

**A CORRELATIVE STUDY BETWEEN FREQUENCY
IN READING ENGLISH BOOKS AND WRITING C
ACHIEVEMENT OF THE FIFTH SEMESTER
STUDENTS ENGLISH DEPARTMENT IAIN
ANTASARI BANJARMASIN ACADEMIC YEAR
2007/2008**



**BY
HERLINA**

**ANTASARI STATE INSTITUTE FOR ISLAMIC STUDIES
BANJARMASIN
2009 A.D/ 1430 H**

**A CORRELATIVE STUDY BETWEEN FREQUENCY IN
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ACHIEVEMENT OF THE FIFTH SEMESTER STUDENTS
ENGLISH DEPARTMENT IAIN ANTASARI BANJARMASIN
ACADEMIC YEAR 2007/2008**

**Thesis
Presented for Partial Fulfillment of the Assignment
And Requirement of Obtain *Sarjana Pendidikan Islam* Degree
In *Tarbiyah***

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Banjarmasin, 17 Desember 2008

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APPROVAL

Paper entitled :A Correlative Study between Frequency in Reading English Books and Writing C Achievement of the Fifth Semester Students English Department IAIN Antasari Banjarmasin academic year 2007/2008

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Thesis entitled: A CORRELATIVE STUDY BETWEEN FREQUENCY IN READING ENGLISH BOOKS AND WRITING C ACHIEVEMENT OF THE FIFTH SEMESTER STUDENTS ENGLISH DEPARTMENT IAIN ANTASARI BANJARMASIN ACADEMIC YEAR 2007/2008 written by Herlina has been completely examined by Paper Examining Team of Tarbiyah Faculty of Antasari State Institute for Islamic Studies Banjarmasin, on:

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ABSTRACT

Herlina, 2009, *A correlative Study Between Frequency in Reading English Books and Writing C Achievement of the Fifth Semester Students of English Department IAIN Antasari Banjaramsin, Academic Year 2007 /2008*, Thesis, English Department, Tarbiyah Faculty, Advisor : (1) Drs. Saadilah, (2) Dra. Dina Hermina, M.Pd.

This study describes the correlation between frequency in reading English books and Writing C achievement. The problem that should be answered in this research are: how is the degree of students' frequency in reading English books, how is the degree of students' achievement in Writing C subject and is there any correlation between frequency in reading English books and Writing C achievement.

Based on the statement of problem above, this study is supposed to know the degree of students' frequency in reading English books, the degree of students' achievement in Writing C subject and to proof if there is a correlation between frequency in reading English books and Writing C achievement.

The research includes subject and object. The subjects of the research are all students on the fifth semester of English Department in academic year 2007/2008 who have taken Writing C subject. The number of subjects is amounted 47 students, while the object of the research is the correlation between frequency in reading English books and Writing C achievement.

The data collection used: questionnaire, documentary, observation and interview to collect all data. Data processing in this research is divided into four stages, they are editing, coding, tabulating and interpreting. Then all data analyzed by using r_{ser} coefficient correlation formula with quantitative descriptive and use inductive method to make conclusion.

The result of the research denoted that there is a positive correlation between frequency in reading English books and Writing C achievement on the fifth semester students of English Department at Tarbiyah Faculty of IAIN Antasari Banjarmasin academic year 2007/2008. The value of correlation is 0,441 and included in moderate correlation category.

ABSTRAK

Herlina, 2009. *A correlative Study Between Frequency in Reading English Books and Writing C Achievement on the Fifth Semester Students of English Department IAIN Antasari Banjarmasin, Academic Year 2007/2008*, Skripsi, Tadris Bahasa Inggris, Fakultas Tarbiyah, Pembimbing : (1) Drs. Saadilah, (2) Dra. Dina Hermina, M.Pd.

Penelitian ini menggambarkan hubungan antara keseringan membaca buku-buku bahasa Inggris dengan prestasi mata kuliah Writing C. Masalah yang harus dijawab dalam penelitian ini adalah: bagaimana tingkat keseringan mahasiswa membaca buku-buku bahasa Inggris, bagaimana tingkat prestasi mahasiswa dalam mata kuliah Writing C, dan apakah ada hubungan antara keseringan membaca buku-buku bahasa Inggris dengan prestasi mata kuliah Writing C.

Berdasarkan rumusan masalah di atas, penelitian ini diharapkan untuk mengetahui tingkat keseringan mahasiswa dalam membaca buku-buku bahasa Inggris, tingkat prestasi mereka dalam mata kuliah Writing C, dan untuk membuktikan apakah ada hubungan diantara keseringan membaca buku-buku bahasa Inggris dengan prestasi pada mata kuliah Writing C

Subjek dalam penelitian ini adalah seluruh mahasiswa semester lima jurusan Tadris Bahasa Inggris pada tahun akademik 2007/2008 yang telah mengambil mata kuliah Writing C. Subjek berjumlah 47 orang, sementara objek penelitian ini adalah hubungan diantara keseringan membaca buku-buku bahasa Inggris dengan prestasi mata kuliah Writing C.

Teknik pengumpulan data yang digunakan adalah: angket, dokumentasi, observasi, dan wawancara. Untuk memproses data dalam penelitian ini dibagi menjadi empat tahap, yaitu pengeditan, pengkodean, tabulasi, dan interpretasi. Kemudian semua data tersebut dianalisis dengan menggunakan rumus koefisien korelasi r_{ser} dengan deskriptif kuantitatif dan menggunakan metode induktif untuk membuat kesimpulan.

Hasil dari penelitian ini menunjukkan bahwa ada hubungan yang positif antara keseringan membaca buku-buku bahasa Inggris dengan prestasi mata kuliah Writing C pada mahasiswa semester lima Tadris Bahasa Inggris di Fakultas Tarbiyah IAIN Antasari Banjarmasin tahun akademik 2007/2008. Nilai korelasinya adalah sebesar 0.411 dan termasuk dalam kategori korelasi sedang

DEDICATION

THIS THESIS I DEDICATED FOR:

My beloved parents" **ABAH AND MAMA"**

Who always pray and try to give me the best things in my
life

My brothers and sisters, who always be my inspiration and
spirit,

Teachers and lecturers who have taught and given me
knowledge

All of my friends who have colored my life and given me
inspiration and motivation to make my dreams come true

Thank you,

MOTTO

Keseimbangan antara ibadah, do'a dan upaya menjadi teramat penting untuk mendapatkan sesuatu yang TERBAIK

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الحمد لله رب العالمين و الصلاة و السلام على اشرف الاء نبياء و المرسلين
سيدنا و مولانا محمد و على اله و صحبهاجمعين. اما بعد.

In the name of Allah, the most Merciful and most Gracious, as well as for his endless mercy, favor and guidance for the writer to make this thesis entitled: A CORRELATIVE STUDY BETWEEN FREQUENCY IN READING ENGLISH BOOKS AND WRITING C ACHIEVEMENT OF THE FIFTH SEMESTER STUDENTS ENGLISH DEPARTMENT IAIN ANTASARI BANJARMASIN ACADEMIC YEAR 2007/2008 has finished. This thesis attended to fulfill assignments and requirements to obtain the degree of *Sarjana Pendidikan Islam* in English Department at *Tarbiyah* Faculty of State Institute for Islamic Studies Antasari Banjarmasin.

May peace and blessing are always be poured upon the last messenger of Allah, the great prophet Muhammad as well as his family, his companions, and his followers until the last day for his save human's life from destruction and darkness to the way of Allah.

To complete this research the writer has much got support, direction, and motivation from many persons. The writer thinks that they are unforgettable and usefulness. The writer expressed her grade gratitude to those who have given the writer support, advise, guidance, and idea, the writer hereby would like to give appreciation especially to:

1. DR. H. Syaifuddin Sabda, M.Ag, as the Dean of Tarbiyah Faculty who approved this thesis from proposal design until examined by the examiners of Tarbiyah Faculty.
2. Dra. Nida Mufidah, M.Pd, as the Head of Englis Department of Tarbiyah Faculty and her staffs for their information that related to this writing.
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4. All lectures who have given the writer knowledge and advice.
5. The head of IAIN Library and *Tarbiyah* Library also all staffs.
6. My beloved mother and father for their support and praying me to be always success.
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Finally, the writer hopes that this research paper will be useful for the next researchers. The writer realizes that this paper is still far from perfect. Therefore, more constructive criticisms and suggestions are also highly expected for its perfection. May Allah the Almighty always bless and reward the whole of us for all good things that we have done. Amin

Banjarmasin, 19 Zulhijjah 1429 H
17 Desember 2008 M

Writer,

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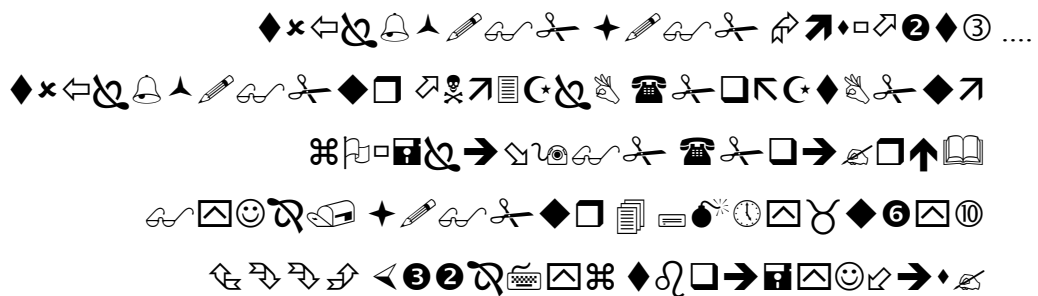
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CHAPTER I

INTRODUCTION

A. Rationale

Education is very important for human, because by having a good education someone would be respectable man in a society. It is an effort which is done purposely by human through the activities of guidance, instruction and training for better future and high competent people. Education is one of aspects have to be done to successfully in country. Education has purposes which gain human resources that have intellectual, skill, and experience that supported by a good behavior and steadily religious values. A development and successful depended on level of education. Allah the Almighty said in the Holy Qur'an (Al-Mujadalah: 11) as follow:



Based on the verse above, it is clear that there is a difference between someone has knowledge and who does not, either knowledge of religion or the general knowledge which can be got through education. Moreover, education can help the human increase their humanistic potencies. It is needed to improve their quality of life. Based on *Undang-Undang RI No 20 Tahun 2003* states that:

Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam

*rangka mencerdaskan kehidupan bangsa bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, ilmu, caka, kreatif, mandiri dan menjadi warga Negara yang demokratis serta bertanggung jawab.*¹

Generally, education is divided into three main parts, which are: informal education like education from family, formal education like school and non formal education such as course and training. University is one kind of formal education beside elementary school, junior high school and senior high school. Antasari State Institute for Islamic Studies (IAIN Antasari) is one of formal education institute under the Department of Religious Affairs (Depag). It has four faculties namely, Islamic Education Faculty (*Tarbiyah*), Islamic Law Faculty (*Syari'ah*), Islamic Mission Faculty (*Dakwah*), and Islamic Theology Faculty (*Ushuluddin*). Each faculty has some majors; one of them is English Department as one major in Islamic Education Faculty. English Department has a responsibility to provide English teachers.

English is very important to be mastered for all people especially for students of English Department. There are some reasons why we should master English: firstly, English is one of international languages that be used by almost all of people in the world and it also as a medium language among the nations, so that no wonder if a lot of nations learning English²; secondly, English has functioned as a scientific key because a lot of science is written in English. English is also considered as an instrument to provide and develop science,

¹ Undang-Undang RI No 20 tahun 2003, *Tentang Sistem Pendidikan Nasional*, (Surabaya: Karina, 2004), p. 5

² Elan Dwi Winarto, *Belajar Cepat Bahasa Inggris*, (Jakarta: Pustaka Belajar, 2006), p. I

technology, art and culture. To be mastered English, students may not ignore one or more aspects of four skills in English: listening, speaking, reading and writing. In English Department of Tarbiyah Faculty, those four language skills are given through a series of course. Each skill has three series: A, B and C. It is given from the second semester to the fifth semester.

All of those four language skills are closely related. Harmer, in his book said that one language skill could not be performed without other skill. It is impossible to speak in a conversation if you do not listen to the speaker, and it is impossible to write without reading any books.³ John Langan also states that skilful reading is an important part of becoming a skilful writer.⁴ Through reading close reading, the students will get some advantages for their writing. It is becoming more aware of authors' stylistic devices. For example, their ways of presenting and developing points, their use of transitions, their choice of language to achieve a particular tone, grammar, content, form of the books they read. This knowledge can help the students enlarge their own range of ideas and writing techniques.

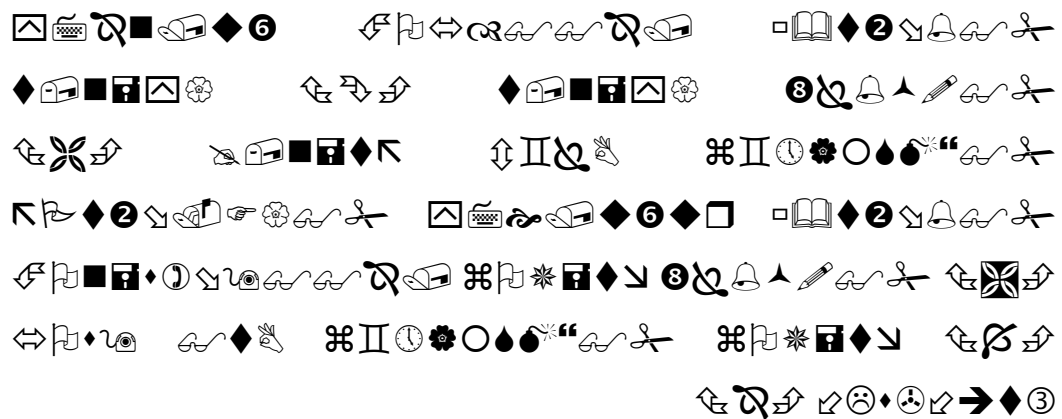
So, it can be concluded that one skill relates to other skill and influence to each other. Among them reading gets a high attention than other skills, because reading is considered as a key of knowledge. Many means of communication such as television, internet, computer program, book, newspaper, novel using English.

³ Jeremy Harmer, *Practice of English Language Teaching*, (New York: Longman, 1991), p. 52

⁴ John Langan, *College Writing Skills with Readings*, Third Edition, (United States of America: McGraw-Hill, 1993), p. 482

By reading the English material the students get a lot of new information and knowledge to broaden their knowledge.

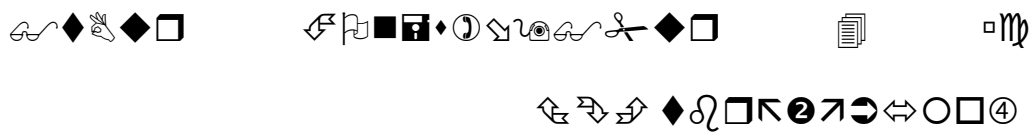
Considering the importance of reading, some students are interested to read more and more in their daily life, because it can help them succeed in academic pursuit and everyday living. Without this activity, the information that they get is very limited, that is, only information which is written in Indonesia. It also accordance with the message of Allah the Almighty said in the Holy Qur'an (Al-'Alaq: 1-5) as follow:



Those verses contain of an exclamation and also signal about the urgency of reading. Moreover, such as John Langan stated above that skilful reading is an important part of becoming a skilful writer. So that, the frequency in reading can helps the students in mastering the other language skills, particularly in mastering writing. If one does not read it is difficult to write well because they do not have lot of information to support their ideas and knowledge about the writing techniques.

Writing is a way of communication and thinking. By writing we can tell about people, remember the ideas and facts. Beside that, writing can help us to

record what we have seen or felt or thought. It also helps us to find out the information that have been collected or experienced back. Sometimes, the students receive an assignment and have to write a paper, an essay, thesis and examination, so they have to master the techniques of writing. Because of this importance of writing, Allah the Almighty said in the Holy Qur'an (QS Al-Qalam: 1) that:



A good writing includes content, form, grammar, style and mechanic. Content is the substance of the writing; form is the organization of the content; grammar is the employment of grammatical form and syntactic pattern; style is the choice of structure and lexicon items to give a particular tone or flavor to writing and mechanic is the use of graphic convention of the language.⁵

It has been mentioned above that content, form, grammar, style and mechanic are important elements which support to the writing. To make a good writing the students should have content, form, grammar, style and mechanic which are unconsciously resulted from their frequency in reading English books. So, it can be assumed that the quality and quantity of writing are affected by the frequency in reading English books. So that, through reading books and other forms of reading materials students familiarize themselves with the way the written language is used in terms of grammar pattern, style and mechanic.

⁵ D. P. Harris, *Testing language as a Second Language*, (United States of America: McGraw-Hill Book Company, 1969), p. 68

The writer's reason for choosing to research the achievement of Writing C subject because it is the last series of writing subject. It is accumulation all aspects of writing skills. It is not only talk about word and sentence in paragraph but also covers how to write an essay which is the last aim in writing.

Based on the first observation, most students who have taken Writing C subject got high score and also some of them read more English material. So, I think there is a correlation between these terms. Then, I am interested to conduct a research about how frequency in reading English books relates to English Department students' achievement in Writing C subject at IAIN Antasari Banjarmasin academic year 2007/2008. This research looks into describing the degree of correlation between frequency in reading English and English Department students' achievement in Writing C subject. This research entitled: **"A Correlative Study between Frequency in Reading English Books and Writing C Achievement of the Fifth Semester Students of English Department IAIN Antasari Banjarmasin Academic Year 2007/2008."**

Then to avoid misinterpretation of the title above, the writer think that is essential properly clarify it as follow:

1. Correlation, derived from word "correlate" means to have a mutual relationship or connection, in which one thing affects or depends on another.⁶ So correlation is a relationship or connection between two or

⁶ A.S. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p. 86

more things. The value of the correlation always lies in the range -1 to +1.⁷

2. Frequency is the rate at which something happens or is repeated, usually measured over a particular period time.⁸
3. Frequency in reading means the rate at which reading that is done or repeated by the fifth semester students of English Department Tarbiyah Faculty IAIN Antasari Banjarmasin academic year 2007/2008.
4. English books that means in this paper are English books that were written by native English or non-native English. It includes text books, magazines, newspapers and fictions.
5. Writing C achievement means the scores of writing C subject gained by calculating daily exercise, middle test scores and final test scores.

Therefore, this title means to find out the correlation between frequency in reading English books and the achievement in Writing C subject of English Department students of IAIN Antasari Banjarmasin academic year 2007/2008.

B. Problem Limitation

Remembering that each student on the fifth semester of English Department of Tarbiyah Faculty at IAIN Antasari Banjarmasin in academic year 2007/2008 who has taken Writing C subject has different frequency in reading

⁷ Prem S. Mann, *Introductory Statistic*, (United States of America: John Wiley & Sons, 1990), p. 611.

⁸ A.S. Hornby, *op.cit.*, p.497

English books, so that in order to get clear information for this research, the central problems that need be investigated are:

1. How is the degree of frequency in reading English book on the fifth semester students of English Department Tarbiyah Faculty of IAIN Antasari Banjarmasin academic year 2007/2008?
2. How is the degree of achievement in Writing C subject on the fifth semester students of English Department Tarbiyah Faculty of IAIN Antasari Banjarmasin academic year 2007/2008?
3. Is there any correlation between frequency in reading English books and the achievement in Writing C subject on the fifth semester students of English Department Tarbiyah Faculty of IAIN Antasari Banjarmasin academic year 2007/2008?

C. Reason for Choosing the Title

1. Reading is a common activity in human's life, through reading human can get a lot of new information, learn science and technology, and have a range of knowledge.
2. Frequency in reading English books has many useful for especially for students of English Department. Everybody has different level of frequency in reading English books; some of them often read English books and other seldom. This frequency can influence their achievement in learning mainly in mastering writing skill because they are closely related.

3. Writing is a way to express ideas or thoughts through written symbols which consist of five elements: content, form, grammar, style and mechanic. A good writing should be supported by ideas and knowledge which is took from the books through reading.
4. Reading and writing are integrally related. By reading many books the students can have a lot of information about the content, form, grammar, style and mechanic of the books they read. So that, when they want to write an essay they can share and express the information that they have collected through their reading frequency.

D. Research Purposes

1. To find out the degree of frequency in reading English book on the fifth semester students of English Department Tarbiyah Faculty of IAIN Antasari Banjarmasin academic year 2007/2008.
2. To find out the degree of achievement in Writing C subject on the fifth semester students of English Department Tarbiyah Faculty of IAIN Antasari Banjarmasin academic year 2007/2008.
3. To find out the degree of correlation between frequency in reading English books and the achievement in Writing C subject on the fifth semester students of English Department Tarbiyah Faculty of IAIN Antasari Banjarmasin academic year 2007/2008.

E. Research Significance

By knowing the correlation between frequency in reading English books and Writing C achievement, it is expected can be used:

1. To give a valuable contribution or input to the English teacher in order to improve the quality of teaching and learning.
2. To give information to the English teacher about the importance of frequency in reading English books as one of the important aspects that will support the students' ability in writing.
3. To give motivation and encouragement to the students to improve reading English in order to make their writing achievement better.
4. As the additional information or material for another research, especially which is relevant with this research.

F. Assumptions and Hypothesis

1. Assumptions

- a. Frequency in reading English books has a big influence to the students' achievement in Writing C subject.
- b. Each student of the fifth semester at English Department of IAIN Antasari Banjarmasin academic year 2007/2008 has different achievement in Writing C subject.

- c. Each student of the fifth semester at English Department of IAIN Antasari Banjarmasin academic year 2007/2008 has different frequency in reading English books.

2. Hypothesis

- a. Direction or alternative hypothesis (H1)

There is a significant correlation between frequency in reading English books and the achievement in Writing C subject.

- b. Null hypothesis (H0)

There is no significant correlation between frequency in reading English books and the achievement in Writing C subject.

G. Organization of Writing.

This research consists of five chapters; they are systematically arranged in this writing as follow:

The first chapter contains introduction; which consists of rationale, problem limitation, and reasons for choosing the title, research purposes, research significances, and organization of writing.

The second chapter contains theoretical review; which consists of definition, purpose and technique of reading, frequency in reading English books, definition, forms and process of writing, writing achievement, and the importance of frequency in reading English books in writing.

The third chapter contains research method; which consists of subject and object of research, data and source of data, techniques of data collecting, basic

framework of research, techniques of data processing and analysis, design of measurement, and research procedure.

The fourth chapter contains report of research result; which consists of description of research location, description of data presentation and data analysis.

The fifth chapter contains of closure; which consists of conclusion and suggestion.

CHAPTER II

THEORETICAL REVIEW

A. Definition, Purpose and Technique of Reading

1. Definition of Reading

Reading is a common activity in human's life. It is considered as a key of knowledge. Through reading, we can learn science and technology get a lot of information and have a range of knowledge. The word "reading" is derived from a verb "to read" which gets suffix *-ing* and becomes a noun. This change called "gerund".

There are some definitions of reading, namely:

In *Kamus Besar Bahasa Indonesia*, reading is:

- a. *Melihat serta memahami isi dari apa yang tertulis.*
- b. *Mengeja atau melafalkan apa yang tertulis.*⁹

Ralph Taylor states that reading is to take the meaning of written or printed words through the eye and the mind.¹⁰ It means that reading is an active process which we are not only see the printed word through the eyes but also interpret the message that convey and understand what the writer want to say in his/her writing. It is accordance with Henry Guntur Tarigan said in his book that

⁹ Departemen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001),p. 83.

¹⁰ Ralph Taylor, *Webster's Word University Dictionary*, (Washington DC: Books Inc, 1997),p. 452.

reading is a process to understand something as implied in written words, in the other word reading is bringing to and getting meaning from printed or written material.¹¹

I Gusti Ngurah Oka stated that *membaca adalah proses pengolahan bacaan yang bersifat meneluruh tentang bacaan itu, dan penilaian tentang keadaan, nilai, fungsi dan dampak bacaan itu*".¹² In other word, it can be said that reading is a process of constructing meaning and comprehend the content of he reading materials to improve the readers' knowledge.

Based on Louis W. Holschuh and J. Patrick Kelley's opinion that reading is intended to know about a topic and probable organization of selection to help them understand new material more efficiently, trying blindly to figure out what reading is about, understanding the main idea and purpose of the total.¹³ Also as stated by Christine Nuttal one reason for reading is we want to understand other people's ideas. So that, by reading we can get something from the writing such as facts, ideas, enjoyment even feelings of family community (from a letter) and also we get knowledge about grammatical structure and writing techniques that be used in the text, which they are very useful for us to support our understanding about the text.

¹¹ Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1990), p. 7.

¹² I Gusti Ngurah Oka, *Pengantar Membaca dan Pengajarannya*, (Surabaya: Usaha Nasional, 1983), p.17

¹³ Louis W. Holschuh and J. Patrick Kelley, *Academic Reading*, (New York: St. Martin Press, 1988), p. 2.

In reading the reader should interpret the text in order to get the message. Usually the interpretation is done by recognizing letters, identifying words and then constructing the meaning. The reading process is an interaction between a reader's prior knowledge and the information encoded in the text. It emphasizes that reader is an active participant who can contribute to the construction of meaning.

2. Purpose of Reading

Reading is really the most important skill. Everyone will need it for getting success in their studies. They will have to read many books in different subjects with varying degrees of details and difficulties. If they read inaccurately, they will fail to understand some information and ideas that they read.

Most of students learning English expect to be able to read the language sooner or later. Personal desires and expectations vary from wanting to be able to read Shakespeare, Hemingway or scientific journal, to being able to read a tourist brochures or advertisements on road sides bill-board. Fortunately, reading is a completely individual activity and the students in the same way course may be reading at very different levels of difficulty in English, just as they do in the native language. To be able read in English in the sense of extracting meaning from graphic script is not an aim in itself. Each student's aim to be able to read the extract something specific – something of interest to him or to her - and this must be kept in mind from the beginning.

Based on the purpose of reading, it is divided into reading for details of facts, reading for main ideas, reading for sequence or organization, reading for

inference, reading for classify, reading to evaluate, and reading to compare or contrast. But in general, the purpose of reading is for seeking and getting information, substance and meaning of reading itself.¹⁴

In line with above explanation, Wilga M. Rivers and Mary. S Temperley in their book asserted that purpose of reading as follow, people read normally:

- a. To look for information for some purposes or because we are curious about some topics.
- b. Need instruction in order to perform some task for our work or for our daily life (we want to know how an appliance works, we are interested in a new recipe, we have forms to fill in)
- c. To keep in touch with friend by correspondence or understand business letter
- d. Because we want to act in a play, play a new game, do a puzzle, or carry out some other activities which is pleasant and amusing
- e. To know when or where something will take place or what is available (we consult timetables, programs, announcements, and menus, or we read advertisements)
- f. To know what is happening or has happened (we read newspapers, magazines and reports)
- g. To seek enjoyment or excitement (we read novels of all kinds, short story, poems, and words of songs).¹⁵

¹⁴Henry Guntur Tarigan, *op. cit.*, p. 9- 10.

¹⁵ Wilga M. Rivers and Mary S. Temperley, *A Practical Guide to the Teaching of English as a Second or Foreign Language*, (New York: Oxford University Press, 1978),p. 187-188

3. Technique of Reading

Reading is an active process, a meaning- making activity. Readers bring to reading a lot of experience and background knowledge. Since each individual has different life experience, no will read the same text same way. For example, did we read the telephone directory in the same way as the newspaper? How about street maps, diagrams, graph or statistics? So, it can be concluded that the technique which we use in reading is influenced by purpose in reading. The quick scanning of a page in the telephone directory to find a single name is very different from the careful attention we paid to each word in a legal document.

In reading activity, we are demanded to read rapidly and accurately. The ability to read rapidly and accurately is probably best developed by the two techniques of intensive reading and extensive reading.¹⁶ Christine Nuttal in her book entitled *Teaching Reading Skills in a Foreign Language* includes skimming and scanning as techniques of reading.¹⁷

Here there are explanations of these techniques, as below:

a. Extensive Reading

Extensive reading is rapid reading for main ideas of large text without always paying close attention to detailed information, for example; reading for pleasure. In some reading programs, extensive reading is handled through reading

¹⁶ Nelson Brooks, *Language and Language Learning; Theory and Practice*, (New York: Harcourt, Brace & World, Inc, 1964), 2nd .,p. 172

¹⁷ Christine Nuttal, *Teaching Reading Skill in a Foreign Language*, (England: Longman, 1997), p.33.

laboratory, students sign out one book per week, for example, and write a brief written report.¹⁸ There are many benefits of extensive reading, such as:

- 1). Enhance language learning in such areas as spelling, vocabulary, grammar and text structure
- 2). Increased knowledge of the world.
- 3). Improved reading and writing skill.
- 4). Greater enjoyment of reading.
- 5). More positive attitude toward reading.
- 6). Higher possibility of developing a reading habit.¹⁹

It can be concluded that extensive reading is rapid reading for main ideas of large text without always paying close attention to detailed information and usually do it in out class. It also requires that students read without fear of evaluation.

b. Intensive Reading

Intensive reading is the ability of reading very attentively or in the words; it is attentive study over the text. It differs from extensive reading, in intensive reading, students normally work with short text with close guidance from the teacher. The aim of intensive reading is to help students obtain detailed meaning from the text, to develop reading skills- such as identify main ideas and recognizing text connectors- and to enhance vocabulary and grammar knowledge. It is important to note that these two approaches to teaching reading – intensive

¹⁸ Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (Oxford: Oxford University Press, 1984), p. 6.

¹⁹ Jack Richard and Willy A. Renadya, *Methodology in Language Teaching (Anthology on Current Practice)*, (USA: Cambridge University Company), p.298.

and extensive reading – should not be seen as being in opposition. Henry Guntur Tarigan defined intensive reading as below:

*Intensive reading adalah studi seksama, telaah teliti dan penggunaan terperinci yang dilaksanakan di dalam kelas terhadap suatu tugas yang pendek kira- kira dua sampai empat halaman setiap hari. Kuesioner, latihan pola- pola kalimat, latihan kosakata, telaah kata- kata, dikte dn diskusi umum merupakan bagian dan teknik membaca intensif.*²⁰

So, intensive reading is the ability of reading very attentively or in other word, it is attentive study over the text.

c. Skimming

Skimming means glancing rapidly through a text to determine its gist, for example in order to decide whether a research paper is relevant to our work (not just to determine its field, which we can find out by scanning), or in order to keep ourselves superficially informed about matters that are not of great importance to us. Skimming is also used while are looking for something special on a text, like reading a telephone book or dictionary for instance.²¹

There are main purposes of skimming, as follow:

- 1). for getting general impression from a book, or article, and brief writing.
- 2). for getting the certain matter in reading material.

²⁰ Henry Guntur Tarigan, *op. cit.*, p. 56.

²¹ Christine Nuttal, *op. cit.*, p. 34.

3). for finding the materials have needed in library quickly.²²

So, it can be said that skimming is making a quick overview of a passage for finding main idea of the general gist of a passage. It also involves knowing which parts of a text contain the most important information and reading only these. In particular, students should be able know that the first and last paragraph often contain valuable background summarizing, or concluding information; they should be aware of the importance of topic sentence and where to find them.

d. Scanning

Scanning means glancing rapidly through a text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose (e.g. whether a book on gardening deals with the cultivation of a particular vegetable). It is also used for seeing the contents or ideas of the book.²³ In other word scanning is read quickly to look for specific information.

B. Frequency in Reading English Book

Reading activity is really important to all of people because it gives knowledge and it makes people think and over again about many things that face and also it helps them to be aware of making a careful decision in their life, particularly for the students in order to get technical knowledge in reading the text that will support the other subject. Henry Guntur Tarigan in his book states:

²² Henry Guntur Tarigan, *op. cit.*, p.37.

²³ Christine Nuttal, *op. cit.*, p.35.

"tujuan utama dalam membaca untuk mencari serta memperoleh informasi mencakup isi dan memahami makna bacaan."²⁴

Reading activity is a good activity to do in learning, is hoping to make a good result too because this activity will influence the way and also the result of learning directly or indirectly.

Reading activity involves reading books, novels, magazines, newspapers and other reading materials. By reading many books or reading materials especially English books the students can learn science and technology get a lot of new information and have range of knowledge. Since many English books for many fields of study are more needed and used in teaching and learning activities, because sometimes the content and the explanation are more complete and detail than Indonesian books. Considering the important of reading, some students make it as a habit because it can help them to succeed in academic pursuit and everyday living.

In Webster's World Dictionary, frequency is defined as," the number of times any action or occurrence is repeated in a given period time."²⁵ In another opinion defined frequency as quantity of occurring regularly.²⁶

From these definitions above, it can be concluded that frequency is developed simply by the frequent repetition of a skill and it cannot be developed in a short time. It is performed with the participation of consciousness, which is necessary for developing it. Frequency in reading English books means a process

²⁴Henry Guntur Tarigan, *loc. cit.*, p. 9.

²⁵ Ralph Taylor, *op.cit*, p.539

²⁶ www.english-test.net/2009/16/02

of gaining information from English materials which is assumed can improve the students' ability in writing. By reading many books the students can have a lot of information about the content, the grammar, the form, the style and the mechanic of the book they read. So that when they want to write an essay they can share and express the information they have collected through their reading frequency

Therefore, frequency in reading English books would have a beneficial effect to the readers. Whatever their discipline, students cannot fulfill their potential if they do not read widely because they do not have a lot of information which to support and explain their writing. So that their general knowledge remains low and the standard of their writing remains low too.

In a slogan as quoted by Christine Nuttal in her book said: “the best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively it.”²⁷ So, it can persuade the students that reading is not waste of time but it will actually help them to success in their studies. Students who read a lot will not become fluent overnight, and it may take a year or two before we notice a marked improvement in their productive skill; but then it often comes as a breakthrough that results in their progressing at increasing speed and for outstripping their classmates who have not developing the reading frequency.

There are some steps to read effectively and efficiently, as follow:

1. Concentration

Follow these tips to improve the concentration:

²⁷ Christine Nuttal, *op.cit.*,p.168

- a. First, read in a place where we can be quiet and alone. Don't choose a spot where there is a TV or stereo on or where friends or family are talking nearby.
 - b. Next, sit in an upright position. If our body is in a completely relaxed position, sprawled across a bed or nestled in an easy chair, your mind is also going to be completely relaxed.
 - c. Third, consider using the index finger (or a pen) as a pacer while we read.
2. Skim before read the material
- a. Begin by reading the overview that precedes selection
 - b. Then study the title of the selection for a few moments
 - c. Next, form a basic question out of the title. Forming questions out of a title is often a key to locating a writer's thesis.
 - d. Read the first and last couple of paragraph in the selection. Very often a writer's thesis, of it is directly stated, will appear in one of these places and will relate to the title.
 - e. Finally, look quickly at the rest of the selection for other clues to important points

3. Read the selection straight through with a pen in hand

Read the selection without slowing down or turning back; just aim to understand as much as you can the first time through. Place a check or star beside answers to basic questions you formed from the title, beside other ideas that seem important. Circle words you do not understand. Put questions marks in the margin next to passages that are unclear and that you will want to reread.

4. Work with the material

Go back and reread the passages that were not clear the first time through. Look up words that block your understanding of ideas and write their meanings in the margin. Also reread carefully the areas you identified as most important; doing so will enlarge your understanding of the material.²⁸

A habitual reader is a reader who has enthusiasm, reads widely and intensively, comprehends and interprets the words critically. He/she is constantly determining and interpreting which skill or techniques to be used. The better he read the more automatic the determinations and the interpreting becomes. Thus, it can be said that success in reading comes from practice over long periods of time because reading is the development of frequency. It is life long endeavors where one can continually improve it with the accompanying of satisfaction.

C. Definition, Forms and Process of Writing

1. Definition of Writing

Writing is a familiar term for everybody. An article, an essay, a report, a book, a comic and a novel, etc, are example of forms and products of writing that relates to everybody. The writing provided harmony and interesting ideas, advice and feeling the writer.

The word "writing" is deserved from the word (a verb from) "to write" that means to do activities of writing to expound ideas. "To write" as defined by Lado is to put the graphic symbols that represent a language one understands, so

²⁸ John Langan, *op.cit.*, p.483.

that, other can read symbols if they know the language and the graphic representation.²⁹ It can be concluded that writing is symbols to know the language with a process of communicating something on paper. So, writing is one of communication tool by using the written symbols.

Writing is an activity to express idea by using word and sentences and the aspects of language, it is also a productive and expressive activity besides speaking skill. Writing is much more than orthographic symbolization of speech. It is importantly, a purposeful selection and organization of experience.³⁰

According to Zulkifli in his book, "writing is stating some thoughts or feelings through symbols (written)"³¹, while Suparno and M. Yunus said that: *menulis adalah suatu kegiatan penyampaian pesan (komunikasi) dengan menggunakan bahasa tulis sebagai alat atau medianya. Pesan itu adalah isi atau muatan yang terkandung dalam suatu tulisan. Tulisan merupakan sebuah simbol atau lambang bahasa yang disepakati pemakainya.*³² Therefore, in writing there are four elements of communication have to connect to one another; the writer who conveys the message; a message or content of writing; channel or media like script and receiver of a message.

²⁹ Robert Lado, *Language Teaching a Scientific Approach*, (New York: McGraw-Hill, 1964), p. 143.

³⁰ Arapoff, N, *Writing: A Thinking Process Teaching English as a Second Language*, (New Delhi: McGraw-Hill Inc, 1978) ,p. 200.

³¹ Zulkifli, *iTerampil dalam Menulis Bahasa Indonesia yang Benar*, (Banjarmasin: Sarjana Indonesia, 1994), p. 3.

³² H. M. Yunus, *Pokok-pokok Pendidikan dan Pengajaran*, (Jakarta: Hidayakarya Agung, 1961), p. 85.

Axelrod and Cooper defined that writing is a complex process and such contains elements of mastery and surprise.³³ When the students want to write something they should have a lot of knowledge, information, ideas and thought in their mind so they will be able to express them into sentences, paragraphs and essay. Moreover, write in English requires the writer to use a lot of related knowledge. In addition to the knowledge of subject matter, the writer is required to use the knowledge of organization ideas (the familiarity with English rhetoric), the linguistic rules (structure), suitable word choice (vocabulary), spelling and punctuation.

According to Donald Murray in Mary Jane Schenck, "writing is a means of discovering and communicating ideas and feelings".³⁴ By writing the people can record what they have seen or feel or thought. And also, it can tell about people, remember, the facts and ideas and find the information that they have been collected or experienced back. Sometimes people write for particular purposes as explaining events or phenomena, telling a story, describing an object or a process, persuading other people and many others. To reach these purposes, it needs a good writing to avoid misunderstanding for the reader. A good writing includes five general components as stated by D. P. Harris:

- a. Content: the substance of the writing; the ideas expressed
- b. Form: the organization of the content.
- c. Grammar: the employment of grammatical forms and syntactic patterns.

³³ Rise Axelrod and Charles R. Cooper, *The St. Martin's Guide to Writing*, (New York: St. Martin's Press, 1988), p. 420.

³⁴ Mary Jane Schenck, *Read, Write, Revise: A Guide to Academic Writing*, (New York: St. Martin's Press, 1988), p. 12.

d. Style: the choice of structures and lexical items to give a particular tone or flavor to the writing.

e. Mechanic: the use of the graphic convention of the language.³⁵

Based on these definitions above, it can conclude that writing is a means of communication and of a productive language skill, which has five elements: content, form, grammar, style and mechanic, purpose to express ideas and thoughts, to convey a message to the reader through written symbols.

2. Forms of Writing

According to Ruth and Murphy as quoted by Alexander Bain in Journal English Language Education, forms of writing can be classified into some types viewed from function, subject organization, and the language use as shown in the following table .³⁶

³⁵ D. P. Harris, *Testing English as a Second Language*, (United State of America: Mc. Graw-Hill Book Company, 1969), p.68

³⁶ Nur Mukminatien, *The contribution of Discourse Analysis to the Teaching of Writing*. English Language Education, 1997, vol 3, No. 1

Table 2.1. Table of Classification of Bain's Forms of Writing

Form	Function	Subject	Organization	Language
Description	Evoke sense/ experience	Objects/ senses	Space/ time	Denotative, connotative, figurative, literal, impressionistic, objective.
Narration	Tell a story	People, events	Space/ time	Denotative, connotative, figurative, literal, impressionistic, objective.
Exposition	Inform, instruct, present, ideas	Ideas, organization	Logical, analysis, classification	Denotative factual
Argumentation	Convince, persuade, defend, refute	Issues induction	Deduction emotive	Factual

The table shows that a different form of writing has its own function with its own specific characteristics in terms of subject, organization and language. It can be concluded that if writing is viewed from its product, it can be in the form of description, narration, exposition, and argumentation. Each writing type is characterized by its specific language use. In addition, the process of thought varies depending on the way the writer organizes his thought. Each model has definite characteristics, especially within presenting of ideas and matter that is including inside.

These are definition of four models above, as following below:

a. Narration

Narration is writing or composition where is presenting story about happening cases process. It is pointed to make clear descriptions of phases, sequences, or series o happening cases to the reader. This composition like drama, biography or autobiography, reporting events, along with prescription or instruction of making and doing something.

b. Description

Descriptive is writing or composition where is making description to something based on impression or observation, experience, and the writer feeling. It pointed to make imaginations to the reader, as if he looks, have experience, and feels himself such as the writer has. Description usually is used to describe a person, place, or thing.

c. Exposition

Exposition is writing or composition where is making direction to explain, present, or clarify about something, which is capable to expanding or increasing to knowledge and opinion of the reader. It was pointed to give information and there is no effort to influence thinking, feeling and attitude of the reader. Some facts and illustrations that have presented by the writer, it just for giving clarification clearly.

d. Argumentation

Argumentation is a writing pointed to make sure the reader about the truth that has presented by the writer. So, the writer demands to present

information of the proves in logical, critical and systematic. It is useful to wipe away conflict and hesitancy of the reader.

3. Process of Writing

According to Suparno and M. Yunus, “*Sebagai proses, menulis merupakan serangkaian aktivitas yang terjadi dan melibatkan beberapa fase yaitu fase prapenulisan (persiapan), penulisan (pengembangan) isi kerangka, dan pasca penulisan (telaah dan revisi atau penyempurnaan tulisan.*”³⁷

a. Prewriting phase

In this phase consists of determining topic, meant or writing objectives, focusing composition target, collecting matters or supporting information, organizing idea and information in the composition frame.

1). Determining topic

Topic is a main cases or problem inspires all over composition. It is making relation to the content, or ideas in the composition become perfect.

2). Determining meant or writing objectives

Writing objectives is pointed to composition objectives such as to entertain, let o know or inform, to clarify or prove , or persuade. It is making easy to develop the content of writing.

3). Focusing composition target

It is making direction to the reader just for reading, understanding, and responding to the writing. Therefore, the writer must be focused and adapted the

³⁷ Suparno and M. Yunus, *Keterampilan Dasar Menulis*, (Jakarta: Universitas Terbuka, 2004), p. 12

writing according to social levels, experience, knowledge, ability and the reader need.

4). Collecting matters or supporting Information

Within looking for and collecting information, the writer demands to choose information, which is able to support, expand, broaden and enrich the content of writing

5). Organizing Idea and information

It is making combination between information and idea to the other, that is useful to avoid ideas presentation are not broken, till it becomes unity and totality. The other sides, within organizing idea and information, it must choose just for appear relation and arrangement systematically. Organizing idea and information called framework or composition

b. Writing Phase

Writing phase is a process where is the writer develop item by item of ideas, which has presented in the framework of composition, by exploiting matter or information that has chosen and collected. As we have known, composition structure consists of introduction, content and closure.

Introduction is the first of composition is function as to introduce and to give direction to the reader toward main writing. Content of writing is presenting clarification about topic or main idea of composition, along with matters that is become clear supporting it. Closure or the last of composition is function as making the readers return to ideas or composition gist, through making summary

or stressing to important ideas. This part is containing of conclusion, recommendation and advices

c .Post- writing Phase

This phase is refining or perfecting to the draft that has written, this activities consist of editing and revision, it is doing repeatedly. Editing is to read again the draft of composition with the purpose to feel, to evaluate and correcting either mechanic element or content of composition. While revision, according to the result of editing, so it will continue with revision. Revision activity is such as increasing, substitution, removal, modification or to arranging again element in a composition.

D. Writing Achievement

The goal of any teaching and learning is to make a change in knowledge, understanding skill or competence and toward the students. Those changes can be seen in his/her achievement, which resulted by the students fro doing the examination or assignment given by the teacher.

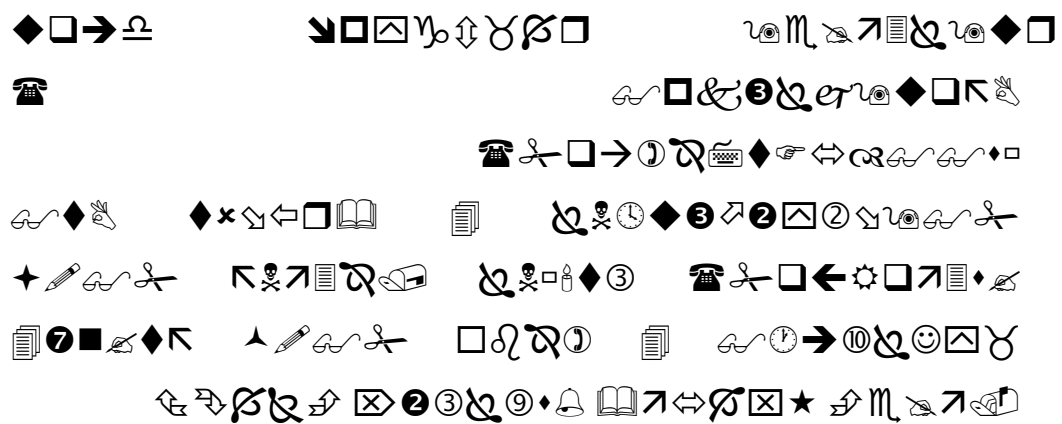
Nasrul Harahap as quoted by Syaiful Bahri Djamarah gave a clear definition about achievement. He defined achievement as an evaluation of the students' development, which closely related to the students' mastery about the subject taught to them.³⁸ AS Hornby states that achievement is a thing done successfully, especially with effort and skill.³⁹ In Kamus Umum Bahasa

³⁸ Syaiful Bahri Djamarah, *Prestasi Belajar dan Kompetensi Guru*, (Surabaya: Usaha Nasional, 1994),p.20

³⁹ A.S. Hornby, *op.cit.*, p. 10.

Indonesia, "prestasi adalah hasil yang dicapai (dari yang telah dilakukan, dikerjakan dan sebagainya)"⁴⁰. In other word, it can be said that achievement as a students' ability that can be measured and the result of that measurement is scored as a description of his/her ability.

In Islam we are always motivated to reach the highest achievement in all aspects of life, Allah the Almighty said in Alqur'an (Al-Baqarah: 148) as follow:



And then, about the definition of writing such as mentioned above that writing is a means of communication and one of productive language skill, which has five components: content, form, grammar, style and mechanic, purpose to express ideas and thoughts to convey a message o the reader through written symbols. So, it can be said that the writing achievement means a result of the students' ability from learning writing, which can be measured by evaluation or test shown in letter, symbol or score.

E. The Important of Frequency in Reading English Books in Writing

⁴⁰ Departemen Pendidikan Nasional, *op. cit.*, p. 910.

When we learn a second language, we learn to communicate with other people, to understand them, talk to them, read what they have written and write to them. In other words, the purpose of learning a second language especially English in this case is we have to mastering four basic skills. They are listening, speaking, reading and writing. All of these skills are related to each other. As stated by Harmer before that one language skill could not be performed without another skill. It is impossible to speak in a conversation if you do not listen to the speaker, and it is impossible to write without reading any books.

Reading is one of skills in English relates to other skills. Burns, Roe and Roes state that reading- interaction between a reader and written language, through which the reader tries to reconstruct the writer's message- is closely related to all other major language arts (listening, speaking and writing).⁴¹

In the Holy Qur'an, the first verses that be revealed by Allah the Almighty to the prophet Muhammad is the command of reading, that are Al 'Alaq 1-5 that have been mentioned in the chapter before. In those verses Allah command Muhammad to read, because reading has many usefulness for human, By reading, people can access unlimited knowledge that can be used to improve their quality of life. Someone who can not read, he/ she only learn by listening, whereas someone who read, he/ she not only learn through listening but also through reading. The chance of learning through reading activity is wider that through listening, because reading can does every time and everywhere, whereas listening can only does if there is someone to be listened.

⁴¹ Burns, *et al*, *Teaching Reading in Today's Elementary School*, Third Edition, (Boston: Houghton Mifflin Company, 1984), p. 13.

Everyone reads with some kinds of purpose in mind: to obtain specific information, to get the general idea of the reading material or to understand in depth the reading material. A reader's purpose may also include the need to reproduce the content of the text in same way or another. When the students read, they engage actively with the new language culture. Reading is the only activity that gives them access to unlimited amounts of language. The more students read, the more they become familiar with the content, vocabulary, spelling, idiom, sentence pattern, organizational flow, style, mechanic and cultural assumption of native speaker of language. The best way to help students improve their spelling is through reading especially extensively.⁴² Through this reading activity, the students have a lot of information to support their ideas in writing and vice versa. If one does not read, it is difficult to write well.

Reading and writing are integrally related and should never be taught in isolation. Both reading and writing have many characteristics in common, that is, they are concerned with understanding and using written symbols. Also the readers can increase their comprehension by writing, and reading about the topic improves the performance of writing. It is accordance with Ann Raimes said in her book entitled *Techniques in Teaching Writing*, that reading the students do relates to writing.⁴³ In other word, reading is closely related to writing, through reading the students can obtain many knowledge to support their writing, so it make them write better.

⁴² Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition, (England: Longman, 1991), p. 256.

⁴³ Ann Raimes, *Techniques in Teaching Writing*, (United States of America: Oxford University Press, 1983), p. 50.

Learning to read English books supports learning to write as can be illustrated as follows; reading a book. Here the students learn that there is a message carried by the written symbols. They learn how to convey their message through writing and in turn they learn that when they write they will have to convey meaning through reading books and other forms of reading material students familiarize themselves with the way the written language is used in terms of grammar pattern, style and mechanic.

Experiencing and understanding these uses are important for the students to get a model of how to write before they produce their own writing. They will be enriched the types of writing genres. Their knowledge about the books, articles and journals are written by the author may also encourage them to feel confident that they also can become authors and produce writing for others to read.

Writing is stimulating of frequency in reading English books. The more often the students read the better their performance in written language. Frequency in reading English books is a very helpful in learning to communicate their ideas and thoughts in writing. The students can assume that the brain somehow assimilates example of English books they have read, extensive vocabulary, and effective ordering which the reading of good writing provides. Later, the students seem to draw creatively from their memories of rhetorical possibilities.

In English Department of Tarbiyah Faculty there are three series of Writing subject, namely: Writing A: it learn about how to make good sentences; Writing B: learn how to make good paragraphs, and Writing C: learn how to

make an essay. To master these skills the students need much knowledge such grammar, vocabulary, punctuation, spelling, etc. This knowledge can be obtained from many ways, and one of them from their frequency in reading English books.

Thus, it can be said that developing the ability to perceive content, form, grammar, style and mechanic in writing require the students to read English books. To continue improving their writing skill, the students should be encouraged to keep reading English books.

CHAPTER III

RESEARCH METHOD

A. Subject and Object

1. Subject

The subject of this research is all of the fifth semester students of English Department of Tarbiyah Faculty IAIN Antasari Banjarmasin who have taken Writing C subject in academic year 2007/2008. The total number of the subject is 47 students.

Table3. 1. Table of Subject Number

No	Class	Gender		Total
		Male	Female	
1	A	5	14	19
2	B	9	19	28
		14	33	47

2. Object

While the object of the research is the correlation between students' frequency in reading English books and the students' achievement in Writing C subject.

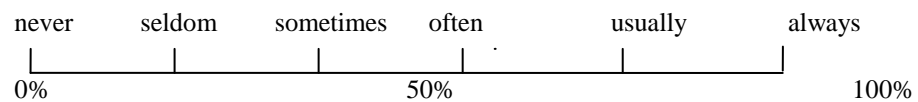
B. Data and Source of Data

1. Data

The data are investigated in this research are the primary and secondary data.

a. Primary Data

The primary data in this research includes data about the students' frequency in reading English books and data about the students' achievement in Writing C subject. The scale of frequency in reading English books based on Harry B. Franklin stated:



Always : reading English books all of the time.

Usually : reading English books some of the time.

Often : reading English books much of the time.

Sometimes: reading English books some of the time.

Seldom : almost never reading English books.

Never : does not reading English books.⁴⁴

b. Secondary Data

The secondary data are collected to complete the primary data such as:

1). Brief history English Department of Tarbiyah Faculty IAIN Antasari Banjarmasin.

2). Description about the lecturers especially lecturers, staff and students

2. Source of Data

The data above is taken out from the source as follow:

a. Documents: All written reports which related to the primary and secondary data that needed in this research.

⁴⁴ A. Z. Schramper, *Basic English Grammar Second Edition*, (United States of America: Prentic Hall Regents, 1995), p. 46.

- b. Respondents: All of the fifth semester students of English Department Tarbiyah Faculty who have taken Writing C subject in academic year 2007/2008
- c. Informants: Secretary of English Department, lecturers and administration staffs.

C. Technique of Data Collecting

1. Questionnaire

Questionnaire is used to find out the data about the students' frequency in reading English books.

2. Documentary

- a. General Document: The written report of English Department of Tarbiyah Faculty IAIN Antasari Banjarmasin, such as condition, the chief, the staffs, total number of lecturers, classes and students.
- b. Special document: the data about students' achievement in Writing C subject. It is obtained from the calculation of daily exercise, middle test score and final test score. The writer uses documentation of Writing C achievement from the lecturer of Writing C subject that is valid and reliable based on the lecture's scoring.

3. Interview

It is used to get some related people like the chief and secretary of English Department, lecturer of Writing C subject and the staff to obtain secondary data.

4. Observation

This technique is used to observe detail of the object directly that can complete this research.

To see the data, source of data and technique of data collecting clearly this following matrix is very helpful

MATRIX

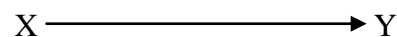
Data, Source of Data and Technique of Data Collecting

No	Data	Source	Technique
1	Primary data - The students' habit in reading English books - The students' achievement in Writing C subject.	Students Document	Questionnaire/ Observation Documentary
2	Secondary data - The description of English Deapartment of Tarbiyah Faculty IAIN Antasari Banjarmasin, including: <ul style="list-style-type: none"> ▪ Description about English Department ▪ Description of the chief, the staffs, the lecturers, students and classes of English Department 	Document The secretary, staffs, lecturers, and document	Documentary/observation/interview Documentary/observation/interview

D. Basic Frame work of Research

As it has been mentioned previously that should be investigated are the correlation between students' frequency in reading English books and the students' achievement in Writing C subject. In this research, the students' frequency in reading English books is considered as the independent variable which symbolized "X" while the students' achievement in writing C subject is considered as dependent variable which symbolized "Y"

SCHEME



X : students' frequency in reading English books

Y : students' achievement in Writing C subject

E. Design of Measurement

Design of measurement that is used in this research is divided into:

1. The students' frequency in reading English books. It is measured based on the result of questionnaire that was given in the form of multiple choice. The students are assigned to answer thirty questions by indicating whether they always (A), usually (B), often (C), sometimes (D), seldom (E) and never (F) reading English books. In order to score the reading frequency done by students, 6 point is given to the subject who choose A, 5 point is given to subject who choose B, 4

point to subject who choose C, 3 point to subject who choose D, 2 point to subject who choose E and 1 point to subject who choose F.

To determine the scale of frequency in reading English books is obtained by using the formula as below:

$$i = \frac{R}{K}$$

where:

i = interval class

R = range

K = amount of interval class

So, based on this formula the interval of class (**i**) can be found:

$$i = \frac{(\text{Highestscore} + 0,5) - (\text{Lowestscore} - 0,5)}{6}$$

Because of the criteria of frequency in reading English books that was classified into six criterias above, namely; always, usually, and never reading English books. So that, interval of each scale for reading frequency in reading English books can be determined as follows:

156 – 180 = Always reading English books

131 – 155 = Usually reading English books

106 – 130 = Often reading English books

81 – 105 = Sometimes reading English books

56 – 80 = Seldom reading English books

31 – 55 = Never reading English books

2. Students' achievement in Writing C subject is collected by documentation method. The writer uses this method in order to find out the final scores of Writing C subject that have been achieved by the English Department students. Classifying the students' achievement in Writing C subject into five achievement criteria: A, B, C, D and E.

In which:

A : the score ranges from 80 to 100

B : the score ranges from 70 to <80

C : the score ranges from 60 to <70

D : the score ranges from 50 to <60

E : the score ranges from 0 to <50⁴⁵

F. Technique of Data Processing and Analyzing

1. Technique of Data Processing

a. Editing

This technique is used in the purpose of re-examining all collected data to make certain whether they already completed or not yet.

b. Coding

In order to classify all of the data according to their kind and matters, the writer make certain code on all the collected data

c. Tabulating

The writer tabulates all the collected data in the form of tables

⁴⁵ *Pedoman Akademik IAIN Antasari Banjarmasin*, (Banjarmasin, Antasari Press, 2007),p.287

d. Interpreting

This is used to interpret all the tabulated data

2. Techniques of Data Analysis

a. Previous Analysis

b. Testing analysis

To analyze the data, the writer uses the *Coefficient Serial (Triserial) Correlation (r_{ser})* formula because data of frequency in reading English books is ordinal data and data of students' score of Writing C achievement is interval data, as stated by Murdan in his books, if the correlation has two kind of variables that are ordinal data and interval data should be used the *Coefficient Serial (Triserial) Correlation (r_{ser})* formula⁴⁶, as follow:

$$r_{ser} = \frac{\sum (or - ot)(M)}{SD_{tot} \sum \frac{\{(or - ot)^2\}}{P}}$$

⁴⁶Murdan, *Statistik Pendidikan dan Aplikasinya*, (Yogyakarta: Global PustakaUtama, 2003), p.78

In which:

n: amount of subject

P: individual proportion in group

or: lower ordinate

or: higher ordinate

M: Mean of students' score of frequency in reading English books

3). Determining SD_{tot} using formula below:

$$SD_{tot} = \sqrt{\frac{\sum FX^2}{N} - \left(\frac{\sum FX}{N}\right)^2}$$

Where:

SD_{tot} : Total standard deviation

$\sum FX$: Amount of multiplication between frequency and midpoint.

$\sum FX^2$: Square amount of multiplication between frequency and midpoint.

- 4). Using the Coefficient Triserial Correlation formula to find out the correlation between frequency in reading English books and Writing C Achievement
- 5). Interpreting the result by referring to rough standard, so that the degree of correlation can be classified. The standard that used in this research as follow what Murdan suggested.⁴⁷

⁴⁷ Murdan, *Ibid*

Coefficient correlation	Category
0,80 – 1,00	Very high
0,60 – 0,80	High
0,40 – 0,60	Moderate
0,20 – 0,40	Low
0,00 – 0,20	Very low

G. Research Procedure

There are some steps that are passed through in completing this study, as follows:

1. Preliminary step
 - a. To hold a prior in the research subject
 - b. To discuss the result of the research observation with the writer's advisor
 - c. To make a research design proposal to be summated to the Tarbiyah Paper to approve it
2. Preparatory step
 - a. To hold a seminar on the research design proposal
 - b. To ask the Dean of Tarbiyah Faculty for written mandate to conduct the research
 - c. To make data instruments
3. Research step
 - a. To contact all respondents and informants who are needed to obtain the data.
 - b. To collect all data

c. To process the data in procedural way and then analyze them properly

4. Organization Step

Begin all obtained data are completed, the writer soon organizes in the form of this study based on continual guide and consultation with the writer's advisor. After that, this study is approved and ready to examining the open for

CHAPTER IV

REPORT OF RESEARCH RESULT

A. Description of Research Location

1. Brief History about English Department Of Tarbiyah Faculty of IAIN Antasari Banjarmasin

Based on *Buku Kenang-kenangan 30 Tahun Fakultas Tarbiyah IAIN Antasari Banjarmasin*, English Department was found in 1984 with the first head Drs. H. Abdul Kadir Munsyi, Dipl.Ad.Ed and Drs. H. Ahdi Makmur, M.Ag as the secretary, and the next period Drs. H. Syarifuddin Syukur, MA as the head of English Department with Drs. H. Ahdi Makmur, M.Ag as the secretary. But, in academic year of 1988/ 1989 it was closed while waits for the operational license from *Depag*.

Then in academic year 1997/ 1998 it had been reopened for the second time and named English Department, which was lead at that time by Drs. H. Ahdi Makmur, M.Ag and Drs. Sa'adillah as the secretary of the department. Because Drs Sa'adillah continues his S2 program, so the secretary is substituted by Drs. Husnul Yaqin, M.Ed. But, since 2003, the secretary was substituted by Dra. Hj. Wardah Hayati.

Then, in September 2005 until October 2006, the head of English Department is Drs. H Isa Anshari, MZ, and Dra. Nida Mufidah, M.Pd., as the secretary. Because Drs. H. Isa Anshari, MZ. passed away, the head of English Department has been changed by Drs. Anang Syaifuddin, MA. since January

2007, but in September 2007 he resigned from the position, because he was very busy. So, there is no head of English Department. Because that, Dra. Nida Mufidah, M.Pd that should handle many problems in English Department as a secretary of English Department. Then, in January 2008, she was appointed to be the head of English Department with Nurlaila Kadariyah, S.Ag as the secretary.

The main purpose of this department is to participate in developing this country, especially in educational field. It is based on the facts that are still found many Islamic schools lack of English teacher who has educational background of English. Thus, Tarbiyah faculty; in this case, English Department has a responsibility to provide English teachers.

Curriculum that is used in this department contains 160 SKS, which covers institute subjects, faculty subjects and major subjects. It takes about four until five years in finishing the study. English Department has 18 lecturers from many different educational backgrounds.

1. Description about Lecturers, Staffs, Students and Condition of English Department

Here is the data about English Department lecturers.

Table 4.1. Description of English Department Lecturers

No	Name	Graduated	Subject that was taught in 3 years later
1	Drs.H. Ahdi Makmur,M.Ag	S2 IAIN Syahid	Writing A, Academic Writing
2	Drs.H. Syarifuddin Syukur,MA	S2 Pakistan, S2 IAIN Kalijaga	Filsafat Umum. Filsafat Ilmu
3	Dr. Husnul Yaqin,M.Ed.	S3 UIN Jakarta	Structure, Dasar-dasar

			Administrasi Pendidikan
4	Drs.Anang Syaifuddin,MA.	S2 USA	Psikologi Belajar Bahasa, Phonology
5	Drs. Saadilah	S1 IAN Antasari	Vocabulary A, Vocabulary B
6	Drs.Syaiful Bahri Djamarah,M.Ag	S2 IAIN Antasari	Psikologi Umum, Psikologi Pendidikan
7	Dra. Dina Hermina, M.Pd	S2 IKIP Yogyakarta	Statistik Pendidikan, Evaluasi Pendidikan
8	Dra. Nida Mufudah, M.Pd	S2 Unlam	TEFL I, Teaching Media
9	Dra. Hj. Wardah Hayati, MA	S2 Australia	Reading A, Reading C
10	Nurlaila Kadariyah, S.Ag	S1 IAIN Antasari	Structure A, Structure B
11	M. Nur Effendi, S.Ag, S.S	S1 UI	Structure C, Speaking C
12	Dra. Andi Irlina, M.Hum	S2 Unhas	Listening A, Listening B
13	Nani Hizriani, SPd	S1 UMM	Intro to Linguistics, Tel.Kur. Bk. Teks SMP/SMA
14	Rusnadi, S.Pd.I	S1 IAIN Antasari	TEFL II, Speaking A
15	Ridha Fadillah, Spd, M.Ed	S2 Malaysia	Intro to Linguistics, Extensive Reading
16	Rahmila Murtiana, S.S	S1 Univ.Diponegoro	Academic Writing, Intro to Literature
17	Raida Asfihana	S1 Unlam	Structure A, Vocabulary B
18	Puji Rahayu, MA.	S2 University of Queensland	Intro to Linguistics, Speaking
19	Nor Maulidiyah, M.A	S2 Malaysia	Speaking C, Academic Writing

Source: Interview and Document (Profil Tadris Bahasa Inggris Fak. Tarbiyah IAIN Antasari Banjarmasin Th. 2008)

Table 4. 2 Description of English Department Staff

No	Name	Graduated
1	Saidil Imani	S1 IAIN Antasari

Source: Document (Profil Tadris Bahasa Inggris Fak. Tarbiyah IAIN Antasari Banjarmasin Th. 2008)

Table 4.3. Description of English Department Students

No	Generation	Sex		Total
		Male	Female	
1	1999/ 2000	2	0	2
2	2000/ 2001	6	3	9
3	2001/ 2002	8	1	9
4	2002/ 2003	13	21	34
5	2003/ 2004	13	52	65
6	2004/ 2005	17	27	44
7	2005/ 2006	17	42	59
8	2006/ 2007	19	48	67
9	2007/ 2008	27	37	64
10	2008/ 2009	20	45	65
Total		142	276	418

Source: Document (Profil Tadris Bahasa Inggris Fak. Tarbiyah IAIN Antasari Banjarmasin Th. 2008)

Table 4.4. Description of Facilities of English Department

No	Facilities	Number	Condition
1	Office	1	Good
2	Computer	1	Good
3	Language Laboratory	1	Good
4	Classroom	5	Good
5	Library	1	Good
6	Tape Recorder	1	Good
7	Overhead Projector	1	Good
8	Laptop	2	Good
9	Cupboard	5	Good

Source: Observation and Document (Profil Tadris Bahasa Inggris Fak. Tarbiyah IAIN Antasari Banjarmasin Th. 2008)

B. Data Presentation

1. Data about Students' Score of Frequency in Reading English Books

The data about frequency in reading English books is ordinal data that use ordinal scale which is differenced into six levels, which are always reading English books, usually reading English books, often reading English books, sometimes reading English books, seldom reading English books, and never reading English books.

To analyze the data, the writer must collected the data first, in order to know that, the writer giving questionnaire to find out the students' data of frequency in reading English books. The writer gives questionnaire to the students

on November, 10th 2008. The questionnaire contains 30 questions. The students' score of frequency in reading English books are calculated by adding each score for each item that chosen by the subject. Based on the calculation, it is known that the highest score is 157 and the lowest score is 72. The performance of the questionnaire score of the subject research can be seen in the following table.

Table 4.5 Students' Score of Frequency in Reading English Books.

Subject No	Students' Score of Frequency in Reading English Books	Subject No	Students' Score of Frequency in Reading English Books
1	98	25	109
2	78	26	157
3	102	27	101
4	91	28	102
5	91	29	73
6	139	30	105
7	119	31	94
8	86	32	91
9	120	33	99
10	102	34	102
11	105	35	96
12	102	36	117
13	139	37	97
14	72	38	107
15	100	39	100

The continuing of table 4.5

Subject No	Students' Score of Frequency in Reading English Books	Subject No	Students' Score of Frequency in Reading English Books
16	114	40	104
17	97	41	92
18	94	42	112
19	124	43	95
20	124	44	98
21	92	45	92
22	133	46	99
23	121	47	129
24	92		

Table 4. 6 The Classification of Frequency in Reading English Books

Score	Number of Subjects	Level
156 - 180	1	Always
131 - 155	3	Usually
106 - 130	11	Often
81 - 105	29	Sometimes
56 - 80	3	Seldom
31 - 55	0	Never

Table 4.7 Percentage of Students' Score of Frequency in Reading English Books

Category	Frequency	Percentage
Always	1	2,13 %
Usually	3	6,38 %
Often	11	23,4 %
Sometimes	29	61,7 %
Seldom	3	6,38 %
Never	0	0 %
Total	47	100 %

From the classifications show that one student (2,13% from the total subjects) is classified into always reading English books category, 3 students (6,38% from the total subjects) is classified into usually reading English books category, 11 students (23,4% from the total subjects) classified into often reading English books category, 29 students (61,7% from the total subjects) classified into sometimes reading English books category, 3 students (6,38% from the total subjects) classified into seldom reading English books, and none of students in category of never reading English books. So, based on the fact that the students' frequency in reading English books in category sometimes because most of students are in sometimes category that is 29 students (61,7%) from 47 total subject.

2. Data about Students' Achievement in Writing C subject.

The students' achievement of Writing C is interval data, the data is classified based on their score that are: A for student who get score from 80 until

100, B for student who get score from 70 until <80, C for student who get score 60 until <70, D for student who get score 50 until <60, and E for student who get score 0 until <50. The data about the students' achievement of Writing C is obtained from the lecturer of Writing C subject that is Rahmila Murtiana, S.S The performance of data can be seen on the following table:

Table 4.7 Students' Score of Writing C subject.

Subject No	Students' Score of Writing C Subject	Subject No	Students' Score of Writing C Subject
1	71,9	25	76,8
2	82,9	26	70,5
3	92	27	76,2
4	72,9	28	88
5	82,3	29	81,1
6	76,2	30	90
7	80,5	31	78
8	78,1	32	78,8
9	86,4	33	77,9
10	82,9	34	77,6
11	77,3	35	77
12	83,8	36	85
13	63,9	37	81,9
14	78,9	38	83,8
15	67,8	39	62,8

The continuing of table 4.7

Subject No	Students' Score of Writing C Subject	Subject No	Students' Score of Writing C Subject
16	77,3	40	81,4
17	76,8	41	80,5
18	61,3	42	73,2
19	84,9	43	81,5
20	77,6	44	70,6
21	74,4	45	80,3
22	76,8	46	90,8
23	80,2	47	86,1
24	68,4		

Table 4.8. The Classification of Writing C Achievement

Score	Number of Subjects	Grade
80 – 100	21 students	A
70 - <80	21 students	B
60 - <70	5 students	C
50 - <60	None of students	D
0 - <50	None of students	E

Table 4.9. Percentage of Students' Writing C Achievement

Grade	Frequency (F)	Percentage (P)
A	21	44,7 %
B	21	44,7 %
C	5	10,6 %
D	0	0
E	0	0
Total	47	100%

The classifications show that 21 students (44,7 % from the total subjects) are classified into the students who gets A for their Writing C achievement, and also 21 students (44,7 % from the total subjects) are classified into the students who get B for their Writing C achievement, 5 students (10,6 % from the total subjects) are classified into the students who get C for their Writing C achievement, none of students (0 % from the total subjects) is classified into the students who get D for their Writing C achievement and also none of students (0 % from the total subjects) is classified into the students who get E for their writing C achievement. From these facts, there are no students of fifth semester who get Writing C in academic year 2007/2008 failed in taking Writing C subject. All of students passed the exam, so there is no students have to retake Writing C subject

3. The Correlation between Frequency in Reading English Books and Writing C Achievement

Here is the data about classification students' score on Writing C subject based on their level of habit in reading English books.

Table 4. 10. Classification of Students' Score in Writing C Subject based on their Category in Reading Frequency of English Books

Statistic	Frequency in Reading English Books					
	Always	Usually	Often	Sometimes	Seldom	Never
	70,5	76,2	80,5	71,9	82,9	
		63,9	86,4	92	78,9	
		76,8	77,3	72,9	81,1	
			84,9	82,3		
			77,6	78,1		
			80,2	82,9		
			76,8	77,3		
			85	83,8		
			83,8	67,8		
			73,2	76,8		
			86,1	61,3		
				74,4		
				68,4		
				76,2		
				88		
				90		
				78		
				78,8		
				77,9		
				77,6		
				77		
				81,9		
				62,8		
				81,4		
				80,5		
				81,5		
				70,6		
				80,3		
				90,8		
Total	70,5	216,9	891,3	2263,2	242,9	0
n	1	3	11	29	3	0
P	0,01	0,03	0,11	0,29	0,03	0
M	70,5	72,3	81,02	78,04	80,96	0

In the research, the writer uses the correlation *r serial (triserial)* formula because they are ordinal and interval data, the formula is:

$$r_{\text{ser}} = \frac{\sum (or - ot)(M)}{SD_{\text{tot}} \sum \frac{\{(or - ot)^2\}}{P}}$$

The correlation between two variables that be researched (frequency in reading English books and Writing C achievement) called positive correlation if the coefficient correlation is 0,000 – +1,000 and otherwise called negative correlation if the coefficient correlation is 0,000 - -1,000. To calculate the correlation r serial formula, the writer makes working table r serial to make easier in finishing.

1. Making working table of r serial

Table 4. 11 Working Table r Serial

Frequency	n	P	o	$(or - ot)$	$\frac{(or - ot)^2}{2}$	$\frac{(or - ot)^2}{p}$	M	$(or - ot)$ M
Always	1	0,01	0	0,02665	0,00071	0,071	70,5	1,878825
Usually	3	0,03	0,02665	0,05952	0,00354	0,118	72,3	4,303296
Often	11	0,11	0,08617	0,13621	0,01855	0,169	81,02	11,060252
Sometimes	29	0,29	0,22238	-0,16396	0,02688	0,093	78,04	-12,795438
Seldom	3	0,03	0,38634	-0,02873	0,00082	0,027	80,96	-2,325981
Never	0	0	0,35761	-0,35761	0,12788	0	0	0
Total	47	0,47	-	-	-	0,478	-	2,120954

2. Calculating the Mean of Writing C Achievement

$$\begin{aligned}
 M &= \frac{\sum Fx}{N} \\
 &= \frac{3685,3}{47} \\
 &= 78,411
 \end{aligned}$$

From this calculation the writer get result that mean of Writing C achievement is 78,411. It means that the Writing C achievement of students on the fifth semester of English Department Tarbiyah Faculty is good category

3. Calculating the Total Deviation Standard

Before operating the formula of r serial correlation, firstly is calculated the standard deviation by using formula as below:

$$SD_{\text{tot}} = \sqrt{\frac{\sum FX^2}{N} - \left(\frac{\sum FX}{N}\right)^2}$$

To calculate the formula, the writer make table of total deviation standard, the table can be seen in appendixes. From the table 4.12 in appendix, the writer gets result as follow:

$$N = 47$$

$$fX = 3685,3$$

$$X^2 = 241.155,17$$

$$fX^2 = 291.400,24$$

$$\begin{aligned} SD_{\text{tot}} &= \sqrt{\frac{\sum FX^2}{N} - \left(\frac{\sum FX}{N}\right)^2} \\ &= \sqrt{\frac{291400,24}{47} - \left(\frac{3685,3}{47}\right)^2} \\ &= \sqrt{6200 - 6148,23} \\ &= \sqrt{51,77} \\ &= 7,195 \end{aligned}$$

So, the writer gets total of standard deviation is 7,195

4. Operating the *r serial (triserial)* formula

$$(or - ot)M = 2,120954$$

$$\frac{(or - ot)^2}{p} = 0,478$$

$$r_{ser} = \frac{\sum (or - ot)(M)}{SD_{tot} \sum \frac{\{(or - ot)^2\}}{P}}$$

$$= \frac{2,120954}{3,43382}$$

$$= 0,618$$

From the last calculation, the writer gets $r_{ser} = 0,618$, so it is means that there is a positive correlation between two variables. The coefficient correlation that be obtained considered overestimated than the real r_t , so it should be corrected by using formula below:

$$r_{ch} = r_{tris} \sqrt{\frac{\sum \{(or - ot)^2\}}{P}}$$

$$= 0,618 \sqrt{0,478}$$

$$= 0,618 \times 0,691$$

$$= 0,427$$

But $r_{ch} = 0,427$ considered underestimated compared with *r Product Moment* and it should be corrected by using table *chotomisasi*. Because of the *chotomisasi r serial* in this research using 6 categories which is correlation factor = 1,031, so the result $(0,427) (1,031) = 0,441$, $r_{ch} = 0,441$.

Then, r_{ch} is consulted to the table of Critical r Product Moment in 5% significance degrees and in 1% significance degrees.

In 5% significance degrees = 0,288

In 1% significance degrees = 0,372

$r_{xy} = 0,441 > r_t = 0,288$ and $r_{xy} = 0,441 > r_t = 0,372$, so $0,288 < 0,441 > 0,372$

From the result above it can be concluded that the alternative hypothesis (H_a) is received because $r_{xy} > r_t$ both in 5 % significance degrees also in 1 % significance degrees. So, the null hypothesis (H_0) is denied. So, it can be concluded there is a positive correlation between frequency in reading English books and Writing C achievement on the fifth semester students of English Department at Tarbiyah Faculty of IAIN Antasari Banjarmasin academic year 2007/2008 and the correlation category is moderate correlation that is 0,441.

Referring to thesis' coefficient correlation of the table of critical is not enough. Thus, coefficient correlation needs to be consulted to the standard, which has been suggested in the Technique of Data Processing and Analyzing (Chapter III). This is done in order to be able to categorize the degree of correlation.

After consulting the standard, it is found that the coefficient correlation is included in the moderate category (0,400 – 0,600). One thing that is also important to know the type of coefficient correlation. There are two types of correlation: the positive correlation and the negative correlation. Since the result shows the positive sign +0,441, it can be said that type of coefficient correlation is positive. Thus, it can be said that correlation between students' frequency in

reading English books and the students' achievement in Writing C subject is a moderate correlation.

C. Data Analysis

1. Hypothesis Test

The final result is deemed equivalent with Product Moment, so it can be concluded that $r_{xy} = 0,441$, $r_{xy} = 0,441$ is consulted to the table of Critic Product Moment:

- in 5% significance degrees = 0,288
- in 1% significance degrees = 0,372

So $r_x = 288 < 0,441 > 0,382$

From the result it can be concluded that there is a significance correlation between frequency in reading English books and Writing C achievement, because the value of $r_{xy} = 0,441$ is bigger than r table in 5% significance degrees as well as in 1% significance degrees $0,288 < 0,441 > 0,372$.

2. Research Result Analysis

Based on the final calculation by using statistic measurement design r serial correlation formulation to find out the correlation two variables, they are students' habit in reading English books and Writing C achievement.

The final data analysis $r_{ser} = 0,618$, but this value overestimated, then is corrected by using r chotomisasi formula which get score $r_{ch} = 0,427$. But this score is underestimated from the real r , that is compare to the chotomisasi table.

Then it compared to the table of Critic Product Moment in 5% significance degrees and 1% significance degrees.

In consulted the result of r_{xy} with the table of Critic Product Moment sum of subject checked as much 47. Hence Product Moment for $N= 47$ in 5% significance degrees= 0288 and 1% significance degrees =0,372.

From the data analysis, it can be concluded, that is:

a. Direction or alternative hypothesis (H1)

There is a significant correlation between frequency in reading English books and the achievement in Writing C subject is accepted.

b. Null hypothesis (H0)

There is no significant correlation between frequency in reading English books and the achievement in Writing C subject is rejected.

So it can be concluded that there is a positive correlation between frequency in reading English books and Writing C achievement on the fifth semester students of English Department Tarbiyah Faculty IAIN Antasari Banjarmasin academic year 2007/2008. From the result of data presentation and calculating, the writer can answer the statement problem of the research.

Since the type of correlation is positive, then the result is described in the positive way. By referring to the two variables discussed here, it can be said that the higher the students' frequency in reading English books are, the higher their achievement in Writing C subject are.

But, in the table 4. 10, there are a few of students who including in sometimes and seldom reading English books category but get high achievement

in Writing C subject and other hand a few of students who including in always and often reading English books category but get low achievement in Writing C subject. This finding might not be an exception to the natural relationship of frequency in reading English books and the writing achievement. It may indicate that frequency in reading English books is only one of the factors that influenced the students' achievement in writing. There are other factors that also relate to writing achievement such as structure, listening, etc.

It is admitted that there are some weakness in this thesis writing. First, the questionnaire of frequency in reading English books is from self-report instrument that asks the students' opinion and belief of something. The subjects tend to give answers that ask associated with perception of the predisposition of the writer. They may not answer the questions based on what they think the writer want them to answer. In other words, they fear their true answer will be regarded as wrong answers, so that they choose the safest way, which is not to answer based on their own feeling and opinion.

Second, it only touches the surface of the problem. It does not provide the real explanation about frequency in reading English books. The writer used one instrument to investigating the matter. The writer believes that the research about frequency in reading English books will be supported if another instrument is added. The writer also believes that the more complex instrument is needed

CHAPTER V

CLOSURE

A. Conclusion

Based on the research, the writer can conclude as follow:

1. The degree of frequency in reading English books of the fifth semester students of English Department at Tarbiyah Faculty of IAIN Antasari Banjarmasin in academic year 2007/2008 is sometimes reading English books category, because 29 students (61,7% from the total subjects) in this category.
2. The Writing C achievement of the fifth semester students of English Department at Tarbiyah Faculty of IAIN Antasari Banjarmasin academic year 2007/2008 is good category, it based on the calculation the mean of Writing achievement is 78, 411. So it can be said that the achievement of Writing C subject on the fifth semester students of English Department Tarbiyah faculty is good category.
3. There is a positive correlation between frequency in reading English books and Writing C achievement on the fifth semester students of English Department at Tarbiyah Faculty of IAIN Antasari Banjarmasin academic year 2007/2008.. The value of correlation r_{xy} is 0,441, it is shown that the value is bigger than 5% significance degrees ($=0,288$) and 1% significance degrees ($= 0,372$), $0,288 < 0,441 > 0,382$. It is included in moderate category (0,400 – 0,600).

B. Suggestions

Concerning to the result of this research, there are some suggestions the writer would like to give. They are as follow:

1. The students should improve reading English books not only as a habit but also as a way to improve their achievement in writing.
2. The lecturer should increase their dedication to make a better practicing in writing and find more teaching technique and method in writing and reading.
3. The lecturer should give students advices, suggestions, encouragement and good input to support and awake their interest in reading English books and in writing.
4. No matter how low the students' habit frequency in reading English books, they must keep reading English books in order to improve their writing ability.

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APPENDIX I

NAMA MAHASISWA YANG MENJADI SUBJEK PENELITIAN

NO	NAMA	NO	NAMA
1	FAUZI RAHMAN SYANDI	25	HERI SAPRIADI
2	M FITHRAJAYA	26	ANDY HERMAWAN
3	ARIF RAHMAN	27	ANDRY PRATAMA
4	MIZWAR ILHAMY	28	HAMIDAN NOOR
5	MURSALIN	29	NADHIRAH ARIFAH
6	FITRIA AULINA	30	NURSYAHIDA
7	IRMANIYATI	31	HASANAH
8	NURUL ISTIQAMAH	32	KHAIRUNNISA
9	SUMIATI	33	NELLY HIDAYATI
10	NORRABIAH	34	SYARIFAH
11	ISRA FARIDA	35	MUNTIA SARI
12	ANTUNG MAZHANIAH	36	NOOR ISLAMIAH
13	NOR HALIMAH	37	NAILY MAGFIROH
14	HJ. SALWA SAFITRI	38	HENY SASMITA
15	WARDAH MUJAHADAH	39	MILIA AGGRAYANI
16	SETIA NURHAYATI	40	JAMI'ATUR RASYIDAH
17	RABIATUL ADAWIYAH	41	HJ. RUSMAWARDAH
18	SITI SUMARNI	42	ENDANG KARLINA
19	RAUDHATUL ZAMILAH	43	RAHMA MARDINA
20	ZULKIFLI	44	NOORMANITA
21	M. SAUFI RAHMAN	45	YULIA ANITA
22	MARDANI	46	NISA MAHBUBAH
23	MOHAMMAD ARIEF	47	NORMILAH
24	ADI ANSHARI		

APPENDIX II

INSTRUMEN PENGGALIAN DATA

PEDOMAN WAWANCARA

- a. Untuk Sekretaris Jurusan Tadris Bahasa Inggris
 2. Bagaimana sejarah singkat berdirinya jurusan Tadris Bahasa Inggris?
 3. Siapa saja yang pernah menjabat sebagai ketua jurusan Tadris Bahasa Inggris?
 4. Berapa jumlah mahasiswa jurusan Tadris Bahasa Inggris?
 5. Berapa jumlah dosen di jurusan Tadris Bahasa Inggris?
 6. Berapa jumlah staf di jurusan Tadris Bahasa Inggris?
 7. Apa sarana dan prasarana yang ada di jurusan Tadris Bahasa Inggris?
- b. Untuk dosen mata kuliah Writing C
 1. Sudah berapa lama ibu memegang mata kuliah Writing C?
 2. Apa latar belakang pendidikan ibu?
 3. Bagaimana keaktifan siswa dalam mengikuti mata kuliah Writing C?
 4. Metode apa yang ibu gunakan dalam mengajar mata kuliah Writing C?
 5. Usaha apa yang ibu lakukan dalam rangka meningkatkan kemampuan *writing* mahasiswa?
 6. Menurut ibu apakah kebiasaan membaca buku-buku berbahasa Inggris termasuk salah satu upaya yang dapat meningkatkan kemampuan *writing* mahasiswa?
 7. Apakah ibu selalu memotivasi mahasiswa untuk mempunyai kebiasaan membaca buku-buku berbahasa Inggris agar dapat meningkatkan kemampuan *writing* mereka?

PEDOMAN OBSERVASI

1. Lokasi penelitian
2. Sarana dan prasarana
3. Jumlah dosen dan staf
4. Jumlah mahasiswa

DOKUMENTASI

APPENDIX III

Questionnaire

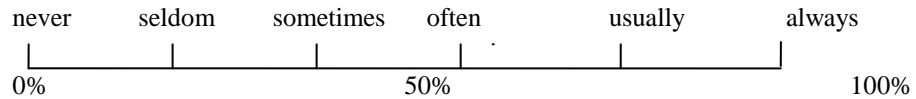
A. Respondent Identity

Name :

SRN :

B. Answer Directions

1. Read the questions carefully and choose the suitable answer to your real condition
2. Mark (X) for each answer that you choose.
3. Avoid double answers on each item.
4. The information that be obtained from the questionnaire will be used in contributing for research only, it does not relate to marks
5. The indication of frequency of habit in reading English books



1. Do you read English books?
a. always b. usually c. often d. sometimes e. seldom f. never
2. Are you interested in reading English books?
a. always b. usually c. often d. sometimes e. seldom f. never
3. If you have free time, do you spend your time for reading English books?
a. always b. usually c. often d. sometimes e. seldom f. never
4. Do you have special time for reading English books?
a. always b. usually c. often d. sometimes e. seldom f. never
5. Do you read English books every day?
a. always b. usually c. often d. sometimes e. seldom f. never
6. Do you read English books when you will have exam?
a. always b. usually c. often d. sometimes e. seldom f. never
7. Do you always go to the library for reading English books?
a. always b. usually c. often d. sometimes e. seldom f. never
8. Does your lecturer always motivate you in promoting the reading habit of English books?
a. always b. usually c. often d. sometimes e. seldom f. never

9. Do your parents also motivate you in promoting the reading habit of English books?
a. always b. usually c. often d. sometimes e. seldom f. never
10. Do you always buy English books in a month?
a. always b. usually c. often d. sometimes e. seldom f. never
11. Do you finish reading English books in one time?
a. always b. usually c. often d. sometimes e. seldom f. never
12. Do you find difficulties in reading English books?
a. always b. usually c. often d. sometimes e. seldom f. never
13. When you find difficulties in reading English books, do you ask to your lecturer, friends or look up in the dictionary?
a. always b. usually c. often d. sometimes e. seldom f. never
14. When you read English books, do you write the important things that you have found?
a. always b. usually c. often d. sometimes e. seldom f. never
15. Can you understand the content of the English books that you have read?
a. always b. usually c. often d. sometimes e. seldom f. never
16. Can you understand the form or the organization of the content of the English books that you have read?
a. always b. usually c. often d. sometimes e. seldom f. never
17. Can you understand the employment of grammatical forms and syntactic patterns of the English books that you have read?
a. always b. usually c. often d. sometimes e. seldom f. never
18. Can you understand the style or the choice of the structure and lexical items of the English books that you have read?
a. always b. usually c. often d. sometimes e. seldom f. never
19. Can you understand the mechanics or the use of graphic convention of the English books?
a. always b. usually c. often d. sometimes e. seldom f. never
20. Do you like writing subject?
a. always b. usually c. often d. sometimes e. seldom f. never

21. Do you always attend in each time of writing class?
a. always b. usually c. often d. sometimes e. seldom f.. never
22. Do you always do the assignments of writing subject?
a. always b. usually c. often d. sometimes e. seldom f.. never
23. Before taking writing class, do you read English books that relate to writing skill?
a. always b. usually c. often d. sometimes e. seldom f. never
24. Do you always practice to improve your writing skill both in your house and in the campus?
a. always b. usually c. often d. sometimes e. seldom f. never
25. When you write an essay or a paper, do you find difficulty in selecting the topic of your writing?
a. always b. usually c. often d. sometimes e. seldom f. never
26. When you write an essay or a paper, do you find difficulty in developing topic of your writing?
a. always b. usually c. often d. sometimes e. seldom f. never
27. When you write an essay or a paper, do you find difficulty in using grammar correctly?
a. always b. usually c. often d. sometimes e. seldom f. never
28. When you write an essay or a paper, do you find difficulty in selecting the style of your writing?
a. always b. usually c. often d. sometimes e. seldom f. never
29. When you write an essay or a paper, do you find difficulty in using the mechanics of your writing?
a. always b. usually c. often d. sometimes e. seldom f. never
30. Do you think your reading habit in English books can help you in improving your writing skill?
a. always b. usually c. often d. sometimes e. seldom f. never

APPENDIX IV

TRANSLATION LISTS

Page	Surrah / Verse	Translation
1	Al Mujadalah 11	"...And when ye are told to rise up, rise up God will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) knowledge. And God is well-acquainted with all ye do.
4	Al'Alaq 1-5	"Proclaim! (or Read!) in the name of thy Lord and Cherisher, Who created. Created man, out of a (mere) clot of congealed blood. Proclaim! And thy Lord is Most Bountiful. He who taught (the use of) the pen. Taught man that which he knew not.
5	Al Qalam 1	Nun. By the pen and by the (record) which (men) write.
33	Al Baqarah 148	To teach is a goal to which God turns him; then strive together (as in race) towards all that is good. Wheresoever ye are, God will bring you together, for God hath power over all things

APPENDIX V

Working Table of SD_{tot}

X	f	fX	X²	fX²
92	1	92	8464	8464
90,8	1	90,8	8244,64	8244,64
90	1	90	8100	8100
88	1	88	7744	7744
86,4	1	86,4	7464,99	7464,99
86,1	1	86,1	7413,21	7413,21
85	1	85	7225	7225
84,9	1	84,9	7208,01	7208,01
83,8	2	167,6	7022,44	14044,88
82,9	2	165,8	6872,41	13744,82
82,3	1	82,3	6773,29	6773,29
81,9	1	81,9	6707,61	6707,61
81,5	1	81,5	6642,25	6642,25
81,4	1	81,4	6625,96	6625,96
81,1	1	81,1	6577,21	6577,21
80,5	2	161	6480,25	12960,5
80,3	1	80,3	6448,09	6448,09
80,2	1	80,2	6432,04	6432,04
78,9	1	78,9	6225,21	6225,21
78,8	1	78,8	6209,44	6209,44
78,1	1	78,1	6099,61	6099,61
78	1	78	6084	6084
77,9	1	77,9	6068,41	6068,41
77,6	2	155,2	6021,76	12043,52
77,3	2	154,6	5975,29	11950,58
77	1	77	5929	5929
76,8	3	230,4	5898,24	17964,72

76,2	2	152,4	5806,44	11612,88
74,4	1	74,4	5535,36	5535,36
73,2	1	73,2	5358,24	5358,24
72,9	1	72,9	5314,41	5314,41
71,9	1	71,9	5169	5169
70,6	1	70,6	4984,36	4984,36
70,5	1	70,5	4970,25	4970,25
68,4	1	68,4	4678,56	4678,56
67,8	1	67,8	4596,84	4596,84
63,9	1	63,9	4083,21	4083,21
62,8	1	62,8	3943,84	3943,84
61,3	1	61,3	3757,69	3757,69
	N= 47	fX = 3685,3	X²=241.155,17	fX²=291.400,24

APPENDIX VI

TABEL ORDINAT P DAN z PADA KURVE NORMAL

P	P	O	Z	P	P	o	Z
0,005	0,995	0,01446	2,5758	0,255	0,745	0,32111	0,6588
0,010	0,990	0,02665	2,3263	0,260	0,740	0,32437	0,6433
0,015	0,985	0,03787	2,1701	0,265	0,735	0,32754	0,6280
0,020	0,980	0,04842	2,0537	0,270	0,730	0,33065	0,6128
0,025	0,975	0,05845	1,9600	0,275	0,725	0,33367	0,5978
0,030	0,970	0,06804	1,8808	0,280	0,720	0,33662	0,5828
0,035	0,965	0,07727	1,8119	0,285	0,715	0,33950	0,5681
0,040	0,960	0,08617	1,7507	0,290	0,710	0,34230	0,5534
0,045	0,955	0,09479	1,6954	0,295	0,705	0,34534	0,5388
0,050	0,950	0,00314	1,6449	0,300	0,700	0,34776	0,5244
0,055	0,945	0,11124	1,5982	0,305	0,695	0,35028	0,5101
0,060	0,940	0,11912	1,5548	0,310	0,690	0,35279	0,4959
0,065	0,935	0,12679	1,5141	0,315	0,685	0,35524	0,4817
0,070	0,930	0,13427	1,4758	0,320	0,680	0,35761	0,4677
0,075	0,925	0,14156	1,4395	0,325	0,675	0,35992	0,4538
0,080	0,920	0,14867	1,4051	0,330	0,670	0,36215	0,4399
0,085	0,915	0,15561	1,3772	0,335	0,665	0,36431	0,4261
0,090	0,910	0,16239	1,3408	0,340	0,660	0,36641	0,4125
0,095	0,905	0,16902	1,3106	0,345	0,655	0,36844	0,3989
0,100	0,900	0,17550	1,2816	0,350	0,650	0,37040	0,3853
0,105	0,895	0,18184	1,2536	0,355	0,645	0,37229	0,3719
0,110	0,890	0,18804	1,2265	0,360	0,640	0,37412	0,3585
0,115	0,885	0,19410	1,2004	0,365	0,635	0,37588	0,3451
0,120	0,880	0,20004	1,1750	0,370	0,630	0,37757	0,3319
0,125	0,875	0,20585	1,1503	0,375	0,625	0,37920	0,3186
0,130	0,870	0,21155	1,1264	0,380	0,620	0,38076	0,3055
0,135	0,865	0,21712	1,1031	0,385	0,615	0,38225	0,2924
0,140	0,860	0,22238	1,0803	0,390	0,610	0,38368	0,2793
0,145	0,855	0,22792	1,0581	0,395	0,605	0,38504	0,2663
0,150	0,850	0,23316	1,0364	0,400	0,600	0,38634	0,2533
0,155	0,845	0,23829	0,0152	0,405	0,595	0,38758	0,2404
0,160	0,840	0,24331	0,9946	0,410	0,590	0,38875	0,2275
0,165	0,835	0,24823	0,9741	0,415	0,585	0,38985	0,2147
0,170	0,830	0,25305	0,9542	0,420	0,580	0,39089	0,2019
0,175	0,825	0,25778	0,9346	0,425	0,575	0,39187	0,1891

P	P	O	Z	P	P	o	Z
0,180	0,820	0,26240	0,9154	0,430	0,570	0,39279	0,1764
0,185	0,815	0,26693	0,8965	0,435	0,565	0,39364	0,1637
0,190	0,810	0,27137	0,8779	0,440	0,560	0,39442	0,1510
0,195	0,805	0,27571	0,8596	0,445	0,555	0,39515	0,1383
0,200	0,800	0,27996	0,8416	0,450	0,550	0,39581	0,1257
0,205	0,795	0,28413	0,8239	0,455	0,545	0,39640	0,1130
0,210	0,790	0,28820	0,8064	0,460	0,540	0,39694	0,1004
0,215	0,785	0,29219	0,7892	0,465	0,535	0,39741	0,0878
0,220	0,780	0,29609	0,7722	0,470	0,530	0,39781	0,0753
0,225	0,775	0,29991	0,7554	0,475	0,525	0,39816	0,0627
0,230	0,770	0,30365	0,7388	0,480	0,520	0,39844	0,0502
0,235	0,765	0,30730	0,7225	0,485	0,515	0,39866	0,0376
0,240	0,760	0,31087	0,7063	0,490	0,510	0,39882	0,0251
0,245	0,755	0,31437	0,6903	0,495	0,505	0,39891	0,0125
0,250	0,750	0,31778	0,6745	0,500	0,500	0,39894	0,0000

APPENDIX VII

TABEL FAKTOR KOREKSI KARENA PENGGOLONGAN SECARA KASAR

r	JUMLAH KATEGORI								
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
0,01	1,253	1,112	1,111	1,047	1,037	1,030	1,025	1,022	1,019
0,02	1,253	1,112	1,111	1,047	1,037	1,030	1,025	1,022	1,019
0,03	1,253	1,112	1,111	1,047	1,037	1,030	1,025	1,022	1,019
0,04	1,253	1,112	1,111	1,047	1,037	1,030	1,025	1,022	1,019
0,05	1,253	1,112	1,111	1,047	1,037	1,030	1,025	1,022	1,019
0,06	1,252	1,111	1,068	1,047	1,037	1,030	1,025	1,022	1,019
0,07	1,252	1,111	1,068	1,047	1,037	1,030	1,025	1,022	1,019
0,08	1,252	1,111	1,068	1,047	1,037	1,030	1,025	1,022	1,019
0,09	1,251	1,111	1,067	1,047	1,037	1,030	1,025	1,022	1,019
0,10	1,251	1,111	1,067	1,047	1,037	1,030	1,025	1,022	1,019
0,11	1,250	1,111	1,067	1,047	1,037	1,029	1,025	1,022	1,019
0,12	1,250	1,111	1,067	1,047	1,036	1,029	1,025	1,021	1,019
0,13	1,249	1,110	1,067	1,047	1,036	1,029	1,025	1,021	1,019
0,14	1,248	1,110	1,067	1,047	1,036	1,029	1,025	1,021	1,019
0,15	1,248	1,110	1,067	1,047	1,036	1,029	1,025	1,021	1,019
0,16	1,247	1,109	1,066	1,046	1,036	1,029	1,025	1,021	1,019
0,17	1,246	1,109	1,066	1,046	1,036	1,029	1,024	1,021	1,019
0,18	1,245	1,108	1,066	1,046	1,036	1,029	1,024	1,021	1,019
0,19	1,244	1,108	1,066	1,046	1,036	1,029	1,024	1,021	1,019
0,20	1,243	1,108	1,065	1,046	1,035	1,029	1,024	1,021	1,018
0,21	1,242	1,107	1,065	1,046	1,035	1,029	1,024	1,021	1,018
0,22	1,241	1,107	1,065	1,045	1,035	1,028	1,024	1,021	1,018
0,23	1,240	1,106	1,065	1,045	1,035	1,028	1,024	1,021	1,018
0,24	1,239	1,106	1,064	1,045	1,035	1,028	1,024	1,021	1,018
0,25	1,237	1,105	1,064	1,045	1,035	1,028	1,024	1,020	1,018
0,26	1,236	1,105	1,064	1,045	1,034	1,028	1,023	1,020	1,018
0,27	1,234	1,104	1,063	1,044	1,034	1,028	1,023	1,020	1,018
0,28	1,233	1,103	1,063	1,044	1,034	1,028	1,023	1,020	1,018
0,29	1,232	1,103	1,063	1,044	1,034	1,027	1,023	1,020	1,018
0,30	1,230	1,102	1,062	1,044	1,034	1,027	1,023	1,020	1,018
0,31	1,228	1,101	1,062	1,043	1,033	1,027	1,023	1,020	1,017
0,32	1,227	1,101	1,061	1,043	1,033	1,027	1,023	1,020	1,017
0,33	1,226	1,100	1,061	1,043	1,033	1,027	1,023	1,020	1,017
0,34	1,224	1,100	1,060	1,042	1,033	1,027	1,022	1,020	1,017

0,35	1,222	1,099	1,060	1,042	1,032	1,026	1,022	1,019	1,017
r	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
0,36	1,222	1,098	1,059	1,042	1,032	1,026	1,022	1,019	1,017
0,37	1,218	1,097	1,058	1,041	1,032	1,026	1,022	1,019	1,017
0,38	1,216	1,096	1,058	1,041	1,032	1,026	1,022	1,019	1,017
0,39	1,214	1,095	1,057	1,041	1,031	1,025	1,022	1,019	1,016
0,40	1,212	1,095	1,057	1,040	1,031	1,025	1,021	1,019	1,016
0,41	1,210	1,094	1,056	1,040	1,031	1,025	1,021	1,018	1,016
0,42	1,208	1,093	1,055	1,040	1,031	1,025	1,021	1,018	1,016
0,43	1,206	1,092	1,055	1,039	1,030	1,024	1,021	1,018	1,016
0,44	1,204	1,091	1,054	1,039	1,030	1,024	1,020	1,018	1,016
0,45	1,201	1,090	1,054	1,039	1,030	1,024	1,020	1,018	1,016
0,46	1,199	1,089	1,053	1,038	1,029	1,024	1,020	1,017	1,015
0,47	1,197	1,088	1,053	1,038	1,029	1,023	1,020	1,017	1,015
0,48	1,194	1,087	1,052	1,037	1,029	1,023	1,020	1,017	1,015
0,49	1,192	1,086	1,051	1,037	1,028	1,023	1,020	1,017	1,015
0,50	1,189	1,085	1,051	1,036	1,028	1,023	1,019	1,017	1,015
0,51	1,187	1,084	1,050	1,036	1,028	1,022	1,019	1,016	1,015
0,52	1,184	1,083	1,049	1,035	1,027	1,022	1,019	1,016	1,014
0,53	1,181	1,081	1,049	1,035	1,027	1,022	1,018	1,016	1,014
0,54	1,179	1,080	1,048	1,034	1,027	1,021	1,018	1,016	1,014
0,55	1,176	1,079	1,047	1,034	1,026	1,021	1,018	1,016	1,014
0,56	1,173	1,078	1,047	1,033	1,026	1,021	1,018	1,015	1,014
0,57	1,170	1,077	1,046	1,033	1,026	1,021	1,017	1,015	1,013
0,58	1,167	1,075	1,045	1,032	1,025	1,021	1,017	1,015	1,013
0,59	1,164	1,074	1,044	1,032	1,025	1,020	1,017	1,015	1,013
0,60	1,161	1,073	1,044	1,031	1,024	1,020	1,017	1,014	1,013
0,61	1,158	1,071	1,043	1,031	1,024	1,020	1,016	1,014	1,012
0,62	1,155	1,070	1,042	1,030	1,023	1,019	1,016	1,014	1,012
0,63	1,152	1,069	1,041	1,029	1,022	1,019	1,016	1,014	1,012
0,64	1,148	1,067	1,040	1,029	1,022	1,019	1,015	1,013	1,011
0,65	1,145	1,066	1,040	1,028	1,022	1,018	1,015	1,013	1,011
0,66	1,142	1,064	1,039	1,028	1,021	1,018	1,015	1,013	1,011
0,67	1,138	1,063	1,038	1,027	1,021	1,018	1,014	1,012	1,011
0,68	1,135	1,061	1,037	1,026	1,020	1,017	1,014	1,012	1,011
0,69	1,132	1,060	1,036	1,026	1,020	1,017	1,014	1,012	1,010
0,70	1,128	1,058	1,035	1,025	1,019	1,016	1,013	1,012	1,010

CURRICULUM VITAE

Full Name : Herlina
Place/Birth : Rantau Karau Raya, 08 Mei 1986
Religion : Islam
Nationality : Indonesia
Marital Status : Single
Address : Jl. Kali Negara RT 3 No. 71 Kec. Sei Pandan
Kab. HSU
Education : a. TK Bustanul Ulum, graduated in 1992
b. MIN Rantau Karau, graduated in 1998
c. MTsN Rantau Karau, graduated in 2001
d. SMUN 1 Sungai Pandan, graduated in 2004
e. S1 English Department Tarbiyah Faculty IAIN Antasari
Banjarmasin since 2004/2005
Parents :
a. Father's name : Asnar
b. Occupation : Farmer
c. Mother's name : Siti Mulyani (Almh)
d. Occupation : -
e. Address : Jl. Kali Negara RT 3 No. 71 Kec. Sei Pandan
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January 2009 M

Writer,

