

**THE CORRELATION BETWEEN THE STUDENTS' HABIT
IN MEMORIZING VOCABULARY AND THE STUDENTS' ABILITY
IN ENGLISH READING COMPREHENSION
AT ELEVENTH GRADE OF MAN KELUA
ACADEMIC YEAR 2008/2009**



**BY
NORMILAH**

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

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Thesis

Presented for Partial Fulfillment of the Assignments
And Requirements to Obtain *Sarjana Pendidikan Islam* Degree
in Tarbiyah

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Yang membuat pernyataan,

Normilah

APPROVAL

Paper entitled : **THE CORRELATION BETWEEN THE STUDENTS' HABIT IN MEMORIZING VOCABULARY AND THE STUDENTS' ABILITY IN ENGLISH READING COMPREHENSION AT ELEVENTH GRADE OF MAN KELUA ACADEMIC YEAR 2008/2009**

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ABSTRACT

Normilah. 2009. *The Correlation between the Students' Habit in Memorizing Vocabulary and the Students' Ability in English Reading Comprehension at Eleventh Grade of MAN Kelua Academic Year 2008/2009*. Thesis, English Department. Tarbiyah Faculty. Advisor: (I) Drs. H. Syarifuddin Syukur, M.A., (II) Drs. Sa'adillah, M.Pd.

This research describes the correlation between the students' habit in memorizing vocabulary (English vocabulary) and the students' ability in English reading comprehension at eleventh grade of MAN Kelua academic year 2008/2009. The problems in this research: how is the students' habit in memorizing vocabulary?, how is the students' ability in English reading comprehension?, and is there any correlation between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension?

This research purposes is to know level of students' habit in memorizing vocabulary and level of students' ability in English reading comprehension, also to prove the truth of correlation between the students' habit in memorizing vocabulary and their ability in English reading comprehension.

Population in this research is all students at eleventh grade of MAN Kelua academic year 2008/2009 as many as 190 students and the sample is 25 % or 47 students from the total population; it is taken from *Proportional Random Sampling Method*.

To collect the data, the writer uses some techniques such as observation, interview, documentation, questionnaire, and written test. All data processed through editing, coding, frequency computation, tabulating, and interpretation. Then, the data analyzed by using r_{serial} coefficient correlation formula with quantitative descriptive and using inductive method to make conclusion.

This research finds out that the level of students' habit in memorizing vocabulary at eleventh grade of MAN Kelua academic year 2008/2009 is included into students that are sometimes memorizing vocabulary by number 25 students (53, 19 % from the total sample). While, the level of students' ability in English reading comprehension is included into enough category by values are 4, 862; its case based on the counting of mean score in English reading comprehension test and there is a positive correlation between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension at eleventh grade of MAN Kelua academic year 2008/2009; it is included into the lowest category by value is 0,114 or there is no correlation (there is a little correlation, but it is not considered).

ABSTRAK

Normilah. 2009. *Korelasi antara Kebiasaan Siswa dalam Menghapal Kosa Kata dengan Kemampuan Siswa dalam Pemahaman Bacaan Bahasa Inggris pada Kelas Sebelas MAN Kelua Tahun Ajaran 2008/2009*. Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah. Pemimbing: (I) Drs. H. Syarifuddin Syukur, M.A., (II) Drs. Sa'adillah, M.Pd.

Penelitian ini menggambarkan hubungan antara kebiasaan menghapal kosa kata (kosa kata bahasa Inggris) dengan kemampuan dalam pemahaman bacaan bahasa Inggris pada siswa kelas sebelas MAN Kelua tahun ajaran 2008/2009. Rumusan masalah pada penelitian ini adalah bagaimana kebiasaan siswa dalam menghapal kosa kata?, bagaimana kemampuan siswa dalam pemahaman bacaan berbahasa Inggris?, dan apakah ada hubungan antara kebiasaan siswa dalam menghapal kosa kata dengan kemampuan mereka dalam pemahaman bacaan bahasa Inggris?.

Penelitian ini bertujuan untuk mengetahui tingkat kebiasaan siswa dalam menghapal kosa kata dan tingkat kemampuan siswa dalam pemahaman bacaan berbahasa Inggris, serta untuk membuktikan kebenaran akan adanya hubungan antara kebiasaan siswa dalam menghapal kosa kata dengan kemampuan mereka dalam pemahaman bacaan berbahasa Inggris.

Populasi dalam penelitian ini adalah seluruh siswa kelas sebelas MAN Kelua tahun ajaran 2008/2009 yang berjumlah 190 siswa dan sampel yang diambil adalah sebanyak 25 % atau sebanyak 47 siswa dari seluruh populasi tersebut; jumlah ini di ambil melalui metode *Proportional Random Sampling*.

Dalam mengumpulkan data, penulis menggunakan beberapa teknik seperti obsevasi, wawancara, dokumentasi, angket, dan tes. Semua data diproses melalui pengeditan, pengkodean, penghitungan frekwensi, pentabelan, dan interpretasi data. Kemudian semua data tersebut dianalisis dengan menggunakan rumus koefisien korelasi r_{serial} dengan deskriptif kuantitatif dan menggunakan metode induktif untuk membuat kesimpulan.

Penelitian ini menemukan bahwa tingkat kebiasaan menghapal kosa kata pada siswa kelas sebelas MAN Kelua tahun ajaran 2008/2009 adalah termasuk dalam kategori siswa yang kadang-kadang menghapal kosa kata bahasa Inggris dengan jumlah siswa sebanyak 25 orang (53, 19 % dari total sampel). Sementara tingkat kemampuan siswa dalam pemahaman bacaan berbahasa Inggris adalah termasuk dalam karegori cukup, dengan nilai 4,862; hal ini berdasarkan perhitungan mean dari nilai yang diperoleh dalam tes pemahaman bacaan berbahasa dan terdapat korelasi positif anatara kebiasaan siswa dalam menghapal kosa kata dengan kemampuan mereka dalam pemahaman bacaan berbahasa Inggris pada kelas sebelas MAN Kelua tahun ajaran 2008/2009; kategori ini termasuk dalam kategori yang paling rendah dengan nilai 0, 114 atau tidak ada korelasi (terdapat korelasi, namun diabaikan).

DEDICATION

I dedicated my thesis for:

*"MOTHER, FATHER and My FAMILY"
Who always pray for my success, advice me,
and guide me to the right way*

AND

*All my friends at English Department '05
Love you all...*

ALSO

*My Husband who has given me much support
Thank you for all. May Allah al Mighty blessing
the people that I love.*

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الحمد لله رب العالمين والصلاة والسلام على أشرف الأنبياء والمرسلين سيدنا محمد وعلى
آله وصحبه أجمعين أما بعد

All praises be to Allah the Almighty for His Mercy and Guidance to the writer can finish the thesis entitled: “THE CORRELATION BETWEEN THE STUDENTS HABIT IN MEMORIZING VOCABULARY AND THE STUDENTS’ ABILITY IN ENGLISH READING COMPREHENSION AT ELEVENTH GRADE OF MAN KELUA ACADEMIC YEAR 2008/2009”.

May blessing and salutation always be upon the Great Prophet Muhammad (peace be upon him), all his families, companions, as well as his followers until the end of the day.

Best appreciation and gratitude for those who have kindly given their uncountable help, motivation, and support in completing this thesis, they are:

1. Prof. DR. Syaifuddin Sabda, M.Ag, as the Dean of Tarbiyah Faculty of Antasari State Institute for Islamic Studies Banjarmasin and all his staff for their help in the administrative matters.
2. Dra. Nida Mufidah, M.Pd, as the Head of English Department who had participated in completing this thesis and given the writer much guidance from submitting the design proposal until this thesis completed.

3. Drs. H. Syarifuddin Syukur, M.A, as the first advisor and Drs. Sa'adillah, M. Pd as the second advisor who have given the writer much time to consult, direction, guidance, and every thing from beginning until this thesis completed.
4. All lecturers and their assistants at Tarbiyah Faculty who have given the writer lots of valuable knowledge.
5. The staff of English Department office that much helps the writer in administration until this thesis finished.
6. Drs. H. Sukarni, M.Ag, the head of central library of IAIN Antasari Banjarmasin and also the librarians at Tarbiyah Faculty library who have given the writer some help to get needed literary.
7. Drs. Zainal Arifin as the Headmaster, English teachers, administration staff and all students at eleventh grade of MAN Kelua academic year 2008/2009 for their cooperation and information which have been given in this research.
8. All people who have participated in the effort of completing this thesis.

Considering this thesis still needs additional improvement and correction because by lack of the writer's knowledge in particular, any correction, suggestion and criticism are highly appreciated to make it better. May Allah Almighty always bless and reward all of us for the entire good thing that we have done, Amin.

Finally, it is hoped that this thesis is useful for the writer and the others.

Banjarmasin, Rajab 1430 A.H
July 2009 A.D

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CHAPTER I

INTRODUCTION

A. Rationale

Language is a communication device which is not separated from the human being life. All of people have a language to interact one another. By using the language, they can convey a message, express ideas, thoughts, and feeling either directly or indirectly. And also by the presenting of language makes the human being more perfect than other creature in the world.

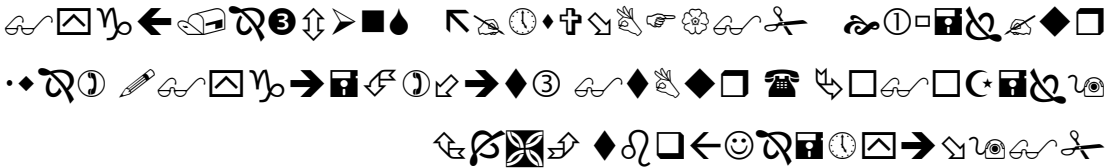
According to Finocchiaro, language is “a cultural product subject to laws and principles that are partially unique to it and partially reflective of general properties of the human mind”.¹ Because language is cultural product of human being, so there is a significant relationship between language and human being. It means that language is a media to deliver information to the other which has symbols as reflection of human mind and it passed the process of agreement in society.

The important of language in human life sometimes is not realized, although it becomes crucial media for creating a good relationship and having many functions in society. Language can create a different condition describing it users. For example, language that is used in happy condition is different with sad condition. It is relevant with Sri Utari Subyakanto Nababan’s statement; she stated that “*Bahasa dapat kita*

¹Marry Finocchiaro, *English as a Second Language: from the Theory to Practice*, (New York: Regents Publishing Company, Inc., 1974), p. 3.

*gunakan untuk membicarakan bahasa itu sendiri. Dari semua sistem komunikasi yang kita kenal, hanya bahasa manusialah yang dapat digunakan untuk berkomunikasi tentang diri sendiri”.*²

Language that used by human being absolutely has a system which consists of elements so that it can be understood by the other; some of them are grammar and comprehension. Therefore, language is a crucial component which should be learned and improved. As Sri Utami Subyakanto Nababan stated that the feature of language is it can be learnt “ *Bahasa berarti bahwa aturan- aturan dan kebiasaan- kebiasaan manusia diwariskan melalui kegiatan belajar dan mengajar, dan bukan gen- gen yang dibawa sejak lahir*” .³ It is also presented in Holy Qur’an (Al-Ankabut: 43):



The verse above defined that is very important to learn what have been created by God for human being so that it can be understood to each other; one of them is language.

The advanced of technology prosecutes people to learn many kinds of language in the world which becomes international communication language, such as English, France, Japan, Mandarin, Arabic, et cetera. It is done for improving the human resources quality to face the era of globalization.

²Sri Utari Subyakanto Nababan, *Psikolinguistik Suatu Pengantar*, (Jakarta: Gramedia Pustaka Utama, 1992), p. 7.

³Sri Utari Subyakanto Nababan, *ibid*, p. 6.

English which is the first international language is being an obligated language that should be learned in all countries in the world. It needs to be learned in order to broader knowledge and skill because many things are presented by using English. Even, it becomes standard of quality if a person wants to get a job and scholarship. For example, as at *Pusat Pelayanan Bahasa* (PPB) IAIN Antasari Banjarmasin gives an opportunity to the students who want to be lecturer assistant, they should get 500 points of TOEFL (*Test Of English as a Foreign Language*) score. The other example is the students should reach 575 of TOEFL score for getting Ph. D program scholarship to United States at AMINEF program.

In English learning emphases to four skills, they are listening, speaking, reading, and writing. It can be categorized into two part; receptive skill and productive skill. In receptive skill involves listening and reading skill and in productive skill involves speaking and writing skill.⁴

Formally, in Indonesia the learning of English has stated from junior high school until university. Of course, it has a different type of learning between them which have been arranged in curriculum.

Now day, in Indonesia is using KTSP (*Kurikulum Tingkat Satuan Pendidikan*) curriculum. KTSP curriculum is one of education substations which needs centralization; particularly in improving syllabus and its implementation based on the students need, state of school, condition of school or region where is held the

⁴*Panduan Pengembangan Silabus dan Kurikulum Bahasa Inggris Sekolah Menengah Pertama*, (Jakarta: Departemen Pendidikan Nasional, 2006), p. 2.

formal education. Therefore, school has an authority to arrange and to define the material in the lesson, activity, and evaluation in teaching learning. It is relevant with *Undang-Undang RI No. 20 Tahun 2003 Bab IV Pasal 10* states that :

“Pemerintah Daerah berhak mengarahkan, memimbing, dan mengawasi penyelenggaraan pendidikan sesuai dengan peraturan perundang-undangan yang berlaku”.⁵

If it is looked from the fact of implementation of English KTSP curriculum, UAN / UN (*Ujian Akhir Negara / Ujian Negara*) test presented by using text test type where the students should answer the questions based on the text. It can be in listening and reading, but most of them in reading. Its case surely has a closed relation to the student's ability in reading skill, the mastery of grammar, the mastery of vocabulary, and the using of time effectively when they answer the questions in order to the result can be satisfactory.

The first activity when the students get the text is reading by using their ability in finding the meaning of words, because it would be impossible to learn about a language without vocabulary-with-out word.⁶ Scott Thorbury said that “without vocabulary nothing can be conveyed”.⁷ From this activity, the students can understand the content of the text. But sometimes they have trouble to comprehend,

⁵*Ibid.*, p. 1.

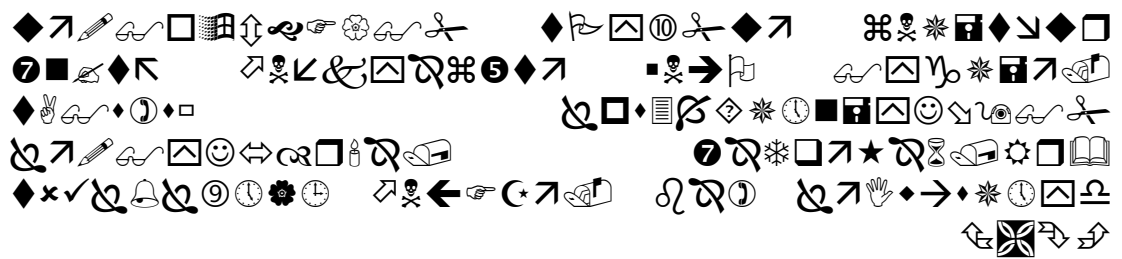
⁶Wilga. M. Rivers, *Teaching Foreign- Language Skill*, (Chicago and London: The University of Chicago Press, 1981), p. 462.

⁷Scott Thorbury, *How to Teach Vocabulary*, (England: Pearson Education Limited, 2002), p. 13.

although they can translate the difficult words, even they should repeat for several times; its case is very ineffectively for them.

For solving the problem, the students should have the skill that makes them success to answer the questions. Beside they are rich with vocabulary, students also should have ability in reading skill; especially reading comprehension. Therefore, between the students' skill in vocabulary and their ability in reading comprehension is much related and can not be separated.

In mastering vocabulary, the students absolutely can not be studied one time, twice, three times, or more, but it should be done in many times. The simple way to study it by memorizing vocabulary little by little. For example, the students memorize 2 until 5 words every day and it is done continuously, even it becomes habit for them. In Holy Qur'an (Al-Baqarah: 31) Allah taught to Adam about the name of things. Another way, it means that Allah taught and ordered to memorize vocabulary. The verse is as follow:



A habit in memorizing vocabulary can help the students to improve their ability in reading comprehension skill. If they are able to master in reading comprehension, hence they will be easy to understand the English text, also they can answer easily the questions relate to the text.

The writer found at MAN Kelua, the teaching - learning of English from tenth until twelfth concentrates on the reading text, because it is connected on the successful in UAN or UN. Eleventh grade of MAN Kelua has more time in learning English, beside they have full time in learning English at school, they also have additional class after all time of learning at school have finished. It surely has a hard effort from the students to study English; especially the mastering of many vocabularies in order to they can success in reading text learning. In effort for mastering vocabulary of them, it has relation with the habit for memorizing vocabulary every day. So, the writer thinks that there is a correlation between the students' habit in memorizing vocabulary and their ability in English reading comprehension.

Based on these problems above, the writer is interested in conducting a research about how is habit of the students at eleventh grade of MAN (*Madrasah Aliyah Negeri*) Kelua in memorizing vocabulary and their ability in English reading comprehension also the correlation between them. Finally, the writer takes a research by title: **THE CORRELATION BETWEEN THE STUDENTS' HABIT IN MEMORIZING VOCABULARY AND THE STUDENTS' ABILITY IN ENGLISH READING COMPREHENSION AT ELEVENTH GRADE OF MAN KELUA ACADEMIC YEAR 2008/2009.**

To avoid misinterpretation of the title above, the writer needs to explain some terms that include in the title:

1. Correlation, derived from word "correlate" means there is a mutual relationship or connection".⁸ In statistics term, correlation is "*hubungan antar dua variabel atau lebih*".⁹ It refers to the degree of correlation which ranges from 0,000 until +1,000 and 0,000 until -1,000.¹⁰ The correlation in this title means that the relationship or connection between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension at eleventh grade of MAN Kelua academic year 2008/2009.
2. Habit is an activity done regularly and repeatedly. Habit in memorizing vocabulary in this title means that the frequency of memorizing by the students at eleventh grade of MAN Kelua academic year 2008/2009. It is relevant with Betty Schramper Azar Said that "the simple present tense expresses habit and it can be defined by using adverb of frequency; Always, usually, often, sometimes, seldom, rarely, and never".¹¹
3. Ability is the mental or physical capability, power or skill required to do.¹² The ability in this research means that the power or skill of the students at MAN Kelua in English reading comprehension.

⁸A.S Hornby. *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p. 261.

⁹Anas Sodijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2000), p.167.

¹⁰Murdan, *Statistik Pendidikan*, (Banjarmasin: Cypus Banjarmasin, 2006), p.134.

¹¹Betty Schramper Azar, *Basic English Grammar*, (United States of America: Precentile Hall Regents, 1995), 2nd ed., p. 44.

¹²A.S Hornby., *op. cit.*, p. 2.

4. Reading comprehension is the process of understanding the message that author is trying to convey. Very simply, it is making meaning from the text at hand.¹³ Reading comprehension in this research means that the activity of students at eleventh grade of MAN Kelua academic year 2008/2009 to understand the meaning or the content of the text or passage in the text.

Therefore, this title means to find out the correlation between the students' habit in memorizing vocabulary and the students ability in English reading comprehension at eleventh grade of MAN Kelua academic year 2008/2009.

B. Problem Limitation

Based on the explanation that explores in rationale, there are many problem relate the writer's research about the correlation between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension at eleventh grade of MAN Kelua academic year 2008//2009, but the writer takes the central problem on :

1. How is the degree of the students' habit in memorizing vocabulary at eleventh grade of MAN Kelua academic year 2008/2009?
2. How is the degree of the students' Ability in English reading comprehension at eleventh grade of MAN Kelua academic year 2008/2009?

¹³Pamela J. Faris, *et. al.*, , *Teaching Reading: A balanced Approach For Today's Classrooms*, (New York: McGraw-Hill Companies, 2004), p. 321.

3. Is there any correlation between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension at eleventh grade of MAN Kelua academic year 2008/2009?

C. Reason for Choosing the Title

The title is taken by the writer because some reasons, they are:

1. Memorizing vocabulary is an important activity in mastering English.
2. Habit in memorizing vocabulary is very helpful for the students who want to master English; especially for students at MAN Kelua. Moreover, for improving their ability in English reading comprehension.
3. Reading comprehension skill is much needed to understand the text quickly. Moreover, the focus of UAN or UN English test is in text form. Therefore, the students should improve their ability in reading skill.

D. Research Purpose

This research intends:

1. To find out the degree of the students' habit in memorizing vocabulary at eleventh grade of MAN Kelua academic year 2008/2009.
2. To find out the degree of the students' ability in English reading comprehension at eleventh grade of MAN Kelua academic year 2008/2009.

3. To find out the degree of correlation between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension of MAN Kelua academic year 2008/2009.

E. Research Significant

This research has contribution as follow:

1. The result of correlation between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension at eleventh grade academic year 2008/2009 can help the teachers; especially English teachers, students, and the other at MAN Kelua in effort of improving the achievement of students.
2. By knowing the degree of the students' habit in memorizing vocabulary and the students' ability in English reading comprehension at eleventh grade also their correlation, it is can be expected that it can be used as the information to the school in achieving English instructional goal.
3. The result of correlation between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension at eleventh grade can be expected giving contribution for the writer to explore knowledge, especially in reading skill.

4. The research about the correlation between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension at eleventh grade of MAN Kelua academic year 2008/2009 can be expected adding references to the next researchers who want to research deeply.

F. Assumptions and Hypothesis

1. Assumptions

- a. The students' ability in English reading comprehension at eleventh grade of MAN Kelua academic year 2008/2009 can be influenced by their habit in memorizing vocabulary.
- b. The students' habit in memorizing vocabulary at eleventh grade of MAN Kelua academic year 2008/2009 is different to each other.
- c. The students at eleventh grade of MAN Kelua academic year 2008/2009 have different ability in reading skill, especially in English reading comprehension.

2. Hypothesis

Based on the Assumptions above, hence there are two possibilities of hypothesis:

1. Direction or alternative hypothesis (H1)

There is a significant correlation between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension.

2. Null hypothesis (H0)

There is no significant correlation between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension.

G. Organization of Writing

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

The first chapter is introduction that covers rationale, formulation of problems, reason for choosing the title, the purpose of research,

The second chapter is theoretical review, that covers definition and the techniques of memorizing vocabulary, the important of memorizing vocabulary, habit in memorizing vocabulary, definition of reading and reading comprehension, the process of reading comprehension, vocabulary is a building of reading comprehension, the last is the relation between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension.

The third chapter is research method that covers population and sample, data, source of data, techniques of data collecting, basic framework of research, technique of data processing and analysis, design of measurement, and research procedure.

The fourth chapter is report of research result that covers description of research location, description of data presentation and data analysis.

The fifth chapter is closure that covers conclusion and suggestions.

BAB II

THEORETICAL REVIEW

A. Definition and Technique of Memorizing Vocabulary

1. Definition of Memorizing Vocabulary

Memorizing vocabulary is very important activity of learning English. It is an aspect of a set of students' efforts in mastering English well, because without vocabulary, there is no anything that can be conveyed.

Memorizing vocabulary consists of two words "memorizing" and "vocabulary". The word "memorizing" is derived from a verb "to memorize" which gets the suffix *-ing* and becomes a noun. This change is called "gerund". There are some definitions of memorizing namely: A.S. Hornby stated that memorizing is "learning something well enough to remember exactly".¹⁴

In *Kamus Umum Bahasa Indonesia*, memorizing is "*belajar atau mempelajari sesuatu dan mencoba menyimpannya dalam ingatan*".¹⁵ Based on *Kamus Psikologi*, memorizing means that "*Suatu proses belajar yang secara tipikal dilaksanakan dengan pengulangan bahan-bahan yang dipelajari sehingga*

¹⁴A.S. Hornby, *op. cit.*, p. 730.

¹⁵J.S. Badadu and Sutan Mohammad Zain, *Kamus Umum Bahasa Indonesia*, (Jakarta: Pustaka Sinar Harapan, 1994), p. 483.

*menghasilkan reproduksi image-image, ide-ide atau penerimaan- penerimaan secara verbal dan teliti”.*¹⁶

It is clear that memorizing is an active process which involves a hard attempting from a person to make something can be repeated later. It is relevant with the definition based on Syaiful Bahri Djamarah, he stated that memorizing is “*Suatu aktifitas menanamkan suatu materi verbal di dalam ingatan, sehingga nantinya dapat di produksi (diingat) kembali secara harfiah sesuai dengan materi yang asli*”.¹⁷

In conclusion, memorizing is an activity to remember something exactly and it is repeated based on the originality. Trough memorizing, remembering process is an important activity, therefore capacity of memory is very supported for someone’s memorizing.

Vocabulary is an important part of mastering English. Vocabulary consists of words which are used in communication written or orally. In vocabulary some material are presented such as word formations, word classes, multi-word units, affixes (word stem, prefixes, and suffixes), synonym, Anthony, homonyms, homograph, et cetera.

There some definitions of vocabulary, they are: According to A.S. Hornby, vocabulary is:

- a. A set of words known to a person on other entity or that are part of a specific language.

¹⁶Kartini Kartono and Dali Gulo, *Kamus Psikologi*, (Bandung: Pioner Jaya, 1987), p. 275.

¹⁷Syaiful Bahri Djamarah, *Psiukologi Pendidikan*, (Jakarta: Rineka Cipta, 2002), p. 29.

b. The total number of words that make up language.¹⁸

Webster stated that “vocabulary is a list of words usually arranged, defined, explained and translated alphabetically”.¹⁹ In other word, it can be said that vocabulary consists of words that is something which has alphabetical feature (A until Z). Another definition says that “vocabulary is range of words known to, or used by a person in a trade, professions, etc. and also vocabulary is the number of words which (with rule for combining them) make up a language”.²⁰

From the definitions of vocabulary above, it can be said that vocabulary is a total number of words which has meaning and definitions used by someone or students to express the idea in language.

After two terms “ memorizing” and ” vocabulary” defined , the writer can conclude that memorizing vocabulary is an activity to remember exactly the number of words in memory based on originality and they can be repeated later.

2. Technique of Memorizing and Memorizing Vocabulary

Memorizing is not easy to do. Commonly every one has troubles to apply in effective time. For solving this problem, usually there is a different type of memorizing which is done based on capability of oneself. Syaiful Bahri Djamarah in his book said that:

¹⁸A.S. Hornby and A.P Cowie, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1963), p. 959.

¹⁹Webster, *New Webster Dictionary*, (New York: Pratic Hall Inc.), p. 486.

²⁰A.S Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1974), p. 978.

Daya ingat setiap orang itu bermacam-macam. Ada seseorang yang sukar menerima pelajaran, tetapi mudah pula mengingatnya dan menyimpannya dalam waktu yang cukup lama. Ada yang kedua-duanya, yaitu mudah menerima dan mengingatnya dalam waktu yang cukup lama. Tetapi yang perlu dipegang adalah bahwa proses mengingat itu bermula dari menyerap, menyimpan, dan akhirnya dikeluarkan kembali .²¹

Considering the several of memorizing types, a person can do by using different techniques in order to get a comfort condition to memorize, for example by loud voice, sit in corner of room, look at ceiling or everything. The existence of technique makes someone easier to memorize.

According to Bobbi De Porter and Mike Hernacki, the technique for memorizing is:

a. Remember to memorize

This technique means that effort of remembering must be seriously. Many activities need to be stopped and gave times for making association in memory; in order to someone who memorizes vocabulary can remember by using his or her style.

b. Making a drill to use the memory

The second technique means that to try for using remembrance in a very opportunity oftentimes, even for something that is not needed For example when someone is eating or driving a car.

²¹Syaiful Bahri Djamarah, *Rahasia Sukses Belajar*, (Jakarta: Rineka Cipta, 2002), p. 25.

c. Making a clear association in memory, not in general

The third technique means that giving a special sense in remembrance, for example by relating action, color, a different voice or everything that make easy what is remembered.

d. Remember the other thing

This technique means that if there is a trouble to remember, it can be solved by making the connection to other thing so that the remembering process is more easily.

e. Making memory map

Memory map is a media for memorizing naturally because it uses symbols and color for creating a visually sense. This technique can create a good association to other information.

f. Repeat the memory

It is the important part of memorizing. The research shows that if someone wants to remember more information, she or he should repeat more times. If she or he remembers a new thing, remembers immediately and repeats again after 24 hour, a week, two weeks, a month, and six months. After that, it can occur continuously.

In relation with the repetition in memory, Anas r.a told a Hadist as follow:

إِذَا تَكَلَّمَ بِكَلِمَةٍ أَعَادَهَا ثَلَاثًا نَحْتِي تُفْهَمَ عَنْهُ وَإِذَا أَتَى عَلَى قَوْمٍ فَسَلَّمَ عَلَيْهِمْ سَلَّمَ عَلَيْهِمْ ثَلَاثًا. (رَوَاهُ الْبُخَارِيُّ أَبُو دَاوُدَ)

The Hadist above tells that Prophet Muhammad peace be upon him told a sentence hence he repeated three times until he surely understood. It means that repeating something in memory is the good way makes the remembrance easier to memorize.

g. Taking time break when memorizing a more thing.

Someone does not impose the remembrance to remember a many things. Taking a time break may be making the memory can remember a more thing.

h. Keeping the health

Usually, memory can remember carefully when in good condition. So, keeping health should be done by having enough time to break, keeping food, having a good habit to exercise and the others.²²

The technique above is basic of memorizing vocabulary. Of course there is the expand technique in order to the memory can be more specific to remember the number of words. It is very impossible if all English vocabularies should be memorized. Linguistics experts agree that for having the ability in reading and speaking simply, the language users should have 5,000 words, because the other words is seldom used.²³

The problem is how to memorize those words effectively; however the learning of vocabulary in classroom is not enough for students who wants to master English vocabulary. Its case surely has additional effort from the students to make

²²Bobbi De Porter and Mike Hernacki, *Quantum Learning*, (Bandung: Kaifa, 2005), pp. 238 - 240.

²³Rachmat Taufiq Hidayat, *Kosa Kata Bahasa Inggris*, (Yogyakarta: Pustaka Pelajar, 1997), p. 2.

them can memorize those. The researcher Paul Meara estimated that at the rate of 50 words a week (not unreasonable, especially if the emphasis is taken off grammar teaching) this target can be reached in 40 weeks, or one academic year, more or less.²⁴

To reach the target of memorizing vocabulary, here is the recipe based on Rachmat Taufiq Hidayat:

- a.
 - 1) Giving a little time to memorize vocabulary every day. It does not need to memorize many vocabularies; at least 5-10 words.
 - 2) So that the vocabulary can be controlled, card system can be used to memorize vocabulary. For example, there is a special card with has size 10 x 7 cm to write list of 5 until 10 vocabularies. It may be changed every day. It can be imagined that if there are 10 vocabularies every day, in a year there are 3650 vocabularies.
- b. In memorizing English vocabulary, someone can make a list by using the technique as follow:
 - 1) Looking for synonym of the word. For example:

big – large	:	besar
dull- uninteresting	:	tidak menarik hati
easy – simple	:	mudah, gampang, etc.
 - 2) Defining definition of the words. For example, committee (panitia): group of people who meet together to discuss and make decisions.

²⁴Scott Thorbury, *op. cit.*, p. 21.

3) Looking for antonym of the words. For example:

easy x difficult

good x bad

love x hate

laugh x cry, etc.

c. Memorizing vocabulary by using sequence of the words. For example:

suffer (v) : *menderita*

sufferable (adj) : *dapat diderita*

sufferer (n) : *penderita*

suffering (n) : *penderitaan*

sufferance (n) : *kesabaran, etc.*²⁵

In memorizing vocabulary, it does not need to think many vocabularies that should be remembered. It does not need content of dictionary start from A until Z. Achmad Marzuq M. stated that “ *ada baiknya kita membatasi diri untuk menguasai sejumlah kata yang jumlahnya relative kecil namun frekuensi pemakaiannya tinggi dalam komunikasi*”.²⁶ It is clear that in memorizing vocabulary, there is no forcefulness but making the remembrance is more comfortable.

A recipe is not enough for memorizing without technique. Here are the techniques for memorizing vocabulary:

²⁵Rachmat Taufiq Hidayat, *op. cit.*, pp. 2 - 4.

²⁶Achmad Marzuq M., *Pintar Kosa kata Bahasa Inggris*, (Surabaya: Indah Surabaya, 2004), pp. 2 - 3.

- a. Using eyes, mouth and hands at the same time.

Using eyes means that the spelling, parts of speech, and senses of a word must be seen clearly. Using mouth means that the words should be read loudly. And the last, using hand means that the words should be written as originality.

- b. Learn word formation

Word formation means shows that there are some rules for forming words. If someone can master the rules, it will be of some help to spelling, memorizing, sense understanding, speech differentiating and vocabulary enlarging.

- c. Forcible memorizing usually. Someone is used to learning words one lesson after another or to learning them repeatedly.

- d. Classifying memorization when learned a certain number of words.

- e. Pay attention to the variety or word senses; the similarity of sense.

- f. Pay attention to different kinds of parts of speech of a word

- g. Making association. It can be thought about a word from one another. For example, someone wants to memorize tree, does not remember t-r-e-e so far, but she or he can relate the word to stick, branch, trunk, stem, etc.

- h. Making comparison. When memorizing words, two similar words can be compared with each other.

- i. Humorous language. In English, there are some dialogues that are made up in the words which have the same spelling but different meaning.

- j. Joke material. In English most joke materials are made up according to their pronunciation, spelling and meanings of some words.

- k. Explain some words according to our understanding
- l. Strange thoughts and clever questions
- m. Abbreviated words.²⁷

B. The Important of Memorizing Vocabulary

The first thing that English learners study is vocabulary. They should know and understand about vocabulary well. Vocabulary is one of basic elements of a language. Many words that may be making difficult them, therefore, they should know about the using of them in order that they can interact to each other.

As defined before, in order that English learners can have ability in speaking and reading, they should have 5,000 words. Most researchers nowadays recommended a basic vocabulary of at least 3,000 word families, while for more specialized needs, a working vocabulary of over 5,000 word families is probably desirable. Students aiming to pass the Cambridge First Certificate Examination (FCE), for example, should probably aim to understand at least 5,000 words.²⁸

David Wilkins summed up, the important of vocabulary learning” if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words.”²⁹

²⁷www.google.com, <http://blog.lohuedu.net/blog/view.aspx?ID2009/04/01>.

²⁸Scott Thorbury, *loc. cit.*, p. 21.

²⁹*Ibid*, p.13.

The English learners should know about English vocabulary visually and phonetically, because there is often little connection between the words and its meaning. Vocabulary is very beneficial, but sometimes it is difficult to use.

Based on the existence of English vocabulary that is very important to the English users, hence it is needs significant efforts to master it. One of the ways is by memorizing. Because by memorizing, English learners can be easier using the words.

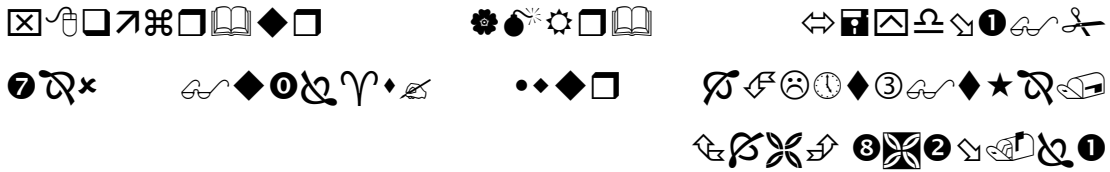
Memorizing vocabulary is very important because just by memorizing, the English learners do not hesitate to express their ideas and can be fluently in speaking and having good ability using them in written.

C. Habit in Memorizing Vocabulary

Words are the first thing that students know and understand. Every day the students find many new words either in around them or in the lesson or subject. They should apply those in order that they can be success to master English well. The students should remember much the vocabulary every day, even they should memorize them.

In Holy Qur'an (At- Thaahaa: 42), there is a command to mankind to remember more Allah. Another way, it means that Allah recommended to mankind to form the habit of memorizing. It is also indirectly recommended to the mankind for memorizing creations of Allah; one of them is vocabulary.

The verse is as follow:



Memorizing vocabulary is a common activity for the students; especially for students at junior high school until at university. It caused because there is a curriculum of English that order them to memorize. English that involves of four skills; listening, speaking, reading, and writing can be mastered if the students have enough vocabulary. It is impossible if the students can master grammar but they are not able to use without words.

To help the students in memorizing vocabulary, it is better if it becomes habit for them. Habit in memorizing vocabulary is not burden students if it is just in little frequency but it is continuously done. Habit in memorizing vocabulary will influence the way and also result of students learning directly or indirectly. A.S. Hornby said that “habit is a thing that person does often and almost without thinking especially something that is hard to stop”.³⁰ Another opinion defined that “habit is routines of behavior of that are repeated regularly, tend to occur an activity without directly thinking before about them”.³¹ E. P. Hutabarat said that “habit is an activity done repeatedly and frequently so that it becomes automatic or being done thoughtless”.³²

³⁰A.S Hornby, *op. cit.*, p.533.

³¹[www.google.com, http://en.wikipedia.org/wiki/habit,2009/04/08.](http://en.wikipedia.org/wiki/habit,2009/04/08)

³²E.P. Hutabarat, *Cara Belajar*, (Jakarta: Gunung Mulia, 1995), p. 30.

The term “habit” also can define as an activity by repetition. It means that the action of memorizing does not do just one time; it is needs two or more a week. For example, language learners have a habit in memorizing verb three times a week. The habit is frequency; it means that habit can be defined by using always, usually, often, sometimes, seldom, rarely, and never.

According to Wilga M. River, students need to learn how to commit vocabulary to long term memory.³³ It means that vocabularies should be memorized more by students. Habit in memorizing vocabulary is very beneficial effect to the students’ achievement in English. Usually, if the students have good habit in memorizing vocabulary, they can be easy in English and can be active to use each other; the students can remember the words well, they are easy to practice, then the more they will more improve, and later easier to memorize the next new vocabulary.

From the explanation above, it can be concluded that habit in memorizing vocabulary is an important activity which can help the students or other English users to develop their ability in English. It can be done simply by frequent repetition and it cannot be developed in short time but should be done continuously.

D. Definition of Reading and Reading Comprehension

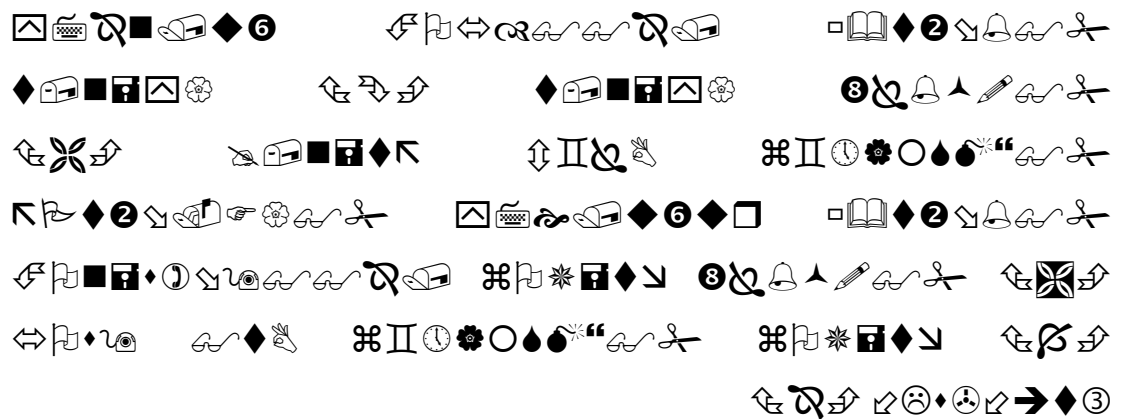
1. Definition of Reading

Reading is one of the four skills; listening, speaking, reading, and writing. The word “reading” is derived from a verb “to read” which gets the suffix- *ing* and

³³Wilga. M. Rivers, *op. cit.*, p. 464.

becomes a noun. This change is called “gerund”. Everyone will need to read for getting success in their studies. Reading is usually done to get more information either from book, magazine, news paper, or et cetera. Reading can make our life is meaningful.

Considering the importance of reading, Allah the Almighty in the Holy Qur’an (al-Alaq: 1-5) ordered to mankind to read. The verse as follow:



There are some definitions of reading namely: reading is a process of thinking, evaluating, judging, imaging, reasoning, and problem solving.³⁴ According to Ralph Taylor, “reading is to take the meaning of written or printed words through the eye and mind”.³⁵ In reading, the readers do not have many actions but they are more focus in thinking searching the content or information of what they read. Through reading, the readers can get everything that author wants to convey in his/her writing. Henry Guntur Tarigan said that “reading is a process to understand

³⁴Miles V. Zints, *The Reading Process (the teacher and the learner)*, (Iowa: W.C Brown Company Publisher, 1997), 2nd ed , p. 8.

³⁵Ralph Taylor, *Webster’s Word University Dictionary*, (Washington DC: Books Inc., 1997), p. 452.

something as implied in written words, in the other word reading is bringing to and getting meaning from printed or written material”.³⁶

Reading is not passive skill as it may first seem to be when compared with speaking or writing. Reading is actually a kind of dialog between the reader and the author. Reading involves as much alertness and participation as does a conversation “ asking questions, evaluating answers, summarizing ideas, then asking more questions, then asking more questions, so on”.³⁷

In 1851, Arthur Schopenhauer wrote that “reading is similar with thinking by using other mind, not the reader’s mind. By reading, the readers able to dip into the other mind and add the idea also experience”.³⁸

From the quotation above, the writer concludes that reading is one of language skills which is very important activity in learning, in order to get more information in printed words and as if can interact to the author.

2. Definition of Reading comprehension

The term “reading comprehension” is quite similar with “reading”, the difference is reading is a general activity than reading comprehension. Reading comprehension involves the comprehension by someone. Reading comprehension in Indonesia is acquainted with “ *membaca pemahaman* ” or called “ *komprehensif* ”.

³⁶Hendy Guntur Tarigan, *Membaca sebagai Suatu Keterampilan Berbahasa*, (Bandung:: Angkasa, 1990), p. 7.

³⁷Richard C. Yorkey, *Study Skill for Students of English*, (Singapore: McGraw- Hill International Editions, 1982), p. 154.

³⁸Herwono, *Quantum Reading*, (Bandung: MLC, 2005), p. 35.

The word “comprehension” is derived from the word “comprehend” means “to grasp with the mind” comprehension, then, is “the act of grasping with mind, taking in”.³⁹ A.S. Hornby defined that comprehension is the power of understanding.⁴⁰ Another definition said that comprehension means “understanding, it is safer to think of it terms of definition given in mind.”⁴¹

Reading comprehension is a cognitive process that integrates complex skills and cannot be understood without examining the critical role of vocabulary learning and instruction and its development.⁴²

Meanwhile Brogthon who asserted that reading is comprehensive. As quoted by Hendry Guntur Tarigan, reading includes some aspect in reading comprehension namely:

- a. *memahami pengertian sederhana* (understand the simple meaning)
- b. *memahami signifikasi atau makna* (understand the significant or sense)
- c. *evaluasi atau penilaian* (evaluation and appraisal)
- d. *kecepatan membaca yang fleksibel* (reading speed which has flexibility)⁴³

³⁹Ralph Taylor, *Webster's Word University Dictionary*, (New York: Prentice Hall General Reference, 1989), p. 286.

⁴⁰A.S Hornby, *loc. cit.*, 235.

⁴¹S.H. Burton, *Mastering English Language*, (Hongkong: The MacMillan, 1982), p. 53.

⁴²[http://www. Google.com/search?ie=UTF-8&oe=UTF-8sourceid=naulient&gfs=1&9,2009/04/08](http://www.Google.com/search?ie=UTF-8&oe=UTF-8sourceid=naulient&gfs=1&9,2009/04/08).

⁴³Hendry Guntur Tarigan, *loc. cit.*, p. 12.

E. The Process of Reading Comprehension

A reading text or passage needs a careful effort of reading of the readers. Because by using the careful effort, the readers can gather the purpose of reading text by imagination. The readers must read with entire concentration, determined to master the meaning of the passage in front of eyes determined to grasp it with mind. The readers read it sympathetically, entering into its spirit and working with author.

To make easier the readers in reading comprehension here are the strategies of good readers:

1. Predict: Make educated guesses.

Good readers make prediction about thoughts, vents, outcomes, and conclusion. If the prediction is denied, make new prediction again.

2. Picture: From images

For good readers, the words and the ideas on the page trigger mental images that relate directly or indirectly to the material. Images are like movies in head, and they increase the understanding of what you read.

3. Relate: Draw Comparison

When the readers relate existing knowledge to the new information in the text, the readers are embellishing the material and making it part of framework of ideas.

4. Monitor: Check understanding

Monitor the ongoing comprehension to understanding test of the material. Keep an internal summary or synthesis of the information as it is presented and how it relates to the overall message.

5. Correct gaps in understanding

Do not accept gaps in the reading comprehension. They may signal a failure to understanding a word or sentences. Stop and resolve the problem. Seek solutions, not confusion. This may mean rereading a sentences or looking for back at a previous page for clarification. If an unknown word is causing confusion, the definition may emerge through further reading.⁴⁴

The strategies above can help the process of reading comprehension. Here is a sample of the good reading comprehension process:

1. Being aware of the purpose for reading
2. Previewing the text to determine if it is relevant to reader's goal
3. Reading selectively with focus on relevant portions of the text.
4. Making association to ideas from the text based upon personal prior knowledge.
5. Evaluating and revising initial hypothesis that were formed during previewing the text and continuing to revise them as need throughout the reading.
6. Figuring out the meaning of new words, particularly those that seem important to grasping the meaning of the text.
7. Underlining, taking note, rereading portions of text, and or paraphrasing in order to remember important points in the text.
8. Interpreting the text, such as having an imaginary conversation with author.
9. Evaluating the text after it has been completed.

⁴⁴<http://academic.cuesta.edu/acasupp/AS/302.HTM209/09/04>.

10. Thinking about how to use the information in the text in the future.⁴⁵

F. Vocabulary is a Building of Reading Comprehension

As the writer has defined before that “there is no language without vocabulary”. Vocabulary is a basic element of English language skills. How to hear something without vocabulary, how to speak something without vocabulary, how to understand English written without vocabulary, and how to write something without vocabulary. Each of skills needs vocabulary.

One of skills that needed by vocabulary is reading which includes reading comprehension. Vocabulary knowledge is fundamental to reading comprehension; someone cannot understand text without knowing what most of the words mean. The proportion of difficult words in a text is powerful trouble to predict and understand the text well.

Increasing of vocabulary knowledge is a basic of the process of increasing the ability in reading comprehension. Lack of adequate vocabulary knowledge is already an obvious and serious obstacle for many students to understand text well. Rosemary Wells explained that how vital word knowledge is because it directly influences comprehension and general understanding.⁴⁶

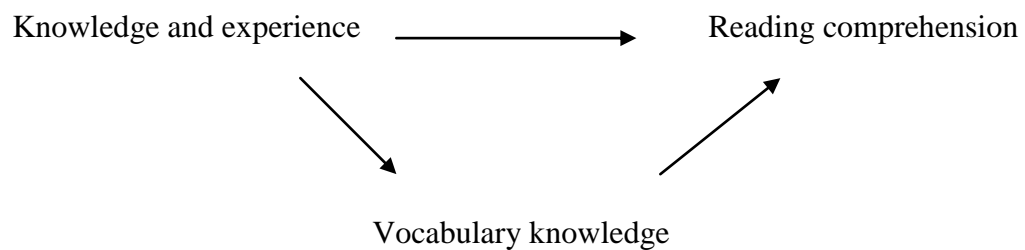
Reading comprehension ability can do with knowledge background of good vocabulary. It is relevant with what Hu Hsueh-Chao and Nation stated that: “This

⁴⁵Pamela J. Faris, *et. al., loc. cit.*, p. 329.

⁴⁶*Ibid.*, p. 381.

words knowledge supports reading comprehension because the reader must bring as much information to the text as the reader expects to get from it. It is difficult to read about astrophysics if you know nothing about it”.⁴⁷

Hu Hsueh-Chao and Nation represented this relationship as follow:



The scheme above describes that to build reading comprehension ability can be gotten from the ability in vocabulary, and vocabulary can be gotten from the other knowledge and experience.

Laufer asked that second language learners to underline the unknown words in the text setting now that 55% or more would be a reasonable score for reading comprehension of a text. This vocabulary measurement found that most that most of the learners were successful readers. It also revealed that there was considerable difference in comprehension scores.⁴⁸

⁴⁷http://google/search?=the+realtion+vocabulary+and+reading+comprehension,2009/04/08_

⁴⁸<http://google/search?=the+realtion+vocabulary+and+reading+comprehension,2009/04/08.>

It is clear that without vocabulary knowledge, the process of reading comprehension is difficult to do because the English learners just wasting time to understand the words in a text or passage. In other hand, it is easy to do if they have adequate vocabulary.

G. The Relation between the Students' Habit in Memorizing Vocabulary and the Students' Ability in English Reading Comprehension.

Many things should be considered by students to develop knowledge in finding more information in their leaning. It is not easy to do; they may be getting the confusion or boredom. Then, they are not serious again in their attempting.

It is also happen in English lesson. English may make the students think that it is one of the difficult lessons because it has quite difficult vocabulary; they cannot listen, say, read, write everything if they do not remember the words. And also they should learn hardly about grammar, pronunciation, expression et cetera in order to they can get good achievement on the final result of test.

The students can use memorizing technique for solving the problem, especially in memorizing vocabulary, moreover if it becomes habit. Habit in memorizing vocabulary is not difficult to do. For example, they can memorize 2 words every day, six times a week, five times a week, five times a week, etc. it is done in order to make a relax condition and considering vocabulary is not a bored thing.

Habit is very helpful for them. The students' habit in memorizing vocabulary is also very helpful for their ability in English reading comprehension. If the students have a good habit in memorizing vocabulary, they will get more vocabulary than others. When they find the English text, they can remember easily to make comprehension.

The ability in reading comprehension depends on the ability to recognize word quickly and effortless. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what they read.

From the explanation above, it can be known that the relation between the students' habit in memorizing vocabulary and their ability in English reading comprehension is very closed because without the habit to memorize words hardly, students may not get sufficient vocabulary that make them easy to read by comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Population and Sample

1. Population

The population of this research is restricted to the entire eleventh grade at *Madrasah Aliyah Negeri (MAN) Kelua* academic year 2008/2009 that amounts to 190 students. To make clear, the population of the students can be seen in the following table:

Table 3.1. The Number of Population

Number	Class	Sex		Sum
		Male	Female	
1.	XI IPA 1	11	23	34
2.	XI IPA 2	10	20	30
3.	XI IPS 1	17	16	33
4.	XI IPS 2	20	18	38
5.	XI IAI (Agama) 1	7	21	28
6.	XI IAI (Agama) 2	9	18	27
Total				190

2. Sample

Remembering the big number of population of the students, the writer uses *proportional random sampling* method that is the sample will be taken by 25% of population. To make clear about the sample in this research, it can be seen in the following table:

Table3.2. The Number of Sample

Number	Class	Sex		Sum
		Male	Female	
1.	XI IPA 1	3	6	9
2.	XI IPA 2	3	5	8
3.	XI IPS 1	4	4	8
4.	XI IPS 2	5	4	9
5.	XI IAI (Agama) 1	2	5	7
6.	XI IAI (Agama) 2	2	4	6
Total				47

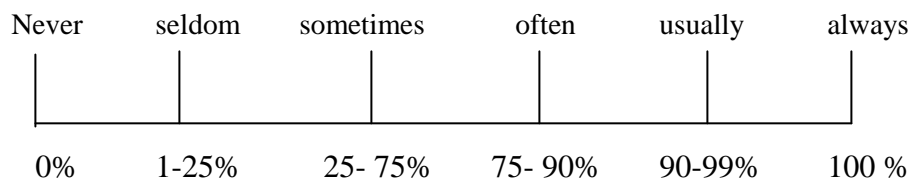
B. Data and Source of Data

1. Data

The data which investigated in this research consists of primary and secondary data. They are:

a. Primary data

- 1) Data about the students' habit in memorizing vocabulary at eleventh grade of MAN Kelua academic year 2008/2009. For giving the fixed measurement of the term "habit" in this research, hence the writer uses the scale and the classification of memorizing vocabulary frequency based on what Schramper stated is as follow:



a) Always : Memorizing vocabulary every day

b) Usually : Memorizing vocabulary six times a week

- c) Often : Memorizing vocabulary five or four times a week
 - d) Sometimes : Memorizing vocabulary three times a week
 - e) Seldom : Memorizing vocabulary twice a week⁴⁹
- 2) Data about the students' ability in English reading comprehension at eleventh grade of MAN Kelua academic year 2008/2009.

b. Secondary data

These data about the general description of the research location, which consists of:

- 1) Brief history of MAN Kelua.
- 2) Description of teachers, administration staff, the students, and school facilities

2. Source of Data

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

a. Respondents

The respondents of this research are the students at eleventh grade of MAN Kelua academic year 2008/2009 who are taken as sample as many as 47 students to find out the degree of their habit in memorizing vocabulary and their ability in English reading comprehension.

b. Documents

The documents include all written reports which contain the data about secondary data.

⁴⁹A.S Hornby, *loc. cit.*, p. 46.

c. Informants

The informants in this research are headmaster of MAN Kelua, the teachers, and the administration staff.

C. Technique of Data Collecting

1. Questionnaire

The data about the students' habit in memorizing vocabulary can be found by using this technique.

2. Test

This technique is used to find out the data about the students' ability in English reading comprehension at eleventh grade of MAN Kelua academic year 2008/2009 and to look for the truth between the students' habit in memorizing vocabulary and the students' ability in mastering vocabulary.

3. Interview

This technique is used to find out the data that is needed in this research by doing an interview to the informants.

4. Observation

This technique is used to see the condition of research location.

5. Documentary

The writer uses this technique for looking for the data about secondary data.

To see the clear explanation about the data, source of data and the technique of data collecting, the matrix of them as follow:

MATRIX

Data, Source of Data and Technique of Data Collecting

No	Data	Source	Technique
1.	Primary data <ul style="list-style-type: none"> • The students' habit in memorizing vocabulary • The students' ability in English reading comprehension 	Students Students	Test and questionnaire Test
2.	Secondary data <ul style="list-style-type: none"> - The general description of MAN Kelua includes: <ul style="list-style-type: none"> • Description about MAN Kelua • Description about the teachers, students, administration staff, and the school facilities. 	Headmaster/ Documents Administration staff/ Documents	Documentary/ observation/ Interview Documentary/ observation/ interview

D. Basic Framework of Research

Based on the explanation above about the correlation between the students habit in memorizing vocabulary and the students' ability in English reading comprehension defines that in this research has two variables, they are independent variable (X) for the students' the students habits in memorizing vocabulary and the dependent variable (Y) for the students' ability in English reading comprehension.

SCHEME



X : The students' habit in memorizing vocabulary

Y : The students' ability in English reading comprehension

E. Design of Measurement

This research will study about the correlation between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension. Before the writer does the research to the primary problem, the researcher should look for the data about:

1. The data about the students' habit in memorizing vocabulary

The habit of students in memorizing vocabulary will be measured based on the result of questionnaire that given by putting the questions in multiple choice. There are six options which indicate twenty questions and each option gets different score. Here are the explanations about them:

- a. always : six points for students choose this option
- b. usually : five points for students choose this option
- c.. often : four points for students choose this option
- d. sometimes : three points for students choose this option
- e. seldom : two points for students choose this option
- f. never : one point for students choose this option

To determine the scale of habit in memorizing vocabulary, the writer uses the following formula:

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

Where:

i : interval class

R : range

K : amount of interval class

Based on the criteria of habit in memorizing vocabulary which divided into six categories, hence it can be used as the amount of interval class (K). It is relevant with Suparman's statement stated that "*Jumlah kelas interval minimal 5 buah dan maksimal 15 buah*".⁵⁰

So, the formula to find out the interval of habit in memorizing vocabulary (i) can be found:

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

The criteria of habit in memorizing vocabulary involves of always memorizing vocabulary, usually memorizing vocabulary, often memorizing vocabulary, sometimes memorizing vocabulary, seldom memorizing vocabulary, and never memorizing vocabulary. So, the interval of each scale of habit in memorizing vocabulary can be determined as follow:

⁵⁰Murdan *op. cit.*, p. 34.

104	-	120	=	always memorizing vocabulary
87	-	103	=	usually memorizing vocabulary
70	-	86	=	often memorizing vocabulary
53	-	69	=	sometimes memorizing vocabulary
36	-	52	=	seldom memorizing vocabulary
19	-	35	=	never memorizing vocabulary

The data about the students' habit in memorizing vocabulary also uses the achievement test to find out the truth of the students' habit data in memorizing vocabulary which looked by using questionnaire, the achievement tests consist of :

- Capability of using antonym by using 5 multiple choice questions
- Capability of using synonym by using 5 multiple choice questions
- Capability of filling the word in the sentences or (completion test) with four alternative answers by using 5 questions
- Capability of defining the meaning of the word into Indonesia with four alternative answers by using 5 questions

Each right answer of achievement test of vocabulary test will get 0, 5 points and 0 for wrong answer. The total of right answer is 10 points.

2. The data about the students' ability in English reading comprehension.

To find out the data, the writer holds the achievement tests which will measure:

- a. Capability of understanding the content of whole text is measured by answering 6 multiple choice questions.

- b. Capability of getting information which found in the text is measured by answering 8 multiple choice questions.
- c. Capability of understanding the main idea is measured by answering 6 multiple choice questions.

Each question of English reading comprehension is rated 0, 5 points for the right answer and 0 for the wrong answer. The total of right answer is 10 points.

Classifying the students' ability in vocabulary and the ability in English reading comprehension can be seen in the following criteria:

In which:

8 - 10 : very high score

6 - < 8 : high score

4 - < 6 : enough score

2 - < 4 : low score

0 - < 2 : very low score

F. Technique of Data Processing and Analyzing

1. Technique of Data Processing

a. Editing

This technique is used to re-examine all of the collect data to make sure whether they have already completed or not.

b. Coding

In order to classify the respondents' answers to make a certain code on all collected data.

c. Frequency computation

After those data are classified in coding step, then the answers that have given by respondents compute according to their frequency.

d. Tabulating

The writer tabulates all the collected data based on the frequency computation by using this formula to calculate presentation:

$$P = \frac{F}{N} \times 100\%$$

P : percentage score

F : the frequency of answers by respondents for each item of questions

N : total number of respondents who answer

e. Interpreting

This the last of data processing in which are tabulated all data, then interpreted by using the following categories:

00% - < 20% : very small category

20% - < 40% : small category

40% - < 60% : sufficient category

60% - < 80% : large category

80% - 100% : very large category

2. Techniques of Data Analysis

a. Determining the mean of the respondents' score of ability in English reading comprehension by using the formula as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : the mean

N : the amount

$\sum X$: the total score

To analyze the data, the writer uses the *Coefficient Serial (Triserial) Correlation (r_{ser})* formula because data of habit in memorizing vocabulary is ordinal data and the data about the students' ability in English reading comprehension is interval data, as stated by Murdan in his book, if the correlation has two kind of variables that are ordinal data and interval data should used the *Coefficient Serial (Triserial) Correlation (r_{ser})* formula⁵¹, as follow:

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

Then, the wrier uses these following procedures to analyze the data:

⁵¹*op. cit.*, 146.

1) Making working table

Statistic	Habit in Memorizing Vocabulary					
	Always	Usually	Often	Sometimes	Seldom	Never
Total						
N						
P						
M						

2) Making working r_{ser} table

Frequency	n	P	O	(<i>or-ot</i>)	(<i>or-ot</i>) ²	$\frac{(or - ot)^2}{P}$	M	(<i>or-ot</i>)M
Always								
Usually								
Often								
Sometimes								
Seldom								
Never								
Total								

In which:

n : amount of respondents

P : individual proportion in group

or : lower ordinate

ot : higher ordinate

M : mean of students' score of habit in memorizing vocabulary

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

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

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 the students' habit in memorizing vocabulary and the students' ability in English reading comprehension

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 Arikunto Suggested:⁵²

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 trough in completing this research, those are:

⁵²S. Arikunto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi*, (Jakarta: Bumi Aksara, 2003), p. 75.

1. Preliminary step
 - a. To hold a prior in the research object
 - b. To discuss the result of the previous observation with the writer's advisor.
 - c. To make a research design proposal in order to be approved by the bureau of thesis
2. Preparatory step
 - a. To hold a seminar on the research design.
 - b. To revise the proposal based on the result of seminar and advisors' guidance.
 - c. To ask the dean of Islamic education Faculty for written mandate to conduct the research.
 - d. To make the instruments to all collect data.
3. Research step
 - a. To contact all respondents and informants who are needed to obtain the data.
 - b. To collect all the need data from several source
 - c. To process the data in procedural way and then analyze properly.
4. Organization step
 - a. Write the draft
 - b. Consult the draft to the advisor to have contribution and comment
 - c. Write and multiply the final draft
 - d. Having approved, the thesis is examined before the team of examines of Tarbiyah Faculty.

CHAPTER IV

REPORT OF RESEARCH LOCATION

A. Description of Research Location

1. Brief History of MAN Kelua Tabalong Regency

According to Drs. Zainal Arifin in his writing “ *Kronologis Madrasah Aliyah Negeri Kelua*”, Madrasah Aliyah Negeri (MAN) Kelua was from Madrasah Sinar Islam School which built by ideas of some figures such as H. Nawawi, H. M. Handi, H. Astar, H. Bung Mukri, H. Zakaria, H. Tarmidi, et cetera.

In 1960, Madrasah Sinar Islam was changed becoming *Pendidikan Guru Agama Persiapan* (PGA-P). It was continuing as long as eight years. In 1968, it was changed again becoming *Pendidikan Guru Agama Negeri 4* (PGAN 4); its school was not enough for students who wanted to continue to the next grade because this school just until 4 years. In fact, the students should add 2 yeas again. For reaching this condition, they should go to Banjarmasin namely going to PGAN 6 Banjarmasin. By considering this problem, PGAN 4 changed into PGAN 6; its condition was continuing until 1979.

In 1979, there was government agreement that PGAN 6 divided into two schools; MAN Kelua and MTsN Kelua. This change caused because many graduation of PGAN 6 could not work as an official government and the number of the teacher was full. Its change was also followed by the move of school location from Desa Telaga Itar to Jl. Bacu Desa Pari-Pari.

Since MAN Kelua has been built until now, there are eight leaders who taken hold of as headmaster. The explanation of headmaster of MAN Kelua explored in this following table:

Table 4.1 Description of the headmaster of MAN Kelua.

NO	NAME OF HEADMASTER	LEADING PERIOD
1.	Drs. H. Mukhtar M	1979- 1981
2.	Drs. H. Masrun Amberi	1982-1983
3.	Drs. H. M. Zaini	1983-1988
4.	Drs. H. Abdul Fatah	1988-1989
5.	Drs. H. Sunardi	1989-1993
6.	Drs. H. Mukri	1993-1996
7.	Drs. H. yusran Hilmi	1996-2000
8.	Drs. H. Zainal Arifin	2000 until now

Source of data: Document of MAN Kelua, 2008

2. Description of Teachers, Administration Staff, Students and School Facilities of MAN Kelua

a. Teachers of MAN Kelua

There are forty-two teachers at this school in academic 2008/ 2009, which have responsibilities for teaching learning and educational activities in accordance with their respective competences and expertise; four of them are English teachers. The teachers in MAN Kelua is from several of education background, such as from UNLAM, IAIN, STAI, STIKIP, et cetera. To make clear this description, it can be seen in the following table:

Table 4.2. Description of MAN Kelua teachers academic year 2008/2009

No	Name	Last Graduation	Lesson that is Taught
1.	Drs. Zainal Arifin	S1 IAIN FT 1982	Qur'an Hadist
2.	Dra. Hj. Ruhayanah	S1 PMP 1988	PPKN History
3.	H. Alwi H. Anang, S.Ag.	S1 PAI 2001	Islamic Moral
4.	Eko Mudofah N, S. Pd.	S1 MATHEMATICS 1993	Mathematics
5.	Fatmah Harnani, S.Pd.	S1 FKIP CHEMISTRY 1993	Chemistry
6.	Dra. Hj. Masriqoh	S1 IAIN FT 1994	Indonesian
7.	Siti Hasunah, S.Pd.	S1 FKIP BIOLOGY 1997	Biology Geography
8.	Marliana, S.Ag.	S1 PAI 2001	Qur'an Hadist Fiqih
9.	Normiati, S.Pd.	S1 FKIP MATHEMATICS 2001	Mathematics
10.	Drs. M. Sapuan Gestianto	S1 FKIP SOCIOLOGY	Sociology
11.	Drs. H. Syaifur Rafiq	S1 IAIN FT 1992	Fiqih
12.	Alfi Khairian, S. Pd.	S1 FKIP ENGLISH 1994	English
13.	Suratno, S. Pd.	S1 FKIP PHYSICS 2004	Physics Sport
14.	Rizain, S. Pd. M.Si.	S2 ITS SURABAYA 2008	Chemistry TIK
15.	Siti Mujahadah, S. Ag.	S1 PAI 2001	Qur'an Hadist Ilmu Kalam Geography
16.	Abdah Mukminah, S. Pd. I	S1 IAIN Arabic 2002	Arabic Islamic Moral
17.	Rohyat Helpi, S. Ag.	S1 PAI 1998	Geography Ushul Fiqih
18.	Abdul Malik, S. Ag.	S1 Ak. IV 1999	English Tasawuf
19.	Husnatul Asyarah, S. Pd.I	S1 STAI PAI 2002	Indonesian PPKN

Continuing of table 4.2

No	Name	Last Graduation	Lesson that is Taught
20.	Salim, S. Ag.	S1 PAI 2001	Islamic History
21.	Nordinah, S. Ag	S1 STAI PAI 2001	Qur'an Hadist
22.	Nor Aida, S. Ag.	S1 IAIN Dakwah 2002	Indonesian
23.	Bambang H., S. Pd.	S1 FKIP SPORT 1993	Sport
24.	Hidayatul Husna, S. Pd.I	S1 IAIN Arabic 2004	Arabic
25.	Baihaki, A. Ma.	D2 FT 2000	English Arabic
26.	Deddy Fardhyantor, S. Pd.	S1 IKIP Biology 2004	Biology History
27.	Wahdinor, S. Pd.	S1 Economics 2001	Economic
28.	Ruspianor	STM BJM 1992	Art
29.	Akhmad Raji	MAN IPS 2000	Qur'an Hadist Islamic Moral
30.	Yati, S. Pd.I	S1 IAIN Arabic 2003	Arabic Tafsir Ilmu tafsir
31.	Nurul Hidayah, S. Si	S1 MIPA Biology 2006	Biology
32.	Wiwi Heriyani, S. Pd.	S1 IKIP Chemistry 2006	Physics
33.	Ulin Nuhayanti, S. Pd.	S1 IKIP Economics 2005	Economics Muatan Lokal
34.	M. Eddy Rusmana, S. Pd.	S1 Sport 2003	Sport
35.	H. Abd. Halim, S. Kom.	S1 Kom. 2006	TIK
36.	Hisni raudati, S. Si	S1 MIPA MMK 2006	Mathematics
37.	Sarwani, S. Si	S1 MIPA MMK 2006	Mathematic
38.	Herwanto, S. Pd.I	PGK MI 2005	Arabic Ilmu Kalam
39.	Zuhrufah, S. Pd.	S1 STIKIP Bio. 2007	Biology History
40.	Halimatul Husna, SE	S1 Economic Management 2006	Indonesia
41.	Nurhikmah S. Pd.I.	S1 IAIN English 2008	English
42.	Emma Khairunnisa, S. Pd.	S1 FKIP PPKN 2008	PPKN

Source of data: Document of MAN Kelua, 2008

b. Administration Staff

MAN Kelua has 10 administration staff, which consists of a head of administration management and 9 official employees with different duty. To know about administration staff and office employees' condition at this school, it can be seen in this following table:

Table 4.3 Description of administration staff

NO	ADMINISTRATION STAFF	POSITION
1.	H. Akhmad Firdaus	Head of Administration Management
2.	Suriansyah	Official Employee
3.	Majidi	Official Employee
4.	Syahrian	Official Employee
5.	M. Fahriani	Official Employee
6.	Nihwan Gazali	Official Employee
7.	Nurul Hikmah	Official Employee
8.	Amiyah	Official Employee
9.	M. Taufik	Official Employee
10.	Siti Norasiah	Official Employee

Source of data: Document of MAN Kelua, 2008

c. Students

In the academic 2008/2009, the total of students that has administratively registered at MAN Kelua is 630 students. They are 237 students from tenth class, 190 students from eleventh class, and 203 students from twelfth class. To make clear this amount of students, it can be seen in the following table:

Table 4.4 Description of students at MAN Kelua academic year 2008/2009

No	Class	Sex		Sum
		Male	Female	
1.	Tenth	85	152	237
2.	Eleventh	74	116	190
3.	Twelfth	77	126	203
	Total			630

Source of data: Document of MAN Kelua, 2008

d. Description of the School Facilities

Generally, the physical condition of MAN Kelua building is good and the construction is permanent enough with width of ground 10.027 m². This school also has good facilities, as the tools of teaching learning. To make clearly, the condition of school facilities can be seen in the following table:

Table 4.5 Description of the school facilities

No	Facilities	Quantity	Quality		Description
			Good	Broken	
1.	Classroom	18	13	5	-
2.	Laboratory	1	1	-	-
3.	Headmaster room	1	1	-	-
4.	Teachers' room	1	1	-	-
5.	Administration Room	1	1	-	-
6.	Students' Toilet	8	5	3	-
7.	Teachers' Toilet	2	1	1	-
8.	Library	1	1	-	-
9.	Skill Room	2	2	-	These rooms are for students' creativity center
10.	School Parking	3	3	-	2 parking for students and 1 parking for teachers.

Source of data: Document of MAN Kelua, 2008

B. Data Presentation

1. Data about the Students' Score of Habit in Memorizing Vocabulary

The data of the students habit in memorizing vocabulary is included in ordinal data which categories into six part; always memorizing vocabulary, usually memorizing vocabulary, often memorizing vocabulary, sometimes memorizing vocabulary, seldom memorizing vocabulary, and never memorizing vocabulary.

Based on the result of students' score in questionnaire which separated to the students on 3rd and 5th of March, 2009 to find out the data about the students' habit in memorizing vocabulary, the writer got the highest score is 85 and the lowest score is 40.

Here are the all data about the questionnaire result of students' habit in memorizing vocabulary at eleventh grade of MAN Kelua academic year 2008/2009 that the writer has collected.

Table 4.6 Students' score of habit in memorizing vocabulary

Respondent No	Students' Score of Habit in Memorizing Vocabulary	Respondent No	Students' Score of Habit in Memorizing Vocabulary
1.	51	25	48
2.	64	26.	43
3.	52	27.	54
4	68	28.	45
5.	43	29.	62
6.	62	30.	48
7.	68	31.	59
8.	40	32.	49

Continuing of table 4.6

Respondent No	Students' Score of Habit in Memorizing Vocabulary	Respondent No	Students' Score of Habit in Memorizing Vocabulary
9.	54	33.	60
10.	59	34.	62
11.	58	35.	44
12.	59	36.	75
13.	52	37.	61
14.	78	38.	56
15.	52	39.	71
16.	55	40.	65
17.	65	41.	55
18.	64	42.	76
19.	58	43.	46
20.	59	44.	85
21.	49	45.	56
22.	49	46.	73
23.	53	47.	65
24.	51		

After the writer found the data about the students' habit in memorizing vocabulary, then the writer classifies them into some level which is available with grade of score. Clearly, it can be seen in the following table:

Table 4.7 The classification and the percentage of students' habit in memorizing vocabulary

No	Score	Category	Frequency (F)	Percentage (%)
1.	104 – 120	Always	0	0 %
2.	87 – 103	Usually	0	0 %
3.	70 – 86	Often	6	12.77 %
4.	53 – 69	Sometimes	25	53.19 %
5.	36 – 52	Seldom	16	34.04 %
6.	19 – 35	Never	0	0 %
	Total		47	100 %

Based on the table above, it is got that there is no students included into always and usually memorizing vocabulary category (0 %), 6 students (12,77 % from the total of respondents) is classified into often memorizing vocabulary category, 25 students (53, 19 % from the total respondents) is classified into sometimes memorizing vocabulary category, 16 students (34, 04 % from the total respondents) is classified into seldom memorizing category, and the last there is no students are included into never memorizing vocabulary category.

Based on the classifying above, it is known that the most of students at eleventh grade of MAN Kelua academic year 2008/2009 is included into sometimes memorizing category by counting 25 students or 53, 19 % from 47 students as the sample.

To look for the truth of students' habit in memorizing vocabulary score, the researcher also makes vocabulary test for students. This test consists of ability in

synonym, antonym, looking for the right word to fill the blank space in sentence or completion and capability in finding the meaning into Indonesia.

Based on the result of the test, it is found that the highest score is 8, 5 and the lowest score is 3, 5. To make clear the explanation about the all students' score of vocabulary test, it can be seen in the following table:

Table 4.8 Students' score of vocabulary test

Respondent No	Students' Score of vocabulary test	Respondent No	Students' Score of vocabulary test
1.	8	25.	5
2.	7,5	26.	5,5
3.	5,5	27.	8
4.	7	28.	4,5
5.	6,5	29.	7,5
6.	5	30.	5,5
7.	7	31.	6
8.	3,5	32.	6,5
9.	8,5	33.	7
10.	6,5	34.	8
11.	6	35.	3,5
12.	6,5	36.	5
13.	8	37.	4,5
14.	8	38.	4,5
15.	5	39.	5
16.	5	40.	5
17.	5	41.	5,5
18.	4,5	42.	5

Continuing of table 4.8

Respondent No	Students' Score of vocabulary test	Respondent No	Students' Score of vocabulary test
19.	7	43.	3,5
20.	4,5	44.	4,5
21.	3,5	45.	8,5
22.	5	46.	5.5
23.	6	47.	5
24.	5		

The table below explains the categories of the score and its distribution.

Table 4.9 The classification and the percentage of students' score of vocabulary test

No	Score	Category	Frequency (F)	Percentage (%)
1.	8 - 10	very high score	7 students	14,89 %
2.	6 - < 8	high score	13 students	27,66 %
3.	4 - < 6	enough score	23 students	48,94 %
4.	2 - < 4	low score	4 students	8,51 %
5.	0 - < 2	very low score	-	0 %
	Total		47	100 %

From the table of categories and the percentage of students' score in answering vocabulary test, it is known that there are 7 students are included into very high score by percentage 14,89 % from the total of result sample, 13 students are included into high score by percentage 27,66 % from the total of result sample, 23 students are included into enough score by percentage 48,94 % from the total of result

sample, 4 students are included into low score by percentage 8, 51 %, and the last is there is no student is included into very high score (0 %).

After the counting of students' result in vocabulary test, it is known that most students at eleventh grade of MAN Kelua academic year 2008/2009 are classified into enough score by counting 23 students (48,94 %) from the total of sample.

The result of students' score in answering vocabulary test absolutely should be compared with the students' score of habit in memorizing vocabulary. To make them equivalent, the students' score result of habit in memorizing vocabulary also divided into six categories, then the writer find out the percentage of each category. Clearly, the categories and the percentage of students' score, it can be seen in the following table:

Table 4.10 The classification and the percentage of students' habit in memorizing vocabulary based on five categories

No	Score	Category	Frequency (F)	Percentage (%)
1.	100 – 120	very high score	-	0 %
2.	79 – 99	high score	1 students	2,13 %
3.	59 – 78	enough score	21 students	44,68 %
4.	39 – 58	low score	25 students	53,19 %
5.	19 – 38	very low score	-	0 %
	Total		47	100 %

From the table above, it is known that there is no students included into very high score, 1 student is classified into high score (2, 13 % from the total sample), 21 students are classified into enough score (44, 68 % from the total sample), 25 students

are included into low score (53, 19 % from the total sample), and the last also there is no student is included into very low score.

These results are not too different with students' score of habit in memorizing vocabulary if it is compared by using five categories. There are 23 students are included into enough score grade by percentage 48,94 %; it is the highest number, meanwhile in students' score of habit in memorizing vocabulary, enough score grade is high namely 21 students (44.69 % from the total of result sample). Between them, there is a different number as many as 3 students or 4, 25 %. Although, there is a different result between low score on result of vocabulary test and habit in memorizing vocabulary.

2. Data about Students' Ability in English Reading Comprehension

Here is the data about the students' score of English reading comprehension test:

Table 4.11 Students' score of English reading comprehension test

Respondent No	Students' Score of English Reading Comprehension Test	Respondent No	Students' Score of English Reading Comprehension Test
1	4,5	25.	5
2.	4,5	26.	4,5
3.	5	27.	3
4.	6	28.	4
5.	4,5	29.	4,5
6.	6,5	30.	5
7.	3,5	31.	5
8.	5	32.	3
9.	4	33.	3,5
10.	5	34.	3
11.	5	35.	5
12.	3	36.	5
13.	4,5	37.	5,5
14.	6	38.	5,5
15	4,5	39.	5
16.	5,5	40.	6
17.	5	41.	5
18.	6	42.	6,5
19.	6	43.	4,5
20.	6	44.	6,5
21.	4,5	45.	3
22.	5	46.	5
23.	5,5	47.	5,5
24.	4,5		

Table 4.8 The classification of result of English reading comprehension test

No	Score	Category	Frequency (F)	Percentage (%)
1.	8 - 10	very high score	-	0 %
2.	6 - < 8	high score	9 students	19, 15 %
3.	4 - < 6	enough score	31 students	65, 96 %
4.	2 - < 4	low score	7 students	14, 89 %
5.	0 - < 2	very low score	-	0 %
	Total		47	100 %

The classifications show that there are 9 students (19, 15 % from the total sample) are classified into high score, 31 students (65, 69 % from the total sample) are classified into enough score, and 7 students (14, 89 %) are classified into low score. So, it can be conclude that from the result above, the ability of students at eleventh grade of MAN Kelua academic year 2008/2009 is included into enough category by counting 31 students or 65, 96 %.

3. The Correlation between the Students' Habit in Memorizing Vocabulary and the Students' Ability in English Reading Comprehension at Eleventh Grade of MAN Kelua Academic Year 2008/2009

To find out the correlation between the students habit in memorizing vocabulary and the students' ability in English reading comprehension, the writer needs several steps:

Firstly, the data about the students' ability in English reading comprehension at eleventh grade of MAN Kelua academic year 2008/2009 arranged into table based on six levels of habit in memorizing vocabulary. Here is the data about classification

students' score in answering test of English reading comprehension based on their level of habit in memorizing vocabulary:

Table 4.12 Students' result of English reading comprehension test based on their habit in memorizing vocabulary

Statistic	Habit in Memorizing Vocabulary					
	Always	Usually	Often	Sometimes	Seldom	Never
			4,5	3	6,5	
			6,5	5,5	5	
			5	6	5	
			5	5,5	3	
			6	6	4,5	
			5	5	5	
				5	4	
				5,5	4,5	
				5,5	5	
				6	4,5	
				4,5	4,5	
				5	4,5	
				3	5	
				3	4,5	
				6	5	
				5	4,5	
				5,5		
				3		
				5		
				5		
				6,5		
				4		
				6		
				3,5		
				3,5		
Total	0	0	32	121,5	75	0
n	0	0	6	25	16	0
P	0	0	0.06	0.25	0.16	0
M	0	0	5,333	4,86	4,688	0

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

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

To calculate the correlation *r serial* formula, the writer makes table *r serial* to make easier in finishing the formula above and it is continued by several steps. Here is the table:

a. Making working table of *r serial*

Table 4.13 working Table *r Serial*

Frequency	n	P	o	(o r - ot)	(or - ot) ²	$\frac{(or - ot)^2}{P}$	M	(or - ot) M
Always	0	0	0	0	0	0	0	0
Usually	0	0	0	0	0	0	0	0
Often	6	0,06	0,1912	0,11912	0,01419	0,2365	5,33	0,6349
Sometimes	25	0,25	0,35279	0,23367	0,05460	0,2184	4,86	1,1356
Seldom	16	0,16	0	-0,32579	0,15113	0,945	4,67	-1,6475
Never	0	0	0	0	0		0	
Total	47	0,47	-	-	-	1,339	-	0,123

b. Calculating the Mean of Result Test of Students Ability in English Reading Comprehension

$$N = 47$$

$$FX = 2285$$

So, it can be calculated the mean of Students Ability in English reading comprehension as follow:

$$\begin{aligned}
 M &= \frac{\sum fX}{N} \\
 &= \frac{228,5}{47} \\
 &= 4,862
 \end{aligned}$$

From this calculation the writer gets the result that the mean of the ability in English reading comprehension at eleventh grade of MAN Kelua academic year 2008/2009 is 4, 862. It means that the ability of students' at eleventh grade of MAN Kelua in English reading comprehension is included into enough category.

c. Calculating the Total of Deviation Standard

The next step is calculating the standard deviation of English reading comprehension test. Here is the calculation:

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

The value of N , $\sum FX^2$ and $\sum FX$ in the deviation formula are got by counting in the working table of SD_{tot} (the table can be seen in appendix V).

From the table of SD_{tot} in appendix is got that:

$$N = 47$$

$$\sum FX = 288,5$$

$$\sum FX^2 = 1152,75$$

$$\begin{aligned}
SD_{tot} &= \sqrt{\frac{\sum FX^2}{N} - \left(\frac{\sum FX}{N}\right)^2} \\
&= \sqrt{\frac{1152,75}{47} - \left(\frac{228,5}{47}\right)^2} \\
&= \sqrt{24,53 - 23,63} \\
&= \sqrt{0,9} \\
&= 0,949
\end{aligned}$$

From the calculation, the writer gets total of standard deviation is 0, 949

d. Operating the r serial (triserial) formula:

$$(or - ot) (M) = 0,123$$

$$\frac{(or - ot)^2}{P} = 1,399$$

$$\begin{aligned}
r_{ser} &= \frac{\sum (or - ot)(M)}{SD_{tot} \sum \frac{\{(or - ot)^2\}}{P}} \\
&= \frac{0,123}{0,949 \times 1,399} \\
&= 0,093
\end{aligned}$$

By the result of operation the r serial formula, it is known that correlation coefficient between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension at eleventh grade of MAN Kelua is 0,093. This number shows that there is positive correlation coefficient between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension at eleventh grade of MAN Kelua academic year 2008/2009.

For getting the real r, it should be corrected by using the formula below:

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

It is known that:

$$r_{tris} = 0,093$$

$$\frac{\sum (or - ot)^2}{P} = 1,399$$

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

$$= 0,093 \times \sqrt{1,399}$$

$$= 0,093 \times 1,183$$

$$= 0,11$$

But $r_{ch} = 0,11$ 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 $(0,11)(1,035) = 0,114$, $r_{ch} = 0,114$.

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

In 5% significance degrees = 0,288

In 1% significance degrees = 0,327

$r_{xy} = 0,114 < r_t = 0,288$ and $r_{xy} = 0,114 < r_t = 0,372$, so $0,288 > 0,114 < 0,372$

From the result above, it can be stated that $r_{ch} = 0,114$ is smaller than table of Critic Product Moment in 5% significance degrees (0,288) or in 1 % significance degrees (0,372). The writer takes conclusion that Hypothesis alternative (H1) is denied and Hypothesis Null (H0) is received.

C. Data Analysis

1. The students' habit in memorizing vocabulary at eleventh grade of MAN Kelua academic year 2008/2009

The presented data on the previous subchapter shows that there is no students included into always and usually memorizing vocabulary category (100 – 120), there are 6 students (12,77 %) is classified into often memorizing vocabulary category (99 – 103), there are 25 students (53, 19 %) is classified into sometimes memorizing vocabulary category (70 – 86), there are 16 students (34, 04 %) is classified into seldom memorizing category (53 – 69) , and the last there is no students are included into never memorizing vocabulary category. So, the writer takes conclusion that the students at eleventh grade of MAN Kelua is included into sometimes memorizing vocabulary category.

2. The Students' ability in English reading comprehension at eleventh grade of MAN Kelua academic year 2008/2009

After data about the students' ability in English reading comprehension has been collected by doing the test, it is known that there are 9 students (19, 15%) are included into high score category (6 - < 8) , there are 31 students (65, 69%) are

classified into students that get enough score category (4 - <5); it is the largest number of total sample, there are 7 students (14, 89%) are classified into low score category (2 - <4), and the last there is no students included into very low score category. The conclusion is the ability of students at eleventh grade of MAN Kelua in English reading comprehension is in enough score category as many 31 students (65, 69%).

3. The correlation between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension at eleventh grade of MAN Kelua academic year 2008/2009

The final calculation of r_{xy} is 0,114. This result included into positive correlation (0, 00 – 0, 20), and $r_{xy} = 0,114$ is consulted to the table of Critic

Product Moment:

In 5% significance degrees = 0,288

In 1% significance degrees = 0,327

So, $r_{xy} = 0, 288 > 0, 114 < 0,372$

It is known that the formula of hypothesis of correlation is:

1. Direction or alternative hypothesis (H1)

There is a significant correlation between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension.

2. Null hypothesis (H0)

There is no significant correlation between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension

The value $r_{xy} = 0,114$ is smaller than the value in 5% significance degrees (0,288), then, the value $r_{xy} = 0,114$ is smaller than the value in 1% significance degrees. Based on two alternative hypotheses above, it can be concluded that Hypothesis Alternative (H_a) is denied and hypothesis Null (H_0) is received ($0,288 > 0,114 < 0,372$). It means that there is no significant correlation between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension at eleventh grade of Man Kelua academic year 2008/2009.

The final result $r_{xy} = 0,114$ will be consulted to the standard which is stated by Suharsimi Arikunto in chapter III. After consulting the standard, it is found that coefficient correlation is included in the lowest standard, namely very low category (0,00 – 0,20). It means that however there is correlation between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension at eleventh grade of MAN Kelua academic year 2008/2009, but the coefficient is very small. Its condition causes correlation is not considered. This statement relevant with J.P Guilford in his book *Fundamental Statistics in Psychology and Education*, he said that "if the coefficient r_{xy} between 0,00-0,20 hence there is a correlation between X variable and Y variable, but it is very low or very small.

category. It causes the correlation is not considered or considered there is no correlation between X variable and Y variable”.⁵³

If it is looked from the final result score of habit in memorizing vocabulary .It is known that most students are categorized into enough score (21 students or 44, 68 %) and low score (25 students or 53, 19 %) just 1 student (2, 13 %) is included into high score. It shows the attention students to the habit in memorizing vocabulary is also low. This case is added by the students’ score on the test of English reading comprehension that shows just 9 students (19, 15%) that are included into high score category. The most students (31 students or 65, 96 %) are included into enough score category, and 7 students (14.89%) are included into low score category.

Based on the result of counting above, it can be stated that there is a similar direction between X variable (the students’ habit in memorizing vocabulary) and Y variable (the students’ ability in English reading comprehension). In X variable and Y variable just a little students categorized into high score, otherwise most of in X variable and Y variable categorized into enough score and low score.

⁵³Anas Sodijono, *op. cit.*, p.193.

CHAPTER V

CLOSURE

A. Conclusion

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

1. The degree of habit in memorizing vocabulary at eleventh grade of MAN Kelua academic year 2008/2009 is sometimes memorizing vocabulary category, because there are 25 students (53, 19 % from the total of the sample) are included in this category.
2. The result of English reading comprehension test to measure the students' ability in English reading comprehension at eleventh grade of MAN Kelua is included into enough category, it based on the calculating the mean of English reading comprehension test is 4,862
3. There is a positive correlation between the students' habit in memorizing vocabulary and the students' ability in English reading comprehension at eleventh grade of MAN Kelua academic year 2008/2009 but the value is very small , it causes the coefficient is not considered. The value of correlation r_{xy} is 0,114, its value is smaller that the value in 5% significance degrees ($=0,288$) and 1 % significance degrees ($= 0,372$). So, $0,288 > 0,114 < 0,372$. It is included in there is no correlation at all category (0, 00-0, 20).

B. Suggestion

Based on the findings of research, the writer would like to propose the following suggestion:

- a. The students should improve their habit in memorizing vocabulary in attempting for improving their ability in English reading comprehension
- b. The teacher should improve the methodology of teaching learning of English lesson, especially in teaching reading skill.
- c. The teacher should give more attention to the students' improvement in English reading comprehension skill, because the skill is very important final test of school. (*Ujian Akhir Negara/ UAN*).

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APPENDICES

APPENDIX I

TRASLATION LIST

Page	Surrah / Verse	Translation
2	Q.S. Al- Ankabut: 43	“And such are the parable we set forth for mind kind, but only those understand them who have knowledge”.
5	Q.S. Al- Baqarah: 31	“And He taught Adam the names of all things; then He placed them before the angels, and said: (tell me the names of these if ye are right)”.
17	Hadist from Bukhari and Abu Daud	“If Nabi peace be upon him telling a sentence, he always repeated three times till it could be understood, if there was a tribe coming to him, hence he told a greeting to them as many as three times”.
24	Q.S. At- Thaahaa: 42	“Go, thou and thy brother, with My signs and slacken not, either of you, in keeping me in remembrance”.
26	Q.S. 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”.

APPENDIX II

STUDENTS' NAME OF SAMPLE IN THIS RESEARCH

NO	NAME	SEX	CLASS
1.	ANDI RAHMI	MALE	XI IPA 1
2.	ANITA SAFITRI	FEMALE	XI IPA 1
3.	KHAIRATUN NISA	MALE	XI IPA 1
4.	LIANSYAH ANSHARI	MALE	XI IPA 1
5.	LINDAWATI	FEMALE	XI IPA 1
6.	M. ILHAMI ALFI	MALE	XI IPA 1
7.	NORHIDAYATI	FEMALE	XI IPA 1
8.	RASIDAH	FEMALE	XI IPA 1
9.	RINDA YANTI	FEMALE	XI IPA 1
10.	AKHMAD RAHMAN	MALE	XI IPA 2
11.	ARIF RAHMAN	MALE	XI IPA 2
12.	ILMA JUMIATI	FEMALE	XI IPA 2
13.	JALEHA	FEMALE	XI IPA 2
14.	MUHAMMAD REDA HENNY	MALE	XI IPA 2
15.	NIA SUHARTINAH	FEMALE	XI IPA 2
16.	PRATIWI PUJI LESTARI	FEMALE	XI IPA 2
17.	ZAKIAH	FEMALE	XI IPA 2
18.	BAGUS BIMANTORO	MALE	XI IPS 1
19.	JAMIATUL JANNAH	FEMALE	XI IPS 1
20.	KHAIRANSYAH	MALE	XI IPS 1
21.	M. JURIANNOR	MALE	XI IPS 1
22.	M. LUFU FAUZI	MALE	XI IPS 1
23.	NORHALIMAH	FEMALE	XI IPS 1

Continuing of appendix II

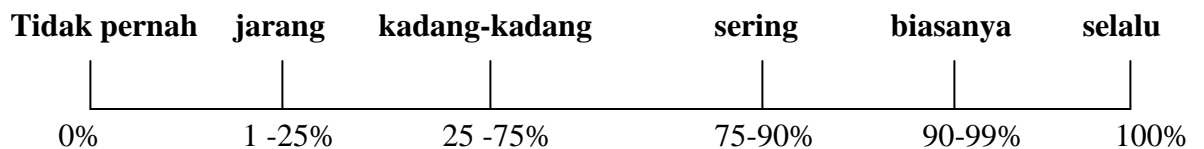
NO	NAME	SEX	CLASS
24.	NOR AINAH	FEMALE	XI IPS 1
25.	RAHMIATI	FEMALE	XI IPS 1
26.	ADITIYA RAHIM	MALE	XI IPS 2
27.	AHMAD FAUZAN	MALE	XI IPS 2
28.	A. RIDUANI	MALE	XI IPS 2
29.	A. RIDUANI. S.	MALE	XI IPS 2
30.	PAJRIANOR	MALE	XI IPS 2
31.	MAHDIANA	FEMALE	XI IPS 2
32.	RAMADANIAH	FEMALE	XI IPS 2
33.	SRI ALFIANTI	FEMALE	XI IPS 2
34.	TITI DAHNIATI	FEMALE	XI IPS 2
35.	ALI	MALE	XI IAI 1
36.	MANUCI HERMAWATI	FEMALE	XI IAI 1
37.	NORBAINAH	FEMALE	XI IAI 1
38.	NORJANNAH	FEMALE	XI IAI 1
39.	NURUL JANNAH	FEMALE	XI IAI 1
40.	RISNA WATI	FEMALE	XI IAI 1
41.	SIBRAM MALISI	MALE	XI IAI 1
42.	ABDUL KHAIR RAHMAN	MALE	XI IAI 2
43.	LINDA SAFITRI	FEMALE	XI IAI 2
44.	NOR PADLIAH	FEMALE	XI IAI 2
45.	RAHMAT	MALE	XI IAI 2
46.	SITI KHADIJAH	FEMALE	XI IAI 2
47.	WARDAH	FEMALE	XI IAI 2

APPENDIX III

ANGKET UNTUK SISWA (I)

A. Petunjuk Pengisian

1. Isilah kolom identitas diri adik dengan lengkap dan jelas, untuk memudahkan dalam berkomunikasi jika suatu saat diperlukan!
2. Bacalah pertanyaan-pertanyaan di dalam angket berikut dengan hati-hati dan pilih salah satu jawaban yang sesuai dengan keadaan adik – adik yang dianggap paling tepat!
3. Tandai dengan menggunakan tanda (X) pada jawaban!
4. Indikasi dari frekuensi menghafal kosa kata bahasa Inggris adalah sebagai berikut:



B. Identitas Responden

Nama Lengkap :

Kelas/ Jurusan :

Jenis Kelamin :

Alamat :

C. Pertanyaan- Pertanyaan

1. Apakah adik selalu menghafal kosa kata bahasa Inggris setiap hari?
a. selalu b. biasanya c. sering d. kadang-kadang
e. jarang f. tidak pernah
2. Apakah adik selalu memotivasi diri sendiri untuk menghafal kosa kata bahasa Inggris?
a. selalu b. biasanya c. sering d. kadang-kadang

- e. jarang f. tidak pernah
3. Apakah kosa kata yang adik hapal diambil dari kosa kata di dalam buku pelajaran yang sedang pelajari?
- a. selalu b. biasanya c. sering d. kadang-kadang
e. jarang f. tidak pernah
4. Apakah adik menghapal kosa kata bahasa Inggris setelah menemukan kata – kata sulit?
- a. selalu b. biasanya c. sering d. kadang-kadang
e. jarang f. tidak pernah
5. Apakah waktu menghapal kosa kata adik terpisah dengan waktu belajar ?
- a. selalu b. biasanya c. sering d. kadang-kadang
e. jarang f. tidak pernah
6. Apakah adik punya target jumlah kosa kata yang dihapal setiap hari dan setiap minggunya serta dapat mencapainya?
- a. selalu b. biasanya c. sering d. kadang-kadang
e. jarang f. tidak pernah
7. Apakah adik menghapal kosa kata dengan menggunakan media/ alat yang khusus untuk memudahkan dalam mengingat?
- a. selalu b. biasanya c. sering d. kadang-kadang
e. jarang f. tidak pernah
8. Apakah adik selalu menggunakan kamus dalam menghapal kosa kata?
- a. selalu b. biasanya c. sering d. kadang-kadang
e. jarang f. tidak pernah
9. Apakah adik selalu menghapal kosa kata bahasa Inggris dengan cara yang berbeda-beda?
- a. selalu b. biasanya c. sering d. kadang-kadang
e. jarang f. tidak pernah
10. Apakah adik selalu mendaftarkan kosa kata bahasa Inggris yang sudah dihapal?
- a. selalu b. biasanya c. sering d. kadang-kadang

e. jarang f. tidak pernah

11. Di dalam menghafal kosa kata bahasa Inggris, Apakah adik selalu melihat cara pelapalannya (*pronunciation*) dan menghafalnya juga?

a. selalu b. biasanya c. sering d. kadang-kadang
e. jarang f. tidak pernah

12. Apakah kosa kata yang adik hafal berurutan sesuai abjad (A sampai Z) ?

a. selalu b. biasanya c. sering d. kadang-kadang
e. jarang f. tidak pernah

13. Apakah adik menghafal kosa kata bahasa Inggris dengan berbagai variasi kelas kata (kata kerja, sifat, benda, dll) ?

a. selalu b. biasanya c. sering d. kadang-kadang
e. jarang f. tidak pernah

14. Apakah kosa kata bahasa Inggris yang adik hafal digunakan kembali dalam percakapan atau tulisan untuk melatih kemampuan bahasa Inggris adik?

a. selalu b. biasanya c. sering d. kadang-kadang
e. jarang f. tidak pernah

15. Apakah adik menghafal kosa kata dengan bersuara nyaring?

a. selalu b. biasanya c. sering d. kadang-kadang
e. jarang f. tidak pernah

16. Apakah adik menghafal kosa kata dengan tidak bersuara nyaring (cukup didengar oleh diri sendiri)

a. selalu b. biasanya c. sering d. kadang-kadang
e. jarang f. tidak pernah

17. Didalam menghafal satu kosa kata, apakah adik mengulang beberapa kali sampai benar – benar hafal, baru berpindah pada kata yang lainnya?

a. selalu b. biasanya c. sering d. kadang-kadang
e. jarang f. tidak pernah

18. Apakah adik mempunyai kesulitan dalam menghafal kosa kata bahasa

Inggris setiap hari?

- a. selalu
- b. biasanya
- c. sering
- d. kadang-kadang
- e. jarang
- f. tidak pernah

19. Apakah adik mengulang kembali kosa kata yang telah dihafal dalam satu

minggu?

- a. selalu
- b. biasanya
- c. sering
- d. kadang-kadang
- e. jarang
- f. tidak pernah

20. Apakah kosa kata bahasa Inggris yang adik hafal membantu dalam

memahami teks bahasa Inggris yang dipelajari?

- a. selalu
- b. biasanya
- c. sering
- d. kadang-kadang
- e. jarang
- f. tidak pernah

Petunjuk Pengisian

- 1. Bacalah perintah soal dengan baik!**
- 2. Isilah jawaban pertanyaan pada lembar yang telah disediakan!**
- 3. Lembar pertanyaan jangan dicoret dan dikembalikan lagi!**

VOCABULARY TEST

A. Synonym

Find the similarity of the following words by choosing a, b, c, or d.

1. Begin
a. stare b. star c. start d. stark
2. Allow
a. left b. lit c. lose d. let
3. Study
a. analyze b. observe c. learn d. exercise
4. Dense
a. active b. brave c. crowded d. busy
5. Prize
a. giant b. glove c. gift d. group

B. Antonym

Find the opposite of the following words by choosing a, b, c, or d.

1. Small
a. big b. tall c. large d. strong
2. Valley
a. river b. sea c. mountain d. coast
3. Deep
a. stocky b. shaky c. slow d. shallow
4. Improve
a. sharpen b. break c. neglect d. compete

5. Careless

- a. care b. careful c. carriage d. carry

C. Completion

Fill the word in the blank space of the following sentences by choosing a, b, c, or d.

1. Sleep is _____ for good health.
a. reach b. necessary c. relax d. suggestion
2. I hope you can help me to _____ the problem.
a. eliminate b. delete c. solve d. understand
3. Wisma Nusantara is a _____ building.
a. equipment b. garage c. destroy d. huge
4. Students at eleventh grade of Man Kelua have done their last assignment _____.
a. hardly b. quick c. satisfy d. perfect
5. The _____ of time for doing exercise is one hour.
a. length b. opportunity c. count d. fast

D. Defining the meaning of the words

Find the meaning into Indonesia of the underlined words in sentences by choosing a, b, c, or d!

1. The internet provides hundreds of websites where you can log on.
a. mengizinkan b. menyediakan c. mengutamakan d. mengharuskan
2. Karen has just got her degree on Information Technology (IT).
a. gaji b. lembur c. persyaratan d. gelar
3. Andrew's wallet was stolen.
a. sapu tangan b. jam tangan c. dompet d. Kunci

4. William is always rude to his friends.
- a. Ramah b. kasar c. acuh d. bijaksana
5. Running makes me exhausted.
- a. lelah b. haus c. pusing d. bosan

READING COMPREHENSION TEST

Read the texts carefully and answer the questions!

Text 1

LOOKING FOR A RING

There was a tool shed beside Nasreddin's house. The shed, where he kept his tools, had no window at all. So, it was always dark inside although it was day. But there was a lamp at the corner outside.

One night Nasreddin went into the tool shed to get a ladder. When he was taking the ladder from its place, he dropped his ring. He left the ladder inside and went out the shed.

Outside he started looking for the ring. He could not find it even though he had been searching for quite a long time. His friend saw him searching for something and approached him. He asked, "What are you looking for, Nasreddin?" "I'm looking for my ring. I just drooped it," he answered while he continued searching. "Let me help you. By the way, where did you drop it?" asked his friend, "Inside the shed," he answered as he pointed to the shed. His friend was surprised and said, "Why don't you look for it inside the shed?"

"Are you kidding? Inside the shed it is very dark. I cannot see anything there. How can I find it? It is very bright here because of the lamp. So I'm sure I'll see my ring here," explained Nasreddin.

1. What does the text above belong to?
 - a. narration
 - b. description
 - c. analytical exposition
 - d. anecdote
2. What tense does the text above mostly use?
 - a. present tense
 - b. present perfect tense
 - c. past tense
 - d. past perfect tense
3. Where is the orientation for this story?
 - a. in paragraph 1
 - b. in paragraph 2
 - c. in paragraph 3
 - d. in paragraph 4
4. Where is the complication?
 - a. in paragraph 1
 - b. in paragraph 2
 - c. in paragraph 3
 - d. in paragraph 4
5. What is the amusing situation?
 - a. Nasreddin went into the tool shed to get a ladder.
 - b. Nasreddin dropped his ring in the tool shed.
 - c. Nasreddin looked for his ring outside.
 - d. Nasreddin was sure that his ring outside of toolshed.
6. Why was Nasreddin looking for the ring outside the shed? Because _____
 - a. his friend asked to look for outside.
 - b. his ring dropped there.
 - c. the toolshed was full with tools.

- d. outside was very bright.

Text 2

The print medium is a very powerful means of influencing people. **It** can create unity among people. It can also divide people. It can create fear and it can bring joy to the people. Newspapers have to be independent to provide accurate news. Some countries have a “Censorship Board”. This Board can decide what news should not to be printed but other countries have a free press where they are able to write stories about any event. But the press has a very great responsibility because most people believe in the printed word.

Communications from the mass media are mass-produced. Thousands of copies of the same newspaper are printed. They are distributed throughout the country in the few hours. They are bought and read by thousands of people. The events which happened in remote place are communicated to all parts of the country in a day. There are international agencies that collect news from all parts of the world. These items of news are available to all the newspaper of the world. They only have to pay for the items of news they use in their paper. U.P. (United Press) and Reuters are two of the global press agencies.

Mass - media communications are usually one way communications. That is people can read the description of events written by journalists somewhere far away. But they cannot ask them for explanations or criticize their opinions directly. They can write letters to the press some of them may be printed or explanations given but not all letters can be answered.

1. What does the word “it” in paragraph 1 line 1 refer to?
 - a. other countries
 - b. people
 - c. copies of news paper
 - d. the print medium

2. Who can decide what news should not be printed?
 - a. the Censorship Board
 - b. the owner
 - c. the editor
 - d. the reporter
3. Mass-media communications are usually one-way communications. What can people do to ask for explanations?
 - a. ask the journalists directly
 - b. call the head office news
 - c. write letters to the press
 - d. write letters to the newspaper's owner
4. These are the effects of the newspapers, except...
 - a. it can influence people
 - b. it cannot give up-to-date messages
 - c. it can create unity
 - d. it can create fear
5. What should other newspapers do for the items of news they get from the global press agencies?
 - a. they should say thank you
 - b. they should pay
 - c. they should barter news
 - d. they should appreciate it
6. To provide accurate news, newspapers have to be...
 - a. expensive
 - b. reliable
 - c. easy to read
 - d. independent
7. How long does it take to distribute thousands of copies of the newspapers?
 - a. a few hours
 - b. a day
 - c. a week
 - d. three days
8. Which one is the global press agency?
 - a. Time
 - b. Newsweek
 - c. Herald Sun
 - d. United Press

Text 3

THE HOSPITAL

If you look at the front of a large, modern hospital, you may notice that there are two separate entrances. One of these is for patients in need of immediate treatment; it is the emergency entrance. Here ambulances are seen pulling up at any hour of day and night. The other entrance is the main entrance of the hospital.

On the ground floor inside the main entrance there are probably a reception area and waiting room, and also an office. On the floor above and below are the numerous other departments. On a lower floor may be the laundry and the kitchen. On another floor will be a maternity section for mother and their babies. Their rooms are usually kept separate from the rest of hospital, so that the babies do not catch other people's illness.

The rooms for other patients are usually on the higher floors. There are small rooms for just one patient, slightly larger rooms for two, three or four patients, and larger rooms called wards, in which as many as 40 or 50 patients may lie in rows or beds.

On other floors of patients' rooms are the operating room, called operating theatres, and special departments such as the radiography department, where x-rays are taken and developed.

In the laboratories, special tests are carried out on body tissues and fluids to find out the nature of the patients. The pharmacy supplies the drug to treat patients. Near to the operating theatre is the blood bank to store blood for transfusion. Here too is the sterilizing department, where all the operating theatres and the wards are cleaned and made free from the germs.

A very large staff is needed to run a hospital efficiently. It consists of people who work together in teams. The hospital administrators organize the day to day working of the hospital. The medical staffs, including the doctors and the nurses, work directly with the patients. So do such people as the physiotherapists,

anesthetists, and radiographers grouped together, these people are sometimes known as paramedical workers.

1. The main idea of paragraph 1 is _____
 - a. there is a modern hospital.
 - b. there are two separate entrances.
 - c. there are many entrances.
 - d. there are patients' entrance.
2. The main idea of paragraph 2 is _____
 - a. ground floor inside has the main entrance.
 - b. a reception area, waiting room, and office are in ground floor.
 - c. the kinds of room or department in every floor of hospital.
 - d. on the lower floor has laundry and kitchen.
3. The main idea of paragraph 3 is _____
 - a. many patients lie in ward room.
 - b. the higher floors are for other patients.
 - c. the patients' room is small
 - d. the number of patients on the higher floors.
4. The main idea of paragraph 4 is _____
 - a. In other floors of patients' room consist of operating theatres, and special department
 - b. The radiography department is taken and developed in special department.
 - c. The X-rays are taken and developed in special department.
 - d. There is the operating room in other floors of patients' room.
5. The main idea of paragraph 5 is _____
 - a. The pharmacy supplies the drug.
 - b. The laboratories have function to find out the patients' disease.
 - c. Operating theatres and ward is free from germ.
 - d. There are different places with different function in the hospital.

6. The main idea of paragraph 6 is _____
- a. Many staffs are important to run hospital efficiently.
 - b. the doctor and nurses work as medical staffs.
 - c. All staffs work in team.
 - d. There are the different functions of staffs.

ANSWER KEY

A. VOCABULARY TEST

A. Synonym	B. Antonym	C. Completion	D. Defining the meaning of the words
1. C	1. A	1. B	1. B
2. D	2. C	2. C	2. D
3. C	3. D	3. D	3. C
4. C	4. B	4. A	4. B
5. C	5. B	5. A	5. A

B. READING COMPREHENSION TEST

Text 1	Text 2	Text 3
1. A	1. D	1. B
2. C	2. A	2. C
3. A	3. C	3. B
4. C	4. B	4. A
5. D	5. B	5. D
6. D	6. D	6. A
.	7. A	
	8. D	

APPENDIX IV PADA FOLDER YANG SATUNYA

APPENDIX V

Working Table of SD_{tot}

X	f	fX	X ²	fX ²
6,5	3	19,5	42,25	126,75
6	6	36	36	216
5,5	5	27,5	30,25	151,25
5	15	75	25	375
4,5	9	40,5	20,25	182,25
4	2	8	16	32
3,5	2	7	12,25	24,5
3	5	15	9	45
N= 47		$\sum fX = 228,5$	$\sum X^2 = 191$	$\sum fX^2 = 1152,75$

APPENDIX VI

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	1,252	1,111	1,067	1,047	1,037	1,030	1,025	1,022	1,019
0,10	1,252	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	1,06	1,065	1,045	1,035	1,028	1,024	1,021	1,018
0,24	1,239	1,07	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

Continuing of Appendix VI

r	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
0,36	1,222	1,101	1,062	1,042	1,032	1,026	1,022	1,019	1,017
0,37	1,218	1,101	1,061	1,041	1,032	1,026	1,022	1,019	1,017
0,38	1,216	1,100	1,061	1,041	1,032	1,026	1,022	1,019	1,017
0,39	1,214	1,100	1,060	1,041	1,031	1,025	1,022	1,019	1,016
0,40	1,212	1,099	1,060	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	0,017	1,015
0,47	1,197	1,088	1,053	1,038	1,029	1,023	1,020	0,018	1,015
0,48	1,194	1,087	1,052	1,037	1,029	1,023	1,020	0,019	1,015
0,49	1,192	1,086	1,051	1,037	1,028	1,023	1,020	0,020	1,015
0,50	1,189	1,085	1,051	1,036	1,028	1,023	1,019	0,021	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	1,013	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	1,028	1,058	1,035	1,025	1,019	1,016	1,013	1,012	1,010
0,71	1,125	1,057	1,034	1,024	1,019	1,016	1,013	1,011	1,010
0,72	1,121	1,055	1,033	1,024	1,018	1,015	1,013	1,011	1,010

Continuing of Appendix VI

r	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
0,73	1,117	1,053	1,032	1,023	1,018	1,015	1,012	1,011	1,009
0,74	1,114	1,052	1,030	1,022	1,017	1,014	1,012	1,011	1,009
0,75	1,110	1,050	1,030	1,022	1,017	1,014	1,012	1,010	1,009
0,76	1,106	1,049	1,029	1,021	1,016	1,014	1,011	1,010	1,009
0,77	1,102	1,047	1,028	1,020	1,016	1,013	1,011	1,009	1,008
0,78	1,093	1,045	1,027	1,020	1,015	1,013	1,010	1,009	1,008
0,79	1,094	1,043	1,026	1,019	1,015	1,012	1,010	1,009	1,008
0,80	1,090	1,041	1,025	1,018	1,014	1,012	1,010	1,008	1,007
0,81	1,086	1,040	1,024	1,017	1,013	1,011	1,009	1,008	1,007
0,82	1,082	1,036	1,023	1,016	1,013	1,011	1,009	1,008	1,007
0,83	1,078	1,036	1,022	1,016	1,012	1,010	1,008	1,007	1,006
0,84	1,074	1,032	1,019	1,014	1,011	1,010	1,008	1,007	1,006
0,85	1,070	1,032	1,019	1,014	1,011	1,009	1,008	1,007	1,006
0,86	1,065	1,030	1,018	1,013	1,010	1,009	1,007	1,006	1,005
0,87	1,061	1,028	1,017	1,012	1,009	1,008	1,007	1,006	1,005
0,88	1,057	1,026	1,016	1,011	1,008	1,007	1,006	1,005	1,005
0,89	1,052	1,024	1,015	1,011	1,008	1,007	1,006	1,005	1,004
0,90	1,047	1,022	1,013	1,010	1,007	1,006	1,005	1,004	1,004
0,91	1,043	1,020	1,012	1,009	1,007	1,006	1,005	1,004	1,004
0,92	1,038	1,018	1,011	1,008	1,006	1,005	1,004	1,004	1,003
0,93	1,034	1,016	1,010	1,007	1,005	1,005	1,004	1,003	1,003
0,94	1,029	1,014	1,008	1,006	1,004	1,004	1,003	1,003	1,002
0,95	1,024	1,011	1,007	1,005	1,004	1,003	1,003	1,002	1,002
0,96	1,020	1,009	1,006	1,004	1,003	1,003	1,002	1,002	1,002
0,97	1,015	1,007	1,004	1,003	1,002	1,002	1,002	1,001	1,001
0,98	1,010	1,005	1,003	1,002	1,002	1,001	1,001	1,001	1,001
0,99	1,005	1,002	1,001	1,001	1,001	1,001	1,001	0,001	1,000
0,100	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000

Taken from: Murdan, *Statistik Pendidikan*, (Banjarmasin: Cypus Banjarmasin, 2006), pp.193-196.

APPENDIX VII

CORRELATION COEFFICIENT "r" TABLE OF PRODUCT MOMENT FROM PEARSON FOR VARIOUS df

<i>df.</i> (<i>degree of freedom</i>) <i>atau</i> <i>db.</i> (<i>derajat bebas</i>)	The Amount of Variable Which is correlated	
	2	
	"r" Value of extent of Significances	
	5%	1%
1	0,997	1,000
2	0,950	0,990
3	0,878	0,959
4	0,811	0,917
5	0,754	0,874
6	0,707	0,834
7	0,666	0,798
8	0,632	0,765
9	0,602	0,735
10	0,576	0,708
11	0,553	0,684
12	0,532	0,661
13	0,514	0,641
14	0,497	0,623
15	0,482	0,606
16	0,468	0,590
17	0,456	0,575
18	0,444	0,561
19	0,433	0,549
20	0,423	0,537
21	0,413	0,526
22	0,404	0,515
23	0,396	0,505
24	0,388	0,496
25	0,381	0,487
26	0,374	0,478
27	0,367	0,470
28	0,355	0,463
29	0,349	0,456
30	0,325	0,449
35	0,304	0,418
40	0,288	0,393
45	0,273	0,372

Continuing of appendix VII

<i>df.</i> (degree of freedom) atau <i>db.</i> (derajat bebas)	The Amount of Variable Which is correlated	
	2	
	"r" Value of extent of Significances	
	5%	1%
50	0,250	0,354
60	0,232	0,325
70	0,232	0,302
80	0,217	0,283
90	0,205	0,267
100	0,195	0,254
125	0,174	0,228
150	0,159	0,208
200	0,138	0,181
300	0,113	0,148
400	0,098	0,128
500	0,080	0,115
1000	0,062	0,081

Taken from: Anas Sodikono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Raja Grafindo Persada, 2000), pp. 371-372.

APPENDIX VIII

TABEL ORDINAT 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	0,347769	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	1,3722	0,335	0,665	0,36431	0,4261
0,090	0,910	0,16239	1,3406	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	1,20585	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	0,015	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	0,589	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	0,891
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	0,151

Continuing of appendix VIII

P	P	o	Z	P	P	o	Z
0,195	0,805	0,27571	0,8596	0,445	0,555	0,39515	0,39515
0,200	0,800	0,27996	0,8416	0,450	0,550	0,39581	0,39581
0,205	0,795	0,28413	0,8239	0,455	0,545	0,39640	0,39640
0,210	0,790	0,28820	0,8064	0,460	0,540	0,39694	0,39694
0,215	0,785	0,29219	0,7892	0,465	0,535	0,39741	0,39741
0,220	0,780	0,29609	0,7722	0,470	0,530	0,39781	0,39781
0,225	0,775	0,29991	0,1554	0,475	0,525	0,39816	0,39816
0,230	0,770	0,30365	0,7388	0,480	0,520	0,39844	0,39844
0,235	0,765	0,30730	0,7225	0,485	0,515	0,39866	0,39866
0,240	0,760	0,31087	0,7063	0,490	0,510	0,39882	0,39882
0,245	0,755	0,31437	0,9603	0,495	0,505	0,39891	0,39891
0,250	0,750	0,31778	0,6745	0,500	0,500	0,39894	0,39894

Taken from: Murdan, *Statistik Pendidikan*, (Banjarmasin: Cypus Banjarmasin, 2006), pp.188-189.

CURRICULUM VITAE

1. Nama : Normilah
2. Place of Birth : Kelua, 12 Juli 1985
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5. Nationality : Indonesia
6. Marital Status : Married
7. Address : Jl. Bawang Putih, GG. Ingub No.146 RT. 43
Gatot Subroto Kel. Kebun Bunga Banjarmasin Timur
8. Education :
 - a. SDN Pulau 3 Kelua, graduated 1999
 - b. MTsN Kelua, graduated 2002
 - c. MAN Kelua, graduated 2005
 - d. S1 English Department of Tarbiyah Faculty of
Antasari State Institute for Islamic Studies.
9. Parents :
 - a. Father
 - 1) Name : Sugian
 - 2) Occupation : Farmer
 - 3) Address : Ds. Paliat RT 01 No. 25 Kec. Kelua, Tabalong 71552
 - b. Mother
 - 1) Name : Masrita
 - 2) Occupation : Farmer
 - 3) Address : Ds. Paliat RT 01 No. 25 Kec. Kelua, Tabalong 71552
10. Sister : three sisters
11. Brother : two brothers
12. Husband
 - a. Name : Nor Abadi
 - b. Occupation : Engineer
 - c. Address : Ds. Sei. Rukam II No. 29 Kec. Pugaan, Tabalong

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