THE CORRELATION BETWEEN STUDENTS' VOCABULARIES AND THE STUDENTS' READING ABILITY AT NINTH GRADE OF MTsS AL-WASHLIYAH KOLAM DESA BANDAR KHALIPAH KECAMATAN PERCUT SEI TUAN KABUPATEN DELI SERDANG SUMATERA UTARA IN 2018/2019 ACADEMIC YEAR

SKRIPSI

Summited the Faculty of Tarbiyah Science and Teacher Training State Islamic

Universtity of North Sumatera as a Partial Fulfillment of The Requirements for the Degree of Sarjana Pendidikan

By

NIDA MAWADDAH NST
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DEPARTEMENT OF ENGLISH EDUCATION

`FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING

THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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Assalamualaikum Wr.Wb.

    Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahaswaswi a.n. **Nida Mawaddah Nasution** yang berjudul :

"THE CORRELATION BETWEEN STUDENTS' VOCABULARIES AND THE STUDENTS' READING ABILITY AT NINTH GRADE OF MTsS AL-WASHLIYAH KOLAM DESA BANDAR KHALIPAH KECAMATAN PERCUT SEI TUAN KABUPATEN DELI SERDANG SUMATERA UTARA IN 2018/2019 ACADEMIC YEAR",

maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

    Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih. Wassalamualaikum Wr.Wb.

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SURAT PENGESAHAN

Skripsi ini yang berjudul **"THE CORRELATION BETWEEN STUDENTS' VOCABULARIES AND THE STUDENTS' READING ABILITY AT NINTH GRADE OF MTsS AL-WASHLIYAH KOLAM DESA BANDAR KHALIPAH KECAMATAN PERCUT SEI TUAN KABUPATEN DELI SERDANG SUMATERA UTARA IN 2018/2019"** yang disusun oleh **NIDA MAWADDAH NASUTION** yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

26 SEPTEMBER 2018
16 MUHARRAM 1440 H

Skripsi telah diterima sebagai persyaratan untuk memperoleh Gelar Sarjana Pendidikan (S.Pd) dalam Ilmu Tarbiyah dan Keguruan pada Jurusan Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan,   September 2018

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ABSTRACT

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Title	: The Correlation between Students' Vocabularies and Students' Reading Ability at Ninth Grade of MTsS Al-Washliyah Kolam

Skripsi, Medan; Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, Medan 2018.

Key word: Students' Vocabularies and Students' Reading Ability

This research aims at finding out the correlation between students' vocabularies with students' reading ability. The subject of This research was ninth grade of MTsS Al-Washliyah Kolam. It consists of 66 students as a sample. This research uses a field research. Kind of data was collected: quantitative data. The quantitative data was gathered by using a vocabulary test and questionnaire reading ability test. And collecting data was collected by using observation, interview, and photograph. The quantitative data was analyzed by using Pearson Product Moment. From the calculation by using *product moment formula,* it was found out that the mean of the scores of the vocabulary test was 46.14. The mean of the scores of the students' achievement in reading questionnaire test was 64.55. The result applying the r_{xy} (r_o) distribution shows that the coefficient correlation was 0.37. The degree of significance 5% was 0.250 and the degree of significance 1% was 0.325. It means r_o was higher than r_t (0.37 > 0.250) and (0.37 > 0.325). So, alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. The conclusion of This research was there was a significant correlation between students' vocabulary and students' reading ability. The results of This research shows that: The Correlation Students' Vocabularies with Students' Reading Ability was Significant .

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Praise to Allah Swt. The cherisher and sustainer of the world, the beneficent and the merciful. Peace and his glassing, mercy was unto beloved and our dear the holly prophet Muhammad Saw (Peace be Upon Him) and his family.

The aim of finishing This thesis was partial fulfillment of the requirement for S-1 program English Department. Tarbiyah and Teachers Training, The State Islamic University of North Sumatera. The writer conducts This thesis under the tittle **"THE CORRELATION BETWEEN STUDENTS' VOCABULARIES AND THE STUDENTS' READING ABILITY AT NINTH GRADE OF MTsS AL-WASHLIYAH KOLAM DESA BANDAR KHALIPAH KECAMATAN PERCUT SEI TUAN KABUPATEN DELI SERDANG SUMATERA UTARA IN 2018/2019 ACADEMIC YEAR".**

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Medan, of September 2018

Nida Mawaddah Nasution
34. 12.3.195

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CHAPTER I

INTRODUCTION

1.1 Background of Study

The position of English in Indonesia was a compulsory subject in schools from elementary level up to university level. Although, English was just as foreign language, it has important role in our country. This situation showed that how important English was, therefore it was expected that everyone should be able to master English. But, in mastering English was not a simple thing to do. There are some skills that should be learnt and practiced. Such as listening, speaking, reading, and writing. They are the basic language skills especially in teaching English as a foreign language at schools, courses or other educational places whether they are formal or informal. But reading was considered the most important foreign language skills.

Reading was the ability to draw meaning from the printed page and interpret this information appropriately. It means that without comprehending and interpreting the meaning of the text of the reading itself it was useless. Able to gain the information in order to improve the knowledge of the reader was the competence of reading. In addition reading was a good thing in life because it was a factor of great importance in the individual development and the most important activity in school. It was also needed in every level of field or study. Particularly in cases where students need to read English materials for their own special subject. Nowadays, the ability to comprehend English was necessary for millions of people. By understanding English, people are able to communicate in English

and also able to read many kinds of English texts. The ability to read was crucial in contemporary society. People find many texts written in English, from holiday brochures to academic books, newspaper, pamphlets magazines, traffic directions, advertisement, etc. therefore, the ability to read English text in any form would give a great deal of advantages in our lives.

In the curriculum, reading has at least three basic competences. The first was responding the meaning of functional short text accurately, fluently and accepting the relation to closest environment. The second was responding the meaning and step of rhetoric accurately, fluently and accepting a simple essay of closest environment in descriptive and procedure text, and the third was reading aloud that have a meaning of functional text, descriptive and procedure short essay with utterance, intonation and pressure accurately.[1]

Meanwhile, one of the purposes of teaching English as a foreign language to Indonesian peoples was that they can read, grasp the idea and understand the book written in English. To achieve those purposes, students need a lot of words of English to master. As Nobertsaid "…vocabulary was one of the most important skills in language"[2]. So to achieve the success in language teaching learning process especially English, vocabulary was one of important factors in all language teaching. Vocabulary was a very important language aspect to master. Vocabulary as one of the language aspects was to learn when people are learning a language. It was impossible to learn a language without vocabulary. So in any language learning vocabulary was necessary.

[1]Depdiknas, *Standard Kompetensi and KompetensiDasar Tingkat SLTP/MTs,* Pekanbaru: Dikpora, 2006), p.25
[2]Nobert Schmitt and Michael McCarthey, *Vocabulary in Language Teaching* (USA: Cambridge University Press, 1997) p.40

Vocabulary was a crucial component in acquiring and understanding language. When we read something it would sound good if we understand the words or vocabulary in our reading. Because it would help and guide us in pronouncing, reading, and grasping the idea from our reading, so we would understand. Based on This definition, vocabulary was important to be master before reading. Mastering vocabulary was the ability to get or receive lots of words. By having and mastering vocabulary we would know the meaning of vocabulary in the context. It can also help to avoid making mistakes in understanding a written or spoken text.

On the other hand, based on the researcher interview at MTsS Alwashliyah Sumatera Utara, the students face classical problem dealing with English reading text. Lack of vocabulary was the major one, whereas in fact vocabulary was the important thing in reading skill. The English vocabulary often becomes a problem for most high school and university students although they have studied English since elementary school. Sometimes the students always get difficulties to understand some words in context.

Research studies have shown that in most cases students have to see, read and interact with words 5-7 times before they are admitted to long-term memory. Words are more easily learned if your student was active-drawing a picture of the word, writing her own definition of it, and thinking of an example sentence to use it in. This was better than simply writing the word over and over again. So why was a rich vocabulary important to your student's success? It gives your student the ability to say what he or she means. By having several words at their disposal

for describing an event or emotion, they can be explicit when sharing their ideas and opinions.

It helps your student understand what other people are saying and what she/he was reading. Vocabulary was the foundation for comprehension. Unfamiliar words become holes in the text, preventing your student from completely understanding what he or she has just read. It makes their ability to grasp ideas and think more logically. The greater number of words your student has, the more he or she can interpret ideas from others, and express their own ideas.

It boosts your student's power of persuasion. Having a rich vocabulary would help your students communicate in a more engaging way. Relying on one or two words to describe an idea would be repetitive and not as persuasive, as relying on a vocabulary of 10-15 similarly descriptive terms. It helps your student make a good impression on others. How articulate your student was constitutes a big part of the impression she or he makes on others.

Vocabulary was central to language and of critical importance to typical language learner and vocabulary was important, right from the earliest stages.[3]Without a sufficient vocabulary, one cannot communicate affectively or express hwas ideas in both oral and written forms. It means the students in junior high school must be master in English vocabulary and its grammatical rules to make communicate to other people. Vocabulary mastery was one of factors to master English as a foreign language. It means that students have the ability in

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[3] Andrew Wright and Michael Buckby.2006. Games for Language Learning. U.K. Cambridge University Press

understanding and using the words and meaning. It also plays an important part in language skills. To develop students language skills in reading, listening, speaking and writing, the learners must master vocabulary. The mastery of vocabulary was needed by each language skills, because to be master in a foreign language they should learn the vocabulary first to make a sentence or to have a communicate. To solve This situation, the students need to increase their vocabulary to make their reading ability better. So, when they read the text, they can catch and grasp the idea from the reading text.

From the explanation mentioned above, we have known how important the vocabulary mastery in reading activity. The problem of vocabulary was being studied in subject of vocabulary. Based on description of vocabulary and reading above, it shows that they have close relation. To get empirical data about it the researcher would organize the test result to prove the influence of the students' achievement in vocabulary and reading. By getting the grades, the researcher tries to find and answer that student's achievement in vocabulary influence their reading ability.

Based on the observation of interview with students, researcher conclude that: There are 9 of 26 students said that they are interesting to English subject. There are 20 of 26 students said that English was difficult. The reasons are they can't to pronounce the words and to translate the difficult words. If they find out the difficult words so they would search it in dictionary or Google translate.

To make the explanation more clear. The following table below would explain about point that student get in examination last month:

Table I.1

The score of students of month examination.

No.	Score	Amount of students
1.	40-50	3
2.	50-60	5
3	60-70	6
4.	70-80	7
5.	80-90	5
	Total	26

From the table above, researcher conclude that students' ability was below of KKM. Based on the facts above, researcher assumed that students must to increase their vocabulary, their pronunciation to improve their reading ability.

Finally, the researcher was interested in carry out a research entitled **"The Correlation between Students' Vocabularies and the Students' Reading Ability at Ninth Grade in MTsS Al-Washliyah Kolam Desa Bandar Khalipah Kecamatan Percut Sei Tuan Kabupaten Deli Serdang Sumatera Utara in 2018/2019 Academic year."**

1.2   Identification of Problem

Based on the background of study above, the identification of problem were as follows:

1. The students have less ability in mastering vocabulary.
2. The students have less ability in reading ability.

1.3 Formulation of Study

Was there any significant correlation between students' vocabulary and students' reading ability at eight grade of MTsS Al-Washliyah Sumatera Utara?

1.4   Objective of the Study

Based on the formulation of study, the objective of the study of this research was to find out whether there was the significant correlation between students' vocabulary with students' reading ability.

1.5   Significance of the Study

The significant of the study can be viewed from theoretically and practically aspects, as describing follows:

2. This research to be able the effective guide on students' to improving the interesting reading ability in learning second language.

3. This research would conduct to increase quality, especially in language studying.

4. As information and comparison for the order researchers who want to conduct the relevant research.

5. To fulfill one of the requirements of S.1 degree of Department of English Education, Faculty of Education and teacher training of State Islamic University of Sumatera.

6. To give information to the teacher about correlation between students' vocabularies with students' reading ability.

CHAPTER II

THEORETICAL REVIEW

1.4 Theoretical Framework

2.1.1. Reading

a. The Concept of Reading

Reading as one of the language skills was an important skill that students should master. There are many types of reading. Reading was the particular way in which reader understands a text or a book. It was the ability to understand and to find out the information presented in written form event the information was explicitly stated or not in a passage. It was the way to compare the information with the reader's own knowledge. It was also the way to interpret the authors' means.[4]

Reading means perceiving a written text in order to understand its contexts. This can be done silently.[5] Moreover, reading was an action of a person who reads texts by reading activities; students are required to have good interaction with the texts, and need more attention from the reader in order that students get exact or close meaning of the texts as well.[6] Reading consists of a variety of activities, sensations, perceptions, psychomotor movements, cognitive

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[4]Widyamartaya, *Seni Membaca untuk Studi*, Yogyakarta: Kanisius. 1992. P. 90.

[5]Richards, Jack C, et al., *Longman Dictionary of Language Teaching and Applied Linguistics*. 1992. P. 302.

[6]Hornby, AS, *Oxford Advanced Learner's Dictionary (Sixth Edition)*, Oxford: Oxford University Press. 2000. P. 104.

activities and emotional responses, each of which can be further broken down into varying kinds of behavior. There are three definitions of reading. The first was pronouncing words, second was identifying words and the last was bringing meaning to a text in order to get meaning from it.

b. The Purposes of Reading

A person may read for many purposes, and purpose helps to understand more what was read by people. If he was reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if reads for studying or setting information such news, science or same line, which are part of his study or assignment he does it very slowly and carefully. According to Paul S. Anderson, there are seven aims of reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest.[7]

 a. Reading for details and fact was reading to know what was done by the subject of the story

 b. Reading for main ideas was reading to get the problem statement

 c. Reading for sequence of organization was reading to know each part of the story

 d. Reading for inference was reading to know what was the researcher meant by its story

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[7]Ibid. p. 90

e. Reading for classifying was reading to find unusual things

f. Reading for evaluating was reading to know the value of the story

g. Reading for comparing or contest was reading to compare the way of life of the story with the way of life of the reader.

Another author said that the aims of reading are:

a. Getting general information from the text

b. Getting specific information from the text

c. Reading for pleasure or for interest.

d. Reading to compare the information with the reader's own knowledge.

e. Reading was as social control.

c. The Characteristics and Skills in Reading Ability

When someone needs a success in reading she/he must know well about the characteristics of efficient reading.[8] They are as follows:

1) Language, the language of the text was comprehensible to the learner.

2) Content, the content of the text was accessible to the learners. They know enough about it to be able to apply their own background knowledge.

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[8]Ur, Penny, *A Course in Language Teaching*, (Cambridge: Cambridge UniversityPress,1993), p. 148.

3) Speed, the reading progresses fast: mainly because the reader has automatic recognition of common combination, and does not wash the time working about each or group of new words.

4) Attention, the reader concentrates on the significant bits, and skim the rest, may even skip part he or she knows to be significant.

5) Incomprehensible vocabulary, the reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without uses a dictionary only when these strategies are insufficient.

6) Prediction, the reader thinks a head, hypothesizes and predict.

7) Background information, the reader has and uses background information to help understand the text.

8) Motivation, the reader was motivated to read: by interesting content or a challenging task.

9) Purpose, the reader was aware of a clear purpose in reading for example, to find out something, or to get pleasure.

10) Strategies, the reader uses different strategies for a different kind of reading.

In reading, the reader employs a number of specific skills when reading and their success at understanding the content of what they see depends to large extent in these specific skills. The six skills of reading are:[9]

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[9]Harmer, Jeremy, *The Practice of English Language Teaching*, (London: New Edition Longman Hand Books for Language Teachers, 1991), p. 183-184.

a. Predictive skills.

b. Extracting specific information

c. Getting specific picture

d. Extracting detail information

e. Recognizing function and discourse patterns

f. Deducing meaning from context

The main purpose of reading was to understand and to find out the information from the passage. To be able in understanding and finding the information, the readers should know the characteristics and skills above because to understand the contents are not easy, but it would be overcome if we use the skills above when we read the contents in English. By using the skills above, we would find the information or the authors' mean exactly.

We know that we were created by Allah SWT on the best structure. So its mean that we have ability since we born and balance in form and nature. Ability was strength to show a specific action or specific tasks, both physically and mentally. It was of course, different tasks require different skills as well. In addition, capabilities can also be used as the power to indicate the action responsive, including the coordinated movements, complex, and problem solving.

A human being according to Al-Quran has the abilities to achieve and develop the knowledge with Allah's permit. Therefore, many verses of Al-Quran order human beings to achieve the knowledge in many different ways. In

achieving knowledge and increasing ability, there are many ways facilities that can be used such as hearing, sight, and heart.

Allah says in Al-Quran:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالأبْصَارَ وَالأفْئِدَةَ لَعَلَّكُمْ تَشْكُرُو

Meaning in English: It was he brought you Forth from the wombs of your mother's when you knew nothing; and he gave you hearing and sight and intelligence and affection that you may give thank (Allah). (An-Nahl: 78)

From This verse, we have to improve ourselves with competences, skills, attitudes, with are derived from Allah SWT, so we can improve the quality of education with various way, such as development and improvement of learning methods.

In the order verse, Allah SWT ask the human for reading. Its explain in Al-Alaq 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ(3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَالْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

Meaning :

1.Read! In the Name of your Lord, Who has created (all that exists),

2. Has created man from a clot (a piece of thick coagulated blood).

3. Read! And your Lord was the Most Generous,

4. Who has taught (the writing) by the pen [the first person to write was Prophet Idrees (Enoch)],

5. Has taught man that which he knew not.

Allah swt has taught human by words. Allah has taught man that which he knew not. Read, In the Name of your Lord, Who has created (all that exists). Therefore, All people should to able to read correctly. And all people must study about how to read well to understand what author meant of his work. If people able to read well so they would easy to study about religion and science in This world.

2.2   Student's Achievement in Vocabulary

An achievement was process of developing skills or knowledge. Achievement was measure of the quality and the quantity of the success one has in the mastery of knowledge, skills or understanding.[10] Hornby says that achievement was thing done successfully, specially with effort and skill. The word 'achievement' derived from a verb 'achieve' which means: 1) finish successfully especially for something, 2) to get the result of an action, 3) as a result gained by effort. The students' achievement means that the students' learn successfully an improve their knowledge with their effort and skill.[11]

According to Taxonomy bloom there are three aspect of learning achievement, such as cognitive, affective, and psychomotor. Cognitive consist of knowledge, understanding, application, analysis synthetic and evaluation.[12] Affective includes feeling and emotional aspects. These two aspects influence the student's way to do something. Psychomotor relates to the students' skill to do something. It was known from what student's response to the lesson that the

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[10] Hornby, The term of Achievement, www.davidsongfied.org./db/articles/id/10461/aspx. , Accesed at 19th February 2018.
[11] Ibid. Accesed at 19th February 2018
[12] Ibid. Accesed at 19th February 2018

teacher gives. From the explanations above, the researcher concludes that the student's achievement was the effort of the students to learn successfully in order to improve their knowledge, skill or understanding.

2.2.1   Vocabulary

Several definitions of vocabulary are listed below. Hornby states that vocabulary was the total numbers of words which (with rules of combining them) make up a language.[13] In addition, Dupuis states that vocabulary refers to "a set of words or phrases which label the parts of material to be learned and which are necessary for students to use in talking and writing about the material." Vocabulary mastery was a great skill of knowledge about a set of words known by a person as a part of specific language.[14]

Longman Dictionary of contemporary English defines vocabulary means all the words known to a particular person, the specific sets of words used in particular kind work, business, profession, etc. and list of words with their meaning, especially one that companies a text book.[15] However, vocabulary was more complex than this definition. Vocabulary also can define, roughly, as the words we teach in foreign language.[16]A vocabulary usually grows evolves with age, and as tool for communication and acquiring knowledge. English vocabulary

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[13] Hornby, A.S, 1995, Oxford Advanced Learners Dictionary of Current English, London: Oxford University Press,P.1331

[14] Dupuis, Mary M, Joice W. Lee, Bernard J and Eunice N. Askov. Foresman,1989, Teaching Reading and Writing in the Content Area, New York : Scott Foresman Company, P.67

[15] Longman. 1978. Longman Dictionary of Contemporary English, London : Longman. P.1229

[16] Penny Urr, A Course in Language Teaching : Practice and Theory, (New York: Cambridge University Press, 1991), p.42

has a remarkable, flexibility and adaptability." Vocabulary was one of the components of languages and that no language exists without words[17].

Vocabulary was needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. The more words we learn, the more ideas we have so we can communication the ideas more effectively. The role of vocabulary cannot be ignored in learning English in order to acquire the four language skills. Vocabulary was language components which contain all of information about meaning and using of words in language which are possessed by a speaker, a researcher or listener. Furthermore, Hornby says that, the vocabulary was a total number of words which make up a language.[18]Vocabulary was very part that should not be neglected in language learning and it very useful for communication with other people either in spoken or written form.

In general, there two types of vocabulary:

1. Words which students need to understand and also use for themselves, we call this active vocabulary.

2. Words which students want to understand (e.g. when reading a text) but which they do not need to use for themselves, we call this passive vocabulary.

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[17] Pieter A. Napa. 1991. Vocabulary Development Skills. Yogyakarta : Kanwasus.p.6
[18] Hornby, A.S. 1989. Oxford Advance Learner's Dictionary of Current English. London : Oxford University Press.p.1025

Active vocabulary used in conversation or speaking, it was vocabulary by which someone can express his thought; while passive vocabulary was vocabulary used in reading.[19]

The importance of a vocabulary:

   a. An extensive vocabulary aid expressions and communication.

   b. Vocabulary number has been directly linked to reading comprehension.

   c. Linguistics vocabulary was synonymous with thinking vocabulary.

   d. A person may be judged by others based on his or her vocabulary.

Vocabulary learning was the important aspect in learning a foreign language. Students would improve much if they learn more words and expressions. In order to be able to use the language productively, student must know certain amount of vocabularies, not only for communicating orally, but also written. Vocabulary deals with words. A student of a foreign language must know about the word and formation in order to be able to understand the form and the meaning of words as well as to be able to use the correct form of word. There are two main point's words necessary to be learned; content words add function words.[20]

Vocabulary skill was based on a clear understanding of language itself. The language you use must be appropriate to the situation. Two major categories of English are called standard and substandard. Standard English was the language educated people-those who know and follow the conventional rules of

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[19] Pieter A. Napa.1991. Vocabulary Development Skills. Yogyakarta : Kanwasus.p.9
[20] Ibid. P.11

grammar and usage. Then substandard English was usually breaks accepted rules in the use of pronouns and certain verb form, associated with the uneducated.

For example:

Standard English   : I saw the movie

Substandard English   : I seen that movie

In Standard English there are different forms of Standard English. The two most important varieties are formal and informal. Formal English was used for serious purposes, like research papers, literacy essays, important speeches, and essay questions on exam. Characteristics of formal English include the following:

1. Sentences are very carefully constructed.

2. Rarely contains slang.

3. Uses words not common in everyday speech and writing.

4. Avoids the use of contractions.

Most of the time, educated people use informal language. Whether written or spoken, their sentences sound more like conversation than like lines from a formal speech. Characteristics of informal English include the following:

1. Included both long and short sentences.

2. Uses contractions.

3. Uses vocabulary that was clear and simple rather than elegant.

4. Uses limited slang.[21]

We use vocabulary to refer to kind of words that students must know read increasingly demanding text with comprehension. Broadly defined, vocabulary

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[21] Saddleback Educational Publishing, *Vocabulary English in Context,* (California : Saddleback Educational Publishing, 2000), p, 6-7

was knowledge of word and word meanings. However, vocabulary was more complex than this definition suggest. First words come into two forms, oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Oral vocabulary was a set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning was known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasingly larger role in literacy than those oral vocabulary.[22]

2.2.2   Types of the Vocabulary

At least four different types of vocabularies are involved in teaching English, they are:

1. Speaking vocabulary was all of the words a person can use through speech. This was a very powerful vocabulary type. Potent speakers, musicians, singers, poets etc… Have the ability to influence and move their audience/listeners with how they utilize this type. People who are very vigorous and innovative with this type have the power to control their audience in how they perceive, think and act.

2. Writing vocabulary was all of the words a person can use when they are writing. This was another eminent vocabulary type. Like speakers, researchers also have the power to influence many people with how they use their words. A lot of times, both writing and speaking vocabularies are

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[22] YY epG Team, *Teaching and Learning Vocabulary Bringing the research to Practice,* (London: Lawrence Erlbaum Associates, Publisher, 2005), p.3

combined and they can complement each other very well. E.g. If a speech or poem was prepared in writing, the writing completely negates the desideratum of having to contemplate what to say. All of the thinking was already done before hand and put into the form of what has been written.

3. Listening vocabulary was all of the words a person can recognize through listening. The larger this type was, the easier it was to understand others who utilize speaking vocabulary. Listening plays a significant role in the overall growth of vocabulary since you can encounter new words from several different sources simply through hearing or listening.

4. Reading vocabulary was all of the words a person can recognize via reading. This was very important for understanding content produced by those who frequently use writing vocab. Like Listening, reading also plays a significant role in the overall magnification of vocabulary. It's very easy to encounter new words while reading.[23]

2.2.3 The importance of vocabulary

To educate such students successfully requires practices based on understanding how children learn languages and tailored

2.3 Operational Concept

There are two variables used in this research, they are variable X and variable Y. The vocabulary mastery was as Variable X (Independent variable) that

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[23]*Thomas Scott, Types of Vocabulary, http://ezinearticles.com/?The-Main-Types-of Vocabulary&id=5386175, Accesed at 11.43 Am, 19th February 2018.*

gives contribution on students' ability in reading texts as variable Y (Dependent variable).

2.4Relevant Research

There are some related studies that had been done by some researchers that related to correlation between vocabulary and reading. First, the Correlation between Students Achievement in Vocabulary and Reading Ability (Case Study at the Second Year Students of MAN II Bekasi, Academic Year 2006-2007) by Ikah, she found there was significant students Achievement in Vocabulary and Reading Ability was good. Second, the Correlation between Vocabulary Mastery and Reading Comprehension: the case of the Seventh Grade Students of SMP N 13Semarang in The Academic Year 2005/2006 by Dewi Ratnawati ,she found there was significant correlation students Achievement in Vocabulary and Reading Ability was good.In This final project the researcher wants to know how well the seventh grade students of SMP N 13 Semarang master the language skills, especially the ability of reading comprehension and their components, especially the mastery of vocabulary. Third, The Correlation between Students Mastery of Vocabulary and Their Reading Ability at the Second Grade Students of SMP YMJ Ciputat by Misbahuddin.

The research would give some useful information about vocabulary achievement and reading comprehension achievement. This research would also present the description and correlation between the mastery of vocabulary and the ability of reading comprehension among the seventh grade students of SMP N 13 Semarang in the academic year 2005/2006. From some relevant research above, it can be concluded that vocabulary contribute reading comprehension.

2.5The Hypothesis

Based on the assumptions above the researcher formulates two hypotheses as follows:

Ha: There was significant correlation between student's vocabulary and student's reading ability at the ninth grade students of MTsS Al-Washliyah Kolam Desa Bandar Khalipah.

Ho: There was no significant correlation between student's vocabulary and students' reading ability at ninth grade students of MTsS Al-Washliyah Kolam Desa Bandar Khalipah.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Location and Time of the Research

Researcher did her research on MTsS Al-Washliyah Kolam Kec.Percut Sei Tuan Sumatera Utara. The location of school at Jl. Pusaka Desa Kolam Kec. Percut Sei Tuan Kab. Deli Serdang. The subjects of research was students of class IX-A and IX-D which consist of 30 males and 36 females. Time of the study was from July until September 2018.

3.2 The Population and Sample of the Research

The subject of this classroom action study was the ninth grade students of MTsS Al-Washliyah Kolam Sumatera Utara in academic year 2018/2019. There were four classes of nineth grade students as population. The researcher has taken sample from students of class IX-A and IX-D select as the subjects of the study which consist of 30 males and 36 females students. This group of student was selected by researcher as the subject of the study because they have crucial problem in reading skill.

The sample was taken by technique random sampling because sample a unit of the class.[24]

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[24] Meredith D. Gall, Joyce P. Gall & Walter R. Borg, *Educational Research: An Introduction (*Boston: Pearson Education, Inc,2003), h.174.

To make it more clear can be seen from the table below:

Table III.1

The Total Population of the Research

No.	Class	The Total Population of the Research		Total
		Male	Female	
1.	IX-A	14	18	32
2.	IX-B	16	17	33
3.	IX-C	13	20	33
4.	IX-D	16	18	34
		59	73	132

Table III.2

The Total Sample of the Research

No.	Class	The Total Sample of the Research		Total
		Male	Female	
1.	IX-A	14	18	32
2.	IX-D	16	18	34
		30	36	66

3.3 Instrument of the Data Collecting

Research instruments was the instrument use to collect the data. There are two instruments would use in this study namely test, and questionnaire. The instruments would describe as follow: 1. Test which would use in this study was reading test through test reading which consists of twenty multiple choice test. There are two kinds of tests administered in This study. 2. Questionnaire was a

research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Questionnaire was widely used especially in descriptive survey studies (Borg & Gall, 1983).[25] Questionnaire conduct to measure quantitatively the learning behavior of the subject in learning reading through multiple choice test. In This study, the questionnaire which would give to the subjects ten questions with four option items (Check list) in each question. The questionnaire would give to the students after completing all sessions of each cycle in this study.

3.4 The Technique of the Data Collecting

The technique of the data collecting was technique which use for collect the data which researcher need according to sample was determined. There are kinds of technique of the data collecting: [26]

- Documentation

Documentation was technique to collecting the data with check existing documents before do research.

- Quantitative Surveys

Unlike the open-ended questions asked in qualitative questionnaires, quantitative paper surveys pose closed questions, with the answer options provided. The respondents would only have to choose their answer among the choices provided on the questionnaire.

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[25] Mark Balnaves and Peter Caputi, *Research Methods An Investigative Approach,* (Sage Publications: 2001) p. 142
[26] Dr. Budi Susetyo, M.Pd, *Statwastika,* (Jakarta: Direktorat Jenderal Pendidikan Waslam Departemen Agama Republik Indonesia). p.126

- Test

A test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2000:384). In this definition, Brown, wants to show that people's knowledge can be explored trough testing. Test consist of text and some questions that students would be answer. [27]

3.5 Technique of Analyzing Data

Correlation research would use to analyze the data in analyzing of this research. The data would be analyzed by using the product moment correlation because both of two variables.

Product Moment Correlation technique (Product Moment Correlation)

Product Moment Correlation was one of correlation technique that was utilized to know relationship among two variables. This correlation technique was developed by Karl Pearson. Called by Product Moment Correlation, since its correlation number constitute multiple result or product from moments variable that correlated (product of the moment). [28]

The Formula of Product Moment Correlation.

Mean (Arithmetic Mean)

Formula : [29]

$$M = \frac{\sum x}{N}$$

Explanation :

M = Mean

[27] www.cleverwasm.com/qualitative-quantitative-data-collection-methods/. Accessed at 07.20 pm 18th July 2018

[28] Wahyuna, Sri, *Statistik Pendidikan,*(FakultasTarbiyah UIN SU: Medan, 2017), p. 56.
[29] *Ibid*, p. 44

$\sum X$ = Sum of total X

N = point of X

Formula of Product Moment Correlation was:[30]

Based on the table above to calculate the score of mean variable (Y) used formula as follows:[31]

x =X − Mx

$Mx = \frac{\sum fx}{N}$

After obtained the score of mean, then calculated deviation score X.

$SD = \sqrt{\frac{\sum fx^2}{N}}$

to calculate the score of mean variable (Y) used formula as follows:[32]

y =Y − My

$My = \frac{\sum fy}{N}$

After obtained the score of mean, then calculated deviation score Y.

$SD = \sqrt{\frac{\sum fy^2}{N}}$

First, find out Cx' by formula:

$Cx' = \frac{\sum fx'}{N}$

Second, find out Cy' by formula:

$Cy' = \frac{\sum fy'}{N}$

Third, find out SDx' by formula:

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[30]*Ibid,* p.56
[31]Sri Wahyuna, (2007),*Statwastik Pendidikan,*Medan: Fakultas Tarbiyah UINSU. page 59
[32]ibid

$$SDx' = \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

Fourth, find out SDy' by formula:

$$SDy' = \sqrt{\frac{\sum fy^2 -}{N} - \left(\frac{\sum fy'}{N}\right)^2}$$

Fifth, to know the correlation of variable X and Y, the researcher find out it by

Product Moment Correlation formula:[33]

$$r_{xy} = \frac{\frac{\sum x'y' -}{N}(Cx')(Cy')}{(SDx')(SDy')}$$

Where:

r = the correlation of Product Moment

$\sum x'y'$ = total correlation of Product Moment

Cx' = total frequency X divided number of cases

Cy' = total frequency Y divided number of cases

SDx' = standard deviation of variable X

SDy' = standard deviation of variable Y

N   = number of

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[33] ibid. p. 65

CHAPTER IV

RESEARCH FINDINGS

4.1   Description of Data

As it has been mentioned in the previous chapter, the researcher used the field research. Researcher held field research by taking the scores of 66 students as and experiment test and analyzed those scores in order to find out whether there was any correlation between students' vocabulary mastery and their reading ability by using the Pearson "r" formula. So, in total there were 66 scores because the samples had 2 set of scores.

The first score was vocabulary that consist 20 items are multiple choice test and the second one was reading habits questionnaire about students' reading habits that consists 10 items. The data of vocabulary test and reading questionnaire test score result can be seen in the following tables.

Table IV.1

List of Students' Scores of Classes IX-A and IX-D

No.	Initial of students' name	Gender	Vocabulary test (X)	Questionnaire test (Y)
1.	AR	L	75	80
2.	AS	P	80	70
3.	ARB	L	40	70
4.	AP	L	40	50
5.	AI	L	30	75
6.	APR	L	50	60

No.	Initial of students' name	Gender	Vocabulary test (X)	Questionnaire test (Y)
7.	ASP	P	70	60
8.	AC	P	20	60
9.	AN	P	45	60
10.	AT	P	40	50
11.	APT	P	35	65
12.	AHS	L	20	50
13.	BA	L	55	75
14.	BS	L	25	60
15.	CA	P	50	70
16.	DA	P	80	80
17.	DP	P	35	50
18.	DIR	L	40	50
19.	DAR	L	40	70
20.	DF	P	15	70
21.	DJ	L	30	60
22.	DMS	L	20	65
23.	DMT	L	30	60
24.	DW	P	55	60
25.	FA	P	85	75
26.	FF	P	70	75
27.	WASY	P	65	70
28.	IN	P	20	75
29.	IM	P	25	65
30.	WASR	P	10	65
31.	IPS	L	65	50
32.	IJ	P	20	80
33.	IFL	P	40	70

No.	Initial of students' name	Gender	Vocabulary test (X)	Questionnaire test (Y)
34.	JP	L	35	60
35.	KIR	L	35	60
36.	KRS	L	30	60
37.	LS	P	60	70
38.	LH	P	80	65
39.	MR	L	35	65
40.	MSK	L	70	70
41.	MH	P	80	70
42.	MHF	L	50	65
43.	MD	L	25	65
44.	MFN	L	30	70
45.	MSM	L	50	70
46.	NA	P	60	70
47.	NF	P	40	50
48.	NUH	P	80	70
49.	NZ	P	70	55
50.	NS	P	60	70
51.	NPR	P	35	75
52.	PRS	L	20	60
53.	RPT	P	55	60
54.	RAC	P	35	65
55.	RZQ	L	85	80
56.	SV	P	40	70
57.	SD	L	40	50
58.	SPT	L	30	65
59.	SF	P	70	55
60.	SAG	P	25	50

No.	Initial of students' name	Gender	Vocabulary test (X)	Questionnaire test (Y)
61.	SC	P	75	80
62.	SK	P	70	80
63.	SRL	P	55	60
64.	UF	P	25	50
65.	WA	L	35	60
66.	YR	L	40	50

From the table above, there are 30 male students, there are 36 female students. Total of population are 66 students.

Table IV.2

The Result of Product Moment Table

Nilai (X)	F	fX	X	x^2	fx^2
85	2	170	38.86	1510.09	3020.20
80	5	400	33.86	1146.50	5732.50
75	2	150	28.86	832.90	1665.80
70	6	420	23.86	569.30	3415.80
65	2	130	18.86	355.70	711.40
60	3	180	13.86	192.09	576.30
55	4	220	8.86	78.50	314.00
50	4	200	3.86	14.90	59.60
45	1	45	-1.14	1.30	1.30
40	10	400	-6.14	37.70	377.00
35	8	280	-11.14	124.09	992.80
30	6	180	-16.14	260.50	1563.00
25	5	125	-21.14	446.90	2234.50
20	6	120	-26.14	683.30	4099.80
15	1	15	-31.14	969.70	969.70

Nilai (X)	F	fX	X	x^2	fx^2
10	1	10	-36.14	1306.09	1306.09
	N=66	3045			$\sum fx^2$=27039.79

Based on the table above to calculate the score of mean variable (Y) used formula as follows:[34]

x =X – Mx

$Mx = \dfrac{\sum fx}{N} = \dfrac{3045}{66} = 46.14$

After obtained the score of mean, then calculated deviation score X.

$SD = \sqrt{\dfrac{\sum fx^2}{N}} = \sqrt{\dfrac{27039.79}{66}} = \sqrt{409.70} = 20.24$

Table IV.3

The Result of Product Moment Table

Nilai (Y)	f	Fy	Y	y^2	fy^2
80	6	480	15.45	238.70	1432.21
75	6	450	10.45	109.20	655.21
70	16	1120	5.45	29.70	475.24
65	10	650	0.45	0.2025	2.025
60	15	900	-4.55	20.70	310.54
55	2	110	-9.55	91.20	182.40
50	11	550	-14.55	211.70	2328.73
	N=66	4260			$\sum fx^2$= 5386.38

Based on the table above to calculate the score of mean variable (Y) used formula as follows:[35]

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[34]Sri Wahyuna, (2007),*Statistik Pendidikan,*Medan: Fakultas Tarbiyah UINSU. page 59

$$y = Y - My$$

$$My = \frac{\Sigma fy}{N} = \frac{4260}{66} = 64.55$$

After obtained the score of mean, then calculated deviation score Y.

$$SD = \sqrt{\frac{\Sigma fy^2}{N}} = \sqrt{\frac{5386.38}{66}} = \sqrt{81.61} = 9.034$$

4.2 Analysis of Data

Having finished the field research by using vocabulary test and reading questionnaire test, the researcher used statistic calculation of Pearson Product Moment Formula to analyze the data from the result of vocabulary test and reading questionnaire test. The following table shows the calculation result based on the theory in chapter III.

Table IV.4

The Result of Product Moment Table of Correlation Map

X \ Y	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	fy	y'	fy'	fy'²	x'y'
80			1										1	3	1	1	7	3	21	63	
75			1		1	1				1		1				1	6	2	12	24	-2
70		1			1		4		2		2	1	1		3		15	1	15	15	10
65	1		1	2	1	3			1						1		10	0	0	0	

[35] ibid

	c(-8)	c(-7)	c(-6)	c(-5)	c(-4)	c(-3)	c(-2)	c(-1)	c(0)	c(1)	c(2)	c(3)	c(4)	c(5)	c(6)	c(7)	fy	y'	fy'	fy'²	fx'y'
																	0				
60		2	1	3	3		1	1	3			1					15	-1	-15	15	32
55																	2	-2	-4	8	-16
50		1	2		1	6				1							11	-3	-33	99	84
Fx	1	1	6	5	6	8	10	1	4	4	2	2	6	3	5	2	**N = 66**				
x'	-8	-7	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7					
fx'	-8	-7	-36	-25	-24	-24	-20	-1	0	4	4	6	24	15	30	14	**-48**				
fx'²	64	49	216	125	96	72	40	1	0	4	8	18	96	75	180	98	**1142**				
x'y'	0	-7	0	35	0	12	28	1	0	-1	4	-6	4	45	36	35	**186**				
																	$\Sigma fy' = -4$			$\Sigma fx'y' = 186$	

Based on map of correlation above, finally researcher has known:[36]

First, researcher has known:

N=66, $\sum fx' = -48$, $\sum fy' = -4$, $\sum fx'^2 = 1142$, $\sum fy'^2 = 224$, $\sum x'y' = 186$

second, find out Cx' by formula:

$$Cx' = \frac{\sum fx'}{N} = \frac{-48}{66} = -0{,}73$$

third, find out Cy' by formula:

$$Cy' = \frac{\sum fy'}{N} = \frac{-4}{66} = -0{,}06$$

fourth, find out SDx' by formula:

$$SDx' = \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

$$SDx' = \sqrt{\frac{1142}{66} - \left(\frac{-48}{66}\right)^2}$$

$$= \sqrt{17{,}30 - 0.5329}$$

$$= \sqrt{16.7671} = 4.09$$

fifth, find out SDy' by formula:

$$SDy' = \sqrt{\frac{\sum fy'^2 -}{N} - \left(\frac{\sum fy'}{N}\right)^2}$$

$$SDy' = \sqrt{\frac{224}{66} - \left(\frac{-4}{66}\right)^2}$$

$$= \sqrt{3.393 - 0.036}$$

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[36]ibid. p. 64

$$= \sqrt{3.39} = 1.84$$

sixth, to know the correlation of variable X and Y, the researcher find out it by

Product Moment Correlation formula:[37]

$$r_{xy} = \frac{\frac{\Sigma x'y'}{N} - (Cx\iota)(Cy\iota)}{(SDx\iota)(SDy\iota)}$$

$$= \frac{\frac{186}{66} - (-0.073)(-0.06)}{(4.09)(1.84)}$$

$$= \frac{2.81 - 0.044}{7.525} = 0.37$$

df = N-nr

$$= 66-2 = 64$$

To know the correlation of them in 5% and 1% significance, the researcher

used r table with df formula: df=N-nr

df = degrees of freedom

N = total number of respondents

nr = numbers of variable (X and Y)

df = N-nr = 66-2 = 64 ("r" value consultation table)

df = 64, so it used the nearest df that 60.

At the degree of significance of 5% = 0.250

At the degree of significance of 1% = 0.325

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[37] ibid. p. 65

4.3   Test of Hypothesis

The researcher has mentioned the hypothesis before from the hypothesis, the researcher has criterion of test hypothesis:

If ro > rt The alternative hypothesis (Ha) was accepted and Null Hypothesis (Ho) was rejected. It means there was correlation between students' vocabulary with students' reading ability. If ro < rt The alternative hypothesis (Ha) was rejected and Null Hypothesis was accepted. It means there was no correlation between students' vocabulary with students' reading ability.

According to the table of significance, it can be seen that df 64 was closer to r table df 60, so the researcher took the r table df 60, researcher get point 0.250 for the 5% significance degree, and point 0.325 on 1% significance degree. So, it means point 0.37 of r_o was higher than r table (0.37 > 0.250 and 0.37 > 0.325), from that result, we can conclude that null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted.

In conclusion, correlation between students' vocabulary and reading ability was significant.

4.4   Interpretation

The level of influence was as follows:[38]

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[38]ibid. p.70

Table IV. 5

The "r" Product Moment Table

Product Moment (r)	Interpretation
0.00– 0.20	Very low
0.20 – 0.40	Low
0.40 – 0.70	Moderate
0.70 – 0.90	High
0.90 – 1.00	Very High

Based on the result of statistics calculation above, the correlation between the two variables X and Y was low, it was 0.37.

4.5 **DISCUSSION**

From the result of the statistical calculation, it has shown the evidence that Students' Vocabularies has the significant correlation with Students' Reading Ability among Students. It means that the students who have good in Vocabularies, they would get excellent score in Reading. On the other hand, the higher mastery of vocabularies, the higher ability in reading ability, likewise, the lower vocabularies, the lower in reading ability.

Through correlation test which has been done, it was found the correlation coefficient 0.37. If it was confirmed into interpretation table of correlation coefficient r = 0.37 was categorized in low correlation. It means that the correlation between Students' Vocabularies with Students' Reading Ability was low. Conceptually, it can be explained that Students' vocabularies with Students' Reading Ability was still determinable or still have the correlation with other

factors. Though the correlation was low such like explained above, but Students' Vocabularies means in increasing Students' Reading Ability.

Realizing the fact above, one of the way overcome the low of Students' Vocabularies with Students' Reading Ability, the English teachers should pay close attention to the Students on Mastering Vocabularies. Besides, the teachers should create particular condition or manage the environment well to make the students interact with their environment so that the determined goal of the lesson can be achieved. Teaching was one of the aspects of education which was based on the interaction between the students and the teachers which creates a high self development in learning. Consequently, teaching was transferring information to others through direct or indirect interaction to achieve the expected goals. therefore, the teachers in teaching English are basically guiding the students to understand and to do exercises.

BAB V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data described above, the comparison between students' vocabulary and their reading ability were obtained that value of r_o was 0.37 the degree of freedom (df) was 64. In the table of the degree of significant of 5% and 1% the value of the degree of significant was 0.250 and 0.325. It means that Ho was rejected and Ha was accepted, and it can be concluded that a correlation between the students' vocabulary (X) and reading ability (Y) at the third grade of MTsS Al-Washliyah Kolam in academic year 2018/2019 was significant.

The researcher also concluded that most students were still weak not only in their achievement of vocabulary, but also in reading ability. For example using dictionary was very helpful for them to find out the meaning of words. The researcher also found out that the correlation between vocabulary and reading was significant. So, both of them cannot separated each other.

5.2 Suggestion

Based on the conclusion above, it was suggested that in reading ability and in vocabulary are:

Based on the result of this research, the researcher suggests that:

1. For the students

   The students are expected to increase their vocabularies and always exercise the reading ability especially because it was important thing in getting information in written text.

2. For the English teachers

   The researcher suggest for the English teachers in this school try to use kinds of strategy in teaching English especially reading. And the researcher suggest that as a teacher should be always learn to understanding the students, and upgrade the skill in teaching to create the best generation in future.

3. For the headmaster

   The headmaster can suggest the English teacher to apply the variety of strategy in teaching reading because the result of this research showed that the students' vocabularies influence the students' reading ability.

4. For the next researchers

   This research can be a reference as a new researchers for references.

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Madrasah	**: MTsS Al-Washliyah Kolam**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: IX/I (Ganjil)**
Alokasi Waktu	**: 2 $\times$ 40 menit (2 $\times$ pertemuan)**

A. Standar Kompetensi : Membaca

5. Memahami makna dalam esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar   :

5.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

5.2 Merespon makna dalam teks tulwas fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar.

C.Indikator

1. Mengetahui definwasi main idea
2. Mengidentifikasi main idea dalam sebuah teks
3. Mengidentifikasi jens-jenwas main idea

D. Tujuan Pembelajaran

1. Siswa mengetahui definwasi main idea

2. Siswa mampu mengidentifikasi main idea dalam sebuah teks

3. Siswa mampu mengidentifikasi jens-jenwas main idea

E. Materi Pokok

1. Definition of Main Idea

Main idea was the most important thing the paragraph says about the topic. The topic was what a paragraph was all about.

2. Identification of Main Idea

Hiking

On Friday I went to Mount Bromo. It was one of the mountains that I want to see very much. It was near Probolinggo. That was why I stayed at Nida and Hasan's house at Cemara Lawang, Probolinggo.

Ingat :

- *main idea* adalah ide pokok (gagasan utama) dalam suatu paragraf.
- *main idea* dapat diletakkan di depan, tengah atau akhir paragraf.

Contoh:

Main idea pada paragraf di atas terdapat di awal paragraf yaitu : " On Friday I went to Mount Bromo".

3. Jenis-jenis main idea

- Main idea diawal paragraph

Melisa

Melissa was a good student. She studies a lot and was at the top of her class. She was valedictorian when she graduated from elementary school. Melissa loves books and reads them all the time.

Answer: main idea of This passage was Melissa was good student.

- Main idea di tengah paragrap

Counterfeit Drugs

Let not the ordinary people, doctors or those who are experts in the field of medicine was difficult to distinguish where the counterfeit and where the original. In fact, counterfeit drugs are very difficult to distinguish from the original. Not only the packaging looks the same. The color of the medicine was also very similar to the original medicine. In fact, the smell and taste are almost the same.

Main idea of the paragraph above was "In fact, counterfeit drugs are very difficult to distinguish from the original".

- Main idea di akhir paragrap

Maya

Maya was a poor student, but keeps her grades up enough to barely pass. She wasn't interested in school. She doesn't like to read anything, except for sports magazines.

Answer: main idea of This article was Maya wasn't interested in school, and doesn't like to read.

F. Metode Pembelajaran

- Reading Guide

G. Langkah-Langkah Kegiatan

Pertemuan Ke I:

Kegiatan Awal (10*)

- Mengucapkan salam dengan siswa ketika memasuki ruang kelas
- Berdoa sebelum memulai pelajaran
- Mengecek kehadiran siswa
- Mengecek kerapian dan kebersihan ruang kelas

Kegiatan Inti (60*)

Eksplorasi (20*)

- Guru memberikan penjelasan tentang main idea kepada siswa
- Guru menjelaskan cara untuk menemukan main idea dalam sebuah paragraph
- Guru menjelaskan jenwas-jenwas yang terdapat dalam main idea

Elaborasi (30*)

- Siswa mengidentifikasi teks yang ingin dirangkum
- Siswa memilih poin yang akan di batasi, terutama poin utama, dimana rangkuman itu berada
- Siswa terlebih dahulu membaca seluruh teks untuk memahami wasinya secara umum
- Siswa menyusun sebuah kalimat tunggal yang membahas tentang bagian main idea tersebut
- Siswa membaca kembali kalimat inti yang telah di buat dan membuat revwasi jika diperlukan
- Siswa menerapkan strategi ini untuk bagian yang lain dalam menemukan main idea

Konfirmasi (10*)

- Memberikan umpan balik terhadap siswa dengan memberikan penguatan dalam bentuk lwasan pada siswa yang telah menyelesaikan tugasnya.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksan akan secara konswasten dan terprogram.
- Memeberikan motivasi belajar terhadap siswa

Kegiatan Akhir (10*)

- Guru memberi kesimpulan tentang pelajaran yang telah selesai dilaksanakan
- Guru menutup pelajaran dengan mengucapkan salam

Pertemuan Ke II:

Kegiatan Awal (10*)

- Mengucapkan salam dengan siswa ketika memasuki ruang kelas
- Berdoa sebelum memulai pelajaran
- Mengecek kehadiran siswa
- Mengecek kerapian dan kebersihan ruang kelas

Kegiatan Inti (60*)

Eksplorasi (20*)

- Guru memberikan penjelasan tentang main idea kepada siswa

- Guru menjelaskan cara untuk menemukan main idea dalam sebuah paragraph
- Guru menjelaskan jenwas-jenwas yang terdapat dalam main idea

Elaborasi (30*)

- Siswa mengidentifikasi teks yang ingin dirangkum
- Siswa memilih poin yang akan di batasi, terutama poin utama, dimana rangkuman itu berada
- Siswa terlebih dahulu membaca seluruh teks untuk memahami wasinya secara umum
- Siswa menyusun sebuah kalimat tunggal yang membahas tentang bagian main idea tersebut
- Siswa membaca kembali kalimat inti yang telah di buat dan membuat revwasi jika diperlukan
- Siswa menerapkan strategi ini untuk bagian yang lain dalam menemukan main idea

Konfirmasi (10*)

- Memberikan umpan balik terhadap siswa dengan memberikan penguatan dalam bentuk lwasan pada siswa yang telah menyelesaikan tugasnya.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksan akan secara konswasten dan terprogram.
- Memeberikan motivasi belajara terhadap siswa

Kegiatan Akhir (10*)

- Guru memberi kesimpulan tentang pelajaran yang telah selesai dilaksanakan
- Guru menutup pelajaran dengan mengucapkan salam

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I. Bahan

- Papan tulis
- Spidol
- Teks yang terkait
- Bacaan yang terkait

J. Penilaian

- Teknik penilaian : Tes tertulis
- Bentuk penilaian : Tes pilihan ganda (individu)
- Instrument penilaian : Terlampir

Kolam, 12 September 2018

Mengetahui

Kepala MTs. Al-washliyyah   Guru Mata Pelajaran   Peneliti

Kolam

Supiah, S.Ag   **Mahdiah, S.Pd.I   Nida Mawaddah Nasution**

Appendix 2

<u>VOCABULARY TEST</u>

Choose the correct answer by crossing a, b, c, d

1. When the traffic lights are red, we must…
   a. walk   b. run   c. turn   d. stop

2. A headmaster leads a….
   a. school   b. factory   c. government   d. regency

3. Mrs. Nancy and her family enjoy their dinner in the…
   a. living room   b. waiting room   c. dining room   d. bedroom

4. In the mountain we can see…
   a. waterfall   b. ships   c. fishes   d. sand

5. Cindy: What do the students do in the library?
   Margaret: They usually…books
   a. land   b. borrow   c. send   d. buy

6. We don't go to school on…
   a. Monday   b. Tuesday   c. Sunday   d. Wednesday

7. Give me a…to make my body warm.
   a. handkerchief   b. blanket   c. soap   d. table clothes

8. Where can we get vegetables? We can go to…
   a. beach   b. market   c. waterfall   d. factory

9. I have a headache. I am going to…
   a. watch television   b. see my friend   c. take a walk d. see a doctor

10. Annie often helps her mother in the kitchen because her hobby was…
    a. shopping   b. playing   c. washing   d. cooking

11. Give…of sugar in my coffee. It was bitter.
    a. a handful   b. a spoonful   c. a cup   d. a bowl

12. These are modern game, except…
    a. play station   b. Monopoly   c. chess   d. hide and seek

13. Sport help us become strong and…

a. hearty   b. sleepy   c. healthy   d. wealthy

14. My father was a driver. He drives…

a. carefully   carelessly   c. quickly   d. slowly

15. She was very tired. She was going to…

a. eat   b. take a rest   c. play tennis   d. work

16. These are good hobbies, except…

a. gambling b. cycling   c. camping   d. swimming

17. The soil was dry. She was…plants.

a. transplanting   b. cutting   c. flowering   d. watering

18. Joe looks pale because he was…

a. fine   b. sick   c. happy   d. angry

19. Marry drinks…coffee every morning.

a. a cup of   b. a plate of   c. a spoon of   d. a bottle of

20. Sandy celebrated her birthday yesterday. She felt…

a. happy   b. sad   c. angry   d. confuse

Appendix 3

The Questionnaire Test

Answer the following questions about your reading habits. All questions about your habits when you read a story, textbook, magazine and the other information in English language. This survey was anonymous. That means no one would know who you are. The reason for This was to encourage you to be honest. Please answer all questions truthfully. There are no right or wrong answers. Answering truthfully would help you become a better reader.

1. When do you read a text in English. Do you understand it?
   o Always
   o Usually
   o Sometimes
   o Never

2. Do you use illustrations to help you to description what a story was about?
   o Always
   o Usually
   o Sometimes
   o Never

3. When you don't understand a word. Did you use the information you have already read to guess its meaning?
   o Always
   o Usually
   o Sometimes
   o Never

4. When you find a story or written information difficult to understand, do you give up or do you use strategies to help you understand?
   o Always
   o Usually
   o Sometimes
   o Never

If you said use strategies, then list your strategies here……………………

5. I use a dictionary when I can't understand words.
   o Always
   o Usually
   o Sometimes
   o Never

   If you don't use a dictionary often, explain why here………………………..

6. When you read do you try to see the pictures in your mind?
   o Always
   o Usually
   o Sometimes
   o Never.

7. When you read do you…
   a. guess what would happen before you read the story?
      o Always
      o Sometimes
   b. guess what would happen next, at different places throughout the story
      o Always
      o Sometimes

8. Do you ask yourself questions…

   a. before you read the story?
      o Always
      o Usually
      o Sometimes
   b. during the story?
      o Always
      o Usually
      o Sometimes

c. after the story?

- o Always
- o Usually
- o Sometimes

9. When you read do you…

a. Relate the story to your own life?

- o Always
- o Usually

b. Make a link to something similar you have read?

- o Always
- o Usually

c. Relate to something else eg.tv programs watched?

- o Always
- o Usually

10. Did you understand whole the text after you read?

- o Always
- o Usually
- o Sometimes
- o Never

Appendix 4

<div align="center">

Tes Kuesioner

</div>

Jawablah pertanyaan-pertanyaan berikut tentang kebiasaan membacamu. semua pertanyaan mengenai kebiasaan membaca ketika kamu membaca sebuah cerita, buku teks, majalah dan informasi lain dalam bahasa Inggris. survei ini bersifat rahasia. tidak ada seorangpun yang akan mengetahui siapa kamu. Agar kamu dapat mengwasi ini dengan jujur. Harap jawab semua pertanyaan dengan kejujuran. Tidak ada pilihan jawaban yang benar ataupun yang salah. menjawab dengan penuh kejujuran akan membantumu menjadi pembaca yang lebih baik.

1. Ketika kamu membaca teks dalam bahasa Inggris. Apakah kamu memahami apa yang kamu baca?
   - o Selalu
   - o biasanya
   - o kadang-kadang
   - o tidak pernah

2. Apakah kamu menggunakan ilustrasi untuk membantu kamu mendeskripsikan cerita tentang apa yang kamu baca?
   - o selalu
   - o biasanya
   - o kadang-kadang
   - o tidak pernah

3. Ketika kamu tidak memahami sebuah kata. Apakah kamu menggunakan informasi yang telah kamu baca sebelumnya untuk menebak arti dari kata itu?
   - o selalu
   - o biasanya
   - o kadang-kadang
   - o tidak pernah

4. Ketika kamu menemukan sebuah cerita atau informasi tertulwas yang sulit untuk dipahami, apakah kamu menyerah atau kamu menggunakan strategi untuk membantu kamu memahaminya?

- selalu
- biasanya
- kadang-kadang
- tidak pernah

5. Saya menggunakan kamus ketika saya tidak memahami kata-kata.

- selalu
- biasanya
- kadang-kadang
- tidak pernah

6. Ketika kamu membaca apakah kamu mencoba untuk menggambarkan dalam pikiran kamu?

- selalu
- biasanya
- kadang-kadang
- tidak pernah

7. ketika kamu membaca apakah kamu…

a. menebak apa yang akan terjadi sebelum kamu membaca cerita itu?

- selalu
- kadang-kadang

b. menebak apa yang akan terjadi berikutnya, pada tempat yang berbeda sepanjang cerita

- selalu
- kadang-kadang

8. Apakah kamu menanyakan dirimu sendiri pertanyaan-pertanyaan…

a. sebelum kamu membaca sebuah cerita ?

- selalu
- biasanya
- kadang-kadang

b. selama kamu membaca?

- selalu
- biasanya

o kadang-kadang

c. setelah cerita?

    o selalu

    o biasanya

    o kadang-kadang

9. Ketika kamu membaca apakah kamu…

a. menghubungkan cerita itu dengan kehidupanmu?

    o selalu

    o biasanya

b. membuat sebuah hubungan dengan sesuatu yang sama dengan yang sudah kamu baca?

    o selalu

    o biasanya

c. menghubungkan dengan program tv yang kamu tonton?

    o selalu

    o biasanya

10. Apakah kamu memahami keseluruhan teks yang kamu baca?

    o selalu

    o biasanya

    o kadang-kadang

    o tidak pernah

Appendix 5

The Key Answer of Vocabulary Test

1. D
2. A
3. C
4. A
5. B
6. C
7. B
8. B
9. D
10. D
11. B
12. D
13. C
14. A
15. B
16. A
17. D
18. B
19. A
20. A

Appendix 6

The Interview Test with English Teacher

1. Berdasarkan pengalaman yang ibu alami, masalah-masalah apakah yang sering ibu hadapi dalam proses belajar-mengajar bahasa Inggris?

2. Skill yang manakah diantara Reading, Writing, Speaking, Listening yang menurut ibu lebih cenderung sulit bagi siswa?

3. Menurut ibu, skill yang manakah diantara Reading, Writing, Speaking, Listening yang paling banyak diminati siswa?

4. Diantara 4 skil tersebut, skil manakah menurut ibu yang lebih utama harus ditingkatkan?

5. Apakah siswa gemar atau sering membawa kamus bahasa Inggris saat pelajaran bahasa Inggris?

6. Apakah siswa MTsS kelas IX sudah banyak menguasai kosakata dalam bahasa Inggris?

7. Solusi apakah yang tepat menurut ibu untuk mengatasi kesulitan membaca siswa, terutama dalam mengartikan teks?

8. Berapakah kosakata yang seharusnya dikuasai oleh siswa yang sudah duduk di kelas IX MTs?

9. Metode apa yang selama ini ibu gunakan untuk mengajarkan Reading skill kepada siswa?

10. Apakah kemampuan membaca siswa mempunyai hubungan dengan penguasaan kosakata?

Appendix 7

The Result of Interview with English Teacher

1. Masalahnya terutama dalam hal Listening, mereka belum mampu menguasai banyak kosakata kemudian cara pengucapannya.

2. Skil yang lebih sulit adalah Listening Skil.

3. Yang paling banyak diminati siswa adalah Reading skill, karena pada pelajaran Reading Skill hanya membaca dan anak-anak mengikuti.

4. Yang pertama yang harus ditingkatkan adalah Reading. Karena dengan membaca maka kosakata siswa akan bertambah.

5. Kurang, masalah ekonomi membeli kamus, rumitnya bahasa Inggria, belum tertarik.

6. Kurang, lumayan, standar tidak bwasa ditulwaskan secara kuantitatif berapa nilai skor kosakata yang dikuasai siswa.

7. Solusi mengatasi kesulitan membaca teks bagi siswa ialah sebaiknya siswa sering-sering membaca dan membuka kamus.

8. Metode mengajarkan Reading selama ini adalah siswa mengulang kata demi kata setelah gurunya, melatih cara penyebutannya, mencari arti dari kata yang tidak mereka ketahui di kamus.

9. Ada hubungannya, karena mereka akan tertarik untuk membaca suatu teks jika mereka mengatahui arti dari judul teks tersebut.

Appendix 8

The Interview Test for Students of Class IX-A and IX-D

1. Apakah kamu tertarik dengan pelajaran bahasa Inggris?

2. Apa yang membuat kamu tertarik dengan pelajaran bahasa Inggris?

3. Apakah kamu mengikuti kursus bahasa Inggris di luar sekolah?

4. Dari 4 skil, Reading, Speaking, Writing, Listening, yang mana menurut kamu yang paling sulit?

5. Cara apa yang biasa kamu gunakan jika kamu kesulitan dalam membaca dan mengartikan kosakata yang kamu tidak tahu?

6. Apakah kemampuan membaca itu penting menurut kamu?

7. Apakah kamu suka mencari kata-kata yang sulit di kamus?

8. Menurut kamu untuk apa kita pandai berbahasa Inggris?

9. Bagaimana biasanya kalian melakukan aktivitas Reading di kelas ?

10. Apakah kemampuan menguasai kosakata membantu kalian dalam mengerjakan tugas bahasa Inggris?

Appendix 9

The Result of Interview with Students of Class IX-A and IX-D

1. 26 students said that they interest with English Lesson, 40 students said that they didn't interest with English Lesson.

2. Unique, they like the way of pronunciation it.

3. Nobody.

4. 45 students said that in their opinion was reading skill and the other students (21 students said in Listening skill).

5. Searching in goggle translate, find out in English dictionary, and the other answer was they didn't care about the unfamiliar words that they didn't know and continue to read.

6. Yes, Most of them answer it important.

7. 10 students said never, 20 students said seldom, 20 students said always, and 16 students said sometime.

8. So that we can do our tasks easily, we can work abroad, we can to get the good mark when we do exam, we can know American language style.

9. We repeated the words after our English teacher read.

10. They all said, Yes, of course.

Appendix 10

List of Students' name of Students Class IX-A

No.	Name of Students	Gender
1.	ABDUL RAZAQ	L
2.	ADE SUNDARI	P
3.	AFRIZAL RAMBE	L
4.	AGUNG PRABOWO	L
5.	ANDIKA PRATAMA	L
6.	ANGGI SAHPUTRI	P
7.	BAGUS AIDIL	L
8.	CITRA ANDANI	P
9.	DEA AFRIDA	P
10.	FAHDILAH ANANDARI	P
11.	FENI FADILLAH	P
12.	INDIKA SYAHPUTRI	P
13.	IPANSAH	L
14.	JAKA PRATAMA	L
15.	KHOIRUL IRFAN	L
16.	LULU HILDAYANTI	P
17.	M.SANDI KURNIAWAN	L
18.	MAHARANI	P
19.	MUHAMMAD DEDI RUSLIM	
20.	MUHAMMAD SULAIMAN	L
21.	NADIA ULFA HARAHAP	P
22.	NAZWA FADILLA AZZAHRA	P
23.	NOVITA SARI	P
24.	NURAFRITA PUTRI	P
25.	RENDI PRATAMA	P

26.	RIZQIKA NURHASANAH	L
27.	SAKINA VIDILA	P
28.	SANDI	L
29.	SANDI PRATAMA	L
30.	SELFIANTI	P
31.	SITI KAMELIA	P
32.	SITI ROUDHOH LUBWAS	P

Appendix 11

List of Students' name of Class IX-D

No.	Name of Students	Gender
1.	ALIF IVAN AL FARIZI	L
2.	ANGGUN CAHYANI	P
3.	ANNWASAK NUR AULIA	P
4.	ARUM TRIANANDA	P
5.	AULIA PRATIWI	P
6.	AZWIN HAFIZ SYAHPUTRA	L
7.	BAGUS SAJIWO	L
8.	DELA PUSPITA	P
9.	DENI IRAWANSYAH	L
10.	DERRY ADRIAN	L
11.	DESTIA FARADILA	P
12.	DIKI JOHARI	L
13.	DIMAS	L
14.	DIMAS SETIAWAN	L
15.	DWI PRAMITA	P
16.	INDRIANI NADILA	P
17.	INES MONICA	P
18	INTAN SARI	P
19.	IRMA JUNITA	P
20.	WASMA FADILLA	P
21.	KRISDIANTO	L
22.	LALA SILVIANA	P
23.	M. ARIF RAHMANSYAH	L
24.	MHD.FAUZI	L
25.	MUHAMMAD FARHAN	L
26.	NABILA ALYA	P
27.	NABILA FAIZURA	P
28.	PRASETIO	L

29.	RIZDA AMELIA CAHYANI	P
30.	SIMI AGITA	P
31.	SWASKA CLAUDIA	P
32.	UMRI FADILA MANDA	P
33.	WWASNU ANADA	L
34.	YUSRIAN RAMADAN	L

APPENDIX 12

List of students' mark of classes IX-A and IX-D

No.	Name of Students	Gender	Vocabulary test (X)	Questionnaire (Y)
1.	ABDUL RAZAQ	L	75	80
2.	ADE SUNDARI	P	80	70
3.	AFRIZAL RAMBE	L	40	70
4.	AGUNG PRABOWO	L	40	50
5.	ALIF IVAN AL FARIZI	L	30	75
6.	ANDIKA PRATAMA	L	50	60
7.	ANGGI SAHPUTRI	P	70	60
8.	ANGGUN CAHYANI	P	20	60
9.	ANNWASAK NUR AULIA	P	45	60
10.	ARUM TRIANANDA	P	40	50
11.	AULIA PRATIWI	P	35	65
12.	AZWIN HAFIZ SYAHPUTRA	L	20	50
13.	BAGUS AIDIL	L	55	75
14.	BAGUS SAJIWO	L	25	60
15.	CITRA ANDANI	P	50	70
16.	DEA AFRIDA	P	80	80
17.	DELA PUSPITA	P	35	50
18.	DENI IRAWANSYAH	L	40	50
19.	DERRY ADRIAN	L	40	70
20.	DESTIA FARADILA	P	15	70
21.	DIKI JOHARI	L	30	60
22.	DIMAS	L	20	65
23.	DIMAS SETIAWAN	L	30	60
24.	DWI PRAMITA	P	55	60
25.	FAHDILAH ANANDARI	P	85	75
26.	FENI FADILLAH	P	70	75
27.	INDIKA SYAHPUTRI	P	65	70

28.	INDRIANI NADILA	P	20	75
29.	INES MONICA	P	25	65
30.	INTAN SARI	P	10	65
31.	IPANSAH	L	65	50
32.	IRMA JUNITA	P	20	80
33.	WASMA FADILLA	P	40	70
34.	JAKA PRATAMA	L	35	60
35.	KHOIRUL IRFAN	L	35	60
36.	KRWASDIANTO	L	30	60
37.	LALA SILVIANA	P	60	70
38.	LULU HILDAYANTI	P	80	65
39.	M. ARIF RAHMANSYAH	L	35	65
40.	M.SANDI KURNIAWAN	L	70	70
41.	MAHARANI	P	80	70
42.	MHD.FAUZI	L	50	65
43.	MUHAMMAD DEDI RUSLIM	L	25	65
44.	MUHAMMAD FARHAN	L	30	70
45.	MUHAMMAD SULAIMAN	L	50	70
46.	NABILA ALYA	P	60	70
47.	NABILA FAIZURA	P	40	50
48.	NADIA ULFA HARAHAP	P	80	70
49.	NAZWA FADILLA AZZAHRA	P	70	55
50.	NOVITA SARI	P	60	70
51.	NURAFRITA PUTRI	P	35	75
52.	PRASETIO	L	20	60
53.	RENDI PRATAMA	P	55	60
54.	RIZDA AMELIA CAHYANI	P	35	65
55.	RIZQIKA NURHASANAH	L	85	80
56.	SAKINA VIDILA	P	40	70
57.	SANDI	L	40	50
58.	SANDI PRATAMA	L	30	65

59.	SELFIANTI	P	70	55
60.	SIMI AGITA	P	25	50
61.	SWASKA CLAUDIA	P	75	80
62.	SITI KAMELIA	P	70	80
63.	SITI ROUDHOH LUBWAS	P	55	60
64.	UMRI FADILA MANDA	P	25	50
65.	WWASNU ANADA	L	35	60
66.	YUSRIAN RAMADAN	L	40	50

TOTAL   MALE   = 30

FEMALE   = 36

TOTAL   = 66

Appendix 13

Nukilan Table Nilai Koefisien Korelasi"r" Product

Moment dari Pearson untuk Berbagai df.

df. (degrees of freedom) atau: db. (derajat bebas)	Banyaknya variable yang dikorelasikan:	
	2	
	Harga "r" pada taraf signifikansi:	
	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	0.361	0.463
29	0.355	0.456
30	0.349	0.449
35	0.325	0.418
40	0.304	0.393
45	0.288	0.372
50	0.273	0.354
60	**0.250**	**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	0.088	0.115
1000	0.062	0.081

The Students was doing the Reading Test and Questionnaire of Reading Ability

MAJELIS PENDIDIKAN AL WASHLIYAH
MADRASAH TSANAWIYAH AL WASHLIYAH KOLAM
DESA KOLAM - KEC. PERCUT SEI TUAN - KAB. DELI SERDANG

Alamat : Jalan Utama II Telp. (061) 80034080 Kode Pos 20371 Email : alwashliyahkolam@yahoo.co

Nomor	: 003/MTs/AW-DK/IX/2018
Lamp.	: ----
Hal	: Balasan Izin Riset

Desa Kolam, 12 September 2018

Kepada Yth,

Dekan Fak. Ilmu Tarbiyah dan

Keguruan UIN Sumatera Utara

di

Tempat

Dengan Hormat,

Sehubungan dengan Surat Saudara Nomor : B-8597/ITK/ITK.V.3/PP.00.9/06/2018 Perihal Izin Riset.

Berkaitan dengan hal tersebut diatas Kepala MTs Al Washliyah Kolam telah memberikan Izin Riset kepada Mahasiswa Saudara yaitu :

Nama	: NIDA MAWADDAH NASUTION
NIM	: 34123195
Jurusan/Semester	: Pendidikan Bahasa Inggris/ VIII

Untuk melakukan riset di MTs Al Washliyah Kolam guna pemantapan judul skripsinya yang berjudul "THE CORRELATION BETWEEN STUDENTS' VOCABULARY AND STUDENTS' READING ABILITY"

Demikian hal ini Kami sampaikan. Atas perhatiannya diucapkan terima kasih.

Kepala MTs Al Washliyah Kolam

SITI PIAH, S.Pd