, the aspect which produces will, attention, and concentration to an object; consciousness, the aspect which appears when someone has a will and be conscious in doing activities; attention, the aspect which shows someone's attention for the interesting objects.

2. Vocabulary Mastery

a. The Nature of Vocabulary

Vocabulary plays an important role in understanding the language. The term vocabulary is also defined as the words we teach in the foreign language. Vocabulary is closely related with words. There are some definitions of vocabulary proposed by some experts. According to Hatch and Brown (1995: 1), vocabulary refers to a list or set of words that individual speakers of a language might be used. Burns (1975: 295)

gives his definition of vocabulary as the stock of words used by a person, class or profession.

Based on the views above, it can be concluded that vocabulary is the key aspect of language learning which consists of a list of words in a particular language that person, class or profession might use with their meaning.

b. Vocabulary Mastery

From Hatch and Brown, it can be inferred that language consists of words. Having mastered a large number of words someone will likely be able to express ideas in language. Hornby (1995: 721) defines mastery as a complete knowledge, or complete skills. Rivers (1994: 125) states that vocabulary mastery refers to the great skill in possessing words of language. It is an individual achievement and possession.

Vocabulary mastery is then defined as students' complete knowledge of meaning and form of words in context appropriately. Vocabulary knowledge concerns with words and meaning, generally word-class and word-meaning.

1) Word Class

Word class is the classification of words of a language depending on their function in communication (Hatch and Brown, 1995: 218). Word class membership is an important lexical feature, in this case are nouns, verbs, adjectives, and adverbs.

a) Nouns

Nouns can be divided into subclasses. There are proper nouns and common nouns. There are also count nouns and mass nouns and abstract nouns and concrete nouns.

b) Verbs

Verbs are words that denote action. Verbs that denote states rather than actions seem less verb like. Process verbs which have no definite end points also seem less verb like than strong actions. Vandler placed verbs into four classes: activities (run, walk, look for), accomplishment (build, kill, paint a picture), achievement (recognize, find, lose, understand, hear) and states (know, love, have, desire)

c) Adjectives

Adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. For example, light, dark, bright, and dull are used with color nouns. Adjectives can point out positive or negative qualities. One reason why linguists believe that positive adjectives are learnt more easily is that they are unmarked.

d) Adverbs

Adverbs are similar to adjectives in many ways although they typically assign attributes to verbal, to clauses or to entire sentences rather than to nouns. Locative adverb, like here and there are used very early by young children as ways of pointing to the location of objects. Time adverbs, like now, then and yesterday are used by second language learners as an initial way to mark.

2) Word Meaning

The two important issues in word meaning students' usually get difficulties to infer are synonymous and antonymous

a) Synonyms

Hatch and Brown (1995: 19) explain that synonyms are words that share meaning. Although dictionaries list synonyms as words with similar meanings, the fact X is a synonym for Y does not mean that Y is necessarily a synonym for X. One of the most important ways for making text together is with the use of synonyms or chains of related words. It might be selected words that are not synonymous but which still refer to the same object.

b) Antonyms

Hatch and Brown (1995: 20) define antonyms as words that mean the opposite. They present interesting problem for anyone seriously interested in semantic feature analysis. The feature on which the two words contrast can be identified. Many apparent opposites, however, are really extreme points on graduated classes. This is especially true of adjectives. *Hot* and *cold* may seem like opposites, but temperature is scale, and it is a judgment as to what constitutes *hot*, *warm*, *cool*, and *cold* along that scale. The dimension is not just bisected into a plus and a minus value. In the same way, pairs like *big-small*, *many-few*, *tall-short*, *happy-unhappy*, and *long-short* are the opposite ends of scales.

Vocabulary mastery in this thesis is the students' knowledge concerning with words and meaning, including word class (noun, adjective, verb, and adverb) and word meaning (antonym and synonym)

3. Reading Comprehension

a. The Nature of Reading

Nunan (1998: 33) states that reading is a process of decoding written symbols, working from a smaller unit (individual letters) to larger ones (words, classes, and sentences). In this kind of process, there are strategies to decode forms in order to arrive at meaning. In this case, some steps are done: identifying letters in order to identifying words, identifying words in order to identifying sentences, and identifying sentences in order to comprehend meanings. Contrary with that definition, Williams (1984: 2) gives the different explanation about reading. Reading is a process whereby one looks at and understands what has been written. It does not mean a foreign learner (or indeed any reader) reads to understand everything in the text. Furthermore, he says that reading can often be a struggle after understanding, especially where language learners are concerned.

Dawson and Bamman (1967) give a complete definition of reading as a process, a mode of thinking, a kind of real experience, a type of vicarious experiencing, an aspect of communication and a tool of subject. As a mode of thinking, reading requires that the reader follow the line of thought, which the author has expressed. As a real experience, readers are surrounded by reading that is an integral part of everybody experience. When we pick up a book or magazine and

share the adventure or problem of fictions or real-life characters, reading becomes vicarious experiencing. Reading is a form of communication as another language art. Reading is a tool subject since it is not essential instrument for learning an all subjects in the curriculum.

This definition is supported by Dalmann (1964: 17) who says that reading is a much more complex process. It involves recall, reasoning, evaluating, imagining, organizing, applying, and problem solving. Good reading requires good thinking. In other words, reading is an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language. He also adds reading is symbolic behaviors. This is a process involving a hierarchy of skills ranging from auditory and visual discrimination to such higher order mental activity as organizing idea, making generalizations, and drawing inferences.

The definition of reading here, dealing with this research is that reading is a complex activity, which has been variously described as a process. Reading is not only decoding written symbols but also requires that the reader follows the line of thought which author has expressed, followed by recalling, reasoning, evaluating, imagining, organizing, applying, and problem solving process.

b. Elements Essential to Growth in Reading

Teaching is defined as the process of supplying the conditions favorable to learning. The teaching of reading is no exception. Dallmann (1964: 26) gives the conditions needed to make maximum progress in learning reading as follows:

- 1) Physical Health

A reasonable measure of physical health is essential to all school learning. Smith and Dechant (1964: 27) mention adenoids, infected tonsils, poor teeth, rickets, asthma, allergies, tuberculosis, rheumatic, fever, and other prolonged illnesses as possible factors in reading retardation. Teachers can help to provide a healthful physical environment in school – good light, proper humidity and temperature, and appropriate setting.

2) Mental Health

Among the basic developmental needs of children that affect growth in reading is a feeling of security, of being accepted and loved, and of being adequate to the tasks they are expected to carry out.

3) Intelligence

If intelligence is thought of as an inherited ability, the school and the teacher cannot significantly affect this factor. But there is a reason to believe that in the early years of child's life, environment may have an effect upon what is commonly considered as intelligence.

4) Background of Experience

If it is true that success in reading depends on what reader brings to the printed page, much significance must be attached to the body of direct and indirect experiences which he has accumulated in advance of the reading.

5) Knowledge of Language

Evidence shows that there is a strong relationship between linguistic ability and reading achievement, and a child's ability to understand and use language orally is an important factor in beginning reading.

6) Interest in Reading

Closely related to purpose in reading is interest. Children are most likely to read with comprehension those materials dealing with topics of interest to them.

7) Reading Skills

Most children can be materially aided by specific instruction in reading skills. They can make more rapid improvement if they can be shown how to recognize letters and phonic elements, how to discover familiar elements in the longer unfamiliar words, how to use context clues, how to note details, how to find the main idea of a longer passage, how to compare, evaluate, and visualize the author's meaning, how to locate and utilize needed information, how to follow printed directions and how to adapt approach and speed of reading both to the nature of the material read and to their purposes.

c. The Purpose and Ways of Reading

Dalman (1964: 130) states that the degree of desired comprehension will depend in part upon the purpose of the reader. One of the characteristics of the efficient reader is the extent to which he can adjust the degree of his objective. There are some purposes of reading as follows:

1) Reading to find the main idea

One of the most common reasons for reading is to get the general idea of a selection. Reading of fiction is usually done for this purpose,

2) Reading to select significant details.

The ability to note important details is closely related to skill in finding the central thought or main idea of a selection. The readers need to do more than differentiate between main points and supporting details. He must also be able to decide what points are important for the purpose he has in mind.

3) Reading to answer questions

Reading to find the answer to one or more questions is one of the common goals for reading in the elementary school. Even in high school and college and in life outside of school it often forms the purpose for reading. Answers are relatively easy to find when the questions are partly couched in the exact words of the writer.

4) Reading to summarize and organize

To make an adequate summary or to organize what has been read, it is not enough for the reader to know what the main idea is and what the significant details are. Reader must also be able to sense the relationship between the main points and the details as well as the interrelationships among the details. Furthermore, he often needs to know either how to make these relationships clear to others or how to record them for later rereading.

5) Reading to arrive at generalizations

Formulating generalizations is in a sense a specialized form of summarizing. To arrive at generalizations the reader needs to note specific instances and then decide whether the data presented are sufficient to warrant a significant conclusion.

6) Reading to follow directions

The ability to follow directions is usually a combination of many reading skills. The ability to note details, to organize, and to note the sequences of events are among the learning essential to this of reading skill.

7) Reading to predict outcomes

Skill in predicting outcomes is useful in helping the reader to note when he has misread a word or a sentence. It is also of value because the person who is adept at predicting outcomes as he reads can usually get the thought more quickly than others.

8) Reading to evaluate critically

Critical evaluation is not meant the attitude of suspecting every statement read of being false.

The different skills of the reading are related to the ways of reading. Grellet (1981: 4) proposed ways of reading as follows:

- 1) Skimming: quickly running one's eyes over a text to get the gist of it.
- 2) Scanning: quickly going through a text to find a particular piece of information.
- 3) Extensive reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

- 4) Intensive reading: reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for details.

d. Reading Comprehension

Reading cannot take place without comprehension. In order to know the author's idea, readers must understand the content of the reading passage. A passage can be read with varying degree of understanding. The scale of comprehension ranges from no meaning to complete understanding. It is not enough to understand the gist of the passage, more detailed comprehension is necessary. Yoakam in Smith and Dechant (1961: 213) state that:

Comprehending reading matter involves the correct association of meanings with word symbols, the evaluation of meanings which are suggested in context, the selection of the correct meanings, the organization of ideas as they are read, the retention of these ideas, and this use in some present or future activity.

Dawson and Bamman (1967; 220) also give the definition of comprehension as follows:

It is a complex thing, including all that the child learns about words, phrases, sentences, and paragraphs; differing from day to day in terms of the quantity to be learnt, the quality of what is learnt, and the purpose for learning; developing gradually just as other reading skills are developed in the maturing child. It is complex because it includes all that we know of vocabulary skills, of the accuracy of recognition.

Comprehension is the important skills in the reading process. Like any other skill, comprehension skills must be taught and provided in the classroom to ensure children practice in the development of these skills.

e. Factors Influencing Reading Comprehension

So many factors influence the depth and ease of comprehending the ideas on a page. Dalmann (1964: 164) states that there are many factors that affect reading comprehension, they are:

1) Difficulty of material

One of the major causes of lack of comprehension on the part of boys and girls is that teachers expect them to read the materials beyond their level.

2) Intelligence

The slowest learner can grow in comprehension but it considers that the growth is slow.

3) Environment

Noisy surroundings, inadequate lighting, high or low temperatures, stimulating or distracting surroundings may interfere with maximum comprehension. Interest on the part of the learner is one of the determinants of the effect of potential distracter.

4) Emphasis on word recognition

Methods of teaching that concentrate on the recognition of individual words but neglect attention to meanings or can be derived from connected discourse may account for deficiencies in comprehension.

5) Emphasis on oral reading

Oral reading can have effects on comprehension, because the readers not only see but also hear what he reads.

6) Background for reading selection

A frequent cause of poor comprehension is lack of an experience background essential to the understanding of what is being read.

7) Adjustment of reading techniques to purpose and the type of material

There should be an adaptation of reading method to the reading purpose and to the nature of the material being read.

8) Rate of reading

The failure to adjust reading rate to the type of material is a cause of difficulty in comprehending what is being read

While Dawson and Bamman (1967: 220) also state some factors which can influence reading comprehension as follows:

1) Intelligence

The number of ideas that reader understands and the depth of his understanding will be largely dependent upon his general capacity to learn. The slow learning or dull-normal child cannot be expected to show the same reactions nor gained the same appreciation as the bright child when they read together for pleasure or to gain information. The rate at which he associates what he reads with his knowledge or experience will be influenced by this thing, which we commonly call intelligence.

2) Experience

Children differ in the depth and breadth of their experiences, much of the teaching of comprehension skills is concerned with providing experiences for children

through which they may respond to books. The boy or girl with limited experiences may have difficulties in comprehending many of the ideas and activities with which other children are familiar before they come to school.

3) Mechanics of reading

If children have all mastered the skills of word attack and word meaning, if they have learnt to handle books properly, if they have learnt to read from left to right on a line of print, and if all of these skills are performed smoothly, then comprehension should be easier for them.

4) Interest and interest span

It is true that someone responds quickly to what he reads if he is interested in the topic or at least familiar with it. The average person is interested in those things which he is related to his best aptitudes. Interest span is related to the personality factors. Interest span in the child is also most directly related to the purposes he has for reading at early stages of reading, the teacher will establish those purposes carefully, through discussion of children's experiences, visual aids, and relating to immediate needs.

5) Skills of comprehending

Another factor which influences the depth and amount of comprehension is the skills which the child has developed for that purpose. Like all reading skills, the ability to comprehend what we read develops gradually from the simple to the complex skills.

f. Levels of Reading Comprehension

Sukirah Kustaryo (in Widiastuti, 2003: 18) states that specific comprehension skills cannot be completely isolated because they are so interrelated that one skill depends on some degree on another skill. There are three levels of skills, namely:

1) Literal Comprehension

Literal reading refers to the ideas and facts that are directly stated on the printed page. Literal reading places much emphasis on what a writer says. It requires ability to locate specific facts, to identify happenings those are described directly, to find answer to questions based on given facts, to clarify or categorize information given and to summarize the details expressed in a selection.

The literal level is considered to the easiest level of the reading comprehension because a reader is not required to go beyond what the author actually said.

2) Inferential Comprehension

Inferential reading is referred as “reading between lines”. It means that if students want to get inferences, implied meaning, from the reading material one must read between lines. Inferences are ideas a reader receives when he goes beneath the surface to the sense relationships, puts facts and ideas together to draw conclusions and make generalizations, and detects the mood of the material. Making inferences requires more thinking on one’s part because one must depend less on the author and more on personal insight. Finding what a writer says is not always enough.

3) Critical Comprehension

Critical reading requires higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with active, creative looking for false statement by making judgment. It means questioning, comparing, and evaluating.

In this thesis, reading comprehension is students' power in understanding the text dealing with the level of comprehension that must be possessed in the level of literal, interpretative and critical comprehension.

B. Rationale

Reading is considered as the key to success in all levels of education. Most of the students' learning activities relate to reading and it means that reading still appears to be the major tool for acquiring information and knowledge across the various components of studies. Students acquire much of their knowledge and know how through reading. Reading also remains the most accessible skill for the satisfaction of the various needs of many people. The result of reading activities means understanding what has been read. This is what is considered as reading comprehension.

Reading in order to understand the whole text needs more on the word recognition. Word recognition includes understanding text's vocabularies. Therefore, vocabulary mastery becomes an important factor in comprehending text. By knowing the meaning of text's vocabularies, the students will be easier to understand the text.

Another factor which can influence reading comprehension is interest. The interest span is related to personality factors. In teaching-learning activities, especially in teaching reading, teachers should know a technique to stimulate students' interest first. Game for reading is one of the representative techniques for this purpose. Using games, reading will be an exiting activity. Students always give more attention in activities which can stimulate their motorist responses, creativities and flow of thinking. Game activities make reading to be an always-awaited activity. In addition, one of conditions needed to maximize learning reading is background of experiences. Games are media to experience the students into the text discussed.

Then, it can be assumed that students' reading comprehension is greatly supported by two factors, namely students' vocabulary mastery and students' interest in game activities. Based on the explanations above the writer assumes that those who have positive interest in game activities and who master vocabularies will achieve better comprehension in reading than those who have not.

C. Hypotheses

Based on the rationale above, the writer proposes the hypotheses as follows:

1. There is a positive correlation between students' interest in game activities and their reading comprehension
2. There is a positive correlation between vocabulary mastery and reading comprehension.

3. There is a positive correlation between students' interest in game activities and vocabulary mastery simultaneously and their reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. The Purpose of the Study

This study is aimed to find whether there is correlation between students' interest in game activities and their reading comprehension, students' vocabulary mastery and their reading comprehension, and students' interest in game activities, vocabulary mastery simultaneously, and their reading comprehension.

B. The Place and Time of the Research

This research was carried out at SMP N 8 Surakarta in the academic year of 2007/2008. It was conducted in June 2008.

C. The Method of the Study

This research uses correlation method. Correlation method is a method, of which goal is to describe the relation between two, or more events or characteristics (Halonen and Santrock, 1999: 20).

The study has three variables, namely:

1. The Independent Variables.
 - a. The students' interest in game activities of the seventh grade students of SMP N 8 Surakarta in the academic year of 2007/2008.
 - b. The vocabulary mastery of the seventh grade students of SMP N 8 Surakarta in the academic year of 2007/2008.
2. The Dependent Variable.
 - ❖ The reading comprehension of the seventh grade students of SMP N 8 Surakarta in the academic year of 2007/2008.

The relationship of the three variables is as follows:

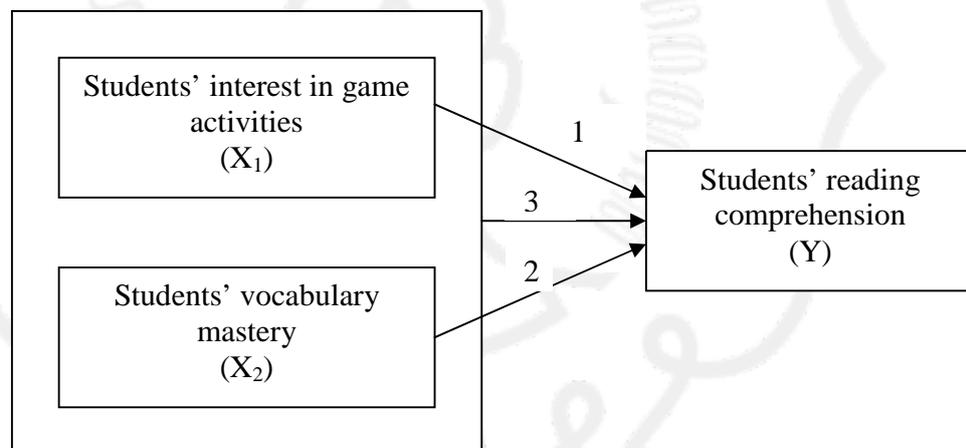


Figure 3.1: The relationship between X_1 and Y , X_2 and Y , and X_1 and X_2 simultaneously and Y .

The strength of the relationship between two variables can be expressed mathematically using a correlation coefficient, symbolized by a Greek symbol, ρ . The extent of correlation is measured by a figure between -1 and +1. Perfect positive

correlation would result in a score of +1. Perfect negative correlation would result in -1 (Nunan, 1998: 39)

D. Population, Sample, and Sampling

1. Population

Population is the total of all elements, subjects, or members that possess a specified set of one or more common characteristics (Wiersma, 2000: 359). The population of the research is all the eleventh grade students of SMP N 8 Surakarta in the academic 2007/2008. There are six classes, namely VIIA, VIIB, VIIC, VIID, VIIE, and VIIF. The average number of the students of each class is 40 students. The total number of the students is 244 students.

2. Sample

Sample is a part of representative of the population the researcher wants to observe (Arikunto, 1993: 104). In this study, the writer took class VII C, which consists of 40 students, as the sample.

3. Sampling

Sampling is the process of selecting a number of individuals from a population (Frankel and Wallen, 2000: 670). In this study, the writer uses cluster random sampling that gives all classes the equal chance of being selected for the sample. The steps of selecting the class are as follows:

- a. Making a list of all the seventh classes.
- b. Giving each class a code.

- c. Writing each code on a piece of paper and enrolling the pieces.
- d. Putting the rolled paper into a box.
- e. Taking the rolled paper randomly and the result will be the sample of the research.

E. The Technique of Collecting the Data

In collecting the data, the writer uses questionnaire and test. The questionnaire is used to obtain data of students' interest in game activities. Meanwhile, test is used to collect data of students' vocabulary mastery and reading comprehension.

1. The Instrument of Collecting Data.

a. Questionnaire

Questionnaire is a mean used to gather various kinds of information from responding individuals (Corsini, 1994: 271). Questionnaire is used to get the data of students' interest in game activities.

The questionnaire uses five alternatives based on the Likert Scale type. Likert scale is a scale with a number of points or spaces, usually at least three but not more than seven (Wiersma, 2000: 305).

In determining the students' scores, the writer determines the score of each statement in the questionnaire first. The way to score is as follows:

1. For the positive items.
 - a. selalu, the score is 5
 - b. sering, the score is 4

- c. kadang-kadang, the score is 3
- d. jarang, the score is 2
- e. tidak pernah, the score is 1

2. For the negative items.

- a. selalu, the score is 1
- b. sering, the score is 2
- c. kadang-kadang, the score is 3
- d. jarang, the score is 4
- e. tidak pernah, the score is 5

b. Test

Brown (1994: 254) defines a test as a method of measuring a person's ability or knowledge in a given area. A test is used to collect the data of students' vocabulary mastery and their reading comprehension.

There are two types of tests, namely essay test and objective test. In this study, the writer uses an objective test in the form of multiple choices with four options. There are 60 items for the vocabulary mastery test and 60 items for reading comprehension to be tried out.

In determining the students' score, the writer marks 1 for each item which is answered correctly and marked 0 for the wrong answer.

2. Try Out of the Instruments

An instrument is said to be good if it is valid and reliable. Therefore, it is necessary to try out the instrument before it is used. The instruments have been tried out at the eleventh grade students of SMP N 8 Surakarta, class VII F.

a. The validity of the Instrument

An instrument is valid if it is able to measure what the researcher is going to measure (Suharsimi, 1998: 160). Further, Suharsimi explains that there are two kinds of validity; internal and external validity. In this study, the writer uses internal validity since the writer analyzes the items of instruments whether or not they are appropriate to use.

After conducting the try-out test, the results are computed to find out their validity. To measure the validity, the writer uses Pearson Product Moment. The formula is as follows:

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

Where:

r_{xy} : the coefficient of correlation between X and Y

N : the number of the students

$\sum X$: the sum of the scores of each item

$\sum Y$: the sum of the scores of each student

After being computed, they were consulted to the r table, for N = 40, the r-table is 0.304 at the level of significance $\alpha = 0.05$. The result of the try out indicates that:

1. From 30 items of the questionnaire of students' interest in game activities, 25 items are valid and 5 items are invalid.
2. From 60 items of the test of students' vocabulary mastery, 37 items are valid and 23 items are invalid.
3. From 60 items of the test of students' reading comprehension, 40 items are valid and 20 items are not valid.

b. The Reliability of the Instrument

Reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Fraenkel and Wallen, 2000: 176). To know the reliability of the questionnaire, the writer used the Alpha Cronbach Formula, as follows:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum S_i^2}{S_t^2} \right]$$

Where:

k : number of items on the test

S_i^2 : the variance of each item

S_t^2 : the variance of all scores on the total test.

The computation shows that the coefficient of reliability of the students' interest in game activities questionnaire is 0.919 (see appendix 16).

To know the reliability of vocabulary mastery and reading comprehension, the writer used Kuder Richardson – 20 Formula or KR-20.

The formula is as follows:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum pq}{S_o^2} \right]$$

Where:

r_{11} : the coefficient of the reliability

k : number of items on the test

p : the proportion of people who respond correctly to each item

q : $1 - p$

S_o^2 : observed score variance

The coefficient of reliability of vocabulary mastery is 0.814. The coefficient of reliability of reading comprehension is 0.833 (see appendix 17 and 18).

F. The Technique of Analyzing the Data

After collecting the data, the next step is to analyze them to know whether there is a positive correlation between students' interest in game activities and reading comprehension, between vocabulary mastery and reading comprehension, and between students' interest in game activities, vocabulary mastery simultaneously and reading comprehension.

The steps in analyzing the data are:

1. To test the first and the second hypotheses whether there is a positive correlation between students' interest in game activities and reading comprehension, vocabulary mastery and reading comprehension, the writer uses Pearson Product Moment Formula as follows:

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

Where :

r : the coefficient of correlation between X and Y

X : the independent variable.

Y : the dependent variable

N : the number of sample.

2. To test the third hypothesis saying that there is a positive correlation between students' interest in game activities, vocabulary mastery simultaneously and reading comprehension, the writer uses Multiple Linear Regression and Correlation. The formula is as follows:

$$R^2 = \frac{JK_{reg}}{\sum y^2}$$

Where:

R^2 : correlation coefficient between X_1 , X_2 , and Y

JK_{reg} : $a_1 \sum X_1 Y + a_2 \sum X_2 Y$

a_1 : coefficient of predictor X_1

a_2 : coefficient of predictor X_2

$\sum X_1 Y$: sum of the product moment between X_1 and Y

$\sum X_2 Y$: sum of the product moment between X_2 and Y

3. To find out whether the coefficient of $R_y (1,2)$ is significant the writer uses the F-test as follows:

$$F = \frac{R^2/k}{(1-R^2)/(n-k-1)}$$

Where:

F : the value of regression line

R : the coefficient of correlation between X_1 , X_2 , and Y

k : the number of independent variable

n : the number of sample

4. To find out the contribution of each predictor (independent variables) to the dependent variable, the writer uses coefficient of determination.

CHAPTER IV

THE RESULT OF THE STUDY

A. The Description of the Data

The data obtained, namely students' interest in games activities, vocabulary mastery and reading comprehension, can be described as follows:

1. The Data of Reading Comprehension

The data of Reading Comprehension were collected by using a test. The highest score of the test is 37 and the lowest score is 7, so the range is 30. The mean of total score is 23.38. The median is 23.17 and the mode is 22.3. The standard deviation is 7.27. The frequency of the score of reading comprehension is presented at table 1.2.

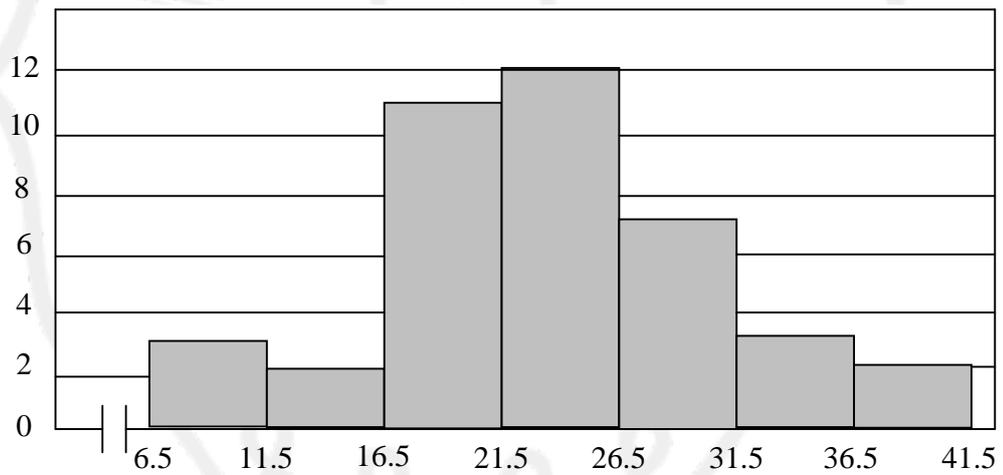
Table 1.1 The Data of Reading Comprehension

No	Classification	Number
1	The highest score	37
2	The lowest score	7
3	Score range	$37-7 = 30$
4	Class number	$1+(3.3)\log N = 1 + (3.3)\log 40$ $= 1 + 3.3 (1.6021) = 6.28693 = 7$
5	The length of interval	$30/7 = 4.28 = 5$

Table 1.2 The Frequency Distribution of Reading Comprehension

No	Interval	F _{absolute}	F _{relative}
1	7 – 11	3	7.5
2	12 – 16	2	5
3	17 – 21	11	27.5
4	22 – 26	12	30
5	27 – 31	7	17.5
6	32 – 36	3	7.5
7	37 – 41	2	5
		40	100

Figure 1.1 The Histogram of Reading Comprehension



2. The Data of the Students' Interest in Game Activities

The data of the students' interest in game activities were collected by using a questionnaire. The highest score is 115 and the lowest score is 60, so the range is 55. The mean of the total score is 90.70. The median is 89.27 and the mode is 87.65. The standard deviation is 3.24. The frequency distribution of the score of students' interest in game activities is presented at table 1.4.

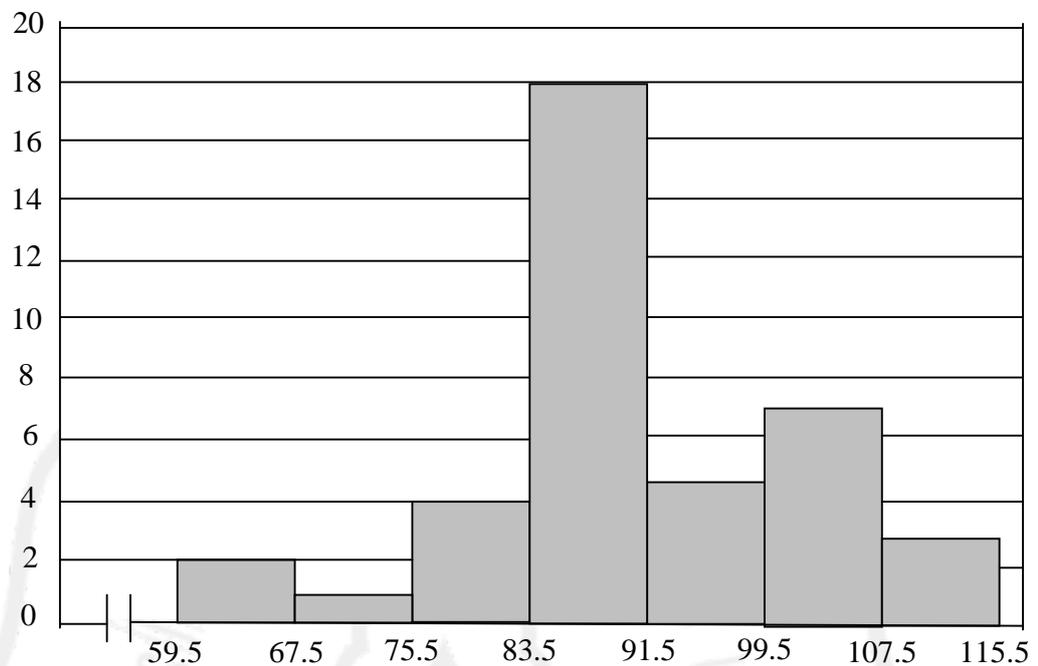
Table 1.3 The Data of Students' Interest in Game Activities

No	Classification	Number
1	The highest score	115
2	The lowest score	60
3	Score range	$115 - 60 = 55$
4	Class number	$1 + (3.3)\log N = 1 + (3.3) \log 40$ $= 1 + 3.3 (1.6021) = 6.28693 = 7$
5	The length of interval	$55/7 = 7.8 = 8$

Table 1.4 The frequency Distribution of Students' Interest in Game Activities

No	Interval	F _{absolute}	F _{relative}
1	60 – 67	2	5
2	68 – 75	1	2.5
3	76 – 83	4	10
4	84 – 91	18	45
5	92 – 99	5	12.5
6	100 – 107	7	17.5
7	108 – 115	3	7.5
		40	100

Figure 1.2 The Histogram of Students' Interest in Game Activities



3. The Data of Vocabulary Mastery

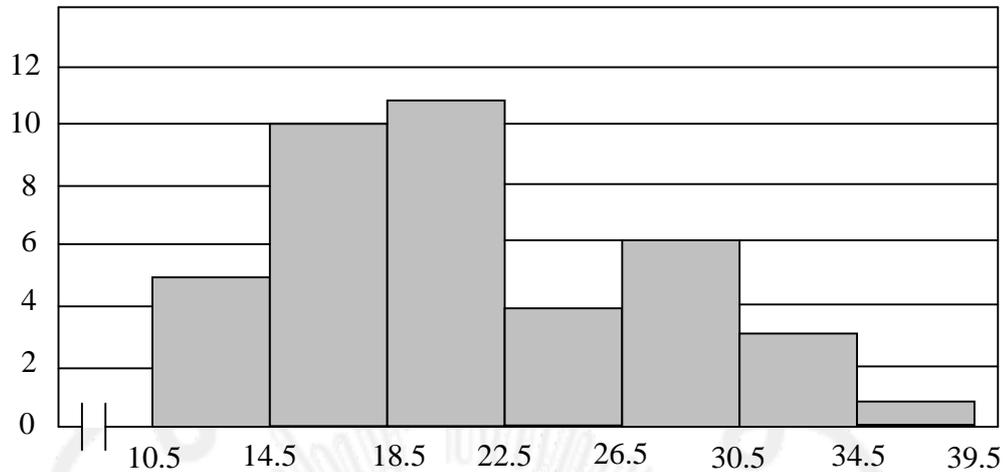
The data of vocabulary mastery were collected by using a test. The highest score of the test is 35 and the lowest score is 11, so the range is 24. The mean of the total score is 21.4. The median is 20.32 and the mode is 19.07. The standard deviation is 6.37. The frequency of the score of vocabulary mastery is presented at table 1.6.

Table 1.5 The Data of Vocabulary Mastery

No	Classification	Number
1	The highest score	35
2	The lowest score	11
3	Score range	$35 - 11 = 24$
4	Class number	$1 + (3.3)\log N = 1 + (3.3) \log 40$ $= 1 + 3.3 (1.6021) = 6.28693 = 7$
5	The length of interval	$24/7 = 3.43 = 4$

Table 1.6 The frequency Distribution of Vocabulary Mastery

No	Interval	F _{absolute}	F _{relative}
1	11 – 14	5	12.5
2	15 – 18	10	25
3	19 – 22	11	27.5
4	23 – 26	4	10
5	27 – 30	6	15
6	31 – 34	3	7.5
7	35 – 38	1	2.5
		40	100

Figure 1.3 The Histogram of Vocabulary Mastery

B. Hypothesis Testing

Before testing the hypotheses, it is necessary to test the data. The testing covers:

1. Normality Testing

a. Normality Testing of Students' Interest in Game Activities (X_1)

After being computed, it is known that the highest value of L-obtained is 0.131. The value of L-table for $N=40$ at the level of significance $\alpha = 0.05$ is 0.141. Because the L-obtained is lower than the L-table ($0.131 < 0.141$), the data are in normal distribution.

b. Normality Testing of Vocabulary Mastery (X_2)

The computation shows that the highest value of L-obtained is 0.114. The value of L-table for $N = 40$ at the level of significance $\alpha = 0.05$ is 0.141.

Because the L-obtained is lower than the L-table ($0.114 < 0.141$), the data are in normal distribution.

c. Normality Testing of Reading Comprehension

The computation shows that the highest value of L-obtained is 0.083. The value of L-table for $N = 40$ at the level of significance $\alpha = 0.05$ is 0.141.

Because the L-obtained is lower than the L-table ($0.083 < 0.141$), the data are in normal distribution.

2. Linearity Testing

a. Linearity Testing of Students' Interest in Game Activities (X_1) and Reading Comprehension (Y)

The computation shows that the value of F-obtained is 1.813. The value of F-table for $df = 20$ and 18 at the level of significance $\alpha = 0.05$ is 3.01. Because the F-obtained is lower than the F-table ($1.813 < 3.01$), it can be concluded that the regression is linear.

b. Linearity Testing of Vocabulary Mastery (X_2) and Reading Comprehension (Y)

After being computed, it is known that the value of F-obtained is 0.7681. The value of F-table for $df = 16$ and 22 at the level of significance $\alpha = 0.05$ is 2.13. Because the F-obtained is lower than the F-table ($0.7681 < 2.13$), it can be said that the regression is linear.

3. Significance Testing

a. Significance Testing of Students' Interest in Game Activities (X_1) and Reading Comprehension (Y)

The result of significance testing of students' interest in game activities (X_1) and Reading Comprehension (Y) shows that the value of F-obtained is 9.5. The value of F-table at the level of significance for df 1 and 38 is 4.10. Because F-obtained is higher than the F-table ($9.5 > 4.10$), the regression is significant.

b. Significance Testing of Vocabulary Mastery (X_2) and Reading Comprehension (Y)

The result of significance testing of vocabulary mastery (X_2) and reading comprehension (Y) shows that the value of F-obtained is 10.218. The value of F-table at 0.05 level of significance for df 1 and 38 is 4.10. Because the F-obtained is higher than F-table ($10.218 > 4.10$), the regression is significant.

Because the computation of normality, linearity, and significance testing shows that the data are in normal distribution and the regression is linear and significant, the writer can continue to test the three hypotheses of the research stated on the previous chapter. To test the first and second hypotheses, the writer uses the Pearson Product Moment Formula. To test the third hypothesis, the writer uses the Multiple Correlation.

1. First Hypothesis

The first hypothesis says that there is a positive correlation between students' interest in game activities (X_1) and reading comprehension (Y). To test the hypothesis, the writer analyzed the collected data using the Pearson Product Moment Formula.

The statistical hypotheses of the first hypothesis are:

- a. $H_0 : r_{xy} = 0$. It means there is no correlation between X_1 and Y
- b. $H_0 : r_{xy} > 0$. It means there is a positive correlation between X_1 and Y

The result of the computation shows that the correlation coefficient (r) between students' interest in game activities (X_1) and reading comprehension (Y) is 0.4479. After being adapted to the t-value, the value of t-obtained is 3.0880. This is greater than t-value in the table at the level of significance $\alpha = 0.05$ for $N = 40$, where the value is 1.686, so the coefficient correlation is significant.

It means that H_0 is rejected and therefore, there is a positive correlation between students' interest in game activities and reading comprehension.

The coefficient of determination that is shown between students' interest in game activities and reading comprehension is 0.2006. It means that 20.06 % variation of reading comprehension is influenced by students' interest in game activities and the other 79.94 % is influenced by other factors.

2. Second Hypothesis

The second hypothesis says that there is a positive correlation between vocabulary mastery (X_2) and reading comprehension (Y). To test the hypothesis, the writer analyzed the collected data using the Pearson Product Moment Formula.

The statistical hypotheses of the second hypothesis are:

- a. $H_0 : r_{xy} = 0$. It means there is no correlation between X_2 and Y
- b. $H_0 : r_{xy} > 0$. It means there is a positive correlation between X_2 and Y

The result of the computation shows that the correlation coefficient (r) between vocabulary mastery (X_2) and reading comprehension (Y) is 0.4605. After being adapted to the t-value, the value of t-obtained is 3.1995. This is greater than t-value in the table at the level significance $\alpha = 0.05$ for $N = 40$, where the value is 1.686, so the coefficient correlation is significant.

It means that H_0 is rejected and therefore, there is a positive correlation between vocabulary mastery and reading comprehension.

The coefficient of determination that is shown between vocabulary mastery and reading comprehension is 0.2121. It means that 21.21 % variation of reading comprehension is influenced by vocabulary mastery and the other 78.79 % is influenced by other factors.

3. Third Hypothesis

The third hypothesis says that there is a positive correlation between students' interest in game activities (X_1) and vocabulary mastery (X_2) simultaneously and

reading comprehension (Y). To test the hypothesis, the writer used the Multiple Linear Regression Formula.

The statistical hypotheses of the third hypothesis are:

- a. $H_0 : R_{x_1x_2y} = 0$. It means there is no correlation between X_1 and X_2 simultaneously and Y
- b. $H_0 : R_{x_1x_2y} > 0$. It means there is a positive correlation between X_1 and X_2 simultaneously and Y

The result of the computation shows that the correlation coefficient (R) between students' interest in game activities (X_1) and vocabulary mastery (X_2) simultaneously and reading comprehension (Y) is 0.5752. After being adapted to the F-value, the value of F-obtained is 9.1436. This is greater than F-value in the table at the level of significance $\alpha = 0.05$ and df 2: 37, where the value is 3.252, so the coefficient correlation is significant.

It means that H_0 is rejected and therefore, there is a positive correlation between students' interest in game activities and vocabulary mastery simultaneously and reading comprehension.

The computation also shows the coefficient determination between students' interest in game activities and vocabulary mastery simultaneously and reading comprehension is 0.3309. It means that 33.09 % variation of reading comprehension is influenced by students' interest in game activities and vocabulary mastery and the other 66.91 % is influenced by other factors.

C. The Discussion of Research Finding

From the testing of the first hypothesis, it is known there is a positive correlation between students' interest in game activities and reading comprehension, because the r -obtained is 0.4479, and after being adapted to t -value, the t -obtained is greater than t -table ($3.0880 > 1.686$). It means that there is a positive correlation between students' interest in game activities and reading comprehension of the seventh grade students of SMP N 8 Surakarta in the academic year 2007/2008. Then, it also means that the increase of students' interest in game activities will be followed by the increase of students' reading comprehension. The higher the students' interest in game activities, the higher the students' reading comprehension will be. The increasing of students' interest in game activities can be done by giving more practices of games which are appropriate to the topic given in reading lesson, more similar topic will make them familiar with the reading text which will be discussed and comprehension increase.

From the testing of the second hypothesis, it is known that there is a positive correlation between vocabulary mastery and reading comprehension because the r -obtained is 0.4605, and after being adapted to t -value, the t -obtained is greater than the t -table ($3.1995 > 1.684$). It means that there is a positive correlation between vocabulary and reading comprehension of the seventh grade students of SMP N 8 Surakarta in the academic year of 2007/2008. Then, it also means that the increase of vocabulary mastery will be followed by the increase of students' reading comprehension. The higher the vocabulary mastery, the higher students' reading

comprehension will be. By improving students' vocabulary mastery, their reading skills will increase. They can make more rapid improvement if they can show how to recognize letters, how to use context clues, how to note details, how to find the main idea of a longer passage, how to compare, evaluate, and visualize the author's meaning, All those reading skills need vocabulary mastery. Mastering vocabulary must be learnt. The ways can be done either by teachers or students. Teachers should have more technique to increase their students' vocabulary such as giving more practices, giving a classification of words in order to make them easy to understand, and also giving them new words continually. Students can improve their vocabulary by having more practices, and always having curiousness on the new words.

From the testing of the third hypothesis, it is known that there is a positive correlation between students' interest in game activities and vocabulary mastery simultaneously and reading comprehension because the R-obtained is 0.5752, and after being adapted to F-value, the F-obtained is greater than F-table ($9.1436 > 3.238$). It means that there is a positive correlation between students' interest in game activities and vocabulary mastery simultaneously and reading comprehension of the seventh grade students of SMP N 8 Surakarta in the academic year of 2007/2008. Then, it also means that the increase of students' interest in game activities and vocabulary mastery will be followed by the increase of students' reading comprehension. The higher the students' interest in game activities and vocabulary mastery, the higher the students' reading comprehension will be.

The contribution of students' interest in game activities to reading comprehension is 20.06 % and the contribution of vocabulary mastery to reading comprehension is 21.21 % and the contribution of students' interest in game activities and vocabulary simultaneously to reading comprehension is 33.09 %. It means that both of them have positive contribution to reading comprehension.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the results of the study it can be concluded that:

1. There is a positive correlation between students' interest in game activities and their reading comprehension of the seventh grade students of SMP N 8 Surakarta.
2. There is a positive correlation between students' vocabulary mastery and their reading comprehension of the seventh grade students of SMP N 8 Surakarta.
3. There is a positive correlation between students' interest in game activities, vocabulary mastery simultaneously, and their reading comprehension of the seventh grade students of SMP N 8 Surakarta.

B. Implication

The results of the research show that students' interest in game activities and vocabulary mastery are important variables in giving contribution to their reading comprehension. Therefore, in improving their reading comprehension, teacher should consider the students' interest especially in game technique and their vocabulary mastery. They give contributions in improving students' reading comprehension even though reading comprehension does not completely depend on the two variables.

Therefore, the writer presents some points of implication of what have been discussed:

1. From the results of the study, it should be realized, particularly by English teachers, that students' interest in game activities and vocabulary mastery give important contributions in developing students' reading comprehension. Therefore, it is necessary to improve students' interest in game activities and their vocabulary mastery.
2. It is necessary to make some efforts to improve students' interest in game activities and vocabulary mastery, such as:
 - a. In order to get a good interest in game activities, the teachers should know classroom game activities which contribute to the students' reading encouragement. By having a good interest in the teachers' game technique in teaching reading, the students will have more understanding in reading, then the comprehension will be gained.

- b. It is also necessary for the students to improve their vocabulary by doing a lot of practices. Good vocabulary mastery will enable them to understand the passage they read. By having good interest in game activities and vocabulary mastery, the students are expected to master reading comprehension.

C. Suggestion

1. To the teachers
 - a. By knowing the contribution of students' interest in game activities to reading comprehension the teachers are expected to give the appropriate and interesting games for their students dealing with their need to comprehend reading passage. It can be done by using reading games, scramble games, and story games which are played either cooperatively or competitively.
 - b. By knowing the important of vocabulary mastery, the teachers are expected to give more practices such as giving new words continually, giving times for asking in the classroom, giving some tricks to understanding words in reading lesson and always concerning on the increasing of students' vocabulary.
2. To the students

- a. The students are expected to develop their participation in game activities given by their teachers and persuade their classmates to take part in games which are played.
- b. The students should realize that the classroom game activities given by their teachers are not only for having fun but also having more purpose in experiencing them in the topic of the passage so that it will be easier for them to comprehend the passage.
- c. The students should also improve their vocabulary mastery by having a lot of practices such as trying to find the new words meaning by themselves, trying to guess new words faced in a reading passage, and avoiding the unwillingness on a dictionary.

3. To other researchers

The other researcher should have more innovation in doing the similar research so the result can deeply achieve contributions for education. The other researchers also have to do more innovative study in reading comprehension and factors can improve it.

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