

**THE INFLUENCES OF 'MORNING PROGRAM ON  
VOCABULARY' ON STUDENTS' READING ABILITY**

**(A Pre-Experimental Study at the Second Grade of Senior High School of  
Jam'iyah Islamiyyah Islamic Boarding School, Ceger, Tangerang)**

A "Skripsi"

Presented to the Faculty of Tarbiyah and Teachers Training in Partial Fulfillment  
of the Requirements for the Degree of Strata I



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**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHERS TRAINING  
'SYARIF HIDAYATULLAH' STATE ISLAMIC UNIVERSITY**

**JAKARTA**

**2009**

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'SYARIF HIDAYATULLAH' STATE ISLAMIC UNIVERSITY  
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2009**

## LEGALIZATION OF EXAMINATION COMMITTEE

A “Skripsi” titled “**THE INFLUENCES OF ‘MORNING PROGRAM ON VOCABULARY’ ON STUDENTS’ READING ABILITY** (A Pre-Experimental Study at the Second Grade of MA. Jam’iyyah Islamiyyah Pondok Aren-Tangerang)” was examined at examination session of the Faculty of Tarbiyah and Teacher’s Training of The State Islamic University Syarif Hidayatullah Jakarta on January 06, 2010. This “Skripsi” has fulfilled the requirements for the Degree of Strata 1 (S1) the English Education Department.

Jakarta, January 2010

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**ABSTRACT**

**EVALIANA**, 2009, *The Influences Of 'Morning Program On Vocabulary' On Students' Reading Ability (A Pre-Experimental Study at the Second Grade of Senior High School of Jam'iyyah Islamiyyah Islamic Boarding School, Ceger, Tangerang)* Skripsi, Department of English Education Faculty of Tarbiyah and Teachers Training 'Syarif Hidayatullah' State Islamic University, Jakarta.

Adviser : Drs. Sunardi Kartowisastro, Dip. Ed.

**Keyword : Vocabulary, Morning Program, Reading, Reading Ability**

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without mastering its vocabulary, no one can speak, listen read and write English well. Increasing the store of vocabulary is a yardstick of language improvement and there is a tendency for it to become incidental to reading comprehension.

Vocabulary learning and teaching relate to both reading, with its receptive understanding of language and writing, with its productive use. Transferring student's number of foreign vocabulary is not an easy matter since the teachers and students have to master also the other component of language, such as phonology, grammar, and culture.

There are many ways to take to improve students' vocabulary achievement. Students can enrich their vocabulary by reading English books, newspapers or magazines, or even when they are watching film on television or video films. For the teachers they are hoped to improve their creativity in teaching by using any kinds of teaching aids that have already existed in their environments or by running some intensive programs.

In Jam'iyyah Islamiyyah Boarding School, the students are given a program to improve their vocabulary. Because the program is given early in the morning, the program is called 'Morning Program on Vocabulary'. Therefore the objective of this research is to know the influence the program on students' reading ability.

Here, the writer used quantitative method. The data was collected by using questionnaire and reading comprehension test. Based on the data analysis, 'the morning program on vocabulary' gives a significant influence to their reading ability. It can be seen from the value of  $t_0$  is 3.51 with the degree of freedom (df) is 58. In the table, the significant degree of 5% is 2.00.

## ABSTRAKSI

**EVALIANA**, 2009, *The Influences Of ‘Morning Program On Vocabulary’ On Students’ Reading Ability (A Pre-Experimental Study at the Second Grade of Senior High School of Jam’iyyah Islamiyyah Islamic Boarding School, Ceger, Tangerang)* Skripsi, Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, UIN Syarif Hidayatullah Jakarta.

Pembimbing : Drs. Sunardi Kartowisastro, Dip. Ed.

**Kata Kunci** : kosakata, program pagi, membaca, kemampuan membaca

Kosakata adalah sebuah komponen penting dalam penguasaan suatu bahasa dan menjadi dasar pengukuran sejauh mana seseorang berbicara, mendengar, membaca dan menulis dalam Bahasa Inggris dengan baik. Memperbanyak jumlah kosakata merupakan tolok ukur bagi keberhasilan mempelajari suatu bahasa dan ada sebuah kecenderungan akan hal itu bersifat insidental terhadap pemahaman suatu bacaan.

Pembelajaran kosakata berhubungan dengan membaca, dengan pemahaman menerima suatu bahasa, dan kemampuan menulis, dengan kegunaan produktifnya. Mengajarkan kosakata kepada para siswa bukanlah merupakan suatu hal yang mudah karena para guru dan siswa juga harus menguasai tiga komponen bahasa yang lain yaitu fonologi, tata bahasa dan budaya.

Banyak cara yang bisa dilakukan dalam meningkatkan jumlah kosakata. Para siswa dapat meningkatkan jumlah kosakata mereka dengan banyak membaca buku, koran, dan majalah berbahasa Inggris. Para guru diharapkan dapat meningkatkan kreativitasnya dalam mengajar dengan menggunakan alat bantu khusus yang sudah ada di lingkungan atau dengan mengadakan suatu program khusus.

Di Pondok Pesantren Jam’iyyah Islamiyyah, para siswanya diberikan suatu program khusus untuk memperbanyak kosakata Bahasa Inggris mereka yang diadakan pada pagi hari. Program tersebut disebut ‘Morning Program on Vocabulary’. Untuk itu, tujuan dari penelitian ini adalah untuk mengetahui sejauh mana program tersebut berpengaruh terhadap kemampuan membaca para siswa.

Penulis menggunakan metode kuantitatif pada penelitian ini. Pengumpulan data dilakukan dengan menggunakan angket dan tes kemampuan membaca. Berdasarkan analisis data yang ada, ‘Morning Program on Vocabulary’ memberikan pengaruh yang signifikan terhadap kemampuan membaca para siswa. Hal tersebut dapat dilihat dari hasil  $t_0$  yaitu 3.51 dengan derajat bebas 58. Pada tabel tertera bahwa derajat signifikan untuk 5% adalah 2.00.

## ACKNOWLEDGEMENT

*In the name of Allah, The Beneficent, The Merciful*

All praise be to Allah, Lord of the World, for His blessing, help and guidance upon the writer in completing this “Skripsi”. Peace and blessing upon the prophet Muhammad Peace Be Upon Him, his family, his companion and his followers.

This “Skripsi” is presented to the English Department of the Faculty of Tarbiyah and Teacher’s Training State Islamic University Syarif Hidayatullah Jakarta in partial fulfillment of requirements of the degree of Strata 1 (S1).

This “Skripsi” can not be completed without a great deal of help from many people, especially Drs. Sunardi Kartowisastro, Dip. Ed., as her advisor because of his time, guidance, patient, kindness, correction and suggestion for the completion of this “Skripsi”.

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  9. Nabin (her beloved husband), who gives her moral and financial support, and Vabian Rafa ell-Judd (her beloved son), who always be her inspiration.
- May Allah The Almighty bless them all. Amien.

Finally the writer realizes that this "Skripsi" is far from being perfect. Therefore, the writer would like to accept any constructive suggestion to make this "Skripsi" better.

Tangerang, June 2008

The writer

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## CHAPTER I

### INTRODUCTION

#### A. The Background of Study

There is no doubt that in this global era, English is the most widely spoken or broadly used language in the world nowadays as it is spoken by more native speakers than any other languages.

Ronald Wardhaugh named English as a *lingua franca* as a means of international language in many parts of the world.<sup>1</sup> It is the international language for trade, travel, commerce, and other international relations.

Nowadays, most of the countries in the world use English as a native language, second language, and still for others as a foreign language. For some Southeast Asian countries such as Singapore, Malaysia, and the Philippines, English is used as a second language beside their mother tongue. In Indonesia English is emphasized as the first foreign language which is formally taught from elementary schools up to the university level.

In order to master English decently, the students must be able to master the three elements of language namely grammar, vocabulary, and pronunciation as is stated by Imam D. Djauhari, “Agar dapat berbahasa Inggris, seseorang sekurang-kurangnya harus menguasai tiga unsur bahasa, yaitu tata bahasa, kosakata, dan lafal.”<sup>2</sup> (To be able to communicate in English, someone has to master properly at least three elements of language namely grammar, vocabulary, and pronunciation).

Along with Djauhari statements above, Drs. Nasrun Mahmud said in his book that the first element the students had to master properly was grammar. Once a student had mastered the fundamental grammatical patterns of a language; his next task was to master vocabulary.<sup>3</sup>

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<sup>1</sup> Ronald Wardhaugh, *An Introduction to Sociolinguistics*, (New York: Basil Blackwell, Inc., 1986), p.55.

<sup>2</sup> Imam D. Djauhari, *Mastery of English Part of Speech*, (Surabaya: Indah, 1986), p. 8.

<sup>3</sup> Drs. Nasrun Mahmud, *English for Muslim University Students*, (Jakarta: UIN Press, 2000), p. 1.

According to Jack C. Richards, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.<sup>4</sup> Without mastering its vocabulary, no one can speak, listen, read and write English well. Increasing the store of vocabulary is a yardstick of language improvement and there is a tendency for it to become incidental to reading comprehension.

Vocabulary learning and teaching relate to both reading, with its receptive understanding of language, and writing, with its productive use. Transferring student's number of foreign vocabulary is not an easy matter since the teachers and students have to master also the other component of language, such as phonology, grammar, and culture.

There are many ways to improve students' vocabulary achievement. Students can enrich their vocabulary by reading English books, newspapers or magazines, or even when they are watching film on television or video films, as is said by Payne, which is cited by Hatch and Brown in their book, "Encountering new word including learning new words by reading books, listening to TV and radio and reading newspapers and magazines."<sup>5</sup> For the teachers they are hoped to improve their creativity in teaching by using any kinds of teaching aids that have already existed in their environments or by running some intensive programs.

One of Islamic Boarding School in Ceger, East Jurangmangu - Tangerang, namely *Jam'iyah Islamiyah* has its own way to enrich their students' vocabulary, which is by running a program called '*Morning Program on Vocabulary*' or in Arabic term, it is usually called *Muhadatsah*.

Based on the background above, the writer would like to take a research of the influences of the program in improving students' reading ability especially in the second grade of Senior High School level.

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<sup>4</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching— An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), p. 255.

<sup>5</sup> Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education*, (Cambridge: Cambridge University Press, 1995), p. 373.

## **B. The Identification, Limitation, and Formulation of the Problem**

### 1. The Identification of the Problem

- a. What is vocabulary?
- b. What is *morning program on vocabulary*?
- c. What is reading ability?
- d. To what extent does *morning program on vocabulary* influence the students' reading ability?

### 2. The Limitation of the Problem

In this research, the writer should find the influences of the program to enrich students' vocabulary for the purpose of reading at the level of the second year students of Senior High School.

### 3. The Formulation of the Problem

The formulation of the problem of this "skripsi" writing is, Does the morning program on vocabulary strongly influence students' reading ability in the second grade of Senior High School?

## **C. The Use of Study**

The writer hopes this "skripsi" will be useful for English teachers to help them in improving the way of transferring vocabulary, for the students to help them in increasing their capability of mastering English vocabulary for the purpose of reading and for other people and everyone who reads this "skripsi" can be acquainted with the use of *morning program on vocabulary* in increasing reading ability.

## **D. The Method of Study**

Through this writing, the writer would like to analyze the reading ability of the students who join the program and compare them with those who do not join the program. The results of these two groups will be analyzed and the writer will see the differences in their reading ability.

The hypothesis is that those who join the program have better ability in reading ability than those who do not.

### **E. The Organization of the “Skripsi” Writing**

This “skripsi” writing is organized to facilitate the discussion of the problem, presentation, and help the readers to understand what they read. It is divided into five chapters.

Chapter one is Introduction. It deals with the background of study; the identification, limitation, and formulation of the problem; the use of study; the method of study; and the organization of the “skripsi” writing.

Chapter two is Theoretical Framework. Its main points are the vocabulary—the meaning of vocabulary, the kinds of vocabulary, approaches and principles in vocabulary instruction, reading—the meaning of reading, the kinds of reading, the types of reading, the purpose of reading, approaches and principles in reading instruction.

Chapter three talks about the definition of Boarding School, the Boarding School classification, the school system of Jam’iyah Islamiyah Boarding School (JIBS).

Chapter four talks about Research Methodology. It illustrates the technique of sample taking, place and time of study, research instrument, technique of data analysis, and the description of data.

Chapter five, the last chapter, is Conclusions and Suggestions which she would like to give her thoughts about the subject matter.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Vocabulary

Long time ago, there was little attention to the teaching of vocabulary. At that time, pronunciation and grammar were emphasized but there was little or even no emphasis on vocabulary teaching. The students would not be taught many words before they had mastered the grammar and the sound system of the language.

There were some reasons for the general neglect of vocabulary teaching during much of the twentieth century:

1. Many who prepared teachers felt that grammar should be emphasized more than vocabulary, because vocabulary was already being given too much time in language classrooms.
2. Specialists in methodology feared students would make mistakes in sentence construction if too many words were learned before the basic grammar had been mastered consequently; teachers were led to believe it was best not to teach much vocabulary.
3. Some who gave advice to teachers seemed to be saying that word meanings can be learned only through experience, that they cannot be adequately taught in a classroom. As a result, little attention was directed to techniques for vocabulary teaching.<sup>6</sup>

In fact, the learning of word meaning requires more than the use of dictionary and vocabulary acquisition is a complex process. Fortunately, however, there are much more emphasis on vocabulary teaching. In teacher-preparation programs today, there is more attention to techniques for teaching vocabulary. There are two reasons of the present emphasis on vocabulary. First, even where teachers have devoted much time to vocabulary teaching, the results have been disappointing. Something else also accounts for today's concern with the learning of vocabulary that is the fact that scholars are taking

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<sup>6</sup> Virginia French Allen, *Techniques in Teaching Vocabulary*, (Oxford: Oxford University Press, 1983), p. 3.

a new interest in the study of the word meaning. A number of research studies have recently dealt with lexical problems.<sup>7</sup>

Although vocabulary teaching is emphasized, it does not mean the other components of language such as grammar and pronunciation are less important. As is said by Celce-Murcia, “in any multi skill language program, both grammar and vocabulary are important and both can and should be taught without sacrificing one for the other.”<sup>8</sup>

Vocabulary is an important factor in all language teaching and of critical importance to the typical language learner. It is considerably large and also varies in number. No one can master all of the words of any language, but they can enrich the stock of words. The larger the vocabulary of the students, the more chance they have the ability of reading and writing. Therefore, it is the task of the English teacher to help their students improve their vocabulary along with grammar and pronunciation.

### 1. The Meaning of Vocabulary

The term vocabulary is derived from the Latin word, *Vocabulum*, which means a word.<sup>9</sup> Terminologically, the meaning of vocabulary has been interpreted in many different ways, by teachers or writers. They use the term vocabulary as though it referred to a single kind of learning with words. To have an apparent understanding, it is better to take a look at some definitions of vocabulary that have been described by the experts.

Vocabulary is a knowledge, which involves knowing the meanings of words.<sup>10</sup> Harimurti Kridalaksana defines vocabulary as a component of a

<sup>7</sup> Allen, *Techniques...*, p.5.

<sup>8</sup> Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language-Second Edition*, (Boston: Heinle and Heinle Publishers, 1991), p. 277.

<sup>9</sup> Simon and Schuster, *Webster's New 20<sup>th</sup> Century Dictionary—Unabridged, Second Edition*, (USA: William Collins Publishers, 1980), p. 2046.

<sup>10</sup> John Read, *Assessing Vocabulary*, (Cambridge: Cambridge University Press, 2000), p.16.

language that maintains all of information about meaning and using word in a language.<sup>11</sup>

From several options of the experts above, it shows that vocabulary is the total amount of words used by a person to communicate and to express ideas and experiences. Without considerable amount of words, the individual is likely to be unable to speak or write concisely, to listen intelligently, and to comprehend written material.

## 2. The Kinds of Vocabulary

There are many classifications made by the experts in language area about the kinds of vocabulary. Haycraft which is cited by Hatch and Brown classified two kinds of vocabulary, namely: receptive and productive vocabulary.<sup>12</sup> The receptive vocabulary is words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly. Whereas productive vocabulary is words, which the student understands, can pronounce correctly and use constructively in speaking and writing.

Along with what was cited by Hatch and Brown above, Gairns and Redman also divide vocabulary into two divisions, receptive vocabulary to mean language items, which can only be recognized and comprehended in the context of reading and listening material, and productive vocabulary to be language items, which the learner can recall and use appropriately in speech and writing.<sup>13</sup>

Cooter and Flynt, which is cited by Farris, group one's listening and reading vocabularies into a larger category identified as the receptive vocabulary, writing and speaking vocabularies are categorized as the expressive vocabulary.<sup>14</sup> An additional type of vocabulary could be added to

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<sup>11</sup> Harimurti Kridalaksana, *Kamus Linguistik, Edisi Ketiga*, (Jakarta: PT. Gramedia Pustaka Utama, 1993), p. 27.

<sup>12</sup> Hatch and Brown, *Vocabulary...*, p. 370.

<sup>13</sup> Ruth Gairns and Stuart Redman, *Working with Words—A Guide to Teaching and Learning Vocabulary*, (Cambridge: Cambridge University Press, 1986), p. 64.

<sup>14</sup> Pamela J. Farris, et.al, *Teaching Reading—A Balanced Approach for Today's Classroom*, (New York: The McGraw-Hill Companies, 2004), p. 381.

the preceding list, that of the potential marginal vocabulary.<sup>15</sup> It is composed of all of the words that a child may be able to determine the meaning of by using context clues, examining word parts, or knowing the derivations of words.

The last classification the writer would like to utter which is given by Adrian Daff who distinguishes two types of vocabulary:<sup>16</sup>

- 1). Active vocabulary, words which students will need to understand and use themselves. In teaching active vocabulary, it is usually worth spending time giving examples and asking questions, so that students can really see how the word is used. Emphasize that student should understand for more words than they can produce, so teacher should not try to treat all new words as active vocabulary.
- 2). Passive vocabulary, words which teacher wants students to understand, e.g. when reading a text, but which they will not need to use themselves. To save time, it is often best to present it quite quickly, with a simple example. If it appears as part of a text or dialogue, teacher can often leave students to guess the word from the context.

No matter how many divisions vocabulary is classified, words are so integral as a part of the way of living, which comes when needed and said, and come out in coherent sentences.

### **3. Approaches and Principles in Vocabulary Instruction**

Designing the vocabulary instruction is not an easy task. The designer must consider several steps on it. It is similar to most examples of language course design. Nation and Newton in their article, which was compiled by Coady and Huckin wrote that there are three steps in designing vocabulary instruction:<sup>17</sup>

- a. Selection; including frequency and range of words, the ability to combine with other words, the ability to replace other words, and other factors

<sup>15</sup> Pamela J. Farris, et.al, *Teaching Reading...*, p.381.

<sup>16</sup> Adrian Daff, *Teach English: A Training Course for Teachers*, (Cambridge: Cambridge University Press, 1988), p.19.

<sup>17</sup> James Coady and Thomas Huckin, *Second Language Vocabulary Acquisition*, (Cambridge: Cambridge University Press, 1997), p. 240

related to association and availability. These factors and others have been brought together in the notion of a 'core vocabulary'.

- b. Sequencing. There are two sequences to look at here: First, the sequence of levels of vocabulary, and second, the grouping and ordering of words within a set of levels.
- c. Presentation. There are two approaches in presenting new vocabulary, namely: a direct approach and an indirect approach. In a direct approach to vocabulary teaching, explicit attention is given to vocabulary. There may be vocabulary lessons where periods of time are set aside for the study of vocabulary. There will certainly be explicit vocabulary exercises, which may include word-building exercises, matching words with various types of definitions, studying vocabulary in context, semantic mapping, and split information activities focusing on vocabulary. There may also be regular vocabulary testing and possibly assigned rote learning. In an indirect approach, the teacher's concern for vocabulary learning will not be so obvious. The teacher may give consideration to incorporating vocabulary learning into communicative activities like listening to stories, information gap activities, and group work, although vocabulary will not often be the main learning goal of the activities.

Nation and Newton, which is cited by Coady and Huckin, were also arising two issues that have become a focus on recent research, which are: incorporating vocabulary development into communicative activities, and improving learners' access to vocabulary that has already been partly learned.<sup>18</sup>

- a. Learning through Communicative Activities

Communication activities have a well-established place within many languages learning program. Their goal is to improve the fluency with which learner access their knowledge of the target language. There are five features of communication activities that encourage vocabulary learning, such as:

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<sup>18</sup> Coady and Huckin, *Second Language...*, p. 245.

- 1). The face-to-face nature of communication in group activities can help speakers to set their speech to a suitable level for the particular listeners and to adjust it when listeners indicate lack of understanding.
- 2). Communication activities generally provide a meaningful context such as scenario for role play or an illustrated setting within which to encounter new vocabulary.
- 3). There is a good chance learners will also be exposed to repeated use of the new items during the course of the activity.
- 4). Having encountered the new items, learners are likely to be required to use them productively in the activity.
- 5). From a psycholinguistic perspective, group-based peer interaction typically provides a learning environment in which learners can make errors and express misunderstanding.

#### b. Accessing Existing Vocabulary

There are two ways vocabulary can be taught so that it can be readily accessed:

Through fluency activities, such as:

- a). repeated reading
- b). the 4/3/2 techniques, requires the learners to repeat the same story or talk to three successive listeners with 4 minutes for the first telling, 3 minutes for the second, and 2 minutes for the third.
- c). Repeatedly recording a talk in language laboratory.
- d). Read a text to a high level of understanding and then work in pairs questioning each other about the content.

Richness activities, including:

- a). Collocation activities, that is, the activities which is related to the idea of a word having an underlying meaning.
- b). Semantic mapping, involves drawing a diagram of the relationships between words according to their use in a particular text.

c). Dictation and related activities.

Dealing with the selection of vocabulary, Gairns and Redman wrote several sources vocabulary can be gained, namely:

- c. Through the course book including the written and spoken texts, activities for presentation and practice of grammatical structures, testing exercises, and even the instructions for classroom activity can form a source of new vocabulary.
- d. Through supplementary materials (not design specifically for vocabulary development) provided by the educational institution or selected by the teacher himself. This may include texts, drills, narratives, role-plays, exercises, etc.
- e. Through the students, a wide range of unanticipated and unpredictable items will inevitably surface from students' inquiries and errors.
- f. Through specific vocabulary activities designed by the teacher for his particular group of students.<sup>19</sup>

Not all the word is important to be taught. There are some words the teacher would be better off ignoring. For example, some words and expressions are too low-frequency, too colloquial, or too specialized for students at certain levels. If the teacher believes that the word is worth explaining and learning, then it is important that it is done efficiently, and a set of procedures should be automatically set into operation.

Celce-Murcia wrote 3 C's approach to vocabulary teaching, which are:

- a. Conveying meaning. This is done by drawing from a wide range of possibilities: a mime, a synonym, and an anecdote.
- b. Checking understanding. The teacher checks that the student has understood properly. This can be done by a rapid-fire series of questions, often providing the opportunity for a hint of humor.

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<sup>19</sup> Gairns and Redman, *Working with...*, p. 54.

- c. Consolidating. The teacher should consolidate and try to get the students to relate the word to their personal experience, preferably using it in a personally meaningful context.<sup>20</sup>

Celce-Murcia also wrote two techniques in the teaching of vocabulary, namely:

- 1). Unplanned vocabulary teaching, that is, the extemporaneous teaching of problem vocabulary items that come up without warning in the course of a lesson.
- 2). Planned vocabulary teaching, that is, where the teacher goes into the classroom with an item or a set of vocabulary items that s/he has decoded beforehand will be taught during the course of the lesson.<sup>21</sup>

Meanwhile, Gairns and Redman classified another techniques of vocabulary teaching, such as:

- 1). Verbal technique, the use of illustrative situation (oral or written), use of synonym and definition, and contrast and opposites.
- 2). Visual technique (visual, mime, and gesture)

Visuals including flashcard, photograph, blackboard drawing, wall charts and realia. They are extensively used for conveying meaning and are particularly useful for teaching concrete items of vocabulary. While mime and gesture are often used to supplement other ways of conveying meaning.<sup>22</sup>

## **B. The Reading Ability**

### **1. The Meaning of Reading**

Reading is one of the major avenues of communications. It is not a general ability, but a composite of many specific abilities. It is a critical and pervasive behavior in the upper schools and society which is viewed as an integrated act of learned behaviors which is capable of ongoing development.

<sup>20</sup> Celce-Murcia, *Teaching English...*, p. 299.

<sup>21</sup> Celce-Murcia *Teaching English ...*, p. 298.

<sup>22</sup> Gairns and Redman, *Working with...*, p. 60.

There are definitions of reading are arisen by some experts. Harmer said that reading is an exercise dominated by the eyes and the brain.<sup>23</sup> Reading is a complex cognitive process of decoding symbols for the purpose of deriving meaning and /or constructing meaning.<sup>24</sup>

According to Dawson, reading is a many-sided, very complex activity. It has been variously described as:<sup>25</sup>

- a. A process, reading involves many skills: the ability to focus the eyes on printed materials, to move them from side to side in following lines of print, to hear and to see the differences in words that resemble are another in sound and appearance, to figure out the pronunciation of a new word, etc.
- b. A mode of thinking, reading requires that the reader follow the line of thought, which the author has expressed. In so doing, the former must (1) recall pertinent previous experiences and already learned facts that will help him understand the printed materials, (2) follow the writer's development and organization of ideas, (3) evaluate the accuracy and appropriateness of information and conclusions, (4) see how the printed data can apply to a problem the reader may be trying to solve, (5) select the fact that is important to his purposes, and so on.
- c. A kind of real experiences as swimming and typing. It is a part of living in a civilized world. One reads the label on a new detergent or fabric; one scans the ads in the morning newspaper, one watches road signs or study road map, etc.
- d. A type of vicarious experiencing for instance, when one picks up a book or magazine and shares the adventures.
- e. An aspect of communication. A writer communicates his ideas into writing or print in order that others may read what he has to say.

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<sup>23</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1991), p. 153.

<sup>24</sup> [http://en.Wikipedia.org/wiki/Reading\\_\(activity\)](http://en.Wikipedia.org/wiki/Reading_(activity)).

<sup>25</sup> Mildred A. Dawson and Henry A. Bammann, *Fundamentals of Basic Reading Instruction*, (New York: David McKay Company, Inc., 1980), p. 5.

- f. A tool subject, it is an essential instrument for learning in all subjects in the curriculum.

Reading ability is a complex skill. Most assessments of reading ability consider both word-identification abilities and the comprehension of the message. The most common methods of assessing reading ability are (1) the informal reading inventory (IRI) in which each learner is tested individually by orally and silently reading material to an examiner who notes word identification and comprehension accuracy, and (2) standardized group reading achievement tests, which also typically provide both word identification and comprehension estimates.<sup>26</sup>

From some definitions above, the writer concludes that reading is an active process employed by an individual to comprehend and to discover ideas of the author in a printed or written language.

Yet technology has not replaced reading. The printed page reaches millions still untouched by electronics, and for those who can take advantage of the newer devices, reading still serve unique purposes. It is many things to many people. It is the telescope, because through it we can look at the distant stars and speculate about life upon them. It is a never-ending wide screen film on which the human pageant passes in review. It is still the only known time machine that can recreate the events of the past and open up the vistas of the future.

## **2. The Kinds of Reading**

The term “reading” embraces a wide variety of tasks, activities, skills, and mental processes. The kinds of reading a person does will usually depend upon his purpose. He may read for the pure recreation and enjoyment, to study, to find the answer to a question or the solution of a problem, to learn the main idea of a selection or a specific items of information, to discover the outcome of a series of events, or else.

There are two kinds of Reading:

- a. Silent Reading

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<sup>26</sup> Richard Allington and Michael Strange, *Learning Through Reading*, (USA: D.C. Heath and Company, 1980), p. 5.

Silent reading emphasizes meaning rather than sound. In silent reading, the students must recognize the word and know its meaning, but it is not essential that they should know how to pronounce it.

b. Oral Reading (Reading aloud)

In oral reading, it is essential for the student to know the way to pronounce the word. It is much emphasized on sound beside meaning. Clear articulation, a pleasing and well-modulated voice are additional concern of the oral reading. Though getting must be followed by vocal interpretation to convey the reader's grasp of the meaning of the passage.

Dawson also classified four types of oral reading:<sup>27</sup>

- a. Oral reading that accompanies silent reading. Whether reading a sentence, a paragraph, or a story.
- b. Sight reading. Oral reading of materials without first reading them through silently.
- c. The audience-situation type of oral reading.  
Here students read orally to entertain or to inform an audience.
- d. Type of oral reading which consist of lessons for improving skills such as enunciation, adaptation of rate and voice quality to mood or action, emphasis through inflections of the voice, and proper phrasing of the sentences.

## 1. The Types of Reading

There are four types of reading skill, namely:

- a. Skimming

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<sup>27</sup> Mildred A. Dawson and Henry A. Bamman , *Fundamentals of ...*, (New York: David McKay Company Inc., 1980), pp. 197-199

Skimming is a skill to glance rapidly through a text to determine its general content, e.g. quickly glancing through an article to see if it is interesting. Processing the ability to look over material rapidly for given purposes without reading every phrase is a great asset for a reader. Through skimming people can gain a general idea about material rather than to read all materials in detail.

b. Scanning

Reading to locate specific information, e.g. locating a telephone number in a directory. Being able to search through material rapidly, with given purpose in mind, in order to find a specific fact or an answer to a particular question plays an important role in much of a student's reading. Scanning enables reader to locate specific information without reading all materials around it.

c. Intensive Reading

In intensive reading, reader is trying to absorb all of information given; e.g. reading dosage instruction for medicine.

d. Extensive Reading

Extensive reading gets reader to deal with a longer text a whole which requires the ability to understand the component parts and their contribution to the overall meaning, e.g. reading a newspaper article, short story or novel.<sup>28</sup>

Meanwhile, Harmer classified reading into six, such as: predictions, scanning, skimming, finding detailed information, recognition discourse pattern, and guessing meaning from context.<sup>29</sup>

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<sup>28</sup> Andrew Wright, *Picture for Language Learning*, (Cambridge: Cambridge University Press, 1989), p. 159.

<sup>29</sup> Jeremy Harmer, *The Practice of ...*, p. 153.

## 2. The Purpose of Reading

Students may read for various purposes. They may read for pleasure, to study about something, to announce something important, or else.

The purpose of reading is divided into four main headings:<sup>30</sup>

### a. Reading to search for simple information

It is a kind of common reading ability, though some researchers seeing it is a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as type of reading ability.

In reading to search, ones typically scan the text for a specific piece of information or a specific word. Sometimes ones slow down process the meaning of a sentence or more to find out if ones are reading the right passage, section, or chapter. Skimming is also including in this type of aim. It is a common part of many reading tasks and a useful skill in its own right.

A combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skill on those segments of the text until a general idea is involved in this skill.

### b. Reading to learn from text

It usually occurs in academic and professional context when people need to learn a considerable amount of information from a text.

This purpose usually carried out a reading rate somewhat slower than general reading comprehension (mainly due to rereading and reflection strategies to help remember information).

### c. Reading to integrate information, write, and critique text

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<sup>30</sup> Nida Husna, *Step by Step to Reading Skills: Step 1*, (Jakarta: English Department, Faculty of Tarbiya and Teachers Training "Syarif Hidayatullah" State Islamic University), p. 7.

This purpose requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

d. Reading for general comprehension

Reading for general comprehension requires very rapid and automatic processing of words, strong skills in inferring a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

The essential purpose of all reading generally is to get new information and or pleasure, not to go over what is known already or what is inconsequential to the reader in the first place.<sup>31</sup>

### 3. Approaches and Principles in Reading Instruction

The term approaches refers to the broad ways reading programs are packaged and delivered as instructional programs.

Allington classified three approaches to reading instruction, namely: basal-reader approaches, language-experience approach, and individualized approach.<sup>32</sup>

e. Basal Reader approaches are based on the stories, skills, and suggestions of a group-qualified author who have put together a sequential reading program or system designed for specific instructions across the grades. Today's basal programs come in many shapes, sizes, and packages. Some of them are called reading systems, which consist of graduated levels, and an organization of skills, which features consistent reinforcement and

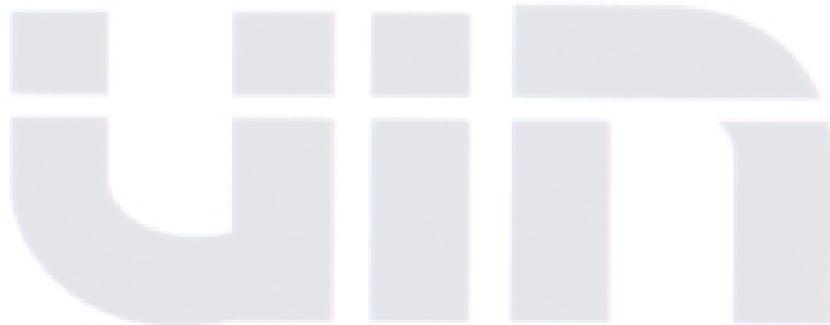
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<sup>31</sup> Jo Mc Donough, *Materials and Methods in ELT: A Teachers Guide*, (Colchester: Blackwell, 1992), p. 104.

<sup>32</sup> Richard Allington, *Learning through....*, pp. 27-28

evaluation. They are the most popular material for reading instruction. Most basal, however, present a somewhat eclectic approach combining instruction in decoding skills, whole-word recognition, use of context, and comprehension.

- f. Language Experience Approach (LEA), a second popular method of teaching reading. In this approach the teacher begins with group experience stories. These stories serve to introduce reading as a meaningful language activity as well as to introduce a basic vocabulary.
- g. Individualized approach or individualized reading, another approach commonly integrated with LEA. Simply stated, individualized reading is an approach based on students self-selecting reading materials, principally trade books. This approach is currently regaining popularity, particularly among those who accept psycholinguistic models of reading, because the underlying theme is that, to become proficient, one must enjoy reading and read widely.



## CHAPTER III

### THE PROFILE OF *JAM'IYYAH ISLAMIIYAH* BOARDING SCHOOL

#### A. The Definition of Boarding School

Boarding school is a school in which pupils are boarded and logged as well as taught.<sup>33</sup>

The meaning of boarding school in this context is the same as what in Indonesia is commonly called “*asrama*” or “*Pondok Pesantren*”. In this place, all the students live together for all days under the supervision of teaching staffs (usually called *ustadz* and *ustadzah*) with special norms, activities, and rules.

Boarding school is an educational institution with Islamic characteristics, which grows and spread in community. Nowadays, it is not only spread in rural communities but also in urban areas.

In boarding school system, students and teaching-learning agents are placed at certain area where all activities are controlled for 24 hours. All components of this system involve in teaching and learning process. And the components are a patron (*kyai*) as the center figure, teachers (*ustadz* and *ustadzah*), students (*santri*) and management staffs.

#### B. The Boarding School Classification

Although there are no exact classification and complete data of boarding school today, an attempt to describe the general classification of boarding school is really needed.

The Ministry of Religious Affairs officially classifies boarding school into four types: A, B, C, and D.<sup>34</sup>

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<sup>33</sup> Webster third New International Dictionary, (Springfield: G & C Merriam Company Publisher, 1976), p. 244.

<sup>34</sup> St Noerfarida Laila, *The Continuation of Traditional Religious Learning in Java: The Use of Ta'lim al Muta'allim*, Thesis, (Leiden: Leiden University, 1998), p. 52.

1. Type A

It is boarding school that retains traditional instruction in classical text. There is no set of curriculum and the lesson consist only religious subjects and Arabic language.

2. Type B

It is the type which offers traditional instruction in classical text and *madrasah* (school), where both religious and non-religious subjects are taught. The curriculum of school (*madrasah*) can be set by the boarding school itself or adopted from the curriculum set by ministry.

3. Type C

It is type B, which has an ordinary public school as *Madrasah Ibtidaiyah* (Elementary School), *Madrasah Tsanawiyah* (Junior High School), and *Madrasah Aliyah* (Senior High School).

4. Type D

It is a type which provides only boarding accommodations. No formal instruction is given. The students go to the public school outside of the boarding complex.

Dhofier follows more simple classifications. He classifies boarding school into two: *Salafi* (traditional) and *Khalafi* (modern).<sup>35</sup>

*Salafi* is a boarding school maintaining the instruction in classical text as the core of education. This kind of boarding school adopts the *madrasah* system in order to make the traditional instruction with an individual method easier, but there is not instruction in non-religious subjects.

*Khalafi* is a boarding school which adopts non-religious subjects or opening public school in their environment.

Boarding school can be classified according to the facilities they offer as well as the orientation they follow. In this “skripsi”, the writer takes a modern one as the object of the research because it has more attention to

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<sup>35</sup> St Noerfarida Laila, *The Continuation of ...*, p. 52.

English teaching. The *Jam'iyah Islamiyah* Boarding School is the object of the research.

Based on “*Laporan Penelitian Perkembangan Pesantren di Jawa Barat*” (Report on Research of Boarding School Development in West Java) the general objective of boarding school is to develop citizen to have Moslem personality in accordance with Islamic religious teachings and to invest the sense of religious and nations.<sup>36</sup>

### C. The School System of Jam'iyah Islamiyah Boarding School (JIBS)

Based on the result of interview and observation conducted by the writer at JIBS, it can be described some features as follows:

#### 1. The Objective

Based on “akta Notaris” (the official document of Notary Public), Sri Lestari Roespinoedji, SH., the objective of *Jam'iyah Islamiyah* Education Foundation as follows:

- a. To participate actively in assisting the government in the sector of intact development of Indonesian, to create fair and prosperous society physically and spiritually based on *Pancasila* (The Five Basic Principles of Indonesia) and *UUD 1945* (The Basic Constitution of 1945).
- b. To increase dedication for the welfare of the society in general.

To deal with the objectives above the *Jam'iyah Islamiyah* Islamic Education Foundation does many efforts as follows:

- 1). Educational Sector
  - a). Establishing formal education from *Kindergarten* to University level.
  - b). Founding and maintaining a library
- 2). Social Sector
  - a). Reconstruct a faithful society; loving religion, state and nation.
  - b). Carry out Social Charity; take care of orphan and needy people.

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<sup>36</sup> The Research Team of IAIN Sunan Gunung Djati, *The Report on Research of Boarding School Development in West Java*, (Bandung: IAIN Sunan Gunung Djati, 1989/1990), p.6.

## 2. The Basic Orientation

There are three basic guidance or basic orientation to all boarding school activities, at formal and non-formal education level, namely:

### a. Language Orientation

JIBS concerns to create students to have two language competences, such as: English and Arabic beside Indonesian, their native language. The students are made to be accustomed to speaking English and Arabic, as well, in their daily activities.

To support the language orientation JIBS has done many efforts as follows:

- 1) Optimizing the work of the language division in controlling the use of English and Arabic in dormitory.
- 2) Establishing a program, which is called “Morning program on vocabulary” or in Arabic term it is usually called, *Muhadatsah*. Based on the writer’s observation, she found that in this program the students are given more lessons of English and Arabic beside their formal education at school. Not only are they taught English and Arabic vocabulary but also conversation, and even proverbs. On Monday and Friday, they have proverbs of English and Arabic, Tuesday and Wednesday is the time for Arabic *mufrodat* (vocabulary) and conversation practicing. Meanwhile, English vocabulary and conversation are given on Thursday and Saturday. This program lasts for thirty minutes before school time.

The program is designed only for the students of MTs (Islamic Junior High School) and MA (Islamic Senior High School) of JIBS who live in dormitory and has been applied since 1995 with Dra. Masfiah, a teacher of Arabic, as the founder and the material given is set by each tutor.

The vocabulary of English and Arabic is transferred through the translation method. The tutor writes some words with their translation into Indonesian on whiteboard. After that, she pronounces the words repeatedly

and asks the students to repeat after her. Then, the students have to memorize all of the words given. Last, they must apply them in conversation.

3) Establishing a language laboratory

a). Knowledge Orientation

In knowledge orientation, JIBS makes the students understand all doctrines of Islam by mastering general and religious knowledge.

b). Moral Orientation

In JIBS, the students are supposed to have good morals based on the example of Prophet Muhammad SAW.

### 3. The Educational System

The educational system here is limited to the specific aspects: the model of Education, Curriculum, Educational activities, and Facilities.

a. The Model of Education

JIBS has implemented “*Integrated System*” as the model of Education. It is an integrated educational system in which there is intensive correlation between formal and non-formal education, and also religion and general education.

Formal and non-formal education that has been developed at JIBS is formulated on balanced position, so that the students’ achievement is not only measured by formal education result but also non-formal one. Both of them have “standard obligation” which is instructed to achieve the objective of Boarding School.

b. The Curriculum of *MA Jam’iyyah Islamiyyah*

Rogers, which is cited by Johnson, defines curriculum as follow: “Curriculum is all those activities in which children engage under the auspices

of the school. This includes not only what people learn using what supporting materials types, and method of assessment, in what kinds of facilities.”<sup>37</sup>

*MA* stands for “*Madrasah Aliyah*” based on the decree of Ministry of Education and Cultural Affairs number 0489/U/1992 and the decree of Ministry of Religious Affairs number 373/1993 is a general high school, with Islam character, which is held by Department of Religious Affairs.<sup>38</sup> *MA* of *Jam’iyyah Islamiyyah* boarding school is known as *MA Jam’iyyah Islamiyyah*.

The curriculum that is implemented at *MA Jam’iyyah Islamiyyah* is the competence-based curriculum. In the system of Indonesia national education, *MA* has a strategic function in developing and enhancing the human resources. Government, stated in *UU No.2/1989*, determines the national objective of education. It is formulated to make a competent and good citizen, who is very faithful to God; has a sound of body and mind, knowledge, skill, personality; and has a sense of responsibility to the society and nation.<sup>39</sup>

Moreover, the education objectives of *MA* are to enlarge students’ knowledge so as to prepare them to take further education; to develop students’ competence in order that they become a good member of society.<sup>40</sup>

Then, the purpose of English teaching according to GBPP (the Basic Course Outline) *MA* is:

“The students have to be able to master the four basic skills: reading, listening, speaking, and writing in English which is suitable with the theme basis on knowledge development and interest of students, mastery in

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<sup>37</sup> Robert Keith Johnson, *The Second Language Curriculum*, (Cambridge: Cambridge University Press, 1989), p. 20.

<sup>38</sup> The Department of Religious Affairs of the Republic of Indonesia, *The Curriculum of MA, The Basic Orientation, Program, and Development*, (Jakarta: Depag RI, 1993), p. 2.

<sup>39</sup> The Department of Religious Affairs of the Republic of Indonesia, *The Curriculum of...*, p. 3.

<sup>40</sup> The Department of Religious Affairs of the Republic of Indonesia, *The Curriculum of...*, p. 4.

vocabulary (about 2500 words for natural and social science program, and 3000 words for language program) and suitable language system.”<sup>41</sup>

c. The Educational Activities

In boarding school, the students’ activities are controlled twenty-four hours a day. Then, they are supposed to be able to manage the time optimally.

In JIBS, the activity starts from 03.00 to 22.00 each day. The activity can be described as follows:

**Daily Activities**

No.	Time	Activities
1.	03.00-04.45	Waking Up, Praying <i>Tahajjud</i> , And Praying <i>Shubuh</i> together
2.	04.45-05.45	Reciting the Holy Qur’an
3.	05.45-06.30	Having breakfast and school preparation
4.	06.30-07.00	<i>Muhadatsah</i> (Morning program on vocabulary and Conversation)
5.	07.00-12.40	Formal education for Senior High School
6.	12.40-14.00	Praying <i>Dhuhur</i> and having lunch
7.	14.00-15.15	Extra curricular
8.	15.15-16.00	Praying <i>Ashar</i> and <i>Salaf</i> recitation
9.	16.00-17.00	preparation
10.	17.00-18.00	<i>Kutubussalafiah</i> ( <i>Salaf books</i> ) recitation
11.	18.00-19.00	Praying <i>Maghrib</i> preparation

<sup>41</sup> The Department of Religious Affairs, *The Basic Course Outline of English 1994*, (Jakarta: Depag RI, 1993), p. 1.

12.	19.00-19.30	Praying <i>Maghrib</i> and reciting the Holy Qur'an
13.	19.30-20.00	Having dinner, Praying <i>Isya</i>
14.	20.00-21.00	<i>Kutubussalafiah</i> recitation
15.	21.00-22.00	<i>Muroja'ah</i> (learning together)
16.	22.00-03.00	Resting and sleeping

### Weekly Activity

- 1). Having a sport
- 2). *Marawis* (Musical Art) training
- 3). *Muhadhoroh* (Speech) training

### Monthly Activity

- 1). Majlis Ta'lim

### Incidental Activity

- 1). Pesantren Kilat

### d. Facilities

*Jam'iyyah Islamiyyah* Boarding School has 25 unit classrooms for *Kindergarten* to *Madrasah Aliyah*. It has 700-people-capacity mosque, a large yard, a library, a large main hall, a computer laboratory, a language laboratory, a telecommunication kiosk, school cooperation, a banking facility, and a polyclinic.

## **CHAPTER IV**

### **RESEARCH METHODOLOGY**

#### **A. Technique of Sample Taking**

In this research, it is necessary for the writer to mention the population and the sample of the study. The population of the study includes all the second grade students of *MA Jamiyyah Islamiyyah* Boarding School. There are 103 students in this level. They are divided into two kinds namely: students who live in dormitory (48 students) and the students who do not live there (55 students). The writer takes 60 students as the sample; 30 students are from dormitory and 30 others are from outside the dormitory.

#### **B. Place and Time of Study**

This field research was carried out at MA Jami'iyah Islamiyyah Boarding School located at Jalan Pesantren Ceger, East Jurangmangu, South Tangerang, Banten. This research was held from January 3<sup>rd</sup> to January 20<sup>th</sup> 2008.

#### **C. Research Instruments**

The research instrument that was used by the writer to get the data was the written test. The write herself has designed also the written test. It is to know the students reading skill. The written test consists of 40 items multiple choices.

#### **D. Techniques of Data Analysis**

To analyze the data, the writer used statistical calculation of the t-test to determine the final calculation of  $t_o$  (t observation) that is done to measure the score of the experiment class and control class.<sup>42</sup> To know the score the writer used the formula as below:

$$S = \frac{R}{N} \times SM$$

S = Standard Score

R = The number of right score

N = The number of item

SM= Standard Mark (100)

Analyzing the result of the final test using statistics calculation of t-test with significant degree 0,05 as follow:

$$T_o = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

The procedure of calculation is as follows:

1. Determining mean variable 1 with formula:

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

2. Determining mean variable 2 with formula:

$$M_y = \frac{\sum Y}{N}$$

3. Determining deviations standard 1 with formula:

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<sup>42</sup> Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2003), p. 296.

$$SD_x = \sqrt{\frac{\sum X^2}{N}}$$

4. Determining deviations standard 2 with formula:

$$SD_y = \sqrt{\frac{\sum Y^2}{N}}$$

5. Determining standard errors mean variable 1 with formula:

$$SE_{M_x} = \frac{SD_x}{\sqrt{N-1}}$$

6. Determining standard errors mean variable 2:

$$SE_{M_y} = \frac{SD_y}{\sqrt{N-1}}$$

7. Determining the differences of mean variable 1 and mean variable 2 with formula:

$$SE_{M_x - M_y} = \sqrt{SE_{M_x}^2 + SE_{M_y}^2}$$

After all the data is calculated, the last procedure is determining df (degree of freedom) with formula:

$$df = (N_x + N_y) - 2$$

M = The average of final test score

X = Experimental class

Y = Controlled class

N = Total of students

df = Degree of freedom

## E. Description of Data

To know the result of the test, the writer made the table of students' score at pre-test and post-test for each group, both experimental class and controlled class.<sup>43</sup>

Based on the data in table II<sup>44</sup>, the writer have calculated the result of  $\sum X = 2242.5$  and  $\sum Y = 1945$ . Then the writer tries to find out the mean variable X and variable Y with formula:

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

$$M_x = \frac{2242.5}{30} = 74.75$$

$$M_y = \frac{\sum Y}{N}$$

$$M_y = \frac{1945}{30} = 64.83$$

Based on the calculation, the writer has known the result of  $\sum x^2 = 3329.375$  and  $\sum y^2 = 3636.667$ , then she tried to calculate the values of deviations standard variable X and variable Y using this formula:

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

$$SD_x = \sqrt{\frac{3329.375}{30}}$$

$$SD_x = \sqrt{110.979}$$

$$= 10.54$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

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<sup>43</sup> See Appendix I and II

<sup>44</sup> See Appendix II

$$SD_y = \sqrt{\frac{3636.667}{30}}$$

$$SD_y = \sqrt{121.222}$$

$$= 11.01$$

The next procedure of calculation is determining standard error mean variable X and variable Y with this formula:

$$SE_{M_x} = \frac{SD_x}{\sqrt{N-1}}$$

$$SE_{M_x} = \frac{10.54}{\sqrt{30-1}}$$

$$SE_{M_x} = \frac{10.54}{\sqrt{29}}$$

$$SE_{M_x} = \frac{10.54}{5.39}$$

$$= 1.96$$

$$SE_{M_y} = \frac{SD_y}{\sqrt{N-1}}$$

$$SE_{M_y} = \frac{11.01}{\sqrt{30-1}}$$

$$SE_{M_y} = \frac{11.01}{\sqrt{29}}$$

$$SE_{M_y} = \frac{11.01}{5.39}$$

$$= 2.04$$

After the values of standard error mean variable X and variable Y are calculated, the writer will use them to calculate the differences of mean variable X and variable Y with this formula:

$$SE_{M_x-M_y} = \sqrt{SE_{M_x}^2 + SE_{M_y}^2}$$

$$SE_{M_x - M_y} = \sqrt{(1.96)^2 + (2.04)^2}$$

$$SE_{M_x - M_y} = \sqrt{3.8416 + 4.1616}$$

$$SE_{M_x - M_y} = \sqrt{8.0032}$$

$$= 2.83$$

The last calculation of this research is determining the value of  $t_o$  (t observation) with formula:

$$t_o = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

$$t_o = \frac{74.75 - 64.83}{2.83}$$

$$t_o = \frac{9.92}{2.83}$$

$$= 3.51$$

In order to complete the result of this research, the writer tries to find out df (degree of freedom) with formula:

$$df = (N_x + N_y) - 2$$

$$df = (30 + 30) - 2$$

$$= 60 - 2$$

$$= 58$$

Based on the table, df 58 at significance level of 5% is:

1. The significance level of 5%,  $t_t$  (t table) = 2.00
2. The level of  $t_o$  (t observation) = 3.51

## F. The Test of Hypothesis

Before deciding the result of hypothesis, the writer proposed interpretation toward  $t_0$  with procedure as follow:

1. Formulating the alternative hypothesis ( $H_a$ ): There are significant influence on students' reading ability between the students who live in dormitory (variable X) and the one who do not (variable Y)
2. Formulating the null hypothesis ( $H_0$ ): There are no significant influence on students' reading ability between the students who live in dormitory (variable X) and the one who do not (variable Y).

For further information, the writer followed some assumption as below:

1. If the result of calculation  $t_0$  is higher than  $t_t$ ,  $t_0 > t_t$ ; so the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. It means that the experiment technique is accepted.
2. If the result of calculation  $t_0$  is lower than  $t_t$ ,  $t_0 < t_t$ ; so, the null hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected. It means that the experiment technique is rejected.

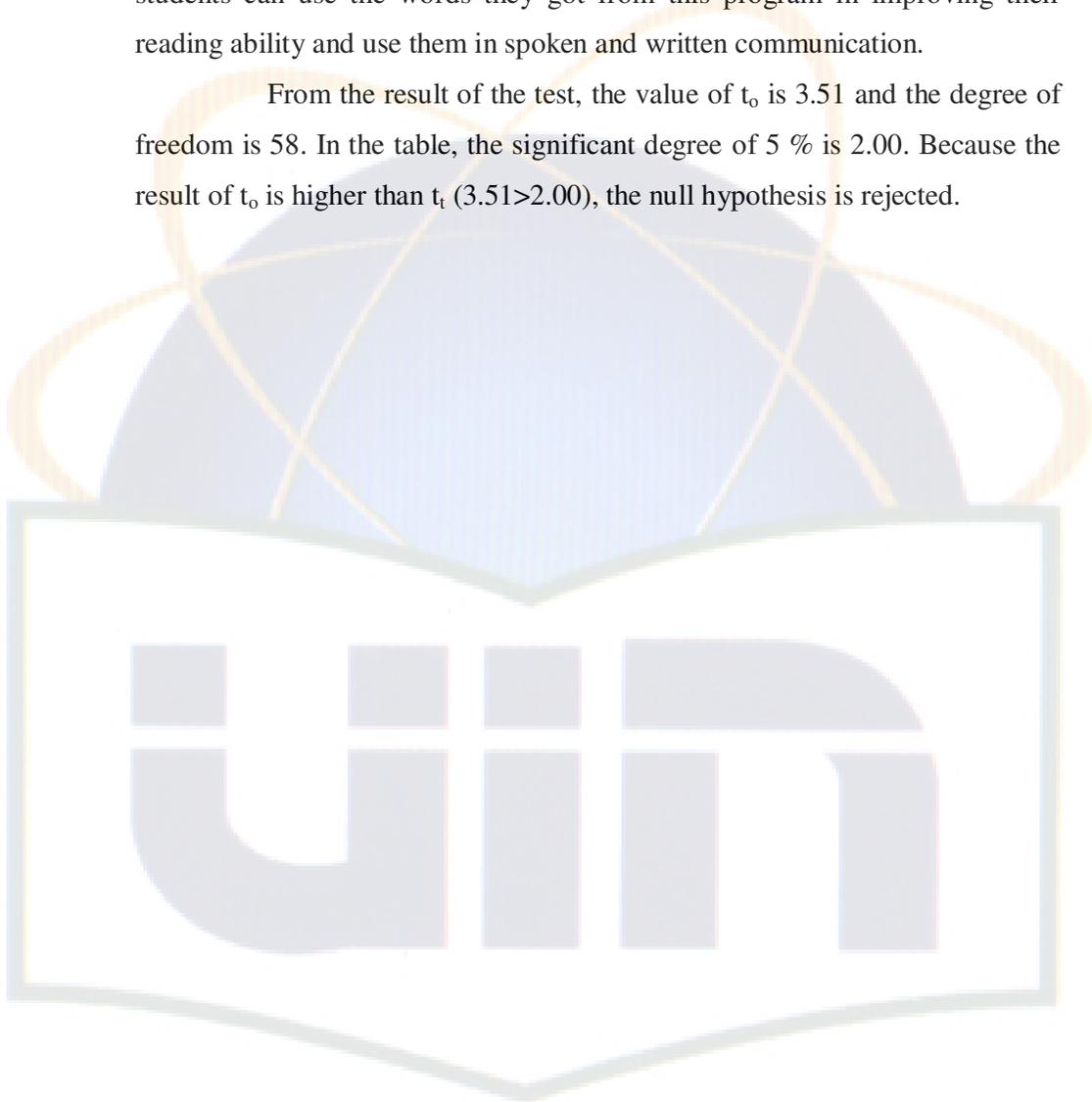
According to the data the writer has known that the value of  $t_0$  is higher than  $t_t$ ,  $t_0 > t_t$  ( $3.51 > 2.00$ ) so the null hypothesis is rejected. It means that there is a significant influence of '*Morning Program on Vocabulary*' (*Muhadatsah*) on students' reading ability.

## G. The Analysis of the Experiment Result

According to the result of the hypothesis, the writer has known that the '*Morning Program on Vocabulary*' or *Muhadatsah* is somehow effective in improving students' reading ability.

Through this program, which had already been given to the students, problems in learning English will be solved partially. Finally, the students can use the words they got from this program in improving their reading ability and use them in spoken and written communication.

From the result of the test, the value of  $t_o$  is 3.51 and the degree of freedom is 58. In the table, the significant degree of 5 % is 2.00. Because the result of  $t_o$  is higher than  $t_t$  ( $3.51 > 2.00$ ), the null hypothesis is rejected.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. CONCLUSIONS

Mastering vocabulary is very important in reading a text. The more ones master the vocabulary of a language, the more they can understand the meaning of words in a reading text. However, there should be an effort to make the students acquainted with vocabulary in order to improve their reading ability. One of the way is by holding a program called 'Morning Program on Vocabulary' or *Muhadatsah* in which the students are acquainted with as much vocabularies as possible.

Based on the data that have been collected from the test of hypothesis and data analysis, the result of  $t_o$  is higher than  $t_t$ . The null hypothesis is rejected. It means that the program of *Muhadatsah* in improving students' vocabulary is accepted.

This research indicated that there are significant mean differences between variable X and variable Y. it means that there is a significant influence on reading ability between the students who live in dormitory (variable X) and the students who do not live there (variable Y).

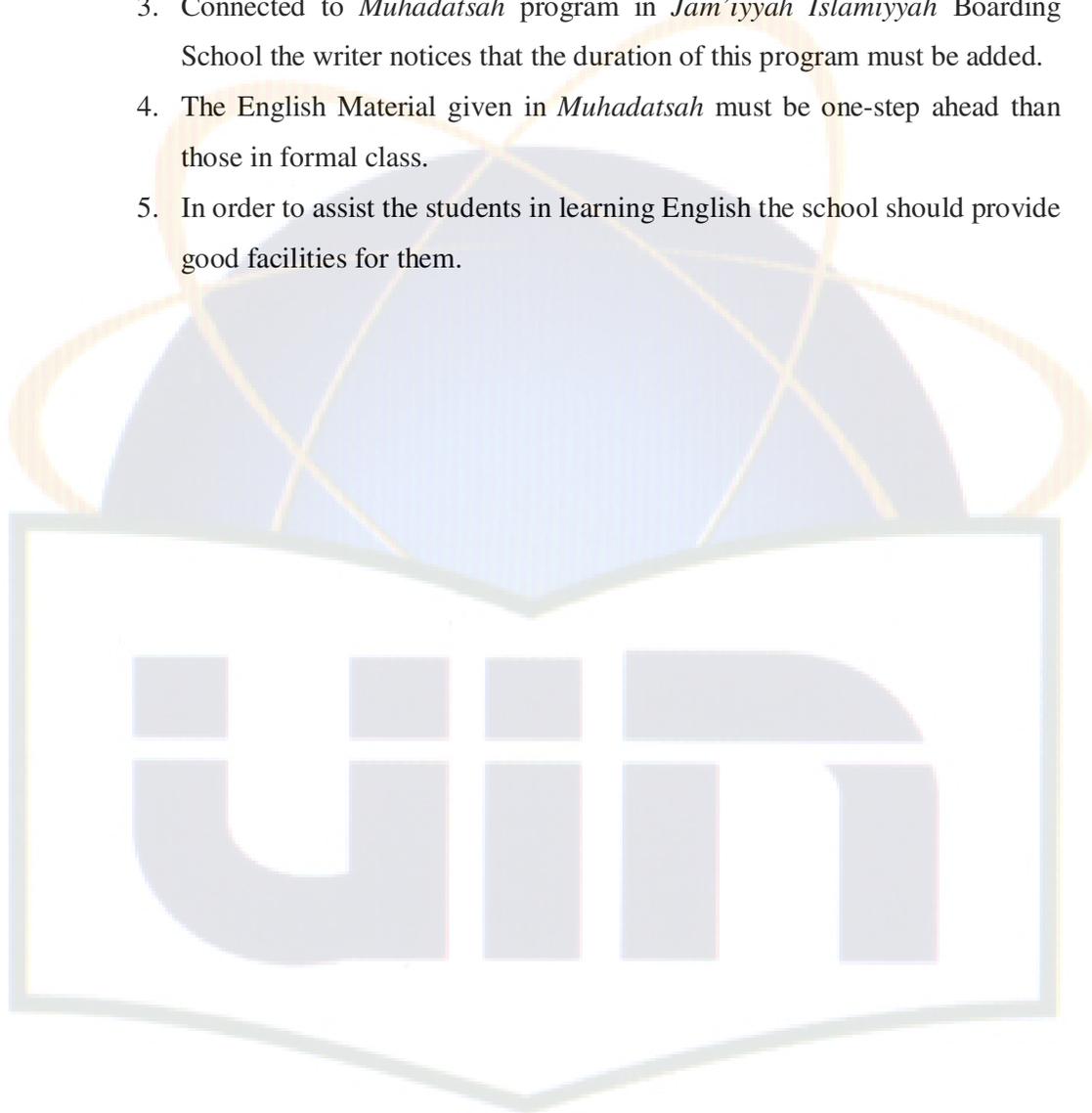
#### B. SUGGESTIONS

Based on the experiment that was given to the students of the second grade of MA *Jam'iyah Islamiyyah* Ceger, East Jurangmangu, Pondok Aren, it is clear that the 'Morning Program on Vocabulary' or *Muhadatsah* is very useful to improve the students' reading ability.

Therefore, the writer would like to give some suggestions for every institution and English teacher:

1. The English teacher should increase the students' motivation in learning English, especially reading by giving them an interesting way of teaching English as much as possible.

2. The school should create an interesting program that can improve their students' English skills and use them in daily conversation.
3. Connected to *Muhadatsah* program in *Jam'iyyah Islamiyyah* Boarding School the writer notices that the duration of this program must be added.
4. The English Material given in *Muhadatsah* must be one-step ahead than those in formal class.
5. In order to assist the students in learning English the school should provide good facilities for them.



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Evaliana was born in a city which is recently changes into South Tangerang. The first child of five siblings of her beloved parents Mr. Nahrawi and Mrs. Muana is usually called Eva.

She grew up in Desa Pondok Karya, Kecamatan Pondok Aren, South Tangerang. Now, she is living in desa Pondok Aren, Kecamatan Pondok Aren, Kota South Tangerang with her husband and her 3-year-old son.

She attended her first school to SDN Pondok Karya I. Then, she continued her study to Islamic Junior High School and Senior High School in Ceger, East JurangMangu, South Tangerang.

After that, she enrolled th Non-Regular program of the English Education Departement of Tarbiya and Teachers Training Faculty, State Islamic University “Syarif Hidayatullah” Jakarta and finally got her graduation on January 6, 2010.

**APPENDIX I**  
**THE RESULT OF THE STDENTS' PRE-TEST**

Students (N)	X	Y	x	y	x <sup>2</sup>	y <sup>2</sup>
1	70	79	12	15.867	144	251.7617
2	60	76	2	12.867	4	165.5597
3	70	60	12	-3.133	144	9.815689
4	70	65	12	1.867	144	3.485689
5	75	70	17	6.867	289	47.15569
6	63	60	5	-3.133	25	9.815689
7	70	55	12	-8.133	144	66.14569
8	50	70	-8	6.867	64	47.15569
9	68	73	10	9.867	100	97.35769
10	53	68	-5	4.867	25	23.68769
11	60	60	2	-3.133	4	9.815689
12	60	82	2	18.867	4	355.9637
13	68	60	10	-3.133	100	9.815689
14	63	60	5	-3.133	25	9.815689
15	60	60	2	-3.133	4	9.815689
16	53	60	-5	-3.133	25	9.815689
17	50	60	-8	-3.133	64	9.815689
18	50	55	-8	-8.133	64	66.14569
19	40	53	-18	-10.133	324	102.6777
20	60	55	2	-8.133	4	66.14569

21	63	40	5	-23.133	25	535.1357
22	60	70	2	6.867	4	47.15569
23	40	60	-18	-3.133	324	9.815689
24	40	68	-18	4.867	324	23.68769
25	56	60	-2	-3.133	4	9.815689
26	48	75	-10	11.867	100	140.8257
27	60	65	2	1.867	4	3.485689
28	40	55	-18	-8.133	324	66.14569
29	60	60	2	-3.133	4	9.815689
30	60	60	2	-3.133	4	9.815689
N = 30	$\sum X = 1740$	$\sum Y = 1894$	$\sum x = 0$	$\sum y = 0$	$\sum x^2 = 2818$	$\sum y^2 = 2227.467$

**APPENDIX II**  
**THE RESULT OF THE STUDENTS' POST TEST**

Students (N)	X	Y	x	Y	x <sup>2</sup>	y <sup>2</sup>
1	60	50	-14.75	-14.83	217.5625	219.9289
2	67.5	57.5	-7.25	-7.33	52.5625	53.7289
3	75	87.5	0.25	22.67	0.0625	513.9289
4	80	90	5.25	25.17	27.5625	633.5289
5	80	82.5	5.25	17.67	27.5625	312.2289
6	92.5	55	17.75	-9.83	315.0625	96.6289
7	75	62.5	0.25	-2.33	0.0625	5.4289
8	85	65	10.25	0.17	105.0625	0.0289
9	80	65	5.25	0.17	27.5625	0.0289
10	75	67.5	0.25	2.67	0.0625	7.1289
11	87.5	82.5	12.75	17.67	162.5625	312.2289
12	85	55	10.25	-9.83	105.0625	96.6289
13	90	50	15.25	-14.83	232.5625	219.9289
14	70	55	-4.75	-9.83	22.5625	96.6289
15	87.5	65	12.75	0.17	162.5625	0.0289
16	85	70	10.25	5.17	105.0625	26.7289
17	75	60	0.25	-4.83	0.0625	23.3289
18	80	60	5.25	-4.83	27.5625	23.3289
19	80	80	5.25	15.17	27.5625	230.1289
20	85	65	10.25	0.17	105.0625	0.0289
21	65	65	-9.75	0.17	95.0625	0.0289
22	72.5	80	-2.25	15.17	5.0625	230.1289
23	55	72.5	-19.75	7.67	390.0625	58.8289
24	60	60	-14.75	-4.83	217.5625	23.3289
25	82.5	55	7.75	-9.83	60.0625	96.6289

26	67.5	57.5	-7.25	-7.33	52.5625	53.7289
27	57.5	62.5	-17.25	-2.33	297.5625	5.4289
28	60	50	-14.75	-14.83	217.5625	219.9289
29	60	60	-14.75	-4.83	217.5625	23.3289
30	67.5	57.5	-7.25	-7.33	52.5625	53.7289
N = 30	$\sum X = 2242.5$	$\sum Y = 1945$	$\sum x = 0$	$\sum y = 0$	$\sum x^2 = 3329.375$	$\sum y^2 = 3636.667$



## **APPENDIX III**

### **WRITTEN TEST**

A. Pilihlah salah satu jawaban yang paling tepat!

#### **Text 1**

#### **English As A Global Language**

There is no doubt that English is the most widely spoken language in the world today. Indeed, some commentators believe that it is established as the global language and that it is unlikely to be replaced even if the USA loses its place as the world's leading economic power. But how has this situation come about? Most people point to three reasons.

#### America as dominant power

The 20<sup>th</sup> century has seen the rise of America as a dominant economic power. Just as the other spread its influence through territorial conquest, the USA did so through its economic and cultural influence, via the media and multinational corporations.

#### Telecommunication

This economic influence has coincided with the revolution in telecommunication so that millions of people can access English and communicate through English on the internet.

#### A flexible language

Some people argue that English is a flexible language and not especially difficult to learn. This has helped to spread it even further.

English has become the global language, then, through a combination of political, historical and technological reasons. However, nobody can be sure if it will always retain its status.

1. What is the main idea of paragraph 2?
  - a. the 20<sup>th</sup> century has seen the rise
  - b. the dominant power of America
  - c. economic and cultural influence
  - d. multinational corporations
  - e. territorial conquest
  
2. In paragraph 4, we conclude that...
  - a. English is difficult language
  - b. English is foreign language
  - c. English is especially language
  - d. English is easy to learn
  - e. English is not easy to learn
  
3. ...some commentators believe that it is established as the global language... (paragraph 1). It refers to...

- a. spoken
- a. world
- b. English
- d. commentators
- e. wildly

4. The synonym of established in the paragraph 1 is...
- a. set up
  - b. founded
  - c. launched
  - d. judged
  - e. triggered

### Text 2

COPENHAGEN (Reuter): A man and a woman died at least 17 people were injured when a shoulder-fired anti tank missile slammed into a hell's Angel biker gang party in the Danish capital early yesterday, police said.

Police said they wouldn't name the dead until relatives had informed. Three of the injured were in serious condition.

The attack appeared to be the latest in a turf war in Denmark, Norway, Sweden and Finland between the Hell's and the rival Bandidos biker gang.

Copenhagen police murder squad Chief Kurf Jensen told reporters the scene that the weapon used was a Swedish-made Carl Gustav shoulder-fired anti-tank missile, unleashed from a yard acre's the street into the back of the building.

The Bandidos and Hell's Angles have waged a bloody war for almost three years for control of territory. Police suspect that they have lucrative interest in drugs, prostitution and extortion.

5. A man and a woman died and at least 17 people were injured. The synonym of the underlined word is...
- a. died
  - b. soldier
  - c. sad
  - d. victim
  - e. wounded
6. Which of the following statements is **NOT TRUE** about the text?
- d. The Bandidos biker gang is the rival of the Hell's Angle
  - e. All of the injured people were in serious condition
  - f. Drugs, prostitution and extortion are their interests
  - g. Only two people died in the incident
  - h. The weapon which used was a Swedish-made Carl Gustav shoulders-fired anti-tank missile

### Text 3

A cheese omelette is delicious for any meal, and you will have no trouble making one if you follow these steps. First, crack two eggs into a bowl. Add two tablespoons of milk or water and a little salt and pepper. Beat the mixture into the pan. Cook on medium-high heat for five minutes. When the omelette becomes firm on bottom, lay thin slices of cheese on it. Cook it a minute longer. Then fold

it in half with a spatula. Finally, carefully remove the omelette from the pan and serve it.

7. What does the text above tell about?
  - a. to describe what the cheese omelette is
  - b. to inform the readers that making cheese omelette is easy and simple
  - c. to describe the steps how to make cheese omelette
  - d. to tell the readers that the whole process of making cheese omelette had taken about an hour only
  - e. to persuade the readers, especially the cooks, to know more about cheese omelette
  
8. It is easy and simple, isn't it? Synonym of the underlined word is...
 

a. modest	d. complicated
b. difficult	e. sophisticated
c. hard	
  
9. Which of the following is **TRUE** according to the text?
  - a. Making a cheese omelette is not easy and simple
  - b. The whole process has taken about sixty minutes
  - c. Making cheese omelette doesn't need water
  - d. The first step of making cheese omelette is boil the water
  - e. We need eggs, butter, milk/water, and cheese to make the omelette

#### Text 4

John slumped in the beanbag, his arms crossed and his face with a gloomy frown. He was a new kid in town but no one knew he was even there. John was not the type of person you could have fun with.. He did not like anybody and they did not like him. All day he sat hunched in the beanbag staring blankly out the window.

Through the window, he caught a glimpse of a gigantic hollow tree in a vacant lot. The tree seemed to beckon him. He stood slowly up as if he was a trance, and then started to walk towards the tree. Its branches were scraggly and tough, its roots dug into the ground like claws. The tree had thorns all over it and vines hung around it. John tried to turn away but he could not. A mysterious force was pulling him into the hollow.

10. John never reappeared....but no one noticed or cared. Through the window he caught a glimpse of a gigantic hollow tree in a vacant lot. (paragraph 2). The synonym of the underlined word is...
 

a. large	d. tall
b. very big	e. high
c. long	
  
11. Paragraph 3 tells about...
  - a. John reappeared

- b. Nobody liked John
- c. No one noticed or cared
- d. John never came back
- e. A mysterious force was pulling John into the hollow

### Text 5

Car should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars contribute to most of the pollution in the world. They emit deadly gas that causes illness such as bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander everywhere, and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

In conclusion, cars should be banned in the city for reason listed.

12. The best title for this passage is...
  - a. Cars should be banned in the city
  - b. Cars cause a lot of accidents
  - c. Cars are very noisy
  - d. Cars create pollution
  - e. Cars today are our roads biggest killers
13. The main idea of paragraph 2 is...
  - a. Cars cause a lot of accidents
  - b. Cars today are our roads biggest killers
  - c. Cars indirectly cause some of illness
  - d. Pedestrians wander anywhere
  - e. the city is very busy
14. They emit deadly gas that causes illness such as bronchitis, lung cancer, and triggers off asthma. (paragraph 2). They refer to...
 

a. world	d. accidents
b. pollution	e. pedestrians
c. cars	
15. Pedestrians wander everywhere, and cars commonly hit pedestrians in the city, which causes them to die (paragraph 3). Them refer to...
 

a. world	d. accidents
b. pollution	e. pedestrians
c. cars	

16. "..., you may find it hard to sleep at night, or concentrate on your home work and especially talk to someone". (paragraph 4). The synonym of the underlined word is...
- |              |              |
|--------------|--------------|
| a. easy      | d. different |
| b. difficult | e. powerful  |
| c. strong    |              |

### Text 6

Magelang is an interesting tourist resort with many attractive old buildings. It is located in Central Java about forty-five kilometers north of Jogjakarta. It takes about an hour by bus from Jogjakarta.

Secang a sub-district in Magelang, is one of the popular places for horn carving handicrafts. It is said that most of the people are skilled in this art. More than thirty five families actually make their living by carving horns of buffaloes or cows.

They normally produce one thousand carvings a day. However, this is not a record for a single day. They once received an order for one hundred and forty two thousand combs to be completed within one month. Any kind of horn carving handicraft is displayed at the workshop, where tourists often come to buy souvenirs.

17. What is text about?
- An attractive horn carving handicrafts in Central Java
  - The location of horn carving handicrafts in Central Java
  - The distance of an outstanding place horn carving handicrafts
  - the place where most people earn their living by carvings horns of buffaloes or cows
  - An interesting workshop for displaying handicrafts
18. Most people in Pucang earn their living by...
- Producing horns of buffaloes
  - Producing thousands of combs
  - Carving horns of buffaloes or cows
  - Providing horns of buffaloes or cows
  - Buying and selling any kinds of souvenirs
19. Which statement is **TRUE** according to the text?
- It takes some hours to go to Magelang from Jogjakarta
  - More than a hundred of people are skillful in carving horns
  - Every family has their own workshop to display their handicrafts
  - They once made 142.000 combs within a month
  - the people are able to carve more than ten thousand horns a day
20. Magelang is located in Central Java..."(paragraph 1)  
The synonym of the underlined word is...
- |              |            |
|--------------|------------|
| a. situated  | d. settled |
| b. occupied  | e. stated  |
| c. inhabited |            |

21. Any kind of horn carving is displayed at the workshop,...”(paragraph 3)  
The underlined word means...

- |              |              |
|--------------|--------------|
| a. created   | d. protected |
| b. assembled | e. produced  |
| c. shown     |              |

### Text 7

There are many different kinds of animal in the world. Most of them are invertebrates, that is, they do not have internal skeleton with backbones. Many invertebrates have shells, others have external skeleton. Invertebrates include insects, which make up 80 % of all the animals in the world.

About 5% of the world's animals are vertebrates, that is, they have internal skeleton with backbones, and the main groups of vertebrates are fish, amphibians, reptiles, birds, and mammals. Fish which live n water, are the largest group. Examples of two kinds of fish are tuna and sharks. Not all vertebrates that live in water are fish. Whales for instance are mammals although they look like fish. Amphibians live between water and land, a frog is a typical example. Reptile such as snake, are cold-blooded animals, which live on land. Birds are like reptiles in many ways, but they are warm-blooded, they are the only vertebrates that can fly. Yet, bats are actually mammals although they look like birds. There are big differences between different kinds of birds. Compare an eagle with a duck for example.

Mammals are warm-blooded, like birds. Unlike birds, mammals grow their babies inside them, and when the babies are born, their mother feed them on milk.

22. ...are invertebrates
- |             |               |
|-------------|---------------|
| a. birds    | d. mammals    |
| b. insects  | e. amphibians |
| c. reptiles |               |
23. ...are cold-blooded
- |           |            |
|-----------|------------|
| a. snakes | d. eagles  |
| b. bats   | e. mammals |
| c. ducks  |            |
24. Invertebrates are about...% of the world's animal
- |       |       |
|-------|-------|
| a. 5  | d. 85 |
| b. 20 | e. 95 |
| c. 80 |       |
25. Which statement is **TRUE** about whales?
- They are invertebrates that live in water
  - They are cold-blooded animals
  - They feed the babies on milk
  - They don't have backbones
  - They are example of fish

26. Yet, bats are actually mammals although they look like birds (paragraph 2).  
The underlined word refers to...
- |                |          |
|----------------|----------|
| a. Vertebrates | d. Birds |
| b. Mammals     | e. Bats  |
| c. Reptiles    |          |
27. ...which make up 80% of all animals in the world (paragraph 1). The word  
“make up” can be replaced by...
- |               |            |
|---------------|------------|
| a. include    | d. achieve |
| b. constitute | e. perform |
| c. contribute |            |
28. The main idea of the second paragraph is...
- Fish are the largest group of vertebrates
  - Bats are mammals
  - The different kind of birds
  - The main group of vertebrates
  - Example of warm-blooded animals
29. ...their mother feed them on milk (paragraph 3)  
The word feed means...
- |                |                 |
|----------------|-----------------|
| a. help flying | d. give help to |
| b. eat food    | e. give food to |
| c. make food   |                 |

### Text 8

In this modern era, the use of credit cards has developed into such a certain degree that credit cards have become a life style as a means of payment. However, the advantages and disadvantages of having credit cards have long become an endless debate.

Credit cards have many advantages as a means of payment. The most practical benefit of this magical plastic card is that the cardholders don't need to carry cash. The card is useful especially when suddenly you have to do some shopping and you don't have enough money with you. With credit cards, you can pay for things in an emergency without having to wait for your end-of-month paycheck. Your card even enables you to get cash in advance from an authorized bank or from an ATM.

Yet, with all its benefits, having a credit card involves some risk, for example the cardholder's tendency to spend more money than he or she should, or can afford to. Who isn't lured by the 'buy-now-pay-later' concept? Actually, when you use a credit card, you buy things on credit, which means that you have to pay interest. And like all other bank loans your debts will swiftly add up when you fail to make the regular monthly payments. Another risk of using credit cards is being overcharged.

Needless to say, credit cards give great conveniences to shoppers. On the other hand, using credit cards is a terrible trap to those who control their spendthrift habits.

30. In paragraph 2, the author presents some evidence that credit cards have many advantages as a means of payment while in paragraph 4 the author....
- gives more arguments why he supports using credit cards
  - tells readers the advantages of using credit cards
  - concludes the pros and cons of using credit cards
  - shows his disagreement using credit cards
  - ensures the readers not to use credit cards
31. It is stated in the text that credit cards are very practical means of payment because....
- the cardholders don't need to carry cash
  - we can spend money as much as we want
  - the cardholders can loan cash from an ATM
  - the cardholders can buy all things on credit
  - the cardholders do not know how to spend money
32. One of the risk of using a credit card is....
- you can get cash
  - you have to pay interest
  - you have to buy anything on credit
  - you can control your spending
  - you can buy anything you want
33. "Who isn't lured by the 'buy-now-pay-later' concept?" (Paragraph 3)  
The synonym of the underlines word is....
- inspired
  - supported
  - recommended
  - encouraged
  - persuaded
34. After reading the text, who is not recommended to use a credit card?
- someone who cannot pay interest
  - someone who does not hold a card
  - someone who is not good at shopping
  - someone who cannot control his expense
  - someone who cannot afford to buy things

### Text 9

Hanif and Putra don't forget to submit your assignments, to Mr. Aditia at two o'clock this afternoon. Put them into white envelopes. Mr. Aditia will be expecting us in room 206. Please be on time. Send me your replay. (Diana)

35. What is the purpose of the message?
- to remind Hanif to submit his task
  - to suggest Mr. Aditia to be on time
  - to assign Mr. Aditia to wait in Room 206

- d. to inform Hanif about Mr. Aditia's message
- e. to ask Hanif to prepare for a white envelope

36. Mr. Aditia will be expecting us in room 206.

The word "us" refers to....

- a. Diana, Putra, and Aditia
- b. Hanif, Putra, and Aditia
- c. Diana, Hanif, and Putra
- d. Diana and Mr. Aditia
- e. Mr. Aditia and Hanif

### Text 10

#### To All Third Grade Students

All library books have to be returned on the twenty-second of May, 2009. They should be covered with non-colourful wrapping plastic. Lost books must be replaced with the ones of similar subjects. Fine will be charged to the late return of the books. Students who have handed on all books will get receipts that have to be submitted to the administration officers.

Library Staff

37. What is informed on the announcement?
- a. a request to return library books
  - b. the subjects of the library books
  - c. a compulsory to replace lost books
  - d. the library administration officers
  - e. submission of receipts
38. What will happen if the book you borrow is lost?
- a. you will get receipts
  - b. it should be covered by non-colorful plastic
  - c. the librarian will be fined by a certain amount of money
  - d. you should cover with wrapping plastic
  - e. it should be replaced with similar subject

### Text 11

Dear Members,

The goal of Regent is to be the premier name in health care since merging with Royal Medicare Green Shield and Jason County Medical Bureau in April, we have been working with our customers and business partners to provide more innovative health benefit plans and services, wider provider networks, and enhanced access to health care coverage.

We've been pleased to receive your suggestion for these service improvements, and we look forward to receiving your further thoughts or suggestions. Our suggestions line is open 24 hours a day at 800-998-3445.

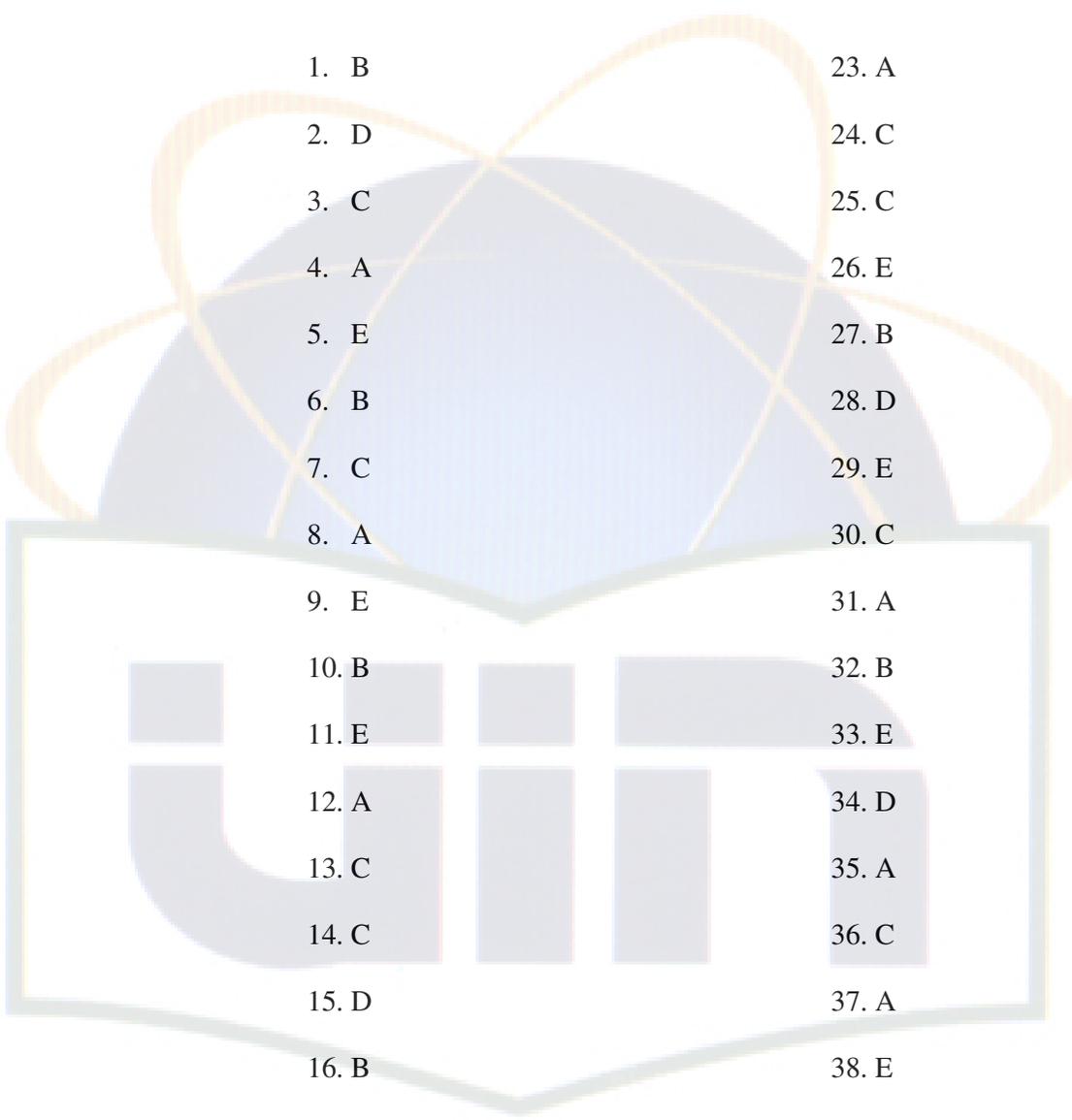
We appreciate your patronage.  
sincerely,

Rick Nelson  
President

39. What is the text about?
- some suggestions for merged companies
  - the merger of innovative companies
  - asking for suggestions for service improvements
  - the further plan of the Regent
  - the prospect of patronage
40. Rick Nelson might be the President of...
- a hospital
  - a web provider
  - a medical bureau
  - a health care company
  - a health insurance company

**\*\*\*SELAMAT MENGERJAKAN\*\*\***

**Answer Key**

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1. B  
2. D  
3. C  
4. A  
5. E  
6. B  
7. C  
8. A  
9. E  
10. B  
11. E  
12. A  
13. C  
14. C  
15. D  
16. B  
17. D  
18. C  
19. D  
20. A  
21. C  
22. B  
23. A  
24. C  
25. C  
26. E  
27. B  
28. D  
29. E  
30. C  
31. A  
32. B  
33. E  
34. D  
35. A  
36. C  
37. A  
38. E  
39. C  
40. D

