



**THE CORRELATION BETWEEN READING HABIT AND
VOCABULARY MASTERY AT GRADE VIII OF SMP
MUHAMMADIYAH 29 PADANGSIDIMPUAN**

A THESIS

Submitted to English Education Department of Syekh Ali Hasan Ahmad Addary State Islamic
University Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate
Degree of Education (S.Pd) in English

Written by :

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**TARBIYAH TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023



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Assalamu'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to Indah Sari Panjaitan entitled "The Correlation Between Reading Habit and Vocabulary Mastery at Grade VIII of SMP Muhammadiyah 29 Padangsidempuan", We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.
Wassalam'alaikumwr.wb.

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ABSTRACT

This research discussed about the correlation between reading habit and vocabulary mastery at the VIII students of SMP Muhammadiyah 29 Padangsidimpuan. The students problem in this research were: 1) problems in learning vocabulary, so that they are very lack motivation and difficult to understand all of the materials that the teacher given, 2) such as mood, idea, knowledge, reading and reading habit. The purpose of this research are to know of how the correlation between reading habit and vocabulary mastery at the eight students of SMP Muhammadiyah 29 Padangsidimpuan.

The formulations of the problem in this research were, How is students' vocabulary mastery at grade VIII of SMP Muhammadiyah 29 Padangsidimpuan?, How is students' reading habit at grade VIII of SMP Muhammadiyah 29 Padangsidimpuan?, Is there a significant correlation between students' reading habit and vocabulary mastery at grade VIII of SMP Muhammadiyah 29 Padangsidimpuan ?

The kinds of this research was quantitative research with descriptive method. The population were 44 students and total 2 classes. In this research, the researcher used the way to take sample is used questionnaire. The instrument of the test is multiple choice for meaning and word use.

To analyze the data, the researcher used Product Moment formula. After analyzing the data, the researcher found that mean score of variable X was 62.7, median score 76.9, modus score 69.83 and mean score of variable Y was 74.27, median score 70, and modus score 71.6. The result showed that there was any significant correlation between two variables. It means the hypothesis (H_a) was accepted and (H_0) was rejected. It was concluded that there was any significant correlation between reading habit and vocabulary mastery at the eight students of SMP Muhammadiyah 29 Padangsidimpuan and the criteria score interpretation between reading habit and vocabulary mastery at the eight students of SMP Muhammadiyah 29 Padangsidimpuan in good category.

Key words: Reading Habit , Vocabulary Mastery

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ABSTRAK

Penelitian ini membahas tentang hubungan antara kebiasaan membaca dan penguasaan kosa kata pada siswa VIII SMP Muhammadiyah 29 Padangsidempuan. Masalah siswa dalam penelitian ini adalah: 1) masalah dalam belajar kosa kata, sehingga mereka sangat kurang motivasi dan sulit untuk memahami semua materi yang diberikan guru, 2) seperti mood, ide, pengetahuan, membaca dan membaca kebiasaan. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana hubungan antara kebiasaan membaca dan penguasaan kosa kata pada delapan siswa SMP Muhammadiyah 29 Padangsidempuan.

Rumusan masalah dalam penelitian ini adalah, Bagaimana penguasaan kosa kata siswa kelas VIII SMP Muhammadiyah 29 Padangsidempuan?, Bagaimana kebiasaan membaca siswa kelas VIII SMP Muhammadiyah 29 Padangsidempuan?, Apakah ada hubungan yang signifikan antara kemampuan membaca siswa? kebiasaan membaca dan penguasaan kosakata di kelas VIII SMP Muhammadiyah 29 Padangsidempuan ?

Jenis penelitian ini adalah penelitian kuantitatif dengan metode deskriptif. Populasi adalah 44 siswa dan jumlah 2 kelas. Dalam penelitian ini peneliti menggunakan cara pengambilan sampel yaitu dengan menggunakan kuesioner. Instrumen tes berupa pilihan ganda untuk makna dan penggunaan kata.

Untuk menganalisis data, peneliti menggunakan rumus Product Moment. Setelah menganalisis data, peneliti menemukan bahwa skor rata-rata variabel X adalah 62.7, skor median 76.9, skor modus 69.83 dan skor rata-rata variabel Y adalah 74.27. skor median 70 dan skor modus 71.6. Hasil penelitian menunjukkan bahwa ada korelasi yang signifikan antara dua variabel. Artinya hipotesis (H_a) diterima dan (H_0) ditolak. Disimpulkan bahwa ada hubungan yang signifikan antara kebiasaan membaca dan penguasaan kosakata pada delapan siswa SMP Muhammadiyah 29 Padangsidempuan dan interpretasi skor kriteria antara kebiasaan membaca dan penguasaan kosakata pada delapan siswa SMP Muhammadiyah 29 Padangsidempuan dalam kategori baik.

Kata Kunci: Kebiasaan Membaca Dan Penguasaan Kosakata

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Praise to Allah SWT, the most creator and merciful who has given me healthy, opportunity, time, knowledge, strength, ability and patience to complete this thesis entitled “The Correlation Between Reading Habit And Vocabulary Mastery at Grade VIII of SMP Muhammadiyah 29 Padangsidempuan”. Besides, Peace and greeting be upon to our beloved prophet Muhammad SAW who has brought the human from the darkness era to the lightness era.

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Padangsidimpuan, Januari 2023

Declaration maker,

Indah Sari Panjaitan

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CHAPTER I

INTRODUCTION

A. Background of the problem

The component in language skills is vocabulary. As a language learner, lots of vocabulary are the important parts in it. The usage and the meaning of it must be known by the students. Mastering vocabulary was required to make the students easier in writing, listening, reading and speaking in English. Vocabulary is the stock of words used in a language. Mastering vocabulary is the ability to get or to receive lots of words and to know how to use the vocabularies in the context. Vocabulary in the 2013 curriculum is that learning and teaching vocabulary are not given separately, but in an integrated manner and basic competencies that exist in the syllabus are according to the level. Vocabulary presentation can be given through five steps in the 2013 curriculum scientific approach which is adapted to the basic competencies, namely, observing, asking questions, gathering information, associating, and communicating. Therefore, learning and teaching by apply the 2013 curriculum needs to be improved students' reading skills.

Learning foreign language must be include the aspects which is vocabulary. This element link to all the skills in English such as reading, speaking, listening and writing. To gain the good communication and master all the skill, the mastering of vocabulary must be gained. For example, reading skills need vocabulary to know of the text the meaning. Then, on

another skills, like listening, speaking, and writing, the vocabulary need to produce the language and understand others meaning.

Also, the quality of education in Indonesia has been looked by the government. The effort also made by each schools. Schools provide devices to support student learning activities. Teaching learning process become important especially for the teacher as a role mode. Teachers' knowledge is important to share the information for the students.

Based on interview from the teacher English of SMP Muhammadiyah 29 Padangsidimpuan, there are some problems by students. The researcher interviewed Mrs. E. Nasution English teacher she said :first, “vocabulary students' still poor. Students' are only able to master the vocabulary of 15-20 vocabularies in every hour of English lessons”¹. Second, “the students have lack motivation, if the teacher give material in class, and the students are asked to take turns reading and at the same time to translate what they read and some students tend to not know what the meaning of what they read because the students vocabularies is lack”². And last, “Students were lazy to bring dictionaries, waited for teachers to translate vocabulary rather than learning their own vocabulary, and tended to forget the meaning of previously taught or practiced words.”³ So, the researcher has seen from the problem eighth grade students' vocabulary is still poor,because in learning English still

¹ E. Nasution, “English Teacher of SMP Muhammadiyah 29 Padangsidimpuan, *Private Interview*,” n.d., 09th April 2021.

²Teacher.

³Teacher.

lack vocabulary and students' still do not understand the material they are learning and students' also use batakness in the class.

Student's vocabulary are affected by lots of factors "reading habit, the usage of media, reading and listening habit such as the factors that give the big effect for the students vocabulary mastery".⁴ There are some factors to improve vocabulary mastery "they are mood, idea open dictionary, knowledge, and reading habit. "The reading habit the students have will improve their vocabulary".⁵ "Reading habit is one of several ways to increase knowledge and vocabulary".⁶ It can be concluded that many factors of vocabulary mastery they are media, listening, mood, idea, open dictionary, knowledge, and reading habit.

Reading habits such as reading the English text would make students more comprehend in English. As the activity to gain the knowledge, especially lots of book write in English, students should improve this activity. So, reading text in English comes from the habit of the students especially when reading English text.

The importance of reading habits can be seen as a basic skill that every learner must master. Therefore, from an early age all efforts should be directed towards the development of children. Reading habits give many

⁴Nurul Frijuniarsi and Noni Marlianingsih, "The Effects of Reading Habit and Vocabulary Mastery towards Students' Listening Skill at State Senior High Schools in East Jakarta," *Lingua Cultura* 10, no. 1 (2016): 19, shorturl.at/bvNU2

⁵Doni Anggoro Ari Santoso, "The Effect of Reading Habit and Vocabulary Mastery towards Student's Speaking Skill," 2008.

⁶Fitri Nurul, "Factors Influencing Good English Reading Habit," 2020.

advantages, especially for the concerning the intellectual development of children.

Reading habit plays an important role on by reading habit, students would get new vocabulary what the students' read, they could find a lot of new vocabularies in a fun way. Reading habit can make to add vocabulary, reproduce, smoothen students' vocabulary, understand vocabulary about what the readers read and by reading habit can increase students' vocabulary.

From the explanation above, the researcher is interested in conducting a research entitled "The Correlation Between Reading Habit and Vocabulary Mastery at Grade VIII of SMP Muhammadiyah 29 Padangsidempuan".

B. Identification of The Problem

As a foreign language, vocabulary acquisition become important in mastering the language. So, students not only memorize the vocabulary, but also know the context of the words. In vocabulary mastery, many students at grade VIII in SMP Muhammadiyah 29 Padangsidempuan have problem especially in elements of the language which is vocabulary. Lack of the problem and motivation, difficult to understand the language such as the problem of the students.

Factors related to a student's vocabulary mastery include: Mood, ideas, knowledge, reading, reading habits.

C. Limitation of The Problem

From the points in identification, the students have some problem in vocabulary. The factors such as moods, ideas, knowledge, vocabulary and reading habits.

Researchers have not addressed all factors. Researcher discuss only one factor. Reading habits were a factor. Improving students' vocabulary and make the learning easier can be gotten by this method.

Researchers chose this factor because it was correlated using vocabulary and the ways to acquire the knowledge through reading. Obtaining the information that showed on the text is the purpose of reading habits. Through reading habits, people become interested in reading books.

D. The Formulation of The Problem

From the problem above, here are the formulation of the problem:

1. How is students' vocabulary mastery at grade VIII of SMP Muhammadiyah 29 Padangsidempuan ?
2. How is students' reading habit at grade VIII of Smp Muhammadiyah 29 Padangsidempuan?
3. Is there a significant correlation between students' reading habit and vocabulary mastery at grade VIII of Smp Muhammadiyah 29 Padangsidempuan ?

E. Purposes of The Research

After formulating the problem, here are the aims of purposes of this research:

1. To describe the students' vocabulary mastery of the VIII grade of SMP Muhammadiyah 29 Padangsidempuan
2. To describe the students' reading habit of the VIII grade of SMP Muhammadiyah 29 Padangsidempuan
3. To find out correlation between reading habit and vocabulary mastery SMP Muhammadiyah 29 Padangsidempuan

F. Significances of The Problem

After doing this research, there were some advantages for some sides as showed below:

1. For Headmaster

Supporting the English teacher by the principals through this kind of research.

2. For the teachers

The motivation of the students in readings' habit can improve and the mastering of vocabulary in English can be raised.

3. For the other researcher

This research can be useful and as the reference to inform the readers about correlation between reading habit and vocabulary mastery at grade eighth of SMP Muhammadiyah 29 Padangsidempuan.

G. Sistematic of Writing

Five chapters are exist in this research, and there are sub-chapters in each research:

Some sub-chapters that consisted in chapter 1 such as identification of the problem, background of the problem, outline of the thesis, purpose of the problem, and formulation of the problem.

Some sub-chapters in chapter two such as hypothesis, related findings, literature of review, and framework of thinking .

Then, some sub-chapters in chapter 3 such as sample, population, time and place of the research, instrument of the research, analysis and collecting data, and definition of operational variables.

Next, some sub-chapters in chapter four such as analysis of data, discussion, description, and threats of the research.

The last, suggestion and conclusion are exist in the fifth chapter.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Reading Habit

a. Definition of Reading Habit

Reading habit is two words that are put together in one meaning, or reading habit is two components that are put together. According to Nunan, “ reading is usually convoided as solitary activities in which in the reader interacts with text in isolation”.¹ According to Tampubolon, “ reading is an activity the habit of reading as well requires a relatively long time”.²

Habit is pattern to respond a certain situation that is people always doing everyday and he never boring to repteadly. According to Hornby “Habit is a thing that a person does often and almost without thinking, and that is hard to stop doing”.³ Nilsen stated in Laili’s thesis that “ habit is behaviour that has been repeated until it has become more less aoutomatic, enacted without purposeful thinking, largely without any sense of awareness”.⁴ Chettri and Kushmeeta assert that

¹David Nunan, *Language Teaching Methology: A Textbook for Teacher* (New York : Prentice Hall,1998).

²Prof. Dr. DP. Tampubolon, *Teknik Membaca Efektif Dan Efisien*, Three Edit (Bandung: Bandung Angkasa, 2003)

³A.S Hornby, *Oxford Advanced Leaner Dictionary of Current English*, Fifth Edit (New York: Oxford University Press, 2000).

⁴Nur Rifal Laili, “Correlation Between English Reading Habit And Vocabulary Mastery at Eleventh Grade of SMAN 1 Palangkaraya”, n.d.

reading habit is a reading activity which is done recursively.⁵In other words, based upon this view, reading can be considered as a habit if it is done many times in a regular way.

Based on definitions above it can be concluded that reading habit is a reading activity which is done recursively. Reading habits are the intellectual activities for giving more information, knowledge, and learn to various types of things and their activities. It is a way of how the reader organize his or her reading and how often, how much, and what the readers read. Reading habit will help the learner obtaining and gaining a meaningful knowledge and good academic performance in school.

b. Purpose of Reading Habit

According to Ogbodo there are some reading habits purposes which have either positive or negative result. For purpose of this topic, they are grouped into four segments they are:

1. Hobby

There are some purpose of reading habit and the first of purpose of reading habit is a hobby. According to Ogbodo “a hobby is an activity that creates joy and satisfaction in doing it. The purpose of reading habit as a hobby make a reader

⁵Chettri and Kushmeeta, ”Reading Habit an Overview IOSR Journal of Humanities and Social Science”, 2013.

knowledgeable in so many areas, such as in educational, politic, religious, and economic”⁶.

So, hobby is pleasure that a person does in his spare time or free time. This is purpose of reading habit are make the reader knowledge in their ability.

2. Recreational

And another purpose of reading habit is recreational.

According to Ogbodo “ recreational is a good reading habit for recreational makes the reader acquire more knowledge in the classroom. Reading for relaxation is aimed to cool the reader’s brain and to avoid mental fatigue; the example activities on reading.”⁷

So, recreation is an activity carried out to referesh someone, such as sports, tourism. In this the reader have relaxation in effort knowledge.

3. Concentration

It is also stated that reading habit is concentration. According to Ogbodo“Concentration means the readers acknowledge their reading process to understand the meaning of a passage. Reading for concentration is recommended for use in school.”⁸

So, Concentration is attention on the process of changing behaviour or in the form pf mastery, understanding of the

⁶R.O Ogbodo, *Effective Study Habits and Examination Guide for Students* (Abuja: Gracehanel Publisher, 2002).

⁷Ogbodo.

⁸Ogbodo.

attitudes and values of a person. This purpose shows positive result in students achievement in school.

4. Deviational

And the last purpose of reading habit is deviational. According to Ogbodo “This is the only reading habit which has a negative norm. The reader sometimes pretends to read, and deviates from the actual reading.”⁹

So, deviational is behaviour that violates the standards of behaviour of a group or individual.

To conclude, there are some reading habits purposes which have either positive or negative result. Reading habit for hobby, recreational, concentration, and deviational. Those purposes can help the students to improve their ability to absorb and to comprehend written material and increase their achievement in school.

c. Factors of Reading Habit

Akande and Oyadape in Nurul’s thesis there are some factors influencing reading habit of the students such as:

1. Home Environment

Home environment contributes an important influence of children’s reading habit. It is because home is the first place where the children learn before going to school.

2. Academic Environment

Academic Environment is one of the factors that influence the students’ reading habit. This decision helps to shape the school environment with in reading habit.

⁹Ogbodo.

3. Social Media

Technology and media make the students have less reading time. The students will spend their free time watching television, listening to music, playing electronic games, and interesting on social media.

4. Book Availability and Acces

Acces to books refers to the provision of quality literature in classrooms, schools, or home libraries. Children with Sufficient access to books have a lot of books to choose for daily reading both in and out of school.¹⁰

To concluded, there some factors to influence of reading habit they are home environment, academic environment, social media, book availabilty and access.

d. Aspect of Reading Habit

In gaining an effective reading habit, Julio Summarized six aspect of reading habit, they are :

1. Reading Frequency

There are some aspect of reading habit and the first of aspect of reading habit is reading frequency. According to Julio Summarized "Reading frequency used to measure students' reading frequency in their spare time."¹¹

The frequency of reading can be reflected in the frequency of reading and when students have free time to read such as in the morning, afternoon, or evening. So, that student's reading habits can be improve.

¹⁰Fitri Nurul," Factors Influencing Good English Reading Habit (An Investigation of EFL Students' Perception) UIN Raning Banda Aceh."2020

¹¹Cesar Galacia Julio, "Relationship Between Reading Habit University Library and Academic Performance in Asychology Students" XL (1) (2011): 157.

2. Books Read

And the other aspect of reading habit is books read. According to Julio Summarized “The number of books that the person reports having read in the last three months.”¹²

The second aspect of reading habits is that students get used to the library to read books that students want to read or students can also buy books in bookstores or download books online so that students’ reading habit can be improve.

3. Time Spent On- Academic Reading

The next aspect of reading habit is Time spent on- academic reading. According to Julio Summarized “time spent on- academic reading is discussed amount of time that the students used to read non-academic book, megazine, such as novel.”¹³

Reading habits can not only be obtained from the habit of reading books about lessons but can also be obtained from other reading habits such as reading news, articles, novel, magazine.

4. Motivation in the Family Environment

It is also stated that reading habit is concentration. According to Julio Summarized “It focuses on the recommended book that purchased by the family based on the interest of the family.”¹⁴

¹³Cesar Galacia Julio.

¹⁴Cesar Galacia Julio.

Students' reading habit can also improve if their parents, family, or family environment support students to be more active in reading, because the support and reading habits that are applied in the family can make students also excited to read and can improve students reading habit.

5. Motivation in the Academic Environment

And the last aspect of reading habit is motivation in the academic environment. And According to Julio Summarized "It is focuses on the frequency of students' reading literature in their school environment based on the teacher report."¹⁵

Students' reading habit can also increase of the school environment makes programs such as outside the class participating in such as writing competitions between schools or between classes, and also in- class activities such as group discussions, presentation, etc. So that students' reading habit can be improve.

In conclude, there are six aspects it gaining effective reading habit for the students, books read, reading frequency, time spent on academic, time spent on non-academic, motivation in the family environment, motivation in the academic environment, in this aspects are conclude in the in the questionnaire.

¹⁵Cesar Galacia Julio.

e. Advantages of Reading Habit and DisAdvantages of Reading Habit

Below would be presented the essential of reading habit that created by Jack inUr:

1. Habit of reading help the mind performs effectively
To read frequently, the people would have abilities to communicate and think well. Acquiring reading habit would automatically active neurons and make it always in a good shape.
2. Habit of regular reading helps us develop a good vocabulary
Habit in reading develops their alertness in identifying error in a sentence frequent readers have a range of words bank. They would have specific information about the meaning of the word and they are able to predict the meaning based on context.
3. Habitual reading boosts intellectual curiosity
Regular habit of reading exposes a reader to read a variety of a book. Habitual reading also helps the readers to understand the complexity of different books.
4. Habitual reading means a psychological activity
Regular habit as a psychological activity means a reader link with their mind to feel the writers'' imagination. The reader uses their mind to figure out the scheme of story, to feel the writers and to experience the difference of personal players.
5. Habitual reading helps readers to have a positive set of mind
Efficient frequent readers should be active, positive mind set and critical. The readers should give feedback quickly to the material as a respond to what they have read.¹⁶

And there are some disadvantages of reading habit, they are:

1. Books can look messy
2. Reading can be lonely
3. Less time for being cool
4. Lack a sleep
5. Interacting with people who haven't read what you have
6. Choosing favorites
7. Many for books.¹⁷

To concluded, there are some few important benefits for reading habit. By implementing habitual reading, readers are able to

¹⁶Penny Ur, A Course an Language Teaching (United Kingdom: University Press,2000). P.60.

¹⁷Syllabus of Eight Grade of *Junior High School in Curriculum K-13* 2020/2021.

train their mind in the context of helping brain to work effectively. Habitual reading enriches readers vocabulary in various literacy skills. The readers are also able to read critically, effectively, and positively. Moreover, reading habit makes the readers open up their mind and helps them become more intelligent. And concluded, the disadvantages of reading habit are : books can look messy, reading can be lonely, less time for being cool, lack a sleep, interacting with people who haven't read what you have, choosing favorites, many for books.

2. Vocabulary Mastery

a. Defenition of Vocabulary

In English lesson, vocabulary become an important elements. This elements important in any kinds of language. This element order to master all the skills. According to Hornby “ vocabulary is all the words that person know or use, the words that people use when they are telling about particular subject”.¹⁸ Then Richard and Renandya said” vocabulary is a core component of language propeiciency and provides much of the basic for how well learnrs speak, read, listen, and write.”¹⁹ It means, words can be noun, verb, adverbs, adjectives, preposition and conjunction to use language. According to Nunan “ vocabulary is more than list of target language

¹⁸A.S Hornby, *Oxford Advanced Learners' Dictionary* (New York: Oxford University Press, 1995).

¹⁹Jack C. Richards & Willy A Renandya, *Methology In Language Teaching and Anthology of Current Practice* (United Kingdom: University Press, 2002).

words. As apart of the language system, vocabulary intimately interrelated with grammar.”²⁰ In fact, it is possible to device the lexical system of most language into garmmatical word such as preposition,articles and adverb an so on.

According to Ur , “ vocabulary is the wordswe teach in foreign language.²¹It means vocabulary is the list of words that work in language and it is taught by the techer based on the students’ level. In Curriculum “vocabulary is a collection of alphabets arranged in a dictionary consisting of one word or more than one word thet has meaning”.²² Vocabulary is an important intruactional aim for teachers in all content areas in middle grades schools. It means vocabulary growht and development and share effective intruactional strategies that middle school teachers can use to teach vocabulary across the content.

Based on the defenitions above, it can be concluded that vocabulary is a whole word or certain concept owned by a person or a language in an environment, or vocabulary is a collection of several words to become a complete sentences or collecting of words that are understood and used to communicate in a language.

²⁰David Nunan, *Language Teaching Methodolgy : A Text Book for Teachers*, Two Edition (New York: Prentice Hall,2000).

²¹Penny Ur, *A Course an Language Teaching* (United Kingdom: University Press,2000). P.60.

²²Syllabus of Eight Grade of *Junior High School in Curriculum K-13* 2020/2021.

b. Purpose of Vocabulary

To learn something people have to know the purpose of the things they learn, in this case the purpose of vocabulary is to help the learners easier in expressing the idea and to increase learners' ability in language and to have knowledge about words and its element. Vocabulary is important to students. In teaching practice handbook, there are several purposes of vocabulary :

1. To express their opinion thinking
2. To express idea in their society
3. Particular in early stages when students are motivated
4. To learn the basic words they need to get by in language
5. To understand nuances of meaning
6. To become more proficient in their own choice of words and expressions.²³

Meanwhile, Purpose of vocabulary in junior high school institution (Mts/SMP) there are some purposes for vocabulary students:

1. Students are able to memories vocabulary around 250 words.
2. Students are able to enrich vocabulary in daily activity
3. Students are able to know the meaning of words.²⁴

Based on explanation above, there are some purposes of vocabulary. They are : vocabulary helps us express our idea precisely in communication, students are able memories vocabulary

²³Muttahidah Neaty, *Improving Students' Vocabulary Through Vocabulary Card*, 2011, https://s3.amazonaws.com/academia.edu.documents/36549895/NEATY_MUTTAHIDAH-FITK.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1519325558&Signature=IqJvTRypYsab2l40d2rWQcnfEdg=&response-content-disposition=inline;filename=IMPROVING_STUDENTS_VOCABUL.Hordward Jackson, *Words, Meaning And Vocabulary*.2013

²⁴Syllabus of Eight Grade of *Junior High School in Curriculum K-13* 2020/2021

around 250 words, students are able to enrich vocabulary in daily activity, and students are able to know the meaning of the words.

c. Aspects of Vocabulary

The concept of a word can be defined in various ways, but three significant aspects teachers need to be aware of and focus on are form, meaning, and use. According to Gower, also there are three aspects for learning vocabulary. They are form, meaning, and use of word.

1. Form

Each vocabulary can be identified what part of speech of the word is, how to spell the word, whether it belongs to a family of words, how the word or combination of words is, consists of how many syllables, where the stress of the word is (Pronunciation), and how the word collocates with surrounding words.

2. Meaning

Each word has more than one meaning, it is depending on context or focus on. It also can be identified what the connotation item is. Vocabulary item also has different meanings for different people. Many words have several meanings each word, it should study the meaning of words and part of speech.

3. Word Use

Each word has contextual meaning, we have to learn the word in context and its usage. Also, whether that word has a restricted use or belongs to a particular style or register.²⁵

The other important aspect in vocabulary is the meaning of the words. One word has relation to other words. Thornbury such as follows: synonym, antonym, homonym²⁶.

1. Synonym

Synonyms are words that share a similar meaning. Below is the example:

- | | |
|--------------|---------------|
| a. Smart | = Intelligent |
| b. Beautiful | = Pretty |
| c. Novel | = New |

²⁵Roger Gower, Teaching Practice Handbook (Thailand, 1995)

²⁶Scott Thornbury, How to Teach Vocabulary. (Middlesex: Longman, Pearson Education Limited: 2002). P. 13

2. Antonym

Antonyms are words with the opposite meaning. For example :

- a. Young x Old
- b. Big x Small
- c. Black x White

3. Homonym

Homonyms are words with the same spelling (Called homographs) or pronunciation (called homophones) with a different meaning.

- a. Hoarse (Sound) x Horse (animal)
- b. Can (be able to) x Can (Container).²⁷

4. Idiom

Idiom is a collection of words that has a meaning that is distinct from the meaning of each word placed together.

Example : a. Drive someone round the bend (it means someone angry or frustrated).²⁸

Based on Explanation above, there are some aspects of vocabulary. They are : Form, meaning, use, antonym, synonym, homonym.

d. Importance of Vocabulary

Vocabulary is very important in English language. The explanation above shows that vocabulary is the foundation master the skills in English. Lack vocabulary knowledge may place learners in difficulties along their process. Students use vocabulary which is arranged into sentence to express their opinion thinking and also idea in their society. They use it for social communication. The other importance of vocabulary is suggested as follows :

“Vocabulary is important to students. It is more important than grammar for communication purpose, particularly in early stages

²⁷Thornburry.

²⁸Fatma Nur Sofyani, Semantics Analysis Idiom Types And Their Contextual Meaning Found in Klaus Movie Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2021.n.d

when students are motivated to learn the basic words they need to get by in language. Also, as the lexical system is 'open', there is always something new to learn when students are motivated to add their vocabulary stock, to understand nuances of meaning, to become more proficient in their own choice of words and expressions".²⁹

Based on explanation above, it can be concluded that how vocabulary is an language acquisition. Because without vocabulary, students are not able to write, read, speak, and listen to other people's opinions or ideas. And without vocabulary students are not able to communicate well with others in this world.

e. Principles of Teaching Vocabulary

Recognizing what students need in learning is necessary for a teacher. The process of transferring knowledge will not simply succeed if he can not see his students' learning absorbing capability toward the material taught and the teaching portion should be given. According to Nunan, there are several principles for successful in teaching vocabulary as follows :

1. Focus on the useful vocabulary first
The most useful vocabulary that every English language learners need whether they use language for listening, speaking, writing, reading, or whether they use the language in formal and informal situations, is the most frequent 1000 words families of English. This vocabulary is so useful that it covers around 75 percent of the running words in academic texts and newspaper, over 80 percent of the running words in novels, and about 85 percent of the running words in conversation. It contains most of the 176 function words families (words like a, the, of, because, could), and words like keep, kind, know, lack and land. It is possible to say and write a lot using only the first English.
2. Focus on the vocabulary in the most appropriate word.

²⁹Roger Gower, *Teaching Practice Handbook* (Thailand, 2012).

There are four most important vocabulary learning strategies, they are using word parts, guessing from context, using word cards, and using dictionaries. Using word cards is one of the appropriate strategies for children to help them memorize the new words.

3. Give attention to the high frequency words across the four stands of a course.

High Frequency vocabulary needs to occur in all four stands of course. It should get deliberate attention through teaching and study and should be met and used in communicating messages in listening, speaking, reading and writing. High frequency vocabulary should also be fluently accessible for receptive and productive.³⁰

Michael in Siregar's thesis says that there are the principles for teaching vocabulary, there are :

1. Give most attention to word that are already partly known.
2. Tell the learners if it a high frequency word that they should remember.
3. Keep teaching simple and clear. No complicated explanations.
4. Relate the present teaching to past knowledge by showing pattern.³¹

Based on the principles above, the principles for teaching vocabulary are six principles. Where are the researcher can conclude that the teacher who is duty in help students in learn about vocabulary, they are able to mastery what must be teach and give to them in order to they will have high motivation in learn about vocabulary. These principles can apply in a variation way and variation types of course. In other words, the variation principle in teaching about vocabulary is effective to help the students in learning vocabulary.

f. Kinds of Vocabulary

³⁰David Nunan.

³¹Rahmi Pu'adi Siregar, "The Effect of Concept Circle Strategy on Students' Vocabulary Matery at Grade VIII MTSN 2 Padangsidempuan," 2107, 18.

Two kinds of vocabulary based on Harmer are passive and active vocabulary. The explanation above, can be seen as follow :

1. Receptive Vocabulary or Passive Vocabulary

Receptive vocabulary means the knowledge receive from some activities such as through listening and reading. All the vocabulary do not need to understand by someone, but must be known about the context of the text.

2. Productive Vocabulary or Active Vocabulary

Knowing how to pronounce a word in a good way refers to the productive vocabulary, knowing of the spelling.³²

Based on the above, researcher believe that receptive or passive vocabulary is comprehensible and productive or active in memorizing words or vocabulary using listening and reading, concluded that the typical vocabulary is easier to understand get vocabulary.

g. Material of Teaching Vocabulary

There are several materials for vocabulary lessons. As mentioned above, there are several types of vocabulary such as :Receptive Vocabulary and Productive Vocabulary. Therefore, English learners can learn or understand vocabulary while listening to and reading spoken language, and generate vocabulary while speaking and writing. Vocabulary includes writing, speaking, and reading, although the subject of vocabulary is not explicitly mentioned. Key examples of SMP Muhammadiyah 29 Padangsidempuan:

³²Jeremy Harmer, *The Practical of English Language Teaching*, (New York : Longman, 2000).

1. Words related to the name of animal

Collecting Information

We will look closely at the descriptions of the animals. We will use a table to analyze the information about them.

Here are what we will do. We will work in groups. **First**, we will study the examples carefully and copy them in our notebook. **Second**, we will discuss and fill in the table with the information of the animals, like the examples. **Finally**, every one of us will handwrite the analysis in the notebook or type it with a computer.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.


No	Animal	Habitat	Food	Activity	Characteristics
1	Elephants	Africa and Asia	grass and plants	use their long trunks to put food and water in their mouths	are the heaviest land animals
2	Tigers				
3	Bears				
4	Monkeys				

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Source : English Text Book of SMP Muhammadiyah 29 Padangsidempuan

Here are what they will do, students will work in group and use a dictionary. First, they will study the example carefully. Second, students will discuss and fill the table with the information of animals, like the example. Finally, every one handwrite the analysis a the notebook.

2. Words related of the activities

 Collecting Information

We will work in groups. We will ask and answer questions about what people are doing right now.

Here are what we will do. **First**, we will listen and repeat the sentences after the teacher, one by one. **Second**, in the group we will take turns asking and answering, **not reading**, the questions to each other. **Third**, we will correct each other's mistakes.

We will say the sentences loudly, clearly, and correctly.

No	Questions	Answers
1.	What is Rina doing?	She's returning a book to the library.
2.	Who are Roni and Rudi waiting?	They are waiting for us.
3.	What is Rini doing?	She's finishing the math homework.
4.	Where are they studying?	They are studying in the library.
5.	What is he doing?	He's having his lunch in the canteen.
6.	What are the teachers doing?	They're having a meeting in the teacher room.
7.	What is Sinta doing?	She's meeting the principal.
8.	What are they talking about?	They are talking about the football match.
9.	What is Gani doing?	He is buying something in the school co-op.
10.	What are you doing there?	We're practicing English.

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Source : English Text Book of SMP Muhammadiyah 29 Padangsidimpuan

B. Review of Related Findings

There were several researchers which have done the some researcher that related to this research, as follows:

The first, Ali have done the research and found that there is correlation between students' vocabulary mastery and reading comprehension. It indicates that r_{xy} is 0.641 with the degree of freedom ($d_f = N - n_r$) is 28. The significance of 5% and 1% and value are 0.361 and 0.463. By comparing the values of $r_{xy} = 0.641$ and $r_t = 0.361$ and 0.463.³³

The second, Laili found that there is correlation between English reading habit and vocabulary mastery at eleventh grades of SMAN 1 Palangkaraya. It be can the value of observed r value 0,383 showed positive correlation between students' english reading habit and vocabulary mastery in significant level 5%.³⁴

The third, Prabawati found that there is Correlation between reading habit and vocabulary mastery toward translation ability. It shows that the coefficient of determination between reading habit, vocabulary mastery and translation ability is 51.5%. It means 51.5% variance of translation ability

³³Irwan Ro'iyal Ali, "The Correlation Between Students' Vocabulary Mastery and Reading Comprehension," 2010.

³⁴Nur Rifal Laili, "Correlation Between English Reading Habit And Vocabulary Mastery at Eleventh Grade of SMAN 1 Palangkaraya."

was influenced by the reading habit, and the vocabulary mastery, while 48.5% is contributed by other factors.³⁵

The fourth, Wardani showed that the coefficient of correlation (r_{xy}) between reading habit (X) and reading fluency (Y) is 0.572365 which is higher than r_{table} at level of significance 0.05 for $N=29$, where the value of r_{table} is 0.367 ($0.572 > 0.367$). The contribution of reading habit on English text (X) toward reading fluency (Y) is $y = R^2 \times 100\% = 0.572365 \times 100\% = 32.76\%$.³⁶

Based on related findings above, the researcher wishes to explore the correlation between reading habit and vocabulary skill class VIII students' of SMP Muhammadiyah 29 Padangsidempuan but this study is different from the above study. You can view it in the following ways: Survey and location. from the above study.

C. Framework of Thinking

The habit of reading is an activity that occurs routinely in the thought process to comprehend ideas and information obtained through pre-existing symbols, both written and oral. Reading habits refer to behaviors that represent similarities between reading and reading tests.

Vocabulary is the basic that learners must learn first. Learning English without vocabulary is impossible. Moreover, language is the first lesson of human language. Regarding vocabulary skills, many students have a lot of

³⁵ Dwi Prabawati, "Correlation Study between Reading Habit and Vocabulary Mastery toward Translation Ability."

³⁶ Rika Kusuma Wardani, "A Correlation Study Between Students' Reading Habit on English Text and Their Oral Reading Fluency of Eleventh Grade of Man Tenggara in The Academic Year of 2017/2018."

problems with vocabulary learning, so their motivation is very low and they have a hard time understanding the material given by their teachers.

Reading habit plays an important role on by vocabulary mastery, students would get new vocabulary what the students' read, they could find a lot of new vocabularies in a fun way. Reading habit can make to add vocabulary, reproduce, smoothen students' vocabulary, understand vocabulary about what the readers read and by reading habit can increase students' vocabulary. Based on assumption above, it can be concluded that there is correlation between reading habit and vocabulary mastery.

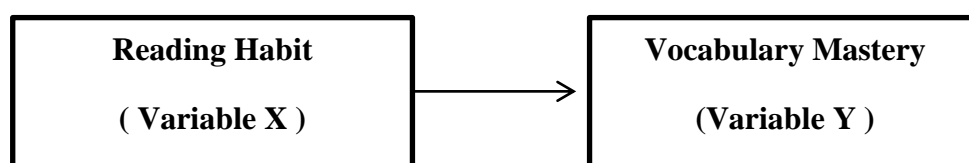


Figure 1 The Correlation Between Reading Habit and Vocabulary Mastery

D. Hypothesis

The hypothesis of this research are :

1. There is significant Correlation Between Reading Habit and Vocabulary Mastery at Grade VIII of SMP Muhammadiyah 29 Padangsidempuan
2. There is no significant Correlation Between Reading Habit and Vocabulary Mastery at Grade VIII of SMP Muhammadiyah 29 Padangsidempuan

BAB III

RESEARCH METHODOLOGY

A. Place and Time of Research

The location research is in SMP Muhammadiyah 29 Padangsidempuan. It is located at Jl. Sudirman, Timbangan Padangsidempuan, and + 25 meters from roadsides to insides. The study population was grade VIII SMP Muhammadiyah 29 Padangsidempuan. The study conducted from April 2021 until the investigator completes the study.

B. Research Method

The nature of this study is a quantitative study in which the methods are descriptive. According to L.R and Airasian, "Descriptive methods are performed to obtain information about the references, attitudes, practices, or interests of a particular group of people".¹ A descriptive method is a method that naturally describes the current state. This study uses descriptive methods to determine the relationship between reading habits and vocabulary.

C. Population and Sample

1. Population

"Population is the group of interest to researchers and the group to which they want to generalize their findings," said L.R and Airasian.² Conversely, Arikunto says that the population is the whole

¹Gay L.R and Peter Airasian, *Educational Research Competencies for analysis and Application* (New Jersey : Prentice Hall Inc, 2002). P. 345.

²Gay L.R and Peter Airasian.

subject matter of the study.³ The study population was 8th grade students from SMP Muhammadiyah 29 Padangsidempuan. The study group consists of his two rooms, VIII-1 and VIII-2, and they has 44 students.⁴

2. Sample

A sample is a portion of the population being studied. The sample for this survey is part of the total number of her 8th grade students of SMP Muhammadiyah 29 Padangsidempuan. For this study, samples were selected using a total extraction method.

For this study, if the population is less than 100 people, they should all be investigated. When a survey surveys the entire population, the survey is called a sampling survey.⁵ This means that this survey the sample all eight grades of SMP Muhammadiyah 29 Padangsidimpan. The sample for this study consists of a sample of all or 44 of his students from his second grade of VIII-1 and VIII-2.

D. Defenition Of Operational Variables

From the title of this study, the study consists of two variables, so the definitions of the variables are:

³Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*,(Jakarta : Rineka Cipta,2006), p. 130.

⁴Source : Data School Administration of SMP Muhammadiyah 29 Padangsidempuan.

⁵Sugiyono, *Metodologi Penelitian Quantitative, Qualitative, dan R&D* (Bandung: Alfabeta, 2017), p. 267.

1. Vocabulary

Vocabulary is a collection of alphabets arranged in a dictionary consisting of one word or more than one word that has meaning. The vocabularies of this research is about thing and animal.

2. Reading Habit

Reading habit is a reading activity which is done recursively. Reading habits are the intellectual activities from textbook or from other sources such as novels, comics, short story, hand books.

E. Instrument of The Research

This study used testing and non-testing as the technique of collecting data for this study. Tests are used to collect data on vocabulary skills and questionnaires are used to obtain data on students' reading habits:

1. Questionnaire

Questionnaires are used to record students' reading habits. This study used a questionnaire. The questionnaire consisted of a series of questions that respondents answered to learn about their behaviors and beliefs.

The researcher at SMP Muhammadiyah 29 Padangsidempuan, this research using the questionnaire to know about the students, reading habit in English. It consist of written questionwith 25 items. For given each items, if positive (+) criteria is : always 4, often 3, sometimes 2, and never 1 score. But for negative statement (-) criteria, is : never 1, sometimes 2, often 3, always 4.

Table 1. Indicators of Reading Habit

No	Indicator of Reading Habit	Sub Indicator	Number of Items	Total Item
1.	Reading Frequency	1. In the Morning	1	1
		2. In the afternoon	2,3	2
		3. In the evening	4	1
2.	On Academic Reading	1. Textbooks	5,6	2
		2. Hand book	7,8,11	3
		3. Scientific book	9,10	2
3.	Non-Academic Reading	1. Novel	12	1
		2. Short Story	13	1
		3. Anecdote	14	1
		4. Comic	15	1
		5. Story Telling	16	1
4.	Motivation in the Family Environment	1. Father	17,18,19	3
		2. Mother	20,21,22	3
		3. Sister	23,24	2
		4. Brother	25	1
Total				25

2. Vocabulary Test

For the Vocabulary test, this research used the multiple choice test consisting of 110 items in order to facilitate the students to answer the test. Which form of multiple choice is with four options A, B, C, and D. To find out the scores of the students answer, the researcher gives 1 score from each item. So, the maximum of test was 100.

The researcher only used 2 aspects for this research. That is meaning and word use.

1. Meaning

Indicator from meaning this research make students can interpret English vocabulary well, and total test this research give 50 test.

2. Word Use

Indicator from Word use this research make students can use English vocabulary in classroom learning, and total test this research give 50 test.

F. Validity and Reliability Instrument

1. Validity

Validity is a tool that used to measure the test. Sudijono stated “ validity is a characteristic of the good test”.⁶So, to get the validity of an achievement, the reseacher used the formula of r pointbiserial as follow :

$$r_{pbi} = \frac{M_p - M_t}{SD_t} pq$$

Where :

rpbi : Coefficient item validity
 Mp : Mean score of the total score
 SDt : Standart deviation of the total Score.⁷

⁶Anas Sudjiono, *Pengantar Statistika Pendidikan*,(Jakarta : Pt. Raja Grafindo, 2005), p. 85-106.

⁷Anas Sudijono.

p : Presentation of the right answer of the item test
validity

q : Presentation of the wrong answer of the item test
validity

2. Reliability

Reliability regarding stability and search data. The consistency of the data must convince us that this study is credible. Reliability is how consistent a study's measurements are after subjects are repeatedly tested in the same situation. To make the data reliable, this study uses Cronbach Alpha and SPSS formulas. Based on the formulation in spss, it was found to be 0.574, which is larger than the Cronbach-Alva value. $0.577 > 0.6$. Sugiyono's reliability formula is as follows:

$$r_i = \frac{2rb}{1+rb}$$

Where :

r_i : Internal reliability of all instrument

rb : correlation product moment between the first and second hemispheres.⁸

G. Technique of Collecting Data

To get the data from the students, the researcher collected questionnaire for reading habit and giving test sheets for vocabulary.

First, visit the main board school of SMP Muhammadiyah Padangsidempuan and come to the English teacher for permission. Second, go

⁸Sugiyono.

to class. Third, students wanted attention and participation. Then do tests and surveys. The first questionnaire is designed to find out about students' reading habits. The questionnaire consisted of 25 questions in total. In this survey, it will take him 25 minutes to complete the questionnaire.

A second test is administered to test the student's vocabulary. The total number of vocabulary tests is 100 tests. The researcher gives him 45 minutes to answer the questions. The result of the test determines acceptance or rejection of the hypothesis.

H. Technique of Analysis Data

After processing the data collection, this study used quantitative data to analyze the data. Analytical data means that the process of calculating and systematically organizing the data has been performed by the researcher. For quantitative research, the most appropriate analysis was to use a statistical process and follow these steps.

1. Identified and corrected research topic responses from tests and questionnaires.
2. Mean, median, and mode identified by ranking and classifying variable X and Y scores using descriptive statistics. This is the second method of presenting data analysis. According to Sudijono, his three formulas above are explained as follows:

- a. Know the mean (average) score used the formula :

$$M(x) = \frac{\sum fx}{N}$$

b. Know the median score used the formula :

$$Me = b + p \left(\frac{\frac{1}{2}n - f_{kb}}{f_i} \right)$$

c. Know the modus of score used the formula :

$$Mod = b + p \left(\frac{f_a}{f_a + f_b} \right) \text{ atau } Mo = U - \left(\frac{f_b}{f_a + f_b} \right) xi^9$$

Table 2. The Table Interpretation of Mean Score

No	Interval	Predicate
1	80- 100	Very Good
2	70-79	Good
3	60-69	Enough
4	50 – 59	Less
5	0 - 49	Fail

Source : Sugiyono, *Metodologi Penelitian Quantitative, Qualitative, dan R&D*

3. Identifying Normality Tests Normality tests are used to determine whether study data are normal. To find normality, researchers use the chi-square formula. The formula is:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)^2$$

Where:

x^2 =Value of Chi – Square

F_o =Observed Frequency

F_e =Expected Frequency¹⁰

⁹Anas Sudijono.

¹⁰Sugiyono.

To calculate the result of *Chi-Quarate*, it was used 5% Significant level. If result $x^2_{\text{count}} < x^2_{\text{table}}$, it can be concluded that data is distributed normal.

4. To Test Hypothesis

To know that the correlation between variables X and Y was calculated by applying the product moment formula, we looked at the product moments in the list r at the 5% significance level. If $r_{\text{count}} > r_{\text{table}}$ then the hypothesis was accepted. The formula for the product moment is:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}}$$

Where :

r_{xy} = Coefficient Correlation between variable X and Y

$\sum X$ = The Score of variable X

$\sum Y$ = The score of variable Y

$\sum XY$ = X and Y

N = Total of sample¹¹

5. To know the contribution of coeffiient determination variables

To know the coefficient correlation contribution between the variables X and Y, we can define the determinant correlation of the formula.

¹¹Ahmad Nizar Ranguti, *Statistik Untuk Penelitian Pendidikan*, 2015.

$$CD = r^2 \times 100\%$$

Where :

CD = Coefficient determination

r = Coefficient correlation¹²

When interpreting the results, one must agree with the exponential correlation of moments. Interpretation of the results can be found in the following table.

Table. 3 The Table Interpretation of XY

The Value	Degree
Between 0.00- 0.20	Very Low
Between 0.21- 0.40	Low
Between 0.41- 0.70	Enough
Between 0.71 – 0.80	High
Between 0.91- 1.00	Very High ¹³

¹²Anas Sudijono.

¹³Anas Sudijono.

CHAPTER IV

THE RESULT OF RESEARCH

In this chapter, the research discussed the result of this research about the correlation between vocabulary mastery and reading habit at grade VIII of SMP Muhammadiyah 29 Padangsidempuan. This research formula of product moment to analysis the data of students reading habit and vocabulary mastery descriptive method. Applying the quantitative analysis, the research used the formulation “r” product moment. Then describe the data as follow:

A. The Description of Data

The data describe by sequence reading habit (X) and variable (Y) was vocabulary mastery. in this part, the researcher showed the result or score of both of the variable.

1. Reading Habit

In this part, the researcher shows the result of the research that has been done to the dependent variable that is reading habit. In this research, the researcher present 25 items of questionnaire. For each number, the researcher gives 4 as maximal score for each statement.

After calculating the score, it was gotten that the highest score was 80 and the lowest score was 55. To complete this research data, the researcher also calculate the mean score was 62.77, the median score was 68.9, and the modus was 69.83 (See in appendix 8). Mean score is the score which represents the general value that was achieved by the students.

Meanwhile, median was the score in the middle or score which divided a distribution of data into equal part and mode is the score which has the most frequency.

So, the score resume of variable X that reading habit of the grade VIII students of SMP Muhammadiyah 29 Padangsidempuan has been gotten as table below:

Table 4. The Score of Student's Reading Habit

1	High Score	80
2	Low Score	55
3	Range	25
4	Number of Class	7
5	Interval (i)	4
6	Mean Score	62.77
7	Median Score	76.9
8	Modus Score	69.83

Based on the above table, it showed that mean was 62.77. It mean that the students' reading habit was in enough category. To know revelation of data was done to grouped the variable score of reading habit which the total classes 7, interval 4. Then, the computed of the frequency distribution of the student score of group can be applied in to table frequency distribution as follow :

Table 5 .The Frequency Distribution of Reading Habit

Interval	Mid Point	Frequency	Percentage
55-58	56.5	10	22.72 %
59-62	60.5	15	34.09 %
63-67	64.5	10	22.72 %
68-71	68.5	5	11.36 %
72-75	72.5	2	4.54 %
76-79	76.5	1	2.27 %
80-83	80.5	1	2.27 %
Total		44	100 %

Based on the above table, it was known that the variable revelation of students' reading habit showed that the respondent an interval 55 to 58 were 10 students (22.72%), interval 59 to 62 were 15 students (34.09%), interval 63 to 67 were 10 students (22.72%), interval 68 to 71 were 5 students (11.36%), interval 72 to 75 were 2 students (4.54%), interval 76 to 79 were 1 student (2.27%) and last interval 80 to 83 were 1 student (2.27%).

The histogram below would presented the description of the data above. It was done to make the data clearer and more complete.

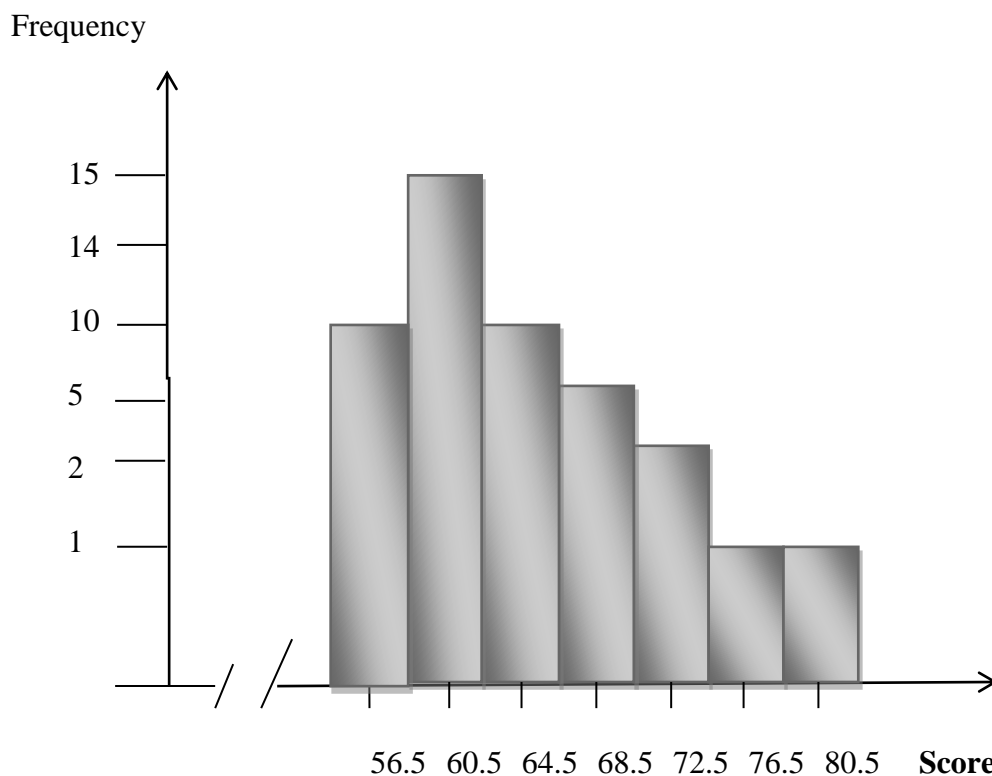


Figure 2: The histogram of Reading Habit

2. Vocabulary Mastery

When calculated the score, the highest score was 89 points and the lowest score was 52 points. To complete the study data, researchers also calculated a median score of 74.89, a median score of 70, and a mode of 71.6 (see Appendix 9). Average score is a score that represents the overall value that a student has achieved. The median is the mean score or score that evenly divides the distribution of the data, and the mode is the score with the highest frequency.

So, the results of her Variable Y assessment of SMP Muhammadiyah 29 Padangsidimpuan on her Grade 8 vocabulary are as follows:

Table6.
The Score Resume of Student's Vocabulary Mastery

1	High Score	89
2	Low Score	52
3	Range	37
4	Interval	5
5	Mean Score	74.27
6	Median Score	70
7	Modus Score	71.6

Based on the above table, it showed that mean was 74.27. it means that the students vocabulary mastery was in good category. To know revelation of data was done to grouped the variable score of adjective mastery which the total classes 7 and interval 5.

Table7. The Frequency Distribution of Vocabulary Mastery

Interval	Mid Points	Frequency	Percentage
52-57	56	1	2.27%
58-63	60.5	7	15.90%
64-69	66.5	5	11.36%
70-75	72.5	10	22.72%
76-81	78.5	11	25%
82-87	84.5	7	15.90%
88-93	90.5	3	6.81%
Total		44	100%

Based on the above chart, variable disclosure of students vocabulary reveals that respondents 52-57 were 1 student (2.27%), interval 58-63 were 7 students (15.90%), interval 64-69 were 5 students (11.36%), interval 70-75 were 10 students (22.72%), interval 76-81 were 11 students (25%), interval 82-87 were 7 students (15.90%), interval 88-93 were 3 students (6.81%).

In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:

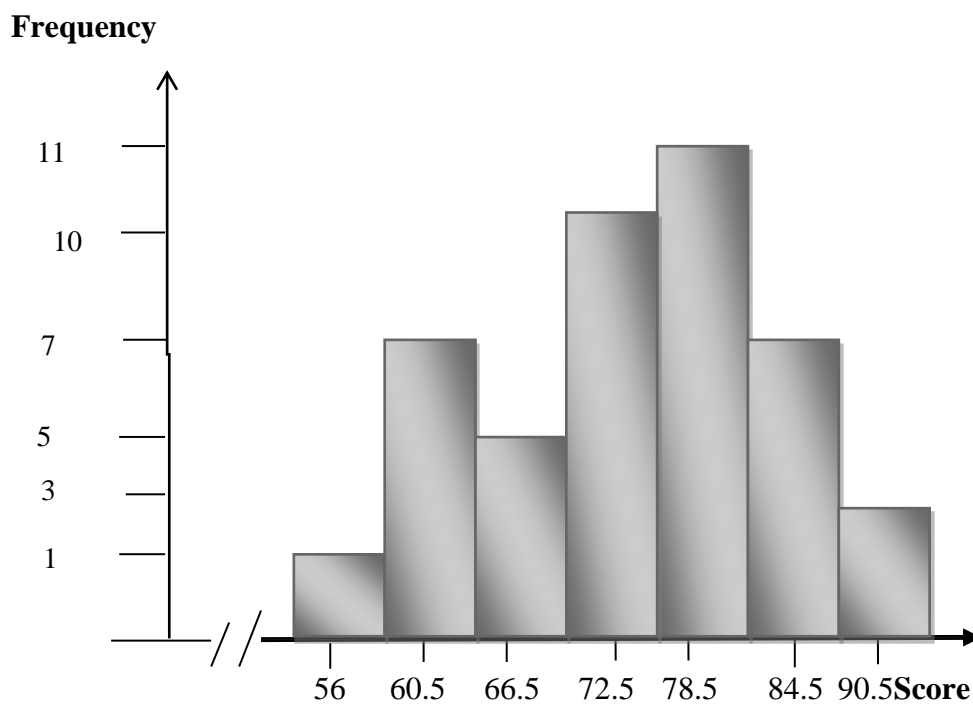


Figure 3: The Histogram of Vocabulary Mastery

B. Testing of Hypothesis

1. Normality Test

After obtaining resume score for variable X and Y, we analyzed the data using Chi-Square formula to determine if the data were normal. A normality test was a prerequisite for the test before the testing hypothesis was run.

Table 8. Normality of Data X and Data Y

Class	Normality Test	
	t_{count}	t_{table}
Data X	7.61	12.592
Data Y	2.98	12.592

Based on the table above, the score of data $X = x^2_{\text{count}} < x^2_{\text{table}}$ ($7.61 < 12.592$) with $n = 44$ and data $Y = x^2_{\text{count}} < x^2_{\text{table}}$ ($2.98 < 12.592$) with $n = 44$, on 5% significant level. It meant that data X and Y were distributed normal (see in appendix 10).

2. Testing of Hypothesis

The aim of hypothesis testing was to determine the correlation between reading habit and vocabulary mastery at grade VIII of SMP Muhammdiyah 29 Padangsidempuan by using the product moment formula. Before testing of hypothesis, first performed the calculation of the score obtained by the respondents as the table below:

$$\begin{aligned}\sum X &= 2754 & \sum Y &= 3253 \\ \sum X^2 &= 173644 & \sum Y^2 &= 244369 \\ \sum XY &= 205546\end{aligned}$$

By using the values above, calculated the value of correlation between variable X and Y explained below:

$$\begin{aligned}r_{xy} &= \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{n\{\sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}} \\ &= \frac{44(205546) - (2754)(3253)}{\sqrt{\{44 \times 173644 - (2754)^2\}\{44 \times 244369 - (3253)^2\}}} \\ &= \frac{9044024 - 8958762}{\sqrt{\{7640336 - 7584516\}\{10752236 - 10582009\}}} \\ &= \frac{85262}{\sqrt{(55820)(170227)}} \\ &= \frac{85262}{\sqrt{9502071140}}\end{aligned}$$

$$\frac{85262}{97478}$$

$$= 0.874$$

Ha : there is a significant correlation between students' reading habit and vocabulary mastery of the grade VIII students of SMP Muhammadiyah 29 Padangsidempuan.

Ho : There is no significant correlation between reading habit and vocabulary mastery at grade VIII students of SMP Muhammadiyah 29 Padangsidempuan.

Based on the above calculating, the product moment has gotten coefficient correlation $r_{xy} = 0.874$ was higher than $r_{table} = 0.297$ on 5% significant level. The hypothesis (H_0) was accepted namely $r_{count} > r_{table}$ ($0.874 > 0.297$). the result showed that there was a significant correlation between reading habit and vocabulary mastery at grade students of SMP Muhammadiyah 29 Padangsidempuan in good category. It has been written in the table of coefficient correlation interpretation below:

Table9
Categories Value correlation Coefficient and Degree Correlation

The Value	Degree
Between 0.00 – 0.20	Very Low
Between 0.20 – 0.40	Low
Between 0.41 – 0.70	Enough
Between 0.71 – 0.90	High
Between 0.91 – 1.00	Very High

Testing the truth of significant used the formulate t_{count} .

$$\begin{aligned}
 T_{\text{count}} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\
 &= \frac{0.874\sqrt{44-2}}{\sqrt{1-0,874^2}} \\
 &= \frac{0.874\sqrt{42}}{\sqrt{1-0.874^2}} \\
 &= \frac{0.874 (6.480)}{\sqrt{0.237}} \\
 &= \frac{5663}{0,4868} \\
 &= 11.633
 \end{aligned}$$

Based on the above calculations, the researchers found $t_{\text{count}} = 11.633$, $df = n - 2$ ($44 - 2 = 42$), t_{table} at 5% = 0.304 significance level 1% = 0.393. so, $t_{\text{count}} > t_{\text{table}}$ ($11.633 > 0.393$). It meant that the validity of the contribution of variable X to variable Y was said to be "accepted", meaning that there was a significant correlation between the two variables.

The contribution of each variabels can be seen as follow:

CD = Coefficient determination score

r = Coefficient correlation score

$$\begin{aligned}
 \text{CD} &= r^2 \times 100\% \\
 &= (0.874)^2 \times 100\% \\
 &= 0.763 \times 100\% \\
 &= 76.38\%
 \end{aligned}$$

Based on calculating above, the contribution variable X (Reading Habit) toward variable Y (Vocabulary Mastery) there was 76.38% and 23.62% influenced by other variable.

C. The Discussion of Result

After did the research, the researcher discussed the result and comparad it with result in research related findings :

First, the research done by Laili showed that the coefficient of correlation ,Rxy was 0.383¹The second, the research done by Khalisa Rxy showed that the coefficient of correaltionwas 0.899.²The third Wardanishowed that the coefficient of correlation (rxy) between reading habit (X) and reading fluency (Y) is 0.572365 which is higher than rtable at level of significance 0.05 for N= 29, where the value of rtable is 0.367 (0.572 > 0.367). The contribution of reading habit on english text (X) toward reading fluency (Y) is $y = R^2 \times 100\% = 0.572365 \times 100\% = 32.76\%$.³

In this study, researcher found that reading habit of the students was good. There are assumptions of why it could be the first her reading habit was categorized into always, like read books that consist of many pages and pictures that made she would be easier to understand content of books,

¹Nur Rifal Laili, "Correlation Between English Reading Habit And Vocabulary Mastery at Eleventh Garaders of SMAN 1 Palangkaraya."

²Rika Kusuma WardaniI, "A Correlation Study Between Students' Reading Habit on English Text and Their Oral Reading Fluency of Eleventh Grade of Man Tenggara in The Academic Year Of 2017/2018."

³Nurul Kalisha, Reading Habit And Their Writing Ability, Faculty Of Education And Teacher Training Ar-Raniry State Islamic University Darussalam - Banda Aceh2018 M/1440 H. https://www.academia.edu/72362243/The_Correlation_Between_Students_Reading_Habit_And_Their_Writing_Ability

always activate her background knowledge when reading and did paraphrase after reading the books, read books every night, teacher and friends always motivate her to read the books and read books everywhere if there was a chance to read. The researcher believed that reading more could develop knowledge and skill.

As a result of this survey, the mean score of students' reading habit was normal category and the mean score of students' vocabulary mastery was good category. It was assumed that many students have good reading habit just for certain book such as her book study subject, reading novel, comic and the interesting book other for them and they have good habit toward reading text. Then, there are students also have good reading habit and they have good vocabulary mastery. So, there are other variable relation the students' vocabulary mastery, such as read, listen, knowledge, and vocabulary. It depends on what factors that relation students to reading habit, as known that reading habit come from inside and outside.

Based on the explanation above, it was proved that this research about reading habit and vocabulary mastery was rather different with the other research, reading habit had good correlation with reading habit in other words it was supported by this research and it was proved by testing hypothesis of the research, it is found that reading habit have the significant correlation to students' vocabulary mastery at grade VIII students of SMP Muhammadiyah Padangsidempuan. This fact can be seen from $r_{count} > r_{table}$ ($0.874 > 0.297$). And there are also those that are almost the same as other

researchers who obtained the r_{xy} 0.899 is the Khalisa's thesis and the researcher got R_{xy} was 0.874. So, it is clearly reading habit has the significant correlation to students' vocabulary mastery. Reading habit is needed and really important in vocabulary.

D. Threats of Research

The researcher limits this research, as follows:

1. The researcher does not know how serious and concentrate the students when they were answering the questionnaire and test.
2. The researcher does not see the measuring honest aspects of the students in answering the questionnaire and test until possibility the students cheat or guess.
3. There is no the original data from the teacher that showed the original score that students got for one semester.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. Conclusions

After getting the result of research data, the research came to describe the data as follows:

1. The students' reading habit of the grade VIII students SMP Muhammadiyah Padangsidempuan was "enough" by getting mean score was 62.77 .
2. The students' Vocabulary Mastery of the grade VIII students SMP Muhammadiyah Padangsidempuan was "good" by getting mean score was 74.27.
3. Computing data showed that there was a significant correlation between reading habits and vocabulary skills in good category students in SMP VIII class 29 Muhammadiyah Padangsidimpan. Moment calculation by obtaining the correlation coefficient $r_{xy} = 0.874$. The significance level of the correlation was determined by looking at the r_{table} which was 0.297 at the 5% significance level and 0.393 at the 1% significance level. The hypothesis (H_0) of this study, $r_{count} > r_{table}$ ($0.874 > 0.297$), was accepted. This implied that there was a correlation between good category reading habits and vocabulary.

B. Suggestions

The researcher has some suggestions as follows:

1. The principal of SMP Muhammadiyah 29 Padangsidempuan want to help English teachers to teach well and provide facilities for English learning.
2. The English Teachers
 - a. English teachers must choose appropriate methods in the teaching and learning process to improve students' English proficiency.
 - b. English teachers should offer positive incentives such as: To reaffirm the importance of reading activities to improve students' reading habits, and conduct the English Learning Vocabulary Ability Test as a training to improve students' vocabulary skills.
 - c. The English teacher must be creative, innovative and communicative when teaching English.

The researchers hope other researchers wishing to conduct research related to this study will find other factors that influence vocabulary. Because there are still many factors that affect a student's vocabulary.

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APPENDIX 1

Angket minat siswa dalam Membaca Buku Bahasa Inggris

- A. Petunjuk Umum
1. Jawablah Pertanyaan ini dengan jujur
 2. Berilah tanda silang (✓) pada pernyataan yang sesuai dengan pengalaman yang anda alami.
- B. Biodata Responden
- NAME** :
- CLASS** :
- C. Keterangan Jawaban
1. Sering Sekali= SS
 2. Sering = S
 3. Kadang- Kadang = KK
 4. Tidak Pernah = TP

No	Deskripsi	SS	S	KK	TP
1	Saya membaca bukupelajaran bahasa inggris di pagihariuntuk menambah pengetahuan saya				
2	Saya tidak membaca buku berbahasa inggris ketika waktu luang di siang hari				
3	Saya membaca buku disiang hari sehabis pulang sekolah				
4	Saya membaca bukuberbahasa inggris pada malam hari				
5	Saya membaca bukupelajaran bahasa inggris				
6	Saya tidak membaca buku pelajaran bahasa inggris				
7	Saya membaca buku				

	pengangantentang bahasa inggris				
8	Saya tidak membaca buku pegangan tentang bahasa inggris				
9	Saya membaca buku-buku ilmiah berbahasa inggris				
10	Saya membaca buku-buku ilmiah berbahasa inggris untuk menambah pengetahuan saya				
11	Saya membaca buku pelajaran bahasa inggris dengan referensi lain untuk menambah pengetahuan saya				
12	Saya membaca bukunovel berbahasa inggris				
13	Saya membaca short story berbahasa inggris				
14	Saya membaca anekdot berbahasa inggris				
15	Saya membaca bukukomic berbahasa inggris				
16	Saya membaca story telling tentang bahasa inggris				
17	Saya membaca bukuberbahasa inggris dimotivasi ayah saya				
18	Ayahsaya tidak suka saya membaca buku berbahasa inggris				
19	Saya dimotivasi ayah untuk membaca artikel-artikel bahasa inggris untuk menambah pengetahuan saya				
20	Ibu saya tidak memotivasi saya agar membaca buku berbahasa inggris				

21	Ibu saya setiap hari membelikan buku cerita berbahasa inggris untuk saya baca diwaktu luang				
22	Ibumemotivasi saya untukmembaca buku pelajaran bahasa inggris				
23	Kakak perempuan saya sekali seminggu meminjam buku komic bahasa inggrisdiperpustakaannya untuk saya baca				
24	Kakak perempuan saya tidak pernah memotivasi saya untuk membaca buku berbahasa inggris				
25	Abang saya memotivasi saya untuk membaca buku mengenai bahasa inggris				

APPENDIX 2

Vocabulary Test

Name :

Class :

1. Horse one animals that can run very fast. Run very fast in Bahasa Indonesia is.....
 - a. Lari Cepat
 - b. Lari lambat
 - c. Jalan Lambat
 - d. Jalan Biasa
2. Snake is wild animal. It is

 - a. Strong
 - b. Fly
 - c. Big
 - d. Poisonous

3. A..... is conclude in farm animals.
 - a. Snake
 - b. Sheep
 - c. Tigers
 - d. Cat
4. Giraffe has a long neck and giraffes eat leaves, and giraffe has brown skin color. Long neck in Bahasa Indonesia is.....
 - a. Panjan Telinga
 - b. Panjang Leher
 - c. Panjang Lidah
 - d. Pendek Kaki
5. The like bananas.
 - a. Horse
 - b. Monkey
 - c. Duck
 - d. Rabbit
6. A can swim very long distances.
 - a. Horse
 - b. Elephant
 - c. Duck
 - d. Monkey
7. The Cows eat

 - a. Bone
 - b. Grass
 - c. Fish
 - d. Birds

8. Cow is milk producer animal. Milk procedur in Indonesia is

 - a. Penghasil susu
 - b. Penghasil Madu

- b. Penghasil air d. Penghasil Limbah
9. Butterfly in Bahasa Indonesia is....
- a. Capung c. Kupu- Kupu
b. Lebah d. Ayam
10. The Snake Can
- a.Climb c. Swim
b. Slither d.Fly
11. Rabbit has foot
- a. 2 foot c. 4 foot
b. 6 foot d. 5 foot
- 12.A..... has beautiful wings.
- a. Chicken c. Kangaroo
b. Butterfly d. Ant
13. Rabbit have a Long ears. Which can be more than 10 cm. The underlined word in bahasa Indonesia is.....
- a. Telinga yang panjang c. Pendengaran yang jelas
b. hidung yang pesek d. Pendengaran yang tajam
14. Cat is a animal.
- a. Tame c. Wild
b. Dangerous d. Cattle
15. What we call Dragonfly in Bahasa Indonesia is
- a. Gorilla c. Kumbang
b. capung d. Cicak
16. is Hebivore animal.
- a. Rabbit c. Bear
b. Cat d. Dog
17. Bone in Bahasa Indonesia is
- a. Daging c. Kulit
b. Tulang D, Leher
18. Frog is it can be live on land and in water.
- a. Aves c. Amphibians

- b. Mamals d. Reptile
19. The monkey often eats banana and peanuts. Banana and peanuts In indonesia is.....
- a. Pisang dan Kacang c. Kacang dan Buah
b. Buah dan Sayur d. Apel dan Anggur
20. Octopus in Bahasa Indonesia is
- a. Gurita c. Lalat
b. Laba-laba d. Semut
21. Shark lives in the ocean, and shark is carnivore animal. Ocean in BahasaIndonesiais
- a. Lautan c. Sungai
b. Danau d. Sumur
22. What is the food of cat.....
- a. Bone c. Fish
b. Vegetable d. Meat
23. is a wild animals.
- a. Monkey c. Snake
b. Cat d. Fly
24. Elephant is the animal.
- a. Mamalia c. Bird
b. Herbivore d. Reptile
25. What is the food of Dolphin ?
- a. Fish c. Snail
b. Insect d. Octopus
26. Elephants eat grass, fruit, and branches. The underlined word in Bahasa Indonesia is
- a. Ranting, Rumput dan Sayur c. Tangkai, buah dan tomat
b. Ranting, Rumput and Buah d. Dedaunan
27. Lizardin Indonesia is.....
- a. Cicak c. Nyamuk
b. Tokek d. Tikus

28. A....has long neck.
- a. Pigeon
 - b. Eagle
 - c. Bird
 - d. Giraffe
29. The king of Forests.
- a. Ant
 - b. Tiger
 - c. Cat
 - d. Frog
30. Elephant, Goat, and Horse eat
- a. Grass
 - b. Bread
 - c. Water
 - d. Apples
31. The..... helps farmer to plow the rice fields.
- a. Sheep
 - b. Cow
 - C. Buffalo
 - d. Goat
32. Giraffe and Zebra eats
- a. Grass
 - b. Water
 - c. Insect
 - d. Honey
33. Pigeon in Bahasa Indonesia is
- a. Gagak
 - b. Merpati
 - c. Beo
 - d. Burung Gereja
34. The Fly on the sky.
- a. Birds
 - b. Buffalo
 - c. Chicken
 - d. Fish
35. Mosquitoes is bloodsucker. Blood in Bahasa Indonesia is
- a. Air
 - b. Darah
 - c. Madu
 - d. Daging
36. The Octopus has tentacle and will spit black liquid to protect it from other animal. Tentacle in Bahasa Indonesia is.....
- a. Sirip
 - b. Tentakel
 - c. Ekor
 - d. Sayap
37. Usually polar bears have a..... colored.
- a. Yellow
 - b. Red
 - c. White
 - d. Pink

38. Weasel in Bahasa Indonesia is.....
- a. Musang
 - b. Cheetah
 - c. Laba-laba
 - d. Buaya
39. What is the food of Punguin ?
- a. Shrimp
 - b. Insect
 - c. Peanut
 - d. Rice
40. is Carnivore animal.
- a. Rabbit
 - b. Cow
 - c. Zebra
 - d. Bear
41. How many wings does birds have ?
- a. One
 - b. Two
 - c. Three
 - d. Four
42. Crocodile are the biggest reptiles in the world. The underlined word in Bahasa Indonesia is
- a. Monyet
 - b. Buaya
 - c. Harimau
 - d. Beruang
43. is a strong animal. It help people carry heavy things.
- a. Pig
 - b. Goat
 - c. Horse
 - d. Sheep
44. Ants are small insects. And ants have stinger, stinger in Bahasa Indonesia is.....
- a. Alat penyengat
 - b. Alat Penghisap
 - c. Alat Penusuk
 - d. Alat melobangi
45. Dolphin can..... in the water.
- a. Swim
 - b. Jump
 - c. Run
 - d. Climb
46. The smallest animal and like sweet food is.....
- a. Ant
 - b. Elephant
 - c. Monkey
 - d. Gorilla
47. Turtles has shell for shelter from enemies. Turtles in Bahasa Indonesia is....
- a. Kura- Kura
 - c. Ikan Hiu

- b. Gurita d. Lumba-Lumba

48. The body the crab is protected by a strong shell. In Bahasa Indonesia Shell is.....

- a. Bulu c. Tempurung
b. Capit d. Kaki

49. Giraffe has two small Horns on it is head. The underlined words in BahasaIndonesia is ...

- a. Memiliki 2 tanduk yang kecil dikepalanya
b. Memiliki 3 tanduk yang kecil dikepalanya
c. Memiliki 2 tanduk panjang dikakinya
d. Memiliki 2 tanduk yang panjang dikepalanya

50. Bee is honey producer animal. Honey in Bahasa Indonesia is

- a. Madu c. Sirup
b. Air d. Makanan

51. This animal usually lives in the desert and has a hump on its back. This animal is.....

- a. Giraffe c. Deer
b. Zebra d. Camel

52. Usually rabbits have coloured fur

- a. Yellow c. White
b. Red d. Pink

53. Porcupine in Bahasa Indonesia is.....

- a. Udang c. Insect
b. Landak d. Musang

54. The characteristic of Kangaroo is has pocket. In Indonesia Pockets is

- a. Bulu c. Uang
b. Sayap d. Kantong

55. This animal has four legs, we often drink their milk. This animal is....

- a. Crocodile c. Cow
b. Donkey d. Kangaroo

56. What is cockroach in Bahasa Indonesia
- a. Badak Jawa c. Jerapah
b. Kecoa d. Zebra
57. The animals below that have horns are....
- a. Goat c. Snake
b. Horse d. Tiger
58. Which does't include the types of food in the form of plants is
- a. Root,fruit, and flower c. Insect, stem, leaf
b. fruit, leaf, root d. Leaf,flower, stem
59. The following pets that do not need to be bathed are...
- a. Rabbit c. Cat
b. Arowana Fish d. Dog
60. Cats are very cute pets. The Underlined word in Bahasa Indonesia is
- a. Hewan Buas c. Peliharaan
b. Peliharaan yang lucu d. Hewan yang jorok
61. Bees take what is in plants.
- a. Flower c. Nectar
b. Pistil d. Pollen
62. Tigers..... to get their food.
- a. Run Fast c. Prey
b. Steal d. Catch
63. Rhinoceros is a..... animal.
- a. Wild c. Pet
b. Kind d. Tame
64. Tiger is the wildest animal in the forest. The underlined word in Indonesia is.....
- a. Buas c. Sangar
b. Lemah d. Lembek
65. The Elephant is the largest animal and the elephant has two tusks and very large trunk. The Underlined words in Indonesia is
- a. Dua belalai c. Dua gading

b. Dua kaki d. Satu gading

66. Panda eats.....

a. Grass c. Leaves
b. Bamboo d. Meat

67. Lion is a..... it eats meat.

a. Carnivore c. Omnivore
b. Herbivore d. Wild

68. The Dogs..... to me.

a. Meows c. Roars
b. Tweets d. Barks

69. Crocodile has a Sharp teeth and it is very dangerous. Sharp Teeth in BahasaIndonesia is.....

a. Gigi yang runcing c. Gigi yang tajam
b. Gigi yang panjang d. Gigi yang Besar

70. is the biggest land animal.

a. Elephant c. Rhinoceros
b. Whale d. Giraffe

71. Crocodile eat meat. Meat in Bahasa Indonesia is.....

a. Daging c. Buah
b. Susu d. Sayur

72. Monkeys like to..... on trees.

a. Climb b. Walk
c. Eat d. Creep

73. Raga : What animals are there ?

Bagas : There are dog and Cat

Dog and cat in Bahasa Indonesia is.....

a. Kucing dan anjing c. Kupu- kupu dan kumbang
b. Kucing dan Tikus d. Sapi dan Kerbau

74. Grasshoppers food is leaves. The underlined word in Indonesia is

a. Capung c. Belalang
b. Tikus d. Burung

75. Ria: Which animal can swim ?
 Lala : can swim.
 a. Elephant c. Fish
 b. Eagle d. Kangaroo
76. A has beautiful tail.
 a. Peacock c. Cow
 b. Bird of paradise d. Dove
77. Peacock in Bahasa Indonesia is.....
 a. Burung Merak c. Burung Beo
 b. Merpati d. Ayam
78. Squirrel in Bahasa Indonesia is....
 a. Tupai c. Kepiting
 b. Burung d. Semut
79. Rabbit have two long ears, have soft fur and rabbit is cute animals. The Underlined in Bahasa Indonesia is....
 a. Satu Telinga c. Satu Telinga yang lebar
 b. Dua telinga yang panjang d. Dua tangan pendek
80. Squirrel is animal that like to from tree to other tree.
 a. Jump c. Fly
 b. Walk d. Swim
81. Bird has two wings to fly. Two wings in Bahasa Indonesia is....
 a. Dua Sayap c. Satu Sayap
 b. Dua Kaki d. Satu Paruh
82. Which of following animals eat insect is.....
 a. Gecko and cat c. Lizard and Crocodile
 b. Lizard and Gecko d. Komodo and Crocodile
83. Animals that have a beak, wings and two legs we call is.....
 a. cannibal c. Mamalia
 b. poultry d. Carnivore
84. Rabbit, deer and guinea pig including eat is.....
 a. Seed c. Meat

APPENDIX 3

KUNCI JAWABAN VOCABULARY TEST

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

APPENDIX 4

QUESTIONNAIRE RESULT OF READING HABIT

No	Initial	Number of Questionnaire																									Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	AA	4	2	4	3	4	2	2	4	3	3	2	3	3	2	3	3	2	1	2	1	2	4	1	1	2	63
2	AAH	3	2	3	3	4	2	2	2	3	3	3	2	2	2	2	2	2	3	3	3	2	3	3	1	2	62
3	AAR	2	2	2	2	4	3	3	2	2	2	3	2	3	3	2	3	4	2	2	2	4	4	4	2	3	67
4	AK	3	3	4	3	4	3	3	2	2	2	3	2	2	2	3	3	2	2	2	1	1	3	1	1	4	61
5	AM	3	3	2	3	4	2	3	2	2	2	3	2	2	2	2	2	2	2	2	3	1	2	2	2	1	56
6	ARM	4	1	4	2	3	3	4	4	2	2	1	4	3	1	3	2	4	4	3	1	4	3	3	2	1	68
7	AT	3	2	3	4	4	2	3	2	2	3	2	4	2	2	2	1	3	2	3	3	4	3	2	1	3	65
8	FA	2	3	3	2	4	3	3	2	4	4	3	2	2	2	3	3	3	1	1	1	1	2	1	1	1	57
9	FZH	3	2	3	3	4	2	3	2	2	4	1	4	2	2	4	2	3	2	2	2	4	3	2	4	1	66
10	GA	3	3	2	3	4	3	2	3	2	3	3	3	2	2	3	2	2	3	2	2	2	3	2	2	2	63
11	GPL	3	3	2	3	4	3	2	4	2	2	3	3	2	2	2	2	2	3	2	2	2	4	3	2	1	63
12	HRH	3	3	4	2	4	2	2	2	3	2	3	3	3	2	2	2	4	1	3	1	3	3	2	1	2	62
13	IN	2	4	3	2	3	4	3	4	2	2	3	2	2	2	2	2	4	1	3	2	2	4	2	3	4	67

14	LEF	3	2	2	3	3	3	3	2	2	2	3	2	3	2	3	3	1	3	1	3	1	3	2	2	1	58
15	LJ	2	3	2	3	4	2	2	3	2	3	3	1	2	2	2	2	3	2	2	2	3	3	2	2	3	60
16	MG	4	2	3	2	3	3	3	4	2	3	4	1	2	1	2	3	1	2	2	2	1	2	1	1	1	55
17	MP	2	4	3	3	4	3	2	3	3	4	3	2	3	2	2	2	4	2	3	2	2	3	4	3	4	72
18	MRH	2	3	3	2	4	3	2	3	2	3	3	2	3	2	2	3	2	2	2	2	2	3	2	2	1	60
19	MRN	3	3	3	3	4	4	2	2	2	2	2	2	2	2	3	3	3	2	3	2	2	3	1	2	3	63
20	MRY	2	3	2	2	4	3	2	4	2	3	2	3	2	2	2	3	3	1	2	2	2	3	2	3	3	62
21	NS	3	3	4	3	4	2	3	2	2	2	2	2	3	2	2	2	2	2	2	1	2	4	2	2	3	61
22	MS	3	3	4	3	4	3	4	3	3	3	3	3	3	2	3	3	4	2	3	2	3	4	3	2	3	76
23	NA	2	3	3	3	3	3	3	2	2	3	3	2	2	2	2	2	1	1	1	1	2	3	2	2	3	56
24	NAH	2	3	4	2	3	4	2	3	2	3	2	2	3	2	2	2	3	2	3	2	1	2	2	2	2	60
25	NHR	3	2	3	2	4	3	3	2	2	3	3	2	2	3	3	2	3	1	2	3	2	4	2	3	1	63
26	NM	3	4	2	3	4	3	2	4	2	2	3	2	2	2	3	2	2	2	1	2	1	2	2	2	2	59
27	NS	3	3	4	3	4	3	3	3	2	2	2	2	3	2	2	2	2	2	2	1	2	4	2	2	3	63
28	NYN	2	4	3	2	4	4	3	3	2	2	2	2	2	2	2	3	2	3	2	2	2	3	3	2	3	64
29	NZ	3	2	2	3	4	2	2	2	3	3	3	2	2	2	2	2	3	2	2	2	2	3	3	2	3	61
30	PARN	3	2	3	3	4	3	3	2	2	2	3	2	3	2	2	2	1	1	1	2	1	3	1	2	2	55
31	RA	1	3	2	4	4	1	3	2	4	4	3	3	4	3	4	2	4	2	3	2	3	3	1	1	2	68
32	RDJ	2	4	2	2	3	4	2	4	2	2	2	3	3	2	2	3	2	3	2	1	3	2	1	1	3	60

33	RH	3	3	2	2	3	3	2	3	2	1	2	2	2	2	2	2	3	2	3	2	1	3	2	2	3	57
34	RP	3	2	4	3	4	3	4	3	3	4	4	3	4	2	3	3	3	2	3	4	3	4	2	3	4	80
35	RRK	2	3	3	3	4	3	3	3	3	2	2	2	2	2	3	2	3	2	2	2	2	2	3	2	2	62
36	RS	2	3	3	2	4	2	3	3	1	1	3	2	2	2	3	2	3	2	2	1	2	3	3	3	2	59
37	RWB	2	3	2	2	4	2	3	3	2	2	2	2	3	2	2	3	3	1	4	1	1	2	2	1	2	56
38	RW	3	2	2	2	3	3	2	4	2	2	2	2	2	2	2	2	4	1	3	1	3	4	2	1	2	58
39	SL	4	1	4	4	4	1	4	2	4	4	4	4	4	1	4	2	1	2	1	2	4	3	2	1	3	70
40	SM	2	3	3	2	4	3	2	3	2	2	3	3	3	2	3	3	2	2	2	2	1	4	2	2	1	61
41	SR	3	3	2	4	4	3	3	2	2	2	3	2	2	2	2	2	2	3	2	2	2	4	2	3	2	63
42	YM	3	3	3	3	4	3	4	2	3	3	3	3	3	2	2	2	3	4	3	2	3	4	3	2	2	72
43	ZA	3	1	4	4	1	1	1	3	3	3	3	2	3	2	3	4	1	1	1	1	4	4	4	1	4	62
44	ZS	3	3	4	2	4	2	2	2	1	2	3	3	2	2	2	2	3	1	2	2	1	3	3	2	2	58

Appendix 5

THE RESULT OF STUDENTS' READING HABIT

No	Initial of Students	Score of Students
1	AA	63
2	AAH	62
3	AAR	67
4	AK	61
5	AM	56
6	ARM	68
7	AT	65
8	FA	57
9	FZH	66
10	GA	63
11	GPL	63
12	HRH	62
13	IN	67
14	LEF	58
15	LJ	60
16	MG	55
17	MP	72
18	MRH	60
19	MRN	63
20	MRY	62
21	NS	61
22	MS	76
23	NA	56
24	NAH	60
25	NHR	63

26	NM	59
27	NS	63
28	NYN	64
29	NZ	61
30	PARN	55
31	RA	68
32	RDJ	60
33	RH	57
34	RP	80
35	RRK	62
36	RS	59
37	RWB	56
38	RW	58
39	SL	70
40	SM	61
41	SR	63
42	YM	72
43	ZA	62
44	ZS	58
TOTAL		2754

APPENDIX 6

THE RESULT OF STUDENTS' VOCABULARY

No.	Initial of Students	Total Score
1	AA	80
2	AAH	79
3	AAR	82
4	AK	75
5	AM	60
6	ARM	84
7	AT	85
8	FA	60
9	FZH	81
10	GA	79
11	GPL	77
12	HRH	81
13	IN	83
14	LEF	70
15	LJ	69
16	MG	52
17	MP	87
18	MRH	72
19	MRN	73
20	MRY	73

21	NS	72
22	MS	89
23	NA	63
24	NAH	62
25	NHR	74
26	NM	62
27	NS	84
28	NYN	77
29	NZ	66
30	PARN	58
31	RA	81
32	RDJ	71
33	RH	64
34	RP	89
35	RRK	76
36	RS	68
37	RWB	60
38	RW	67
39	SL	88
40	SM	74
41	SR	74
42	YM	87
43	ZA	80
44	ZS	65
TOTAL		3253

APPENDIX 7**THE CORRELATION BETWEEN READING HABIT AND VOCABULARY MASTERY**

NO	Initial	X	Y	X²	Y²	XY
1	AA	63	80	3969	6400	5040
2	AAH	62	79	3844	6241	4898
3	AAR	67	82	4489	6724	5494
4	AK	61	75	3721	5625	4575
5	AM	56	60	3136	3600	3360
6	ARM	68	84	4624	7056	5712
7	AT	65	85	4225	7225	5525
8	FA	57	60	3249	3600	3420
9	FZH	66	81	4356	6561	5346
10	GA	63	79	3969	6241	4977
11	GPL	63	77	3969	5929	4851
12	HRH	62	81	3844	6561	5022
13	IN	67	83	4489	6889	5561
14	LEF	58	70	3364	4900	4060
15	LJ	60	69	3600	4761	4140
16	MG	55	52	3025	2704	2860
17	MP	72	87	5184	7569	6264
18	MRH	60	72	3600	5184	4320
19	MRN	63	73	3969	5329	4599
20	MRY	62	73	3844	5329	4526
21	NS	61	72	3721	5184	4392
22	MS	76	89	5776	7921	6764
23	NA	56	63	3136	3969	3528
24	NAH	60	62	3600	3844	3720
25	NHR	63	74	3969	5476	4662
26	NM	59	62	3481	3844	3658
27	NS	63	84	3969	7056	5292
28	NYN	64	77	4096	5929	4928
29	NZ	61	66	3721	4356	4026
30	PARN	55	58	3025	3364	3190
31	RA	68	81	4624	6561	5508
32	RDJ	60	71	3600	5041	4260
33	RH	57	64	3249	4096	3648
34	RP	80	89	6400	7921	7120
35	RRK	62	76	3844	5776	4712
36	RS	59	68	3481	4624	4012
37	RWB	56	60	3136	3600	3360
38	RW	58	67	3364	4489	3886
39	SL	70	88	4900	7744	6160

40	SM	61	74	3721	5476	4514
41	SR	63	74	3969	5476	4662
42	YM	72	87	5184	7569	6264
43	ZA	62	80	3844	6400	4960
44	ZS	58	65	3364	4225	3770
TOTAL		$\Sigma X = 2754$	$\Sigma Y = 3253$	$\Sigma X^2 = 173644$	$\Sigma Y^2 = 244369$	$\Sigma XY = 205546$

APPENDIX 8

VARIABLE X (READING HABIT)

1. Maximal and minimum score of students were gotten from by setting the variable score from the low to the high score.

55	55	56	56	56	56	57	57	57	58
58	58	59	60	60	60	61	61	61	61
62	62	62	62	62	63	63	63	63	63
63	63	64	65	66	67	67	68	68	70
72	72	76	80						

2. High Score = 80
3. Low Score = 55
4. Range =
 $R = \text{High score} - \text{low score}$
 $= 80 - 55$
 $= 25$
5. The total of class (BK) = $1 + 3.3 \log n$
 $= 1 + 3.3 \log (44)$
 $= 1 + 3.3 (1.6434)$
 $= 1 + 5.423$
 $= 6.423$
 $= 7$
6. Interval (i)

$$I = \frac{\text{Range}}{\text{Total Class}} = \frac{25}{7} = 3.571 = 4$$

7. Mean Score

No.	Class Interval	F	X	FX	FKb	FKa
1	55-58	10	56.5	565	N = 44	10
2	59-62	15	60.5	907.5	34	25
3	63-66	10	64.5	645	19	35
4	67-70	5	68.5	342.5	9	40
5	71-74	2	72.5	145	4	42
6	75-78	1	76.5	76.5	2	43
7	79-82	1	80.5	80.5	1	44 = N
Total		44 = N		2762		

Mean (X)

$$X = \frac{\sum FX}{F}$$

$$= \frac{2762}{44} = 62.77$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - Fkb}{fi} \right)$$

$$= 66.5 + 4 \left(\frac{\frac{1}{2}44 - 19}{5} \right)$$

$$= 66.5 + 4 \left(\frac{22 - 19}{5} \right)$$

$$= 66.5 + 4 \left(\frac{3}{5} \right)$$

$$= 66.5 + 4 (0.6)$$

$$= 66.5 + 2.6 = 68.9$$

9. Modus

$$\begin{aligned} Mo &= b + p \left(\frac{fa}{fa+fb} \right) \\ &= 66.5 + 4 \left(\frac{10}{10+2} \right) \\ &= 66.5 + 4 \left(\frac{10}{12} \right) \\ &= 66.5 + 4 (0,833) \\ &= 66.5 + 3.33 \\ &= 69.83 \end{aligned}$$

APPENDIX 9

VARIABLE Y (VOCABULARY MASTERY)

52	58	60	60	60	62	62	63	64	65
66	67	68	70	71	72	72	73	73	74
74	74	71	76	77	77	78	79	79	80
80	81	81	81	82	83	84	84	85	87
87	88	89	89						

1. Maximal and minimum score of students were gotten from by setting the variable score from the low to the high score.
2. High Score = 89
3. Low Score = 52
4. Range =
 $R = \text{High Score} - \text{Low Score}$
 $= 89 - 52$
 $= 37$
5. The Total of Class (BK) = $1 + 3.3 \log n$
 $= 1 + 3.3 \log (44)$
 $= 1 + 3.3 (1.6434)$
 $= 1 + 5.423$
 $= 6.423$
 $= 7$
6. Interval (i)=
 $I = \frac{\text{Range}}{\text{Total Class}} = \frac{37}{7} = 5.28 = 5$

7. Mean Score

No.	Class Interval	F	X	FX	FKb	FKa
1	52-57	1	56	56	N = 44	1
2	58-63	7	60.5	423.5	43	8
3	64-69	5	66.5	332.5	36	13
4	70-75	10	72.5	725	31	23
5	76-81	11	78.5	863.5	21	34
6	82-87	7	84.5	591.5	10	41
7	88-93	3	90.5	271.5	3	44 = N
Total		44= N		3268		

Mean (X)

$$\begin{aligned} X &= \sum \frac{FX}{F} \\ &= \frac{3268}{44} \\ &= 74.27 \end{aligned}$$

8. Median Score

$$\begin{aligned} \text{Me} &= b + p \left(\frac{\frac{1}{2}n - Fkb}{fi} \right) \\ &= 69.5 + 5 \left(\frac{\frac{1}{2}44 - 21}{10} \right) \\ &= 69.5 + 5 \left(\frac{22 - 21}{10} \right) \\ &= 69.5 + 5 \left(\frac{1}{10} \right) \\ &= 69.5 + 5 (0.1) \\ &= 69.5 + 0.5 = 70 \end{aligned}$$

9. Modus Score

$$\begin{aligned} \text{Mo} &= b + p \left(\frac{fa}{fa+fb} \right) s \\ &= 69.5 + 5 \left(\frac{5}{5+11} \right) \\ &= 69.5 + 5 \left(\frac{5}{16} \right) \\ &= 69.5 + 5 (0.31) \\ &= 69.5 + 1.56 \\ &= 71.06 \end{aligned}$$

Appendix 10

NORMALITY TEST

RESULT OF NORMALITY DATA X

No.	Class Interval	F	X	X'	FX	X' ²	Fx ²
1	55-58	10	56.5	+3	30	9	90
2	59-62	15	60.5	+2	30	4	60
3	63-66	10	64.5	+1	10	1	10
4	67-70	5	68.5	0	0	0	0
5	71-74	2	72.5	-1	-2	1	2
6	75-78	1	76.5	-2	-2	4	4
7	79-82	1	80.5	-3	-3	9	9
		44=N			63		175

$$\begin{aligned}MX &= M^1 + i \frac{\sum fx^1}{n} \\ &= 68.5 + 4 \left(\frac{63}{175} \right) \\ &= 68.5 + 4 (0.36) \\ &= 68.5 + 1.44 = 69.94\end{aligned}$$

$$\begin{aligned}SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n} \right)^2} \\ &= 4 \sqrt{\frac{175}{44} - \left(\frac{63}{44} \right)^2} \\ &= 4 \sqrt{3.97 - 2.04} \\ &= 4 \sqrt{1.93} \\ &= 4 \times 1.38 = 5.52\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real upper limit	Z-Score	Limit of Large of the Area	Large of Area	f_h	f₀	$\frac{(f_0 - f_h)^2}{f_h}$
79 – 82	82.5	3.57	0.4998	0.02	0.88	1	0.27
75 – 78	78.5	2.84	0.4977	0.01	0.44	1	2.54
71 – 74	74.5	2.12	0.4830	0.48	21.12	2	-1.81
67 – 70	70.5	1.40	0.4192	0.17	7.48	5	0.66
63 – 66	66.5	0.67	0.2486	0.11	10.12	10	-0,02
59 – 62	62.5	- 0.36	0.35942	0.13	4.48	15	4.19
55– 58	58.5	- 0.77	0.22065	0.12	5.28	10	1.78
	55.5	- 1.31	0.09510				
						X²	7.61

Based on the table above, the researcher found that $x^2_{count} = 7.61$ while $x^2_{table} = 12.592$, cause $x^2_{count} < x^2_{table}$ ($7.61 < 12.592$) with degree of freedom (dk) = $7 - 1 = 6$ and significant level $\alpha = 5\%$, distribution of data X (Reading Habit) is normal.

Appendix 11

NORMALITY TEST

RESULT OF NORMALITY DATA Y

No.	Class Interval	F	X	X'	FX	X ²	Fx ²
1	52-57	1	56	+4	4	16	64
2	58-63	7	60.5	+3	21	9	189
3	64-69	5	66.5	+2	10	4	40
4	70-75	10	72.5	+1	10	1	10
5	76-81	11	78.5	0	0	0	0
6	82-87	7	84.5	-1	-7	1	-7
7	88-93	3	90.5	-2	-6	4	-24
Total		44=N			32		272

$$\begin{aligned}MX &= M^1 + i \frac{\sum fx^1}{n} \\ &= 72.5 + 4 \left(\frac{272}{44} \right) \\ &= 72.5 + 4 (6.1) \\ &= 72.5 + 24.4 = 96.9\end{aligned}$$

$$\begin{aligned}SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx^1}{n} \right)^2} \\ &= 4 \sqrt{\frac{272}{44} - \left(\frac{32}{44} \right)^2} \\ &= 4 \sqrt{6.18 - 0.52} \\ &= 4 \sqrt{5.66} \\ &= 4 \times 2.37 = 9.48\end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real upper limit	Z-Score	Limit of Large of the Area	Large of Area	f_h	f_0	$\frac{(f_0 - f_h)^2}{f_h}$
88 – 93	88.5	1.50	0.4332	0.01	0.44	1	1.27
82 – 87	87.5	1.39	0.4177	0.14	6.16	7	0.13
76 – 81	81.5	0.76	0.2764	0.48	21.12	5	-0.76
70 – 75	75.5	0.12	0.0478	0.22	9.68	10	0.03
64 – 69	69.5	-0.50	0.30854	0.26	11.44	11	-0,03
58 – 63	63.5	- 1.13	0.12924	0.17	7.48	7	-0.06
52– 57	57.5	- 1.76	0.03920	0.02	0.88	3	2.40
	52.5	- 2.29	0.01101				
						X^2	2.98

Based on the table above, the researcher found that $x^2_{\text{count}} = 2.98$ while $x^2_{\text{table}} = 12.592$, cause $x^2_{\text{count}} < x^2_{\text{table}}$ ($2.98 < 12.592$) with degree of freedom (dk) $= 7 - 1 = 6$ and significant level $\alpha = 5\%$, distribution of data X (Vocabulary Mastery) is normal.

Appendix 12

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.00368	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938

-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549

0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990

Appendix 13

Chi-Square Table

dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0.455	1.074	1.642	2,706	3.841	6.635
2	1.386	2,408	3.219	4.605	5.991	9.210
3	2.366	3.665	4.42	6.251	7.815	11.341
4	3.357	4.878	5.989	7.779	9/488	13.277
5	4.351	6.064	7.289	9.236	11.070	15.086
6	5.348	7.231	8.558	10.645	12.592	16.812
7	6.346	8.383	9.803	12.017	14.067	18.475
8	7.344	9.524	11.030	13.362	15.507	20.090
9	8.343	10.656	12.242	14.684	16.919	21.666
10	9.342	11.781	13.442	15.987	18.307	23.209
11	10.341	12.899	14.631	17.275	19.675	24.725
12	11.340	14.011	15.812	18.549	21.026	26.217
13	12.340	15.119	16.985	19.812	22.362	27.688
14	13.339	16.222	18.151	21.064	23.685	29.141
15	14.339	17.222	19.311	22.307	24.996	30.578
16	15.338	18.418	20.465	23.542	26.296	32.000
17	16.338	19.511	21.615	24.769	27.587	33.409
18	17.338	20.601	22.760	25.989	28.869	34.805
19	18.338	21.689	23.900	27.204	30.144	36.191
20	19.337	22.775	25.038	28.412	31.410	37.566
21	20.337	23.858	26.171	29.615	32.671	38.932
22	21.337	24.939	27.301	30.813	33.924	40.289
23	22.37	26.018	28.429	32.007	35.172	41.638
24	23.337	27.096	29.553	33.196	35.415	42.980
25	24.337	28.172	30.675	34.382	37.652	44.314
26	25.336	29.246	31.795	35.563	38.885	45,642
27	26.336	30.319	32.912	36.741	40.113	46.963
28	27.336	31.391	34.27	37.916	41.337	48.278
29	28.336	32.461	35.139	39.087	42.557	49.588
30	29.336	33.530	36.250	40.256	43.773	50.892

Appendix 14

Table Product Moment

N	Taraf Significant		N	Taraf Significant		N	Taraf Significant	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	26	0,388	0,496	55	0,266	0,345
4	0,950	0,990	27	0,381	0,487	60	0,254	0,330
5	0,878	0,959	28	0,374	0,478	65	0,244	0,317
			29	0,367	0,470	70	0,235	0,306
			30	0,361	0,463	75	0,227	0,296
6	0,811	0,917	31	0,355	0,456	80	0,220	0,286
7	0,754	0,874	32	0,349	0,449	85	0,213	0,278
8	0,707	0,834	33	0,344	0,442	90	0,207	0,270
9	0,666	0,798	34	0,339	0,436	96	0,202	0,263
10	0,632	0,765	35	0,334	0,430	100	0,195	0,256
11	0,602	0,735	36	0,329	0,424	125	0,176	0,230
12	0,576	0,708	37	0,325	0,418	150	0,159	0,210
13	0,553	0,684	38	0,320	0,413	175	0,148	0,194
14	0,532	0,661	39	0,316	0,408	200	0,138	0,181
15	0,514	0,641	40	0,312	0,403	300	0,113	0,148
16	0,497	0,623	41	0,308	0,398	400	0,098	0,128
17	0,482	0,606	42	0,304	0,393	500	0,088	0,115

18	0,468	0,592	43	0,301	0,389			
19	0,456	0,575	44	0,297	0,384	600	0,080	0,105
20	0,444	0,561	45	0,294	0,380	700	0,074	0,097
21	0,433	0,549	46	0,291	0,376	800	0,070	0,091
22	0,423	0,537	47	0,288	0,372			
23	0,413	0,526	48	0,284	0,368	900	0,065	0,086
24	0,404	0,515	49	0,281	0,364			
25	0,396	0,505	50	0,279	0,361	1000	0,062	0,081

Appendix 15

Documentation of Research



CURRICULUM VITAE



A. Identity

Name : Indah Sari Panjaitan
Nim : 16 203 00005
Place and Birthday : Panti, 09 Februari 1998
Gender : Female
Religion : Islam
Address : Jl. H. Umar Nst, Kayuombun

B. Parents

1. Father : Rizal Panjaitan
2. Mother : Farida Ariani Siregar

C. Educational Background

1. Elementary School : SD N 200121 Inpres Kayuombun 2004-2010
2. Junior High School : MTs.S YPKS Padangsidimpuan 2010-2013
3. Senior High School : SMA N 6 Padangsidimpuan 2013-2016
4. Collage : Universitas Syekh Ali Hasan Ahmad AddaryPadangsidimpuan 2016-2022