

**CORRELATION BETWEEN SELF-REGULATION STRATEGY
AND RECEPTIVE VOCABULARY SIZE OF
ENGLISH DEPARTMENT STUDENTS
AT UNIVERSITAS BRAWIJAYA**

UNDERGRADUATE THESIS

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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
MALANG**

2017

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AND RECEPTIVE VOCABULARY SIZE OF
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UNDERGRADUATE THESIS

Presented to

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**In partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan***

BY

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**ENGLISH LANGUAGE EDUCATION PROGRAM
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Finally this thesis is expected to be able to provide useful knowledge and valuable information to the readers.

Malang, 18 January 2017

Researcher

ABSTRACT

Karuniawati, Mei. 2017. **Correlation between Self-Regulation Learning Strategy and Receptive Vocabulary Size of English Department Students at Universitas Brawijaya.** English Language Education Program, Universitas Brawijaya. Supervisor: Dra. Ismarita Ida Rahmiati, M.Pd.

Keywords: Self-regulation strategy, receptive vocabulary size and EFL students.

The purpose of this study is aimed to know the correlation between self-regulation learning strategy and receptive vocabulary size in EFL Indonesian university students. The subject of the research was the students' of 7th semester English literature major at Universitas Brawijaya. In accordance, this study was conducted in the umbrella of quantitative approach considering the data that was in the form of numbers and requisite the statistical analysis. Yet, in line with the objective of the study, the design used was correlational research design.

There were two instruments used in this study; self-regulatory capacity vocabulary proposed by Tseng, et al. (2006) and receptive vocabulary size test proposed by Nation (2006). The first instrument was in the form of questionnaire by 20 listed questions that covered commitment control, metacognitive control, satiation control, emotional control and environmental control. The second instrument was in the form of multiple choice questions consisting of 100 questions that covered 20.000 word level of vocabulary. Besides, to analyse the data Karl Pearson Product Moment was used to find the correlation coefficient, alongside the t-test to test the hypothesis.

The result of this study showed that there was significant correlation between self-regulation strategy and receptive vocabulary size. The relationship was concluded from the interpretation of r_{xy} which has the higher value than r_{table} by degree of freedom (df) 65 and significance level of 5%, $r_{xy} 0.84 > r_t 0.2387$. The result of the computation was considered as H_0 (null hypothesis) was rejected and H_a (alternative hypothesis) was accepted. Respectively, the r values was positive in which means there was positive correlation and it was comprised as having high correlation according to the table of r interpretation proposed by Riduwan, (2005). In conclusion, there is positive and significant correlation between self-regulation learning strategy and receptive vocabulary size. In other words, if the self-regulation learning strategy of the students is high or in a good control the size of students' receptive vocabulary is also high. Furthermore, this study is expected to signify the students in order to choose the best learning strategy to gain successful learning. Yet, for further researchers, this study is expected to give some contributions as the references in conducting further study.

ABSTRAK

Karuniawati, Mei. 2017. **Hubungan Korelasi antara Strategi Pembelajaran Self-Regulation dan Jumlah Kosakata Reseptiv dari Mahasiswa Jurusan Bahasa Inggris di Universitas Brawijaya**. Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Dra. Ismarita Ida Rahmianti, M.Pd.

Kata Kunci: Strategi Pembelajaran Bahasa Inggris, kosakata reseptiv, mahasiswa penutur asing Bahasa Inggris

Penelitian ini bertujuan untuk mengetahui hubungan dari strategi pembelajaran self-regulation dan jumlah kosakata reseptiv dari mahasiswa jurusan Bahasa Inggris di Universitas Brawijaya. Sampel dari penelitian diambil dari mahasiswa sastra Inggris semester 7 di Universitas Brawijaya. Penelitian ini termasuk dalam jenis penelitian kuantitatif sesuai dengan bentuk data yang numerikal dan membutuhkan analisa statistik dalam penghitungannya. Dalam pelaksanaannya, penelitian ini menggunakan metode penelitian korelasi/hubungan sesuai dengan tujuan diatas.

Penelitian ini menggunakan dua instrumen pengambilan data, yaitu *Self-Regulation Capacity Vocabulary* yang diambil dari Tseng, et al. (2006) dan *Receptive Vocabulary Size Test* yang diambil dari Nation (2006). Instrumen pertama merupakan sebuah instrumen yang terbentuk dalam kuisioner dengan 20 pertanyaan yang kesemuanya meliputi aspek pengendalian komitmen, metakognitif, kejenuhan, emosi dan lingkungan. Instrumen kedua adalah sebuah tes dengan bentuk pilihan ganda yang terdiri dari 100 pertanyaan berdasarkan setiap *word level* sampai ke level 20.000 kata. Analisa data dilakukan dengan menggunakan teori dari *Karl Pearson Product Moment* untuk menemukan koefisien korelasi dari dua variabel dan t-test untuk menguji keabsahan dari hipotesis awal yang telah dibuat.

Hasil dari penelitian ini menunjukkan adanya hubungan yang signifikan antar strategi pembelajaran self-regulation dan jumlah kosakata reseptiv. Kesimpulan ini didapat dari hasil penghitungan koefisien korelasi r_{xy} yang menunjukkan angka yang lebih besar dari jumlah r_t dengan derajat kebebasan 65 dan batas signifikan 5%, $r_{xy} 0.84 > r_t 0.2387$. Hasil dari perhitungan menunjukkan bahwa H_0 ditolak dan H_a diterima, dengan kata lain terdapat hubungan yang signifikan. Selain itu, nilai dari r menunjukkan angka positif yang berarti terdapat hubungan positif dan hasil penghitungan r_{xy} yang termasuk dalam skala hubungan sangat tinggi sesuai dengan pendapat Riduwan (2005). Kesimpulan yang bisa diambil adalah diantara kedua variabel terdapat hubungan yang positif dan signifikan. Dengan kata lain, jika strategi pembelajaran self-regulation tinggi maka jumlah kosakata reseptiv juga tinggi. Kedepannya, strategi pembelajaran self-regulation diharapkan menjadi salah satu pilihan strategi belajar yang terbaik. Selain itu, penelitian ini diharapkan mampu memberi kontribusi yang besar untuk peneliti selanjutnya dalam melaksanakan penelitiannya.

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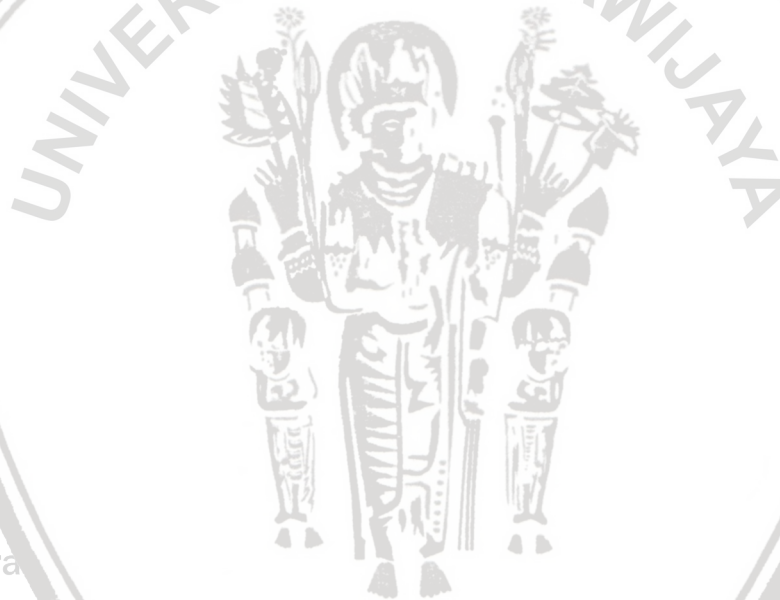
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CHAPTER 1

INTRODUCTION

This chapter presents the introduction of the study that follows by background of the study, problem of the study, objective of the study and definition of key terms.

1.1 Background of the Study

The development of English is increasing widely over the globe as it becomes the global language. This is in line with Crystal (2003, page 3) that says about development of certain language on special role that recognized in every country makes it to be a genuinely global language. It means that English is not only use in native English speaking countries as their first language but there are countries use English as their second language and others as their foreign language.

The terms of first, second and foreign language stands for English language learners which show the language priority. The first language are well known as the mother tongue, deals with language that use by certain people from they were born and in their daily life conversation. Both English as second language (ESL) and English as foreign language (EFL) have different first language aside of English language. In ESL, English stands in second priority while EFL stands in more than third priority or over.

English stands as a foreign language in Indonesia. The first language of Indonesian citizen is local language, and the second language is Bahasa Indonesia.

In Indonesia, English is acquired privately and in a special occasion such as in language course, school's program, etc. In fact, English is learned in formal school situation. It starts from elementary school level and becomes compulsory subject as well as the continuing level. Recently, the proportion of English acquisition is dismounting based on the new government's rules in the new Kurikulum 2013 (2013). It is stated that English is reduced from elementary school lesson and it starts at the first year of junior high school level.

Approximately the periods of English acquisition in Indonesia is six years, namely three years in junior high school and three years in senior high school. By having such period of acquisition process, students are expected to have enough basic of English. In other case, EFL learning is continuing to University level which takes the amount of four years learning process. The University students of English major are categorized as intermediate level students.

However, the longevity of its process does not always guarantee the success of learning as EFL. It is necessary for the students to learn independently supported by high motivation and strong willpower. In line with Zimmerman and Schunk (2001) suggestion, independent learning covers aspects of learning in metacognitive, motivational, and behavioral ways. Psychologically, this construct is known as self-regulation learning in which the process of learning is handled by students own thinking and motivational beliefs as well as managing their resources and the learning environment effectively, (Zahidi, 2012). In other words, students are handling all the process of learning by their self, not to depend on teacher's material and order. Naturally, the metacognitive skills will guide the learning

process into the appropriate atmosphere. Students improve, elaborate, and organize materials, evaluate the learning process and handle motivation in positive ways.

There are four basic skills in learning a language; listening, speaking, reading and writing. It is categorized into receptive and productive knowledge. As suggested by Laufer & Goldstein (2004), receptive knowledge relates to the skills of listening or reading and productive knowledge relates to the skills of speaking or writing. In line with the previous statement, vocabulary also consists of receptive vocabulary and productive vocabulary. Receptive vocabulary is the vocabulary gained from listening or reading skills. It is the first step of vocabulary learning in which the learners receive the meaning of particular word. Productive vocabulary is the vocabulary gained from productive skills that is speaking or writing. It is the continuance of learning vocabulary to produce such words in a speaking or written text.

In the scope of self-regulation learning strategy, students' receptive knowledge stands as prior knowledge of language acquisition. In other words, the listening and reading skills become essential. For instance, in comprehending a text, independent learners seek information by using the receptive skills of reading. It is necessary to have a high vocabulary size especially the receptive vocabulary size. Also it is gained from many practices of reading and the consistency of maintaining the self-regulation learning strategies.

In addition, there have been some studies done in the field of self-regulation strategies and vocabulary size. There were two previous studies used as the guideline in doing the present study. First is Bilican and Yesilbursa (2015), they

proposed the study entitled by “Self-Regulated Capacity for Vocabulary Learning in Turkish High School Students; An Experimental Study”. The methodology used was experimental study that investigated certain program whether or not affects the process of vocabulary learning by using self-regulation learning strategies. The other study is proposed by Senturk (2016) entitled by “Self-Regulation Strategies and Receptive Vocabulary Size of EFL Turkish University Students”. This study investigated the relationship of certain language learning strategies (i.e. self-regulation) with vocabulary knowledge. In the result both previous studies were able to find out the positive relationship of self-regulation strategies and vocabulary size. So that persuades the researcher in choosing the topic.

In doing so, the present study is expected to give significances among theoretical and practical aspects. Theoretically, the finding of the present study is expected to enrich the knowledge of self-regulation learning strategy and its positive relationship with vocabulary size for EFL learners and as for further researcher to become the reference in doing further study. Practically, EFL learners are able to consider this strategy as best fit strategy in acquiring vocabulary knowledge.

Therefore, the researcher chooses the 7th semester of English literature students by taking some considerations. The first is the students' level; these students are included into intermediate level students of EFL learners, from their experiences of learning. They have already passed the basic, second level and third level of language skills (i.e. reading, listening, writing, and speaking) according to the lesson schedule from first until seventh semesters. The second is, they have

mastered a lot about reading because their lesson is mostly related with reading text, such as literature books, novel, prose, etc.

In investigating the self-regulation learning strategy the researcher chose Zimmerman and Schunk's theory (2012) dealing with the psychological construct on how students improve their learning and performance by looking into metacognitive, motivational and behavioral means. Also, the researcher chose the theory of Nation (2006) in investigating the receptive vocabulary size in the scope of how large the receptive vocabulary size can improve the language learning of EFL students especially from reading. Following these elucidation, the researcher chose to do a research entitled "Correlation between Self-Regulated Strategy and The Receptive Vocabulary Size of English Department Students at Universitas Brawijaya".

1.2 Problem of the Study

Based on the explanation above, the problem of the study is formulated into "Is there any relationship between self-regulation learning strategies and receptive vocabulary size in Indonesian EFL context?"

1.3 Objective of the study

As stated in the explanation above, the objective of the study is to find out the relationship between self-regulation learning strategies and receptive vocabulary size in Indonesian EFL context.

1.4 Hypothesis

This study hypothesizes on the existence of positive relationship between self-regulation learning strategies and receptive vocabulary size of English Department Students at Universitas Brawijaya.

1.5 Definition of the Key Terms

The followings are the definition of some key terms used to limit the scope of explanation for this research:

- ***Self-Regulation Learning Strategy*** is the self-generated thoughts, feelings and actions that are planned and cyclically adapted to the attainment of personal goals, (Zimmerman, 2000a, p. 14). It deals with the learning strategy of EFL learners by handling their own capability in acquiring knowledge such as motivation to learn, comprehension and strategic action.
- ***Self-Regulated Capacity of Vocabulary (SRCVOC)*** which is proposed by Tseng, et al. (2006) defined as one of strategic learning measurement in the notion of vocabulary which measures the control of commitment, metacognitive, satiation, emotion and environment.
- ***Receptive Vocabulary Size*** is the knowledge of vocabulary by means of receptive knowledge that includes all of the words that a person understands when listening or reading.
- ***Receptive Vocabulary Size Test*** a vocabulary size test that focuses on the receptive vocabulary proposed by Nation (2012).

- **English Department Students** as the participants are the students of the seventh semester of English literature at Brawijaya University.



CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature of the study that follows by theoretical framework and previous studies.

2.1 Self-Regulation Learning Strategy

There have been so many studies in the field of self-regulation theories.

Dörnyei, (2005) suggested that recently, the field of language teaching and learning researches directs the focus away from teacher to the learner and their language learning processes. In line with this, Dörnyei & Skehan (2003) proposed that for the last two decades the focus of language learning research has shifted from the product to the process of language learning when they investigated language learners' self-regulation. Instead of focusing on the "what" or product, researchers prefer to investigate the "how" or process in language learning. The results of its study turn out to be significantly appropriate for EFL Learners to use self-regulation learning as their strategy. As Indonesian students who learn English as their foreign language the trigger to learn new language has to come from their inner self.

Zimmerman and Schunk (2001a) cited in Zahidi (2012), define a conceptualization of self-regulated learning as a psychological construct that describes how learners improve their learning and performance by dealing the metacognitive, motivational and behaviour means. The nature of metacognitive rules beyond "thinking about thinking" which involves active control over the

cognitive process engaged in learning. Cognitive process focus on achieving a particular goal, such as understanding a text while metacognitive process focus on ensuring that the goal has been reached such as quizzing oneself to evaluate one's understanding, (Livington, 2003). Others activities that belong to metacognitive skills are planning on how to approach a given learning assignment, monitoring comprehension, and evaluating progress toward the completion of assignment.

About cognitive and metacognitive skills, they may overlap and intertwined each other. For instance, reading comprehension skills by self-questioning. Students may find it as cognitive skills in regards obtaining knowledge though find it as metacognitive skills in regards of monitoring what they have been read. However, we could differentiate both cognitive and metacognitive skills depend on the set goal.

Simply, both motivational and behavioral means put the account of greater self-control from the students. They need both strong willpower and regular activities to maintain the learning process as steady as possible. Commonly self-regulation learning strategy defines as independent learning strategy. It happens because students are seeking the information by themselves, not to mention materials, way of learning, way of monitoring and evaluating the learning process.

In addition, Zumbrunn (2011) proposed self-regulation as the essential of learning process which help students create better learning habits and strengthen their study skills, apply learning strategies to improve academic outcomes and to evaluate students' academic progress (Zimmerman, 2008; Jarvela and Jarvenoja, 2011; Wolters, 2011; Harris, Friendlander, Sadler, Frizzelle, and Graham, 2005; De

Bruin, Thiede and Camp, 2011). The role of self-regulation learning strategy is important. Students could control the learning process, maintain good atmosphere of learning, monitoring the process and evaluating the learning process independently. Likewise by having such authority, the learning process will be successfully achieved.

2.2 Self-Regulated Capacity Vocabulary

In the scope of EFL learning process Tseng, et al. (2006) has outlined a new approach to generating a psychometrically-based measure of second or foreign language in the notion of self-regulation capacity vocabulary (SRCVOC). It is to quantify language learning strategy based on the particular language domain that is vocabulary learning. Rather than focusing on the outcome, its instrument stress on the importance of innate self-regulation capacity in high spirit to search for and then apply personalized strategic learning mechanism, (Tseng, et al., 2006).

The objectives of SRCVOC are described into two points, (Tseng, et al., 2006). At first, the instrument should target the learner trait of self-regulatory capacity rather than survey specific behavioral habits, as has been the norm in second language research. Second, the content and the structure should be based on the theoretical construct. This construct consists of five facets;

- *Commitment control*, which helps to preserve or increase the learners' original goal commitment (e.g. keeping in mind favorable expectations or positive incentives and rewards; focusing on what would happen if the original intention failed).
- *Metacognitive control*, which involves the monitoring and controlling of concentration, and the curtailing of any unnecessary procrastination (e.g. identifying recurring distractions and developing defensive

routines; focusing on the first steps to take when getting down to an activity).

- *Satiation control*, which helps to eliminate boredom and to add extra attraction or interest to the task (e.g. adding a twist to the task; using one's fantasy to liven up the task).
- *Emotion control*, which concerns the management of disruptive emotional states or moods, and the generation of emotions that will be conducive to implementing one's intentions (e.g. self-encouragement; using relaxation and meditation techniques).
- *Environmental control*, which helps to eliminate negative environmental influences and to exploit positive environmental influences by making the environment an ally in the pursuit of a difficult goal (e.g. eliminating distractions; asking friends to help and no to allow one to do something).

The instrument was developed through a three-phase process; developing the item pool, piloting the instrument, evaluating the final instrument. The first phase deals with the writing of scale items according to those facets above. Later, the second phase which is piloting the instrument deals with the experiment of its instrument into 192 participants of Taiwanese university students to test the reliability of the instrument. Afterwards, the instrument is evaluated by having follow-ups pilot of instrument with different participant and turns out to be reliable.

2.3 Vocabulary

Vocabulary is all the words which exist in particular language, (Schmitt, 2000). Likewise he mentioned another perspective of vocabulary; "While grammar is a closed system in that there is a limited set of rules, vocabulary is open-ended, with even older native speakers learning new words. As such, it is likely to be the biggest hurdle in learning a language." (Schmitt, 2010: 30). It shows about the role of vocabulary that stands for open-ended form rather than grammar in which closed system. Though EFL learners highly need to learn vocabulary, native speaker is also doing the same because vocabulary is always developing and rich. In addition,

Thornbury (2002) stated that with grammar you can say a very little, but with vocabulary you can say almost anything with words. This shows how much vocabulary is important and likely usable in learning a language.

In EFL learning context, vocabulary is the prior knowledge to be mastered.

It could convey the meaning easily rather than using gesture or such. There are two

kinds of vocabulary; receptive and productive vocabulary (Gairns & Redman,

1998). The receptive vocabulary by other notion as passive vocabulary refers to the

vocabulary which associated with reading or listening skills. On the other hand, the

productive vocabulary by other notion as productive vocabulary refers to the

vocabulary which associated with writing or speaking skills. In addition, Kamil and

Hiebert (2005) cited in Muslikh (2014) propose that receptive vocabulary “is the

words that are less familiar to students as well as are considered being less to be

used or the students may not use these spontaneously for they may recognize the

words’ meaning as they are reading and listening”, while productive vocabulary “is

the words that are familiar or easy to recognize and these are often used by an

individual particularly in writing and speaking”. This definition constructed by

having the outlook on its usage, practical and theoretical ways.

Formerly, according to its notion the definition of receptive vocabulary

deals with words that can be understood (received) while reading or listening. On

the other hand, productive vocabulary deals with the words that can actually use

(produce) while writing or speaking. Correspondingly, based on Al Khofi (2009)

the course of learning is comes first from receptive vocabulary which receptively a

meaning of a words then comes to the productive vocabulary which produce

vocabulary in speaking or written text. Intuitively, many studies have found that learners were having much larger receptive vocabulary than productive one (e.g., Fan, 2000; Zhou, 2010; Webb, 2008). In a summary, the receptive vocabulary is the first step of learning vocabulary in which EFL learners understand the meaning acquired from listening or reading skills in a greater size rather than productive vocabulary.

2.4 Receptive Vocabulary Size Test

The Receptive Vocabulary Size Test is a test developed by Nation et al (2006). It was designed to measure the written receptive vocabulary that is vocabulary knowledge for reading. The words from the test are from the word list developed by Nation (2006) which was derived from British National Corpus (BNC). The form of the test is in the multiple-choice form. There are two versions of the test; 14.000 word levels and 20.000 word levels. The 14.000 version contains 140 multiple-choice items, with 10 items from each 1000 word family level. For the 20.000 version, it contains two parallel A and B version containing 100 multiple choice items separately.

In this study, the researcher used the second version of the test, which is the 20.000 version instead of the first level. The rationale lied on the number of questions per each version test. As the first version has 140 multiple choice items while the second version has fewer questions that are 100 multiple choice items, the researcher decides to use the second version of the test considering the difficulties of the participant in answering the test. Yet, it consists of two version;

version A and B. Both versions is paralleling each other, by detailed information of version A mean 81.37, sd 16.662; version B mean 83.20, sd 13.982. Hence, it is likeable to use one version in doing a research as they are significantly similar.

The answer stands as it is right or wrong, because there was no correction or guessing the answer to distort the measurement of vocabulary size. The scoring process is rationalized into (1) point for the correct answer and (0) point for the wrong answer. Later the total score of the test must be multiplied by 200, which generated as bellow:

$$S = CA \times 200$$

Notes:

S = score

CA = correct answer

According to Nation (2006), to interpret the score is necessary to look out the vocabulary size needed to gain full text coverage of 98% in various kinds of texts.

Table 2.1 Vocabulary sizes coverage of various kinds of texts

<i>Texts</i>	<i>98% coverage</i>	<i>Proper nouns</i>
Novels	9,000 word families	1-2%
Newspapers	8,000 word families	5-6%
Children's movies	6,000 word families	1.5%
Spoken English	7,000 word families	1.3%

The goal of this test is in the level of 8.000 word families in order to deal with a range of un-simplified spoken and written test. In addition, the preliminary

studies that were using the test resulted that undergraduate non-native speakers of non-European backgrounds successfully coping with study at an English speaking university have a vocabulary size around 5,000-6,000 word families. Non-native speaking PhD students have around a 9,000 word vocabulary.

In summary, the score was classified as high, medium and low frequency words as listed bellows:

Table 2.2 Interpretation of the score

Level	1000 word family lists	Learning procedures
High frequency	1000-2000	Reading graded readers Deliberate teaching and learning
Mid-frequency	3000-9000	Reading mid-frequency readers Deliberate learning
Low frequency	10,000 on	Wide reading Specialised study of a subject area

2.5 Self-Regulation Learning Strategy and Receptive Vocabulary

Nowadays, vocabulary is considered as one of the rudimentary components of language learning and since lexical items carry the basic information, since then the lack in this aspect may affect learners' communication skills (Nation, 2001). In line with previous statement, Richards and Renandya (2002) considered vocabulary as the main component of language skill that can create a substance for the efficient learning of listening, speaking, reading and writing. The words of vocabulary carry the truly (lexical) meaning in delivering the information. Vocabulary stands as a starting point of language learning process particularly EFL learning contexts. In learning new language, students need to know the meaning of each word in the new language to use it appropriately. At the very first step of vocabulary learning process

as well as the other learning process, students must through their receptive skills (reading or listening). Since the productive skill of vocabulary learning is writing, the receptive skill used in this aspect is reading which makes it to the receptive vocabulary.

In the vocabulary learning process, it is important to maintain the process thoroughly by using learning strategy. As stated before, in the field of language learning process many researches has shifted from teacher-center into students-center learning. It is reasonable, that learners' strategy is quite efficient for learning process. In line with Coxhead (2006), Nykos and Fan (2007) cited in Amirian et al (2015) statement that learners "who consciously use learning strategies and monitor their performance perform better than those who are less cognizant to do so". Furthermore Yamamoto (2013) proposed that "not only did successful learners use a variety of strategies, but they also took a structured approach by engaging in self-initiated learning activities, keeping records of new words, and reviewing them". Therefore, though many learning strategies used in vocabulary learning process the self-regulation learning strategy is yet the best strategy to use. Since, self-regulation learning strategy covers the process of monitoring and evaluating the learning process and also motivational and behavioral ways the learning process would be well maintained.

In the summary, self-regulation learning strategy might become effective strategy in learning vocabulary. Thus, self-regulation learning strategy constructed the ideal relationship with receptive vocabulary size in some ways. Having high

self-regulated learning strategy may correlate with high size of the receptive vocabulary size.

2.6 Hypothesis

It is a presumptive statement of a proposition, which the investigation seeks to prove. It is made as the basis of reasoning without any assumptions of its truth.

In a study, hypothesis as the starting point and limitation in which lead the researcher to investigate a topic. In addition, Sharmaa (2005) believe that “hypothesis is a tentative explanation that accounts for a set of facts and can be tested by further investigation”. Furthermore, there are two kinds of hypothesis, (Sarjono and Julianita, 2011);

- a. Null Hypothesis (H_0) defined as variable X is not significantly correlated with variable Y
- b. Alternative Hypothesis (H_a) defined as variable X is significantly correlated with variable Y

By adding the Self-Regulation Learning Strategy as variable X and Receptive Vocabulary Size as variable Y, the hypothesis of this study is formulated into;

- a. Null Hypothesis (H_0): There is no significance correlation between self-regulation learning strategy and receptive vocabulary size of EFL Indonesian university students.

- b. Alternative Hypothesis (Ha): There is significance correlation between self-regulation learning strategy and receptive vocabulary size of EFL Indonesian university students.

2.7 Previous Studies

In doing the research, two previous studies are selected to be the guideline.

The first study is proposed by Senturk (2016) entitled “Self-Regulation Strategies and Vocabulary Size of EFL Turkish Students”. This study investigated the relationship of EFL learner’s self-regulation learning components and vocabulary knowledge based on participant’s proficiency level and vocabulary use. The methodology use is the correlational research design. The data was collected by using two instruments; 150-item Schmitt vocabulary test and Self-Regulatory Capacity in Vocabulary Learning (SRCVOC) proposed by Tseng, et al (2006). The participants of this study is 149 students at Hacettepe University and 30 English Language and Literature students at Bulent Ecev it University. The finding of the study is there is a strong positive correlation between high levels of self-regulation and high vocabulary use.

The second previous study is proposed by Belican and Yesilbursa (2015) entitled “Self-regulated capacity for vocabulary learning in Turkish high school students: An experimental study”. This study investigated the general attitude of a group of high school EFL students towards language learning strategies, particularly vocabulary learning strategies, and to investigate whether or not one month awareness-raising program for self-regulated vocabulary learning strategies

autonomously and the rate of success among the students. The methodology use in this study is experimental study which investigates the effect of one variable towards another variable. The data collected by using some instruments; Turkish version of the Self-Regulatory Capacity in Vocabulary Learning (SRCVOC) (Tseng, et al., 2006), a short Background Questionnaire, a pre-test, a post-test, four unit test, and the students weekly journals. The participants of this study were 14-year-old 9th graders which consist of 31 male students at a private high school in Ankara. The finding of this study showed that age is a critical factor to take into consideration before raising awareness program for self-regulated learning is commenced.

Both previous studies were similar in ways of investigating the self-regulation learning strategy and the vocabulary size of EFL students. However, there were some differences occurred in the methodology use. The first previous study uses correlational research design, while the second previous study uses experimental study. Also, for the participant the first previous study were EFL students in the level of University students while the second study were EFL students in the level of high school students.

The similarity of the first previous study and the recent study was in the methodology used and the participant's level use of the research which investigate the relationship of self-regulation learning strategy and the vocabulary size of EFL University students. While the differences located in the research's topic although it is just have slightly different topic. The first previous study investigated the self-regulation learning strategy and the vocabulary size, though the recent study

investigates in the self-regulation learning strategy and the receptive vocabulary size. Besides, the similarity of the second previous study and the recent study was the use of instrument; SRCVOC by Tseng, et al. (2006). The difference lied on the methodology used (i.e. experimental and correlational research design) and the participants of the study (i.e. high school and university students).



CHAPTER 3

RESEARCH METHODS

This chapter presents the methodology used in the study that follows by research design, population and sample, data collection and data analysis.

3.1 Research Design

In this study the researcher chose the quantitative approach in the design of Correlational research. Quantitative approach is an approach of doing research by using numerical data and statistical analysis. In analyzing the data, it is highly needed to use statistical ways because of the form of the data that is numbers.

According to the objectives of the study the design used in this study was Correlational research design. It was emphasized on finding the relationship of two or more variables. In this design the relationship was only defined by positive and negative relationship.

There were two variables in this study; variable x and variable y. The researcher chose self-regulation learning strategy of EFL Indonesian University Students to become variable x, while receptive vocabulary size of EFL Indonesian University Students becomes variable y.

3.2 Population and Sample

The study's setting was at Universitas Brawijaya, particularly in the faculty of cultural studies, by taking the 7th semester students of English literature as the

participant. The populations were 199 participants. However, the researcher decided not to choose all the population to be the participants of the study considering the limitation period of time. Instead, the researcher took the sample of the participant by using Slovin's theory in the scope of probability sampling. The result of the sample size showed that there were 67 participants that would become the subject of this research. These were the formulation of Slovin's theory;

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

$$n = \frac{199}{199 \times 0.1^2 + 1}$$

$$n = \frac{199}{2.99}$$

$$n = 67$$

Which: n = sample size

N = given the population size

e = margin of error (10%)

According to Sarjono and Juanita 2011, probability sampling is the sampling technique which gives the equivalent chances and opportunity for each participant to be chosen. There were five techniques in probability sampling; simple random sampling, proportionate stratified sampling, disproportionate stratified random sampling, cluster sampling, systematic sampling. Yet, in this study the simple random sampling technique would be used as the sampling technique. The researcher made a lot with the names of all 199 students of English literature at Universitas Brawijaya. Then the researcher drew the lottery by raffling the lot one by one until it got 67 participants. Cooper and Schindler (2006:421) stated that simple random sampling is defined as the way of sampling in which every element

of population takes equivalent chances to be chosen and the sample is using the numerical table.

3.3 Research Instruments

Instrument is a tool to gather the data of a research. There were five types of instruments namely; questionnaire, interview guide, observation sheet, test and documentation. However, in doing this research, the researcher only chose two instruments; questionnaire and test. Both instruments were purely adapted from the expert, as comprised below;

1. Questionnaire

The form of questionnaire used in this research is close-ended questionnaire. It was proposed by Tseng, et al (2006) namely self-regulatory capacity for vocabulary learning (SRCVOC). It was used to measure the level of students' self-regulation learning strategy in EFL learning process. There were 20 questions listed in the questionnaire, which measure the five subscales of self-regulatory learning strategy; commitment, metacognitive, satiation, emotional and environmental control. The questions were formed in English distributed to the 7th semester students of English literature at Universitas Brawijaya. There were 4 questions for each subscale listed on the table underneath;

Table 3.1 Identification of subscales in SRCVOC

Subscales	Questions number
Commitment control	4,7,10,13
Metacognitive control	5, 9, 11,16
Satiation control	1, 8, 18, 19

Emotional control	2, 6, 12, 15
Environmental control	3, 14, 17, 20

By using Likert scale, the answer of the questionnaire would be in the form of scale from number 1 until 6 with different scores for each scale. In detail, it can be seen below:

Table 3.2 The score interpretation of the questionnaire

Range Scales	Definition	Score
1	Strongly agree	5
2	Agree	4
3	Partly disagree	3
4	Slightly disagree	2
5	Disagree	1
6	Strongly disagree	0

The result of the questionnaire would be listed by using the rubric below;

Table 3.3 The rubric for SRCVOC's questionnaire

No	Name	Criterion (Subscales)					Total Score
		1	2	3	4	5	
1							
2							
3							
4							
5							
6							

Notes:

1: commitment control

4: emotional control

2: metacognitive control

5: environmental control

3: satiation control

2. Test

The test form was in the form of multiple choices which represents a close-ended question in a particular context. It was proposed by Nation (2006)

namely Receptive Vocabulary Size Test which is used to measure the size of students' receptive vocabulary especially the vocabulary knowledge.

The researcher used the A version of 20,000 word level. There were 100 questions that are listed per 1000 word level for each five questions listed on the table below;

Table 3.4 The word level

Question Number	Word Level
1-5	1.000
6-10	2.000
11-15	3.000
16-20	4.000
21-25	5.000
26-30	6.000
31-35	7.000
36-40	8.000
41-45	9.000
46-50	10.000
51-55	11.000
56-60	12.000
61-65	13.000
66-70	14.000
71-75	15.000
76-80	16.000
81-85	17.000
86-90	18.000
91-95	19.000
96-100	20.000

3.4 Data Collection

This study used quantitative approach that is correlational research design in which the data would be in the quantitative form that is numerical data. The data

was collected by using two instruments as stated in the previous explanation. It was administered by distributing the instruments to the EFL university students of English literature to gain the data.

Since the researcher chose the random sampling technique, the participant's choosing was done randomly. The researcher made a lot with the names of all 199 students of English literature at Universitas Brawijaya. Then the researcher drew the lottery by raffling the lot one by one until it got 67 participants. It could avoid the subjectivity on choosing the participant. Also, by using random sampling technique the researcher believed that there was no gender difference; man or woman has the same level. Yet, all the students of English literature have the same opportunities to be chosen as the research participant.

This procedure was applied for both instruments; questionnaire and test. After the researcher got the list of the participant, the researcher found the participants by asking one of her friends in the 7th semester of English Literature to gather all the chosen participants. Then, the researcher gathered the participants into a class to distribute the questionnaire and the test. The completion of the questionnaire and the test approximately took 50 minutes to complete two instruments. The first twenty minutes were used to finish the SRCVOC, and other thirty minutes were used to complete the second instrument which was Receptive Vocabulary Size Test.

3.5 Data Analysis

The data analysis has an important role in conducting a research or study.

As supported by Hancock & Algozzine (2006) cited in Zahidi (2012) "The analysis of documents can provide a rich source of information with which to complement data collected through interviews, stimulated recall, observation, and diary entries.

The procedures in finding out the correlation listed as follow;

1. Analysing the data based on theories from expert

The first data was the score of the Self-Regulation Learning Strategies' Questionnaire proposed by Tseng, et al. (2006). This questionnaire was formed based on Tseng's theory of self-regulation strategy which were constructed by five subscales of control; commitment control, metacognitive control, satiation control, emotional control and environmental control. The second data was the score of Receptive Vocabulary Size test proposed by Nation (2006). This test was used to investigate the word level of English learners, whether native speaker or non-native speaker. According to Nation, non-native speaker needs to have minimum standard to be able to acquire English in the level of 8.000 words.

Afterward both data were transformed into descriptive statistical form which consists of numerical data.

2. Analysing the data to find Correlation Coefficient

The correlation coefficient defined as the value of two variables which shows the relationship from both variables. It expressed as values between -1 and +1. In detail the negative mark (-1) described as the negative correlation which

means a change of one variable will predict a change on the opposite direction in the second variable, while the positive mark (+1) described as the positive correlation which means a change on one variable will predict a change on the same direction in the second variable.

To find the correlation coefficient the researcher used Pearson Product Moment formula proposed by Karl Pearson (Muslikh, 2011). This formula was used to investigate the correlation coefficient of variables of interval data scale and rational data. The formula was stated below;

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

Notes:

r_{xy} = correlation coefficient

N = the total of sample in this study

$\sum X$ = the total score of SRCVOC

$\sum Y$ = the total score of Receptive Vocabulary Size Test Score

$\sum XY$ = the total of multiple score between SRCVOC and Receptive Vocabulary Size Test Score

$\sum X^2$ = the total of the squared scores of SRCVOC

$\sum Y^2$ = the total of the squared scores of Receptive Vocabulary Size Test Score

This formula was used to find the index correlation "r" product moment between X variable and Y variable (r_{xy}).

3. Interpreting the result of correlation coefficient (r_{xy})

The result of correlation coefficient was analyzed according to the “r” interpretation score table proposed by Riduwan (2005:136) below;

Table 3.5 Interpretation of r score

Coefficient Interval	Correlation level
0,80-1,000	Very high
0,60-0,799	High
0,40-0,599	Moderate
0,20-0,399	Low
0,00-0,199	Very low

Notes:

- Very high = there is very high correlation between variable x and y
- High = there is high correlation between variable x and y
- Moderate = there is a correlation between variable x and y, but the value is medium
- Low = there is correlation between variable x and y, but the value is little or weak
- Very low = There is correlation between variable x and y, but the correlation is very little or weak. Thus, it is considered as there is no significant correlation.

4. Discovering the significances

To find the significances of both variables, the t-test was used. Its formula stated as follow;

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

Notes:

$t =$ value

$r =$ value of correlation coefficient

$n =$ number of participant

5. Drawing the conclusion

The researcher concluded the result of data analysis by using degree of significant at the level of 5% by df. It was used as the probability to reject the null hypothesis. These considerations used to draw the conclusion;

1. $t_{\text{table}} \leq t_{\text{count}}$ (correlation coefficient is smaller than the significant correlation using t-test), H_0 accepted (H_a rejected) means there is no significant correlation between two variables.
2. $t_{\text{table}} \geq t_{\text{count}}$ (correlation coefficient is higher than the significant correlation using t-test), H_0 rejected (H_a accepted) means there is significant between two variables.

CHAPTER 4

FINDING

This chapter presents the result of the study. Yet, it also presents the data analysis alongside to test the hypothesis.

4.1 Research Finding

The data were collected by using two instruments; questionnaire and test administered by the researcher. In detail, the result of questionnaire by using Self-Regulatory Capacity for Vocabulary (SRCVOC) which proposed by Tseng, et al. (2006) stands for variable X, while the result of test by using Receptive Vocabulary Size Test proposed by Nation (2006) stands for variable Y.

4.1.1 The Score of Self-Regulatory Capacity for Vocabulary (SRCVOC)

The researcher took the questionnaire from Tseng, et al. (2006). It has five scales of self-regulatory learning strategy; commitment control (1), metacognitive control (2); satiation control (3); emotional control (4) and environmental control (5). The results of the questionnaire are described based on the five scales as follows;

Table 4.1 The Score of SRCVOC

No	Name	Criterion (Subscales)					Total Score
		1	2	3	4	5	
1.	LDN	11	11	12	8	12	54
2.	AND	9	10	7	6	8	40
3.	ADS	11	10	10	8	7	46
4.	EB	7	7	7	5	6	32
5.	CN	14	15	14	11	14	68
6.	RA	11	15	13	9	16	64
7.	MAD	10	12	11	7	10	50
8.	FDK	15	15	13	13	14	70

No	Name	Criterion (Subscales)					Total Score
		1	2	3	4	5	
9.	LPT	17	13	15	13	17	75
10.	INA	4	10	9	10	8	41
11.	RYZ	13	14	13	13	11	64
12.	SH	7	11	9	6	10	43
13.	THJ	10	8	11	12	11	52
14.	WF	8	11	9	8	11	47
15.	ANJ	14	15	13	14	15	71
16.	HA	10	13	10	12	12	57
17.	VAM	10	9	15	9	12	55
18.	NML	8	8	12	12	10	50
19.	LYT	6	11	9	12	11	49
20.	FWA	16	12	14	16	16	74
21.	BPS	7	6	8	9	10	40
22.	IGS	12	11	11	7	7	48
23.	KLW	13	13	12	14	13	65
24.	SPL	6	10	8	11	13	48
25.	NYT	11	7	8	7	6	39
26.	PWK	12	11	13	15	14	65
27.	ERW	16	9	15	13	15	68
28.	FIM	5	6	4	3	6	24
29.	BCH	13	11	14	13	16	67
30.	LBR	10	13	9	9	13	54
31.	PMK	12	13	16	11	13	65
32.	BAT	14	14	16	11	16	71
33.	RAW	13	17	16	13	17	76
34.	WQM	10	11	10	9	9	49
35.	SDG	11	10	13	12	8	54
36.	MAU	12	11	11	11	15	60
37.	EP	18	10	10	13	16	67
38.	KKL	19	16	13	12	16	76
39.	LV	14	14	13	11	11	63
40.	JAK	14	11	9	10	15	59
41.	PB	17	16	14	15	18	80
42.	BGP	15	17	11	15	12	70
43.	FND	20	18	15	14	14	81
44.	FTY	11	10	12	13	12	58
45.	DNU	12	10	10	15	9	56
46.	ABF	13	8	8	11	10	50
47.	DRO	19	19	15	14	18	85
48.	IAM	17	18	13	17	16	81
49.	YSA	16	16	17	17	20	86
50.	VPL	16	18	17	17	16	84

No	Name	Criterion (Subscales)					Total Score
		1	2	3	4	5	
51.	WHS	14	15	16	17	16	78
52.	MSR	14	15	10	13	14	66
53.	AZK	15	10	13	10	12	60
54.	RAF	15	13	13	12	18	71
55.	SDF	17	11	12	14	16	70
56.	KJU	15	14	10	13	18	70
57.	OPL	9	11	10	8	9	47
58.	MNY	13	11	10	13	13	60
59.	NKI	12	9	12	13	10	56
60.	PLU	10	13	10	9	9	51
61.	RWT	11	8	12	15	12	58
62.	QRT	17	14	16	16	15	78
63.	SRT	9	11	8	9	13	50
64.	GHT	11	10	10	7	12	50
65.	TU	16	18	15	18	18	85
66.	HBV	15	11	11	9	13	59
67.	UYT	14	12	12	13	14	65

Moreover, the statistical description of its questionnaire was described as below;

Table 4.2 Statistical description of SRCVOC

Mean	60.5
Median	60
Mode	50
Maximum	86
Minimum	24

It showed that the average score of the test is 60.5 points, with the score that often appears 50. Though, the minimum score of the participant is 24 but the maximum score was 86. It can be classified as high score considering that this is questionnaire form. The high score of the questionnaire showed that there are lot of interest and self-regulatory strategy from the participant of the present study.

4.1.2 The Score of Receptive Vocabulary Size Test

The second data was the receptive vocabulary size test. The test was taken from Nation (2006) that investigated on how the large is the receptive vocabulary size. The result of the test was listed below,

Table 4.3 The score of Receptive Vocabulary Size Test

No	Name	Score (Y)	Word family level
1.	LDN	54	10800
2.	AND	53	10600
3.	ADS	48	9600
4.	EB	33	6600
5.	CN	70	14000
6.	RA	66	13200
7.	MAD	51	10200
8.	FDK	75	15000
9.	LPT	80	16000
10.	INA	43	8600
11.	RYZ	67	13400
12.	SH	61	12200
13.	THJ	68	13600
14.	WF	48	9600
15.	ANJ	80	16000
16.	HA	66	13200
17.	VAM	82	16400
18.	NML	69	13800
19.	LYT	59	11800
20.	FWA	80	16000
21.	BPS	61	12200
22.	IGS	61	12200
23.	KLW	67	13400
24.	SPL	68	13600
25.	NYT	78	15600
26.	PWK	67	13400
27.	ERW	71	14200
28.	FIM	41	8200
29.	BCH	77	15400
30.	LBR	58	11600
31.	PMK	67	13400
32.	BAT	80	16000
33.	RAW	81	16200

No	Name	Score (Y)	Word family level
34.	WQM	51	10200
35.	SDG	59	11800
36.	MAU	69	13800
37.	EP	76	15200
38.	KKL	81	16200
39.	LV	67	13400
40.	JAK	63	12600
41.	PB	90	18000
42.	BGP	75	15000
43.	FND	92	18400
44.	FTY	63	12600
45.	DNU	75	15000
46.	ABF	80	16000
47.	DRO	87	17400
48.	IAM	91	18200
49.	YSA	89	17800
50.	VPL	90	18000
51.	WHS	82	16400
52.	MSR	68	13600
53.	AZK	65	13000
54.	RAF	74	14800
55.	SDF	76	15200
56.	KJU	81	16200
57.	OPL	63	12600
58.	MNY	80	16000
59.	NKI	72	14400
60.	PLU	51	10200
61.	RWT	75	15000
62.	QRT	87	17400
63.	SRT	58	11600
64.	GHT	57	11400
65.	TU	93	18600
66.	HBV	67	13400
67.	UYT	81	16200

Furthermore, the score of its test is described statistically as listed in the table below:

Table 4.4 Statistical description of Receptive Vocabulary Size Test

Mean	69.5
Median	69
Mode	80
Maximum	93
Minimum	33

It shows that the average score of the participant is 69.5 which means the result was good enough. Also, the medium score of the score's interval is 69.

Though the score's interval is wide, it is varied from 93 as the highest score and the lowest score is 33. Yet, the score that often appears are 80 meaning good score. It deals with the variety in the interval of the participants' score.

4.2 Data Analysis

In data analysis, the researcher defined the procedures of analyzing the data by five stages, which listed below;

1. Analysing the data based on theories from expert

There were two types of data in the form of questionnaire result and test result. The questionnaire data were resulted from the Self-Regulatory Capacity Vocabulary taken from Tseng, et al. (2006). The second test data were resulted from Receptive Vocabulary Size Test taken from Nation (2006). The interpretation of each data would be investigated according to each expert's theory.

The first data is Self-Regulatory Capacity Vocabulary score of 67 participants. In the previous table (table 4.1) showed that each scales was having different score. There were 4 questions per each scale. Then, the researcher took the average of each scale and calculated it for the rest of all participants. In

accordance, the researcher tabulated the percentage of each scales into this table below;

Table 4.5 The percentages of five sub-scales

Scales	Amount	Percentage
(1) Commitment	209	15.6 %
(2) Metacognitive	202.5	15.1 %
(3) Satiation	196.75	14.7 %
(4) Emotional	193.75	14.4 %
(5) Environmental	214.25	16 %

Notes:

$$p = \frac{a}{n \times ca}$$

a = amount

n = participant

ca = correct answer per scale (20)

Since, there were five scales in the self-regulatory capacity vocabulary the percentage of each scale was 20% portion. The final score of the percentages was 75.8%. It was given by considering the form of the questionnaire answer which was using Likert scale, the answer of each question did not always perfect like getting 5 point but there were some questions that got 4, 3, 2, 1 even 0 points. These point were given because each question was answered in the scales/ranges, in detail; 5 point for strongly agree, 4 point for agree, 3 point for partly disagree, 2 point for slightly disagree, 1 point for disagree and 0 point for strongly disagree. So, the total score percentages did not reach 100% because not all questions were answered by strongly agree (5 point). Yet, the other 24.2% was the five construct of self-regulation which were identified from the non-strongly agree answers.

Furthermore, the result of each scales showed almost the same percentage though it just had a slight differences. The highest percentage was environmental

control, which means the participants' were able to control the atmosphere and the environment surround them. Yet, the lowest percentage was emotional control.

Thus, in the self-regulatory capacity vocabulary all scales (i.e. commitment, metacognitive, satiation, emotional and environmental) were considered as having the same proportion in the field of self-regulation learning strategy.

The second data was the score of receptive vocabulary size. It showed how many was the size of participants' receptive vocabulary size. According to Nation (2006) the standard level of EFL learners was in the 8000 word level in order to deal with a range of un-simplified spoken and written test. In the result (*See table 4.3*) all participants excluding one participant (EB) has covered the 8000 word level. Also, there were many participants covered beyond the standard level. By looking at the elucidation before, it was concluded that the participants' receptive vocabulary size was high.

2. Analysing the data to find Correlation Coefficient

The researcher used Pearson Product Moment's theory to find the correlation coefficient. In the first step, the researcher tabulated the data by some categories;

Table 4.6 Data Analysis Table

No	Participant	X	Y	XY	X ²	Y ²
1.	LDN	54	54	2862	2916	2809
2.	AND	40	53	2120	1600	2809
3.	ADS	46	48	2208	2116	2304
4.	EB	32	33	1056	1024	1089
5.	CN	68	70	4760	4624	4900
6.	RA	64	66	4224	4096	4356
7.	MAD	50	51	2550	2500	2601

8.	FDK	70	75	5250	4900	5625
9.	LPT	75	80	6000	5625	6400
10.	INA	41	43	1763	1681	1849
11.	RYZ	64	67	4288	4096	4489
12.	SH	43	61	2623	1849	3721
13.	THJ	52	68	3536	2704	4624
14.	WF	47	48	2256	2209	2304
15.	ANJ	71	80	5680	5041	6400
16.	HA	57	66	3762	3249	4356
17.	VAM	55	82	4510	3025	6724
18.	NML	50	69	3450	2500	4761
19.	LYT	49	59	2891	2401	3481
20.	FWA	74	80	5920	5476	6400
21.	BPS	40	61	2440	1600	3721
22.	IGS	48	61	2928	2304	3721
23.	KLW	65	67	4355	4225	4489
24.	SPL	48	68	3264	2304	4624
25.	NYT	39	78	3042	1521	6084
26.	PWK	65	67	4355	4225	4489
27.	ERW	68	71	4828	4624	5041
28.	FIM	24	41	984	576	1681
29.	BCH	67	77	5159	4489	5929
30.	LBR	54	58	3132	2916	3364
31.	PMK	65	67	4355	4225	4489
32.	BAT	71	80	5680	5041	6400
33.	RAW	76	81	6156	5776	6561
34.	WQM	49	51	2499	2401	2601
35.	SDG	54	59	3186	2916	3481
36.	MAU	60	69	4140	3600	4761
37.	EP	67	76	5092	4489	5776
38.	KKL	76	81	6156	5776	6561
39.	LV	63	67	4221	3969	4489
40.	JAK	59	63	3717	3481	3969
41.	PB	80	90	7200	6400	8100
42.	BGP	70	75	5250	4900	5625
43.	FND	81	92	7452	6561	8464
44.	FTY	58	63	3654	3364	3969
45.	DNU	56	75	4200	3136	5625
46.	ABF	50	80	4000	2500	6400
47.	DRO	85	87	7395	7225	7569
48.	IAM	81	91	7371	6561	8281
49.	YSA	86	89	7654	7396	7921
50.	VPL	84	90	7560	7056	8100
51.	WHS	78	82	6396	6084	6724

No	Participant	X	Y	XY	X ²	Y ²
52.	MSR	66	68	4488	4356	4624
53.	AZK	60	65	3900	3600	4225
54.	RAF	71	74	5254	5041	5476
55.	SDF	70	76	5320	4900	5776
56.	KJU	70	81	5670	4900	6561
57.	OPL	47	63	2961	2209	3969
58.	MNY	60	80	4800	3600	6400
59.	NKI	56	72	4032	3136	5184
60.	PLU	51	51	2091	1681	2601
61.	RWT	58	75	4350	3364	5625
62.	QRT	78	87	6786	6084	7569
63.	SRT	50	58	2900	2500	3364
64.	GHT	50	57	2850	2500	3249
65.	TU	85	93	7905	7225	8649
66.	HBV	59	67	3953	3481	4489
67.	UYT	65	81	5265	4225	6561
TOTAL (Σ)		4055	4657	292055	258075	335333

Then, the score of r_{xy} (correlation coefficient) is calculated by the Pearson

Product Moment Formula as follows;

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

$$r_{xy} = \frac{67 \times 292055 - (4055 \times 4657)}{\sqrt{[67 \times 258075 - (4055)^2][67 \times 335333 - 4657^2]}}$$

$$r_{xy} = \frac{19656785 - 18884135}{\sqrt{[17291025 - 16443025][22467311 - 21687649]}}$$

$$r_{xy} = \frac{683550}{\sqrt{[848000][779662]}}$$

$$r_{xy} = \frac{683550}{813113.38}$$

$$r_{xy} = 0.84$$

3. Interpreting the result of correlation coefficient (r_{xy})

The result of the correlation coefficient is 0.84. By looking at the “r” interpretation table that was table 3.5 in the previous chapter, the correlation coefficient was found in the level of very high. It showed that variable X (i.e. Self-Regulatory Capacity Vocabulary) has a very high and positive correlation with variable Y (i.e. Receptive Vocabulary Size test).

4. Discovering the significances

The following step was to discover the significances from both variable X (i.e. Self-Regulatory Capacity Vocabulary) and variable Y (i.e. Receptive Vocabulary Size test) by using t-test. Yet, it was used to test the significances of the variables. The formula was formulated below;

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

$$t = \frac{r\sqrt{N-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0.84\sqrt{67-2}}{\sqrt{1-(0.84)^2}}$$

$$t = \frac{0.84 * 8.06}{\sqrt{1-0.7056}}$$

$$t = \frac{6.78}{\sqrt{0.29}}$$

$$t = \frac{6.78}{0.54}$$

$$t = 12.4$$

The significant was found in the number of 12.4. In the present study, the researcher chose the degree of significances of 5% (0.05) to find which t-table would use as the limitation. Yet the next stage was to compare the result of t-test with t-table based on the *df* (degree of freedom). Related with the use of t-test, the formula of *df* was found by using the formula;

$$df = N - nr$$

$$= 67 - 2$$

$$= 65$$

Notes: *df* = degree of freedom

N = participants

nr = number of research variables

The result of the calculation was formulated into:

$$t_{\text{count}}, df(65) = 12.4$$

$$t_{\text{table}} \text{ at } 5\% (0.05) = 1.669$$

$$t_{\text{count}} : t_{\text{table}} (5\%) = 12.4 : 1.669 \dots\dots t_{\text{count}} > t_{\text{table}}$$

5. Drawing Conclusion

The conclusion of the data analysis is developed from the previous stages that later tested by hypothesis testing.

Testing Hypothesis

In the field of correlational study, there were two hypotheses existed as the essential;

- a. Null hypothesis (H_0): There is no significance correlation between two variables
- b. Alternative hypothesis (H_a): There is significance correlation between two variables

Both hypotheses were tested by taking these considerations;

1. $r_{xy} > r_t$, (H_0) rejected (H_a) accepted

If the value of t-test result is higher than t-table means that the null hypothesis was rejected and there was a significant correlation.

2. $r_{xy} < r_t$, (H_0) accepted (H_a) rejected

If the value of t-test result is lower than t-table means null hypothesis was accepted and there was no significant correlation.

The result of the study showed that the value of t_{count} by r_{xy} 0.84 was 12.4. On the other side, the t_{table} by df (degree of freedom) 65 in the significant level 5%

was 1.669. It resulted that the value of t_{count} is higher than t_{table} ($t_{count} > t_{table}$) by means H_0 is rejected and H_a is accepted. Thus, in the conclusion the researcher concluded that there were significant correlation between two variables and the correlation coefficient was 0.84 in which means there were positive and very high level correlations.

CHAPTER 5

DISCUSSION

This chapter presents the discussion of the data to gain the conclusion from the result of the study.

5.1 Discussion

According to the data calculation and analysis the result of present study showed that the correlation coefficient (r_{xy}) was higher than the value of r_t at the significance level of 5%. In this case the coefficient correlation was obtained by the value of 0.84 and compared with r_t table at the significance level of 5% by df 65 in which valued as 0.2387 ($0.84 > 0.2387$). Also, the result of t-test showed that t_{count} was higher than t_{table} at the significance level of 5%. The t_{count} was obtained by the value of 12.4 and compared with t_{table} at the significance level 5% by df 65 in which valued as 1.669 ($12.4 > 1.669$). Thus, it was in line with the first hypothesis statement which stated if $r_{xy} > r_t$ means H_0 is rejected and H_a is accepted. In conclusion, the result showed that there was correlation between self-regulation learning strategy and receptive vocabulary size of EFL Indonesian University Students.

The value of r was defined as $-1 < r < +1$. The + and – signs were used for positive linear correlations and negative linear correlations. In detail, positive correlation was obtained if variable X and variable Y have a strong positive linear correlation; r is close to +1. Positive values indicate a relationship between two variables in which values for X increases, values for Y also increase. Meanwhile, negative correlation was obtained if variable X and variable Y have a strong

positive linear correlation; r is close to -1. Negative values indicate a relationship between two variables in which values for X increase, values for Y decrease.

In the present study, the coefficient correlation (r_{xy}) was found in the value of 0.84. In line with previous elucidation, the value of r_{xy} was close to +1 that indicates the positive relationship between variable X (self-regulation learning strategy) and variable Y (receptive vocabulary size test). Besides, the correlation coefficient could be interpreted by r table score's interpretation (table 3.5 chapter 3) which revealed that r_{xy} score included in the scale between 0.80 – 1.0. The scale indicates that the relationship of both variables was in the very high level. Thus in conclusion, between self-regulation learning strategy and receptive vocabulary size there were positive and high significant of relationship.

In addition, the result from both data shows that there was a connected line from previous experts' statement and the present study. The result of the first data (i.e. Self-Regulation Learning Strategy questionnaire) shows that the five sub-scales; commitment control, metacognitive control, satiation control, emotion control and environmental control are in composed and mutually proportion of the percentages which support the self-regulation learning strategy to make a better learning process. This is in line with Zimmerman and Schunk's theory (2012) on how students improve their learning and performance by dealing with the psychological construct involving the metacognitive, motivational and behavioral means. Also by using self-regulation as the strategy in learning, students will automatically become independent learners that make them able to improve learning process rapidly.

The second data result shows that the receptive vocabulary size of EFL University students in Indonesia is excellent, considering the standard minimum of word level to be mastered is 8.000 word level in which all participant has already conquered it. Facing the fact stated earlier, it is possible that reading is having big influences on language learning in the field of vocabulary mastery. In line with previous statement, Nation's (2006) suggested that the size of receptive vocabulary can improve the language learning of EFL students especially from reading. Therefore, by having a great size of receptive vocabulary the language learning will be accomplished easily.

In summary, if student's self-regulation learning strategy is high the receptive vocabulary size of the students also follows by having high size vocabulary. Yamamoto (2013) stated that "not only did successful learners use a variety of strategies, but they also took a structured approach by engaging in self-initiated learning activities, keeping records of new words, and reviewing them".

Since self-regulation learning strategy covers all metacognitive, behavior and emotional construct it could be a big help for acquiring vocabulary.

CHAPTER 6

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion from this study. The conclusion derived from the result of the study and the suggestion formulated by the researcher after doing the research.

6.1 Conclusion

The present study aimed to find out the relationship between self-regulation learning strategies and receptive vocabulary size in Indonesian EFL context.

According to the result of the data described previously, the correlation coefficient value is higher than r_t Pearson product moment by the significance level of 5% and df 65, the result showed that $r_{xy} 0.84 > r_t 0.2387$ which means H_a is accepted and H_o is rejected. From the computation, it was found that there was significant correlation between both variables. Also, the value of r was positive and close to +1 indicates the positive relationship between both variables.

Thus, the relationships of both variables were found in the positive and high significant correlation. If the self-regulation learning strategy of the students is in terms of high or good control, the receptive vocabulary size of the students is also in the wide and high size.

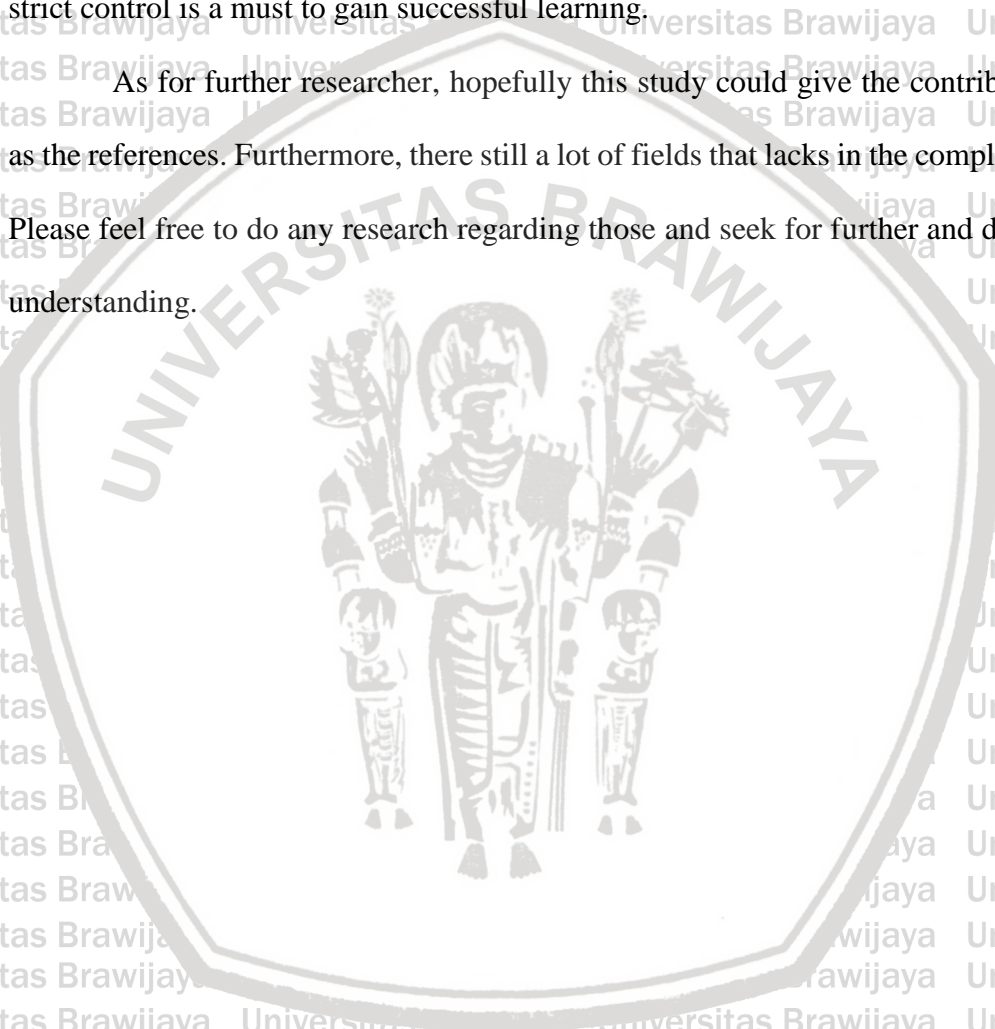
6.2 Suggestion

After conducting this study, the researcher suggests to consider self-regulation learning strategy as the best strategy to use in learning process.

Considering the aspects covered in this strategy such as commitment, metacognitive, satiation, emotional and environmental control the learners will find this strategy as best strategy to use. However, learners need high and strong willpower alongside motivation to maintain their learning process. Thus, the self-strict control is a must to gain successful learning.

As for further researcher, hopefully this study could give the contribution as the references. Furthermore, there still a lot of fields that lacks in the completion.

Please feel free to do any research regarding those and seek for further and deeper understanding.



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APPENDICES



Appendix 1 Self-Regulatory Capacity for Vocabulary

Name :

Major :

This questionnaire is used to get the information on the learning strategy of EFL University Students. The data will be confidentially locked and the result will not affect the participants' academic score. Please feel free to give name and answer the questionnaire. The answer is in the in notion of scale detailed as follows:

1: Strongly agree

4: Slightly disagree

2: Agree

5: Disagree

3: Partly disagree

6: Strongly Disagree

No	Learning Experience	Portion/Score					
		1	2	3	4	5	6
1.	Once the novelty of learning vocabulary is gone, I easily become impatient with it.						
2.	When I feel stressed about vocabulary learning, I know how to reduce this stress.						
3.	When I am studying vocabulary and the learning environment becomes unsuitable, I try to sort out the problem.						
4.	When learning vocabulary, I have special techniques to achieve my learning goals.						
5.	When learning vocabulary, I have special techniques to keep my concentration focused.						
6.	I feel satisfied with the methods I use to reduce the stress of vocabulary learning						
7.	When learning vocabulary, I believe I can achieve my goals more quickly than expected.						
8.	During the process of learning vocabulary, I feel satisfied with the ways I eliminate boredom.						
9.	When learning vocabulary, I think my methods of controlling my concentration are effective.						
10.	When learning vocabulary, I persist until I reach the goals that I make for myself.						

11.	When it comes to learning vocabulary, I have my special techniques to prevent procrastination						
12.	When I feel stressed about vocabulary learning, I simply want to give up.						
13.	I believe I can overcome all the difficulties related to achieving my vocabulary learning goals.						
14.	When learning vocabulary, I know how to arrange the environment to make learning more efficient.						
15.	When I feel stressed about my vocabulary learning, I cope with this problem immediately.						
16.	When it comes to learning vocabulary, I think my methods of controlling procrastination are effective.						
17.	When learning vocabulary, I am aware that the learning environment matters.						
18.	During the process of learning vocabulary, I am confident that I can overcome any sense of boredom.						
19.	When feeling bored with learning vocabulary, I know how to regulate my mood in order to invigorate the learning process.						
20.	When I study vocabulary, I look for a good learning environment.						

Appendix 2 Receptive Vocabulary Size Test

This test is used to get the information on the vocabulary size EFL students.

The data will be confidentially locked and the result will not affect the participants'

academic score. Please feel free to give name and answer the test.

1. see: They <saw it>.

- a closed it tightly
- b waited for it
- c looked at it
- d started it up

2. time: They have a lot of <time>.

- a money
- b food
- c hours
- d friends

3. period: It was a difficult <period>.

- a question
- b time
- c thing to do
- d book

4. figure: Is this the right <figure>?

- a answer
- b place
- c time
- d number

5. poor: We <are poor>.

- a have no money
- b feel happy
- c are very interested
- d do not like to work hard

6. microphone: Please use the <microphone>.

- a machine for making food hot
- b machine that makes sounds louder
- c machine that makes things look bigger
- d small telephone that can be carried around

7. nil: His mark for that question was <nil>.

a very bad

b nothing

c very good

d in the middle

8. pub: They went to the <pub>.

a place where people drink and talk

b place that looks after money

c large building with many shops

d building for swimming

9. circle: Make a <circle>

a rough picture

b space with nothing in it

c round shape

d large hole

10. dig: Our dog often <digs>.

a solves problems with things

b creates a hole in the ground

c wants to sleep

d enters the water

11. soldier: He is a <soldier>.

a person in a business

b person who studies

c person who uses metal

d person in the army

12. restore: It has been <restored>.

a said again

b given to a different person

c made like new again

d given a lower price

13. pro: He's <a pro>.

a someone who is employed to find out important secrets

b a stupid person

c someone who writes for a newspaper

d someone who is paid for playing sport

14. compound: They made a new <compound>.

a agreement

b thing made of two or more parts

c group of people forming a business

d guess based on past experience

15. deficit: The company <had a large deficit>.

- a spent a lot more money than it earned
- b went down a lot in value
- c had a plan for its spending that used a lot of money
- d had a lot of money stored in the bank

16. strap: He broke the <strap>.

- a promise
- b top cover
- c shallow dish for food
- d strip of strong material

17. weep: He <wept>.

- a finished his course
- b cried
- c died
- d worried

18. haunt: The house is <haunted>.

- a full of decorations
- b rented
- c empty
- d full of ghosts

19. cube: I need one more <cube>.

- a sharp thing used for joining things
- b solid square block
- c tall cup with no saucer
- d piece of stiff paper folded in half

20. butler: They have a <butler>.

- a man servant
- b machine for cutting up trees
- c private teacher
- d cool dark room under the house

21. nun: We saw a <nun>.

- a long thin creature that lives in the earth
- b terrible accident
- c woman following a strict religious life
- d unexplained bright light in the sky

22. olive: We bought <olives>.

- a oily fruit
- b scented flowers
- c men's swimming clothes

- d tools for digging
23. shudder: The boy <shuddered>
- a spoke with a low voice
- b almost fell
- c shook
- d called out loudly
24. threshold: They raised the <threshold>
- a flag
- b point or line where something changes
- c roof inside a building
- d cost of borrowing money
25. demography: This book is about <demography>
- a the study of patterns of land use
- b the study of the use of pictures to show facts about numbers
- c the study of the movement of water
- d the study of population
26. malign: His <malign> influence is still felt.
- a good
- b evil
- c very important
- d secret
27. strangle: He <strangled her>
- a killed her by pressing her throat
- b gave her all the things she wanted
- c took her away by force
- d admired her greatly
28. dinosaur: The children were pretending to be <dinosaurs>
- a robbers who work at sea
- b very small creatures with human form but with wings
- c large creatures with wings that breathe fire
- d animals that lived an extremely long time ago
29. jug: He was holding <a jug>
- a a container for pouring liquids
- b an informal discussion
- c a soft cap
- d a weapon that blows up
30. crab: Do you like <crabs>?
- a very thin small cakes
- b tight, hard collars
- c sea creatures that always walk to one side

- d large black insects that sing at night
31. quilt: They made a <quilt>.
- a statement about who should get their property when they die
- b firm agreement
- c thick warm cover for a bed
- d feather pen
32. tummy: Look at my <tummy>.
- a fabric to cover the head
- b stomach
- c small soft animal
- d finger used for gripping
33. eclipse: <There was an eclipse>.
- a A strong wind blew all day
- b I heard something hit the water
- c A large number of people were killed
- d The sun was hidden by the moon
34. excrete: This was <excreted> recently.
- a pushed or sent out
- b made clear
- c discovered by a science experiment
- d put on a list of illegal things
35. ubiquitous: Many unwanted plants <are ubiquitous>.
- a are difficult to get rid of
- b have long, strong roots
- c are found everywhere
- d die away in the winter
36. marrow: This is <the marrow>.
- a symbol that brings good luck to a team
- b soft centre of a bone
- c control for guiding a plane
- d increase in salary
37. cabaret: We saw the <cabaret>.
- a painting covering a whole wall
- b song and dance performance
- c small crawling creature
- d person who is half fish, half woman
38. cavalier: He treated her <in a cavalier manner>.
- a without care
- b with good manners

39. veer: The car <veered>.
- c awkwardly
 - d as a brother would
40. yoghurt: This <yoghurt> is disgusting.
- a moved shakily
 - b changed course
 - c made a very loud noise
 - d slid without the wheels turning
41. octopus: They saw <an octopus>.
- a dark grey mud found at the bottom of rivers
 - b unhealthy, open sore
 - c thick, soured milk, often with sugar and flavouring
 - d large purple fruit with soft flesh
42. monologue: Now he has a <monologue>.
- a a large bird that hunts at night
 - b a ship that can go under water
 - c a machine that flies by means of turning blades
 - d a sea creature with eight legs
43. candid: Please <be candid>.
- a be careful
 - b show sympathy
 - c show fairness to both sides
 - d say what you really think
44. nozzle: Aim the <nozzle> toward it.
- a space that light passes through in a camera
 - b dry patch of ski
 - c pipe attachment that forces water
 - d sharp part of a fork
45. psychosis: He has <a psychosis>.
- a an inability to move
 - b an oddly coloured patch of skin
 - c a body organ that processes sugar
 - d a mental illness
46. ruck: He got hurt in the <ruck>.
- a region between the stomach and the top of the leg

- b noisy street fight
 c group of players gathered round the ball in some ball games
 d race across a field of snow
47. rouble: He had a lot of <roubles>
 a very valuable red stones
 b distant members of his family
 c Russian money
 d moral or other difficulties in the mind
48. canonical: These are <canonical examples>.
 a examples which break the usual rules
 b examples taken from a religious book
 c regular and widely accepted examples
 d examples discovered very recently
49. puree: This <puree> is bright green.
 a fruit or vegetables in liquid form
 b dress worn by women in India
 c skin of a fruit
 d very thin material for evening dresses
50. vial: Put it in a <vial>.
 a device which stores electricity
 b country residence
 c dramatic scene
 d small glass bottle
51. counterclaim: They made <a counterclaim>.
 a a demand response made by one side in a law case
 b a request for a shop to take back things with faults
 c an agreement between two companies to exchange work
 d a decorative cover for a bed, which is always on top
52. refectory: We met in the <refectory>.
 a room for eating
 b office where legal papers can be signed
 c room for several people to sleep in
 d room with glass walls for growing plants
53. trill: He practised the <trill>
 a repeated high musical sound
 b type of stringed instrument
 c way of throwing the ball
 d dance step of turning round very fast on the toes

54. talon: Just look at those <talons>>!

- a high points of mountains
- b sharp hooks on the feet of a hunting bird
- c heavy metal coats to protect against weapons
- d people who make fools of themselves without realizing it

55. plankton: We saw a lot of <plankton> here.

- a poisonous plants that spread very quickly
- b very small plants or animals found in water
- c trees producing hard wood
- d grey soil that often causes land to slip

56. soliloquy: That was an excellent <soliloquy>>!

- a song for six people
- b short clever saying with a deep meaning
- c entertainment using lights and music
- d speech in the theatre by a character who is alone

57. puma: They saw a <puma>.

- a small house made of mud bricks
- b tree from hot, dry countries
- c large wild cat
- d very strong wind that lifts anything in its path

58. augur: It <augured well>.

- a promised good things for the future
- b agreed with what was expected
- c had a colour that looked good with something else
- d rang with a clear, beautiful sound

59. emir: We saw the <emir>.

- a bird with two long curved tail feathers
- b woman who cares for other people's children in eastern countries
- c Middle Eastern chief with power in his own land
- d house made from blocks of ice

60. didactic: The story <is very didactic>.

- a tries hard to teach something
- b is very difficult to believe
- c deals with exciting actions
- d is written with unclear meaning

61. cranny: Look what we found in the <cranny>>!

- a sale of unwanted objects
- b narrow opening
- c space for storing things under the roof of a house
- d large wooden box

62. lectern: He stood at the <lectern>.

- a desk made to hold a book at a good height for reading
- b table or block used for church ceremonies
- c place where you buy drinks
- d very edge

63. azalea: This <azalea> is very pretty.

- a small tree with many flowers growing in groups
- b light natural fabric
- c long piece of material worn in India
- d sea shell shaped like a fan

64. marsupial: It is <a marsupial>.

- a an animal with hard feet
- b a plant that takes several years to grow
- c a plant with flowers that turn to face the sun
- d an animal with a pocket for babies

65. bawdy: It was very <bawdy>.

- a unpredictable
- b innocent
- c rushed
- d indecent

66. crowbar: He used a <crowbar>.

- a heavy iron pole with a curved end
- b false name
- c sharp tool for making holes in leather
- d light metal walking stick

67. spangled: Her dress was <spangled>.

- a torn into thin strips
- b covered with small bright decorations
- c made with lots of folds of fabric
- d ruined by touching something very hot

68. aver: She <averred> that it was the truth.

- a refused to agree
- b declared
- c believed
- d warned

69. retro: It had <a retro look>.

- a a very fashionable look
- b the look of a piece of modern art
- c the look of something which has been used a lot before
- d the look of something from an earlier time

70. rascal: She is such <a rascal> sometimes.

- a an unbeliever
- b a dedicated student
- c a hard worker
- d a bad girl

71. tweezers: They used <tweezers>.

- a small pieces of metal for holding papers together
- b small pieces of string for closing wounds
- c a tool with two blades for picking up or holding small objects
- d strong tool for cutting plants

72. bidet: They have a <bidet>.

- a low basin for washing the body after using the toilet
- b large fierce brown dog
- c small private swimming pool
- d man to help in the house

73. sloop: Whose <sloop> is that?

- a warm hat
- b light sailing boat
- c left over food
- d untidy work

74. swingeing: They got <swingeing fines>.

- a very large fines
- b very small fines
- c fines paid in small amounts at a time
- d fines that vary depending on income

75. cenotaph: We met at the <cenotaph>.

- a large and important church
- b public square in the centre of a town
- c memorial for people buried somewhere else
- d underground train station

76. denouement: I was disappointed with the <denouement>.

- a ending of a story which solves the mystery
- b amount of money paid for a piece of work
- c small place to live which is part of a bigger building
- d official report of the results of a political meeting

77. bittern: She saw a <bittern>.

- a large bottle for storing liquid
- b small green grass snake
- c false picture caused by hot air

- d water bird with long legs and a very loud call
78. reconnoitre: They have gone to <reconnoitre>.
- a think again
- b make an examination of a new place
- c have a good time to mark a happy event
- d complain formally
79. magnanimity: We will never forget her <magnanimity>.
- a very offensive and unfriendly manners
- b courage in times of trouble
- c generosity
- d completely sincere words
80. effete: He has become <effete>.
- a weak and soft
- b too fond of strong drink
- c unable to leave his bed
- d extremely easy to annoy
81. rollick: They were <rollicking>.
- a driving very fast
- b staying away from school without being permitted to
- c having fun in a noisy and spirited way
- d sliding on snow using round boards
82. gobbet: The cat left a <gobbet> behind.
- a strip of torn material
- b footprint
- c piece of solid waste from the body
- d lump of food returned from the stomach
83. rigmarole: I hate the <rigmarole>.
- a very fast and difficult dance for eight people
- b funny character in the theatre
- c form which must be completed each year for tax purposes
- d long, pointless and complicated set of actions
84. alimony: The article was about <alimony>.
- a feelings of bitterness and annoyance, expressed sharply
- b money for the care of children, paid regularly after a divorce
- c giving praise for excellent ideas
- d a metal which breaks easily and is bluish white
85. roughshod: He <rode roughshod>
- a travelled without good preparation
- b made lots of mistakes

- c did not consider other people's feelings
d did not care about his own comfort
86. copra: They supply <copra>.
a a highly poisonous substance used to kill unwanted plants
b the dried meat from a large nut used to make oil
c an illegal substance which makes people feel good for a short time
d strong rope used on sailing ships
87. bier: She lay on the <bier>.
a folding garden chair
b grass next to a river
c place where boats can be tied up
d board on which a dead body is carried
88. torpid: He was <in a torpid state>.
a undecided
b filled with very strong feelings
c confused and anxious
d slow and sleepy
89. dachshund: She loves her <dachshund>.
a warm fur hat
b thick floor rug with special patterns
c small dog with short legs and a long back
d old musical instrument with twelve strings
90. cadenza: What did you think of the <cadenza>?
a cake topped with cream and fruit
b large box hanging from a wire that carries people up a mountain
c slow formal dance from Italy
d passage in a piece of music that shows the player's great skill
91. obtrude: These thoughts <obtruded themselves>.
a got themselves lost or forgotten
b did not agree with each other
c got mixed up with each other
d pushed themselves forward in the mind
92. panzer: They saw the <panzers> getting nearer.
a players in a marching band
b fighter planes
c large, slow windowless army cars
d policewomen
93. cyborg: She read about <a cyborg>.
a an integrated human-machine system
b a musical instrument with forty strings

- c a small, newly invented object
d a warm wind in winter
94. zygote: It is <a zygote>.
a an early phase of sexual reproduction
b a lot of bother over nothing
c a small animal found in southern Africa
d a gun used to launch rockets
95. sylvan: The painting had a <sylvan> theme.
a lost love
b wandering
c forest
d casual folk
96. sagacious: She had many ideas that were <sagacious>.
a instinctively clever
b ridiculous and wild
c about abusing people and being abused
d rebellious and dividing
97. spatiotemporal: My theory is <spatiotemporal>
a focussed on small details
b annoying to people
c objectionably modern
d oriented to time and space
98. casuist: Don't <play the casuist> with me!
a focus only on self-pleasure
b act like a tough guy
c make judgments about my conduct of duty
d be stupid
99. cyberpunk: I like <cyberpunk>.
a medicine that does not use drugs
b one variety of science fiction
c the art and science of eating
d a society ruled by technical experts
100. pussyfoot: Let's not <pussyfoot around>.
a criticise unreasonably
b take care to avoid confrontation
c attack indirectly
d suddenly start

Appendix 3 The Answer Key of Receptive Vocabulary Size Test

1.	C	21.	C	41.	D	61.	B	81.	C
2.	C	22.	A	42.	B	62.	A	82.	D
3.	B	23.	C	43.	D	63.	A	83.	D
4.	D	24.	B	44.	C	64.	D	84.	B
5.	A	25.	D	45.	D	65.	D	85.	C
6.	B	26.	B	46.	C	66.	A	86.	B
7.	B	27.	A	47.	C	67.	B	87.	D
8.	A	28.	D	48.	C	68.	B	88.	D
9.	C	29.	A	49.	A	69.	D	89.	C
10.	B	30.	C	50.	D	70.	D	90.	D
11.	D	31.	C	51.	A	71.	C	91.	D
12.	C	32.	B	52.	A	72.	A	92.	C
13.	D	33.	D	53.	A	73.	B	93.	A
14.	B	34.	A	54.	B	74.	A	94.	A
15.	A	35.	C	55.	B	75.	C	95.	C
16.	D	36.	B	56.	D	76.	A	96.	A
17.	B	37.	B	57.	C	77.	D	97.	D
18.	D	38.	A	58.	A	78.	B	98.	C
19.	B	39.	B	59.	C	79.	C	99.	B
20.	A	40.	C	60.	A	80.	A	100.	B

Appendix 4 The score of SRCVOC

No	Participants	Commitment				Metacognitive				Satiation				Emotional				Environmental				TOTAL SCORE
		4	7	10	13	5	9	11	16	1	8	18	19	2	6	12	15	3	14	17	20	
1	LDN	3	3	3	2	4	2	2	3	4	3	2	3	1	3	2	2	3	3	3	3	54
2	AND	2	3	2	2	3	2	2	3	2	3	2	0	1	1	2	2	1	2	2	3	40
3	ADS	2	3	3	3	2	2	2	4	3	3	2	2	2	2	3	1	3	3	0	1	46
4	EB	2	1	3	1	2	1	2	2	2	2	1	2	1	1	2	1	0	1	2	3	32
5	CN	3	4	4	3	4	4	3	4	4	3	4	3	3	1	4	3	3	4	4	4	68
6	RAU	1	4	3	3	5	4	3	4	3	4	3	3	3	3	2	1	4	2	5	5	64
7	MAD	1	2	3	4	4	3	2	3	4	4	2	1	2	3	1	1	2	2	3	3	50
8	FDK	3	4	4	4	4	4	3	4	3	4	3	3	5	2	4	2	2	3	5	4	70
9	LPT	5	4	4	4	4	3	3	3	4	4	4	3	4	4	1	4	4	3	5	5	75
10	INA	2	1	1	0	1	4	2	3	2	1	3	3	4	3	1	2	2	1	2	3	41
11	RYZ	3	3	4	3	3	4	4	3	3	3	4	3	3	3	3	4	3	3	3	2	64
12	SH	2	1	2	2	4	2	2	3	2	3	1	3	2	2	1	1	3	2	2	3	43
13	TH	1	3	2	4	2	1	2	3	2	4	2	3	4	4	1	3	2	2	2	4	52
14	WF	2	2	2	2	3	3	2	3	3	2	1	3	1	2	2	3	4	2	2	3	47
15	ANJ	3	4	4	3	5	3	4	3	3	3	4	3	3	3	4	4	4	3	4	4	71
16	HA	4	0	3	3	4	3	4	2	3	1	2	4	2	3	3	4	2	3	3	4	57
17	VAM	5	2	1	2	1	2	3	3	4	2	5	4	1	3	4	1	2	3	4	3	55
18	NML	1	3	1	3	3	2	2	1	2	3	4	3	3	3	3	3	3	2	3	2	50
19	LYT	2	1	1	2	2	4	1	4	3	3	1	2	3	3	3	3	2	2	4	4	49
20	FWA	4	4	4	4	4	2	4	2	4	3	4	3	4	4	4	4	4	4	4	4	74
21	BPS	1	1	2	3	1	2	2	1	2	1	2	3	1	2	3	3	2	3	2	3	40
22	IGS	3	3	3	3	2	2	3	4	3	3	3	2	3	2	1	1	1	2	2	2	48
23	KLW	4	4	2	3	4	4	2	3	4	3	2	3	2	5	4	3	2	4	3	4	65

No	Participants	Commitment					Metacognitive					Satisfaction					Emotional					Environmental					TOTAL SCORE
		4	7	10	13	5	9	11	16	1	8	18	19	2	6	12	15	3	14	17	20						
24	SPL	1	2	1	2	3	1	3	3	2	2	1	3	3	3	2	3	3	3	3	4						48
25	NYT	3	3	3	2	2	1	2	2	2	1	2	3	1	2	2	2	2	2	1	2						39
26	PKW	3	4	3	2	4	2	2	3	4	3	3	3	4	4	4	3	4	2	4	4						65
27	ERW	5	4	2	5	2	3	0	4	2	4	4	5	3	4	4	2	4	4	3	4						68
28	FIM	1	2	2	0	1	2	1	2	3	0	1	0	0	1	1	1	1	3	0	1						24
29	BCH	4	4	3	2	3	2	2	4	4	4	3	3	3	3	4	3	3	4	5	4						67
30	LBR	4	0	3	3	4	3	4	2	3	1	2	3	2	2	3	2	2	3	4	4						54
31	PMK	2	3	4	3	2	5	2	4	4	3	4	5	4	4	0	3	1	3	4	5						65
32	BAT	4	3	3	4	4	3	3	4	3	5	4	4	3	4	0	4	4	4	3	4						71
33	RAW	4	5	4	0	4	4	5	4	2	5	5	4	4	2	3	4	3	4	5	5						76
34	WQM	3	1	4	2	4	3	2	2	3	2	3	2	2	3	1	3	3	3	2	1						49
35	SDG	1	4	4	2	2	2	4	2	4	3	3	3	3	3	4	2	2	1	3	2						54
36	MAU	3	4	2	3	2	3	2	4	1	3	3	4	2	2	3	4	4	3	4	4						60
37	EP	5	5	5	3	5	3	1	1	1	3	2	4	3	3	3	4	5	5	2	4						67
38	KKL	5	5	5	4	4	4	4	4	5	4	2	2	3	4	1	4	4	4	4	4						76
39	LV	3	4	2	5	4	2	3	5	3	2	3	5	3	3	2	3	3	2	3	3						63
40	JAK	4	4	3	3	3	3	2	3	1	2	3	3	3	2	2	3	3	3	4	5						59
41	PB	5	4	4	4	4	4	3	5	3	4	3	4	3	5	3	4	4	4	5	5						80
42	BGP	4	3	4	4	4	5	3	5	2	3	3	3	5	3	3	4	4	3	3	3						70
43	FND	5	5	5	5	5	5	4	4	5	4	4	2	3	4	3	4	3	3	3	5						81
44	FTY	2	2	4	3	3	3	3	1	4	2	2	4	4	4	2	3	3	2	4	3						58
45	DNU	3	2	3	4	5	2	2	2	2	2	3	3	5	3	5	2	2	3	2	2						56
46	ABF	4	3	3	3	2	2	2	2	2	2	2	2	2	3	3	3	3	2	2	3						50

No	Participants	Commitment					Metacognitive					Satisfaction					Emotional					Environmental					TOTAL SCORE
		4	7	10	13	5	9	11	16	1	8	18	19	2	6	12	15	3	14	17	20	3	14	17	20	3	
47	DRO	5	5	5	4	5	4	5	5	3	4	4	4	4	4	4	3	4	4	5	5	4	4	5	5	5	85
48	IAM	4	4	4	5	4	5	4	5	5	3	2	3	4	5	5	3	3	4	4	5	4	4	5	5	5	81
49	YSA	4	4	4	4	4	4	4	4	4	4	5	4	4	4	5	4	5	5	5	5	5	5	5	5	5	86
50	VPL	4	4	4	4	4	5	5	4	4	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	84
51	WHS	3	3	4	4	3	4	3	5	4	4	3	5	4	4	5	4	4	4	4	5	4	4	4	5	4	78
52	MSR	4	2	5	3	4	5	3	3	3	4	1	2	2	3	4	4	4	3	4	3	4	3	4	3	4	66
53	AZK	3	4	4	4	2	3	3	3	4	3	4	2	5	1	2	2	3	3	3	3	3	3	3	3	3	60
54	RAF	4	3	4	4	5	3	3	2	3	3	3	4	3	4	2	3	4	4	5	5	4	5	5	5	5	71
55	SDF	5	5	3	4	2	3	3	3	4	2	3	3	3	3	4	4	3	4	4	4	4	4	4	4	4	70
56	KJU	5	4	3	3	5	3	3	3	3	2	3	2	3	3	3	3	4	4	5	5	4	5	5	5	5	70
57	OPL	2	2	2	3	3	2	3	3	4	2	2	2	1	2	2	3	1	2	3	3	2	3	3	3	3	47
58	MNY	3	4	3	3	3	3	2	3	1	3	3	3	3	3	4	3	4	3	2	4	3	2	4	3	4	60
59	NKI	3	3	3	3	2	2	2	3	3	3	3	3	4	3	3	3	3	3	2	2	3	2	2	3	2	56
60	PLU	3	1	4	2	4	2	4	3	3	2	3	2	2	3	1	3	3	3	2	1	3	2	1	3	2	51
61	RWT	3	2	3	3	2	2	2	2	3	3	3	3	4	4	3	4	3	3	3	3	3	3	3	3	3	58
62	ORT	4	4	4	5	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	78
63	SRT	3	0	3	3	3	3	3	2	3	1	2	2	2	3	2	2	2	2	3	4	3	4	4	4	4	50
64	GHT	3	3	3	2	3	2	2	3	2	3	2	3	1	2	2	2	3	3	3	3	3	3	3	3	3	50
65	TU	4	4	4	4	4	4	5	5	5	3	3	4	5	5	5	4	4	4	5	5	4	4	5	5	5	85
66	HBV	4	4	3	4	4	2	2	3	2	4	2	3	2	3	1	3	3	4	3	3	4	3	4	3	3	59
67	UYT	5	4	1	4	2	3	3	4	3	4	3	2	3	3	3	4	3	3	4	4	3	3	4	4	4	65

Appendix 5 The score of Receptive Vocabulary Size Test

No	Participants	WORD LEVEL (k = 1.000)																		Score	
		1k	2k	3k	4k	5k	6k	7k	8k	9k	10k	11k	12k	13k	14k	15k	16k	17k	18k	19k	20k
1	LDN	4	4	3	4	4	5	3	3	4	3	2	1	2	4	1	2	1	1	2	1
2	AND	4	4	4	3	4	4	3	4	4	3	3	4	1	2	2	1	2	1	0	2
3	ADS	5	5	3	5	4	5	4	2	4	3	2	2	0	1	3	1	0	0	2	0
4	EB	4	5	4	3	3	3	3	3	2	1	1	0	1	0	0	0	0	0	0	0
5	CN	3	5	5	4	4	5	4	5	5	3	3	3	3	4	3	2	2	3	2	70
6	RA	5	5	5	5	5	5	4	3	4	5	3	3	3	4	3	1	0	0	2	1
7	MAD	3	4	5	4	3	4	3	3	3	2	2	2	2	0	1	2	3	2	2	1
8	FDK	5	4	4	5	5	5	5	4	4	3	3	4	3	4	3	5	1	3	3	2
9	LPT	5	5	4	5	5	4	4	4	5	4	5	4	4	4	4	4	5	1	3	3
10	INA	4	5	5	5	2	2	1	2	2	1	0	1	0	1	3	2	2	2	0	3
11	KYZ	4	3	4	4	5	5	4	4	5	3	3	4	4	3	3	4	3	0	0	2
12	SH	4	5	4	4	3	3	4	4	3	3	3	2	3	3	3	2	3	2	2	1
13	THU	5	4	4	5	3	5	5	4	4	3	3	4	3	3	2	2	3	2	3	1
14	WF	4	4	2	2	4	3	3	3	4	1	3	3	3	2	2	0	2	1	2	0
15	ANJ	5	4	5	5	5	5	4	5	5	4	4	4	4	4	3	5	2	3	3	1
16	HA	4	4	3	5	4	5	4	5	4	5	4	4	3	2	2	2	1	3	2	2
17	VAM	4	5	5	5	5	5	5	5	5	5	5	5	4	4	4	3	2	3	2	2
18	NML	4	5	4	4	4	5	5	4	4	4	4	4	4	3	2	2	3	2	1	1
19	LYT	4	5	4	5	4	4	4	4	3	3	3	3	3	3	3	2	1	0	1	0
20	FWA	4	5	5	5	5	5	5	5	5	5	4	5	4	4	4	3	3	1	2	1
21	BPS	4	5	5	5	4	4	4	4	4	3	3	2	2	2	2	1	3	2	0	3
22	IGS	4	4	5	4	4	4	4	4	3	3	3	3	3	3	2	2	2	2	1	1

No	Participants	WORD LEVEL (k = 1,000)																				Score	
		1k	2k	3k	4k	5k	6k	7k	8k	9k	10k	11k	12k	13k	14k	15k	16k	17k	18k	19k	20k		
23	KLW	4	5	4	4	5	5	4	4	4	3	4	4	3	3	2	2	2	2	2	1	67	
24	SPL	4	5	5	5	5	5	4	5	4	4	5	4	4	2	2	2	1	1	1	0	68	
25	NYT	5	4	4	5	5	5	5	4	4	4	4	4	4	4	3	5	1	3	3	2	78	
26	PNK	4	3	4	4	5	5	4	5	3	3	3	4	4	3	3	4	3	0	0	2	67	
27	ERW	4	5	5	4	5	4	4	4	3	4	4	4	3	4	4	3	2	2	2	1	71	
28	FIM	4	5	2	2	3	3	3	3	2	2	1	1	4	1	1	2	0	1	1	0	41	
29	BCH	4	5	5	5	5	5	5	5	5	5	5	5	4	3	3	2	3	2	0	1	77	
30	LBR	4	4	4	4	4	4	4	4	4	4	4	3	3	1	3	1	1	1	0	1	58	
31	PMK	4	5	4	4	4	4	4	4	5	4	4	4	4	2	1	4	1	1	3	1	67	
32	BAT	4	5	5	5	5	5	5	5	5	4	4	4	4	3	2	4	2	3	3	3	80	
33	RAW	5	5	5	5	5	5	5	5	5	5	4	5	4	4	4	3	3	1	2	1	81	
34	WQM	4	4	5	5	4	4	4	4	2	3	3	3	2	2	1	0	0	0	1	0	51	
35	SDG	4	5	4	4	3	4	4	4	5	3	2	2	2	2	1	4	1	1	3	1	59	
36	MAU	4	5	4	5	4	4	4	4	5	4	2	2	3	2	3	1	3	4	4	2	69	
37	EP	5	5	4	5	5	5	5	5	4	5	4	4	4	4	4	4	2	0	1	1	76	
38	KKL	4	5	4	5	5	4	5	4	5	4	4	4	4	4	3	4	3	4	4	2	81	
39	LV	4	5	4	5	5	5	4	5	4	4	4	4	3	3	2	2	2	1	1	0	67	
40	JAK	4	5	5	5	5	4	4	4	4	4	4	4	3	3	0	1	1	0	2	1	63	
41	PB	4	5	4	5	4	5	5	4	4	5	5	4	5	4	4	5	4	5	5	5	90	
42	BGP	4	5	5	5	5	5	5	4	5	5	4	5	4	3	2	2	3	1	4	2	1	75
43	FND	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	3	92	
44	FTY	4	5	4	4	4	4	4	4	5	3	3	3	1	1	4	2	3	2	1	2	63	
45	DNV	4	5	5	4	4	4	4	5	5	4	5	4	4	4	4	4	3	3	2	1	75	

No	Participants	WORD LEVEL (k = 1,000)																				Score
		1k	2k	3k	4k	5k	6k	7k	8k	9k	10k	11k	12k	13k	14k	15k	16k	17k	18k	19k	20k	
46	ABF	4	5	5	5	5	5	5	5	5	5	5	4	4	4	4	3	2	2	0	3	80
47	DRO	5	4	5	5	5	5	5	4	5	4	5	5	2	4	3	5	3	4	5	4	87
48	IAM	5	5	5	5	5	5	5	4	5	5	5	5	4	4	3	5	4	4	4	4	91
49	YSA	4	5	5	5	5	5	5	5	5	2	5	5	3	4	3	5	4	5	5	4	89
50	VPL	4	5	5	5	5	5	5	4	4	4	4	5	5	4	4	5	4	4	5	4	90
51	WHS	4	5	5	4	3	5	4	4	5	4	4	5	3	2	3	5	5	4	5	3	82
52	MSR	2	4	5	2	1	2	5	4	4	2	5	4	4	4	4	1	5	2	5	3	68
53	AZK	4	4	4	5	4	4	5	5	3	5	3	3	3	4	2	1	0	2	3	1	65
54	RAF	4	4	5	5	5	5	4	4	4	5	4	5	4	4	4	2	1	2	3	0	74
55	SDF	4	5	5	5	5	5	5	5	4	4	4	3	4	4	3	3	4	1	2	1	76
56	KJU	4	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4	3	1	3	3	81
57	OPL	4	5	5	5	5	5	4	5	5	4	3	2	3	0	2	2	2	1	1	0	63
58	MNY	4	5	5	5	4	5	5	5	5	3	4	4	4	4	4	3	3	4	4	2	80
59	NKI	5	5	4	5	4	5	5	5	5	4	5	4	4	4	4	2	0	0	1	1	72
60	PLU	4	5	5	5	4	4	4	4	4	3	2	0	0	0	1	2	1	1	1	1	51
61	RWT	4	5	5	5	5	5	5	4	5	5	4	4	4	4	4	2	1	2	1	1	75
62	QRT	4	5	5	4	5	5	4	4	5	4	4	5	4	4	3	5	5	4	5	3	87
63	SRT	4	5	5	5	5	5	4	4	4	4	1	1	1	0	4	0	2	1	1	2	58
64	GHT	4	5	4	5	4	5	4	5	3	2	3	3	1	2	2	1	1	0	3	0	57
65	TU	5	4	5	5	5	5	5	5	5	4	5	5	4	4	5	5	4	4	5	4	93
66	HBV	3	4	5	5	5	4	4	4	4	4	4	4	4	3	3	1	0	2	3	1	67
67	UYT	4	5	5	5	5	5	5	5	5	5	5	4	4	4	4	3	3	3	0	3	81



Notes:

Appendix 6 r Pearson Moment

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
51	0.2284	0.2706	0.3188	0.3509	0.4393
52	0.2262	0.2681	0.3158	0.3477	0.4354
53	0.2241	0.2656	0.3129	0.3445	0.4317
54	0.2221	0.2632	0.3102	0.3415	0.4280
55	0.2201	0.2609	0.3074	0.3385	0.4244
56	0.2181	0.2586	0.3048	0.3357	0.4210
57	0.2162	0.2564	0.3022	0.3328	0.4176
58	0.2144	0.2542	0.2997	0.3301	0.4143
59	0.2126	0.2521	0.2972	0.3274	0.4110
60	0.2108	0.2500	0.2948	0.3248	0.4079
61	0.2091	0.2480	0.2925	0.3223	0.4048
62	0.2075	0.2461	0.2902	0.3198	0.4018
63	0.2058	0.2441	0.2880	0.3173	0.3988
64	0.2042	0.2423	0.2858	0.3150	0.3959
65	0.2027	0.2404	0.2837	0.3126	0.3931
66	0.2012	0.2387	0.2816	0.3104	0.3903
67	0.1997	0.2369	0.2796	0.3081	0.3876
68	0.1982	0.2352	0.2776	0.3060	0.3850
69	0.1968	0.2335	0.2756	0.3038	0.3823
70	0.1954	0.2319	0.2737	0.3017	0.3798
71	0.1940	0.2303	0.2718	0.2997	0.3773
72	0.1927	0.2287	0.2700	0.2977	0.3748
73	0.1914	0.2272	0.2682	0.2957	0.3724
74	0.1901	0.2257	0.2664	0.2938	0.3701
75	0.1888	0.2242	0.2647	0.2919	0.3678
76	0.1876	0.2227	0.2630	0.2900	0.3655
77	0.1864	0.2213	0.2613	0.2882	0.3633
78	0.1852	0.2199	0.2597	0.2864	0.3611
79	0.1841	0.2185	0.2581	0.2847	0.3589
80	0.1829	0.2172	0.2565	0.2830	0.3568

By Junaidi, retrieved from <http://junaidichaniago.wordpress.com> 2010

Appendix 7 t table

d.f.	TINGKAT SIGNIFIKANSI						
dua sisi	20%	10%	5%	2%	1%	0,2%	0,1%
satu sisi	10%	5%	2,5%	1%	0,5%	0,1%	0,05%
39	1,304	1,685	2,023	2,426	2,708	3,313	3,558
40	1,303	1,684	2,021	2,423	2,704	3,307	3,551
41	1,303	1,683	2,020	2,421	2,701	3,301	3,544
42	1,302	1,682	2,018	2,418	2,698	3,296	3,538
43	1,302	1,681	2,017	2,416	2,695	3,291	3,532
44	1,301	1,680	2,015	2,414	2,692	3,286	3,526
45	1,301	1,679	2,014	2,412	2,690	3,281	3,520
46	1,300	1,679	2,013	2,410	2,687	3,277	3,515
47	1,300	1,678	2,012	2,408	2,685	3,273	3,510
48	1,299	1,677	2,011	2,407	2,682	3,269	3,505
49	1,299	1,677	2,010	2,405	2,680	3,265	3,500
50	1,299	1,676	2,009	2,403	2,678	3,261	3,496
51	1,298	1,675	2,008	2,402	2,676	3,258	3,492
52	1,298	1,675	2,007	2,400	2,674	3,255	3,488
53	1,298	1,674	2,006	2,399	2,672	3,251	3,484
54	1,297	1,674	2,005	2,397	2,670	3,248	3,480
55	1,297	1,673	2,004	2,396	2,668	3,245	3,476
56	1,297	1,673	2,003	2,395	2,667	3,242	3,473
57	1,297	1,672	2,002	2,394	2,665	3,239	3,470
58	1,296	1,672	2,002	2,392	2,663	3,237	3,466
59	1,296	1,671	2,001	2,391	2,662	3,234	3,463
60	1,296	1,671	2,000	2,390	2,660	3,232	3,460
61	1,296	1,670	2,000	2,389	2,659	3,229	3,457
62	1,295	1,670	1,999	2,388	2,657	3,227	3,454
63	1,295	1,669	1,998	2,387	2,656	3,225	3,452
64	1,295	1,669	1,998	2,386	2,655	3,223	3,449
65	1,295	1,669	1,997	2,385	2,654	3,220	3,447
66	1,295	1,668	1,997	2,384	2,652	3,218	3,444
67	1,294	1,668	1,996	2,383	2,651	3,216	3,442
68	1,294	1,668	1,995	2,382	2,650	3,214	3,439
69	1,294	1,667	1,995	2,382	2,649	3,213	3,437
70	1,294	1,667	1,994	2,381	2,648	3,211	3,435
71	1,294	1,667	1,994	2,380	2,647	3,209	3,433
72	1,293	1,666	1,993	2,379	2,646	3,207	3,431
73	1,293	1,666	1,993	2,379	2,645	3,206	3,429
74	1,293	1,666	1,993	2,378	2,644	3,204	3,427
75	1,293	1,665	1,992	2,377	2,643	3,202	3,425
76	1,293	1,665	1,992	2,376	2,642	3,201	3,423
77	1,293	1,665	1,991	2,376	2,641	3,199	3,421
78	1,292	1,665	1,991	2,375	2,640	3,198	3,420
79	1,292	1,664	1,990	2,374	2,640	3,197	3,418

Appendix 8 Permission for borrowing class

BLANKO PERMOHONAN PEMINJAMAN RUANG KELAS UNTUK KEGIATAN KEMAHASISWAAN

Kepada :

Yth. Kasubbag. Akademik dan Kemahasiswaan
Fakultas Ilmu Budaya Universitas Brawijaya

Sehubungan dengan akan diadakannya kegiatan kemahasiswaan pada :

Hari / Tanggal : Jumat, 09 Desember 2016; Jam : 18.00 s.d. 19.00 WIB

Nama UKM /

Kepanitiaan :

Acara : Penelitian Skripsi

Maka dengan ini kami mengajukan permohonan peminjaman Ruang Kelas :

1. 2.11 *Kelas (dibuatkan) sebagai tempat belajar yang nyaman*

Demikian permohonan ini, atas perhatian dan bantuannya kami sampaikan terima kasih.

Mengetahui:

Kasubbag. Akademik dan Kemahasiswaan

Achmad Ruslan Hariyono, S.P
NIP : 196407221998021001

Malang,
Peminjam,

Mei Karuniawati
NIM : 125110500111013

Telah diperiksa bahwa ruang kelas tersebut
tidak ada perkuliahan atau kegiatan lain



Catatan :

1. Blanko Permohonan Peminjaman rangkap 3 (tiga) :
1 lembar untuk arsip Subbag. Umum dan Keuangan,
1 lembar untuk Petugas Pelayanan, dan
1 lembar untuk arsip Panitia.
2. Blanko peminjaman ruang harus sudah diserahkan ke Bagian Akademik maksimal satu (1) hari setelah
lembar konfirmasi dibuat. Jika tidak, maka ruangan akan dialihkan untuk kegiatan yang lain.
3. Durasi peminjaman ruang kelas mulai jam 07.00 sampai 20.30

Appendix 9 The participants' answer of SRCVOC questionnaire

Name : E.B

Major : English Literature

This questionnaire is used to get the information on the learning strategy of EFL University Students. The data will be confidentially locked and the result will not affect the participants' academic score. Please feel free to give name and answer the questionnaire. The answer is in the in notion of scale detailed as follows:

- 1: Strongly agree 4: Slightly disagree
2: Agree 5: Disagree
3: Partly disagree 6: Strongly Disagree

No	Learning Experience	Portion/Score					
		1	2	3	4	5	6
1.	Once the novelty of learning vocabulary is gone, I easily become impatient with it.				✓		
2.	When I feel stressed about vocabulary learning, I know how to reduce this stress.					✓	
3.	When I am studying vocabulary and the learning environment becomes unsuitable, I try to sort out the problem.						✓
4.	When learning vocabulary, I have special techniques to achieve my learning goals.				✓		
5.	When learning vocabulary, I have special techniques to keep my concentration focused.				✓		
6.	I feel satisfied with the methods I use to reduce the stress of vocabulary learning					✓	
7.	When learning vocabulary, I believe I can achieve my goals more quickly than expected.					✓	
8.	During the process of learning vocabulary, I feel satisfied with the ways I eliminate boredom.				✓		

9.	When learning vocabulary, I think my methods of controlling my concentration are effective.						✓
10.	When learning vocabulary, I persist until I reach the goals that I make for myself.				✓		
11.	When it comes to learning vocabulary, I have my special techniques to prevent procrastination				✓		
12.	When I feel stressed about vocabulary learning, I simply want to give up.					✓	
13.	I believe I can overcome all the difficulties related to achieving my vocabulary learning goals.					✓	
14.	When learning vocabulary, I know how to arrange the environment to make learning more efficient.					✓	
15.	When I feel stressed about my vocabulary learning, I cope with this problem immediately.					✓	
16.	When it comes to learning vocabulary, I think my methods of controlling procrastination are effective.				✓		
17.	When learning vocabulary, I am aware that the learning environment matters.				✓		
18.	During the process of learning vocabulary, I am confident that I can overcome any sense of boredom.					✓	
19.	When feeling bored with learning vocabulary, I know how to regulate my mood in order to invigorate the learning process.				✓		
20.	When I study vocabulary, I look for a good learning environment.				✓		

Difficult words:

Novelty:

: hal baru

Procrastination:

: menunda-nunda

Name : Yessy Sukma Arinda
Major : English Literature

This questionnaire is used to get the information on the learning strategy of EFL University Students. The data will be confidentially locked and the result will not affect the participants' academic score. Please feel free to give name and answer the questionnaire. The answer is in the in notion of scale detailed as follows:

- 1: Strongly agree 4: Slightly disagree
2: Agree 5: Disagree
3: Partly disagree 6: Strongly Disagree

No	Learning Experience	Portion/Score					
		1	2	3	4	5	6
1.	Once the novelty of learning vocabulary is gone, I easily become impatient with it.		✓				
2.	When I feel stressed about vocabulary learning, I know how to reduce this stress.		✓				
3.	When I am studying vocabulary and the learning environment becomes unsuitable, I try to sort out the problem.	✓					
4.	When learning vocabulary, I have special techniques to achieve my learning goals.		✓				
5.	When learning vocabulary, I have special techniques to keep my concentration focused.		✓				
6.	I feel satisfied with the methods I use to reduce the stress of vocabulary learning	✓					
7.	When learning vocabulary, I believe I can achieve my goals more quickly than expected.		✓				
8.	During the process of learning vocabulary, I feel satisfied with the ways I eliminate boredom.		✓				

9.	When learning vocabulary, I think my methods of controlling my concentration are effective.		✓				
10.	When learning vocabulary, I persist until I reach the goals that I make for myself.		✓				
11.	When it comes to learning vocabulary, I have my special techniques to prevent procrastination		✓				
12.	When I feel stressed about my vocabulary learning, I specially want to give up.		✓				
13.	I believe I can overcome all the difficulties related to achieving my vocabulary learning goals.		✓				
14.	When learning vocabulary, I know how to arrange the environment to make learning more efficient.	✓					
15.	When I feel stressed about my vocabulary learning, I cope with this problem immediately.		✓				
16.	When it comes to learning vocabulary, I think my methods of controlling procrastination are effective.		✓				
17.	When learning vocabulary, I am aware that the learning environment matters.	✓					
18.	During the process of learning vocabulary, I am confident that I can overcome any sense of boredom.	✓					
19.	When feeling bored with learning vocabulary, I know how to regulate my mood in order to invigorate the learning process.		✓				
20.	When I study vocabulary, I look for a good learning environment.	✓					

Difficult words:

Novelty : hal baru

Procrastination : menunda-nunda

Appendix 10

The participant's answer of Receptive Vocabulary Size Test

Name : Yossy Sukma Arinda
Major : English Literature

1	A	B	C	D	51	X	B	C	D
2	A	B	C	D	52	X	B	C	D
3	A	B	C	D	53	X	B	C	D
4	X	B	C	D	54	A	B	C	D
5	X	B	C	D	55	A	B	C	D
6	A	B	C	D	56	A	B	C	D
7	A	B	C	D	57	A	B	C	D
8	X	B	C	D	58	X	B	C	D
9	A	B	C	D	59	A	B	C	D
10	A	B	C	D	60	X	B	C	D
11	A	B	C	D	61	A	B	C	D
12	A	B	C	D	62	X	B	C	D
13	A	B	C	D	63	A	B	C	D
14	A	B	C	D	64	A	B	C	D
15	X	B	C	D	65	A	B	C	D
16	A	B	C	D	66	X	B	C	D
17	A	B	C	D	67	A	B	C	D
18	A	B	C	D	68	A	B	C	D
19	A	B	C	D	69	A	B	C	D
20	X	B	C	D	70	A	B	C	D
21	A	B	C	D	71	A	B	C	D
22	X	B	C	D	72	X	B	C	D
23	A	B	C	D	73	A	B	C	D
24	A	B	C	D	74	A	B	C	D
25	A	B	C	D	75	A	B	C	D
26	A	B	C	D	76	A	B	C	D
27	X	B	C	D	77	A	B	C	D
28	A	B	C	D	78	A	B	C	D
29	X	B	C	D	79	A	B	C	D
30	A	B	C	D	80	X	B	C	D
31	A	B	C	D	81	A	B	C	D
32	A	B	C	D	82	A	B	C	D
33	A	B	C	D	83	A	B	C	D
34	X	B	C	D	84	A	B	C	D
35	A	B	C	D	85	A	B	C	D
36	A	B	C	D	86	A	B	C	D
37	A	B	C	D	87	A	B	C	D
38	X	B	C	D	88	A	B	C	D
39	A	B	C	D	89	A	B	C	D
40	A	B	C	D	90	A	B	C	D
41	A	B	C	D	91	A	B	C	D
42	A	B	C	D	92	A	B	C	D
43	A	B	C	D	93	X	B	C	D
44	A	B	C	D	94	X	B	C	D
45	A	B	C	D	95	A	B	C	D
46	A	B	C	D	96	X	B	C	D
47	A	B	C	D	97	A	B	C	D
48	A	B	C	D	98	A	B	C	D
49	A	B	C	D	99	X	B	C	D
50	A	B	C	D	100	X	B	C	D

Name : E.B
Major : English Literature

1	A	B	C	D	51	X	B	C	D
2	A	B	C	D	52	X	B	C	D
3	A	B	C	D	53	X	B	C	D
4	X	B	C	D	54	X	B	C	D
5	X	B	C	D	55	X	B	C	D
6	A	B	C	D	56	A	B	C	D
7	A	B	C	D	57	A	B	C	D
8	X	B	C	D	58	A	B	C	D
9	A	B	C	D	59	A	B	C	D
10	A	B	C	D	60	X	B	C	D
11	A	B	C	D	61	A	B	C	D
12	A	B	C	D	62	X	B	C	D
13	A	B	C	D	63	X	B	C	D
14	A	B	C	D	64	A	B	C	D
15	X	B	C	D	65	A	B	C	D
16	A	B	C	D	66	X	B	C	D
17	A	B	C	D	67	A	B	C	D
18	A	B	C	D	68	A	B	C	D
19	A	B	C	D	69	A	B	C	D
20	X	B	C	D	70	A	B	C	D
21	A	B	C	D	71	X	B	C	D
22	X	B	C	D	72	X	B	C	D
23	A	B	C	D	73	X	B	C	D
24	A	B	C	D	74	X	B	C	D
25	A	B	C	D	75	X	B	C	D
26	A	B	C	D	76	X	B	C	D
27	X	B	C	D	77	X	B	C	D
28	A	B	C	D	78	X	B	C	D
29	X	B	C	D	79	X	B	C	D
30	X	B	C	D	80	X	B	C	D
31	A	B	C	D	81	X	B	C	D
32	A	B	C	D	82	X	B	C	D
33	A	B	C	D	83	X	B	C	D
34	A	B	C	D	84	X	B	C	D
35	A	B	C	D	85	X	B	C	D
36	A	B	C	D	86	X	B	C	D
37	A	B	C	D	87	X	B	C	D
38	X	B	C	D	88	X	B	C	D
39	A	B	C	D	89	X	B	C	D
40	A	B	C	D	90	X	B	C	D
41	A	B	C	D	91	X	B	C	D
42	A	B	C	D	92	X	B	C	D
43	A	B	C	D	93	X	B	C	D
44	A	B	C	D	94	X	B	C	D
45	A	B	C	D	95	X	B	C	D
46	A	B	C	D	96	X	B	C	D
47	X	B	C	D	97	X	B	C	D
48	X	B	C	D	98	X	B	C	D
49	X	B	C	D	99	X	B	C	D
50	X	B	C	D	100	X	B	C	D

Appendix 11 Berita Acara Bimbingan Skripsi

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Mei Karuniawati
 2. NIM : 125110500111013
 3. Program Studi : Pendidikan Bahasa Inggris
 4. Judul Skripsi : Correlation Between Self-Regulation Learning Strategy and Receptive Vocabulary Size of English Department Students at Universitas Brawijaya
 5. Tanggal Mengajukan : 18 November 2016
 6. Tanggal Selesai Revisi : 18 January 2017
 7. Nama Pembimbing : Dra. Ismarita Ida Rahmianti, M.Pd
 8. Keterangan Konsultasi

No	Tanggal	Materi	Pembimbing	Paraf
1.	18-11-2016	Pengajuan Judul	Dra. Ismarita Ida Rahmianti, M.Pd	f
2.	22-11-2016	BAB I, II dan III	Dra. Ismarita Ida Rahmianti, M.Pd	f
3.	30-11-2016	BAB I, II dan III	Dra. Ismarita Ida Rahmianti, M.Pd	f
4.	01-12-2016	ACC Seminar Proposal	Dra. Ismarita Ida Rahmianti, M.Pd	f
5.	05-12-2016	Seminar Proposal	Dra. Ismarita Ida Rahmianti, M.Pd	f
6.	06-12-2016	Revisi BAB I, II dan III (Sempro)	Dra. Ismarita Ida Rahmianti, M.Pd	f
7.	14-12-2016	BAB I, II, III, IV, V dan VI	Dra. Ismarita Ida Rahmianti, M.Pd	f

8.	19-12-2016	ACC Seminar Hasil	Dra. Ismarita Ida Rahmiati, M.Pd	
7.	28-12-2016	Seminar Hasil	Dra. Ismarita Ida Rahmiati, M.Pd.	
8.	30-12-2016	BAB I, II, III, IV, V dan VI	Dra. Ismarita Ida Rahmiati, M.Pd.	
9.	03-01-2017	ACC Sidang Skripsi	Dra. Ismarita Ida Rahmiati, M.Pd	
10.	09-01-2017	Sidang Skripsi	Dra. Ismarita Ida Rahmiati, M.Pd	
11.	10-01-2017	Revisi BAB I, II, III, IV, V dan VI	Dra. Ismarita Ida Rahmiati, M.Pd	
12.	13-01-2017	ACC Jilid	Dra. Ismarita Ida Rahmiati, M.Pd	

9. Telah dievaluasi dan diuji dengan nilai

A

Malang, 18 January 2017

Mengetahui,
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